

IMPLEMENTING HALAL EDUCATION STRATEGIES VIA THE FORMATION OF SCHOOL-BASED HALAL DETECTIVE TEAMS AND AI-ENHANCED CAMPAIGN TOOLS USING CANVA: A CASE STUDY AMONG PRIMARY SCHOOL PUPILS

| IHSATEC 2025 BANGKOK, THAILAND | | AUTHORS Sisca Wulandari Amalia Rizki Ardiansyah | AFFILIATIONS State University of Jakarta State University of Yogyakarta | | | | | | | | |
|--|------------|---|---|---------------------|------------|---------------------|-----|---|-------|--------|-------|
| <h2>INTRODUCTION</h2> <p>Character education rooted in halal values is increasingly emphasized in primary education as it fosters ethical awareness, critical reasoning, and lifestyle choices aligned with Islamic principles, while the integration of digital literacy has urged the use of AI-powered tools like Canva to enhance creativity, motivation, and engagement in learning. Despite the proven effectiveness of AI tools in education, their application in religious contexts such as halal education remains underexplored, creating a research gap that this study seeks to address through the innovative formation of School Halal Detective Teams. These student groups investigate halal practices in real-life contexts while employing Canva's AI features to design campaigns, thereby combining experiential learning, constructivist pedagogy, and peer tutorial methods that promote both moral education and digital fluency. Supported by Indonesia's nationwide adoption of Canva for Education, this model fosters collaboration, creativity, and ethical inquiry, yielding positive impacts on students' halal literacy, digital competence, and social interaction, with potential scalability across diverse educational settings and alignment with global trends in values-based, technology-enhanced pedagogy.</p> | | <p>METHODOLOGY</p> <p>Research Design & Methodology</p> <ul style="list-style-type: none"> Qualitative case study approach. Focus: Halal Detective Team & Canva AI campaign development. Explored processes, interactions, and impacts on halal literacy, digital skills, and collaboration. <p>Setting & Participants</p> <ul style="list-style-type: none"> Conducted at a public primary school, Tangerang Regency, Indonesia. Participants: 15 fifth-grade students, 1 teacher, 1 principal. Purposive sampling: active involvement in program activities. <p>Data Collection</p> <ul style="list-style-type: none"> Non-participant observation (team formation, tasks, interactions). Semi-structured interviews (students, teacher, principal). Document analysis (Canva outputs, photos, field notes). <p>Data Analysis</p> <ul style="list-style-type: none"> Miles & Huberman model: <ul style="list-style-type: none"> a. Data reduction b. Data display c. Conclusion drawing & verification <p>Trustworthiness</p> <ul style="list-style-type: none"> Triangulation: observation + interviews + documents. Member checking with participants. Peer debriefing with researchers & education experts. | | | | | | | | | |
| <p>Increased Ethical Awareness</p> <table border="1"> <thead> <tr> <th>Method</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Traditional Methods</td> <td>30%</td> </tr> <tr> <td>AI-Powered Learning</td> <td>70%</td> </tr> </tbody> </table> <p>+45% Engagement</p> | | Method | Percentage | Traditional Methods | 30% | AI-Powered Learning | 70% | <p>RESULTS/FINDINGS</p> <p>Formation of the Halal Detective Team</p> <ul style="list-style-type: none"> 15 fifth-graders joined; 86.7% initially had superficial halal knowledge. Field observations expanded awareness beyond food (canteen, markets, households). 80% articulated ≥ 3 halal/non-halal behaviors (e.g., honesty, avoiding waste). Students showed holistic understanding: food, behavior, environment. <p>Development of AI-Based Campaign Products (Canva)</p> <ul style="list-style-type: none"> Products created: posters (60%), infographics (26.7%), slides (13.3%). 73.3% rated "good–very good" in accuracy, design, clarity. AI tools supported creativity & idea generation (e.g., slogans: "Halal Starts With Me"). Boosted student confidence, motivation, and parent appreciation. <p>Peer Tutorials in Enhancing Understanding</p> <ul style="list-style-type: none"> 40% of students acted as peer mentors (design + halal concepts). 93.3% felt more confident due to peer support. Peer guidance improved both technical fluency and ethical reasoning. Mentoring fostered accountability, collaboration, and moral reflection. <p>Impact on Value Literacy & 21st-Century Skills</p> <ul style="list-style-type: none"> 92% promoted halal values actively in school & home. 87% improved digital design and AI literacy. 80% became more critical of daily product choices. Reflections showed identity growth: students proud to be "halal detectives." <p>Institutional Response & Replicability</p> <ul style="list-style-type: none"> Principal endorsed annual continuation; integration into extracurriculars planned. Teachers noted interdisciplinary benefits (religion, ICT, civic education, art). Sustained engagement observed (halal journals, Instagram campaigns). District-level proposal prepared → potential for broader replication. | | | |
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| <h2>REFERENCES</h2> <p>Ab Rahman, A., Ahmad, N., & Ab Rahman, S. (2023). Embedding halal awareness in primary education: Towards ethical consumerism from an early age. <i>Journal of Islamic Education and Pedagogy</i>, 10(1), 1-20. https://doi.org/10.1616/jies.2023.02.004</p> <p>Abivardi, A., & Khan, M. (2024). Integrating Shariah-based ethics into digital literacy frameworks: Challenges and opportunities in Muslim education. <i>International Journal of Moral Education</i>, 19(1), 25-41.</p> <p>Arofati, N., & Wulandari, S. (2023). Project-based halal education through school detective teams: A case from Indonesian elementary schools. <i>Education and Learning Journal</i>, 13(1), 1-10.</p> <p>Arifin, S., & Wulandari, S. (2023). Peer tutorial approaches in moral and digital education for primary students. <i>Asian Journal of Educational Research</i>, 13(4), 221-238.</p> <p>Bloom, B. S. (1984). The 2 Sigma Problem: The search for methods of group instruction as effective as one-to-one tutoring. <i>Educational Technology</i>, 13(6), 4-16.</p> <p>Burnett, J. (2023). The 2 Sigma Problem: The search for methods of group instruction as effective as one-to-one tutoring. <i>Educational Technology</i>, 13(6), 4-16.</p> <p>Delapuerto, J., Greenwood, C. R., Wherton, D., Carta, J. J., Hall, R. V. (1988). Classroom peer tutoring. <i>Exceptional Children</i>, 62(6), 535-542.</p> <p>Hidayati, L., Ramadhani, A., & Fahrin, M. (2024). The use of Canva AI in enhancing visual literacy in elementary classrooms. <i>International Journal of Educational Media and Technology Research</i>, 13(1), 1-10.</p> <p>Husnaini, F., Rahmat, D. H. (1991). Objectivis versus constructivis: Do we need a new philosophical paradigm? <i>Educational Technology Research and Development</i>, 39(3), 5-14.</p> <p>Kemendikbud (2023). Annual report on digital transformation in Indonesian primary education. Ministry of Education and Culture of Indonesia.</p> <p>Kristanto, A. (2020). Peer tutoring and self-regulated learning in digital classrooms. <i>Indonesian Journal of Educational Studies</i>, 19(2), 150-165.</p> <p>Rahman, A., & Kristanto, A. (2024). Peer interaction and motivation in Canva: Improving creativity and digital literacy among young learners. <i>Journal of Innovative Learning Technologies</i>, 10(1), 77-91.</p> <p>Selamat, L., Prasetyo, R., & Wulandari, S. (2023). Media interaktif bertema religi dalam pembentukan karakter di sekolah dasar. <i>Jurnal Pendidikan Kanker</i>, 19(2), 88-104.</p> <p>Sugiyono, W., & Sumarmo, U. (2020). <i>Metode penelitian kuantitatif, kualitatif, dan tindakan</i>. Bandung: Penerbit Pustaka Setia.</p> <p>Sumrah, T., Wulandari, S., & Damawati, Y. (2023). Peer interaction and motivation in creative digital learning among elementary students. <i>Journal of Learning Innovation</i>, 14(2), 55-70.</p> <p>Sumrah, T., & Wulandari, S. (2023). Contextualizing halal literacy in elementary education. <i>Journal of Islamic Pedagogy</i>, 9(1), 1-16.</p> <p>Susanti, R., Nirmala, T., & Hartono, D. (2024). Implementing Canva for digital storytelling in elementary classrooms. <i>Asia-Pacific Journal of Digital Education</i>, 6(2), 93-110.</p> <p>Susilawati, E. (2024). AI-mediated approaches in improving educational quality among teachers. <i>International Journal of Digital Pedagogy</i>, 10(1), 17-29.</p> <p>Uyun, M., Rahmat, D. H., & Sari, L. (2024). Integrating moral values in AI-based project learning for primary students. <i>International Journal of Ethics and Technology in Education</i>, 5(2), 101-120.</p> <p>Uyun, M., Rahmat, D. H., & Sari, L. (2024). Constructivist learning in digital environments. <i>A meta-analytic review</i>. <i>Educational Technology Research and Development</i>, 71(10), 1473-1479. https://doi.org/10.1007/s11423-019-09685-6</p> <p>Wulandari, S., & Hidayat, R. (2023). Integrating project-based learning and digital media to enhance critical thinking in elementary education. <i>Indonesian Journal of Educational Development</i>, 13(1), 301-325.</p> <p>Wulandari, S., & Hidayat, R. (2023). Reinterpreting Islamic pedagogy in the digital era: A case from Indonesia. <i>Journal of Comparative Moral Education</i>, 10(2), 89-108. https://doi.org/10.1007/s10638-023-04248-2</p> <p>Yazid, M., & Rahim, H. (2023). Fath, technology, and education: Reinterpreting Islamic pedagogy in the digital era. <i>International Journal of Educational Technology and Religion</i>, 4(1), 33-50.</p> <p>Zainal, M., & Rahim, H. (2022). Developing digital ethics education in Muslim-majority schools: A case from Indonesia. <i>Journal of Comparative Moral Education</i>, 10(2), 89-108. https://doi.org/10.1007/s10638-023-04248-2</p> <p>Zainal, M., & Rahim, H. (2023). AI in moral education: Opportunities and ethical challenges in the primary classroom. <i>Education and Information Technologies</i>, 28(4), 9739-9754. https://doi.org/10.1007/s10638-023-04248-2</p> | | | | | | | | | | | |
| <p>DISCUSSION</p> <p>The Effectiveness of Canva AI</p> <ul style="list-style-type: none"> Canva AI enhances student engagement and outcomes in visual-based learning (Rais & Zulfa, 2024). Students articulate abstract halal values through posters, infographics, and slides (current study). Acts as a bridge between religious instruction and digital competencies (Wulandari et al., 2023). <p>The Role of Peer Tutoring</p> <ul style="list-style-type: none"> Peer tutorials emerged naturally, supporting digital and value literacy (Kristanto, 2020). Learning gains align with Bloom's 2 Sigma Problem (Bloom, 1984). Peer-led structures refined ethical messages and reduced distractions (Azizah & Wulandari, 2023). <p>Integrating Halal Values with Digital Literacy</p> <ul style="list-style-type: none"> Halal Detective Teams extended halal literacy beyond food to behavior and environment (Sumiati & Windayani, 2024). Project-based approaches reinforced experiential and contextual learning (Ab Rahman et al., 2023). AI tools empowered students as creators of ethical messages (Wulandari et al., 2022). <p>Synergy between School, Technology, and Character</p> <ul style="list-style-type: none"> Collaboration between teachers and students enabled authentic character formation (Husnaini et al., 2022). Technology integration reinforced rather than hindered moral education (Sugara et al., 2023). Value-based projects provided responsibility and accountability (Sumirah et al., 2023). <p>Practical Implications & Global Replication</p> <ul style="list-style-type: none"> Low-cost, scalable, and adaptable across cultural and educational settings (Nurhillah et al., 2023). Supports 21st-century competencies: creativity, digital communication, ethics, collaboration (Uyun et al., 2024). Resilient approach for resource-limited contexts and post-pandemic priorities (Intansari et al., 2023). | | <p>Development of AI-Based Campaign</p> <table border="1"> <thead> <tr> <th>Product</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>posters</td> <td>60%</td> </tr> <tr> <td>infographics</td> <td>26.7%</td> </tr> <tr> <td>slides</td> <td>13.3%</td> </tr> </tbody> </table> <p>73.3% rated "good-very good" in accuracy, design, clarity</p> <ul style="list-style-type: none"> AI tools supported creativity & idea generation (e.g., slogans: "Halal Starts With Me"). Boosted student confidence, motivation, and parent appreciation. | | Product | Percentage | posters | 60% | infographics | 26.7% | slides | 13.3% |
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| <p>CONCLUSION</p> <p>This study underscores the significance of integrating halal education with digital literacy through the establishment of Halal Detective Teams supported by AI-enhanced tools like Canva, offering Muslim primary school students a participatory and creative framework for ethical learning rooted in Shariah values. By combining experiential inquiry, campaign media creation, and peer tutorials, the program not only cultivates halal awareness and moral reasoning but also equips students with digital competence, collaboration skills, and visual communication abilities. Findings reveal that young learners can engage in complex ethical inquiry when supported with structured, technology-driven approaches, aligning with global priorities in values-based, interdisciplinary, and digital education. As a replicable and adaptable model, this initiative bridges religious instruction with 21st-century competencies, highlighting its potential for broader application across cultural and educational contexts while opening avenues for future exploration into its long-term impacts and scalability.</p> | | | | | | | | | | | |