

# Differences in Halal Food Consumption Behavior with Providing Leaflet and Flashcard Media Education to Students

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**Abstract:** Most teenagers choose to consume food products that do not have a halal logo because they are closer to where they live. This research aims to analyze differences in halal food consumption behavior using media education leaflets and flashcards on the Faculty of education students at Nahdlatul Ulama University, Surabaya. The type of this research is true Experimental Design by using a Repost Test Design. The number of samples in this study was 66 respondents. Sampling in this study used techniques, of simple random sampling. Then divided into 33 respondents for group leaflets and 33 respondents for, group flashcards. The test analysis used is test Mann Whitney with a significant level ( $\alpha=0.05$ ). The result of This research shows that there is no difference in behavior between media groups leaflets and flashcards( $p=0.090$ ). Providing education with media leaflets and flashcards can increase halal food, consumption behavior among students. It is hoped that there will be further research using different, media such as audio-visual in looking at halal food consumption behavior.

**Keywords:** Behavior, Halal Food, Educational Media, Leaflets, Flashcards

## INTRODUCTION

Halal food is food or drink that is mandatory for consumption, especially by Muslims. Food products can be said to be halal if they have been certified halal by including a halal logo on the food or drink packaging. In everyday life, every human being always wants to fulfill their needs continuously in terms of type, quantity, and quality. So it is necessary to improve the concept of halal food by consumers.

A person's knowledge about halal food can influence a person's behavior in choosing and purchasing halal food products. Behavior is a person's activity in the form of human behavior which can originate from activities, actions, and personal appearance throughout his life. Therefore, it is necessary to convey information about halal food using the educational media that will be used.

Educational media is a learning aid that is used to carry out learning activities using media ranging from books to electronic devices. The use of media is very important to explain the material to be presented.

Especially in the use of educational media, leaflets, and flashcards which can attract attention because of the different delivery methods so that they have significant appeal and influence.

The leaflet is an educational medium in the form of a sheet of paper containing pictures and writing on both sides. The advantages of the leaflet itself are that it makes it easier for respondents to learn independently, easy to provide detailed information, easy to make, and easy to revise. Meanwhile, flashcard media is a series of messages that will be conveyed in the form of cards containing images, text, or other symbols. The advantage of flashcard media is that it is easy to remember because it contains colorful and interesting images.

Based on the description above, it is necessary to conduct research on halal food consumption behavior through the educational media of leaflets and flashcards.

## CONCEPTUAL FRAMEWORK

Halal food can be interpreted as food that is

obtained in a halal way, either by the way it is obtained. Lack of concern for halal food can influence two factors, namely, internal factors and external factors. The internal factors are personality, lifestyle, and income, while the external factors are family, culture, social class, and group (Syarif, 2022). Each individual's personality can also influence halal awareness, religiosity, and purchasing intentions. So it is necessary to convey information about halal food with tools such as educational media to make delivery easier (Suryaputri, 2020).

## METHODOLOGY

The type of research used is a true-experimental design in the form of a pre-post test design. The research population in this study was FKIP students class of 2022 at Nahdlatul Ulama University, Surabaya. The sample size in this study was 66 students. The sampling criteria for this research were FKIP students class of 2022, Nahdlatul Ulama University Surabaya, students who were Muslim, students who were willing to be respondents and take part in the research until the end, and students who had gadgets. Meanwhile, the criteria for exclusion are students who consume vegan and students who withdraw. Sampling in this study used a simple random sampling technique which was carried out randomly and then divided into two groups, each group had 33 respondents according to the required sample size. This research was conducted at Nahdlatul Ulama University Surabaya in February-July 2023.

## RESULTS AND DISCUSSION

### Overview of Research Locations

This research was conducted at Nahdlatul Ulama University Surabaya located on Jl. Jemursari no 51-57, Jemur Wonosari, Wonocolo.

### Responden Characteristics

The subjects were FKIP students at Nahdlatul Ulama University, Surabaya. Most of the respondents were female. There were 25 female respondents in the flashcard media group (75.8%) and 8 male respondents (24.2%). Meanwhile, there were 27 female respondents in the leaflet media group (81.8%)

and 6 male respondents (18.2%). Meanwhile, there were 7 respondents aged 18 years in the flashcard group (21.2%), respondents aged 19 years were 24 respondents (72.7%) and those aged 20 years were 2 respondents (6.1%). Meanwhile, in the leaflet group, there were 8 respondents aged 18 years (24.2%), respondents aged 19 years were 22 respondents (66.7%) and those aged 20 years were 3 respondents (9.1%).

Table 1. Frequency Distribution Based on Respondent Characteristics

Gender	Group flashcard		Group leaflet	
	Amount (N)	Percentage (%)	Amount (N)	Percentage (%)
Male	8	24,2	6	18,2
Female	25	75,8	27	81,8
Total	33	100	33	100

  

Age	Group flashcard		Group leaflet	
	Amount (N)	Percentage (%)	Amount (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

  

Residence	Group flashcard		Group leaflet	
	Amount (N)	Percentage (%)	Amount (N)	Percentage (%)
Boarding house	26	78,8	21	63,6
House	7	21,2	12	36,4
Total	33	100	33	100

Most respondents were in the boarding house in the flashcard group as many as 26 respondents (78.8%) and those at home were 7 respondents (21.2%). Meanwhile, in the leaflet group, 21 respondents were in boarding houses (63.6%) and 12 respondents were at home (36.4%).

### Providing Education through Flashcards and leaflets Before and After the Intervention

Data on differences in halal food consumption behavior were obtained from data collection using a questionnaire about halal food. The categorization of halal food consumption behavior is divided into three parts, namely the good category with a score of 9-14, adequate

with a score of 5-8, and poor with a score of 0-4. Table 2 shows the results that the respondent's behavior before the intervention on leaflet media obtained a good score for 5 respondents (15.2%), with the sufficient category being obtained by 12 respondents (36.4%) and the poor category being obtained by 16 respondents (48, 5%). Meanwhile, when the intervention was carried out, 29 respondents (87.9%) obtained good scores and 4 respondents (12.1%) obtained fair scores. In the flashcard group before the intervention, 4 respondents (12.1) obtained good scores, in the sufficient category 9 respondents (27.3) were obtained, and in the poor category, there were 20 respondents (60.6). Meanwhile, when the intervention was carried out in the good category there were 15 respondents (45.5%), in the sufficient category there were 13 respondents (39.4%), and in the poor category, there were 5 respondents (15.2%).

Table 2. Providing Education Through Flashcard and Leaflets Before and After Intervention

Category	Leaflet			
	Pre-Test		Post-Test	
	N	%	N	%
well	5	15,2	29	87,9
Enough	12	36,4	4	12,1
Not enough	16	48,5	0	0
Total	33	100	33	100
Category	Flashcard			
	Pre-Test		Post-Test	
	N	%	N	%
well	4	12,1	15	45,5
Enough	9	27,3	13	39,4
Not enough	20	60,6	5	15,2
Total	33	100	33	100

This research is in line with research by Irmawati, et al (2019) which states that the influence of education via WhatsApp media and leaflets on changes in behavior in students can increase after being given education. Likewise, with flashcard media, flashcard media relies more on respondents' memories to be able to find out about halal food. One of the factors of success in implementing education is the media used. The respondents in this research were FKIP students at Nahdlatul

Ulama University, Surabaya, who were still relatively lacking in implementing halal food consumption behavior. This is proven by the results of the questionnaire of respondents who were classified as lacking in implementing halal food consumption behavior.

The results of this study stated that halal food consumption behavior after being given education using leaflets and flashcards had good results. This is influenced by the knowledge, beliefs, and desires of each individual. Likewise the beliefs of each individual, where beliefs can enable respondents to behave well in choosing food. This is supported by Efendi's (2020) statement that students choose halal food according to their individual beliefs so that it can encourage them to adopt a positive attitude in buying food.

Knowledge also influences a person's behavior in consuming food. Someone will behave well in choosing halal food if they have sufficient knowledge about halal food. This is supported by Usmaran's (2019) statement that nutritional knowledge influences a person's attitudes and behavior in choosing food.

Halal food consumption behavior in this study is the number of respondents who have been able to implement halal food consumption behavior well. This is proven by the results of a questionnaire regarding the implementation of halal food consumption behavior, where respondents can find out about halal food that has been certified halal and has a halal label on the packaging. Providing education about halal food will have a positive impact on respondents so that they can increase halal food consumption behavior.

### Differences in Providing Education in the Leaflet Media Group and the Flashcard Media Group

Halal food consumption behavior using the Mann-Whitney test shows a p-value of 0.090, where this value is more than ( $\alpha = 0.05$ ), which means there is no difference in halal food consumption behavior with leaflet and flashcard educational media among students.

Table 3. Differences in Providing Education in the Leaflet Media Group and the Flashcard Media Group

Kelompok media	N	Mean $\pm$ SD	p-value
<i>Leaflet</i>	33	3,42 $\pm$ 2,646	0,090
<i>Flashcard</i>	33	4,48 $\pm$ 2,360	

This research is in line with research by Priyatnomo (2021) which states that there is a difference in maternal growth using leaflet media. The results of this research show that there is no difference in providing education using leaflets and flashcards. This is because the use of flashcard media requires respondents to remember what is on the flashcard and has minimal explanations. Leaflet media is very easy to use and can be carried anywhere so it makes it easier for respondents to re-read the material. Meanwhile, in this study, respondents did not know much about halal food as a whole, so several respondents were still groping about halal food.

## CONCLUSION

This research concludes that there is no difference in halal food consumption behavior using leaflets and flashcards among students. In the leaflet media group that had been given intervention, almost all of them experienced an increase in halal food consumption behavior in the good category (87.9%). Meanwhile, almost all of the flashcard media groups that had been given intervention experienced an increase in the good category (45.5%). Therefore, it is hoped that respondents can continue to implement halal food consumption behavior.

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