

## THE ROLE OF MANAGEMENT IN TRAINING PROGRAMMES ON LEARNING MOTIVATION FROM THE ISLAMIC PERSPECTIVE

*(Peranan Pengurusan dalam Program Latihan Terhadap Motivasi Pembelajaran  
Mengikut Perspektif Islam)*

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### ABSTRACT

The training programme is a critical function in human resource management that can help enhance the competitiveness and performance of organisations in the global competition era. From an Islamic and empirical perspective, most early studies on organisational training have found that the role of management in training programmes can enhance learning motivation. Although this nature has been extensively studied, the role of management in training programmes is not thoroughly discussed in the literature on Islamic and Western training management studies. This study assessed the nature of the role of management in training programmes (management support and training content) and learning motivation based on structured interviews to collect data from public sector employees in Malaysia. The study's findings explain that the management's ability to fulfil its role consistently can stimulate employee learning motivation. The findings can serve as a guide for practitioners to understand the complexity of the role of management in designing training programmes and in formulating a strategic action plan. This plan aims to enhance leadership training skills to achieve and maintain organisational goals and strategies in the era of globalisation and a knowledge-based economy.

**Keywords:** Learning motivation; management support; role of management; training content; training programme

## ABSTRAK

*Program latihan merupakan fungsi kritikal dalam pengurusan sumber manusia yang boleh membantu meningkatkan daya saing dan prestasi organisasi dalam era persaingan global. Dari perspektif Islam dan empirikal, kebanyakan kajian awal berkaitan latihan organisasi mendapati bahawa peranan pengurusan dalam program latihan dapat meningkatkan motivasi pembelajaran. Walaupun sifat ini telah dikaji secara meluas, namun peranan pengurusan dalam program latihan tidak dibincangkan secara menyeluruh dalam konteks literatur pengurusan latihan yang berasaskan Islam dan Barat. Demikian itu, kajian ini menilai sifat peranan pengurusan dalam program latihan (sokongan pengurusan dan kandungan latihan) dengan motivasi pembelajaran berdasarkan temu bual berstruktur untuk mengumpul data daripada pekerja di sektor awam Malaysia. Dapatan kajian melaporkan bahawa keupayaan pengurusan memenuhi peranannya secara konsisten dalam pengurusan latihan boleh meningkatkan motivasi pembelajaran pekerja. Penemuan ini dapat dijadikan panduan kepada para pengamal untuk memahami kerumitan peranan pengurusan dalam mereka bentuk program latihan dan merangka pelan tindakan strategik. Pelan ini dapat meningkatkan kemahiran latihan kepimpinan untuk mencapai dan mengekalkan matlamat serta strategi organisasi dalam era globalisasi dan ekonomi yang berasaskan pengetahuan.*

**Kata kunci:** *Motivasi pembelajaran; sokongan pengurusan; peranan pengurusan; kandungan latihan; program latihan*

## INTRODUCTION

Over the past two decades, research on the impact of Islamic values on training programme management has attracted the interest of many researchers (Polo, Cervai & Kantola 2018; Toumi & Su 2022). It is considered a research area capable of enriching the interdisciplinary approach (Gümüşay 2015; Toumi & Su 2022). In successful organisations, the role of management in training programmes can be understood as the efforts and processes leaders undertake to educate and train individuals in matters that can enhance positive human behaviour (such as cultivating noble character) (Suhaimy et al. 2023). The characteristics of the effective role of management in training programmes contain two crucial elements: management support and training content (Govaerts, Eva & Filip 2017; Mohamad, Ismail & Mohamad Nor 2020a). In the Quran, management support is often associated with *adab*, meaning fostering friendly relations and reconciliation among people to build and enhance relationships (Ibnu

Katsir 2008). Human relationships can discipline individuals emotionally, spiritually and socially, enabling them to recognise their positions and circumstances. It can help prevent mistakes and guide individuals in fulfilling their daily responsibilities (Ahmad & Ahmad Razimi 2018; Suhaimy et al. 2023). Furthermore, from the Quran's perspective, training content is often linked to *al-huda* (guidance) and *al-bayan* (explanation), which are essential elements to fulfil the basic principles of human life to achieve happiness in this world and the hereafter (Abdul Hai 2017). It is often associated with guidance, guidelines, or policies to serve as examples and the best models to guide people in various matters. The advantages of the role of management in training programmes are considered to guide humanity to lead a life following the will of Allah SWT. It is seen as such because it can a) guide people to strive for goodness, b) maintain social justice, c) instil noble qualities, d) act wisely considering the position of others and e) strive for the good of all parties (Brooks & Mutohar 2018; Toumi & Su 2022). Therefore, these virtues can encourage individuals to achieve their life goals in the globalisation era.

Most contemporary management scholars translate the terminology of the role of management in training programmes as a process of intellectual, moral, spiritual and physical development of individuals that can enhance their sense of responsibility in performing tasks at the workplace (Ali 2010; Hassi 2012; Toumi & Su 2022). In this perspective, the effective role of management in handling training programmes describes management support as the willingness of administrators to provide emotional assistance (such as encouragement, care, empathy and open-mindedness) and instrumental assistance (such as providing training opportunities, training locations and training resources) before, during and/or after training programmes to encourage employees to achieve competence, performance and organisational goals (Lee, Park & Baker 2017; Polo, Cervai & Kantola 2018; Jawaad et al. 2019). On the other hand, training content is often translated as a crucial document containing up-to-date knowledge, methods and new skills related to current tasks (such as descriptions, strategies, principles, concepts and training activity details) that are meticulously and systematically designed (Tamuri, Ismail & Jasmi 2012; Hughes et al. 2018; Venkitachalam & Bosua 2019). The management's ability to perform these roles consistently in planning and implementing training programmes can significantly impact employee behaviour, especially learning motivation (Hee & Rhung 2019; Kanfer, Frese & Johnson 2017). Therefore, organisations should encourage employees to acquire new skills and knowledge through training programmes to enhance and sustain their prosperity. From an Islamic perspective, Allah SWT calls upon humans to seek knowledge and improve themselves by equipping them with the necessary skills to manage and fulfil the missions entrusted to them by their employers (Hashim 2010).

From the Islamic perspective, three fundamental dimensions can be associated with training: *tarbiyah*, meaning fostering growth; *ta'dib*, meaning disciplining and refining; and *ta'lim*, meaning instructing (Halstead 2004; Hassi 2012). These dimensions aim to cultivate individuals in personal development, moral training and acquiring and pursuing knowledge. Therefore, training is crucial to educate and improve the knowledge and skills of employees holistically. For example, a study by MentorliQ found that 84% of Fortune 500 companies with mentorship training programmes have become crucial catalysts for individual and collective development within organisations (Forbes 2023). In these programmes, the Gen-Z workforce recorded the highest statistics regarding their potential to contribute to a committed, engaged and productive workforce, enhancing their opportunities to acquire skills and knowledge in the professional world. Therefore, successful organisations recognise the importance of training programmes and are willing to allocate significant resources to achieve their objectives in the global competition era.

The unexpected uncontrolled global economic development is a significant catalyst for transforming employees and organisations. This transformation is typically carried out instrumentally (such as renewing job scopes and procedures) and comprehensively (such as organisational restructuring) to help organisations enhance competitiveness, dominate the market and maintain performance in the global economy (Polo, Cervai & Kantola 2018; Ullrich 2023). In line with organisational transformation, employers have empowered human resource management departments to manage employee training programmes at various levels and job categories through training support (Roblek, Erenda & Mesko 2018; Ullrich 2023).

Several recent studies on training management published in the 21st century have found that the management's ability to provide support and shape the content of training programmes can enhance learning motivation. From the Quran's perspective, learning motivation is often associated with "*al-Falah*", which is the desire to improve one's character through new techniques and skills to acquire useful knowledge (Huda et al. 2016; Ahmad & Ahmad Razimi 2018). It comprises three essential components: *aqidah* (religious belief system), *shariah* (Islamic law) and *akhlak* (good conduct). The principle of "*al-Falah*" can be defined in the form of spirit and encouragement (Ibnu Katsir 2003) and stimulus (Ibnu Katsir 2009), meaning the desire to learn and manage a responsibility until it is successful. Meanwhile, from an organisational perspective, employees' varying learning motivation can influence their motivation to perform organisational tasks (Lee, Park & Baker 2017; Venkitachalam & Bosua 2019). For example, employees with high learning motivation can solve daily task-related problems, improve job performance, strategically plan tasks and efficiently achieve organisational strategies (Lee, Park & Baker 2017; Venkitachalam & Bosua

2019). On the other hand, employees with low learning motivation may struggle to manage job responsibilities systematically, fail to maintain daily task performance and may not meet job and employer demands effectively (Lee, Park & Baker 2017; Venkitachalam & Bosua 2019).

Although this nature is highly imperative, the role of management as a crucial factor in training programmes has not been thoroughly examined. Several factors identify this gap, such as most previous studies tend to apply separate approaches between Islam and the West, especially in interpreting the concept of learning motivation in training management (Mohd Zainol et al. 2018; Reinhold, Gegenfurtner & Lewalter 2018; Toumi & Su 2022). For example, many Western approaches are more inclined to discuss the internal characteristics of learning motivation theoretically and empirically (such as definitions, objectives, dimensions and the significance of this construct in commercial and non-commercial sectors) based on Greek beliefs and secularism (Nadeem & Ahmad 2017; Lee, Park & Bakers 2017; Toumi & Su 2022). These research approaches are effective techniques to enhance human well-being in the world but may overlook human happiness in the hereafter. In contrast, Islamic monotheism, ethics and values are often considered the personal responsibility of individuals and not a priority for experiencing safety and happiness in both the worldly life and the hereafter (Nadeem & Ahmad 2017). Furthermore, in the field of Human Resource Management (HRM), Branine and Pollard (2010) have examined the implications of HRM practices and confirmed that there is a gap between management theories and Islamic practices, which are often influenced by non-Islamic mixtures and traditional cultural values as well as management from a Western perspective. Therefore, this situation has piqued the interest of researchers to bridge the gap in the literature by delving deeper into the nature of the role of management in training programmes as significant to learning motivation (Park et al. 2016; Islam 2019).

## **LITERATURE REVIEW**

The Leadership Theory of al-Ghazali (al-Ghazali 2013) explains that the concept of “*murshid*” (leader) is bound by the bonds of brotherhood that must be perfected according to what is mandated by Allah SWT. This terminology means individuals coming together to interact and care for each other as human beings, practising qualities such as love, kindness and compassion in doing good deeds and refraining from bad deeds. A compelling concept of “*murshid*” can provide emotional support and instrumental support to the “*mustarshid*” (those being led). For example, good emotional support is often practised by the “*murshid*” to shape the “*mustarshid*” through wisdom (advice), empathy, compromise and sincerity. On the other hand, the “*murshid*” often practises instrumental support to shape the “*mustarshid*” through

distributing material resources, such as money and shelter. Furthermore, the forms of support extended aim to seek and attain the divine pleasure of Allah SWT. When the “*murshid*” is willing to provide both emotional and instrumental assistance, it fosters a sense of mutual love among people through practising courteous behaviour and a sense of responsibility to help the “*mustarshid*” towards goodness. It means that the practice of both types of support by the “*murshid*” to the “*mustarshid*” can enhance piety and cultivate a high sense of gratitude to Allah SWT in organisational and societal life, thereby fostering noble character and civilisation (Hadjri et al. 2019).

Western scholars have adapted the views of al-Ghazali to develop theories related to the role of management in organisations, such as the Expectancy Theory by Vroom (Vroom, 1964; 1973) and the Equity Theory by Adams (Adam 1963; 1965). Vroom’s Expectancy Theory explains that the management’s ability to instil good values can motivate individuals to perform actions effectively. There are three critical principles of success: expectancy (such as having the right skills to perform tasks, having leader support, obtaining accurate and relevant information, sufficient resources and efficient work time), instrumentality (such as a clear understanding of the nature between performance and outcomes) and valence (the value placed on expecting a particular outcome or positive result). It means that individuals will be motivated to perform a specific action if they understand the importance and benefits they will likely gain.

On the other hand, Adams’ Equity Theory is often associated with human behaviour in the workplace. This theory rapidly developed in 1963, emphasising the balance between inputs and outputs. It highlights the inputs contributed to responsibility, while the outputs are the rewards or returns generated from those inputs. This theory aims to connect the idea that management’s ability to provide fair services in the distribution and exchange of resources can have significant implications for individual behaviour. Fair resource distribution is typically practised in two forms: first, in psychological form (such as tolerance, support, sacrifice, loyalty, dedication and joy) and second, in physical form (such as salary, rewards, facilities, bonuses, recognition and leave), referred to as equity norms. Therefore, this theory has formulated that employers who balance the functions between inputs and outputs can motivate employees to perform tasks efficiently and effectively. It means that employees who are satisfied with the services provided by their employers can generate returns that are commensurate with their contributions.

Several recent studies highlight that management support is an essential predictor of learning motivation. For example, a study by Govaerts, Eva and Filip (2017) involved 111 training participants from various government agencies in Belgium. Data was collected from employees throughout the training period from April 2015 to December 2015. Management support items (psychological support) were measured

using a multidimensional instrument, including information before the training programme, feedback on the training content and encouraging employees to attend training. Furthermore, instrumental support items were measured based on the type of training location and allocated training time. Learning motivation was measured based on items such as being motivated to learn training materials. The analysis results reported that the management's ability to provide sufficient psychological support (such as encouraging attendance, being open, providing efficient training information and explaining why employees should undergo training) and instrumental support (such as providing suitable training locations and times) can enhance learning motivation (such as proficiency in performing tasks and learning effective skills) in training programmes. Furthermore, the study carried out by Polo, Cervai and Kantola (2018) involved a sample of 360 cases in six organisations operating in the healthcare sector, nine in management positions and 351 employees. Participation is voluntary and anonymous; 67 per cent are women and the number of hours spent in training in a year is 75.6 on average. This study confirmed that management support in training programmes, such as providing valuable employee training, can increase employee learning motivation (such as employee growth and development). Additionally, a study by Mohamad, Ismail and Mohd Shariff (2020) involving 190 Malaysian Central Government Agencies' executive employees evaluated the relationship between management support (emotional and instrumental support elements) and learning motivation. The study confirmed that the management's ability to practice high emotional support (such as providing assistance, encouragement and positive suggestions related to training needs) and instrumental support (such as recommending the latest training methods) can enhance employee learning motivation (such as enthusiasm for attending training, increased effort and full attention during training). Next, the study by Nafukho et al. (2022) indicated that management support, such as guidance in training, encouraging employees to attend training, identifying effective and appropriate training and allocating sufficient training facilities, can positively affect employee learning motivation. Furthermore, a study by Zhenjing et al. (2022) examined the effects of a supportive environment (such as the role practised by organisational members) that encourages positive employee motivation. The analysis findings revealed that a positive work-supportive environment has the potential to enhance employee motivation. In Islam, management support, such as maintaining interpersonal relationships, sharing mutual benefits, upholding ethical and moral values and achieving positive social attitudes in personal life, is highly emphasised. Furthermore, Astuti et al. (2020) investigated how management support in Islam can enhance employee behaviour. The findings revealed that management support, such as spiritual values in leadership, inspires employees, leading to improved employee performance.

Next, several studies in the 21st century have reported that training content significantly predicts learning motivation. For example, a study by Iqbal and Dastgeer (2017) involved 30 bank employees in the banking sector in Rawalpindi and Islamabad. Out of the 300 survey questionnaires distributed, only 240 were completed and returned to the researchers, yielding a response rate of 72 per cent. These findings confirmed that the management's readiness to plan training objectives effectively (such as having a solid factual basis and clear goals) and align them with job tasks (such as adapting them to the work situation and effectively addressing daily task challenges) can enhance learning motivation (such as instilling high enthusiasm and interest and assisting employees in increasing their motivation to acquire knowledge) within the organisation. Additionally, a study conducted by Mohd Zainol et al. (2022) has demonstrated that the management's ability to design training content that is relevant, up-to-date and tailored to current job requirements effectively can motivate employees to acquire the necessary knowledge and the latest skills.

## **METHODOLOGY**

This study employed a qualitative method, namely semi-structured interviews. According to Chua (2006), the minimum number of items is six and a maximum of 20 is sufficient. Qualitative research can provide a more nuanced understanding of the phenomena under investigation (Pascale 2011), so this approach is increasingly being embraced by management science researchers. Respondents were given a total of six questions to answer the research inquiries:

- Question 1: What elements of the role of management in the training programmes are crucial?
- Question 2: What is the concept of management support in the context of training programmes?
- Question 3: What is the concept of training content?
- Question 4: What is the concept of learning motivation in the context of training?
- Question 5: What is the effect of management support on learning motivation?
- Question 6: How does training content affect learning motivation?

This study was conducted in a public sector organisation in Malaysia. In this study, the researchers interviewed two service groups, ten employees from the Human Resources Division and Management Division. According to Creswell and



Clark (2018), research respondents between 10 and 50 are sufficient in a qualitative study. These individuals were chosen as research respondents because 1) they have served in their respective departments for an extended period, 2) they are actively involved in the planning, management and administration of employee training and development and 3) the information they provided was sufficient to elucidate the concepts and characteristics of the role of management in public sector training programmes and their connection to learning motivation. This information helped the researchers understand the nature and features of these concepts within the study organisation. The interviews with these respondents ranged from 45 minutes to 1 hour and 30 minutes on the same day. This process allowed respondents the flexibility to either halt or continue the interview session based on their readiness. The interviews were continued until the researchers reached the saturation point of information, following the method of recording and transcribing all provided data (Silverman 2013). Meanwhile, we informed the participants about the study's objectives and guaranteed their confidentiality and anonymity. All of these respondents answered this questionnaire voluntarily and without coercion.

## **FINDINGS AND DISCUSSION**

Table 1 shows the demographic characteristics of the employees interviewed in this study. These employees have served more than six years and hold positions at the management level in this department.

TABLE 1 Respondents' Characteristics

Respondent	Section	Length of Services
GROUP 1	Human Resource Section	Six Years
GROUP 2	Management Section	Six Years

Table 2 reports the essential elements of the role of management in the training programmes. The interview findings by GROUP 1 and GROUP 2 emphasise that management support and training content are crucial factors in enhancing the smoothness of training programmes.

TABLE 2 Essential Elements of the Role of Management in the Training Programmes

Respondent	Essential Elements of the role of management in the training programmes
GROUP 1 and GROUP 2	Management support Training content

Table 3 reports the findings of the management support definition within training programmes as interpreted by respondents. The interview findings emphasise that management support is a crucial factor in enhancing the smoothness of training programmes. According to the findings from GROUP 1 and GROUP 2, management’s willingness to provide high levels of support, such as identifying training needs, providing space, allocating budgets or adequate training facilities, guiding employees, meeting the needs and requirements of employees within a department, encouraging employee attendance at training programmes and offering initiatives, is highly important. These research findings are supported by studies conducted by Govaerts, Eva and Filip (2017), Polo, Cervai and Kantola (2018), Mohamad, Ismail & Mohd Shariff (2020) and Nafukho et al. (2022), explaining that management support practices within training programmes are often associated with high encouragement from the organisation for attending training, identifying training needs, providing space, training opportunities, ensuring adequate training budgets or facilities to facilitate training operations both within and outside the organisation. Therefore, management should promote and support employees through training programmes to acquire new competencies and skills (Toumi & Su 2023). Abbazi and Zarqan (2019) stated that the concept of Islamic support within an organisation that is solution-based is highly crucial in addressing training crises, leadership and professional skills, as well as the essential knowledge and attitudes required.

TABLE 3 Definition of Management Support

Respondent	Definition of Management Support
GROUP 1	<p>Determining the training requirements of officers to achieve competence in their duties.</p> <p>Identifying employees’ weaknesses, analysing and deciding whether they need to attend training programmes.</p> <p>Providing employees with space, opportunities and suggestions to encourage them to attend training programmes.</p> <p>Ensuring a sufficient training budget.</p>
GROUP 2	<p>Planning and helping employees attend training programmes as it acts as a facilitator covering the entire training area.</p> <p>Studying the needs and wants of employees in a department.</p> <p>Encouraging employees to attend training programmes, providing initiatives and meeting employee requests.</p> <p>Updating training information and implementing improvements.</p>

Table 4 reports the findings of the definition of training content within training programmes as interpreted by respondents. The interview findings underscore that training content is essential in encouraging employees to attend organisational training programmes. According to the perspectives of GROUP 1 and GROUP 2, they believe that their management’s ability to shape training content, aligning with the training programme, is crucial. This alignment involves ensuring that the content is relevant to employees’ job roles, incorporates training objectives for career development, includes valuable and clear content, outlines specific objectives, incorporates task-relevant learning and serves the purpose of achieving the training programme’s goals. Additionally, having topics and input that are pertinent to employees’ job roles is considered of paramount importance in creating effective training content. These research findings are supported by Iqbal & Dastgeer (2017) and Mohd Zainol et al. (2022), demonstrating that effective training content practices include elements such as alignment with current job situations, having a solid factual basis and clear objectives, clear and relevant training objectives and alignment with current job tasks. Furthermore, a study by Mohamad, Ismail and Mohamad Nor (2020b) found a positive correlation between management support in training programmes and an improvement in learning motivation. Similarly, Afsar and Umrani (2019) have shown that transformational leadership practised in training programmes has a beneficial influence on positive employee behaviours, such as motivation to learn. In the Islamic faith, leaders are regarded as valuable sources that can support others in achieving organisational goals, enhancing self-worth, fostering spirituality and job satisfaction (Raza et al. 2023; Anwar et al. 2020).

TABLE 4 Definition of Training Content

Respondent	Definition of Training Content
GROUP 1	Course framework that coincides with the training programmes offered and meets the needs of the public service. Appropriate to employee duties. Designed and structured with employee duties. For example, the Human Resource Management Information System (HRMIS) makes it easier for employees to register for training programmes based on the suitability of the training objectives with the employee’s duties. Contains training objectives to develop employees’ careers in the future. For example, employees face employee turnover in data, resources, finance, procurement and international relations. The training duration is relevant and implemented regularly and systematically.

GROUP 2	<p>Contains useful content, clear objectives and learning that meets the needs of the task and works to achieve the training programme’s goals. Completion at the end of a more beneficial training programme, according to the desired objectives and designed based on an earlier period.</p> <p>Identify titles that are appropriate to the employee’s job field.</p>
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Table 5 presents the findings of the definition of learning motivation within training programmes as interpreted by the study’s respondents. According to the perspectives of GROUP 1 and GROUP 2, they emphasise that learning motivation in training programmes can be associated with employees’ desire to learn the training content, enhance their motivation to understand the training content effectively, display high enthusiasm and show interest in attending both in-house and external training programmes. These research findings are supported by Govaerts, Eva and Filip (2017), Polo, Cervai and Kantola (2018), Mohamad, Ismail and Mohd Shariff (2020) and Nafukho et al. (2022), explaining that learning motivation can be linked to employees’ desire to acquire effective skills, such as enthusiasm for attending training, increased effort to update skills and knowledge and enhanced focus during training sessions. From an Islamic perspective, employees with a high learning motivation (such as having values, principles and practices based on Islamic teachings) can function as a form of worship and a way of earning sustenance, as highlighted by Javed et al. (2019). This study constructs the concept of *ta’līm* (learning). It presents the latest research findings on learning practices within organisations. Seeking knowledge is *jihad*, which is an effort towards the path of Allah SWT, aiming for the individual’s holistic development. Furthermore, seeking knowledge has a collective dimension, intending to share acquired knowledge with others.

TABLE 5 Definition of Learning Motivation

Respondent	Definition of Learning Motivation
GROUP 1	<p>Desire to learn the training content.</p> <p>Inspire enthusiasm to understand training content effectively.</p> <p>Desire to learn good values in the training programmes.</p> <p>Interested in learning new skills.</p>
GROUP 2	<p>Highly interested and desire to learn new knowledge in training programmes related to the scope of work.</p> <p>Interested and confident to ask about training programmes to get new information.</p> <p>Interested in attending training programmes by applying and registering in the related system.</p>

Table 6 reports the findings on the impact of management support on learning motivation. GROUP 1 and GROUP 2 perceive that management's willingness to provide management support in training programmes can have a positive impact on learning motivation, such as delving into training content, striving to understand existing benefits, seeking training information, sharing training learning experiences and making efforts to determine the types of training that need to be attended. These research findings are supported by studies conducted by Govaerts, Eva and Filip (2017), Mohamad, Ismail and Mohd Shariff (2020) and Nafukho et al. (2022), stating that management's ability to provide adequate management support (such as encouraging attendance, being open, providing efficient training information and explaining why employees need to undergo training) and instrumental support (such as offering suitable training locations and times) can enhance learning motivation (such as proficiency in performing tasks and acquiring effective skills) within training programmes.

Usman and Harmen (2021) and Samsudin and Ahmad (2018) proposed that management's willingness to provide essential support in organisational management (such as offering training rewards) can enhance employee learning motivation. This situation can foster understanding among leaders and employees regarding the importance of Islamic values in the workplace. Integrating Islamic spirituality into the workplace aligns with the daily religious values that serve as the foundation for ethical conduct. Consequently, employees with solid Islamic spirituality tend to demonstrate commendable work ethics, recognising that a breach in ethical behaviour violates their religious values (Asutay et al. 2022). Furthermore, Bhatti et al. (2016) identified three main elements, namely Islamic spirituality, the use of rewards and the presence of justice, which significantly enhance the motivation of Muslim employees. These elements are often associated with employee learning motivation to improve positive Muslim behaviour.

Next, using an Islamic approach, Amin and Mohiuddin (2016) studied employee motivation in organisations. The findings suggested that management's ability to play a crucial role in creating a conducive environment is essential for generating efficient learning. Success in motivating employees within an organisation can help it achieve the desired level of success, along with having sufficient productive resources. This study explored various methods based on Islamic principles to motivate individuals. These methods include encouraging good behaviour, recognising and rewarding excellent work, fostering collaboration and promoting freedom of thought.

TABLE 6 Effects of Management Support on Learning Motivation

Respondent	Effects of Management Support on Learning Motivation
GROUP 1	Deepen the training content input well. Try to understand the benefits of training programmes. Show interest in training programmes. Get detailed information on training programmes. Strive to attend organised training programmes. Promote the benefits of training programmes to colleagues. Share experiences that are useful to the organisation.
GROUP 2	Identify the appropriateness of training programmes with the employee’s field of work.  Think of the best way to produce positive employee behaviour. Determine the type of training programmes that need to be attended. Get the latest info related to training programmes.

Table 7 reports the findings on the impact of training content on learning motivation. GROUP 1 and GROUP 2 perceive that management’s willingness to design training content effectively and thoughtfully can have a positive impact on learning motivation, such as showing high interest in training sessions, seeking training information, presenting meaningful ideas, demonstrating high learning enthusiasm, striving to improve existing training, displaying a high level of commitment to training and offering insights during training sessions. These research findings are supported by studies conducted by Iqbal and Dastgeer (2017) and Mohd Zainol et al. (2022), reporting that management’s readiness to plan training objectives effectively (such as having a solid factual basis and clear goals) and align them with job tasks (such as adapting them to the work situation and effectively addressing daily task challenges) can enhance learning motivation (such as instilling high enthusiasm and interest in understanding training content and increasing motivation to acquire knowledge) during training sessions.

TABLE 7 Effects of Training Content on Learning Motivation

Respondent	Effects of Training Content on Learning Motivation
GROUP 1	Show a high interest in training programmes. Able to obtain information on training programmes. Present thoughtful ideas. Eager to learn the training content. Work hard to get up-to-date skills. Try to improve existing skills. Add current knowledge about tasks. Improve the position in the organisation.
GROUP 2	Provide time space to learn the training content. Try to get the best out of training programmes. Show a high commitment to attend training programmes. Present views during training programmes. Get as much benefit from training programmes as possible. Disseminate information on training programmes to colleagues.

## DISCUSSION AND CONCLUSION

The study's findings have confirmed that the impact of the role of management in training programmes (management support and training content) can positively affect learning motivation within the respective organisation. This finding is consistent with the recommendations presented by the Leadership Theory of al-Ghazali (al-Ghazali 2013), followed by the Expectancy Theory (Vroom 1964; 1973) and Equity Theory (Adam 1963; 1965) and supports the findings of previous literature studies, highlighting that the management's ability to practice high management support (such as assisting, encouragement, positive suggestions related to training needs and recommending the latest training methods) can enhance employees' learning motivation (such as enthusiasm for attending training, increased effort and full attention during training). This study integrates perspectives from both Islamic and Western viewpoints to address the research questions in training management. According to the Quran in Ali Imran 3:104, "Let there arise out of you a band of people inviting to all that is good, enjoining what is right and forbidding what is wrong: They are the ones to attain felicity".

Next, future research should strengthen data collection methods; for example, longitudinal approaches to investigate the involvement of management in training programmes. Data related to employees' attitudes before, during and after attending training programmes should be investigated in detail, as it has been found to enhance understanding of the relationship between the characteristics of the role

of management in training programmes and learning motivation. Additional comprehensive longitudinal methods are necessary to thoroughly comprehend this aspect by utilising identical inquiries before, during and after training programmes (Sekaran & Bougie 2010; Creswell & Clark 2018). This research has the potential to enhance best practices in training management and sustain competitiveness in the demanding globalisation era.

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