

## STRENGTHENING STUDY PROGRAM DISTINCTION THROUGH HALAL LOCAL PRODUCT-BASED EXTRACURRICULAR ACTIVITIES

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**Abstract.** An This study analyzes the implementation of extracurricular activities among students of the Sharia Economic Law Study Program and the sharpening of its academic distinction through strengthening contemporary issues, such as the halal status of local products, as part of the practical application of Islamic economic principles. This research is field research using a descriptive qualitative approach. The primary data sources include the head and secretary of the Sharia Economic Law Study Program, lecturers supervising extracurricular activities, and 25 students who are members of the Student Association of the Sharia Economic Law Study Program. Secondary data were obtained from relevant documents, such as guidelines for student activities. Data collection techniques consisted of observation, interviews, and documentation. The data analysis process involved preparing and organizing the data, reading all data thoroughly, coding the data, applying coding to describe the research setting, participants, categories, and themes, presenting the themes in qualitative narratives, and interpreting the findings. The results show that extracurricular activities in the Sharia Economic Law Study Program include moot court simulations, debates, and interactive discussions with experts. However, scheduling conflicts often pose challenges. The implementation of these activities is also integrated with educational issues related to the halal status of local products. Furthermore, the design of extracurricular programs helps strengthen the program's academic distinction by integrating local wisdom into Islamic-based economic empowerment activities, such as small and medium enterprise (SME) development programs focusing on halal local products.

**Keywords:**

Activities, Extracurricular, Distinction, Law

### Introduction

The Activity extracurricular often viewed adjacent eyes by many people. There are those who think that activity extracurricular No important and only as complement intercurricular. Even though through activity extracurricular can practice student For own honest, disciplined, respectful character fellow, have characteristic empathy and sympathy. This is all can support the success of students. (R. Y. Lestari, 2016)

According to Lestari, education the first thing a child gets is from family, (B. Lestari, 2006) Whereas when child domiciled as participant education , education obtained from environment school , both in activities academic or intracurricular or activity extracurricular activities extracurricular activities at college tall involving study program students , student councils , and organizations other .

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Urgency activity extracurricular seen from benefits obtained from activity said. Activities extracurricular believed as vehicle in develop talent student outside of class hours. Activities this can also be done help student For get knowledge and insight addition to something.

Academic studies about activity extracurricular activities undertaken by academics shaped article scientific is research by Adam Kanar, Dave Bouckenoghe; (2021) The role of extracurricular activities in shaping university students' employment self-efficacy perceptions. Career Development International.(Kanar, 2021) Berliana, "The Influence of Participation in Activities Extracurricular Activities / UKM and Learning Interests To Performance Study Students." Social Horizon: Journal of Social Education.(Berliana et al., 2023) Fitri Ovianti (2019). Characteristics Activity Extracurricular Students in State Universities and Their Roles in Development Interpersonal Intelligence of Students (Study on Activity Units) Student Special (UKMK) at Raden Fatah State Islamic University Palembang and Sriwijaya University). Diss. UIN Raden Patah Palembang. (Oviyanti, 2017)

As far as This study related activity extracurricular done increase personality intelligence, but no discuss development activity extracurricular, finally activities carried out tend monoton whereas along with time knowledge knowledge the more growing, of course need existence study distinction activities extracurricular in form halal product local. Along with call from the Organizing Body Guarantee Halal Products (BPJPH) for those who meet the requirements provision as insightful broad and understanding sharia halal need supervision , assistance and prevention to halal(Menteri Hukum dan Hak Asasi Manusia, 2014)

Complete from shortcomings made by the research previously, then researchers focus implementation activity extracurricular, suitability implementation with law Islamic economics, uniqueness (distinction) of implementation activities extracurricular through education halal product local.

Table 1. Education halal Product local

Product name	Category	Description	Picture
Palm Sugar	Types of Snacks	Palm Sugar is a pure sugar made from palm sap.	
Tat Cake	Traditional Cakes	Tat Cake is cake typical of Curup or food typical the usual Crup Rejang Lebong used by the community for weddings and charity events	
Turi Crackers	Types of Snacks	Turi Crackers guard quality with choosing fresh fish and hygienic manufacturing process	

Source : Activity Data Distinction Activity Extracurricular

It is known that activity extracurricular activities student Sharia Economic Law study program is still do breakthrough new so that there is real distinction . Students HES study program has activity extracurricular activities Alone in a way structured that can show distinction study program. A activity extracurricular activities that are

designed and managed with Good can sharpen distinction HES study program as education halal product.

Study This based on arguments that there is widespread misunderstanding about activity extracurricular activities that are considered as No important and looked upon as complement intracurricular . Problems This need serious solution , so that existence students in the HES study program become more meaningful and oriented For develop study program . See condition this , researcher feel important For do study this . Research This researchers give title " Sharpening" Distinction of the Islamic Economic Law Study Program at IAIN Curup through Activity Extracurricular Student ".

**Method**

This This research is field research using a qualitative descriptive approach. The researcher intends to describe and illustrate in detail the sharpening of the distinction of the Sharia Economic Law Study Program through student extracurricular activities at IAIN Curup. In addition, this research employs a case study approach to obtain an in-depth understanding of the implementation of extracurricular activities in strengthening the identity and distinction of the study program.

The researcher approached the research subjects consisting of the Head and Secretary of the HES Study Program, lecturers supervising extracurricular activities, and 25 students. The study also refers to guidelines for implementing student activities as well as various data and information obtained through articles in national and international scientific journals.

To gather the required information, the researcher conducted observations and interviews. Through these techniques, the researcher interpreted both explicit and implicit meanings resulting from interactions during interviews and field observations in order to comprehensively understand the phenomenon under study.

**Results and Discussion**

**Results**

Implementation activity extracurricular students of the Islamic Economic Law study program

Implementation activity extracurricular held based on need law Islamic economics, usually own objective for enrich knowledge knowledge and gain skills in a way practical knowledge gained directly. Activities extracurricular designed for expand ability and understanding student in aspect academic, professional, and supportive personality objective in accordance with background background of education held. Stage implementation activity extracurricular:

Table 2. Implementation Activity Extracurricular

Stages	Description	Objective
First	Introduce to student activity extracurricular	Obtained knowledge student related activities held
second	Joining in organizational activities ( student organizations ) student	Student data obtained will to solidify implementation activity
third	Selecting involvement student	Get sincerity students in activity extracurricular

fourth	Active participate in activity	Activity become success with active student involved
Fifth	Development activities extracurricular	Obtained distinction activity

Source : Interview data findings respondents in the field

The steps above are implemented by the Association students of Islamic economic law in recruiting members, first existence effort Student know types activity extracurricular activities that are held, for example through brochures, announcements on boards information campus, or study program social media. With understand option available, students can choose the most appropriate activity with interests and goals development self they. Both Join in Organization Students (Ormawa), usually student start open registration at the beginning of the semester, Students can register self for follow in selection reception members. Student organizations that support skills professionalism and leadership in the field law Islamic economics. Third Follow Selection and Orientation.

After register, student usually will through a selection process that includes interviews and tests skills basic. If they pass, they follow orientation for understand vision and mission organization as well as get to know with fellow members. Stage This help student know their respective roles in activity extracurricular activities. Fourth Active Participate in Student Activities Then participate active in activities held, such as simulation sharia court, debate related issues moderated by members, and finally give discussion forum opportunities with involving party expert like lecturers who study in depth problem said. Involvement active give chance direct for learn, contribute, and deepen understanding practical about law Islamic economics. Fifth Develop Skills Professionalism and Leadership. Through regular involvement, students develop useful skills for career they, like analysis law, communication, and leadership. Experience This also enriches students' soft skills, such as Work The same team, think critical and management time, which is important in the world of work.

### **Form sharpening distinction activity extracurricular Education Halal Product**

Sharpening The distinction of the Islamic Economic Law Study Program is carried out through three form activity extracurricular main, namely Simulation Moot Court, Sharia Economic Law Debate, and Discussion Interactive. Third activity This designed for integrate aspect theoretical and practical in strengthening competence students, at the same time represent uniqueness and mission HES Study Program scientific knowledge, including through education halal product local as part from implementation values Islamic economics in life community. The description of each activity is as follows can seen in Table 2 below:

Table 3. Form Sharpening Distinction Activity Extracurricular

No.	Activity	Description	Developed Competencies	Contribution to HES Study Program Distinction
1	Simulation Moot Court	Student practice theory law sharia economy through simulation judiciary: becoming a	Think critical, public speaking, understanding	Print graduate of integrity that understands practice law sharia

		judge, prosecutor , or lawyer .	procedure law sharia	
2	Sharia Economic Law Debate	Student train convey and maintain argument law related issue Islamic economics .	Analysis law, logic, research, communication , and work The same team	Forming professional responsive sharia law to issue contemporary
3	Discussion Interactive	Discussion forum together lecturer / expert about issues and cases current in law Islamic economics .	Think reflective , communication constructive, insightful contextual	Growing culture scientific and collaborative in study sharia law

Source : Interview data findings respondents in the field

Activity extracurricular in the Sharia Economic Law study program is scheduled ongoing a week once, but implementation often hampered by obstacles time. Collision with timetable studying regular as well as activity in organization student other make student difficulty For allocate consistent time for activity extracurricular this . Frequency constraints This impact on attendance and engagement students , reducing benefits that can be obtained obtained from activity This also causes gap between extracurricular program objectives and realization in practice , because student No always get consistent opportunities For apply relevant knowledge and skills with studies they are outside class . Activities extracurricular contribute in a way significant in development skills and knowledge students , in harmony with the vision and mission of the Islamic Economic Law study program , through a number of the way it was designed For covers various aspect practical and theoretical in field mentioned . The following is a number of classification activity extracurricular :

**Simulation Moot Court**

Moot court activities or simulation justice pseudo allows student For apply theory law Islamic economics in context practical . They learn about procedure justice , practice in role as judges, prosecutors and lawyers , as well as do analysis related cases with Islamic economics . This includes is discussion cases concerning halal product local , such as dispute halal certification or violation halal standards , which provide outlook applicable to student in support national halal industry . As example , students can study case halal product local such as Palm Sugar , Tat Cake, and Turi Crackers , both from production process side , materials standard , as well as regulations certification applicable halal . Through approach this , student No only understand law in a way textual , but also capable evaluate compliance products local to sharia principles .

Activity This hone skills think critical , ability speaking in front of public , as well as understanding about ethics and values sharia law , so that support study program vision in produce competent , integrated , and ready graduates contribute in strengthening national halal ecosystem .

**Sharia Economic Law Debate**

Through activity debate , students trained For analyze and communicate argument law related Islamic economics in general effective . Debate helps student

understand various corner view about problem law and economics in sharia perspective , as well as develop skills research , argumentation logical , and Work The same team. With deepen understanding this study program participate form student become ready professional contribute in the world of Islamic law and economics in accordance with with its mission , including in respond issues contemporary like halal product local through approach educational and argumentative , especially in products featured area such as Palm Sugar , Tat Cake, and Turi Crackers which require certainty halal law and certification as form protection Muslim consumers

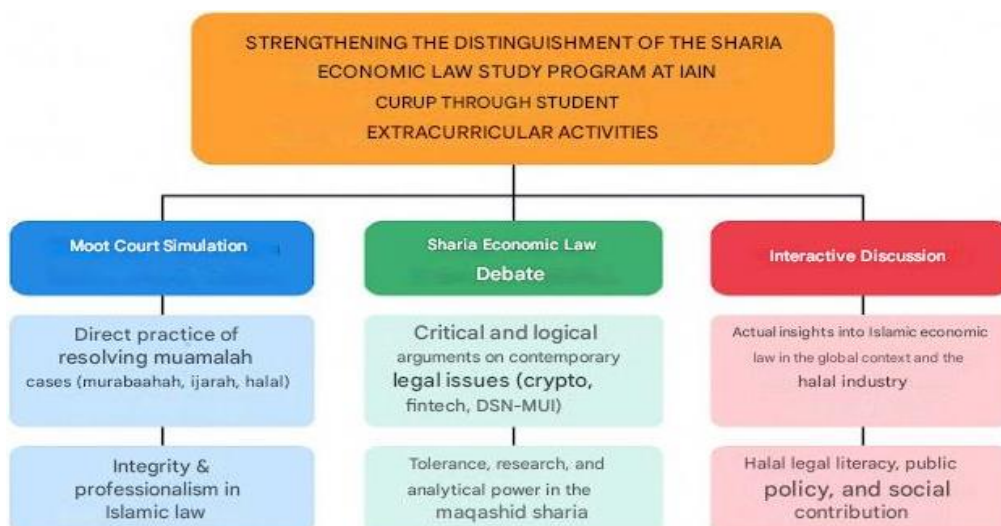
### Discussion Interactive

Activity discussion interactive is receptacle for student For exchange ideas and deepen outlook law sharia economy through analysis cases real or issues contemporary together experts in their fields . Discussion This push student For think critical , discussing in a way constructive and building understanding more collective Good about law sharia economics . This is support development competence they in matter collaboration and communication , which are very important in profession Islamic law and economics. In addition , activities it is also focused on education halal product local such as Palm Sugar , Tat Cake, and Turi Crackers , so that student can understand implementation halal principles in the production process , distribution , to certification , as well as capable analyze aspect the law in context local halal industry

### Discussion

Strengthening the distinction of the Islamic Economic Law Study Program at IAIN Curup through activity extracurricular is an important strategy in present learning that is not only theoretical, but also applicable and contextual. Activities extracurricular designed No solely as complement from lectures, but as room formation character, (Suratman, Suratman, Muhammad Fauzan Muttaqin, 2024) skills law, and sensitivity social student to issues contemporary, including halal issues, sharia transactions, and justice economy in Islamic perspective. (Cerlin, Anggi, Galih Dewi Utami, 2024)

Figure 1: Activity Extracurricular



There is three form main activity extracurricular activities that have been developed For sharpen distinction Islamic Economic Law science , namely : Simulation Moot Court , Sharia Economic Law Debate, and Discussion Interactive . All three own role strategic in form graduates who do not only understand theory , but also able to analyze and solve problem law Islamic economics in society .

Simulation justice moot court become a strategic media For introduce procedure law in a way practical to student.(Abi Rahman, Lingga, 2025) Through activity this , student play role as a judge, prosecutor , or power law in finish related cases with transaction economy sharia- based such as dispute contract murabahah , default in ijarah, or violation principle halal in distribution product.(Fizri, 2024) This is give room practice direct For translate theory jurisprudence muamalah and contemporary sharia regulations to in simulation settlement law in space trial . This is of course contribute direct to achievement of study program learning outcomes that emphasize professionalism and integrity Islamic law .

Next , the debate law Islamic economics encourages student For explore arguments jurisprudence and legal norms relevant positive with issue sharia economics , as well as sharpen ability in convey argumentation law in a way rational and structured . In the debate , students involved active discuss issues current like legality crypto in sharia perspective , ethics halal business , DSN-MUI fatwa,(Novianti, 2025) and involvement fintech in contracts contemporary . Activities This form character responsive academics to difference opinion ( ikhtilaf ), and foster attitude tolerance as well as think critical in framework maqāṣid al- syarī'ah .

Temporary that , discussion interactive with practitioners , academics and actors halal industry becomes means reflective For expand outlook student to practice law sharia economy in the midst dynamics globalization and development technology . Discussion about the halal value chain, halal certification for MSMEs, the role of sharia auditors, and challenge enforcement halal law in Indonesia, provides perspective realistic to student about role strategic them in the future . Activities this also becomes amplifier distinction science with bridge between draft law Islamic norms and their application in policy public as well as system economy national .

Activities said , if managed in a way directed and systematic , not only become instrument improvement soft skills , but also strengthen them position Sharia Economic Law study program as a study program that has uniqueness in alloy between science law , economics , and sharia principles . More from that , extracurricular become means cadre formation student For contribute to society in form halal advocacy,(Mardikaningsih, 2024) mentoring sharia law , and literacy economy Muslims . As in the data table below This:

Table 4. Activities HES Study Program Extracurricular Activities in Perspective Economic Law

Activity Extracurricular	Sharia Basis	Relevance to HES Competencies	Developed Sharia Economic Values
1. Simulation Moot Court	- QS. An-Nisa: 58 ( establishing justice ) - Rules fiqhiyyah : <i>al-ḥukmu yadūru ma'a ' illatihi</i>	- Practice settlement dispute muamalah - Understanding procedure law and ethics profession	- 'Is ( justice ) - Mas'ūliyyah ( responsibility) answer ) - Trust ( integrity )

2. Debate on Sharia Economic Law	- QS. An-Nahl: 125 ( arguing) with the best way ) - Principle <i>shūrā</i> in discussion scientific	- Ability argumentation law jurisprudence and positive - Analyzing issue contemporary in Islamic economics	- <i>Ijtihād</i> ( reason critical) - <i>Ikhtilāf</i> ( differences) opinion ) - <i>Maṣlaḥah</i> ( benefit )
3. Discussion Interactive with Practitioner	- QS. At- Taubah : 122 ( demand it knowledge deep ) - Rule : <i>al-' amal bil -' ilm</i> ( practicing) knowledge )	- Understanding reality halal industry - Literacy contemporary Islamic law and economics	- <i>Ilm</i> ( knowledge ) - <i>Ṭalab al- ḥalāl</i> ( seeking what is lawful) - <i>Tathwīr</i> ( development) self & people )

The table above serve mapping activity extracurricular activities of the Islamic Economic Law Study Program (HES) IAIN Curup in framework Islamic law that does not only normative , but also applicable and strategic . There are three form main activity : Simulation Moot Court , Sharia Economic Law Debate, and Discussion Interactive , each of which is analyzed based on four aspect main : sharia basis , relevance to HES competencies , and values developed sharia economy .

#### Simulation Moot Court

Activity This practice student in the process of handling case transactions , especially those related to with dispute Islamic economics.(Apriani, 2024) Based on principle justice in QS. An-Nisa: 58, activities This relevant For grow attitude critical , ethical , and professional , as well as implant value ' is ( justice ), mas'ūliyyah ( responsibility ) responsibility ), and trustworthiness ( integrity ).

#### Sharia Economic Law Debate

Legal debate push student For develop ability reasoning critical , convey argumentation in a way rational , and understanding diversity view in Islamic law . Its basis taken from QS. An-Nahl: 125 and the spirit *shūrā* , which makes difference opinion as riches intellectual values like *ijtihād* , *ikhtilāf* , and *maṣlaḥah* are highly emphasized.(Khairudin, 2025)

#### Discussion Interactive with Practitioner

Discussion This bridge theory and reality , especially in context halal industry and dynamics global Islamic economy . In accordance with order in QS. At- Taubah : 122 about importance *tafaqquh fiddin* ( deepening religious studies ),(Syaiful, 2023) students directed become communicative , reflective and applicable people , with the values of ' *ilm* , *ṭalab al- ḥalāl* , and *tathwīr* ( development) people ).

## Conclusion

Activity extracurricular activities in the Islamic Economic Law Study Program (HES) at IAIN Curup have been proven play role strategic in strengthen distinction science study program as well as form character academic and professional students . Through Simulation Moot Court , Sharia Economic Law Debate, and Discussion Interactive with Practitioners , students No only get understanding theoretical , but also internalize core values of Islamic economics such as justice , responsibility answer , *ijtiḥad*, and ethics profession .

Every activity designed based on relevant sharia principles with context contemporary halal industry and challenges globalization . One of the form its implementation is education halal product local products , such as Palm Sugar , Tat Cake, and Turi Crackers , which are made into as studies case in simulation court , materials debate law , as well as discussion interactive . This is give experience direct

to student For study aspect law , certification , and ethics in distribution as well as consumption local halal products .

With Thus , the activities extracurricular become instrument effective in form graduates who are critical , communicative and capable respond problem law economy people in a way applicable and based on sharia. Strengthening distinction This at a time become form innovation non-formal curricular that supports vision HES Study Program's scientific knowledge towards superiority in development law integrative and transformative Islamic economics .

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