

Islamic Religious Education Pattern of the Urgency of Healthy Food for Students at State Elementary School 14 South Pontianak

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*Fathul Khaira 

¹Institut Teknologi dan Kesehatan Muhammadiyah Kalimantan Barat, Indonesia

Corresponding Author: khoir@stikmuhtk.ac.id

A B S T R A C T

This study aims to describe the pattern of Islamic Religious Education (PAI) in instilling the urgency of healthy food consumption in students at SD Negeri 14 South Pontianak. Islamic religious education at the elementary school level not only focuses on the formation of moral and religious character, but also integrates health values through the concept of *halalan thayyiban* as part of Islamic teachings. This study uses a qualitative approach with a descriptive method. Data was obtained through observation of the PAI learning process, interviews with PAI teachers and students, and documentation of various school habituation programs. The results of the study show that PAI teachers apply an integrative learning pattern through strengthening material on halal food, *thayyib*, and eating manners in Islam. Teachers combine interactive lecture methods, discussions, examples, and habituation through the Healthy Canteen program, appeals to bring nutritious provisions, and supervision of snack consumption in the school environment. Students show an increased understanding of the characteristics of healthy food and begin to implement more selective eating behaviors. This study concludes that the pattern of PAI in SD Negeri 14 South Pontianak contributes significantly to fostering students' awareness of the importance of healthy food, both from a religious and physical health perspective, thereby supporting the formation of healthy character and lifestyle from elementary school age.

Keywords: *Islamic Religious Education Pattern, Halalan Thay-Yiban, Healthy Food*

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INTRODUCTION

Islamic Religious Education (PAI) has a strategic role in shaping the personality of students as a whole, not only in the spiritual and moral dimensions, but also in the formation of healthy living behaviors that are part of the Islamic teachings outlined in the Qur'an, especially Q.S Albaqarah: 168 and strengthened by the hadith of the Prophet (HR. Bukhari). In the perspective of *maqāsid al-Syarī'ah*, health aspects are included in the *hifz Al-nafs* (preserving the soul), which emphasizes that the human body is a mandate from Allah that must be maintained.

At the basic education level, instilling values related to a healthy diet has a high urgency. Elementary school is a very decisive phase of *habit formation*, where habits instilled at this age have the potential to last until adulthood. Habituation theory explains that behaviors are formed through repetition and that a consistent environment provides a positive stimulus. In addition, WHO emphasizes that school-age diet is closely related to cognitive, physical, and learning resilience development. A good diet can improve concentration, memory, and prevent the risk of anemia, obesity, and metabolic disorders in children.

Nationally, the eating behavior condition of Indonesian children shows that there are problems that need serious attention. The Indonesian Ministry of Health reported that more than 40% of school children's snacks do not meet food safety standards, and there is still a lot

of use of textile dyes, excess artificial sweeteners, and harmful food additives in informal canteens around schools. In addition, the prevalence of consumption of high-sugar, preservative, and instant food foods increased in children aged 7–12 years, influenced by low price factors, attractive promotions, and peer influence. This condition has the potential to decrease immunity, interfere with brain development, and increase the risk of non-communicable diseases from an early age. Thus, the urgency of educational interventions, especially through PAI which has a close relationship with a healthy lifestyle, becomes very relevant.

In this context, schools have an important role as an environment that is able to shape student behavior through formal learning and daily habituation. SD Negeri 14 South Pontianak is one of the schools that integrates Islamic Religious Education with the formation of healthy character and behavior. PAI teachers play a role in conveying the concepts of *halal* and *thayyib* food, eating manners according to Islam, as well as the religious and health consequences of unhealthy food consumption. The learning approach used is not only cognitive, but includes affective and psychomotor aspects through habituation, example, and real practice.

School programs such as the Healthy Canteen, the Healthy Lunch Movement, Fruit Eating Day, and Healthy Friday education provide environmental support that reinforces the values taught in PAI classes. This integration is in accordance with the principles of *Contextual Teaching and Learning (CTL)* which emphasizes that knowledge will be more meaningful when it is associated with students' daily lives. *Social Learning Theory* also states that children learn through observing and imitating things, so that teachers' attitudes and the school environment are important factors to strengthen healthy eating habits.

Based on this background, it is important to examine how the pattern of Islamic Religious Education is applied in instilling the urgency of healthy food in students at SD Negeri 14 South Pontianak. This research is expected to contribute to the development of PAI learning strategies that not only shape morals and spirituality, but also support the formation of a healthy lifestyle as a form of comprehensive implementation of Islamic teachings.

METHOD

This study uses a qualitative approach with a descriptive type of research. This approach was chosen to obtain an in-depth overview of the pattern of Islamic Religious Education (PAI) in instilling the urgency of healthy food to students of SD Negeri 14 South Pontianak. Qualitative descriptive research focuses on understanding phenomena naturally through direct interaction with the research subject.

Research Location and Time

The research was carried out at SD Negeri 14 South Pontianak, Pontianak City, West Kalimantan. The research implementation time starts from October to November 2025.

Research Subjects and Informants

The subjects of this study are 2 students in class V, and 3 students in class VI, a teacher of Islamic Religious Education, and a school principal. The main informants in this study were PAI teachers and some students who were selected *purposively* (based on certain considerations), while the supporting informants were the principal and class teachers.

Data Collection Techniques

Data was collected through three main techniques, namely: (1) Observation, to directly observe PAI learning activities, student activities at school, and students' eating habits. (2) Interviews, conducted with PAI teachers, students, and principals to obtain information about learning strategies, habituation patterns, and the implementation of programs related to healthy food. (3) Documentation, in the form of learning documents, photos of activities, and school programs that support the implementation of a healthy diet.

Data Analysis Techniques

Data analysis was carried out using *the Miles and Huberman model* which includes three stages: (a) Data reduction, which is selecting and simplifying data from observation,

interviews, and documentation. (b) Data presentation, which is compiling data in the form of narrative descriptions to facilitate conclusion drawn. (c) Drawing conclusions and verification, i.e. making interpretations of data to find patterns and meanings relevant to the focus of the research.

Data Validity Test

The validity of the data was tested through source triangulation techniques and techniques, which are comparing data obtained from various sources (teachers, students, principals) and techniques (observations, interviews, documentation) to ensure the validity and accuracy of the information.

FINDINGS AND DISCUSSION

Application of PAI Patterns in Learning about Healthy Food

Based on observations and interviews with an Islamic Religious Education (PAI) teacher, PAI learning at SD Negeri 14 South Pontianak has integrated health values related to halal and *thayyib food* selection. PAI teachers relate religious teachings such as Q.S. al-Baqarah verse 168 and hadith about the right of the body to be maintained through the consumption of good food. The integration of this religious text is in line with the concept of *hifz al-nafs* in *maqāṣid al-shari'ah*, namely that maintaining health is the main goal of sharia in daily life. One of the manifestations of health maintenance is through the consumption of *halal thayyiban* food, as instructed in Q.S. Al-Baqarah verse 168:

يَا أَيُّهَا النَّاسُ كُلُوا مِمَّا فِي الْأَرْضِ حَلَالًا طَيِّبًا وَلَا تَتَّبِعُوا خُطُوَاتِ الشَّيْطَانِ إِنَّهُ
أَكْمَرُ عَدُوٌّ مُبِينٌ

It means: "O people, eat some of the (food) on earth that is lawful and good, and do not follow the steps of Satan. Indeed, he is a real enemy to you." (Q.S Al-Baqarah: 168)

In addition to the above verse, this is also strengthened by the hadith of the Prophet which states that the body has rights that must be protected (HR. Bukhari):

إِنَّ لِرَبِّكَ عَلَيْكَ حَقًّا، وَلِنَفْسِكَ عَلَيْكَ حَقًّا، وَلِأَهْلِكَ عَلَيْكَ حَقًّا، فَأَعْطِ كُلَّ ذِي حَقِّ حَقَّهُ

Meaning: "Verily your Lord has a right over you, you have a right over you, and your family has a right over you. So give it to everyone who has rights, their rights". (HR. Bukhari)

This shows that the value of health is not only a biological issue, but also spiritual and ethical value in Islam as Allah SWT commands in the Qur'an to always maintain health through halal and good food and reaffirmed through the hadith of the Prophet that the body has rights that must be fulfilled, and ignoring the health of the body is a form of violation of rights.

PAI teachers connect the material with students' concrete experiences in the learning process, such as the habit of bringing provisions, choosing hygienic snacks, and limiting *junk food consumption*. This approach is in line with the principles of *Contextual Teaching and Learning (CTL)*, which underlines that learning will be more meaningful when it is associated with the real-life context of students.

The principle of constructivism by teachers is also applied by exploring students' initial knowledge of eating habits before providing new concepts. This model helps students build health awareness through their own frame of mind. In addition, thematic activities such as *Fruit Eating Day* make it easier for students to recognize healthy foods and strengthen the habit of choosing nutritious foods, as seen from the results of field observations.

Religious Habituation and Supportive School Activities

The instillation of healthy food values is also strengthened through religious habits and school culture. Students are accustomed to reading prayers before and after eating, washing their hands, and applying eating manners according to Islamic values. This habituation is in line with *habit formation theory* which states that habits are formed through the repetition of behavior in a stable and consistent environment.

School programs such as *Healthy Canteen*, *Healthy Friday*, and *the Healthy Lunch Movement* create an environment conducive to healthy eating behaviors. The Healthy Canteen provides

more nutritious food, while the Healthy Friday activity contains religious and health messages from PAI teachers.

This pattern is relevant to *Social Learning Theory*, which emphasizes that students learn through observation and imitation of the behavior of people who are considered significant such as teachers. The example of PAI teachers in choosing healthy food is an important reinforcement for changing student behavior.

Student Responses and Behaviors to PAI Patterns

The results of interviews with students show that most of them begin to understand and implement healthy eating behaviors after participating in learning and various PAI programs. They become more selective when buying snacks, often bring nutritious provisions from home, and are able to distinguish halal foods but not always *thayyib*.

On the other hand, field findings also show that some students still buy snacks outside of school due to low prices, attractive tastes, and peer influence. This condition is in accordance with the *Health Belief Model* (HBM) framework which states that health behavior is influenced by the perception of risks, barriers, and social influences in the individual environment.

PAI teachers try to overcome these obstacles through a persuasive approach, exemplary, and light discussions about the importance of maintaining health from the perspective of religion and health. This approach encourages students to not only obey the rules, but to understand the spiritual and logical meaning of healthy eating behaviors.

Analysis of Findings

A thorough analysis shows that the PAI learning pattern plays a significant role in instilling the urgency of healthy food in students through four main aspects:

Integration of Religious and Health Values

The combination of the *halal-thayyib* concept provides a spiritual and rational basis for students to choose healthy food. Religious values function to strengthen students' internal motivation in avoiding bad food.

Contextual Learning

The implementation of CTL makes material more relevant, easy to understand, and longer remembered because it is directly connected to the student experience.

Recurring Religious Habituation

The habit of reading prayers, applying eating manners, and the example of teachers help to form a stable and automatic pattern of behavior in the long run.

School Environment Support

Healthy Canteens, Healthy Fridays, and programs bring provisions to create a social environment that facilitates the formation of healthy eating behaviors as a common norm.

The findings of this study are in line with Rahmah who stated that the integration of religious education with health education can improve the nutritional literacy of elementary school students. In addition, Aprianto also found that the association of the *halal-thayyib* concept in PAI learning contributes positively to the selection of healthy food in children.



Figure 1. Interview with the Principal of SDN 14, South Pontianak District.



Figure 2. Interview with Grade V and VI Children of SDN 14, South Pontianak District.



Figure 3. Interview with PAI Teacher of SDN 14 South Pontianak District.



Figure 4. Interview with PAI Teacher of SDN 14 South Pontianak District.



Figure 5. Photo with the Principal and Teacher of PAI SDN 14, South Pontianak District

CONCLUSIONS

Based on the results of the research that has been conducted, it can be concluded that the pattern of Islamic Religious Education (PAI) has an important and strategic role in instilling the urgency of healthy food to students of SD Negeri 14 South Pontianak. PAI teachers not only convey religious material theoretically, but also integrate health values, especially regarding the importance of consuming halal and thayyib food, into daily learning activities and habits at school. Through an interactive learning approach, religious habits such as prayer before meals, hand washing, and healthy canteen programs, students are guided to understand and practice a good diet according to Islamic teachings. The students' response to the implementation of this pattern is relatively positive, shown by the increase in students' awareness and habits in choosing clean, nutritious, and safe food to consume. The PAI pattern applied in schools has been proven to form healthy understanding and behavior from an early age, as well as strengthen students' religious character in daily life. Collaboration between teachers, schools, and parents is the main supporting factor in the successful implementation of this pattern.

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