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Development of MOOCs on Halal Management: Principles, Leadership, and Industry Development in the Global Market

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Abstract: This study aims to develop a Massive Open Online Course (MOOC) on Halal Management as an online learning solution to enhance halal literacy and managerial competencies relevant to the dynamics of the global market. Using the ADDIE model (Analysis, Design, Development, Implementation, Evaluation), the study produced an LMS-based MOOC consisting of eight learning sessions covering halal principles, leadership, communication, and halal product development. The analysis stage was conducted through expert interviews to ensure the relevance of the content to the needs of the halal industry. The feasibility test results indicate that this MOOC meets the “Excellent” criteria in terms of media (84.9%), language (80.7%), and content (84.7%). The course was designed using a self-paced instruction approach and is equipped with animated videos, case studies, and automated assessments. The findings show that this MOOC provides flexible and contextual learning access for industry practitioners and the wider community. Thus, the MOOC is expected to serve as a strategic alternative to strengthening the competitiveness of the sharia economy and producing halal leaders and innovators at the global level.

Keywords: Halal Management, Sharia Economy, Halal Industry, Halal Leadership, MOOCs

INTRODUCTION

For Muslims, halal is part of religious commandments and practicing it is an obligation that carries the value of worship. The halal approach is not only intended for Muslims but is also beneficial to be practiced by all of humanity (Maulida, 2013). The concept of halal is not only related to religious aspects but also to the assurance of product quality and safety. Halal standards differ from other quality standards, as they do not recognize thresholds and demand full compliance with halal principles (Charity, 2018).

Indonesia, as the country with the largest Muslim population in the world, plays an important role in halal management. The growth of halal management is driven not only by economic aspects but also by the Islamic commitment that is inherent in every Muslim

(Sulistiani, 2019). The management of the halal industry is a sector based on sharia assurance in all production processes so that the resulting products have the characteristics of *halalan thayyiban* and are suitable to be consumed, used, or enjoyed by the wider community. Therefore, the development of halal management is part of the growing dynamics of Islam at the global level (Salam DZ & Nurhayati, 2019).

For the halal industry to continue to grow and maintain high competitiveness, effective and structured halal management is required. Management in this context is defined as a regulatory process that includes planning, coordination, and control of resources to achieve specific objectives. With a well-established management system, the halal industry can ensure that all aspects of its production comply with sharia principles and are able to compete in the global market. In addition, the study of Islamic law regarding halal industry management is an important aspect that must be considered, since industry is part of the broader Islamic economic system (Hida et al., 2021).

In Islamic teachings, it is important for a Muslim to comply with halal consumption rules and to avoid *syubhat*, a condition that is ambiguous between halal and haram (Fata, 2023). This uncertainty affects various aspects of halal industry regulation in Indonesia, particularly concerning the integration of Islamic principles into daily life. It reflects the importance of a deep understanding of halal standards, both in the context of production, distribution, and also in the global marketing of halal products (Hida et al., 2021).

In the era of globalization, the halal industry has become one of the dominant sectors in the world economy. Halal business management has emerged as a business paradigm that responds to the growing awareness of Muslims regarding sharia law and halal products. The halal lifestyle is not only practiced by Muslims but has also been adopted by some non-Muslim communities who regard halal standards as a guarantee of better quality. This creates significant opportunities for the growth of the halal industry, which is not only oriented toward the Muslim market but also attracts global consumers. As part of the Islamic financial system, halal business management plays a role in building a sustainable, ethical, and inclusive economy (Putri et al., 2023).

Halal management is based on Islamic principles, with the Qur'an and Sunnah serving as the main guidelines in global practice (Ardani & Mahmud, 2024). Along with the growing trend of the halal lifestyle, opportunities in the halal industry continue to increase, bringing positive impacts on the economy and community welfare. Moreover, adherence to halal principles and sharia law builds stronger trust among Muslim consumers, who are becoming increasingly selective in choosing the products they consume (Wibowo et al., 2025). On the other hand, the halal industry also faces various challenges, such as halal certification, product development, leadership, and communication aspects. Therefore, a deeper understanding of halal management standards is required to provide greater opportunities for the development of halal products.

One of the innovations that supports the development of understanding and practice of halal management is the utilization of massive open online courses (MOOCs). MOOCs are open online learning programs (without specific prerequisites) delivered on a massive scale. Initially, the openness of MOOCs was also understood as being free of charge, but over time, the models of MOOCs implementation have become more diverse, including paid options for learners who wish to obtain a certificate of completion (Belawati, 2019). The MOOCs developed in this research are fully online learning programs. In terms of interaction methods, the MOOCs to be developed use asynchronous communication with a classroom-like learning approach (class-type design model) supported by a Learning Management System (LMS).

Pedagogically, there are two types of MOOCs: (1) cMOOCs, in which the core of learning lies in the interaction among MOOC participants themselves, and (2) xMOOCs, in which the core of the learning process lies in the interaction between learners and the learning materials provided. The MOOC developed in this study is an xMOOC. The pedagogy of xMOOCs is

more structured, with content that has been prepared in advance by the course developers. The learning materials provided in the LMS consist of eight sessions, which conclude with a competency test. Learners who pass will receive a certificate of completion, while those who do not pass will receive a certificate of participation. The learning process in an xMOOC is designed to follow the sequence of materials provided, including video lessons, and includes assessments that are automatically graded by the system. In an xMOOC, learners tend to be passive since everything has been pre-designed by the instructor, with the learning process usually scheduled within a specific timeframe (Belawati, 2019).

Based on these issues, the development of a Massive Open Online Course (MOOC) on Halal Management becomes a relevant solution to provide the public with a comprehensive understanding of the concepts, regulations, and applications of halal management in business and industry. The research problem is how to develop a Halal Management MOOC that can enhance understanding and managerial competence in halal practices for industry players and the wider community in facing opportunities and challenges in the global market. In line with this problem statement, the objectives of this study are to describe the principles and characteristics of halal management relevant in the global context, to design and develop a structured and adaptive MOOC learning model, and to analyze the effectiveness of the Halal Management MOOC in improving participants' understanding and literacy in halal managerial practices. As an online learning platform, MOOCs allow more people to access educational materials on halal management, enabling them to face challenges and opportunities in this sector. The use of MOOCs is an appropriate solution, consistent with previous research which found that 84.03% of participants gave a "very good" perception of online learning using MOOCs (Oksatianti et al., 2020). Therefore, the development of a Halal Management MOOC is expected to support the growth of the global halal industry and strengthen the competitiveness of the sharia economy in the digital era.

METHOD

This study falls within the scope of research and development (R&D) with a focus on developing the innovation of a Halal Management in Massive Open Online Course (MOOC). The development model used is ADDIE, a systematic instructional design model and grounded in the theoretical foundations of instructional design (Romiszowski, 1996). The selection of the ADDIE model is based on the consideration that its steps are designed in a programmed and systematic way, thereby producing a learning product that fits the needs and characteristics of users, particularly in addressing challenges in the digital era.

The ADDIE model consists of five main stages. First, the Analysis stage is carried out to identify the needs and problems in developing the Halal Management MOOC, including participants' understanding of the principles and practices of halal management. Second, the Design stage involves planning the content and learning flow of the MOOC, which includes designing the layout of the instructional videos and structuring the learning materials to be organized within the Learning Management System (LMS). Third, the Development stage is the creation of learning materials and media according to the established design, including the preparation of instructional videos, interactive modules, and assessments. Fourth, the Implementation stage refers to the trial application of the MOOC involving participants to examine the effectiveness and attractiveness of the media that has been developed. Finally, the Evaluation stage is a comprehensive assessment conducted to evaluate the quality and effectiveness of the MOOC product and to provide constructive feedback for further improvement (Chen, 2011; Tegeh, & Kirna, 2010). The ADDIE approach can produce MOOCs that are relevant to the dynamics of the halal industry in the global market.

RESULTS AND DISCUSSION

This section contains data (in brief form), data analysis, and interpretation of the results. Results can be presented in tables or graphs to clarify the results verbally because sometimes the display of an illustration is more complete and informative than the display in narrative form.

The main finding of this study is the development of a Massive Open Online Course (MOOC) with the theme Halal Management: Principles, Leadership, and Industry Development in the Global Market. This MOOC was designed as an online learning innovation to strengthen essential understanding and skills in halal management, which are increasingly needed in the digital era. The presence of this MOOC is expected to provide comprehensive insights into the principles, standards, and practices of halal management that align with sharia principles and the needs of the global industry. This study shows that the objective of developing this MOOC is to provide practical and applicable knowledge to individuals and industry practitioners, thereby enhancing competence and competitiveness in the halal sector. In the context of the continuously growing and globally oriented halal industry, this MOOC serves as a relevant training medium as it presents content grounded in research and halal management concepts. The development process of the MOOC applied the ADDIE model, consisting of the stages of analysis, design, development, implementation, and evaluation, which will be explained in the following section.

Analysis Stage

The analysis stage is the initial step in developing the MOOC Halal Management: Principles, Leadership, and Industry Development in the Global Market. At this stage, in-depth interviews were conducted with two expert informants, namely a lecturer and a practitioner with extensive experience in halal management and the dynamics of the global halal industry. A semi-structured interview approach was used to allow for open discussions and to enable the experts to share various perspectives on content needs that are contextual and relevant to the development of the halal industry on a global scale.

According to experts, one of the fundamental aspects of halal management is a deep understanding of halal principles as the main foundation. Halal principles are not limited to labeling but represent a comprehensive value system that underpins all managerial processes, from production to marketing (Ichsan and Nst, 2024). This understanding is considered crucial for industry players to ensure that all their activities align with sharia law while also enhancing the competitiveness of halal products in the global market.

“Many business actors still view halal principles merely as certification. In fact, these principles should serve as the foundation of every management process... from planning, execution, to distribution... so that halal products can achieve sustainable advantages in the global market.” (Expert Interview 2)

In addition to principles, the aspect of leadership is key in ensuring sustainability and innovation in the halal industry. The experts emphasized the need for a leadership style that is visionary, adaptive, and capable of integrating halal values into every aspect of the organization (Maulana, 2025). Leadership based on halal values and collaboration is able to shape an ethical and productive organizational culture that can also compete at the international level.

“Leadership in the halal industry is not only about directing a team but also about how a leader becomes a role model in applying halal principles and encouraging sustainable innovation.” (Expert Interview 1)

The experts also highlighted the importance of learning that integrates theory with real case studies related to the development of the halal industry in the global market. They believed that MOOCs should demonstrate how halal principles are applied in international business development and strategies to expand market reach (Al Mustaqim, 2023). Such material is

considered essential so that participants not only understand the theory but are also able to lead and strategically develop halal businesses in a highly competitive global market.

“Participants must be equipped with practical insights into how global halal companies build trust and expand their market share.” (Expert Interview 2)

These findings are in line with Putri et al. (2023), who showed that the integration of halal principles, inclusive leadership styles, and globalization strategies forms an essential combination for the success of the halal industry. Charity (2018) also emphasized that strict halal principles serve as the main differentiator, while adaptive leadership is key to responding to the dynamics of the global market. Hida et al. (2021) added that only through synergy between strong principles and leadership can the halal industry grow as an inclusive and sustainable economic sector.

The experts stressed that MOOCs should provide practice and discussion spaces that enable participants to learn about halal leadership and globalization strategies. Case study simulations and leadership training are considered crucial to help participants translate theory into real action in the workplace. This will equip them with the necessary skills to develop the halal industry in an adaptive and ethical manner.

“Theory is important, but what matters more is how participants can lead and apply halal principles in a highly dynamic global environment.” (Expert Interview 1)

The use of MOOCs as a learning medium is considered highly suitable because it can reach more people and is flexible for various needs. This opens opportunities for individuals and organizations to gain access to learning about principles, leadership, and the development of the halal industry without geographical limitations. Yuan & Powell (2013) emphasized that MOOCs are capable of delivering relevant and practical learning while supporting diverse learning styles and being responsive to contemporary needs.

Furthermore, the experts provided input on the importance of contextual and up-to-date materials, including best practices in the development of the global halal industry. Such content will provide participants with insights into how halal principles and leadership are applied to foster innovation and strengthen the position of the halal industry in the world market. This is important so that MOOC participants gain a comprehensive understanding and are able to contribute directly to the development of the global halal industry.

“MOOC content must include concrete examples, the latest trends, and strategies for developing the halal industry that are relevant to the dynamics of the global market. That way, participants will be able to think strategically and lead halal organizations effectively.” (Expert Interview 1)

“There should also be examples of how multinational companies apply halal standards and adapt to the needs of global consumers. This is very important to enrich the content and make it more applicable.” (Expert Interview 2)

Learning materials that include best practices and concrete examples from global halal companies are essential for participants to see how halal principles are applied in highly dynamic real-world contexts. According to Rosyidah & Rofiah (2024), a deep understanding of global halal industry practices is key to building adaptive managerial competence in line with international standards. In addition, a study by Putri et al. (2023) showed that the application of halal principles in the global industry not only enhances corporate reputation but also serves as a strategic value that can open new market opportunities. Materials that showcase strategies for developing the global halal industry will encourage MOOC participants to think more strategically and be capable of leading business transformations grounded in halal principles. This is important to ensure that MOOCs truly become an effective platform for shaping future halal leaders who are globally minded and adaptive.

The use of MOOCs as a learning medium is considered highly appropriate because of their open and flexible nature. MOOCs provide broader access for both individuals and organizations that may not yet have the opportunity to participate in formal training. This

addresses the need for training materials that are relevant to the challenges of halal management across various sectors today.

“MOOCs can reach more people, including those who have not previously had access to adequate training in halal management.” (Expert Interview 1)

This perspective is in line with Yuan & Powell (2013), who state that MOOCs are able to provide flexible and affordable learning access while supporting diverse learning styles. The use of MOOCs in the context of halal management becomes relevant as a practical solution. Furthermore, it can also serve as a strategic step to foster a more harmonious and adaptive organizational culture.

In addition, interviews with experts offered various suggestions regarding the content that should be included in the Halal Management MOOCs. The experts emphasized the importance of materials that are up-to-date and applicable. Feedback is also necessary so that participants can truly master the concepts and strategies of effective conflict management.

“To learn halal management strategies through MOOCs, participants need materials that include real case studies, the latest developments in halal industry management, and best practices that can be directly applied. The course should be designed with a practical approach through simulations, discussions, and case-based exercises so that participants gain contextual experience. It is also important to provide space for participants to discuss and share experiences with one another so that they can develop diverse and adaptive perspectives.” (Expert Interview 2)

“In the materials presented, there must be real examples from the global halal industry, such as how multinational companies apply halal principles and lead cross-cultural teams. To support this, enrichment materials or Open Educational Resources (OERs) are also important so that participants can further explore the content independently.” (Expert Interview 1)

This perspective aligns with the findings of Sari et al. (2025), who emphasize that effective management learning must include real case studies, collaborative discussions, and practical leadership exercises to enhance deep understanding. In addition, Rahayu & Widodo (2017) stress the importance of integrating Open Educational Resources (OERs) to enrich MOOCs content and enable participants to learn independently and flexibly. This highlights that the Halal Management MOOC: Principles, Leadership, and Industry Development in the Global Market does not merely focus on theory, but also on contextual, collaborative learning experiences that are aligned with halal management practices in the global arena. Thus, this MOOCs is expected to enhance the capacity of individuals and organizations to lead, innovate, and develop the halal industry in an adaptive and competitive manner.

Design and Development Stage

The results obtained from the analysis stage serve as the foundation for continuing the design and development process of this MOOCs. At this stage, the content materials and visualizations of the MOOCs were designed to meet the practical skill needs relevant to halal management. This study specifically emphasizes the development of MOOCs content based on a Learning Management System (LMS) using a self-paced instruction approach, allowing participants flexibility in adjusting their study time. The focus in developing this MOOCs is on practical skills and a deep understanding of halal management principles that are contextualized with the dynamics of the global market.

The design and development stages of the MOOCs carried out in this study consist of several steps as follows. First, preparing materials in the form of PowerPoint presentations covering seven main topics: (A) Introduction to Halal Management, (B) Principles of Halal Management, (C) The Nature of Halal Management, (D) Leadership in Halal Management, (E) Communication in Halal Management, (F) Halal Product Development Management in the Global Market, and (G) Case Studies and Implementation of Halal Management. Second,

utilizing graphic animation techniques to produce more engaging and modern learning videos. Third, developing formative assessments and practice exercises in each session to support participant learning. Fourth, providing introductions, summaries, and material descriptions in each session to give participants a comprehensive overview. Fifth, conducting a review of the materials by experts in the field of halal management to ensure content quality. Sixth, revisiting the findings obtained from the investigation stage to refine the content. Seventh, uploading all materials to the Learning Management System (LMS) platform used in the Universitas Terbuka (UT) MOOCs.

Implementation and Evaluation Stage

The third stage of this study is implementation and evaluation. After the Halal Management MOOCs were developed, the implementation stage was carried out by involving experts with competencies in halal management, instructional media design, and language use. These experts assessed the feasibility of the content, the effectiveness of the media, and the appropriateness of language use in the designed learning materials. The purpose of this stage was to identify potential weaknesses or shortcomings that might exist so that improvements could be made. The experts were asked to complete a prepared questionnaire so that the evaluation results could be collected quantitatively and serve as the basis for further refinement. The main objective of this feasibility test was to ensure that the design of the Halal Management MOOCs is suitable and effective as an open and flexible online learning medium. The evaluation was conducted comprehensively, covering aspects such as content accuracy, clarity of language, and the quality of engaging media design. Thus, this implementation and evaluation stage serves as a step to refine the MOOCs so that they can become an appropriate means for developing halal management competencies among industry practitioners and the wider community.

1. Media Feasibility Results

The media validation test included two components: (1) the visual and audio quality of the MOOCs, and (2) software implementation and engineering. Table 1 presents the results of the media experts' evaluation of the suitability of the MOOCs media.

Table 1. Media Feasibility Test Results by Media Experts

No.	Aspect	Item Numbers	Average Feasibility Percentage (%)	Criteria
1	Visual and audio of MOOCs	1 to 10	87.5	Very Good
2	Software implementation and engineering	11 to 15	82.3	Very Good
Overall Average Score			84,9	Very Good

Source: Research data

The visual and audio aspects of the MOOCs included several indicators such as layout appropriateness, visual design, image clarity, text readability, background music quality, and video quality. The evaluation results showed that the average feasibility percentage for this aspect was 87.5%, indicating that the visual and audio media in the MOOCs met the “Very Good” criteria and effectively supported the engaging and efficient delivery of learning materials.

Meanwhile, software implementation and engineering were evaluated in terms of overall media quality and ease of use. The average score for this aspect was **82.3%**, which also fell under the “Very Good” category, indicating that the technological implementation and software engineering of the MOOCs adequately supported the smooth operation of online learning. The

aggregated average feasibility score for the MOOCs media was **84.9%**, interpreted as “Very Good” based on the percentage results of the two aspects.

2. Language Feasibility Results

The language validation test covered three components: effectiveness, communicative sentences, and ease of understanding. The assessment instrument was developed in accordance with the required standards for language feasibility in instructional media. The results of the language feasibility assessment are presented in Table 2.

Table 2. Language Feasibility Test Results by Language Experts

No.	Aspect	Item Numbers	Average Feasibility Percentage (%)	Criteria
1	Effectiveness	1 to 5	81,7	Very Good
2	Communicative	6 to 10	77,3	Good
3	Easy-to-Understand	11 to 15	83,2	Very Good
Overall Average Score			80,7	Very Good

Source: Research data

The assessment of sentence effectiveness showed an average of 81.7%, indicating that the sentences in the MOOCs materials were well-structured to facilitate comprehension. The communicative aspect, which measured how clearly and directly the language conveyed messages, received an average score of 77.3%, falling into the “Good” category. Lastly, the ease of understanding the language scored an average of 83.2%, confirming that the language used was very well-structured and easy for participants to comprehend. The final average score for the language feasibility test was 80.7%, which overall falls under the “Very Good” category in supporting effective instructional communication.

3. Material Feasibility Test Results

The material validation test covered three dimensions: content feasibility, presentation feasibility, and the use of animated videos as supporting media. Table 3 presents the results of the material feasibility assessment.

Table 3. Material Feasibility Test Results by Subject Matter Expert

No.	Aspect	Item Numbers	Average Feasibility Percentage (%)	Criteria
1	Content suitability	1 to 7	79,2	Good
2	Presentation suitability	8 to 15	86,8	Very Good
3	Use of animated videos	16 to 20	88,2	Very Good
Overall Average Score			84,7	Very Good

Source: Research data

In terms of content feasibility of the MOOCs media being developed, the evaluation focused on the accuracy and relevance of the material to the intended competencies. The average feasibility score for content was 79.2%, which falls into the “Good” category and demonstrates that the substance meets the required standards.

The presentation feasibility aspect, which included presentation techniques and visual support, obtained an average score of 86.8%, meaning it fulfilled the “Very Good” criteria in helping participants understand the delivered material. Meanwhile, the use of animated videos,

assessed in terms of visual effectiveness and attractiveness, recorded an average of 88.2%, also in the “Very Good” category, showing that video animation effectively facilitated participant engagement in learning. Overall, the aggregated average score for the material feasibility test was 84.7%, indicating that the MOOCs materials met the “Very Good” criteria and were considered suitable to be used as effective instructional media for halal management.

CONCLUSION

This study successfully developed a Massive Open Online Course (MOOC) on *Halal Management: Principles, Leadership, and Industry Development in the Global Market* using the systematic ADDIE model. The resulting MOOC not only presents theoretical materials but also includes real case studies, leadership strategies, and best practices in halal management within the global market. The feasibility evaluation results indicated that the aspects of media, language, and content all received a “Very Good” rating, confirming that the MOOC is appropriate to be used as an effective and engaging online learning resource. The development of this MOOC addresses the research problem statement, namely how the development of a Halal Management MOOC can enhance understanding and managerial competence in halal practices for industry players and the wider community. This MOOC provides flexible and open access to online learning, integrates halal principles with visionary leadership, and presents contextual materials related to halal industry development in the global market. Thus, this MOOC is expected to support efforts in improving literacy and competencies in halal management more broadly, as well as serve as a practical learning solution to strengthen the competitiveness of Indonesia’s halal industry on the global stage.

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