



Implementation of Halal Label Recognition on Everyday Snacks for Early Childhood Children

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Abstract

One form of relevant religious value recognition is the introduction of halal labels on snacks frequently consumed by children. This study aims to describe the implementation of halal label recognition on everyday snacks for early childhood, including the implementation process, the role of teachers, and children's responses to the activity. This study used a qualitative approach implemented at the Smart and Cheerful Early Childhood Education Center in Taluak Village, Pariaman City, with group B1 as research subjects in the 2025/2026 academic year. Data collection techniques were carried out through observation and documentation. The results showed that halal labels implemented through simple and fun activities can improve children's initial understanding of halal food. Teachers play an important role as facilitators and role models in forming these habits through consistent practice. This study concludes that introducing halal labels on snacks can be an effective strategy in instilling religious values in early childhood.

INTRODUCTION

Early childhood is a period of very rapid development, which is often referred to as the developmental period's golden age. During this period, they readily accept various stimuli and habits provided by the family environment and educational institutions (Amiliya & Susanti, 2024; Yusuf et al., 2023; Uce, 2015). Therefore, education in values and morals, including religious values, must be instilled from an early age through simple, concrete activities that are close to everyday life.

The development of children's moral and religious values is not only seen from their visible behavior, but also from the underlying moral reasoning process. Kohlberg emphasized that an individual's moral maturity is determined by their ability to reason morally, not solely by their actions (Safitri et al., 2019). This understanding serves as an important foundation for providing religious values education to early childhood in a gradual manner and according to their developmental stage (Rawanita & Jannah, 2025; Salsabila & Huda, 2025; Ningsih et al., 2025).

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Understanding halal food is one way to teach religious values to young children. Children need daily food, including snacks often brought from home or purchased at school. However, not all snacks available are guaranteed halal. This situation requires efforts to teach children to recognize and choose halal foods from an early age. Halal food is not just about what people eat; Muslim food choices must be healthy and halal (Andriyani, 2019; Mulyati et al., 2023; Rumnah et al., 2022). This is in accordance with the word of Allah SWT in Surah Al-Baqarah, verse 168:

يَا أَيُّهَا النَّاسُ كُلُوا مِمَّا فِي الْأَرْضِ حَلَالًا طَيِّبًا وَلَا تَتَّبِعُوا خُطُوَاتِ الشَّيْطَانِ إِنَّهُ لَكُمْ عَدُوٌّ مُبِينٌ

Meaning: *O mankind, eat from whatever is on earth [that is] lawful and good and do not follow the footsteps of Satan. Indeed, he is to you a clear enemy* (QS. Al-Baqarah: 168)

Introducing halal labels to everyday snacks is the first step in instilling a simple understanding of the concepts of halal and haram. Introducing these labels to young children isn't intended to provide a deep understanding, but rather to teach children to understand symbols, familiarize themselves with halal labels, and raise awareness of the importance of careful food choices. Some fun ways to learn this include examining food packaging, role-playing, and other habit-building activities.

Teachers play a crucial role in implementing halal labeling appropriately and developmentally appropriately (Arodha, 2024; Hidayat et al., 2024). Teachers must be able to convey religious values concretely and meaningfully so that children can understand them. However, in reality, introducing halal labels on snacks at the Smart and Cheerful Early Childhood Education Center in Taluak Village has not yet become a structured learning focus.

Based on this, this research is important to describe how the introduction of halal labels on everyday snacks for young children is implemented. This research is expected to provide an overview of the implementation process, the role of teachers, and children's responses to the halal label introduction activity. This research can serve as a reference in developing religious values learning in the Smart and Cheerful Early Childhood Education Center in Taluak Village, Pariaman City.

METHODS

This study used a qualitative approach and was implemented at the Smart and Cheerful Early Childhood Education Center in Taluak Village, Pariaman City. The study was conducted in group B1 of the 2025/2026 academic year. A qualitative approach was chosen because this study aims to describe in depth the implementation process of introducing halal labels on everyday snacks in the context of early childhood learning. Qualitative research methods focus on subjective experiences, revealing rich data in a naturalistic context (Engkizar et al., 2022; 2023; Nasution et al., 2025; Rusdiana et al., 2025). They emphasize multiple realities, reflexivity, and communication, aiming to maintain rigor and quality in social and educational research, ultimately improving teaching, learning, and research outcomes (Engkizar et al., 2024; Htay et al., 2025; Pandey, 2024; Mutiaramses et al., 2025; Rahman et al., 2025; Sari et al., 2025).

Data for this study were collected using two main methods: observation and documentation. Observation is a data collection technique that utilizes the five senses to obtain the information needed to answer the research problem. Observations include activities, events, occurrences, objects, specific conditions or situations, and a person's emotional feelings (Rahardjo, 2011). Documentation was used as supporting data, including photographs of learning activities, children's work, recordings of activities, and so on. Documentation data serves to strengthen the results of observations made during the study.

RESULT AND DISCUSSION

Implementation of Halal Label Recognition on Everyday Snacks

Based on the results of initial observations carried out, it was discovered that around 70% of children in Early childhood education programs. The Smart and Cheerful Taluak Village children bring additional snacks or packaged treats. Children often share these foods with their peers without considering whether the food they bring is halal-compliant. This occurs because most children do not yet understand that not all snacks on the market are halal-certified and are not necessarily suitable for consumption by Muslims. This finding indicates that children's understanding of the importance of halal labels is still low, necessitating early education and instilling habits to help them be more selective in their food choices.

A halal label is a label given on food packaging that informs consumers that the product has undergone a halal inspection process and has been declared halal; in this case, it has a halal certificate (Ritonga, 2024).

According to the Indonesian Ulema Council (MUI), halal products are products that comply with Islamic law and meet several criteria, namely: they do not contain pork; they do not contain prohibited materials such as materials made from blood, human organs, disgusting waste, and so on; animals slaughtered must be in accordance with Islamic teachings; and places where products are stored, sold, and transported must not be used for pork or other unclean materials unless they are purified according to Islamic procedures (Kusuma & Kurniawati, 2021).

Introducing halal labels to young children is not intended to provide a deep understanding of the concepts of halal and haram, but rather to introduce the halal symbol or logo as a form of early education. Through this activity, children are expected to recognize the special markings on food packaging and understand that these symbols indicate food is safe and permissible for consumption by Muslims. Through simple and fun methods, such as role-playing or storytelling, children become accustomed to noticing halal labels on products they encounter every day. This habituation is the first step in instilling religious awareness and good consumption habits from an early age, before they understand the deeper meaning of halal at a later stage in their development.

A study explains that the approach to introducing halal labels to early childhood does not only focus on concrete and simple implementation, but is also developed through a structured curriculum designed and tested using the ADDIE model. This model includes five main stages: Analysis, Design, Development, Implementation, and Evaluation. One form of development is the Clean, Halal, and Thayyib Lunch Box Curriculum (BENTO), which does not solely emphasize halal label recognition but also integrates religious values and health principles into early childhood eating habits. Through this curriculum, children are expected not only to understand the halal symbol but also to habituate to implementing healthy, clean, and Islamic-compliant eating patterns in their daily lives (Mulyani et al., 2024; Gumilar et al., 2023; Safitri et al., 2019).

The Role of Teachers in Introducing Halal Labels

Teachers act as facilitators in introducing halal labels to young children. In this role, teachers provide concrete examples by selecting and showing snacks that have a halal label on their packaging. They then explain simply that safe food should have a halal sign or symbol to indicate that the product is safe and compliant with Islamic teachings.

Additionally, teachers can also invite children to role-play as sellers and buyers, using snacks provided at school. Through this activity, children are trained to examine food packaging before "buying" it and are asked to point out the halal logo on the product. This type of activity not only trains children to recognize the halal symbol but also fosters positive habits and early awareness of choosing halal and

healthy foods.

Teachers not only inform students but also help them develop new habits and positive behaviors. Repeated and consistent learning activities help children become accustomed to paying attention to the halal label on their food before eating. In this habituation process, children gain a better understanding of the importance of choosing food that aligns with Islamic principles. This demonstrates that educators are actively and strategically involved in teaching halal labels to young children, not only through verbal explanations but also by directly implementing them in daily school activities.

In her research, Rusdiana demonstrated that teachers' outreach activities about halal food through demonstrations and stringing can also provide children with new knowledge about the halal logo on food and beverage packaging. These activities were successful, as evidenced by the students' enthusiasm and effective motor skills (Rusdiana et al., 2025).

Children's Responses to Halal Label Introduction Activities

The children's response to the halal labeling activity was very positive. They showed interest and actively participated when asked to look at food packaging and identify the halal sign. Some of them began to recognize the halal sign and associate it with the habit of choosing "permissible" foods.

In addition, the active involvement of children during activities also shows the process of scaffolding. As stated by Vygotsky, providing assistance or guidance can support children to be more competent in their efforts to complete tasks within their cognitive range (Yohanes, 2013). In this case, teachers play an important role in accompanying and helping children recognize halal labels and guiding children in forming the habit of choosing halal food in their daily lives.

This activity helps young children understand the importance of choosing halal food. It demonstrates that placing halal labels on snacks can be an early way to instill religious values in young children without overwhelming them with overly complex concepts.

CONCLUSION

Based on the research results and discussion, it can be concluded that the implementation of halal labeling on daily snacks at the Smart and Cheerful Early Childhood Education Center in Taluak Village has a positive impact on early childhood children's understanding of the concept of halal food. Children are becoming accustomed to paying attention to food packaging, recognizing halal symbols, and understanding that good food is halal-labeled. The introduction of halal labeling is carried out through simple, concrete, and fun learning activities, such as observing food packaging, role-playing, and habituation in daily activities at school. This approach is in accordance with the developmental characteristics of early childhood, who are still at the concrete thinking stage, making it easier for children to gradually understand religious values.

The role of teachers is crucial to the successful implementation of this activity. Teachers serve not only as information providers but also as facilitators and role models, consistently guiding children in developing habits of choosing halal food. Active teacher involvement through habituation and role modeling helps children internalize religious values in their daily lives. Therefore, introducing halal labels to everyday snacks can be used as a strategy for teaching religious values in early childhood education institutions. The results of this study are expected to serve as a reference for educators and early childhood education institutions in developing learning that instills religious awareness and good consumption habits from an early age.

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