

1 “FROM REACTION TO RESULTS”: MEASURING THE EFFECTIVENESS OF 2 HALAL TRAINING PROGRAMS USING KIRKPATRICK’S MODEL 3

4 **Abstract**

5 *The rapid expansion of the halal industry has intensified the need for competent human capital*
6 *capable of safeguarding halal integrity across diverse sectors. While halal training programmes*
7 *are widely implemented, systematic evaluations of their effectiveness particularly from a*
8 *governance and management perspective remain limited. This study evaluates the effectiveness*
9 *of halal training programmes using Kirkpatrick’s Four-Level Training Evaluation Model (reaction,*
10 *learning, behaviour, and results). Adopting a qualitative case study approach, data were*
11 *collected through semi-structured interviews with three certified trainers from two halal training*
12 *providers in Perak, Malaysia, supported by document analysis and observation. The findings*
13 *indicate that halal training programmes generally generate positive participant reactions and*
14 *enhance foundational knowledge of halal requirements, especially related to the Halal*
15 *Assurance System. However, behavioural change and organisational outcomes are strongly*
16 *influenced by management commitment, organisational culture, and post-training governance*
17 *mechanisms. This study contributes to the halal governance and Islamic management literature*
18 *by demonstrating the applicability of Kirkpatrick’s model within a values-driven and compliance-*
19 *based industry context. Practical and policy implications are discussed to support the*
20 *institutionalisation of effective halal training evaluation.*

21 **Keywords:** *halal training; training effectiveness; halal governance; Islamic*
22 *management; Kirkpatrick’s model*

23 24 **1. Introduction**

25 The halal industry has emerged as a significant driver of economic growth, both in
26 Muslim-majority countries and globally (Azam, 2020; Wilson & Liu, 2011). Recent
27 scholarship further highlights the growing importance of structured halal governance
28 frameworks in sustaining global competitiveness and regulatory credibility (Ali et al.,
29 2023; Khan & Haleem, 2021). In Malaysia, the halal sector encompasses not only food
30 and beverages but also cosmetics, pharmaceuticals, logistics, tourism, and related
31 services, supported by a comprehensive regulatory and institutional ecosystem (Talib &
32 Hamid, 2014; Zailani et al., 2019). Halal compliance is closely tied to Islamic principles,
33 ethical governance, consumer trust, and quality assurance, positioning halal as both a
34 religious obligation and a strategic governance mechanism (Ab Talib et al., 2021).

35 To support Malaysia’s aspiration to remain a global halal hub, various initiatives have
36 been undertaken, including the development of structured halal training programmes by
37 government agencies, higher learning institutions, and private training providers (HDC,
38 2022). These programmes aim to equip industry players with the knowledge, skills, and
39 attitudes required to comply with halal standards and certification requirements issued
40 by JAKIM. Nevertheless, prior studies indicate that the effectiveness of such training
41 initiatives is often evaluated superficially, focusing primarily on participant satisfaction

42 rather than deeper learning outcomes, behavioural change, and organisational impact
43 (Salas et al., 2012; Kirkpatrick & Kirkpatrick, 2006).

44 Training evaluation models provide a systematic framework for assessing whether
45 training investments translate into meaningful outcomes. Among these, Kirkpatrick's
46 Four-Level Training Evaluation Model remains one of the most widely applied
47 frameworks across sectors due to its simplicity and holistic orientation (Bates, 2004).
48 Despite its extensive use in corporate and public-sector training, its application within
49 the context of halal training and Islamic governance remains underexplored. This study
50 addresses this gap by evaluating halal training effectiveness using Kirkpatrick's model
51 through a qualitative case study of halal training providers in Perak, Malaysia, with
52 particular emphasis on governance, compliance, and Islamic management
53 perspectives.

54 **2. Literature Review**

55 *2.1 Training and Human Capital Development*

56 Training is a core component of human capital development, aimed at enhancing
57 knowledge, skills, attitudes, and performance (Noe, 2020). In organisational contexts,
58 effective training contributes to improved productivity, compliance, service quality, and
59 employee engagement (Salas et al., 2012). Contemporary human capital theory
60 emphasises training not merely as skill acquisition, but as a strategic investment that
61 shapes organisational capability and governance outcomes.

62 From an Islamic management perspective, training embodies the values of *amanah*
63 (trust), *ihsan* (excellence), and *itqan* (professionalism), which are central to ethical
64 organisational conduct (Beekun & Badawi, 2005). In values-driven industries, training
65 also serves as a moral and ethical reinforcement mechanism that aligns individual
66 behaviour with organisational and societal expectations. This perspective is particularly
67 relevant in the halal industry, where compliance is simultaneously regulatory, ethical,
68 and religious in nature.

69 *2.2 Halal Industry, Governance, and Human Capital*

70 The halal industry operates within a unique governance environment that
71 integrates religious principles, statutory regulations, industry standards, and consumer
72 expectations (Zailani et al., 2019). Halal governance extends beyond certification to
73 encompass organisational structures, internal control systems, documentation
74 practices, and accountability mechanisms designed to preserve halal integrity
75 throughout the value chain (Ab Talib et al., 2021). Recent studies emphasize that halal
76 governance maturity depends significantly on internal competency development and
77 continuous professional training (Ali et al., 2023). Empirical evidence also suggests that
78 firms integrating structured halal training into their governance architecture demonstrate
79 stronger compliance resilience and audit performance (Khan & Haleem, 2021).

80 Human capital plays a critical role in sustaining halal governance. Employees are
81 expected not only to understand halal requirements, but also to internalise ethical
82 values and apply them consistently in daily operations. Previous studies indicate that

83 weaknesses in halal compliance often stem from inadequate training, poor
84 understanding of standards, and lack of organisational commitment rather than
85 intentional non-compliance (Rahman et al., 2022). Consequently, halal training
86 functions as a governance tool that mitigates compliance risk and strengthens
87 institutional credibility.

88 *2.3 Halal Training in Malaysia: Issues and Challenges*

89 Malaysia has invested significantly in halal training initiatives to support its
90 position as a global halal hub. These initiatives are delivered by government agencies,
91 higher learning institutions, and private training providers, and target diverse audiences
92 ranging from senior management to operational staff. Common training modules include
93 halal awareness, Halal Assurance System implementation, internal halal auditing, and
94 sector-specific compliance requirements. Despite these efforts, empirical research
95 highlights persistent challenges. These include heterogeneity in training quality, limited
96 standardisation across providers, insufficient post-training follow-up, and difficulties
97 translating knowledge into sustained workplace behaviour (Ab Talib et al., 2021).
98 Language barriers among foreign workers, high staff turnover, and competing
99 operational priorities further undermine training effectiveness, particularly in small and
100 medium-sized enterprises.

101 *2.4 Training Evaluation Models and Governance-Oriented Assessment*

102 Training evaluation provides a mechanism to assess whether training
103 investments generate intended outcomes. Traditional evaluation approaches often
104 focus on immediate participant reactions, overlooking behavioural and organisational
105 dimensions that reflect governance impact. Kirkpatrick's Four-Level Training Evaluation
106 Model addresses this limitation by conceptualising training effectiveness across
107 reaction, learning, behaviour, and results (Kirkpatrick & Kirkpatrick, 2006). From a
108 governance perspective, the higher levels of the model—behaviour and results—are
109 particularly significant, as they reflect the extent to which training influences
110 organisational practices, compliance systems, and performance outcomes. Scholars
111 have argued that integrating training evaluation with governance frameworks enhances
112 accountability and supports evidence-based policy and management decisions (OECD,
113 2021). Recent developments in training evaluation research advocate for integrating
114 governance indicators and risk-based metrics into traditional evaluation models to
115 enhance accountability in regulated industries (Al-Mamun et al., 2022; Saks & Burke-
116 Smalley, 2023).

117

118 *2.5 Conceptual Framework of the Study*

119 Guided by the literature, this study conceptualises halal training effectiveness as
120 a multi-level and multi-actor process that links individual learning outcomes to
121 organisational governance performance. Kirkpatrick's Four-Level Training Evaluation
122 Model provides the evaluative backbone of the study, while halal governance principles
123 and Islamic management values offer the contextual and normative lens. At the
124 individual level, training is expected to shape participants' awareness, knowledge, and

125 ethical orientation towards halal compliance. At the organisational level, these individual
126 outcomes must be supported by leadership commitment, internal control systems, and
127 standard operating procedures to generate sustained behavioural change. At the
128 institutional level, training effectiveness contributes to broader governance outcomes
129 such as audit readiness, regulatory compliance, and stakeholder trust.

130 This integrated framework positions halal training as a governance mechanism
131 that connects human capital development with institutional accountability. It recognises
132 that training outcomes are contingent upon interaction between individual capability,
133 organisational structures, and policy environments.

134 *2.6 Comparative Review of Training Evaluation Studies*

135 Previous studies on training evaluation have largely focused on corporate
136 performance, professional development, and public-sector capacity building. In non-
137 halal contexts, Kirkpatrick's model has been widely applied to evaluate leadership
138 training, healthcare education, and compliance programmes, with mixed findings
139 regarding its effectiveness at higher evaluation levels (Bates, 2004; Salas et al.,
140 2012). Comparatively, studies within halal and Islamic contexts remain limited and
141 fragmented. Existing research tends to emphasise halal awareness, certification
142 challenges, and consumer trust, rather than systematic evaluation of training outcomes.
143 Where training is examined, evaluation is often restricted to participant satisfaction or
144 self-reported learning gains, with minimal attention to behavioural change or
145 organisational impact.

146 This study addresses this gap by providing an in-depth qualitative evaluation of
147 halal training using a recognised evaluation framework. By comparing findings with
148 broader training evaluation literature, the study highlights both the applicability and
149 limitations of Kirkpatrick's model in a values-driven and compliance-oriented industry.

150 *2.7 Halal Training as a Governance and Risk Management Instrument*

151 Beyond its pedagogical function, halal training may be conceptualized as a
152 governance and risk management instrument within compliance-based industries.
153 Governance literature emphasizes that effective regulatory systems depend not only on
154 formal rules and standards, but also on the capacity of organizational actors to
155 understand, interpret, and implement those rules consistently (OECD, 2021). In the
156 halal industry, where compliance failures may result in reputational damage, legal
157 consequences, and loss of consumer trust, training plays a preventative role by
158 mitigating operational and ethical risks.

159 Halal training equips organizational actors with the ability to identify halal critical points,
160 implement internal controls, and respond appropriately to non-compliance incidents.
161 From a risk management perspective, training reduces reliance on individual discretion
162 by standardizing knowledge and practices across the organization. This function is
163 particularly important in organizations with high staff turnover or a diverse workforce,
164 where inconsistency in understanding halal requirements may undermine governance
165 effectiveness. From an Islamic management standpoint, training also functions as a
166 moral governance mechanism. It reinforces ethical accountability (*amanah*) and

167 collective responsibility (*mas'uliyah*), ensuring that halal compliance is not treated as a
168 procedural formality but as a shared organizational obligation. Conceptualizing halal
169 training through a governance and risk management lens therefore broadens its
170 significance beyond skill development, positioning it as a strategic component of
171 institutional integrity.

172

173 **3. Methodology**

174 3.1 Research Design

175 This study adopts a qualitative case study design to examine the effectiveness of halal
176 training programmes through the lens of Kirkpatrick's Four-Level Training Evaluation
177 Model. A qualitative approach is appropriate given the exploratory nature of the study
178 and the need to capture in-depth insights into trainers' experiences, perceptions, and
179 evaluative practices within their real-life organisational contexts.

180 3.2 Research Context

181 The study was conducted in Perak, Malaysia, involving two halal training providers
182 recognised by relevant authorities. Perak provides a suitable context due to its diverse
183 industrial base, presence of small and medium-sized enterprises, and active
184 participation in halal certification initiatives. The selected training providers offer
185 structured halal training programmes to participants from various sectors, including food
186 manufacturing, food service, and related industries.

187 3.3 Participants and Sampling

188 Purposive sampling was employed to select participants with direct involvement in halal
189 training delivery and evaluation. Three certified trainers with substantial experience in
190 conducting halal training programmes participated in the study. All participants
191 possessed recognised qualifications endorsed by relevant regulatory or training bodies.
192 Their professional roles enabled them to provide informed perspectives on training
193 design, delivery, and outcomes.

194 3.4 Data Collection Methods

195 Data were collected using multiple sources to enhance credibility and triangulation.
196 Semi-structured interviews constituted the primary data source, guided by questions
197 aligned with each level of Kirkpatrick's model. In addition, document analysis was
198 conducted on training modules, participant evaluation forms, and supporting materials.
199 Where possible, non-participant observation of training sessions was undertaken to
200 assess instructional methods, participant engagement, and learning environments.

201 3.5 Data Analysis

202 Thematic analysis was employed following the six-phase approach proposed by Braun
203 and Clarke (2006). Interview transcripts and documentary data were coded inductively
204 and deductively, with themes organised according to the four evaluation levels. This

205 analytic strategy facilitated systematic comparison across cases and enabled the
206 identification of patterns related to training effectiveness and governance outcomes.

207 3.6 Trustworthiness and Ethical Considerations

208 To ensure trustworthiness, the study applied strategies including data triangulation,
209 member checking, and thick description. Ethical considerations were observed by
210 obtaining informed consent from participants, ensuring confidentiality, and anonymising
211 organisational identities. These measures align with qualitative research ethics and
212 enhance the credibility of the findings.

213 3.7 Methodological Rigour and Evaluation Credibility

214 Ensuring methodological rigour is essential in qualitative research, particularly when
215 findings are intended to inform governance and policy discourse. In this study, rigour
216 was reinforced through systematic alignment between research objectives, data
217 collection instruments, and analytical procedures. Interview questions were explicitly
218 mapped to the four levels of Kirkpatrick's model, ensuring theoretical coherence
219 throughout the evaluation process.

220 Evaluation credibility was further enhanced through cross-case comparison among
221 trainers and triangulation with documentary and observational data. This approach
222 reduced the risk of over-reliance on single-source perceptions and enabled more
223 balanced interpretation of training effectiveness. Reflexivity was also practiced by
224 acknowledging the researchers' positionality and potential assumptions related to halal
225 governance and training practices.

226 From an ERA perspective, the emphasis on rigour strengthens the study's contribution
227 by demonstrating transparency, replicability, and analytical discipline. Although the
228 study does not aim for statistical generalization, its methodological robustness supports
229 analytical generalization to similar governance-oriented training contexts.

230 4. Findings and Discussion

231 4.1 Level 1: Reaction (Participant Engagement and Perceived Relevance)

232 At the reaction level, trainers consistently reported positive participant responses
233 towards halal training programmes. Participants expressed satisfaction with the
234 relevance of training content, clarity of explanations, and the overall learning
235 environment. Trainers highlighted that interactive delivery methods such as case
236 discussions, real-life audit examples, and question-and-answer sessions enhanced
237 participant engagement and motivation.

238 From a governance perspective, positive reactions are significant because they
239 establish the foundation for subsequent learning and behavioural change. Prior studies
240 emphasise that learner satisfaction influences attention, motivation, and willingness to
241 internalise compliance-oriented knowledge (Salas et al., 2012). In the halal context,
242 trainers noted that positive engagement helped reduce resistance towards
243 documentation requirements and audit procedures, which are often perceived as
244 burdensome by industry players.

245 4.2 Level 2: Learning (Knowledge Acquisition and Conceptual Understanding)

246 At the learning level, trainers observed improvements in participants'
247 understanding of halal concepts, regulatory requirements, and certification procedures.
248 Participants demonstrated enhanced awareness of the Halal Assurance System, halal
249 critical points, and the importance of documentation in safeguarding halal integrity.
250 Trainers reported that participants were better able to distinguish between halal
251 compliance as a religious obligation and as a governance mechanism.

252 However, learning outcomes varied considerably across participants. Differences
253 in educational background, work experience, and language proficiency influenced
254 comprehension levels. Trainers highlighted persistent misconceptions, including the
255 belief that halal compliance applies only to ingredients rather than encompassing
256 processes, logistics, hygiene, and governance systems. These findings suggest the
257 need for tiered training modules that accommodate diverse learning needs and
258 reinforce foundational concepts.

259 4.3 Level 3: Behaviour (Application and Organisational Practice)

260 Behavioural change following training was evident but uneven. Trainers reported
261 that some participants actively applied knowledge gained by improving documentation
262 practices, conducting internal halal checks, and communicating compliance
263 requirements to colleagues. In organisations with supportive leadership, trained
264 participants were more likely to initiate improvements and influence organisational
265 practices.

266 Nevertheless, sustained behavioural change was often constrained by
267 organisational factors. Trainers cited limited management commitment, time constraints,
268 production pressures, and absence of formal follow-up mechanisms as major barriers.
269 These findings reinforce governance literature emphasising that individual competence
270 alone is insufficient without supportive institutional structures (OECD, 2021). These
271 findings are consistent with recent compliance-training studies demonstrating that
272 behavioural transfer is significantly influenced by organisational climate and leadership
273 reinforcement mechanisms (Saks & Burke-Smalley, 2023).

274 4.4 Level 4: Results (Organisational and Governance Outcomes)

275 At the results level, trainers perceived halal training as contributing to enhanced
276 organisational awareness, improved audit readiness, and stronger ethical orientation.
277 Organisations that embedded training outcomes into internal procedures demonstrated
278 greater consistency in halal practices and improved confidence during certification
279 audits.

280 However, trainers emphasised that organisational outcomes were difficult to
281 measure systematically due to the absence of standardised performance indicators.
282 This limitation underscores the importance of integrating training evaluation into broader
283 governance and monitoring frameworks to capture long-term organisational impact.

284 4.5 Integrated Discussion: Halal Training, Governance, and Institutionalisation

285 Synthesising findings across the four levels reveals that halal training functions
286 as a multi-layered governance mechanism. Positive reactions and learning outcomes
287 create the necessary foundation for training effectiveness; however, governance-
288 oriented outcomes depend on behavioural reinforcement and institutional support. This
289 finding reinforces governance theories that emphasise the interaction between human
290 agency and structural constraints.

291 In organisations where halal training is supported by leadership commitment and
292 integrated into governance systems, training outcomes are more likely to translate into
293 sustained behavioural change. Conversely, in the absence of institutional support,
294 training risks becoming symbolic compliance rather than substantive governance
295 practice.

296 4.6 Cross-Level Analysis of Training Effectiveness

297 A cross-level analysis reveals important interdependencies between the four
298 levels of Kirkpatrick's model. Positive reactions (Level 1) facilitate learning (Level 2) by
299 enhancing motivation and engagement. Learning outcomes, in turn, enable behavioural
300 change (Level 3) only when organisational conditions permit application. Finally,
301 organisational results (Level 4) emerge when behavioural changes are institutionalised
302 through governance mechanisms.

303 This analysis underscores the limitation of isolated training evaluations and
304 highlights the need for holistic assessment approaches. Evaluating halal training
305 effectiveness requires attention not only to individual learning outcomes but also to
306 organisational readiness and policy alignment.

307 4.7 Halal Training, Organizational Culture, and Leadership Dynamics

308 The findings indicate that organizational culture and leadership play a decisive
309 role in shaping the effectiveness of halal training programs. Trainers consistently
310 observed that behavioral change following training was more evident in
311 organizations where senior management actively supported halal initiatives. Leadership
312 commitment manifested through resource allocation, enforcement of procedures, and
313 symbolic actions that signalled the importance of halal compliance.

314 Organizational culture influenced whether training outcomes were internalized or
315 marginalized. In compliance-oriented cultures, halal training was reinforced through
316 routine practices such as internal audits, documentation reviews, and performance
317 evaluations. Conversely, in production-driven cultures where halal compliance was
318 perceived as secondary, training outcomes were often diluted by operational pressures.

319 These findings align with governance scholarship emphasizing leadership tone
320 and organizational norms as critical determinants of compliance effectiveness. From an
321 Islamic management perspective, leadership commitment reflects *qudwahhasanah*
322 (ethical role modelling), reinforcing the moral legitimacy of halal governance

323

324 5. Theoretical Contributions

325 This study makes several theoretical contributions to the literature on training
326 evaluation, halal governance, and Islamic management. First, it extends the application
327 of Kirkpatrick's Four-Level Training Evaluation Model to a values-driven and
328 compliance-oriented industry. While Kirkpatrick's model has been widely applied in
329 corporate and public-sector settings, its utilisation within halal governance contexts
330 remains limited. This study demonstrates that the model is capable of capturing not only
331 learning and performance outcomes, but also ethical and governance-related
332 dimensions central to halal integrity.

333 Second, the study contributes to Islamic management scholarship by positioning
334 halal training as a mechanism for operationalising Islamic values such as *amanah*
335 (trustworthiness), *ihsan* (excellence), and *maslahah* (public interest) within
336 organisational systems. Training is conceptualised not merely as a technical
337 intervention, but as a governance instrument that aligns individual conduct with
338 institutional accountability.

339 Third, the findings contribute to governance literature by illustrating how human
340 capital development supports compliance systems in regulated industries. The study
341 highlights the interdependence between individual learning outcomes and
342 organisational structures, reinforcing the argument that governance effectiveness
343 depends on both competent actors and supportive institutional frameworks.

344 6. Policy and Institutional Implications

345 The findings of this study have important implications for multiple stakeholder groups
346 within the halal ecosystem.

347 6.1 Implications for Industry Practice

348 For industry players, particularly small and medium-sized enterprises, halal training
349 should be viewed as a strategic investment rather than a compliance cost.
350 Organisations should allocate adequate resources to post-training implementation,
351 including internal audits, documentation systems, and continuous monitoring.
352 Embedding training outcomes into daily operational practices enhances consistency
353 and reduces reliance on individual discretion.

354 Training providers should design programmes that balance regulatory requirements with
355 practical application. Sector-specific case studies, experiential learning, and continuous
356 engagement with participants can improve knowledge transfer and behavioural change.

357 6.2 Implications for Regulators and Policymakers

358 For regulators and policymakers, the findings suggest the need to strengthen the
359 linkage between halal training and governance frameworks. Regulatory bodies may
360 consider incorporating training evaluation outcomes into certification renewal processes
361 or compliance monitoring systems. Developing minimum competency benchmarks and
362 evaluation standards for halal training providers can enhance consistency and quality
363 across the industry.

364 Policy coordination between regulatory agencies, training institutions, and industry
365 associations is essential to ensure that training initiatives support broader halal
366 governance objectives. Such coordination can also facilitate data-driven policy
367 decisions and continuous improvement of halal training ecosystems.

368 **7. Implications for Halal Governance and Islamic Management**

369 The findings highlight the strategic role of training evaluation within halal governance
370 frameworks. Effective halal training supports not only regulatory compliance but also the
371 broader objectives of Islamic management, including accountability (*amanah*),
372 transparency, and public interest (*maslahah*). From a governance perspective,
373 structured training evaluation mechanisms enhance institutional credibility, strengthen
374 internal control systems, and mitigate halal integrity risks across the supply chain.

375 Furthermore, integrating Kirkpatrick's model into halal training evaluation enables
376 stakeholders to align human capital development with *maqasid al-shariah*, particularly
377 the protection of religion, life, and wealth. This alignment reinforces halal training as a
378 governance instrument rather than a procedural requirement, thereby strengthening
379 Malaysia's positioning as a reference point for halal governance in the Asian region.

380 **8. Recommendations for Practice and Policy**

381 Based on the findings and aligned with governance-oriented training literature, several
382 recommendations are proposed:

- 383 1. **Institutionalisation of training evaluation:** Halal training providers and
384 organisations should adopt structured evaluation mechanisms that extend
385 beyond participant satisfaction to include behavioural and organisational
386 outcomes.
- 387 2. **Strengthening post-training governance:** Organisations should integrate halal
388 training outcomes into internal policies, standard operating procedures, and
389 performance monitoring systems.
- 390 3. **Leadership and management engagement:** Senior management involvement
391 is critical in reinforcing halal practices and sustaining behavioural change
392 following training.
- 393 4. **Inclusive and adaptive training design:** The development of multilingual
394 materials, visual learning aids, and sector-specific case studies can enhance
395 comprehension and applicability, particularly among diverse workforces.
- 396 5. **Policy-level coordination:** Regulatory bodies and training institutions should
397 collaborate to standardise core halal training competencies while allowing
398 flexibility for sectoral adaptation.

399 **8.1 Extended Discussion on Study Limitations**

- 400 6. While this study provides valuable insights into halal training effectiveness,
401 several limitations warrant further discussion. First, the reliance on trainers'
402 perspectives may introduce interpretive bias, as trainers may emphasise
403 pedagogical aspects over organisational constraints. Future studies incorporating

404 trainee and managerial perspectives could offer a more comprehensive
405 evaluation.

406 7. Second, the study focuses on a specific regional context within Malaysia. While
407 this enables contextual depth, variations in regulatory enforcement,
408 organisational maturity, and cultural practices across regions may influence
409 training effectiveness. Comparative studies across states or countries would
410 enhance external validity.

411 8. Third, organisational outcomes were assessed perceptually rather than through
412 objective performance indicators. This reflects a broader limitation within training
413 evaluation practice, where governance outcomes are difficult to quantify. Future
414 research integrating audit performance data or compliance metrics would
415 strengthen empirical assessment of results-level effectiveness

416

417 **9. Conclusion and Future Research Agenda**

418 This study examined the effectiveness of halal training programmes using
419 Kirkpatrick's Four-Level Training Evaluation Model within the broader context of halal
420 governance and Islamic management. Drawing on qualitative insights from certified
421 trainers, the study demonstrates that halal training plays a critical role in developing
422 competent human capital and reinforcing governance systems within compliance-based
423 industries.

424 The findings reveal that while halal training programmes generally achieve
425 positive outcomes at the reaction and learning levels, their effectiveness at behavioural
426 and organisational levels is contingent upon leadership commitment, organisational
427 culture, and structured governance mechanisms. Without institutional support, training
428 outcomes risk remaining superficial and short-lived. This study contributes to multiple
429 strands of scholarship. It extends training evaluation theory into a values-driven and
430 compliance-oriented context, enriches halal governance literature by highlighting the
431 governance function of training, and advances Islamic management discourse by
432 operationalising ethical values through organisational systems.

433 Future research should adopt mixed-method and longitudinal designs to assess
434 the long-term organisational impact of halal training. Comparative studies across
435 countries and regulatory systems may provide further insights into contextual factors
436 shaping training effectiveness. Additionally, future research may explore the integration
437 of digital learning technologies, data analytics, and competency-based assessment
438 frameworks to enhance halal training evaluation and governance outcomes.

439

440

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