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Investigating Motivational Beliefs and Self-Regulated Learning for Halal-Related Courses

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Abstract
Halal courses are important as the concept is comprehensive and applied to a wide scheme of products. Halal awareness among Muslims is continuously developed. Halal certification regulated by JAKIM is expanded to various schemes of products and services such as food premises, pharmaceuticals, cosmetics, logistics, tourism, and many more. Therefore, Halal studies play a significant role preparing qualified human resources to serve the halal industry's demand in Malaysia as well as the worldwide. The purpose of this study is to investigate motivational beliefs and self-regulated learning for halal-related courses among students of Halal programs in higher education institutions. Therefore, a quantitative survey was conducted. The sample of this study consists of one hundred and one Halal Management diploma students in a public university in Malaysia. This study found a high motivational belief and high self-efficacy in learning among students in this course. The data on self-regulated learning show that majority of the students can learn and be competitive to achieve their goals. Even the students get anxious while taking tests but they can handle the feeling very well. This paper suggests that the teaching and learning process must be planned and designed and be conducted in interesting ways to meet the objectives and to make students fully understand and enjoy the learning process.
Keywords: Motivational Belief, Self-regulated Learning, Halal Course, Online Learning, Islamic Studies

Introduction
Background of Study
Halal courses are part of the Diploma in Halal Management program requirement for students in public universities in Malaysia. The course learning outcomes are that the students should be able to understand the basic concepts of Halal and analyze the concepts according to current procedures made by halal related regulators. Besides, this course also provides soft skills and knowledge about Halal food and services, Halal food safety, and hygiene management programs are very important to protect the public's health (Rafidah, 2021).

The awareness of the halal industry among Muslims changed considerably in the last few decades. The understanding of halal evolved not only in food products but also in non-food products such as cosmetics, pharmaceuticals, personal care, banking, tourism, fashion, and many more. Meanwhile, due to the big growth in the halal industry, there is high demand as well for halal education. In order to ensure impactful halal education, it is important to enhance the teaching and learning process. The modules of the courses are interesting and give students motivation to learn.

Since Covid 19 pandemic from March 2020, teaching and learning methods have also shifted to online mode globally and in the Malaysian education system. Teaching and learning methods need to be strategized and detailed according to the new norm to achieve the objective of the course and motivate students to learn. Motivation in learning can give maximum benefits to students and make them engage productively and actively in teaching and learning activities (Zhou & Mei, 2016).

There are various benefits of online learning such as unlimited access to the teaching material, video-based learning activity, game-based learning activity, various learning styles and platforms, scheduling flexibility, and many more (Lathrop, 2011). Besides, online learning also increased passion both in students and teachers and improved their computer skills too (Dasrun, 2020; Gustiani, 2020). But, on the other hand, students also claimed that online learning caused them headaches, fatigue, and some other health problems. Some students also faced difficulties in finance due to high internet data usage. Therefore, this article will investigate motivational beliefs and self-regulated learning for halal-related courses among students.

Statement of Problem
Online learning provides opportunity for lecturers and students to innovatively engage in teaching-learning activities unlike in a normal classroom setting. The accessibility of online education globally, saving time, money, and effort are among the advantages of online learning (Mahyoob, 2020). In this virtual classroom, students can access the lecture anytime and understand better when a lecture was recorded in innovative ways. The students can repeatedly watch the video or recording for improved cognisance of the subject.

Online learning is a platform for lecturers and students for cooperation, creative solutions, and willingness to learn from others (Doucet et al., 2020). Teachers are obliged to develop creative initiatives that assist to overcome the limitations of virtual teaching with the use of online platforms such as Google Meets, Zoom, Microsoft Teams, virtual learning environment, and social media, and various group forums like Telegram, Messenger, WhatsApp and WeChat, (Doucet et al., 2020). In this context of the study, collaborating, for instance, can improve online teaching methods among lecturers. Meanwhile, sharing of notes, recordings, infographics and various online learning materials about halal-related courses allow students to be more creative in learning.

In terms of motivation, a recent study by Rahiem (2021) mentioned that university students were autonomously motivated and committed intrinsically and extrinsically to their studies despite the limitations during the pandemic. It was found that most of the students were

motivated by their consequential aspirations, not by a controlled motivation nor by a reward, a penalty, or a rule that propelled them.

Despite the advantages of online learning, whereby the innately motivated learners who need minimum supervision and guidance are relatively unaffected (Pokhrel & Chhetri, 2021) in their learning, students who are weak in learning face difficulties due to lack of internet access and minimum guidance from teachers or lecturers. To learn halal-related courses online, taking *fiqh* courses to understand the principles, sources of knowledge, and tools that Islamic scholars use to derive rulings with minimum supervision for example is not an easy task for students in this group, as well as understand the principles and practices of Halalan and Toyyiban, with hands-on knowledge that meet industrial needs and demand (Alina et al., 2013), such as hands-on knowledge and experience for meat slaughtering, laboratory analysis and food, pharmaceutical, cosmetics, and consumer goods related subjects.

Hence, the objective of this study is:
* To investigate the motivational beliefs influence learnes' motivation to learn halal related courses.

To investigate the perception of self-regulated learning influence learners' motivation to learn halal related courses. Specifically, this current study is done to answer the following questions:
● How do Motivational beliefs influence learners' motivation to learn halal-related courses?
● How does the perception of self-regulated learning influence learners' motivation to learn halal-related courses?

Literature Review
Teaching Halal Related Courses
In Malaysia, the subject of halal is only taught at a selected phase in the curriculum. Halal education is not focused on mainstream education at primary school. Meanwhile, the topic of slaughtering is taught in Form Four as part of the Islamic subject in secondary school. Students who continue their education in halal vocations at the tertiary level are exposed to halal education formally (Sahir, 2014). Many universities and research centres courses on halal studies because of the high demand and needs in halal industry.

A dynamic, systematic, and conducive environment must be created for Malaysia to be known and recognised as a major halal hub in the world. One of the crucial parts is to prepare a systematic education at a very early age (Sahir, 2014). Therefore, all parties such as universities, government agencies, non-government agencies, and Halal-related industries must take responsibility and work as a team to make sure halal education expands tremendously. Industry and scientists also need to learn about fiqh courses to understand the source of knowledge, tools, and principles that are used by Muslim scholars to derive ruling (Alina et al., 2013).

Motivation for Learning Online
This section discusses the aspects of motivation for learning online. Motivation refers to the combination of attempts and desire to obtain the objective and required attitudes towards the process of learning.

Mohtar and Yunus (2022) state that in terms of motivation, the primary factor that influences motivation is the sense of ownership. Acceptance on the other hand is primarily influenced by accessibility. Vasoogh et al (2021) mention that motivation affects both new learning and performance, skills, strategies, and pre-learned behaviors. Learning motivation is an essential aspect of education and the learning process is generally referred to as the desires, needs, and factors that cause a person to have hope and resilience in educational environments for the flow of education as well to acquire the necessary results from it and transactional satisfaction. The key to enhancing motivation for online learning is by inducing self-efficacy which is boosted by role modeling, verbal persuasion, and self-mastery. This is related to efforts to meet both physical and spiritual requirements (Kundu, 2020; Gunawan et al., 2020).

Lasekan (2019) reported a significant positive relationship between high motivational intensity and other motivational factors, such as self-confidence and human influence; and the positive impact of self-confidence and intrinsic motivation. Furthermore, self-efficacy, anxiety, willingness to communicate, culture, and human motivational are influenced by individual factors as well as parents, teachers, and peers. Another study showed that learning motivation promotes psychological conditions, and learning generally increase if learning motivation increases. The essence of learning motivation is the impulse within and external of the student's learning to make changes in behavior and enthusiasm or the desire to learn passionately again (Alshenqeeti, 2018).

Motivation and learning are two different factors that influence each other. Students are bound to study actively if they have the motivation to learn. According to Usher et al. (2012), there are three motivational functions of motivation. First, to encourage behavior in action, whereby without motivation, there will be no action such as learning. Second, motivation functions as a guide, which means directing the act of achieving the desired goal. Lastly, motivation is a driving force. It will determine whether a job is fast or slow.

Past Studies
Past Studies on Factors that Demotivates Learners to Learn Online
Many studies have been done to investigate the learning of fl . According to Dörnyei and Ushioda (2011), demotivation concerns "various negative influences that cancel out existing motivation". The study by Meşe and Sevilen (2021) showed that online education has a negative impact on students' motivation due to a lack of social interaction, a mismatch between expectations and content, organizational problems, and the organization of learning environments. The researchers elaborated on the low motivation and discussed that this is caused by a lack of real-time interaction with instructors and classmates. These occurs especially in terms of issues like internal factors that lead to a lack of social interaction.

There have been many past studies on what demotivates learners. The study by Meşe and Sevilen (2021) investigate the issues of lack of social interaction. A qualitative case study was conducted in order to explore students' perceptions of online teaching and how it affects

their motivation over a period of a seven-week course. The data was collected through semi-structured interviews and creative writing samples of twelve (12) students from an intact classroom. Both interviews and creative writing tasks demonstrated that students believe online education has a negative impact on their motivation due to lack of social interaction, a mismatch between expectations and content, organizational problems, and the organization of learning environments.

Next, the study by Elmas and Oztufekci (2021) also found that the new changes in learning style externally affected learning experiences, leading to the demotivation factor. This study attempted to examine Ahmet's language learning process and whether there were any changes in Ahmet's motivation within the framework of activity theory. The scrutiny of data revealed that the changes stemming from the COVID-19 pandemic had a negative influence on Ahmet's language learning process.

Past Studies on Factors that Motivates Learners to Learn Online
Many studies were conducted to investigate online learning. Online learning has been used by education institutions in order to minimize the spread of Covid-19 among citizens in Malaysia. While online learning is one of the ways to enable students to keep pace in education during a pandemic, there are other elements that need to be investigated in order to assure online learning is efficient for students and also instructors in the long run. Therefore, issues like students' participation and teachers' role in online learning used to be the main discussion in some of the local research.

There have been many t studies on the motivation to learn. The study by Zakariah, Abdullah Hashim, and Musa (2016) was conducted to investigate motivation, experience, and satisfaction among adult learners with online web-based courses. This research was conducted to study the relationship between motivation, experience, and satisfaction among adult learners in an Open Distance Learning (ODL) institution by using a survey of 69 students studying Bachelor of Human Resource and Tourism Courses. The data collected using Google Drive shows that students are strongly motivated by the concept of online learning, with the majority saying that online courses allow the students to perform well in class if materials have been thoroughly examined by the teacher. The implications of these results are expressed in terms of how educators and course planners should offer the needed technical support to the students in order to maintain their motivation and satisfaction levels.

Next, the study by Kadiresan (2021) also looked at the teacher's role and students' participation as the dominant motivation in online learning. This research was conducted to look into the motivating elements that affect university students' online learning during the Covid-19 pandemic. Online survey methods using 150 questionnaires were distributed among private university students in Klang Valley, Malaysia using google form. The data were analyzed using Statistical Package for Social Sciences (SPSS). The result shows that students' participation and the role of instructors significantly influence online learning among university students. The implications of this study suggest that higher education institutions should thoroughly investigate the role of tutors and university students' participation as both of these elements play an important motivation during online learning.

Conceptual Framework
This study is based on (Pintrich and De Groot, 1990). Learners' motivation stems from their self-efficacy and intrinsic values. However, motivation is also affected by anxiety test towards learning the chosen course (Rahmat, 2018). The motivational beliefs then influence the way self-regulated strategies are used. The cognitive strategy and self-regulation stem from motivation towards learning.
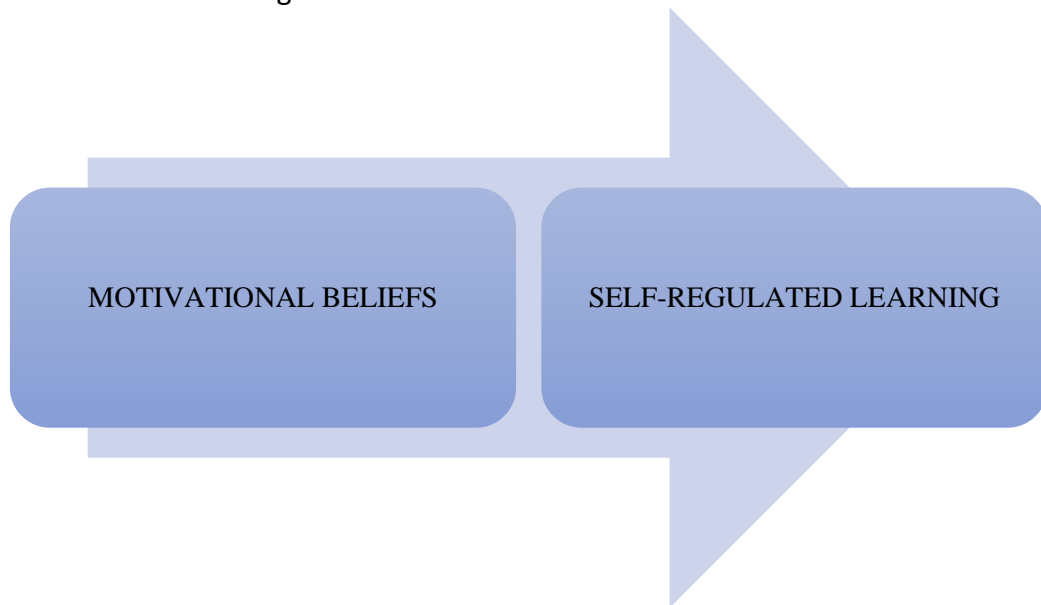

Figure 1 Conceptual Framework of the Study from Motivational Beliefs to Self-Regulated Learning (source: Pintrich & De Groot, 1990)

Methodology
This quantitative research is done to investigate how motivational beliefs influence learners' use of self-regulated learning. The instrument used is a survey adapted from Pintrich and De Groot (1990). One hundred and one (101) respondents were purposively chosen to answer the survey. The survey has three (3) main sections. Table 1 indicates the distribution of items in the survey. Section A has items on the demographic profile, Section B has twenty-two (22) items on Motivational Beliefs and Section C has 22 items on Self-Regulated Learning Strategies.

Table 1
Distribution of Items in the Survey

PART	STRATEGY		SCALE	No Of Items	Total Items
ONE					
TWO	MOTIVATIONAL BELIEFS	A	SELF-EFFICACY	9	22
		B	INTRINSIC VALUE	8	
		C	TEST ANXIETY	4	
THREE	SELF-REGULATED LEARNING STRATEGIES	D	COGNITIVE STRATEGY USE	13	22
		E	SELF-REGULATION	9	
	TOTAL NO OF ITEMS				44

Table 2
Reliability Statistics

Reliability Statistics

Cronbach's Alpha	N of Items
.895	44

Table 2 presents the reliability statistics for the instrument. The Cronbach's alpha of the items is .895, thus showing high internal reliability of the instrument used. Data is collected online via a google form. Data are then analyzed using SPSS version 26. Analyzed data are presented in the form of percentages and mean scores to answer the research questions.

Findings
Findings for Demographic Profile
The three Halal subjects taken by the respondents are Introduction to Halal (ISH100), Halal Standards (ISH251), and Malaysia Halal Laws (ISH300). The subject Introduction to Halal (ISH100) deals with various aspects of Halal in Islam and the application of the Halal concepts in daily life as a whole. It covers lawful and unlawful raw materials based on the Al-Quran and Al-Sunnah. This course also discusses the concepts of Halal according to other religions and the process of tanning (Samak) in Islam. This subject also covers sanitation and hygiene in the manufacturing of food, drink, and consumer products. In addition, Halal Standards (ISH251) deals with the concept of Halal standards and food hygiene. The advanced discussions on hygiene and sanitation are also discussed in this subject. Hazard Analysis and Critical Control (HACCP) is important chapter as well as inspection and monitoring programs. Lastly, ISH300 focuses Malaysia's legal and justice history and system. It also deals with halal law, Malaysia Trade Act, and the related Acts in the halal process. This course also exposes students to the implementation of halal certification in Malaysia as well as in other countries. The discussion is based on the procedures of the halal certification application and the importance of the halal certificate. All the three Halal subjects are three credit hours, respectively. The assessment types are continuous assessment and final examination.
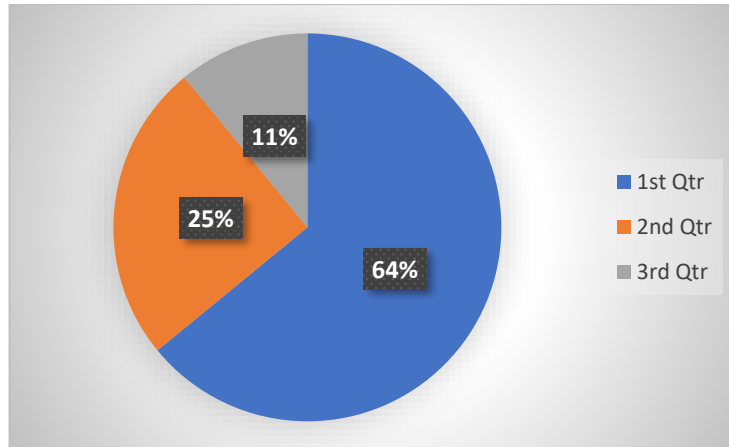
Figure 2 Percentage of Subjects taken this semester

Figure 2 shows the percentage of respondents enrolled for the three Halal subjects. All the respondents are Diploma in Halal Management students from a public university in Malaysia. The descriptive analysis shows that 34% of the total respondents were enrolled for the ISH100 subject. They are first-semester students. Furthermore, 15% of the total respondents were enrolled for the ISH251 subject. They are third-semester students. The rest of the respondents take the ISH300 subject which is 52%. They are in their final semester.
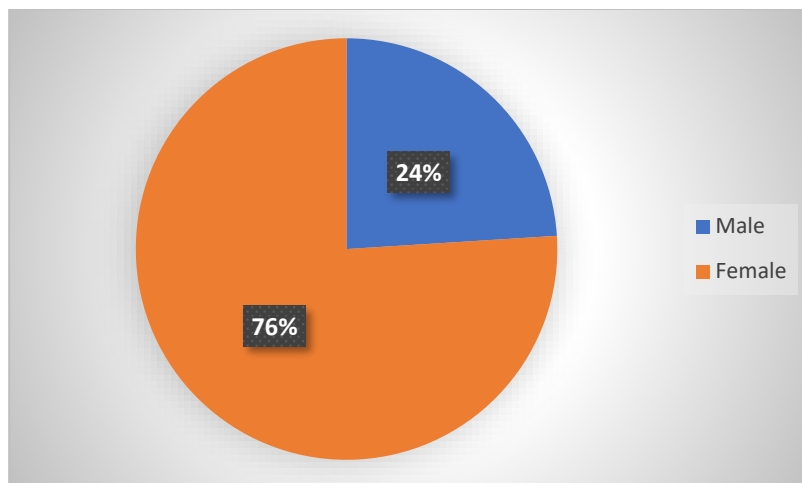

Figure 3 Percentage of Gender

Figure 3 shows the demographic analysis of the gender of the respondents. The result shows that 76% of respondents are female students and 24% of them are male.
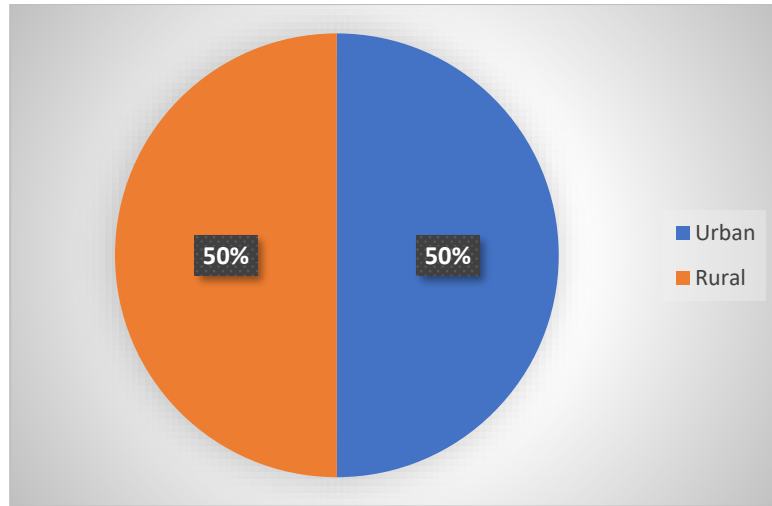
Figure 4Percentage for Hometown

The percentage of respondents' hometowns in Figure 4. Half of the respondents are from urban areas and the other half are from rural areas.
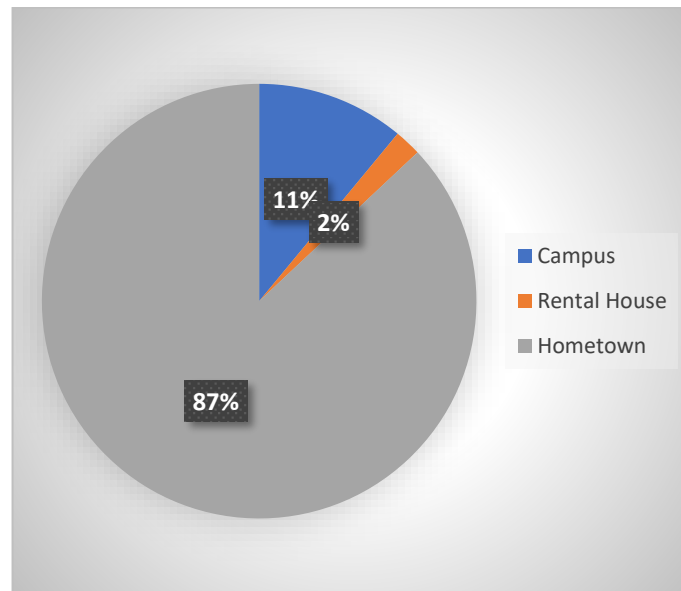

Figure 5 Percentage for Current Study Location

Based on Figure 5, the majority of the students, 87% are currently in their hometown and another 11% are on the campus and only 2% are located in their rental houses.
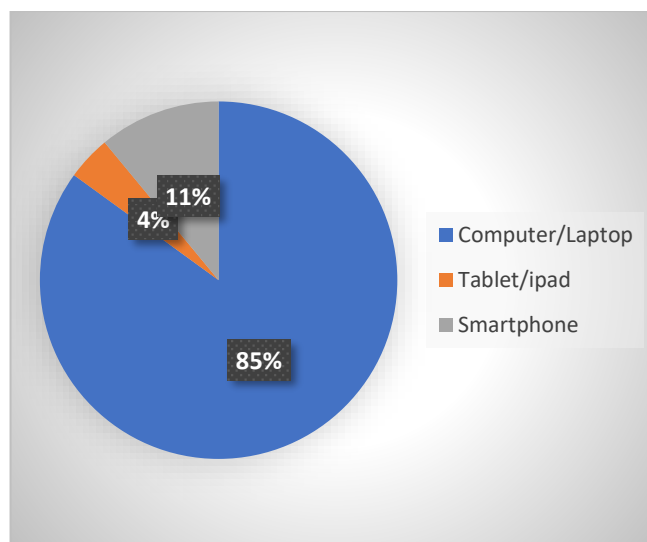
Figure 6 Percentage of Devices Used

Figure 7 shows that the majority of the students used computers or laptops as their teaching and learning devices. The other 11% of the students used smartphones and only 4% of the students used tablets or ipads.

Findings for Motivational Beliefs
This section presents data to answer research question 1: How do Motivational beliefs influence learners' motivation (22 items) to learn halal-related courses? Pintrich and De Groot (1990) said that motivational beliefs are influenced by (a) self-efficacy (9 items), (b) intrinsic values (9 items), and (c) test anxiety (4 items).
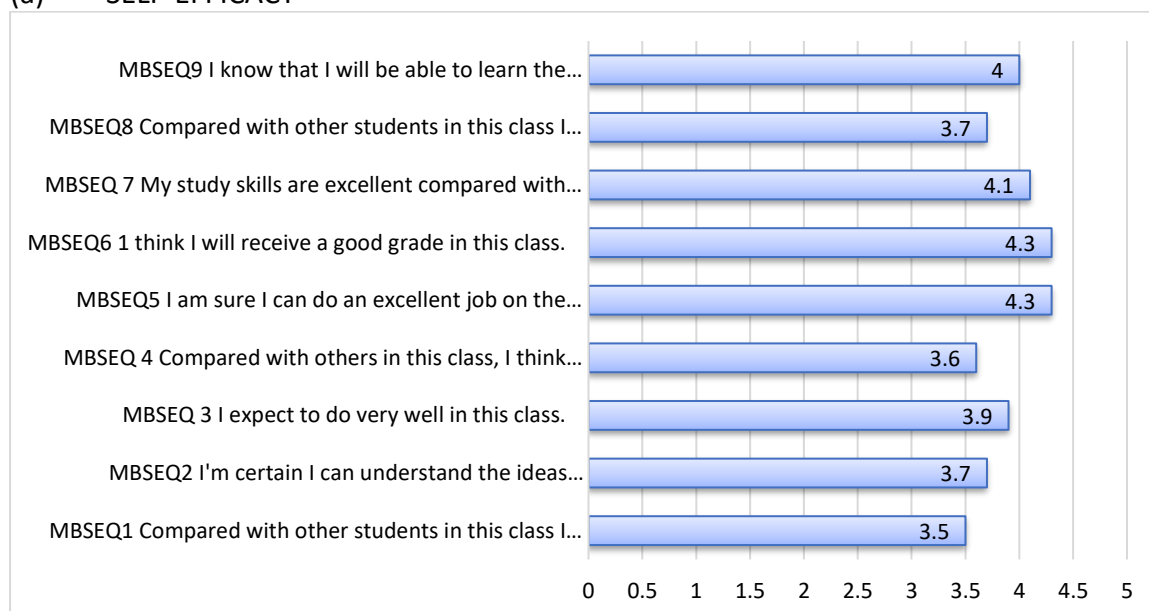
(a)   SELF-EFFICACY

Figure 7 Mean for Self-Efficacy

Figure 7 shows the students' motivation for learning through self-efficacy for Halal Related Courses. In the recent decade, self-efficacy has been one of the most substantial positive factors of motivation, which has attracted many psychologists in parallel with the

development of positive psychology. Self-efficacy is so closely and effectively correlated to motivation and some consider self-efficacy as a dimension of intrinsic motivation. Self-efficacy and motivation are two sides of the same coin. In other words, as soon as people believe in their abilities and capabilities, they have a double motivation to continue and accomplish their tasks and goals. Self-efficacy involves self-evaluation of an individual's perceived skills in reflection of the situation they are experiencing (Ghilay & Ghilay, 2015)

The self-efficacy for motivational beliefs scale consists of nine items arranged to assess student expectancy for task-specific success as well as appraisal of ability and skill in performing the task. The highest mean is the item of Motivation Beliefs Self-Efficacy Question (MBSEQ) numbers 5 and 6 (M=4.3). Thus, the second-highest on MBSEQ is number 7 (M= 4.1) and followed by MBSEQ number 9 (M=4). MBSEQ number 3 (M=3.9), MBSEQ numbers 2 and 8, respectively with a mean of 3.7, while MBSEQ number 4 has a mean score of 3.6. Compared to other findings for the motivational beliefs scale, self-efficacy has the lowest mean which is 3.5 for MBSEQ number 1.
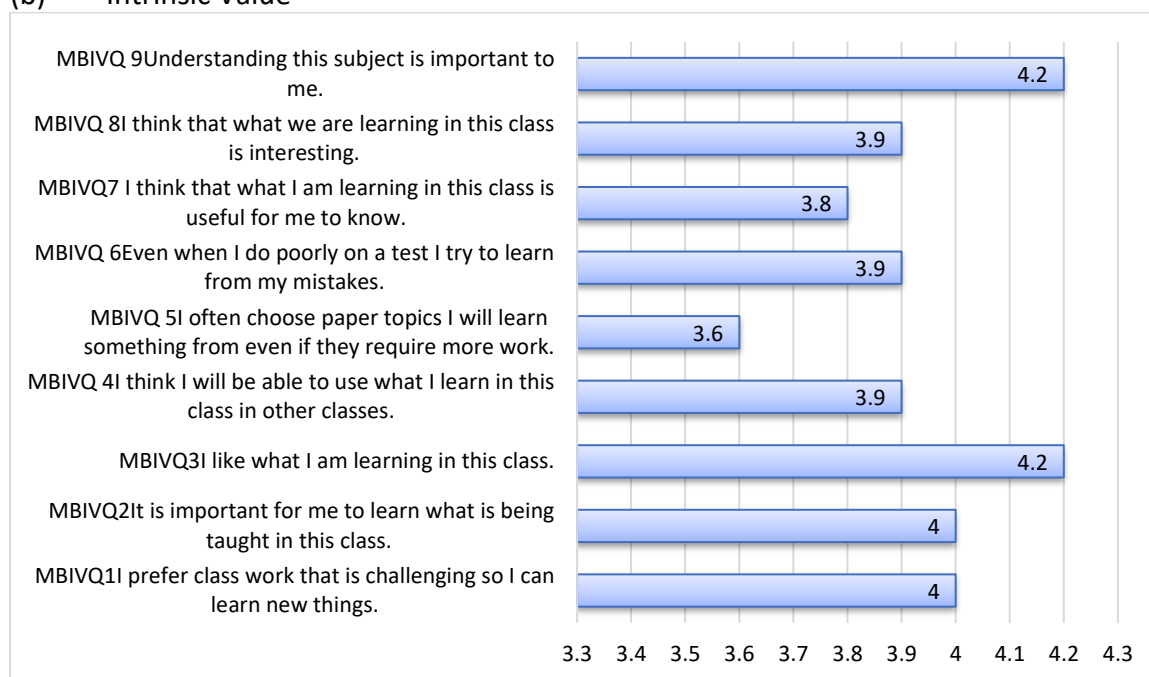
(b)   Intrinsic Value

Figure 8 Mean for Intrinsic Value

Figure 8 shows the mean for the Intrinsic value used by respondents. From the nine items on intrinsic value, the highest score is (MBIVQ 9) "Understanding this subject is important to me" and (MBIVQ3I) "like what I am learning in this class" with a mean score of 4.2. Meanwhile, items number 1 and 2 (MBIVQ1) "I prefer classwork that is challenging so I can learn new things" and (MBIVQ2) "It is important for me to learn what is being taught in this class" with mean score of 4. Three items have been chosen with mean score of 3.9 which is (MBIVQ 4) "I think I will be able to use what I learn in this class in other classes, (MBIVQ 6) "Even when I do poorly on a test I try to learn from my mistakes" and (MBIVQ 8) "I think that what we are learning in this class is interesting." The second-lowest score is (MBIVQ7) "I think that what I am learning in this class is useful for me to know" with M:3.8 while the lowest mean is 3.6

which is (MBIVQ 5) "I often choose paper topics I will learn something from even if they require more work".

It can be concluded that respondents were creative in using their past knowledge while facing some problems. Similarly, they kept working and try to understand until they finished even though it required more work to get understood. Lastly, even the result shows that not all students participating in this research were working on practicing exercises and answering end-of-chapter questions when they did not have to, but generally they are having an intrinsic motivation and strategy while learning halal-related courses.
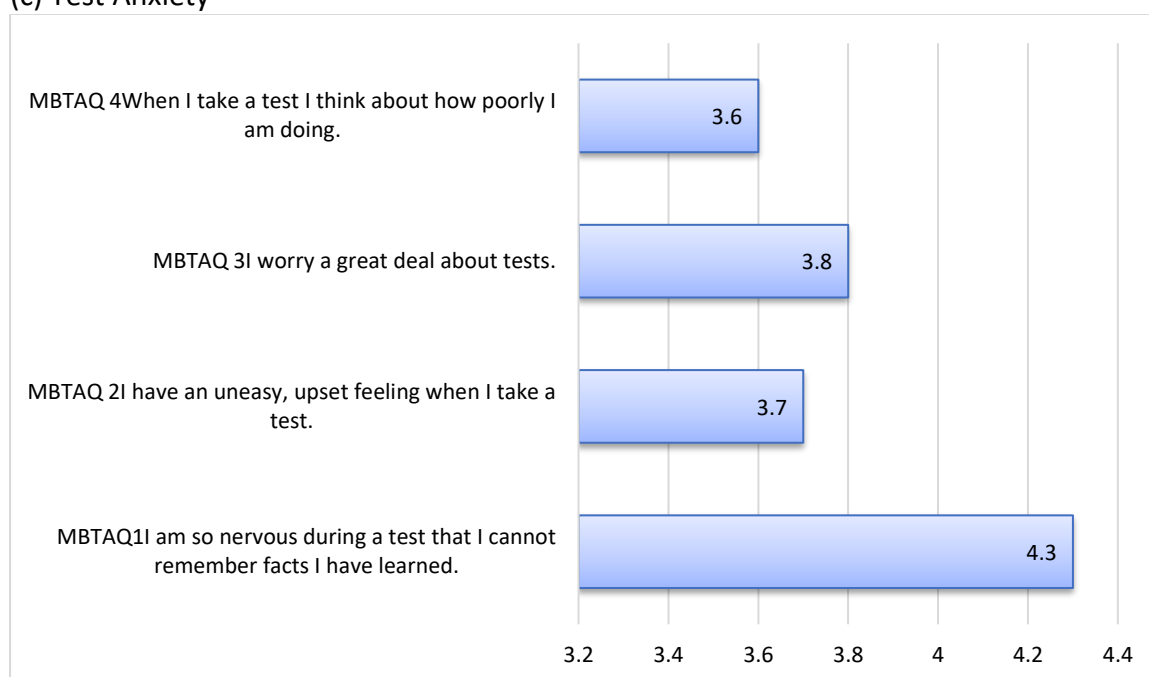
(c) Test Anxiety

Figure 9- Mean for Test Anxiety

Figure 9 Test Anxiety shows MBTAQ 1, "I am so nervous during a test that I cannot remember facts I have learned" which indicates the highest mean (M=4.3). MBTAQ 3, "I worry a great deal about tests'' shows the second-highest mean (M=3.8) before MTAQ 2 "I have an uneasy, upset feeling when I take a test" which is (M=3.7). Last but not least, MBTAQ 4 "When I take a test, I think about how poorly I am doing" shows the lowest mean (M=3.6) for the Test Anxiety.

Findings for Self-Regulated Learning
This section answers research question 2: How does the perception of self-regulated (22 items) learning influence learners' motivation to learn halal-related courses? According to Pintrich and De Groot (1990), learners use strategies like (a) cognitive strategy use (13 items) and (b) self-regulation (9 items).
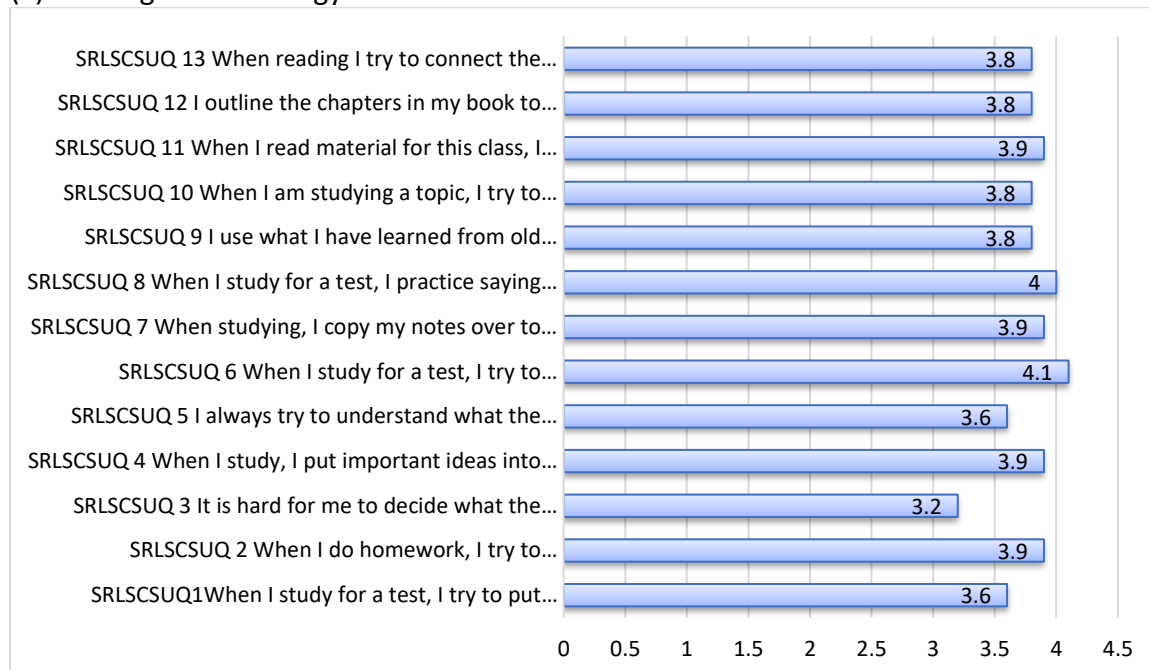
(a)   Cognitive Strategy Use

Figure 10- Cognitive Strategy Use

Figure 10 shows the descriptive analysis of the cognitive strategy used by the respondents. The highest score of the cognitive strategy used is item number 6, which is "When I study for a test, I try to remember as many facts as I can" with mean score of 4.1. The second highest score is item number 8 which is "When I study for a test, I practice saying the important facts over and over to myself" with mean score of 4.0. This is followed by the cognitive strategy number 2, 4, and 7 which are "When I do homework, I try to remember what the teacher said in class so I can answer the questions correctly", "When I study, I put important ideas into my own words" and "When studying, I copy my notes over to help me remember material". These three cognitive strategies have a mean score of 3.9. Items 9, 10, 12 and 13 also contribute the same score of the mean (M=3.8) which are "I use what I have learned from old homework assignments and the textbook to do new assignments", "when I am studying a topic, I try to make everything fit together", "I outline the chapters in my book to help me study" and "when reading I try to connect the things, I am reading about with what I already know".
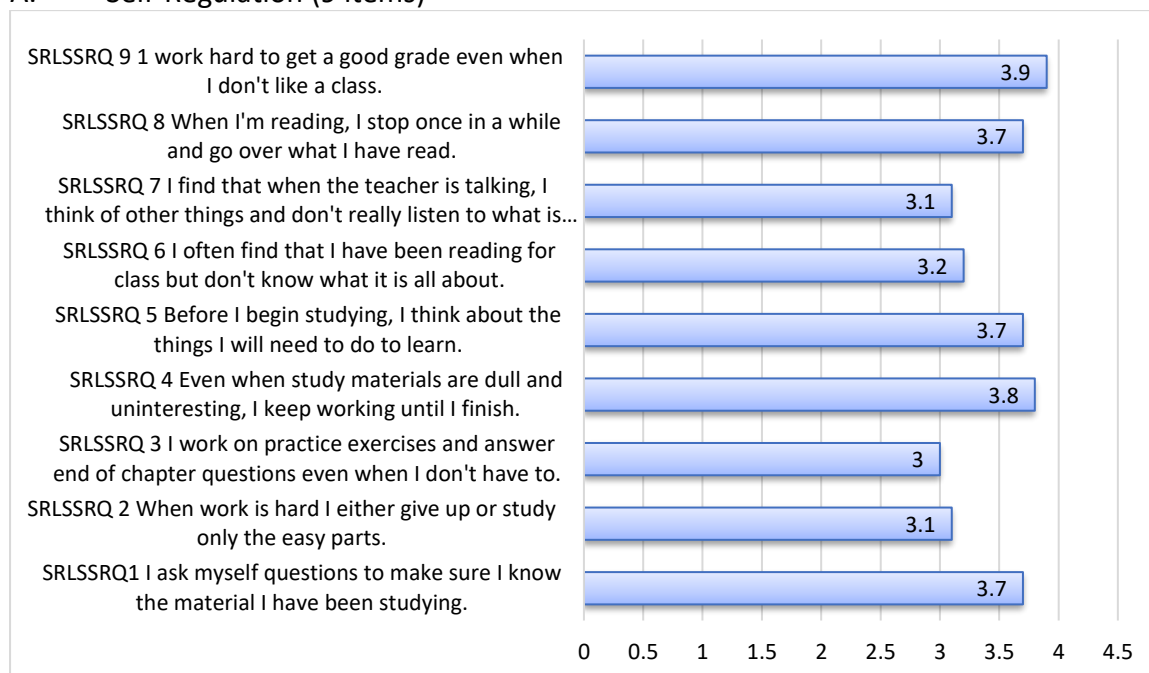
A.   Self-Regulation (9 items)

Figure 11 Self-Regulation

Figure 11 shows the self-regulation strategy used by the respondents. The highest score is the last item (SRLSSRQ9), which is "I work hard to get a good grade even when I don't like a class" with a mean score of 3.9. While the item number 4 (SRLSSRQ4); "Even when study materials are dull and uninteresting, I keep working until I finish" has the second highest mean score of 3.8. The lowest is item number 3 (SRLSSRQ3) "I work on practice exercises and answer the end of chapter questions even when I don't have to" with a mean score of 3. It can be concluded that respondents were working hard to get a good grade even when they did not like the class. Similarly, they kept working until they finished even when study materials were dull and uninteresting. Lastly, even the result shows not all students participating in this research were working on practicing exercises and answering end-of-chapter questions when they did not have to, but generally, they are having a good self-regulation strategy while learning halal-related courses.

Conclusion
Summary of Findings and Discussion
Motivational belief is one of the most important factors that helps students to succeed in this course. High self-efficacy and well-controlled anxiety makes the teaching and learning process smooth and fun. This is also agreed by Vasoogh et al (2021), that motivation influences both new learning and performance, abilities, tactics, and pre-learned behaviours. Usher et al (2012) mention that motivation has three functions. To begin, inspire action-oriented behavior. There may be no activity, such as learning if there is no passion. Second, encouraged as a compass. That is, directing the process of finding the correct result. Finally, motivation is a powerful motivator. It will determine how swiftly or slow the work is completed.

Self-regulated learning is seen as a factor that helps explain student's performance variations and is an indicator of student performance improvement. The result of this study shows that students in halal-related courses can handle themselves and apply self-regulation in the

teaching and learning process. Students' attitudes towards lessons or academic tasks should improve as they actively employ self-regulation learning. Few studies have examined attitudes and self-regulated learning. Arsal (2009) used a self-regulated learning approach with fourth-grade arithmetic students. An independent learning approach improves students' attitudes toward mathematics.

Pedagogical Implications and Suggestions for Future Research
Research shows that motivational beliefs to learn halal-related courses are influenced by learners' self-efficacy, intrinsic values, and test anxiety. While the perception of self-regulated learning influences learners' motivation to learn halal-related courses. Thus, learners should pay great attention on ways to develop self-efficacy throughout the studies, so that they will be able to maintain high intrinsic values within themselves. Lecturers also should take into consideration how to regularly develop self-efficacy among students while teaching and learning take place. This is because lecturers play an important role in shaping students' character and maintaining their mental well-being. If students know how to properly control their anxiety about the subject, they will be motivated to learn new things on the subject.

Within its limitations, this research is hoped to fulfill the gap in the body of knowledge and literature. Last but not least, further research should be done on how intrinsic motivation helps students to have better self-regulated behaviours and how they are closely related to self-control. This is because students must have good self-control of online learning especially in halal-related courses as different challenges are found compared to face-to-face classes.

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