



**INTERNATIONAL JOURNAL OF
MANAGEMENT STUDIES**

<https://e-journal.uum.edu.my/index.php/ijms>

How to cite this article:

Zainol N. A. M., Mohamed, H. A. B., & Yasin, R. (2024). Leadership development program: The correlation between training design and training transfer based on the Islamic perspective. *International Journal of Management Studies*, 31(1), 113-136. <https://doi.org/10.32890/ijms2024.31.1.5>

**LEADERSHIP DEVELOPMENT PROGRAM: THE
CORRELATION BETWEEN TRAINING DESIGN AND
TRAINING TRANSFER BASED ON THE ISLAMIC
PERSPECTIVE**

**¹Noor Azmi Mohd Zainol, ²Hasan Al-Banna Mohamed
& ³Redwan Yasin**

¹Department of Nationhood, Leadership and Islamic Studies

²Department of Management

³Department of Nationhood, Leadership and Civilization
National Defence University of Malaysia

²Corresponding author: hasanalbanna@upnm.edu.my

Received: 2/2/2021 Revised: 28/2/2023 Accepted: 1/3/2023 Published: 31/1/2024

ABSTRACT

Training management literature highlighted that the leadership development training design consists of two important features: training content and training method. The ability of the management to appropriately implement such program features may lead to enhanced training transfer in the organizations. Reviews of the literature on leadership development found that the literature is mostly dominated by Western scholar perspectives. Although this relationship has been studied in the Islamic management views, the leadership development training design only contributed little explanation of workplace training

programs. Most Islamic scholars in this field of study only discussed conceptually without suggesting a framework that can serve as a guide for the subsequent measurement. Therefore, this study was undertaken to determine the relationship between leadership development training design and training transfer using questionnaires with 412 leaders in the Malaysian Army Infantry Corps. The path model of SmartPLS version 3.2.5 results stated that there is a significant relationship between the training content and training transfer, and there is a significant relationship between the training method and training transfer. These outcomes showed two important findings. Firstly, the relationship between training content significantly correlated with training transfer. Secondly, the relationship between training methods significantly correlated with training transfer. Statistically, this result demonstrates that the leadership development training design acts as an important antecedent of training transfer in organizations. Further, the discussions, implications and conclusion are elaborated.

Keywords: Leadership development, training content, training design and method, training transfer, Islamic perspective.

INTRODUCTION

Leadership development program is a vital instrument in staff development and training due to its important role in developing effective leader for organizational success (Broome & Hughes, 2004; Cox & Walsh, 2008, Fisker & Hausdorf, 2008). According to Noe (2019), training is a platform that allows employees to learn and develop the related competencies required for employment tasks in order to accomplish the goals and objectives of their organizations in the long term (Ooi et al., 2022). Normally, these competencies enhance employees' skills and knowledge and enable them to enhance their performance. Failing to design the training will lead to the failure of the training transfer in the organization. To ensure training effectiveness, the training manager needs to analyze the influencing factor to attract the trainer by designing a suitable training model (Lin et al., 2015). In the military context, the design of the training program is focused on the process of developing knowledge, skills and attitude to prepare personnel for the contemporary security situation (Noor

Azmi et al., 2018). According to the Islamic perspective, training is a process of seeking knowledge and interest as enshrined in the Qur'an, chapter *'Ali-Imran*, verse 18:

"Allah witnesses that there is no deity except Him, and (so do) the angels and those of knowledge (that He is) maintaining (creation) in justice. There is no deity except Him, the Exalted in Might, the Wise" (The Qur'an, 2004).

This verse proves that Allah the Almighty recognizes the people who are knowledgeable. In the organization, training is vital in order to help employees improve the necessary knowledge, skills and attitudes to achieve the required goals and strategy (Broome & Hughes, 2004; Cox & Walsh, 2008; Fisker & Hausdorf, 2008; Lyne de Ver & Kennedy, 2011, Ooi et al., 2022). The glory of the knowledgeable person is emphasized again by the word of Allah the Almighty in the Qur'an, chapter *Al-Mujadalah*, verse 11:

"Allah will raise those who have believed among you and those were given knowledge, by degrees" (The Qur'an, 2004).

Researchers found that Islamic scholars emphasize the importance of learning and its impact on individuals and communities. There is a clear distinction between Islamic and Western perspectives in defining knowledge. From the Islamic perspective, knowledge is a fact of truth that has the concept of direct contact with God (the Creator and the Owner of Nature). Knowledge is a bond of understanding between man and his spiritual power (God) who manages to examine, study, research and explore all kinds of events that exist in nature to ultimately reveal confession to the greatness of Allah the Almighty (Abd. Rahman, 2006; Abdul Bashir, 2015).

In Malaysia's military context, the establishment of the Armed Forces Religious Corps (AFRC) (*Kor Agama Angkatan Tentera* [KAGAT]) in 1985 is to support the government policy, the Policy of Assimilation of Islamic Value in Administration (*Dasar Penerapan Nilai-nilai Islam dalam Pentadbiran*). To implement this policy in Malaysian Armed Forces (MAF), the Armed Forces Council Instruction

number 9/1991 (*Perintah Majlis Angkatan Tentera [PMAT], 9/1991*) was established with the intention of developing MAF personnel mentally, spiritually and physically with the guidance of the Qur'an and *hadith*. The execution of this policy among MAF personnel was reported as successful through the seminars among MAF superiors (policymakers), senior ranking officers and training custodians.

However, most of the documented literature was conceptual studies and less concerned with the empirical support on how to deliver tacit knowledge and skills through training designs and the effectiveness of training (training transfer) in the organization in order to build up leadership skills. Therefore, this motivates researchers to investigate empirically the relationship between elements on how to deliver the knowledge (training designs) and the effectiveness of training (training transfer). This research used the intermediate and junior leaders of the Malaysia Army Infantry Corps as the subjects of study according to their task as the front liner of the combat element during war or emergency, which need a strong character of leadership. This study has two main objectives; first, to measure the relationship between training content and training transfer; and second, to measure the relationship between the training method and training transfer.

LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT

In designing training, organizations should consider the factors that will help the program to increase the trainee's desire to transfer training back to the workplace. According to the literature, the transfer of training is supported by training design components such as the training content and the training method. Holton et al. (2000) stated that the likelihood of trainees maximizing the transfer of training to the workplace is when they perceive that the training program is designed with good training content and delivered in such a method. These two elements are capable of improving skills, knowledge, positive attitude and behavior, which refer to training transfer (Hatfield et al., 2011; Azman et al., 2016; Noor Azmi et al., 2018). According to Tannenbaum et al. (1991), training design with good and interesting content can inspire trainees to complete the training. This is due to the realistic assumptions about the course to be attended will provide information that will enable them to develop expectations for the outcome of

attending the training. When the expectations are met, the motivation to attend the course will increase as expected (Beier & Kanfer, 2010). Training literature shows that the prominent components of training design are training content and training method (Hatfield et al., 2011; Azman et al., 2011; 2016; Noe, 2019).

Training transfer has been defined as “the extent to which the learning that results from a training experience transfers to the job and leads to meaningful changes in work performance” (Blume et al., 2010). Training transfer, as seen from the perspective of training management, is the capacity of trainees to learn and apply knowledge, skills, abilities, and positive attitudes acquired during the training program and implement them in the organization after completing the training (Burke & Hutchins, 2007; Noe, 2019; Velada et al., 2007). It is crucial to encourage trainees to apply what they have learned from the training program when they return to work in the organization, such as enhancing daily work operations, improving professional development, and meeting the needs and expectations of employers. It can be understood that the training transfer is the ability to use all the knowledge, experience, skills and behaviors learned while undergoing training or courses in the implementation of daily tasks after returning from the course. Maintaining the degree of those skills for a period of time and the actions learned for a task or situation can influence actions in other tasks or situations. Training transfer is considered successful if the training design is able to improve employee performance when an employee uses the knowledge gained during training and applies it in the workplace.

Relationship between Training Content and Training Transfer

In the context of training management, training content is often defined as the information a course covers, definitions, objectives, concepts and skills that need to be presented to current trainees in training sessions. Specifically, it contains facts, knowledge, special concepts, principles and skill elements that are relevant to the trainees’ duties and are appropriate to organizational goals (Beebe et al., 2004; Noe, 2019). In a training program, the content of the training will be clearly understood by the trainee when it is designed in detail in the form of modules and organized learning manuals (MacDonald et al., 2000; Kirkpatrick & Kirkpatrick, 2005). Holladay

et al. (2003) suggested that the title or objective of the course has to be clearly explained to the trainees so that they can make appropriate preparations before and during the training. Poor design can hinder individual learning and understanding. This results in the trainees' inability to apply the knowledge and skills gained upon returning to the workplace. A mismatch between the training environment and actual job requirements can restrict learning and transfer of training.

Currently, in Malaysian Army training management, the training content is a subject syllabus taught to course members according to the type of training. The syllabus of this subject contains the objective of the subject and the explanation of the important concepts and theories. The syllabus of this subject is implemented based on the Training Management Plan (*Rancangan Pengurusan Latihan* [RPL]) formulated by the technical advisors of the training establishment appointed by the Army Training Committee (*Jawatankuasa Latihan Tentera Darat*).

Several studies have been done empirically by scholars in the field of training. Findings of these studies found the existence of a significant correlation between training content and training transfer. For instance, the study by Aziz (2006) on the samples of 145 military officers who attended the Unit Commander Master in Management Course and the study by Hamdan (2006) on the 200 samples of military officers who attended various courses at the Malaysian Army Management Institute. Other studies include are by Hatfield et al. (2011) on 21,000 samples comprising multi-level leaders of the United States Army attending leadership course, Azman et al. (2016) on 163 samples of various levels of leaders in Malaysian Army, Noor Azmi et al. (2018) on 329 usable questionnaires gathered from the various level of leaders from the Royal Malay Regiment of Malaysian Army, and Alias et al. (2019) on 215 public service employees from the managerial and professional level attending leadership training. The findings of these studies show that the implementation of training content related to task requirements can improve the ability of trainees to apply what they have learned when they return to the organization. Training contents designed by the training institute lead to an increase in knowledge, skills, ability and positive attitudes and are applied after returning to the workplace from the training. Thus, the hypothesis is as follows:

H₁: There is a significant and positive relationship between the training content and training transfer.

Relationship between Training Method and Training Transfer

Training method consists of the teaching materials and techniques prepared by the instructors in the implementation of the training. Training methods are defined as procedures and strategies used to convey information and help trainees achieve training objectives (Beebe et al., 2004) and attract trainees to learn in a variety of ways (Pont, 1990). Learning or planned activities in training plans are delivered to target groups (Norhasni, 2014) by using methods – such as lectures, discussions, demonstrations, simulation tools, audiovisual tools and practical training (Blanchard & Thacker, 2003; Maimunah, 2008). To get the maximum learning effect, the training establishment or training custodian needs to design appropriate methods and techniques based on the trainees to be trained (Goldstein & Ford, 2002). Additionally, they provide a useful structure that makes it simpler to provide training materials efficiently in order to achieve training objectives, and the training methods also have an impact on how well the training program works. The following factors must be taken into consideration when selecting the training method while conducting training: the program's objectives, the resources that are available, organizational culture, the budget, the trainees' characteristics and preferences, and the participants' motivation for the chosen methods (Alias et al., 2019).

Currently, the training methods practiced in Malaysian Army training centers are centralized lectures, syndicate room discussions, demonstrations, simulations, model room exercises and Tactical Exercise Without Troops (TEWT). All of these methods are delivered by using teaching aids such as overhead projectors (OHP), video projections and so on. In addition, practical training or field exercises are held in the field to expose and simulate the course members to the actual situation of war. During the field training, the role play method is implemented. The course members will be rotated in their positions to assess their understanding according to the positions played.

Numerous empirical studies by scholars have proven that the ability of instructors to deliver training in various methods may impact the

training transfer in the organization. The study by Lokman (2006) on 200 samples of non-commissioned officers in the Malaysian Army and also Rahimi (2007) on 190 samples of the 6th Battalion of Royal Malay Regiment, Malaysian Army found that the ability of the instructors to use various methods to guide the trainees regularly is able to increase the transfer of training in the organization. Furthermore, research on 21,000 samples of multi-level leaders in the US Army by Hatfield et al. (2011), Azman (2012) on the samples of the parachute troopers from Malaysian Army, Noor Azmi et al. (2015) on the respondents that were representing the intermediate leader in Malaysian Army Infantry Corps, Alias et al. (2019) on public service employees from the managerial and professional level attending leadership training and Noor Azmi et al. (2022) on the samples from intermediate and junior leaders in Malaysian Army confirm that a trainer's ability to provide theoretical and practical guidance has encouraged trainees to transfer what they have learned after returning to work in the real workplace. The ability of trainers to use such methods in training design to fulfill their responsibilities well in teaching, guiding and managing trainees can encourage trainees to transfer what they have learned when they return to work in the real workplace. Hence, the hypothesis is as follows:

H₂: There is a significant and positive relationship between the training method and training transfer.

Undepinning Theories

Empirical studies found that the arrangement of appropriate planning on the training content (e.g. Aziz, 2006; Hamdan, 2006; Hatfield et al., 2011; Azman et al., 2016; Noor Azmi et al., 2018; Alias et al., 2019), as well as the training method by instructors who are attractive are able to motivate the trainee and further enhance the transfer of training in the workplace (Lokman, 2006; Rahimi, 2007; Hatfield et al., 2011; Azman, 2012; Noor Azmi et al., 2015; Alias et al., 2019; Noor Azmi et al., 2022). It coincides with the meaning of the *hadith* number 73 of *Sahih al-Bukhari*:

“Narrated from Abdullah bin Mas’ud: The Prophet (PBUH) said: “Do not wish to be like anyone except in two cases. (The first is) A person, whom Allah has given wealth and he spends it righteously; (the second is) the

one whom Allah has given wisdom (the Holy Qur'an) and he acts according to it and teaches it to others" (Sahih al-Bukhari).

These empirical findings are consistent with the connotations of several motivational theories such as the Adult Learning Theory by Knowles (1984), Goal Setting Theory by Locke and Latham (1990) and the Systematic Approach Theory (Systematic Approach) by Salas and Cannon-Bowers (2001). The Adult Learning Theory states that adult learning is based on experience and using problem-solving methods to gain knowledge. In addition, in order to achieve success in a training program, adults need to be informed in advance why they need such training and why the topic taught to them is so important (Balkisnah & Norhasni, 2009; Black & Earnest, 2009). Meanwhile, the Goal Setting Theory states that the goal is to determine or guide an individual in the performance of tasks (Ainon, 2005; Hean & Matthews, 2007; Jaafar, 2010). The Systematic Theoretical Approach highlights the effectiveness of the training not only on the method but the importance of the training being exercised. The application of these theories in the field of training management proves that the effectiveness of the organization in designing the training content and training methods that meet the needs of the trainee will enhance the process of training transfer in the organization (Yamnill & McLean, 2001; Goldstein & Ford, 2002; Robbin & Judge, 2008; Noe, 2019).

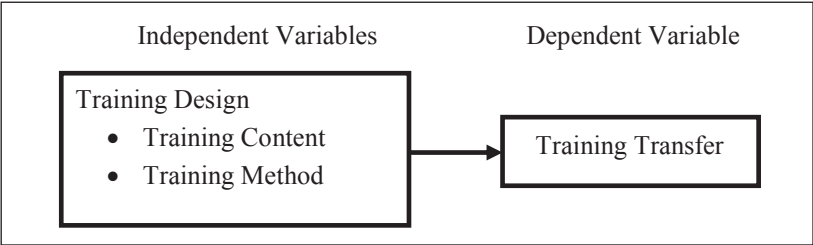
According to Islamic perspectives, the quality of work is supported by the management and the level of training given to individuals. As such, the physical and spiritual development training elements are inseparable and always share the importance of having a positive impact on the value of the work. The perfection of Islamic *Tasawwur* can be seen through the application of Islamic values as "added value" to the management of training given to ensure human development is holistic. Islamic management scholars are pushing for the injection of Islamic-based training elements by referring to the Prophet PBUH as *Qudwah Hasanah* (the best example of every practice of life). This is because the purpose of training is to prepare a person to be an *Imam* (spiritual leader) and a caliph (leader) to carry out his responsibility to bring good and prevent evil. Therefore, it is necessary to build a relationship between the belief in the divine concept and religious practice in order to develop character and moral values in humanity (Rodrigue & Khaliq, 2013; Abdul Bashir, 2015).

Conceptual Framework

A conceptual framework for this study was developed using the research literature as a basis, as shown in Figure 1. This framework demonstrates how training design consists of training content and training method acting as the independent variables and training transfer as the dependent variable. The impact of training design on training transfer is described.

Figure 1

Conceptual Framework



METHODOLOGY

This study employed both qualitative and quantitative methods. These methods help to gather accurate data, avoid bias elements and are relevant to the needs of a study and be reliable to measure respondents’ perception of the study constructs (Creswell, 2012; Bougie & Sekaran, 2020). Through these methods, researchers incorporated literature study, detailed interviews and questionnaire research as the main procedure of the data collection, and the data collected through questionnaire survey to gather data for this research. This complies with the ethic of research, and the researchers started this study after obtaining permission from the Malaysian Army Training and Doctrine Command and Malaysian Army Headquarters-Infantry Directorate. This study was conducted in several infantry battalions in the Malaysian Army Infantry Corps. The first step in the data collection procedure is the in-depth interview involving 20 serving officers and Other Enlisted Ranks (OR) of the Malaysian Army infantry battalion. Sample selection was based on purposive sampling

(Chua, 2020; Bougie & Sekaran, 2020) because they have extensive work experience and knowledge in the research organization and have attended courses organized by the organization. The information obtained from the detailed interview shows that the training content and training method are important elements in planning a training program. Implementing regular training programs can encourage trainees to transfer new knowledge, current skills and leadership values at their workplaces as they return from their training program. A total of 500 questionnaires were distributed and only 412 usable questionnaires were returned to the researchers, yielding a response rate of 82.4 percent.

The questionnaire consisted of three main sections; training content, training method, and training transfer. Researchers adapted ten items of the survey for the training content from Broucker (2009), Azman and Nurul (2010) and the Malaysian Army Infantry Directorate (2009); nine items for the training method from Pont (1990), Thayer (1995), Azman and Nurul (2010) and Malaysian Army Infantry Directorate (2009); and twelve items for the training transfer from Kang (2007), Azman and Nurul (2010), Azman et al. (2011) and Noor Azmi et al. (2018) The scale of measurement for each item used the seven Likert scale which starts from “Strongly Disagree” (1) to “Strongly Agree” (7). Respondents’ demographic characteristics were used in this study as a control variable.

To analyse the data, the SmartPLS version 3.2.5 software package was utilised. This software has several advantages, such as the capability of simultaneously analysing data measurements for both reflective and formative models, does not require normal scattered data, having the ability to analyse data that has a small sampling and it is user friendly with an interesting interface display (Henseler et al., 2009; Henseler, 2010).

RESULTS

Profile of Respondent

Table 1 shows that most respondents held the rank of Corporal or Lance Corporal (42.1%), length of service between 16–21 years

(36.2%) and current appointment as experienced Section Commander (75.5%).

Table 1

Profile of Respondent

Profile of Respondent	Sub-Profile	Frequency	Percentage
Rank	Major	20	4.9
	Captain/ Lieutenant	81	19.7
	Sergeant Staff/ Sergeant	137	33.3
	Corporal/ Lance Corporal	174	42.1
Length of Service	Less than 5 years	51	12.4
	6 – 10 years	55	13.2
	11 – 15 years	137	33.3
	16 – 21 years	149	36.2
	22 years and above	20	4.9
Current Appointment	Company Commander	30	7.3
	Platoon Commander	71	17.2
	Section Commander	311	75.5

Note: (N=412)

Factor Analysis

Before evaluating the model, a Confirmatory Factor Analysis (CFA) was conducted to analyze the compatibility of the measurement model. Through this analysis, the level of validity and reliability of the items used in the study representing the constructs in the model which include the training content, the training method and the training transfer, was identified (Gefen & Straub, 2005; Chua, 2020; Ho, 2006). The hypotheses test was carried out by evaluating the structural model based on the beta (β), t-test (t) and R Square (R²). β ($t > 1.96$) shows a significant relationship between variables, while the value of R² is considered as follows; 0.19 (weak), 0.33 (moderate) and 0.67 (substantial) (Chin, 1998; Henseler et al., 2009). Table 2 shows the findings of convergent validity, item reliability and discriminant

validity tests. These findings demonstrate that the level of validity and reliability of this measurement model meets the criteria of the exploratory analysis of predetermined factors.

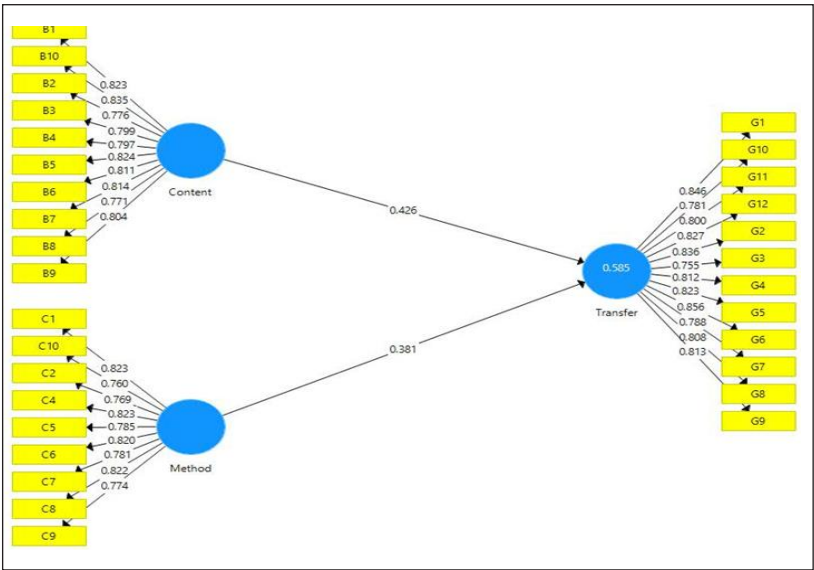
Table 2

Convergent Validity, Reliability and Discriminant Validity Tests

	No. of items	Factor Loading	Composite Reliability	Cronbach's Alpha	AVE	TC	TM	TT
Training Content	10	0.770 – 0.834	0.949	0.940	0.649	0.806		
Training Method	9	0.760 – 0.823	0.939	0.927	0.633	0.792	0.795	
Training Transfer	12	0.755 – 0.855	0.959	0.953	0.660	0.728	0.719	0.812

Figure 2

H₁ and H₂ Testing



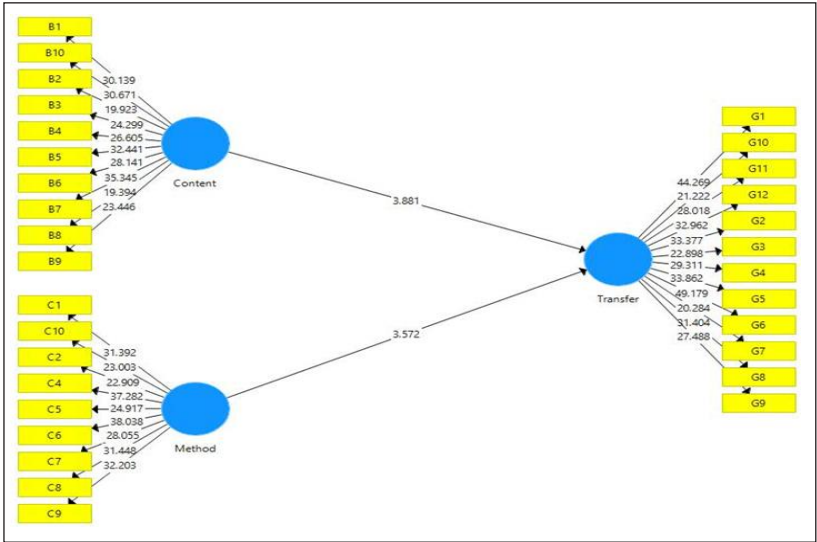
Note: 1. Significant at * $t > 1.96$; ** $t > 2.58$; *** $t > 3.29$

The cross-section value of each item in the constructs of the study was above 0.7, indicating that the items reached the level specified in the loading factor (Fornell & Larcker, 1981; Chin, 1998; Gefen & Straub, 2005; Henseler et al., 2009), while the Average Variance Extracted (AVE) value exceeded 0.5 indicating that the constructs of the study fulfilled the convergent validity criteria (Fornell & Larcker, 1981; Barclay et al., 1995; Henseler et al., 2009; Hair et al., 2017). Next, the item reliability test was carried out by measuring the value of composite reliability and the value of Cronbach's Alpha coefficient.

The findings of the factor exploration analysis show that both reliability tests are above the value of 0.8, indicating that the measurement scale has a high level of internal consistency (Chua, 2020; Henseler et al., 2009; Bougie & Sekaran, 2020; Hair et al., 2017). For the discriminant validity tests, the Fornell-Larcker criterion was performed. The square root of AVE (\sqrt{AVE}) value shown in diagonal is greater than the correlation between other non-diagonal showing that the findings of this analysis have reached the discriminant validity test criteria (Henseler et al., 2009; Hair et al., 2017).

Figure 3

R² Value



Note: R²: 0.19<=very weak; 0.19-0.33=weak; 0.33-0.67=moderate; >0.67=substantial

Researchers also apply on Heterotrait-Monotrait Ratio (HTMT) to test empirical validation of discriminate validity. HTMT is the latest method to measure discriminant validity in variance-based SEM (Hair et al., 2017). HTMT test requires HTMT value not more than 0.85 to assess discriminant validity. The threshold value for the HTMT test for all constructs was less than 0.85; therefore, the requirements for the discriminant validity using the HTMT criterion were met.

Hypotheses Testing

Figure 2 shows the findings for H_1 and H_2 . Results demonstrate two important findings; the training content has a significant relationship with the training transfer ($\beta=0.426$; $t=3.678$; $p=0.001$) and the training method has a significant relationship with the training transfer ($\beta=0.381$; $t=3.448$; $p=0.001$). Therefore, H_1 and H_2 are accepted. In terms of the explanatory power of this model, the training content and the training method contributed 58.5 percent ($R^2=0.585$, see Figure 3) towards the variation of the training transfer. Further, this result indicates that training design plays a moderate role in the hypothesized model.

DISCUSSIONS AND IMPLICATIONS

This study confirms that training design consists of training content, and training methods, and both are essential predictors of training transfer in organizations. The perception of trainees towards training design is very crucial to stimulate them in supporting their stakeholders' vision and missions. In the context of the studied organization, the majority of the respondents agreed that the ability of training managers to design appropriate training content that meets the needs of trainees and the ability of trainers to implement appropriate training methods for trainees had encouraged military personnel to transfer important knowledge, up-to-date skills, new abilities and positive attitudes when returning to duty in their organization. Most of the respondents believed that the training material used in the training content and the training methods using various techniques by instructors, which were implemented during training sessions, were adequate and relevant to their duties and responsibilities. In this situation, the well-planned and interesting training content and the training session conducted by such training methods can promote an effective training process and establish the training transfer within the studied organization.

The implications of this study are divided into three main aspects: contribution to theory, robustness of research methodology and contributions to human resource practitioners. In terms of contribution to theory, this study revealed two important results. Firstly, the training content acts as an important predictor of training transfer and second, the training method acts as an important predictor in the relationship with training transfer. This finding supports the previous studies conducted by scholars such as Aziz (2006), Hamdan (2006), Hatfield et al. (2011), Azman et al. (2016), Noor Azmi et al. (2018), and Alias et al. (2019). Secondly, the training method acts as an important predictor in the relationship with training transfer. This finding supports the studies by Lokman (2006), Rahimi (2007), Hatfield et al. (2011), Azman (2012), Noor Azmi et al. (2015), Alias et al. (2019), and Noor Azmi et al. (2022). In terms of strengthening the research method, data obtained from the survey reached the level of validity and reliability standards. These situations produced accurate and reliable research findings.

From the aspect of contribution to human resource practitioners, the results of this study can be used as a guide by the management or training custodians in improving the implementation of the training transfer. To achieve the training transfer objectives, attention should be drawn to the following suggestions. First, strengthening the training content and implementation of the training method. For example, the training content can be reinforced by emphasizing cognitive aspects (new knowledge), psychomotor (physical efficiency) and emotion (mood control). The training department and trainers/instructors should communicate and disseminate information and create awareness among employees/trainees about the value of training for their future careers. Additionally, they need to provide positive support to persuade employees to apply new skills, knowledge, abilities and attitude they have acquired through the training program in the workplace. The superiors should appreciate and inspire the employees by rewarding them based on their competencies. Employees will embrace the various benefits of attending the training program and practice it in the workplace.

According to the Islamic perspective, the combination of these three elements will ultimately create the *Al-Itqan* (perseverance) outcome. The concept is strongly emphasized by the Islamic Sharia because Allah the Almighty will certainly evaluate the height of human

practice depending on the quality of its practice. The human being who can apply these three elements will definitely increase their inner self to act with a high level of competence and skills (Shauqi, 2007). The word of Allah the Almighty in the Qur'an, chapter *Hud*, verse 7, explains the evaluation of the quality of the practice that results in the perseverance of training and faith:

“And it is He who created the heavens and the earth in six days – and His Thrones had been upon water – that He might test you as to which of you is best in deeds” (The Qur'an, 2004).

Secondly, the training content can be reinforced with a variety of training methods such as concepts and theories, practical training and the use of current and more effective teaching aids. Improvements in the training content and training method according to the current situation can create a training transfer environment within the organization. Furthermore, the selection and deployment policies of staff to fulfill an important appointment must be based on organizational criteria and procedures. Only qualified staff in terms of extensive knowledge and experience in the field of training development are selected to plan and supervise leadership training programs. Their qualifications can assist the organization in designing and administering the training programs using the principles of proper training needs analysis. The design of training programs and administered in accordance with these principles can improve the attitude and behavior of leaders in military organizations.

Lastly, the selection policy for the training should be strengthened to ensure that only individuals who are truly qualified and willing are selected to perform in the training program. This is to ensure the quality of leaders after completing the leadership training program. If these suggestions are to be addressed, they will be able to support the intermediate and junior leaders to achieve an organizational goal.

CONCLUSION, LIMITATIONS, AND DIRECTIONS FOR FUTURE RESEARCH

This study was conducted using a conceptual framework developed based on a combination of training program literature and employee

behavior according to the Islamic and Western perspectives elements. Statistically, the findings of this study have confirmed that the training content and training method are important elements in the training program. Both of these elements are proven capable of acting as effective predictors in influencing the training within the organizations studied.

These findings support and reinforce previous research literature. Whereas this research has made a contribution, it also has certain limitations. This study hopes to offer significant recommendations to improve the methodological and conceptual restrictions. Firstly, some of the respondent characteristics such as rank and length of service, should be carefully examined because they may reveal similar or different views of the employees toward the variables. Secondly, future studies need to take into account other elements of training programs such as instructors' roles, superiors' support, training environment, training motivation and other critical aspects in strengthening the training system. These elements are also expected to play a part in the training program and thus create positive individual attitudes and behaviors (such as job satisfaction, work performance, organizational commitment, and quality of work ethics and beliefs). Hence, this will encourage employees to work towards supporting and sustaining organizational goals and strategies in accordance with the Islamic standards with the current challenging environment. Thirdly, this research only examined the direct effect relationship between independent variables and dependent variables. Future research should examine additional factors, such as training motivation or transfer motivation, as a mediating element in the relationship between independent variables and dependent variables

Furthermore, a longitudinal study should be conducted in future if researchers want to make a comparison of the perception of respondents on training before, during and after the training. By doing this, the findings may be different. Lastly, comparison between work categories or unit, such as combat unit, combat support unit, and service support unit. This research only took the infantry corps personnel, mainly at the leadership level, as a sample which is from the combat unit category and needs to be trained harder than other units. This research framework is also suggested to be tested in other services in MAF, the Royal Malaysian Navy and Royal Malaysian

Air Force, which have a different nature of work and culture. Future research findings may add more comprehensive understanding on factors attributed to various training outcomes in the context of MAF as well as other settings.

ACKNOWLEDGMENT

This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

REFERENCES

- Abd. Rahman, A. (2006). *Penguasaan ilmu pengetahuan*. Human Resources Academy.
- Abdul Bashir, A. (2015). *Pengurusan Islam: Alternatif pengurusan moden*. Penerbit UUM.
- Alias, S. A., Ong, M. H. A., Rahim, A. R. A., & Hassan, R. (2019). The role of training design factors in influencing training effectiveness among public service employees. *International Journal of Academic Research in Business and Social Sciences*, 9(5), 898-913.
- Ainon, M. (2005). *Teori motivasi di tempat kerja*. PTS Professional.
- Aziz, A. (2006). *Education and training in the MAF: A case study of unit commander*. Master's in Management Course (UCMMC). (Unpublished Master Thesis). Universiti Malaya.
- Azman, I., & Nurul, I.I. (2010). Motivasi latihan sebagai pemboleh ubah penghubung antara program latihan dan keberkesanan latihan. *Jurnal Kemanusiaan*, 16, 83-98.
- Azman, I., Fazilatulaili, A., Afqah, S. N. F., & Hua, N. K. (2011). *Supervisor's role in training programs and its relationship with training transfer*. Prosiding International Management Conference (IMaC2011). 16-17 April 2011. Taman Tamadun Islam, Kuala Terengganu, Terengganu.
- Azman, M. Z. (2012). *Factors affecting the effectiveness of training transfer in the parachute infantry battalion*. (Unpublished Master Thesis). Universiti Malaya.
- Azman, I., Noor Azmi, M. Z., & Nursaadatun Nisak, A. (2016). Program pembangunan kepimpinan meningkatkan pemindahan latihan dalam Tentera Darat Malaysia: Kajian empirikal. *Jurnal Pengurusan*, 46, 149-161.

- Balkisnah, S., & Norhasni, Z.A. (2009). Tinjauan faktor-faktor pendorong dan penghalang pemindahan latihan. *Sosiohumanika*, 2(1), 107-123.
- Barclay, D., Higgins, C., & Thompson, R. (1995). The partial least squares (PLS) approach to causal modeling: Personal computer adoption and use as an illustration. *Technology Study*, 2(2), 285-309.
- Beebe, S. A., Mottet, T. P., & Roach, K. D. (2004). *Training and development: Enhancing leadership and communication skills*. Allyn & Bacon.
- Beier, M. E., & Kanfer, R. (2010). Motivation in training and development: A phase perspective. In Kozlowski, S. W. J., & Salas, E. (Eds), *Learning, training and development in organization* (pp. 65-98). Routledge.
- Blanchard, P. N., & Thacker, J. W. (2003). *Effective training: System, strategies and practices* (2nd ed.). Pearson Education International.
- Black, A. M., & Earnest, G. W. (2009). Measuring the outcomes of leadership development programs. *Journal of Leadership and Organizational Studies*, 16(2), 184-196.
- Blume, B. D., Ford, J. K., Baldwin, T. T., & Huang J. L. (2010). Transfer of training: A meta-analytic review. *Journal of Management*, 36(4), 1065-1105.
- Burke, A. L., & Hutchins, M. H. (2007). Training transfer: An integrative literature review. *Human Resource Development Review*, 6(3), 263-296.
- Bougie, R., & Sekaran, U. (2020). *Research methods for business: A skill building approach*. John Wiley & Sons.
- Broome, G. H., & Hughes, R. L. (2004). Leadership development: Past, present, and future. Center for Creative Leadership. *Human Resource Planning*, 24-32.
- Broucker, B. (2009). *Taking the 'transfer of knowledge' debate a step forward. Prioritising transfer stimulating conditions*. EGPA Conference. September 2-5, 2009. Saint Julian's, Malta.
- Chin, W. W. (1998). The partial least squares approach to structural equation modelling. In R. H. Hoyle (Ed.), *Statistical strategies for small sample research* (pp. 307-341). Sage Publication.
- Chua, Y. P. (2020). *Mastering research method*. McGraw Hill.
- Cox, M., & Walsh, J. (2008). Leadership development and knowledge transfer. *Leadership Review*, 1(2), 120-136.

- Creswell, J. W. (2012). *Educational research: Planning, conduct, and evaluating quantitative and qualitative research* (4th ed.). Pearson.
- Fisker, I. B., & Hausdorf, P. (2008). The impact of a leadership development program on increasing and sustaining social capital. *Leadership Review*, 2(2), 160-179.
- Fornell, C., & Larcker, D. F. (1981). Evaluating structural equation models with unobservable variables and measurement error. *Journal of Marketing Research*, XVIII, 39-50.
- Gefen, D., & Straub, D. (2005). A practical guide to factorial validity using PLS-Graph: Tutorial and annotated example. *Communication of the Association for Information Systems*, 16, 91-109.
- Goldstein, I. L., & Ford, J. K. (2002). *Training in organisations*. Thompson Learning.
- Hair, J. F., Hult, G. T., Ringle, C. M., & Sarstedt, M. (2017). *A primer on partial least squares structural equation modelling* (PLS-SEM) (2nd ed.). Sage Publication.
- Hamdan, M. (2006). *Effectiveness of the Malaysian army training system (MATS): Towards efficiency and quality in the army*. (Unpublished Master Thesis). Universiti Malaya.
- Hatfield, J., Steele, J. P., Riley, R., Glaze, H. K., & Fallesen, J. J. (2011). *2010 Center for army leadership annual survey of army leadership (CASAL): Army education technical report 2011-2*. The Center for Army Leadership.
- Hean, S., & Matthews, M. (2007). *Applying work motivation theories to articulate the challenges of providing effective doctoral supervision*. Proceedings of the 30th Higher Education Research and Development Society of Australasia (HERDSA) Annual Conference. July 8-11, 2009. Adelaide, Australia.
- Henseler, J., Ringle, C. M., & Sinkovics, R. R. (2009). The use of the partial least squares path modeling in international marketing. *New Challenges to International Marketing Advances in International Marketing*, 20, 277-319.
- Henseler, J. (2010). *On the convergence of the partial least squares path modeling algorithm*. Springerlink.com
- Ho, R. (2006). *Handbook univariate and multivariate data analysis and interpretation with SPSS*. Taylor and Francis Group.
- Holladay, C. L., Knight, J. L., Paige, D. L., & Quinones, M. A. (2003). The influence of framing on attitudes toward diversity training. *Human Resource Development Quarterly*, 14(3), 245-263.

- Holton, E. F. III, Bates, R. A., & Ruona, W. E. (2000). Development of a generalized learning transfer system inventory. *Human Resource Development Quarterly*, 11(4), 333.
- Jaafar, M. (2010). *Kelakuan organisasi*. Leeds Publications.
- Kang, D. (2007). Perceived organizational justice as a predictor of employees' motivation to participate in training. *Research and Practice in Human Resource Management*, 15(1), 89-107.
- Kirkpatrick, D. L., & Kirkpatrick, J. D. (2005). *Transferring learning to behavior*. Berrett-Koehler Publishers.
- Knowles, M. (1984). *Andragogy in action*. Jossey-Bass Publishers.
- Lin, A., Nadarajah, G. A., Sharif, M. Y., Bhuiyan, A. B., & Islam, M. A. (2015). The factors that affect the effectiveness of training: A study at Silterra Malaysia Sdn. Bhd., A semiconductor company in Malaysia. *International Journal of Management Studies*, 22, 33-46.
- Locke, E. A., & Latham, G. P. (1990). *A theory of goal setting and task performance*. Prentice Hall.
- Lokman, H. A. (2006). Kajian keberkesanan jurulatih lain-lain pangkat di dalam Tentera Darat Malaysia. (Unpublished Master Thesis). Universiti Malaya.
- Lyne de Ver, H., & Kennedy, F. (2011). *An analysis of leadership development programmes working in the context of development*. Developmental Leadership Program.
- MacDonald, C. J., Gabriel, M. A., & Cousins, J. B. (2000). Factors influencing adult learning in technology-based firms: One management training program's experience. *Journal of Management Development*, 19(3), 220-224.
- Maimunah, A. (2008). *Human resource management: Principles and practices*. Oxford University Press.
- Malaysian Army Infantry Directorate. (2009). *Laporan validasi luaran*. Ministry of Defence.
- Noe, R. A. (2019). *Employee training and development* (8th ed.). McGraw Hill.
- Noor Azmi, M. Z., Azman, I., Ahmad Azan, R., & Nursaadatun Nisak, A. (2015). Program pembangunan pengurusan dan impaknya terhadap pemindahan latihan: Kes Tentera Darat Malaysia. *Geografia - Malaysian Journal of Society and Space*, 11(10), 14-26.
- Noor Azmi, M. Z., Fazli, A. H., Ahmad Azan, R., Zahimi, Z. A., & Daud, M. S. (2018). Numerical assessment on training

- motivation, syllabus and instructor's roles in military training program using PLS. *Advanced Science Letter*, 24(3), 1938-1941.
- Noor Azmi, M. Z., Norlaila Mazura, H. M., Azman, I., & Jessica, O. H. L. (2022). Assessing the mediating effect of training motivation between training design and job performance. *ZULFAQAR Journal of Defence Management, Social Science & Humanities*, 5(1), 8-13.
- Norhasni Zainal Abiddin. (2014). *Reka bentuk metodologi & penilaian latihan*. Universiti Putra Malaysia Press.
- Ooi, N. K., Heng, W. -C., Chua, Y. -F., & Lim, Y. -H. (2022). Human resource practices and employee engagement: A study among academicians in Malaysian private higher education institutions. *International Journal of Management Studies*, 29(2), 71-100.
- Perintah Majlis Angkatan Tentera. (9/1991). Majlis angkatan tentera. Kementerian Pertahanan.
- Pont, T. (1990). *Developing effective training skills*. McGraw-Hill.
- Rahimi, R. (2007). *Training environment and training effectiveness: A study of the Malaysian Army at 6th Royal Malay Regiment*. (Unpublished Master Thesis). Universiti Utara Malaysia.
- Robbin, S. P., & Judge, T. A. (2008). *Essential of organizational behavior*. Pearson Prentice Hall.
- Rodrigue, F., & Khaliq, A. (2013). *Strategic management from an Islamic perspective*. John Wiley and Sons Singapore.
- Sahih al-Bukhari. (2020). *Vol. 1, Book 3, Hadith no. 73. USC-MSA web (English)*. <https://sunnah.com/bukhari/3/15>. Accessed on 31 May 2020.
- Salas, E., & Cannon-Bowers, J. A. (2001). The science of training: A decade of progress. *Annual Review of Psychology*, 52(1), 471-499.
- Shauqi, A. K. (2007). *Al-Islam: Aqidah wa suluuk*. Darul Fikr.
- Tannenbaum, S. I., Mathieu, J. E., Salas, E., & Cannon-Bowers, J. A. (1991). Meeting trainees' expectations: The influence of training fulfillment on the development of commitment, self-efficacy, and motivation. *Journal of Applied Psychology*, 76(6), 759-769.
- Thayer, P. W. (1995). *A climate for transfer model*. Human Resource Directorate, Technical Training Research Division, Brooks Air Force Base.
- The Qur'an: English Meaning. (2004). Abul-Qaseem Publishing House.

- Velada, R., Caetano, A., Michel, J. W., Lyons, B. D., & Kavanagh, M. J. (2007). The effects of training design, individual characteristics and work environment on transfer of training. *International Journal of Training and Development*, 11(4), 282-294.
- Yamnill, S., & McLean, G. N. (2001). Theories supporting training transfer. *Human Resources Development Quarterly*, 12, 195-208.