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Halalpreneur Education for a Hajj Alumni Community: Strengthening Halal MSME Readiness for Sustainable Tourism

Arina Luthfini Lubis[1*], Haufi Sukmamedian[2], Supardi[3], Frangky Silitonga[4], Shagita Rahayu[5]
[1*,2,3,5]Room Division Management, [4]Culinary Management,
Politeknik Pariwisata Batam, Indonesia.
*Corresponding Author. Email: a.luthfinilubis@gmail.com

Abstract: This community service program aims to enhance entrepreneurial knowledge and halal readiness among members of KBIH Al Anshor, a Hajj alumni community in Batam, while linking local product development to sustainable tourism. The program involved 28 participants and employed a one-group pretest–posttest design within a short community education intervention. Participants completed a mobile-based pretest, attended an interactive lecture on Halalpreneurship, engaged in a question-and-answer session, and completed a mobile-based posttest. The aggregate knowledge score increased from 73% to 88%, representing a 15-percentage-point gain, a relative improvement of 20.55%, and a moderate normalized gain (N-Gain) of 0.56. The discussion also progressed toward more practical concerns, including ingredient selection, production processes, packaging, product identity, consumer trust, and access to halal certification assistance. These findings indicate a positive short-term improvement in participants' knowledge, although the absence of retained individual-level scores precluded inferential statistical analysis. Overall, the program demonstrates that concise, community-based Halalpreneurship education can provide an initial foundation for strengthening MSME readiness and local product development. Its potential contribution to sustainable tourism, however, should be understood as an enabling pathway rather than a directly measured outcome.

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Introduction

For food-related micro, small, and medium enterprises (MSMEs), halal readiness should be treated as a business-capability issue rather than merely an administrative requirement. Product competitiveness depends on consistent quality, packaging, product identity, information clarity, traceability, production discipline, and consumer confidence. Indonesian studies associate halal certification and quality-assurance practices with operational performance, competitive advantage, resilience, and business sustainability, while certification intention is shaped by knowledge, compliance, perceived benefits, consumer demand, and institutional support (Azizah et al., 2025)(Bahrudin et al., 2025)(Nurjamjam, 2024)(Oemar et al., 2023)(Sa'diyah & Erawati, 2024). Halal status also functions as a credibility signal, with certification and awareness linked to trust, purchase intention, brand loyalty, and perceptions of product integrity (Fatah & Harizah, 2024)(Ramadhan et al., 2024)(Ramlan et al., 2025). Limited understanding of procedures, documentation,

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ingredients, sourcing, and production requirements therefore remains a practical barrier to halal readiness (Giyanti & Indriastiningsih, 2018).

These gaps can be addressed through informal and non-formal community education that translates halal requirements into practical business decisions. Community-service programs using socialization, training, direct mentoring, and pre-test-post-test evaluation have reported improved understanding of halal certification, labeling, product information, and business preparation, particularly when participants receive concrete examples and opportunities for consultation (Fathoni et al., 2023)(Hanun et al., 2022)(Hidayat, 2024)(Indarti et al., 2025)(Pramadani et al., 2024)(Rusdiana et al., 2024)(Wafiyah et al., 2024)(Wahab et al., 2025). Such low-barrier learning models are especially relevant for heterogeneous community groups because they can provide shared basic literacy while directing active business owners to more specific assistance.

However, most assistance programs directly target active MSME owners or businesses already entering the certification process. A different challenge appears in heterogeneous community groups in which some members operate businesses, some have household products or family businesses, and others are still potential entrepreneurs. KBIH Al Anshor, a Hajj alumni community in Batam, represents this mixed profile. The community regularly meets for religious and social activities, has no permanent secretariat, and relies on members' homes as meeting spaces. This setting requires an inclusive, concise, and conversational educational model that remains relevant to non-business participants while opening a practical follow-up pathway for members who operate MSMEs.

Preliminary coordination and needs assessment with KBIH Al Anshor identified three concrete conditions that shaped the intervention. First, the membership was heterogeneous: some members operated small businesses or home-based products, others had family members engaged in business, and some had not yet started a business. Second, the partner needed basic guidance on how products could gain value and consumer trust through packaging, product identity, clearer information, ingredient and source clarity, production consistency, and initial halal readiness, including where to seek halal-product-process assistance. Third, the community had no permanent secretariat and routinely met in members' homes, so the intervention had to be concise, conversational, and compatible with the existing religious-social gathering. These findings were obtained through pre-activity coordination and needs assessment with community representatives rather than a formal baseline survey.

The regulatory context was also dynamic. At the time the activity was conducted on 4 October 2026, Government Regulation No. 42 of 2024 still staged the halal-certification obligation for food and beverage products of micro and small enterprises up to 17 October 2026. Government Regulation No. 40 of 2026, enacted and promulgated on 14 October 2026, subsequently adjusted this staging period to 17 October 2028. This change reinforces the need for community education that develops long-term readiness and adaptability rather than relying only on deadline-driven compliance (Perubahan Atas Peraturan Pemerintah No 42 Tahun 2024 Tentang Penyelenggaraan Bidang Jaminan Produk Halal, 2026).

The program also has an indirect connection with sustainable tourism. Local food, beverages, snacks, and souvenirs can extend tourism value chains when community products become more credible, distinctive, and market-ready. Research on halal tourism increasingly emphasizes local economic capacity, entrepreneurship, community participation, destination readiness, and sustainability integration (Battour et al., 2022)(Heriyanto et al., 2026)(Khan et al., 2025)(Susanti et al., 2025)(Winoto et al., 2026). In line with Sustainable Development Goal 8, particularly Target 8.9, strengthening local products can contribute to a broader

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enabling environment for tourism that promotes local culture and products, although such tourism outcomes were not directly measured in this activity (United Nations, 2015).

Based on this gap, the novelty of the Halalpreneur program lies in delivering entrepreneurship and halal-readiness education inside a routine Hajj alumni community meeting, combining product-value thinking, consumer trust, and initial halal readiness with a simple pre-test-post-test evaluation. The program aimed to: (1) strengthen participants' understanding of competitive MSME products; (2) introduce practical halal-readiness principles related to ingredients, sourcing, and production processes; (3) measure short-term aggregate knowledge change; and (4) provide a follow-up pathway for participants or family members who require more specific halal-product-process assistance.

Method

This community service activity used a community-based educational approach with a one-group pre-test-post-test evaluation for short-term knowledge assessment. The activity was conducted on Sunday, 4 October 2026, at the residence of a KBIH Al Anshor member in Perumahan Kurdia Djaja Alam, Batam Center, Batam, Indonesia. A total of 28 participants attended. Participation was inclusive and was not limited to active MSME owners because the community consisted of members with different levels of entrepreneurial experience.

The activity was integrated into the community's regular social-religious gathering. Participants first completed a digital pre-test using their mobile phones. The program chair then delivered the Halalpreneur material as the main facilitator. Although a PowerPoint presentation had been prepared, the physical constraints of the residential venue made screen-based presentation impractical. The material was therefore delivered through direct oral explanation, question prompts, and concrete examples drawn from familiar MSME products. To ensure that participants could still access the complete learning material, the PowerPoint file was subsequently shared through the participants' WhatsApp group for further review after the session. No separate leaflets, brochures, pocket guides, or physical product demonstrations were used as substitute media. Participants' mobile phones were used for the pre-test and post-test, as well as to access the shared presentation materials. The lecture covered product value, packaging, product identity, information clarity, consumer trust, ingredient and source clarity, production-process consistency, and initial halal readiness. The session concluded with an interactive question-and-answer discussion, followed by the digital post-test.

The formal educational session was followed by the community's routine recitation, a shared meal, distribution of goodie bags, and group documentation. These activities were not treated as learning interventions; they were retained to preserve the community character of the meeting and to allow informal interaction after the formal session. The implementation sequence is shown in Figure 1.

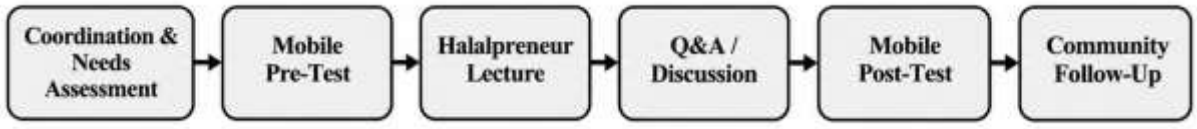


Figure 1. Stages of the Halalpreneur Community-Service Activity

Knowledge evaluation used the aggregate mean scores preserved in the activity report. Scores were expressed on a 0-100 scale. Descriptive change was summarized using the absolute difference between mean post-test and pre-test scores, relative improvement, and

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normalized gain (N-Gain). The N-Gain described the proportion of the maximum possible improvement achieved and was calculated using the following expression:

N-Gain = (Post-test - Pre-test) / (100 - Pre-test) (1)

The activity report retained aggregate mean scores rather than participant-level paired scores. Consequently, inferential testing and item-level analysis could not be performed, and the findings are interpreted as descriptive evidence of immediate knowledge change rather than causal proof of effectiveness. Qualitative evidence was drawn from facilitator observations, the topics raised during the question-and-answer session, requests for follow-up information, and continued discussion after the formal session. These observations were used to complement the aggregate pre-test-post-test results.

Result and Discussion

Program Implementation and Immediate Outputs

All major stages were completed with 28 participants: mobile pre-test, Halalpreneur lecture, question-and-answer session, mobile post-test, and community closing activities. The residential venue required the planned slide-supported presentation to be replaced with direct oral delivery. The facilitator responded by simplifying the examples and linking them to products familiar to participants. This adaptation preserved the core learning objectives while respecting the physical limitations of the venue.

Table 1. Implementation Profile of the Halalpreneur Program

Component	Implementation	Immediate Output
Participants	28 members of KBIH Al Anshor	Inclusive community participation
Date and setting	4 October 2026; member residence in Batam Center	Community-based learning environment
Learning sequence	Mobile pre-test - lecture - Q&A - mobile post-test	Completed in one integrated session
Core content	Product value, packaging, identity, trust, ingredients, process, halal readiness	Entrepreneurship and halal-readiness literacy
Follow-up pathway	Information on halal-product-process assistance	Potential referral for members with MSMEs

Table 1 shows that the activity was intentionally designed as an entry-level community education session rather than a certification clinic. This distinction is important because not all participants were active MSME owners. The program therefore focused on a common knowledge base and provided a separate follow-up pathway for members who required product-specific assistance.



Figure 2. Documentation of the Halalpreneur Community-Service Activity

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Knowledge Change Based on Pre-test and Post-test

The aggregate evaluation showed an increase in participants' knowledge after the educational session. The mean pre-test score was 73%, while the mean post-test score reached 88%, representing an absolute increase of 15 percentage points and a relative improvement of 20.55%. The normalized gain was 0.56, which falls within the moderate category. This moderate value should be interpreted in relation to the relatively high baseline score: with a pre-test mean of 73%, only 27 percentage points of improvement were theoretically available, and the 15-point increase closed approximately 55.6% of that remaining gap. Thus, the result indicates substantial but incomplete short-term learning rather than a low outcome.

Table 2. Aggregate Knowledge Change Before and After the Activity

Indicator	Result	Interpretation
Participants included	28	All participants were included in the activity evaluation
Mean pre-test score	73%	Existing initial knowledge with room for improvement
Mean post-test score	88%	Higher aggregate knowledge after the session
Absolute increase	+15 percentage points	Positive short-term knowledge change
Relative improvement	+20.55%	Post-test mean was approximately one-fifth higher than the pre-test mean
N-Gain	0.56 (moderate)	More than half of the available improvement was achieved

Because individual paired scores and item-level responses were not retained, the program cannot statistically determine which content domain achieved the highest mastery. However, facilitator observations and the question-and-answer pattern indicate that the clearest applied uptake occurred in ingredient and source clarity, production-process consistency, packaging and product identity, consumer trust, and access to halal-product-process assistance; participants' questions became more specific in these areas after the lecture. Accordingly, the N-Gain is used as descriptive evidence of immediate knowledge change and should not be interpreted as causal proof of effectiveness.

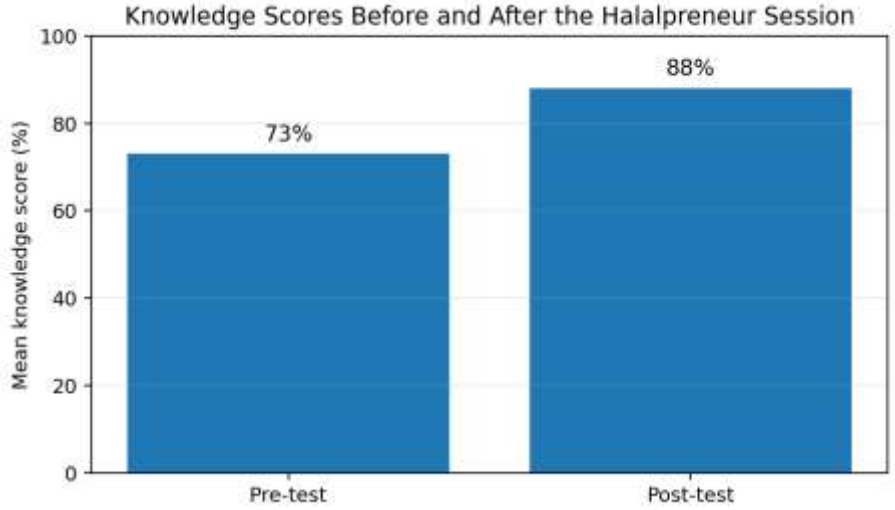


Figure 3. Mean Pre-test and Post-test Knowledge Scores

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Observed Participant Response During the Session

Qualitative observations complemented the aggregate scores. During the question-and-answer session, participants moved beyond general questions about halal certification and raised more applied issues related to ingredients, production processes, packaging, product identity, consumer trust, and access to follow-up assistance. Several participants also expressed interest in sharing the information with family members or community networks involved in small businesses. These observations do not quantify behavior change, but they indicate that the material was being connected with concrete business situations.

Table 3. Qualitative Evidence Observed During the Activity

Observed Indicator	Evidence During the Activity	Interpretation
Discussion participation	Participants asked questions related to products, ingredients, production, packaging, and certification.	The topic was relevant to practical needs.
Depth of questions	Questions became more product-specific and application-oriented.	Indicates applied processing of the material during the session.
Follow-up interest	Some participants requested information that could be shared with family or business networks.	Shows potential for knowledge diffusion within the community.
Community integration	Informal discussion continued during the shared-meal period.	The community setting supported interaction beyond the formal lecture.

Discussion

The increase from 73% to 88% and the moderate N-Gain of 0.56 suggest that a concise one-session intervention can strengthen initial understanding when the content is tightly focused on immediate decisions. Similar community-service programs have reported benefits from practical socialization and mentoring for halal certification, especially when participants receive concrete examples and an opportunity for direct consultation (Hanun et al., 2022)(Hidayat, 2024)(Indarti et al., 2025)(Pramadani et al., 2024)(Wafiyah et al., 2024). The present result should nevertheless be interpreted more cautiously than studies with participant-level data because the available report contains aggregate scores only.

The content of the session deliberately connected halal readiness with broader product-development capability. This is consistent with evidence that halal certification can be associated with operational performance, competitive advantage, market legitimacy, and business sustainability when it is supported by consistent processes and quality assurance (Azizah et al., 2025)(Huda & Nuraeni, 2026)(Nurjamjam, 2024)(Purwanto & Cholis, 2026)(Sa'diyah & Erawati, 2024). The emphasis on packaging, product identity, and information clarity is also relevant because certification and labelling function partly as trust signals. Consumer-oriented studies show that halal awareness and certification can strengthen trust, purchase intention, and brand loyalty, while community education on halal labelling can improve MSMEs' understanding of product information and consumer confidence (Fatah & Harizah, 2024)(Julpa & Napitu, 2023)(Ramadhan et al., 2024)(Ramlan et al., 2025)(Rusdiana et al., 2024)(Tarigan & Aldama, 2023).

The KBIH Al-Anshor setting differs from programs aimed exclusively at business owners. Its heterogeneous membership required a low-barrier model that could provide general literacy without excluding non-business participants. Research on certification intention shows that knowledge, compliance, perceived benefits, compatibility, and external support shape MSMEs' readiness to pursue certification (Bahrudin et al., 2025)(Fathoni et al., 2025)(Oemar et al., 2023)(Widigdo & Triyanto, 2024). Community-based halal socialization

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using a pre-test-post-test approach also demonstrates that concise educational interventions can produce measurable short-term gains in understanding (Fathoni et al., 2023). Community empowerment programs further indicate that sustained participation and supportive networks can extend learning beyond the formal session (Wahab et al., 2025). In this context, the Hajj alumni network functions as a social channel through which information can be diffused to members and families who operate small businesses.

The activity was conducted ten days before Government Regulation No. 40 of 2026 was enacted. At the time of implementation, the prior regulation staged the obligation for food and beverage products of micro and small enterprises up to 17 October 2026; the new regulation subsequently extended the staging period to 17 October 2028. This sequence illustrates why community education should build adaptive literacy rather than communicate only a deadline. Studies on certification decisions consistently identify knowledge of regulation, institutional support, compliance, and administrative readiness as important factors (Bahrudin et al., 2025)(Rahayu et al., 2023)(Widigdo & Triyanto, 2024). The practical implication is that future Halalpreneur sessions should verify the latest regulation before delivery and clearly separate awareness-building, readiness assessment, and formal certification assistance.

The program did not measure tourist behaviour, tourism revenue, or destination sustainability; therefore, its contribution to sustainable tourism is positioned as an enabling pathway. Halal-tourism literature increasingly connects entrepreneurship, local-product development, community participation, and sustainability. (Battour et al., 2022) identify entrepreneurial opportunities within halal tourism, while community-based studies in Indonesia show that local product development and institutional strengthening can support destination value creation (Susanti et al., 2025). More recent frameworks place community capability, local economic outcomes, and sustainability indicators within broader halal-tourism systems (Khan et al., 2025)(Winoto et al., 2026). Evidence from West Kalimantan also emphasizes the reciprocal relationship between local economic benefit and community participation in sustainable tourism (Heriyanto et al., 2026). Accordingly, strengthening community products and halal readiness can support a wider tourism value chain, but it should not be presented as direct evidence of tourism impact.

Conclusion

The Halalpreneur community-service program provided a concise and inclusive model for strengthening entrepreneurship and halal-readiness knowledge within a Hajj alumni community. Among 28 participants, the aggregate mean knowledge score increased from 73% before the session to 88% after the session, representing a 15-percentage-point increase, a relative improvement of 20.55%, and a moderate N-Gain of 0.56. Participant questions also became more applied, covering ingredients, production processes, packaging, product identity, consumer trust, and follow-up assistance. The program's main contribution lies in integrating product-value thinking, consumer trust, and halal readiness in a familiar community setting rather than conducting a stand-alone certification lecture. Its relevance to sustainable tourism is indirect, through local-product capability and community economic participation; direct tourism outcomes were not measured. Because only aggregate test scores were available, future programs should retain individual data and document follow-up actions to provide stronger evidence of effectiveness and longer-term application.

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Recommendation

Based on the implementation insights of the Halalpreneur program, the following recommendations are proposed for future community-service initiatives and stakeholder action:

For Partners & Institutions

1) Maintain staged collaboration among Batam Tourism Polytechnic, KBIH Al Anshor, halal-assistance networks, and local MSME stakeholders so that members who operate businesses can be referred to product-specific halal assistance after the general literacy session.
2) Support follow-up modules on packaging, branding, digital marketing, product information, and local souvenir development so that halal readiness is connected more directly with product competitiveness and local economic value.

For Future Implementers

1) Separate general community literacy from product-specific mentoring, and update the material before each implementation cycle to reflect current halal regulations and certification procedures.
2) Retain participant-level pre-test and post-test data, use a simple item-level scoring rubric, and document follow-up actions so that learning gains and subsequent application can be evaluated more robustly.
3) Prepare low-tech backup teaching media, such as one-page handouts, pocket guides, or printed product examples, for community venues where slide projection is impractical.

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