

Differences in Halal Food Knowledge and Providing Flashcard and Leaflet Media Education to Students

Kharisma Imami¹, Endah Budi Permana Putri²

¹Departement of Nutrition, Faculty of Health, Universitas Nahdlatul Ulama Surabaya, Surabaya, Indonesia

²Departement of Nutrition, Faculty of Health, Universitas Nahdlatul Ulama Surabaya, Surabaya, Indonesia
e-mail: Kharisma6646@gmail.com*¹, endahbudi92@unusa.ac.id²

*Corresponding Author

Abstract: Halal food is important for the Muslim community, halal certification of a food or beverage product needs to be done to ensure the public that the product being consumed has proven its halalness. Therefore, it is very important as a Muslim community to increase halal food knowledge. This study aims to determine the difference in halal food knowledge by providing education with Flashcard and Leaflet media to FKIP students at Nahdlatul Ulama University Surabaya. The method of this study was True Experimental Design using Pre-Post Test Design. The sample in this study amounted to 66 respondents. Sampling in this study using Simple Random Sampling technique. Then divided into 33 respondents in the Intervention group and 33 respondents in the control group. The test analysis used was the Mann Whitney test with a significant level ($\alpha=0.05$). The results showed that there were differences in the respondents' knowledge in the group that was given leaflet media education and in the group that was given flashcard media education with the result ($p=0.029$). It is hoped that there will be more research using other methods in increasing more knowledge of halal food.

Keywords: Educational Media, Flashcards, Leaflets, Halal Food, Knowledge

INTRODUCTION

Indonesia is one of the countries with the largest Muslim population in the world. However, public knowledge, especially among students, regarding halal logos on food and beverage products is still quite low. It is important to increase knowledge of halal food so that people realize the importance of choosing the food or drink they will consume. Halal food is food that does not contain ingredients that are prohibited for consumption by Muslim communities. In previous research, halal awareness, health, and perceived value influence students' purchasing intentions (Purwanto et al., 2021).

Increasing knowledge about halal food can be done by providing education through educational media as a learning

tool. Educational media is a tool or a way for the learning process, it can be used for learning purposes in channeling messages, feelings, and attention, stimulating a person's thoughts and will so that it will encourage a controlled, deliberate, and purposeful learning process.

Some of the most effective media used are flashcards and leaflets (Aziza and Yulia, 2020). The use of flashcards and leaflets shows an increase in knowledge and consumption of halal food.

Based on the description above, it is necessary to have a solution to increase knowledge by providing education regarding halal food to students through flashcards and leaflets at the research location at Nahdlatul Ulama University Surabaya because from the results of the preliminary study it is known that FKIP

students class of 2022 at Nahdlatul Ulama University Surabaya are lacking have extensive knowledge related to halal food and in research using learning media such as visual media, this is very in line with FKIP students who are also involved as teachers in the future.

Therefore, this research needs to be carried out to find out differences in students' levels of knowledge regarding halal food after being given information through visual flashcards and leaflets.

CONCEPTUAL FRAMEWORK

Knowledge of halal food among students is still relatively low, therefore there is a need to increase knowledge regarding halal food for students so that they pay more attention to the importance of halal labels on food and drinks by Islamic law. In increasing knowledge, there are several factors such as internal factors and external factors (Notoadmojo, 2017). One of the internal factors in this research is education, where respondents will be given information through learning media.

This research uses several educational media to convey material to respondents about halal food. In Arsyad's research, (2016) there are several types of learning media, namely visual media and audio-visual media such as flipcharts, leaflets, flashcards, graphics, and posters. In this research, flashcards and leaflets were used as educational media to increase students' knowledge of halal food.

METHODOLOGY

This research uses the True-experimental design method with this type of research using a pre-post test design. The population in this study was 125 FKIP students class of 2022 at

Nahdlatul Ulama University Surabaya. The sample size used in this research required 66 students.

Sampling in this study had inclusion and exclusion criteria. The inclusion criteria are Unusa class of 2022 FKIP students, Muslim students, and students who are willing to become respondents and take part in the research until the end. Then on to the exclusion criteria, namely vegan or vegetarian students, and students who don't own gadgets.

Sampling in this study used simple random sampling by taking 66 students with groupings of 33 students in the flashcard group and 33 students in the leaflet group. This research was conducted at Nahdlatul Ulama University Surabaya in June 2023 for 3 weeks. The independent variable in this research is the type of educational media used, namely flashcards and leaflets. The dependent variable in this research is knowledge of halal food.

This research was carried out by collecting primary data obtained from respondents directly using a questionnaire. The halal food knowledge questionnaire consists of 20 questions in the form of multiple choices which have been tested for validity and reliability. The data that has been collected will be processed using the following steps: editing, scoring, processing, cleaning, and tabulating. Scoring in this study uses an ordinal approach scale with score measurement criteria :

- 1) Correct : score 1
- 2) Wrong : score 0

The score on halal food knowledge obtained from the questionnaire is then categorized according to the level of knowledge according to Arikunto, (2013) :

- 1) Good if value (76 - 100%)

- 2) Sufficient if value (56 - 75%)
- 3) Less if value (<55%)

Then the results will be calculated using the formula:

$$P = F/N \times 100\%$$

P = Percentage

N = Number of questions

F = Frequency

Data collection was carried out after obtaining an ethical permit from the Research Ethics Commission of Nahdlatul Ulama University Surabaya with number 0124/EC/KEPK/UNUSA/2023.

Analysis in this study used a ratio data scale, with a normality test using the Kolmogorov Smirnov test and the Mann-Whitney test to determine differences in the results of the pre-post test which were processed using a computer program (SPSS).

RESULTS AND DISCUSSION

Overview of Halal Food

Based on data from The Royal Islamic Strategic Studies Center (RISSC), the number of people in Indonesia who are Muslim is 237.56 million people, or if the percentage is 86.7% of the total population of Indonesia. If viewed globally, the number is equivalent to 12.30% of the world's Muslim population.

This is what encourages Muslim consumers in Indonesia to obtain protection for goods, food, or medicines by Lembaga Pengkajian Pangan, Obat-Obatan dan Kosmetik Majelis Ulama Indonesia (LPPOM-MUI) and the Badan Penyelenggara Jaminan Produk Halal (BPJPH).

These two institutions play an important role in labeling halal products, making it easier for people to find and buy halal products on the market. With

halal certification, will increase trust and create consumer loyalty towards products circulating on the market. Currently, BPJPH has established the latest halal label that applies nationally.



Figure 1. Indonesian Halal Logo

Characteristic Respondents

The subjects are FKIP students class of 2022 at Nahdlatul Ulama University Surabaya and are Muslim. There were 66 respondents with 33 respondents in the flashcard group and 33 respondents in the leaflet group. In the flashcard group, there were 8 male respondents (24.2%) and 25 female respondents (75.8%). Then in the leaflet group, there were 6 male respondents (18.2%) and 27 female respondents (81.8%).

Table 1. Frequency Distribution Based on Gender

Gender	Group			
	Flashcard		Leaflet	
	Frequency (n)	Percentage (%)	Frequency(n)	Percentage (%)
Male	8	24,2	6	18,2
Female	25	75,8	27	81,8
Total	33	100	33	100

In this study, the average age of respondents was 18 - 20 years. In the flashcard education group, 7 respondents (72.7%) were 18 years old, 24 respondents (72.7%) were 19 years old and 2 respondents (6.1%) were 20 years old. Meanwhile, in the leaflet education group, 8 respondents (24.2%) were 18 years old, 22 respondents (66.7%) were 19 years old and 3 respondents (9.1%) were 20 years old.

Table 2. Frequency Distribution Based on Age

Age	Group			
	Flashcard		Leaflet	
	frequency (n)	Percentage (%)	frequency (n)	Percentage (%)
18	7	21,2	8	24,2
19	24	72,7	22	66,7
20	2	6,1	3	9,1
Total	33	100	33	100

Halal Food Knowledge in Leaflet Groups

Based on research conducted on FKIP respondents who were given education using leaflets, the pretest results for respondents in the good category were 14 respondents (42.2%). Meanwhile, the posttest results of respondents in the good category were 28 respondents (84.8%).

Table 3. Halal Food Knowledge in the Leaflet Education Group

Category	Leaflet Education Media			
	Pre-Test		Post-Test	
	Frequency (n)	Percentage (%)	Frequency (n)	Percentage (%)
Well	14	42,2	28	84,8
Enough	6	18,2	5	15,2
Not enough	13	39,4	-	-
N	33	100	33	100

Halal Food Knowledge in Flashcard Groups

Based on research conducted on FKIP respondents who were given flashcard educational media, the pretest results of respondents in the good category were 6 respondents (18.2%). Meanwhile, the post-test results of respondents with good grades were 26 respondents (78.8%).

Table 4. Halal Food Knowledge in the Flashcard Education Group

Category	Flashcard Educational Media			
	Before		After	
	Frequency (n)	Percentage (%)	Frequency (n)	Percentage (%)
Well	6	18,2	26	78,8
Enough	10	30,3	6	18,2
Not enough	17	51,5	1	3,0
Jumlah	33	100	33	100

Analysis of Differences in Halal Food Knowledge Providing Flashcard and Leaflet Media Education to Students

The results of the Mann-Whitney test showed a significant value from those given educational flashcards and leaflets, a p-value of 0.029, meaning that the value was significant because $< \alpha$ 0.05. It can be concluded that there is a difference in students' knowledge of halal food after being given these two educational media.

Table 5. Differences in Halal Food Knowledge by Providing Flashcard and Leaflet Media Education to Students

Halal Food Knowledge	N	Mean±SD	P-value
Flashcard Group	33	28,64± 16,407	0,029*
Leaflet Group	33	29,39±17,489	

The results of the data from research on the differences in providing flashcard and leaflet media education on halal food knowledge among students are in line with several studies that have been conducted, namely that the results of halal food knowledge are higher using leaflet education media compared to using flashcard education media. Priyatnomo's (2021) research states that there are differences in knowledge regarding how to maintain dental and oral health using two media, namely flashcards and leaflets using the Mann-Whitney test and obtained a p-value of 0.037 which can be interpreted as a significant difference in the two media. the.

This research is also in line with Astuti's (2019) research, which found that providing education using leaflet

media increased knowledge of halal food. daripada media *flashcard*. This is because leaflet media is more complete and clear.

The difference between the two media is that when in the field, respondents were more interested in reading and understanding the material in the leaflets. Meanwhile, in flashcard media education, respondents were less enthusiastic in the education process and less active in answering the quizzes given, so this caused a lack of knowledge among respondents who were given flashcard media education because this media relies more on a person's activity and memory.

CONCLUSION

Based on the results obtained regarding the differences in providing education using flashcards and leaflets on halal food knowledge among FKIP 2022 students at Nahdlatul Ulama University Surabaya, the conclusions are as follows:

1. The results of the research explain that the group that was given education using flashcard media experienced an increase from 18.2% to 78.8%, which was categorized as good.
2. The results of the research explain that the group that was given education using leaflet media experienced an increase from 42.2% to 84.8%, which was categorized as good.
3. The results of the research explain that there is a significant difference in the values between the flashcard media group and the leaflet media group regarding halal food knowledge among students with a p-value of $0.029 < 0.05$.

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