The Role of Halal Certification in The Digitalization of Small and Medium Enterprise Students of The Social Science Education

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Abstract: *The background of this research problem is that there are only a few MSMEs among students who still survive until they finish their studies, the regeneration process is still sporadic due to a lack of mastery of the digitalization of MSME marketing. On the other hand, some students run it just as a hobby, obeying their parents because they receive financial assistance from their parents. Students are not yet skilled in marketing online, there is limited knowledge of student MSME owners, most of the student MSMEs are in rural areas so that internet access is limited, many still do not have digital literacy, empowerment of student MSMEs has not been carried out much, only partially and there is no halal certificate for student MSME products. The purpose of this study was to determine halal certification in student MSMEs and to determine the implementation of MSME digitalization among students. The research method used is qualitative with a phenomenological approach. The data collection technique uses observation, interviews, and document studies with the research subjects being Tadris IPS students who have MSMEs. The results showed that halal certification had a positive effect on sales in student MSMEs. Digitalization used in MSMEs, especially in marketing, has an impact on increasing sales due to efficiency. Tadris IPS students who use digitalization and halal certificates have a positive impact with the existence of entrepreneurship application courses can develop the products produced.*

Keywords: digitalization; social mart; halal certification

INTRODUCTION

The digital economy is a social phenomenon that influences the economic system with the characteristics of an intelligence space consisting of information, various access to information instruments, information capacity, and information processing (Setiawan, 2018). The components of the digital economy that were identified for the first time were the ICT industry, e-commerce activities, and digital distribution of goods and services (Alfonso, 2012). There are many activities carried out by Indonesian people via the internet to reach a wider market in selling goods and services produced by MSMEs (Syauqi, 2016). The legal basis for MSMEs, digitalization, and social media includes: firstly Law no. 11 of 2008 concerning Electronic Information and Transactions (UU ITE), both Laws number. 20 of 2008

concerning micro, small, and medium enterprises (UMKM Law), and thirdly Law number 7 of 2014 concerning Trade (Trade Law). The Internet opens up opportunities for the Indonesian economic sector, such as: reaching a wider market through the sale of goods or services produced by MSMEs (Suwarni et al., 2019). MSMEs need to be protected because they play an important role in the Indonesian economy by contributing significantly to overall economic growth. Gross Domestic Product is 60%, total employment is around 97% of the total workforce in Indonesia. MSMEs help distribute income evenly, including in remote and rural areas, thus raising the income of regional communities (Echdar, S, 2019)

On the other hand, halal certification plays an important role in the digitalization of student MSMEs, especially in economic growth in Indonesia, including to increase consumer confidence, expand market reach, increase competitiveness, and facilitate access to funding (Sekarwati & Hidayah, 2022). Increasing halal literacy for student-managed MSMEs is the main problem in studying and understanding the established halal standards, increasing MSMEs' knowledge and awareness regarding the importance of halal products because high halal literacy will help MSMEs produce higher quality and safer products for customers (Wulandari & Hasan, 2023).

The problems above are challenges that the younger generation must face in order to have an understanding of the rapidly changing times. Data from the Central Statistics Agency states that MSMEs absorb 97% of the total workforce and 99% of the total employment (Rizqia, 2023). In 2018, there were 64,194,057 MSME units spread across Indonesia. A total of 82.9% of MSME business actors have been affected by the pandemic, in fact 63.9% of MSME business actors experienced a decline in turnover of more than 30%. The Indonesian government provides industrial support in the amount of Rp. 70.1 trillion and providing assistance to the business world in the amount of Rp. 150 trillion. The Ministry of Finance noted that the business world that was significantly affected was Micro, Small, and Medium Enterprises (MSMEs). MSMEs have a contribution of 61.07% of Indonesia's total gross domestic product (PDFB) (Siswanta, 2023).

The results of initial observations in the field show that in the process of identifying the internal and external environment, MSMEs among students majoring in Tadris IPS have strengths, opportunities, weaknesses and threats. Strengths include: firstly, being able to adapt and having high resilience in competitive markets so that it becomes capital for MSMEs to become main actors in the digital economy, secondly the government program Making Indonesia 4.0, thirdly the use of digital technology makes MSMEs more competitive, and fourthly there are many related facilities provided digitalization. Opportunities include firstly increasing income if you use digital technology, secondly, developments in digital technology increasing access to new customers at home and abroad, thirdly, ease of accessing digital markets, fourthly, consumers using MSME products prefer online transactions, fifthly in the MEA era (ASEAN free market), MSMEs can expand regional markets. Weaknesses include: firstly, MSME human resources are not yet skilled in online marketing, secondly, limited knowledge from student owners of MSMEs, thirdly, most MSME students are in rural areas so internet access is limited, fourthly there are still many who do not have digital literacy, fifthly, there is not much empowerment of student MSMEs. Carried out only partially.

Halal theory relates to the concept of halal in Islam and includes several goods such as food, drinks, medicines, and production processes involving: Islamic law

(Shariah), halal food, halal certification, business ethics, consumer education and awareness, economic empowerment, and product development innovative so that it brings economic, social and religious benefits (Ramadan, 2009). The application of halal law in modern society results in a balance of Islamic values and contemporary challenges

In another part, Freire (2020) with his critical education study stated that education must be a tool to liberate humans from oppression. Oppressed communities will find it difficult to be economically empowered because they do not have access to resources and power. Therefore, economic empowerment is prioritized in increasing people's awareness regarding their conditions and encouraging them to fight for the rights they should receive (Novaria et al., 2019). Education as the key to achieving economic empowerment is a tool to liberate people from oppression. Prioritizing dialogue and reflection in the learning process is the main thing to do by forming organizations or movements to fight for economic justice. Freire said that people need to be encouraged to carry out critical reflection on their conditions and develop solutions to overcome their problems through alternative education, public policy, and community organizations and movements. This constructivist theory of economic empowerment has brought major changes to the empowerment movement in the world.

Education for the community uses distance learning technology, is able to reach students in various remote areas, increases innovation in the development of learning models, research and community service such as the use of augmented reality technology in higher education which is able to provide a more interactive and interesting learning experience for students (Rahardian, 2020). The steps taken by universities to face the challenges of the digital economy for entrepreneurship include: entrepreneurship education in higher education higher education has the potential to improve student competitiveness. Efforts to improving the quality, relevance and inclusiveness of the program is important. These efforts are vital in shaping a generation of innovative and influential entrepreneurs, overcoming challenges and capitalizing on opportunities in today's competitive business world. challenges, and capitalize on opportunities in today's competitive business world (Hamdan, 2024).

Based on the above studies, this research is more focused on the use of digitalization that can be utilized by students and has halal certification on student MSME products. The author is interested in conducting research with the The Role of Halal Certification in The Digitalization of Small and Medium Enterprise Students of The Social Science Education Department IAIN Syekh Nurjati Cirebon with the problem of how halal certification of student MSMEs, as well as how the implementation of Digitalization of Small and Medium Enterprises among Students.

METHODS

This research uses a phenomenological approach through observing and analyzing all types of information related to the research topic. Phenomenological qualitative research on Halal Certification and Digitalization of MSMEs aims to understand the meaning or essence of a life experience experienced by business actors who focus on how individuals experience the phenomenon of entrepreneurship, not on the phenomenon itself (Wita & Mursal, 2022). In the context of research, phenomenology means studying human experiences related to the phenomenon of halal certification and digitalization of MSMEs (Ardhanari, 2023). Sources of data from observation, interviews and documentation. The subjects of this research are students
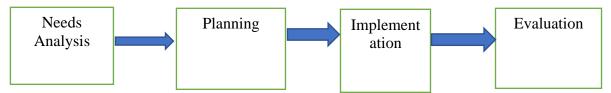
and lecturers of Tadris IPS.

The research was conducted in the Department of Social Studies FITK IAIN Syekh Nurjati Cirebon with the following considerations: first, theoretical reasons that this study aims to determine halal certification and the development of digitalization of MSMEs of students of the Department of Social Studies with the Department of Social Studies as a department that imposes lectures with compulsory courses for Entrepreneurship and options for Entrepreneurship Application Courses. Practical reasons are based on the availability of data on the number of students who take Entrepreneurship and Entrepreneurship Application courses which are very large so that they become the potential of students in developing entrepreneurship. Other practical reasons are the proximity of the research location to the researcher's residence and workplace, making it easier for researchers to carry out research, ease of access because the research location is easy to reach, making it easy for researchers to carry out research that takes six months, and more efficient costs to save the research budget. On the other hand, the focus of research on the development of MSMEs, the creation of Social Mart applications and the implementation of digitalization of MSMEs so that the research location chosen is a community of student managers of MSMEs, the availability of human resources, namely sources, data and facilities provided by the Tadris IPS department and the security of the research location as a consideration for researchers in carrying out observations, interviews and document studies.

The steps to implement phenomenological research on halal certification, digitalization of MSMEs among students include: first, determining the focus of research where the author needs to determine the phenomenon to be studied in the form of student experiences in halal certification and digitalization of MSMEs, second, data collection through in-depth interviews, observation and case studies. In this research, in-depth interviews are the most suitable method to use, third data reduction to eliminate less relevant information, reduction is done through summarizing data, classifying data or making reflective notes, fourth data analysis is done by finding themes and patterns that arise from the data. The author uses a variety of qualitative data analysis techniques including thematic analysis and narrative analysis, fifth, writing research reports by presenting findings clearly and concisely by including information related to the research methods used, data collected and data analysis carried out (Hadi et al., 2021).

Research by utilizing a phenomenological approach frees the author to explore the development of student-run MSMEs, the creation of the Social Mart application and the implementation of MSME digitalization in the Social Studies Department. The participants in this study were 30 social studies students who managed private and family-owned MSMEs from before the pandemic, during the pandemic and after the pandemic. Some of the steps taken include: first, researchers observe and analyze based on the phenomenon of halal certification and the digital economy which is the topic of research, second, determining the focus of research based on the results of initial observations and interviews with student entrepreneurs. Third, data sources collected in the form of observations, information from several entrepreneurs, lecturers of Entrepreneurship and Entrepreneurship Application courses, document studies including empirical data sourced from journals, books, research reports and other similar literature that provides the scope of new research. Fourth, reviewing various interviews and literature sources to get maximum results so as to find new ideas related to the digital economy. Fifth, analyzing research notes from various literatures to further obtain conclusions compiled in the form of research reports with applicable research

systematics.

Research Flow of Halal Certification and Digitalization of MSME

RESULTS AND DISCUSSION
Results

Halal Certification of Student MSMEs

Halal certification for student-run MSMEs is able to face challenges and obstacles such as: digitization costs, limited understanding of technology, information security, acceptance from authorities and compliance with halal requirements can be overcome with government funding and support, training and resources, collaboration with technology experts, utilization of digital platforms, sustainability monitoring audits and marketing and consumer education.

Digitalization of halal certification for MSMEs managed by students is able to face challenges and obstacles such as: digitalization costs, limited understanding of technology, information security, acceptance from the authorities and conformity with halal requirements can be overcome with government funding and support, training and resources, Collaboration with technology experts, digital platform utilization, sustainability monitoring audits as well as marketing and consumer education

The halal certification process for student-managed MSMEs begins with arranging the business registration number (NIB), then registering via the Halal Information System (SIHALAL) application, preparing formulary documents, halal statements, SJPH halal product guarantee system manual, list of raw materials, processing processes products and laboratory test results, audits, halal determination, fees are free (Rachman et al., 2023). The benefits of halal certification for MSMEs managed by students include: increasing consumer confidence, expanding markets and increasing competitiveness. The prospects for Halal certification for the sustainability of MSMEs are outlined as follows:

Table 1. Of Sustainability and Prospects for Halal Certification in MSMEs

Number	Sustainability	Prospect
1	Increased customer trust	creates opportunities to increase sales and build product reputation
2	Expanding the market	especially for Muslim customers with product priorities that comply with halal principles
3	Compliance with Policies	reduces legal risks and increases compliance with applicable regulations
4	Competitor differentiation	consumers are looking for halal products
5	Market Understanding	adapting products or services to better market needs
6	Marketing effectiveness	use of clear halal labels and effective communication regarding product halal commitment to increase customer attractiveness
7	Product Innovation	MSME management students are open to product and service innovation in order to increase competitiveness and customer attraction

Implementation of MSME Digitalization among Students

In order to provide education and teaching, the Social Science Education Study Program develops independent and responsible skills which are implemented in a spread of courses that hone cognitive, affective and psychomotor aspects by prioritizing aspects of knowledge, skills and attitudes. One of the courses that instills an independent and responsible attitude is the entrepreneurship course (Jaya & Harti, 2021). The relationship between independent and responsible attitudes is stated in: firstly, planning skills regarding the steps needed to run a business, including business planning, financial planning and marketing planning, secondly, creativity and innovation are the ability to think creatively, identify opportunities and develop innovative ideas for business. students, the third is problem solving skills including identifying opportunities by developing innovative ideas for student businesses, the fourth is the skill of making appropriate decisions based on relevant information in varied business situations, the fifth is the skill of efficient time management, priority scale by maintaining quality and productivity, The six wise financial responsibilities include budget planning, tracking expenses with an understanding of financial areas in the business, the seventh ability to communicate clearly in writing and orally, with customers, business partners and other related parties, the eight marketing skills in the form of ability understand marketing concepts including market segmentation, product positioning and promotional strategies, nine networking skills in building and maintaining relationships with various related parties including potential investors, business partners and customers, tenth presentation skills in presenting ideas, products and business plans effectively through various situations, among potential investors and customers, the eleventh ability to face risks in identifying risks in student businesses by taking steps to reduce and manage them, the twelfth ability to learn independently continuously develop knowledge and skills in business including understanding developments the latest in industry and markets, the thirteenth is the ability to adapt to all changes in the business environment including technology, market trends and law, the fourteenth is the ethical skill of trying ethically through responsible decisions.

The results of the research show that digitalization of MSMEs has a positive impact on the development of MSMEs, including: firstly, an increase in orders because digitalization is able to increase sales turnover to a greater extent, especially from MSMEs which continue to innovate in giving gifts, discounting prices, producing goods of increasing quality, cutting profits so that prices are cheaper from others, increasing COD, reducing shipping costs and producing unique and innovative goods and services, secondly increasing efficiency in carrying out various operational activities which tend to be more efficient including in managing finances, marketing and sending orders, third is increasing the competitive aspect or competitiveness of actors similar businesses on a small scale or large scale.

Surveys, interviews and document studies inventoried in the field show that MSMEs with digitalization systems and have been certified halal have higher sales figures compared to MSMEs that have not implemented digitalization because MSMEs that have implemented halal certification and digitalization have better operational efficiency and are well organized. higher competitive value (Hariani et al., 2024).

On the other hand, the implementation of digitalization in MSMEs has challenges including: firstly, a lack of knowledge and skills which hinders the optimal implementation of digitalization, secondly, a lack of available resources such as capital

and human resources because students have to divide their time with their busy schedules in college, which often hinders the implementation of digitalization which requires quite a lot of costs and labor.

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It needs support from the regional and central government (Ministry of MSMEs), universities, including the MSME managers themselves. The government plays a role in providing workshops or training as well as mentoring the digitalization of MSMEs managed by students (Santiana et al., 2022). Universities help in providing education and training related to digitalization, especially for students so that they become more qualified due to increased digital knowledge and skills in managing MSMEs, student managers of MSMEs also collaborate to share knowledge and experience in implementing digitalization so that they develop and bring positive changes to the development of MSMEs in the university environment (Julita, 2023). tall. The chart of Main Findings in the Digitalization of MSMEs can be tabled as below:

Table 2. Chart of Main Findings on Digitalization of Student MSMEs

Number	Finding	Classification
1	Technology Implementation	in general, students implement information and communication technology by utilizing e-commerce platforms, social media including the Social Mart application to increase visibility and efficiency of business operations
2	Success and Challenges	business success is related to the ability to utilize technology effectively, the main challenges are related to limited resources, lack of understanding of technology and resistance to change on the part of MSMEs
3	Business Sustainability Effects	MSMEs that successfully implement digitalization have better and sustainable business growth rates, students have added value including increased branding, online marketing through Social Mart and mastery of digital skills for business managers

Several aspects of implementing entrepreneurship courses with entrepreneurship application courses include: firstly, the material aspect is that the entrepreneurship course examines the main concepts of entrepreneurship as a basis for studying entrepreneurial applications while the entrepreneurship application course implements the basic concepts of entrepreneurship that have been studied in the entrepreneurship course , the two aspects of the aim are that both courses have the same goal, namely providing entrepreneurial abilities and skills to students, the three aspects

of learning methods in entrepreneurship courses and entrepreneurship applications can utilize the same learning methods.

Table 3. Of Contents for Basic Understanding of Entrepreneurship Applications for the Social Science Education Department

Number	Entrepreneurship Application Course Content	Description
1	Theoretical Understanding	a. definition, characteristics and process of entrepreneurship b. marketing, financial and human resources strategies c. small and medium business management d. business ethics and entrepreneurship
2	Practical Understanding	a. understanding of how to start a business b. understanding related to how to manage a business c. understanding related to how to face challenges and obstacles in entrepreneurship
3	Understanding Business Opportunities	a. survey b. market research c. environmental analysis
4	Understanding the Business Plan	a. drawing up a business plan b. a business plan is a business guide
5	Understanding Business Management	a. managing business b. financial management c. human Resource Management d. marketing
6	Understanding related to challenges in entrepreneurship	a. competition b. risk c. resource Limitations

There is an urgent connection between these two courses, namely so that students have a comprehensive understanding of entrepreneurship, where students as a whole feel the benefits of understanding the basic concepts related to entrepreneurship and being able to implement them in real life.

Table 4. Of Relationship between Entrepreneurship Courses and Entrepreneurship Applications

Number	Entrepreneurship	Entrepreneurship Application
1	Assess business opportunities	practice skills in finding business opportunities
2	Study small and medium business strategies	practice skills in developing business strategies for their businesses
3	Review financial management	practice MSME financial management skills
4	Review marketing management	practice marketing skills for MSME products and services

The success of studying entrepreneurship courses with entrepreneurship application courses includes learning outcomes, namely the entrepreneurial abilities and skills possessed by students (Nursita, 2021). Entrepreneurship courses and Entrepreneurship Application courses have a very close relationship because both are courses that aim to provide students with adequate entrepreneurial abilities and skills. If the entrepreneurship course examines the basic concepts of entrepreneurship, including the meaning of entrepreneurship, history and development of entrepreneurship,

characteristics of entrepreneurship, opportunities and challenges in doing business, strategies or ways of doing business, management or financial management and marketing management or management. Entrepreneurship courses teach basic understanding related to entrepreneurship to students (Wahyudiono, 2017).

Entrepreneurship courses are useful courses for students to study, especially for those who have an interest and desire to become an entrepreneur (Fitri, 2017). The entrepreneurship course conveys the main understanding related to entrepreneurship, starting with the definition of entrepreneurship, characteristics of entrepreneurs, the entrepreneurial process, including entrepreneurial strategies. Some of the main understandings related to entrepreneurship courses for Social Science Education students are:

Table 5. Content of Basic Understanding of Entrepreneurship Social Science Education Department

Number	Entrepreneurship Course Content	Description
1	Understanding entrepreneurship	a. identification b. development c. implementation d. innovative e. opportunity f. mark g. creating new and different things
2	Characteristics of entrepreneurs	a. creative and innovative b. high motivation c. dare to take risks d. leadership ability e. managerial Ability
3	Entrepreneurship process	a. opportunity identification stage b. idea development stage c. business plan formulation stage d. Implementation stage e. Evaluation stage
4	Entrepreneurship strategy	a. Marketing strategy b. Financial Strategy

On the other hand, the entrepreneurship application course discusses the implementation of entrepreneurial concepts in real life by providing important opportunities, challenges and opportunities for students to apply the entrepreneurial skills obtained in the Entrepreneurship course. Several aspects that implement entrepreneurship courses with entrepreneurship application courses include: first, the material aspect that entrepreneurship courses examine the main concepts of entrepreneurship which are the basis for studying entrepreneurship applications while entrepreneurship application courses implement the basic concepts of entrepreneurship that have been studied in the courses. entrepreneurship courses, both aspects of the aim are that both courses have the same goal, namely providing entrepreneurial abilities and skills to students, the three aspects of learning methods in entrepreneurship courses and entrepreneurship applications can utilize the same learning methods including lectures, presentations, discussions, projects, internships and entrepreneurial practices.

Table 6. Of Contents for Basic Understanding of Entrepreneurship Applications
for the Social Science Education Department

Number	Entrepreneurship Application Course Content	Description
1	Theoretical understanding	a. definition, characteristics and process of entrepreneurship b. marketing, financial and human resources strategies c. small and medium business management d. business ethics and entrepreneurship
2	Practical understanding	a. understanding of how to start a business b. understanding related to how to manage a business c. understanding related to how to face challenges and obstacles in entrepreneurship
3	Understanding business opportunities	a. surveys b. market research c. environmental analysis
4	Understanding the business plan	a. drawing up a business plan b. a business plan is a business guide
5	Understanding business management	a. managing business b. financial management c. human resource management d. marketing
6	Understanding related to challenges in entrepreneurship	a. competition b. risk c. resource limitations

The results of observations, interviews and document studies show that the Entrepreneurship Course and the Entrepreneurship Application Course are synergistic parts of the Social Science Education department which has a Graduate Learning Outcomes centered on the development of MSMEs or entrepreneurship. In the MSME aspect, the understanding and skills taught in both courses are of great benefit to students who are interested in pursuing the MSME sector.

Table 7. Of Benefits of Entrepreneurship Courses with Entrepreneurship Application
Course

Number	Entrepreneurship Courses Entrepreneurship Application Courses	Benefits for Students
1	Understanding the concept of entrepreneurship including identifying business opportunities, planning and business strategy.	entrepreneurship practices regarding the application of entrepreneurship concepts in the real world through case studies and practical projects. Readiness to run MSMEs. Growing knowledge and skills in starting and running MSMEs.
2	Developing business Ideas by evaluating potential success and risks entrepreneurship technology to increase efficiency and effectiveness in running MSMEs	understanding the market and opportunities for MSMEs, supporting students in identifying potential market segments
3	Comprehensive business planning consisting of market analysis, market strategy, finance and digital marketing operations to support MSMEs	developing creativity and innovation in creating unique and relevant solutions in the MSME sector

		in meeting marketing targets effectively	
4	Risk management and innovation in the context of entrepreneurship financial MSMEs including funding sources accessed by MSMEs	expanding relationships with other business people including lecturers, industry practitioners and peers for career development for MSMEs
5	Business ethics in the form of social responsibility and business ethics and their implications in MSMEs	strong and good networks and partnerships with customers, suppliers and other parties that support the growth of MSMEs. Pay attention to the challenges and opportunities faced by MSMEs in encouraging students to be more contributive when involved in MSMEs.

Discussion

Halal certification is one of the important things in opening MSMEs at this time (Chasanah, 2023). For Muslims, food, drinks, especially things consumed for daily needs must be halal in accordance with what Ramadan (2009) said that halal theory relates to the concept of halalness in Islam and includes several items such as food, drinks, medicines and production processes. Halal certification provides positive things by increasing purchases of MSME products that have been certified so as to increase income (Syaifudin & Fahma, 2022). Halal certification is carried out by registering in advance and following predetermined procedures.

In addition to halal certification, the digitalization of MSMEs has an influence on marketing to increase purchases from consumers. In the Social Studies major, students are equipped with two related courses, namely entrepreneurship and entrepreneurship application. Entrepreneurship provides the basics of entrepreneurship concepts and makes business products (Wardhani & Nastiti, 2023). Application of entrepreneurship puts more emphasis on the products produced by planning and marketing strategies through digitalization.

There is a connection between Entrepreneurship courses, Entrepreneurship Application courses with Social Studies Learning in the Social Studies Department, namely that the two courses provide a more comprehensive learning experience and can be applied by students. Students implement the results of Entrepreneurship Courses with Entrepreneurship Application Courses through opening and managing various types of businesses including: first consulting and training services in specific fields such as communication skills, personal development and training in certain skills, second digital marketing and creative agencies by using technological knowledge and social media to encourage MSMEs to increase online participation through digital marketing, third graphic design and social media management, third e commerce or drop shipping to sell products on line without the need to keep inventory, the fourth is culinary products including catering for campus activities, seminars and other activities, the fifth is graphic and web design services for local businesses, the sixth is technology and IT services in the form of hardware repair, software installation and small application development for local businesses, the seventh is private academic courses and guidance for fellow students and high school / junior high school students to improve understanding in certain subjects, eighth content creation and editing by offering article writing, blog content, and text editing services for students and local business owners, ninth, health, beauty and fitness services, tenth environmentally friendly products such as bags from plastic waste, ecoprints, recycled products and

sustainable products, eleventh arts and crafts products including creative merchandise, twelfth freelance, which offers writing, graphic design and web development services, thirteenth logistics and delivery services, fourteenth technology-based innovative products with mobile applications and Internet of Things devices, and fifteenth is urban agriculture or organic products in the form of crops that are managed naturally.

Increasing operational efficiency with digitalization raw materials can encourage MSMEs to manage stock of goods, record financial transactions and order delivery online (Soejono et al., 2024). Digitalization as a change in conventional systems towards digital which is an effort to increase the effectiveness and efficiency of business processes and MSME operations. For MSMEs among students, digitalization can produce various benefits, one of which is an increase in operational efficiency (Heryana, 2023). Some efforts to increase operational efficiency in the digitalization of student MSMEs include: first, the use of digital platforms for marketing so that they can reach more and wider customers. This reduces marketing costs by increasing operational efficiency, secondly, the use of a stock management system that is able to encourage student MSMEs to track stocks of goods and raw materials with precise operational efficiency, so as to prevent the emergence of operational efficiency with accuracy, thirdly, the use of a digital payment system is able to make it easier for MSMEs among students to receive payments from consumers so as to save time and effort and lead to increased operational efficiency. Efforts to improve operational efficiency include managing resources effectively on raw materials, labour and equipment, implementing automation of operational processes so as to save costs and time, outsourcing some operational processes that are not too urgent to ensure the sustainability of student businesses.

CONCLUSION

The development of MSMEs for Social Science Education students, starting with lectures on Entrepreneurship and Entrepreneurship Applications, is able to encourage the development of MSMEs related to increasing awareness of the importance of entrepreneurship, availability of access to education, entrepreneurship training and advances in information technology. Before the pandemic, students were creativity and innovation oriented and several MSMEs were looking for opportunities in the digital sector. During the pandemic, the use of e-commerce platforms with a digital approach was increased in running MSMEs via online business with the challenges of decreasing consumer purchasing power and economic uncertainty (Heryana, 2023), and post-pandemic recovery and strengthening. business oriented towards sustainable operational efficiency by adapting products, services with digitalization support, collaborating business networks in facing challenges to accelerate business growth, responsive to market changes.

The creation of the Social Mart application and the implementation of Digitalization of Small and Medium Enterprises and halal certification are able to increase visibility and competitiveness, facilitate transactions and delivery of goods and increase operational efficiency which helps MSMEs manage various operational aspects, for example: stock management, bookkeeping and marketing so as to increase operational efficiency, reduce costs and save time. The Social Mart application was chosen with the consideration that it is more in line with the objectives of digitizing MSMEs, designed user interface and user experience well through consideration of ease of navigation, clarity of information and responsiveness of the interface by choosing

development technology that suits the needs, certainty, and compliance with privacy and data security regulations.

Research limitations there are still few MSMEs that utilize certification bodies Entrepreneurial actors among students who are guided by profit sharing / sharia because many are oriented towards profit alone. Suggestion: need for social campaigns related to halal certification for MSMEs among PTKIN students Universities need to reduce the cost of digitization and intensify halal business training among students.

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