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Synergising Halal Education Stakeholders' Administration and Governance in Malaysia

Muhammad Irhamudin Ibrahim¹, Mohamad Aizat Jamaludin¹, Betania Kartika Muflih¹,
Siti Syahirah Saffinee^{2*}

¹Institute for Halal Research and Training (INHART), International Islamic University Malaysia, Kuala Lumpur, Malaysia

²Faculty of Syariah and Law Universiti Sains Islam Malaysia, Bandar Baru Nilai, Negeri Sembilan
Corresponding author's e-mail: syahirah.saffinee@usim.edu.my

ABSTRACT

This paper discusses the development and current landscape of Malaysia's halal education ecosystem since 2009 and highlights some challenges it faces. The history of Malaysian halal education can be divided into five sectors. First, Islamic Education for Integrated Secondary School Curriculum (KBSM) Ministry of Education Malaysia (MOE). Second, halal academic programs at higher education institutions. Third, Jabatan Kemajuan Islam Malaysia (JAKIM) Halal Profesional Board training program. Fourth, Malaysia's National Occupational Skills Standard (NOSS) for halal training. Lastly is the halal awareness and public training conducted by the Halal Development Corporation (HDC), Ministry of International Trade and Industry (MITI). Each halal education development sector has different characteristics, purposes, and targeted participants. Currently, the halal education institutions are administrated by five ministries with three other certification systems from the Ministry of Education Malaysia (MOE), the Ministry of Higher Education (MOHE), the Prime Minister's Department (Religious Affairs), the Ministry of Human Resources and Ministry of International Trade and Industry (MITI). This paper provides an overview and an analysis of the halal education programs and the governance issues, including several challenges in administrating the halal education ecosystem. Various published documents have been reviewed to comprehensively summarise the literature on Malaysia's halal education synergism and governance issues. This study also hopes to suggest specific measures for effective governance of the halal education sector so that the decisions and actions of multiple stakeholders toward driving the performance and quality of this sector can be harmonized. Nevertheless, uncoordinated education systems and mismatched skills jobs remain critical challenges for the halal industry's human capital.

Keywords: *Halal Education, Governance, Stakeholders, Human Capital*

1 Introduction

According to the Malaysian Qualifications Agency (MQA), Halal Studies are divided into applied science and management. Applied science includes food drinks, nutraceuticals, health supplements, consumer products, cosmetics, personal care, abattoir, pharmaceuticals, OEMs,



and medical devices. Management includes logistics, premises, media, recreation, hospitality, tourism, textiles, warehouse, Islamic financial products, and services. According to the program guidelines, Malaysian halal studies cover six MQF degrees depending on study modes. Certificate, Diploma, Advance Diploma, Bachelor's Degree, Master, and Doctoral degrees are the levels. Halal studies aim to create a well-rounded halal industry professional. Malaysia's commitment to becoming a global halal hub through the growth of halal studies and research at various academic levels, notably higher learning institutions, is critical for developing the halal industry's human capital.

2 Methodology

This study uses a qualitative research approach to better understand the role of the halal education ecosystem, specifically the current halal curriculum and syllabuses and the administration of halal studies academicians at Malaysian higher learning institutions, in preparing future graduates for the halal industry job market. The study will begin with two stages using primary and secondary materials. Interview findings would enrich this study's doctrinal investigation. This research begins with primary data and library research on the Malaysian Qualification Accreditation (MQA) in Halal Studies Standard. The secondary data comprises administrative regulations, statistics, relevant reports, and proper usage laws from MoHE and JAKIM. The first segment focuses on understanding this aspect of halal education.

3 Results & Discussions

3.1 Halal Industry Training Administration

In general, As the Halal services industry has grown, a shortage of skilled and semi-skilled professionals has emerged as a significant barrier to the industry's ability to sustain the quality of its Halal products. To comply with Islam's obligations, or "obligatory *kifayah*," efforts are taken to guarantee that these individuals, who serve as front-line employees across the Halal supply chain, are well-informed. Higher education institutions create Halal training programs, modules, and services [1]. The necessary courses and training in knowledge transfer programs were designed in collaboration with agencies that have the skills and experience in conducting Halal training programs, such as Halal Industry Development Corporation (HDC), Global Integrity Products & Services Sdn Bhd (GIPS), the Religious Affairs Department, and Chemical Company of Malaysia Berhad (CCM). It includes all the information required to enter the workforce as a professional before undergoing practical training in the industry. Halal can be broken down into two categories: products and services. There is a need for Syariah compliance standards provided by authorities such as the Department of Islamic Development Malaysia (JAKIM) and the Department of Standards Malaysia in areas such as food, cosmetics, tourism, transportation and logistics, medical, and hospitality [1].

In addition, the Department of Islamic Development Malaysia (JAKIM) is enforcing mandatory courses and training for all Halal Executives in the industry in this country through the Halal Professional Board Malaysia (HPB). This is "to ensure that they have the same knowledge and are not left out from the developments and activities of the halal authorities," according to the Director of the Halal Hub Division at JAKIM, Dato' Dr. Sirajuddin bin Suhaimee. The Halal Executive session will discuss the Halal Assurance System (HAS) installation, the requirements for HAS Documentation, the Internal Halal Committee, and Post-Halal Compliant Management. The Halal Internal Auditors training, on the other hand, will cover all components of the halal auditing processes, as well as auditor competencies and audit execution. Local and international participants from Halal manufacturers and exporters, government agencies involved in Halal, universities and research institutes, and certification bodies are welcome to attend these two sessions (CBs). Consequently, all potential applicants for halal executive positions are highly urged to enroll in the Halal Professionals Board (HPB) courses and eventually become members of the knowledgeable Halal Professional Council community within the halal business.

3.2 Halal Studies Academia as Halal Industry Key Stakeholders.

There are several approaches to resolving a portion of the Halal education issues, including generating new knowledge through fundamental and applied research, applying this knowledge through training, services, and consultancy, and eliminating ignorance, confusion, and apathy toward Halal nonconformance through education. The necessity to combine science and technology with expertise in Islamic law based on the Quran and the Sunnah has cleared the way for new academic programs to be established. Fiqh courses are required for scientists and industry professionals to grasp Islamic scholars' methods, principles, and sources of knowledge to ensure decisions. Each should have a minimum level of understanding of the other to build multi-disciplinary organizations to address current Halal concerns [1]. The following are priority areas in the realm of halal education:

- Mass awareness campaigns fighting Islamophobic activities - Halal foods and processes through launching educational programs, websites, and print publications to promote a Syariah-compliant lifestyle. The priority languages are English and Arabic.
- Professional media and creative use of social media.
- Training scientists and research professionals in Syariah's tools, principles, and references as Islamic scholars use.
- Training of Islamic scholars, from government agencies, in the technical aspects of Halal production and processing.
- Coordination between scientists, Islamic scholars, Halal professionals, journalists, marketing, and public relations professionals. Disseminating the benefits of Halal to the

people, communities, and businesses. Supporting Halal-focused publications in Western countries.

- Supporting projects educating the legislators about Halal products.
- Setting up a database for Halal and non-Halal components used in food, pharmaceuticals, and other non-food items.
- Development of novel products and technological innovation, including producing substitutes for non-Halal components and sources as halal alternatives. For instance, food, drinks, pharmaceuticals, nutraceuticals, cosmetics, medicines, apparel, accommodation, and tourism from confirmed halal resources;
- Research new methods and improvement of developments in analyzing haram and syubhah adulterants and contaminants.

Organizations require qualified workers and sufficient resources to keep up with the growing awareness of halal practices. In the real halal business world, it seems that basic halal understanding is not enough. Higher education institutions are perfect for fostering halal knowledge.

4 Conclusions

In this regard, the role of the halal industry education ecosystem is essential because it is a One Stop Centre that is fully responsible for halal studies graduates as well as a center for research and professional services and training related to halal products covering food and non-food and to review issues related to halal tayyib from time to time and systematically to protect the sanctity of halal and to help to further enhance Malaysia as an internationally recognized leader in the halal industry.

References

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