

Development of halal literacy indicators based on reading literacy viewed from the dimensions of content, process, context, and attitude



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ABSTRACT

Halal literacy is increasingly important as consumers seek to make informed and ethical decisions about halal products and services. This study aims to develop comprehensive indicators for halal literacy by integrating the principles of reading literacy. The research involved a thorough literature review and expert consultations to identify key concepts and indicators relevant to halal literacy. The developed indicators are organized into four dimensions: Content, Process, Context, and Attitude. The Content dimension includes foundational knowledge, reliable sources, and an understanding of halal labels and certifications. The Process dimension emphasizes critical reading skills, decision-making, and technology utilization. The Context dimension highlights the influence of social and cultural environments and the role of education. The Attitude dimension focuses on personal commitment and awareness of halal literacy. The indicators were validated through thematic analysis and expert feedback, ensuring their relevance and applicability. The findings reveal a structured framework consisting of specific indicators across the four dimensions of Content, Process, Context, and Attitude, which can be utilized to enhance halal literacy. These indicators serve as practical tools for developing educational programs that equip individuals with the necessary knowledge and skills to make informed decisions about halal products. Additionally, the framework can guide community initiatives aimed at raising awareness and promoting halal practices, as well as inform policy-making to support halal literacy at a broader level. By integrating cognitive and affective dimensions, this study contributes to the broader discourse on literacy, emphasizing the importance of a comprehensive approach to understanding and practicing halal literacy.

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INTRODUCTION

Halal literacy has become increasingly important in the contemporary context, particularly for Muslim communities worldwide (Antara et al., 2016). As consumers become more conscious about the sources and contents of their products, understanding what constitutes halal and how to identify it has gained prominence (Respati et al., 2024). However, the concept of halal literacy goes beyond mere identification and consumption; it encompasses a deeper understanding and commitment to halal principles in various aspects of life (Ma'ruf & Salamah, 2023). This study seeks to address the gap in

the literature by integrating the principles of reading literacy to develop comprehensive halal literacy indicators.

Reading literacy, defined as the ability to understand, use, and reflect on written texts to achieve one's goals, develop one's knowledge, and participate in society (Luyten, 2024), offers a solid foundation for developing the skills necessary for halal literacy. By leveraging the principles of reading literacy, this study aims to create robust indicators that can guide educational programs and policy-making in promoting halal literacy. Previous research has extensively explored reading literacy and its impact on cognitive and social development (Alrawashdeh et al., 2024). Studies have shown that individuals with high reading literacy skills are better equipped to access, interpret, and critically evaluate information, which is crucial for making informed decisions (Koyuncu & Fırat, 2021; Stiff et al., 2023). This is particularly relevant for halal literacy, where individuals must navigate a wide range of information sources, from religious texts to product labels and certifications (Nurdin et al., 2024).

Despite the growing interest in halal literacy (Utami & Nurkhasanah, 2021). There remains a significant gap in the literature regarding its conceptualization and measurement (Krisna et al., 2023). Existing studies have primarily focused on the identification and understanding of halal products without providing a structured approach to literacy (Rauf et al., 2023). This research builds upon previous studies by developing specific indicators for halal literacy based on the established framework of reading literacy. By doing so, it seeks to provide a structured and systematic approach to understanding and assessing halal literacy, which can be applied in educational settings and beyond.

The integration of reading literacy into the development of halal literacy indicators is a novel approach that can provide a comprehensive framework for understanding and practicing halal literacy. This study identifies key concepts and indicators from reading literacy and adapts them to the context of halal literacy. This process involves a thorough literature review, expert consultations, and validation processes to ensure their relevance and applicability. The primary objective of this research is to develop a set of indicators for halal literacy that encompass four key dimensions: Content, Process, Context, and Attitude.

The Content dimension emphasizes the foundational knowledge of halal, sources of information, and the understanding of labels and certifications. The Process dimension focuses on critical reading skills, decision-making processes, and the use of technology in obtaining halal information. The Context dimension highlights the influence of social and cultural environments and the role of education. The Attitude dimension underscores the importance of positive attitudes towards halal, critical awareness, and environmental and social responsibility. These dimensions collectively provide a holistic view of halal literacy, ensuring that individuals are well-equipped to make informed and ethical decisions in their daily lives.

This study aims to contribute to the broader discourse on literacy and provide practical tools for enhancing halal literacy among diverse populations. The findings from this research have significant practical implications for curriculum development and educational strategies. The integration of halal literacy into educational curricula is essential for fostering a deeper understanding of halal principles among students, which can lead to more ethical consumer behavior (Kurahman et al., 2023). By integrating halal literacy with reading literacy, educational institutions, communities, and related organizations can develop programs that enhance individuals' ability to access and understand relevant halal information. Thus, the primary objective of this study is to develop and validate a set of comprehensive halal literacy indicators that can be used to guide educational practices and policy-making.

RESEARCH METHOD

Materials

The materials used in this study include scholarly articles, books, and other literature relevant to both halal literacy and reading literacy. These sources were selected through a comprehensive literature review aimed at identifying key concepts and existing indicators relevant to halal literacy. Additionally, consultations with experts in the fields of education, literacy, and halal studies were conducted to ensure the comprehensiveness and relevance of the materials gathered.

Methods

The research was conducted in several stages:

1. Literature Review

A thorough review of existing literature on halal literacy and reading literacy was conducted to identify key concepts, principles, and indicators. This provided a foundational understanding necessary for developing comprehensive halal literacy indicators.

2. Expert Consultations

Interviews and discussions with experts in the relevant fields were conducted to gather insights and validate the findings from the literature review. These consultations helped refine the initial set of indicators and ensured their relevance and applicability (Klemfuss & Musser, 2020).

3. Indicator Development

Based on the insights gained from the literature review and expert consultations, a preliminary set of halal literacy indicators was developed. These indicators were categorized into four dimensions: Content, Process, Context, and Attitude.

4. Validation

The preliminary indicators were subjected to a validation process that included thematic analysis and feedback from additional experts in both halal literacy and reading literacy. To measure the gap in existing literature, we compared our developed indicators against established frameworks of reading literacy, identifying areas where halal literacy was underrepresented. This comparison allowed us to ensure that the indicators not only addressed the specific needs of halal literacy but also incorporated essential reading literacy principles, such as critical thinking and comprehension skills. The feedback from experts further refined the indicators, confirming their comprehensiveness, relevance, and applicability across various educational and cultural contexts.

5. Refinement

Based on the validation feedback, the indicators were refined and finalized. This process involved iterative revisions to ensure clarity, relevance, and comprehensiveness.

Data analysis

The data collected from literature reviews, expert consultations, and validation processes were analyzed using thematic analysis, a qualitative research method that focuses on identifying, analyzing, and reporting patterns (themes) within the data. The analysis began with familiarization, where the researchers immersed themselves in the data by reading and re-reading the collected information to gain a comprehensive understanding of its content. Following this, initial coding was conducted, systematically identifying significant features relevant to the research questions. This involved labeling segments of text that represented key concepts related to halal literacy indicators. This method allowed for the identification of recurring themes and concepts (Ozanne et al., 2024), which were then used to develop and refine the halal literacy indicators. A comprehensive literature review revealed that previous studies have primarily focused on the identification of halal products, with limited attention given to the development of structured literacy frameworks (Fathoni et al., 2024; Khasanah et al., 2023). Thematic analysis provided a structured approach to categorizing and interpreting the data, ensuring that the final indicators were both evidence-based and practically applicable (Aziz & Hussin, 2024; Darrah et al., 2024).

RESULT AND DISCUSSION

Development of Halal Literacy Indicators

The findings of this study are organized into four dimensions: Content, Process, Context, and Attitude. Each dimension includes specific indicators crucial for understanding and practicing halal literacy. The integration of reading literacy principles into these dimensions provides a comprehensive framework for halal literacy. In developing these indicators, we conducted a thorough literature review that included key studies on both halal literacy and reading literacy. For instance, previous research by Antara et al. (2016) and Rauf et al. (2023) highlighted the importance of understanding halal principles and the role of education in promoting halal practices. Additionally, studies such as those by

Alrawashdeh et al. (2024) and Koyuncu & Firat (2021) provided insights into the foundational aspects of reading literacy that are essential for informed decision-making. By analyzing these sources, we identified gaps in the existing literature, particularly in the integration of reading literacy principles into halal literacy frameworks.

To measure these gaps, we compared our developed indicators against established frameworks of reading literacy, identifying areas where halal literacy was underrepresented. For example, while existing studies primarily focused on the identification and understanding of halal products, they often overlooked the critical reading skills necessary for evaluating information sources. Research indicates that critical reading skills are essential for evaluating the validity of information related to halal products, which can significantly influence consumer decision-making (Ibrahim et al., 2024; Muarrafah & Wahyuningtyas, 2023). This research builds upon previous studies by developing specific indicators for halal literacy based on the established framework of reading literacy, thereby addressing the identified gaps.

1. Content Dimension

The Content dimension emphasizes the foundational knowledge necessary for halal literacy. This includes understanding basic concepts, identifying reliable sources, and interpreting halal labels and certifications.

Table 1. Halal literacy indicators in content dimensions.

Indicator	Description
Basic Knowledge of Halal	Understanding the definition, principles, and laws of halal in Islam.
Halal Sources	Ability to identify reliable sources of information about halal.
Labels and Certifications	Knowledge of how to read and understand halal labels and certifications on products.

As shown in Table 1, the indicators of halal literacy consist of three main aspects: foundational knowledge of halal, the ability to identify reliable sources of information, and understanding halal labels and certifications. These indicators are essential for helping individuals make informed decisions regarding halal products. The indicators under the Content dimension highlight the importance of foundational knowledge. Basic knowledge of halal is essential for individuals to navigate the complex landscape of halal products and services. Reliable sources of information are crucial, as misinformation can lead to improper practices. Understanding labels and certifications ensures that consumers can make informed decisions. These indicators align with the principles of reading literacy, which emphasize the ability to access and comprehend information. The literature reviewed, including studies by Nurdin et al. (2024) and Respati et al. (2024), supports the necessity of these indicators in fostering a comprehensive understanding of halal.

2. Process Dimension

The Process dimension focuses on the skills and steps involved in applying halal literacy. This includes critical reading, decision-making, and the use of technology.

Table 2. Halal literacy indicators in process dimensions.

Indicator	Description
Critical Reading Skills	Skills in reading and assessing the validity of information related to halal.
Decision-Making Process	Steps taken to ensure that the chosen products or services comply with halal principles.
Technology Utilization	Use of technology, such as apps and websites, to get the latest information on halal products.

Table 2 presents the critical reading skills required for assessing halal product information. These skills are vital for individuals to evaluate the validity of information related to halal products, ensuring that they can make informed and ethical decisions. By developing these critical reading skills, individuals will be better equipped to navigate the vast amount of information available and discern reliable sources. Critical reading skills are vital for evaluating the validity of information, particularly given the vast amount of data available online. The decision-making process involves steps that ensure compliance with halal principles, reinforcing the ethical aspect of halal literacy. Technology utilization facilitates access to up-to-date information, making it easier for individuals to stay informed. These indicators demonstrate the practical application of reading literacy skills in the context of halal literacy. Literature such as that by [Luyten \(2024\)](#) and [Stiff et al. \(2023\)](#) highlights the importance of these skills in enhancing decision-making processes.

3. Context Dimension

The Context dimension highlights the influence of social and cultural environments and the role of education in promoting halal literacy.

Table 3. Halal literacy indicators in context dimensions.

Indicator	Description
Social Environment	Influence of family, friends, and community on understanding and practicing halal.
Cultural Context	How local culture and traditions influence the perception and practice of halal literacy.
Formal and Non-formal Education	The role of educational institutions in teaching and promoting halal literacy.

Table 3 highlights the indicators related to the Context dimension of halal literacy, emphasizing the significant influence of social and cultural environments on individuals' understanding and practice of halal principles. The indicators presented in this table include the impact of the social environment, cultural context, and the role of both formal and non-formal education in promoting halal literacy. The social environment, which encompasses family, friends, and community, plays a crucial role in shaping an individual's attitudes and behaviors towards halal practices. For instance, supportive family and community networks can reinforce the importance of adhering to halal principles, thereby fostering a collective commitment to ethical consumption. Additionally, the cultural context is essential as it reflects how local traditions and values influence perceptions of halal literacy. Different cultures may interpret halal principles in various ways, which can affect how individuals engage with halal products and services. This highlights the need for culturally sensitive educational programs that respect and incorporate local customs while promoting halal literacy. Finally, the role of educational institutions, both formal and non-formal, is pivotal in disseminating knowledge about halal practices. Schools, community centers, and religious organizations can serve as platforms for educating individuals about halal literacy, ensuring that the principles are understood and practiced across different demographics. By addressing these contextual factors, Table 3 underscores the importance of a holistic approach to halal literacy that considers the broader social and cultural influences on individual behavior. The Context dimension underscores the significant impact of social and cultural factors on halal literacy. The support from family, friends, and community can strengthen individuals' commitment to halal practices. Cultural context influences how halal literacy is perceived and practiced, highlighting the need for culturally sensitive educational programs. The role of educational institutions is pivotal in integrating halal literacy into both formal and non-formal education systems. These indicators reflect the broader social and cultural dimensions of reading literacy, emphasizing the importance of context in literacy development. Research by [Ma'ruf & Salamah, \(2023\)](#) and [Utami & Nurkhasanah \(2021\)](#) provides evidence of the critical role that social and cultural contexts play in shaping literacy practices.

4. Attitude Dimension

The Attitude dimension focuses on the personal commitment and awareness necessary for halal literacy.

Table 4. Halal literacy indicators in attitude dimensions.

Indicator	Description
Positive Attitude towards Halal	Willingness and commitment to choose halal products and services.
Critical Awareness	Awareness of the importance of halal literacy and its impact on daily life.
Environmental and Social Responsibility	Attitude towards sustainability and social responsibility in the context of halal.

Table 4 outlines the indicators associated with the Attitude dimension of halal literacy, which focuses on the personal commitment and awareness necessary for individuals to engage effectively with halal principles. The indicators presented in this table include a positive attitude towards halal, critical awareness of halal literacy's importance, and a sense of environmental and social responsibility. A positive attitude towards halal is fundamental, as it reflects an individual's willingness to choose halal products and services consistently. This commitment is crucial for fostering ethical consumer behavior, as individuals who prioritize halal options are more likely to support businesses that adhere to halal standards. Moreover, critical awareness plays a significant role in understanding the broader implications of halal literacy in daily life. Individuals who are critically aware recognize the importance of halal practices not only for personal consumption but also for their impact on community welfare and ethical standards. This awareness can drive individuals to seek out reliable information and engage in discussions about halal practices, further promoting a culture of informed decision-making. Lastly, the indicator of environmental and social responsibility emphasizes the ethical dimensions of halal literacy. It encourages individuals to consider the sustainability of their choices and the social implications of their consumption patterns. By integrating these values into their understanding of halal, individuals can contribute to a more responsible and ethical society. Overall, Table 4 illustrates that the Attitude dimension is not merely about knowledge but also about fostering a mindset that prioritizes ethical considerations in everyday decisions. The Attitude dimension highlights the role of personal commitment and awareness in practicing halal literacy. A positive attitude towards halal is crucial for consistent adherence to halal principles. Critical awareness about the importance of halal literacy ensures that individuals understand its relevance to their daily lives. Environmental and social responsibility emphasize the ethical dimensions of halal literacy, aligning with the broader goals of sustainability. These indicators illustrate the affective components of reading literacy, underscoring the importance of attitudes and values in literacy practices. The literature reviewed, including studies by [Krisna et al. \(2023\)](#) and [Rauf et al. \(2023\)](#) support the notion that personal commitment and awareness are essential for effective halal literacy.

The integration of halal literacy with reading literacy provides a robust framework for understanding and practicing halal principles. The developed indicators offer a comprehensive guide for educational programs and policy-making. By focusing on Content, Process, Context, and Attitude, this study ensures that halal literacy is approached holistically, addressing both cognitive and affective dimensions.

The practical implications of these findings are significant. Educational institutions can use the developed indicators to design curricula that incorporate halal literacy. Community organizations can develop programs that support halal literacy practices. Policymakers can use these indicators to inform strategies that promote halal literacy across various sectors.

CONCLUSION

This study successfully developed and validated a set of comprehensive indicators for halal literacy based on the dimensions of Content, Process, Context, and Attitude. These indicators provide a structured framework for understanding and practicing halal literacy, integrating the principles of reading literacy to enhance individuals' ability to access, comprehend, and apply halal information. The findings offer practical tools for educational programs, community initiatives, and policy-making, promoting a holistic approach to halal literacy that addresses both cognitive and affective dimensions.

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