

HALAL EDUCATION FOR EARLY CHILDHOOD IN (BUILDING A MORAL FOUNDATION FROM AN EARLY AGE)

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This study aims to describe indepth the practice of halal education for early childhood within the context of the local wisdom of the Barru community, Tana Ugi', South Sulawesi. An ethnographic approach was used to understand the process of transmitting halal values through social interactions between educators, parents, and the surrounding environment. Data were collected through participant observation, in-depth interviews with seven early childhood education (PAUD) educators, 15 parents, and 5 religious leaders, and documentation of learning activities at two Islamic-based early childhood education institutions in Barru Regency. The study results showed that 87% of teachers actively integrate halal values into the learning process, such as through the use of Islamic teaching materials, the habit of reciting prayers before meals, and the selection of halal foods in school activities. Seventy-three percent of parent's support halal education at home by monitoring their children's food and viewing, and by modeling Islamic behavior. Meanwhile, 65% of children are able to recognize halal and haram foods in simple ways, such as avoiding foods that do not have a halal label. Local cultural values such as siri', pacce, and sipakatau also strengthen the instillation of halal values through a contextual moral approach. The conclusion of this study indicates that halal education in Barru is a social practice that develops from an early age, stemming from a collaboration between Islamic teachings and local Bugis culture, and is influenced by the example of parents and the child's environment. The high level of involvement from educators and parents indicates that the foundation of halal education has been firmly established from an early age in Barru tana ugi'.

Keywords: Halal Education; Early Childhood; Barru Tana Ugi' Islamic Values