

## Rasa Keterlibatan Pengajar Pangan Dalam Sosialisasi Undang-Undang Jaminan Produk Halal

### FOOD LECTURERS' ENGAGEMENT ON THE SOCIALIZATION OF INDONESIAN HALAL PRODUCT ASSURANCE LAW

Oki Krisbianto<sup>1</sup>, Andre Yusuf Trisna Putra<sup>2</sup>

<sup>1</sup>Department of Food Technology, Ciputra University;

UC Town Citraland, Made, Sambikerep, Made, Sambikerep, Kota SBY, Jawa Timur 60219

<sup>2</sup>Department of Food Technology, Universitas Pembangunan Nasional "Veteran" Jawa Timur

Jl. Raya Rungkut Madya, Gn. Anyar, Kota SBY, Jawa Timur 60294

Penulis korespondensi: [andre.tp89@gmail.com](mailto:andre.tp89@gmail.com).

#### ABSTRAK

Para pengajar di bidang pangan memegang peranan penting dalam menyosialisasikan Undang-Undang Jaminan Produk Halal. Oleh sebab itu, penting untuk mengetahui rasa keterlibatan mereka dalam sosialisasi dan hal apa saja yang sangat memotivasi mereka dalam bekerja. Data diperoleh dengan cara mendistribusikan kuesioner kepada para pengajar pangan penuh waktu pada empat akademi D3 kuliner, tiga program studi S1 kuliner, dan tiga program studi S1 teknologi pangan di Surabaya, diikuti wawancara personal dengan beberapa responden secara acak. Pada saat kuesioner didistribusikan, sebagian besar responden kurang menaruh perhatian dan bahkan tidak mengetahui adanya Undang-Undang ini. Penelitian ini menemukan bahwa terdapat perbedaan tingkat rasa keterlibatan antara pengajar kuliner dan teknologi pangan secara kognitif dan emosional. Selain itu, kondisi tempat kerja yang nyaman merupakan hal paling penting yang dapat memotivasi kinerja para responden secara keseluruhan.

**Kata kunci:** Halal, regulasi pangan, dosen, keterlibatan, motivasi.

#### ABSTRACT

Food lecturers play an important role in the socialization of Indonesian Halal Product Assurance. It is important to analyze their engagement level in socializing and what items that greatly motivated them in working. The data were gained by distributing questionnaires to full time food lecturers in four culinary arts diploma academy, three culinary arts colleges, and three food science colleges in Surabaya, followed by random personal interviews with some of the respondents. At the time the questionnaires were distributed, most of respondents were less concerned if not unaware of the existence of this law. The differences of cognitive and emotional engagement levels of culinary arts and food science lecturers had been observed. Good working condition came out as the topmost important motivation item for respondents, either as whole or after being grouped into culinary and food science lecturers.

**Keywords:** Halal, food regulation, lecturer, engagement, motivation.

#### INTRODUCTION

As a country with majority muslim population, Indonesia has several non-governmental institutions that issue halal certifications, the most recognized is Indonesian Ulema Council (MUI) certification, but none is

mandatory and supported by positive law or *ius positum* (Afronyati, 2014). Consequently, Indonesian government felt the need of a law to guarantee halal products which had positive and binding legal power, i.e. Law of Indonesia Number 33 Year 2014 concerning Halal Product Assurance

(HPA Law). This law is expected to accommodate protection for muslim population from *food spiritual hazard* so they can safely and comfortably consume food products distributed in Indonesia. This law is also to be implemented thoroughly five years after it was issued, i.e. in 2019, so that all food products are considered halal only if it has been certified. Therefore, it was expected that Indonesian government would intensively socialize HPA Law to all levels of Indonesian society right after it was issued (Bimas Islam, 2014).

It should be emphasized that food and drink are basic physiological needs for human to keep survive and healthy. Aside from the common classification of food hazards, i.e. physical, chemical, and biological, we proposed the fourth classification i.e. spiritual hazard in regards to any foods and beverages which is forbidden by religious law. Violation of this religious law, in this respect Islamic Law, may lead to dire consequences (Buang and Hamidon, 2016).

Halal certification has not left the watchful eye of non-Islamic countries such as Belgium and Thailand, because the rapid development of halal market is claimed as one of the fastest in the world with an estimated market segment continues to grow (GIFR, 2013). As halal certification is no longer related only to muslim consumers' protection, it has entered political sphere related to global trade (Afronyati, 2014). Strictly speaking, a recognized halal certificate is their key to enter the local halal market and to export their products or services to Islamic countries. The example case is the halal certification in Thailand where muslims are minority, but it is needed in this globalization era (Aminuddin, 2016). It is not surprising that the halal products and services are becoming increasingly recognized globally.

In consequence, Indonesian food industry players have to take HPA Law positively. Some if not many food industries consider HPA Law as burdensome, but in return it gives back legal protection to guarantee the halalness of their products in accordance with the constitution. We cannot ignore the trend of increasing distrust of Indonesian muslim consumers towards food additives used by food industries, even though food hoaxes play some role

here, but this HPA Law is expected would increase muslim consumers' trust towards food industries. This legal halal certification and labeling will serve as the measurement and control to consolidate producers-consumers' relationship (Hidayat and Siradj, 2015).

Indonesia has experienced several cases related to halal food, resulting boycott by muslim consumers and have a very detrimental effect to the producers, such as the 2001 scandal which had opened the world view on a new level towards the importance of halal guarantee for muslim consumers, as mentioned by Fischer (2011), or other examples by Burlian (2014). A research in Malaysia found that halal logo on the packaging had increased muslim consumers' trust to buy, even though the food manufacturers are non-muslims (Yunus, et al., 2014). On the other hand, there are some efforts in Malaysia as well as Indonesia to attract non-muslim consumers to prefer halal-certified food products above all others, by guarantee its quality, safety, and hygiene. That effort is quite rational thus possible to be implemented, so to speak. Many researches has been conducted in Malaysia to discover the perception of non-muslim customers towards halal foods (Ismail and Nasiruddin, 2014; Wibowo and Ahmad, 2016). Hygiene, quality, and safety as well as ethical treatment to animals become the keys to attract non-muslim customers (Ambali and Bakar, 2014; Sawar, et al., 2015).

In that case, educational institutions have important role in the socialization and implementation of HPA Law because of its supportive infrastructures such as laboratories, it may help food industries to analyze their raw materials or products to meet halal standard (Bimas Islam, 2014). Moreover, it is the role of educational institutions to produce skilled human resources in the field of halal products and to educating and give understanding to their industrial partners about the importance of HPA Law implementation. Some food educational institutions in Indonesia quite aware if not excited in the application of this law and they give full support such as establishing halal research center. On the other hand, some others are very careful, indifferent, if not unaware at all on the existence of HPA Law. Surabaya as the second

largest city in Indonesia has a significant contribution to food market in Indonesia. It is not surprising that food lecturers in Surabaya have great responsibility to socialize HPA Law to their students as well as food market players.

HPA Law implementation will greatly affect the entrepreneurial climate especially in the field of food, such as culinary art and food science. Many food market players still complain about the difficulty of administering and licensing, even before the HPA Law is executed in 2019. It is the duty of food lecturers to prepare their students to facing the implementation of HPA Law. So far, we have found no research on food lecturers' engagement as well as their involvements on socializing HPA Law. This research fills the gap that discusses engagement level of food lecturers in socializing Halal Product Assurance Law. The results can be used to find the methods to increase awareness and engagement of Indonesian food lecturers in socializing this law. Future research needs to include more in-depth qualitative research to reveal their difficulties in socializing.

#### **Methods of research**

This paper concern on the engagement of food science lectures in Surabaya to participate in socializing HPA Law. The first step was to list all possible culinary art and food science academies and colleges in Surabaya using internet. Six level three diploma (D3) culinary arts academies, one D3 culinary arts college, three bachelor degree (BD) culinary arts colleges, and five BD food science colleges were found during March and April 2017; one BD culinary arts and two BD food science colleges were not yet running at the time the questionnaire was distributed.

The next step was to contact each of the institutions by phone to ask their willingness to be respondents of this research, along with their exact number of full-time lecturers; followed by face-to-face meetings with several institutions. The sampling method used was Purposive Sampling with the criteria of respondents was full-time lecturers at each institution. Part-time lecturers may work in more than one institution, making it difficult to calculate the exact number of food lecturer population. Some of them may also consider

teaching as a side job and not as focused as full-time lecturers.

It was found that two D3 culinary arts academies did not meet the criteria for not having full-time lecturers; one culinary arts and one food science colleges that were not yet opened didn't have full-time lecturers; and one food science college cautiously refused, considering the topic of this research was too sensitive to be discussed. The final respondents were 60 full-time lecturers from four culinary arts academies, three culinary arts colleges, and three food science colleges.

The questionnaire was divided into three sections. The first section contained eight questions (Q1-Q8) on respondent's biodata and two questions (Q9-Q10) on respondent's knowledge about HPA Law. The second section contained 16 items (Q11-Q26) on lecturer's engagement to socialize HPA Law, using five-points Lickert Scale from very disengage to very engage, as adapted and translated into Indonesian Language from Klassen, et al. (2013). The last section was twelve items (Q27-Q38) of employee motivation items using five-points Lickert Scale from very unimportant to very important, as translated into Indonesian Language from Johnson (1997). The questionnaire was revised and validated several times by three experts on April to June 2017, before being distributed to all respondents in July 2017. Each respondent was given about two weeks to complete the questionnaire before it was collected. Individual interviews with some of the respondents were conducted during this time.

Validity Test using Pearson's Bivariate Correlation, Reliability Tests using Cronbach's Alpha, and t-test were conducted using SPSS 16.0. Engagement items were classified into four: Cognitive Engagement (CE), Emotional Engagement (EE), Social Engagement-Students (SE), and Social Engagement-Colleagues (SEC) (Klassen, et al., 2013); each were grouped by academy (culinary arts or food science), programs (level three diploma or bachelor degree), and gender. Motivation items were ranked from the most important to the least important.

**RESULTS AND DISCUSSION**

Out of the 60 questionnaires which were distributed, 57 were returned. Five incomplete questionnaires were excluded and the remaining 52 were used in this study. Validity and Reliability Tests were conducted to the second (Q11-Q26) and third sections (Q27-Q38) of the questionnaire, as shown in Table 1 and Table 2. The results showed that all items were valid and reliable. It appears that high Cronbach's Alpha value (>0.90) may suggest that some questions are testing the same item (Tavakol and Dennick, 2011); which was quite the nature of the engagement questionnaire that was used in this study.

**Table 1:** Validity test result

Item	r	Validity*	Item	r	Validity*
Q11	0.573	Valid	Q27	0.668	Valid
Q12	0.745	Valid	Q28	0.525	Valid
Q13	0.628	Valid	Q29	0.698	Valid
Q14	0.723	Valid	Q30	0.727	Valid
Q15	0.818	Valid	Q31	0.320	Valid
Q16	0.734	Valid	Q32	0.520	Valid
Q17	0.736	Valid	Q33	0.716	Valid
Q18	0.681	Valid	Q34	0.576	Valid
Q19	0.465	Valid	Q35	0.654	Valid
Q20	0.745	Valid	Q36	0.772	Valid
Q21	0.770	Valid	Q37	0.564	Valid
Q22	0.768	Valid	Q38	0.610	Valid
Q23	0.707	Valid			
Q24	0.725	Valid			
Q25	0.810	Valid			
Q26	0.720	Valid			

\* The question is valid if the Pearson's Correlation (r) is larger than r Critical Value, i.e. 0.2306 for N (respondents) = 52 and level of significance 5% (p = 0.05).

**Table 2:** Reliability test result

Variables	Cronbach's Reliability* Alpha	Reliability
Lecturers' engagement	0.933	Reliable
Item motivation	0.841	Reliable

\* The acceptable values for Cronbach's Alpha is 0.70 to 0.95 (Tavakol and Dennick, 2011).

The summary of the first section of the questionnaire (Q1-Q10) is shown in Table 3. It has to be noted that more than 20% respondents were never

heard and 57,1% were heard at least once about this law. About 11.5% stated that they passively followed the development of HPA Law while less than 8% claimed to be actively engage the socialization in and outside their workplaces. Most respondents stated to obtained the information of HPA Law from websites (30.8%), followed by social media (21.2%), and group or community (17.3%). Very few were reached by seminar or socialization conducted by any institutions, even less from their colleges. It is not surprising that only one respondent who got the information about HPA Law from their college because this law was just issued in 2014. Only a few respondents were obtaining it from seminar or socialization, it only means that the government was very lacking in the socialization of this law or more likely the socialization was not evenly distributed to all layers or groups of people. Either ways, unreadiness of the law application and many disagreements on the content of the law were likely to be the reasons for the lack of socialization among many others (Intan, 2018).

**Table 3:** Demographics of respondents

Demographics	n	%
<b>Institution academy</b>		
Culinary Art	37	71.2
Food Science	15	28.2
<b>Institution program</b>		
Level Three Diploma	24	46.2
Bachelor Degree	28	53.8
<b>Gender</b>		
Female	33	63.5
Male	19	36.5
<b>Profession</b>		
Professional (kitchen and serving)	10	19.2
Academician	35	67.3
Both	3	5.8
<b>Age (years)</b>		
22 – 39	25	48.1
40 – 60	22	42.3
> 60	3	5.8
<b>Educational background</b>		
Culinary	21	40.4
Food Science	18	34.6
Law	1	1.9
<b>Understanding of HPA Law</b>		
Never heard before	12	23.1
Ever heard at least once	30	57.7
Keep track the progress	6	11.5

Actively involved in workplace	2	3.9
Actively involved in the wider community	2	3.9
Source of information about HPA Law		
Nowhere/ not answering	20	38.5
Website	16	30.8
Seminar	5	9.6
Socialization by an institution	3	5.8
Mass media	11	21.2
Community or group chat	9	17.3
Classroom	1	1.9

The second section of the questionnaire was to analyze how engage the respondents to later socialized HPA Law to their students. The 16 items of second section were grouped into four factors of engagement, i.e. Cognitive Engagement (CE), Emotional Engagement (EE), Social Engagement-Students (SE), and Social Engagement-Colleagues (SEC), as shown in Table 4. CE indicates the persistence of respondents in teaching HPA Law, EE suggest how positive the response of respondents to the teaching itself, SE indicates the concern of respondent towards their student while teaching HPA Law, while SEC indicates their connection to their colleagues regarding the teaching of HPA Law. In this relation, Jusoh (2012) had found that an effective teacher was highly motivated in teaching and had positive attitudes towards the subject and students.

Overall, the data shows that the response of all respondents were “quite engage” to “engage”, despite of their lack of knowledge about the application of this law. The needs of their students seem to be the ultimate trigger, as shown that the mean value of SE is the highest among four factors of engagement.

Respondents were further divided into academy, program, and gender to see if these factors affect engagement levels as shown in Table 5. It seems that institution program and gender have no significant effect on engagement factors, while academy has significant effect on Cognitive Engagement (CC) and Emotional Engagement (EE). Both Social Engagement factors were quite the same between groups.

It had been concluded that one’s personality had an effect on their selected major. As summarized from some researches, it was found

that people, who were interested in applied-science major, such as food science, had higher conscientiousness than art major such as culinary art (Balsamo, et al., 2012). Higher conscientiousness correlated with stronger self-efficacy, positive attitudes towards good behaviors and vice versa, and higher locust of control and coping skills (Roberts, et al., 2009); it had significantly affected working performance (Corcoran and O’Flaherty, 2016). It is also found that teachers’ sense of self-efficacy is their most important motivational factors (Thoonen, et al., 2011). This “conscientiousness-working performance relation” is likely be the reason why food science lecturers have higher cognitive engagement even though overall respondents were unfamiliar with HPA Law.

Personal interviews with some culinary arts and food science lecturers showed that food science respondents plausibly more aware on job descriptions and work division for each person in the team, while culinary arts lecturers from various institutions did not mention any work division during the interview. This might be described their differences of which affected their engagement level, as food science respondents were likely to assumed that “if they appointed to teach alone” than “if all team members decided to working together as a team teaching”. It might encourage them to be able to do “their own assignment task” rather than assigning the task of socialization to all members of the team. This sense of autonomy affected teacher’s learning and teaching (Thoonen, et al., 2011). However, this finding needs to be further explored with a more structured interview method.

The third possibility is that Indonesian food science lecturers are more familiar with legal issues, especially which is related to halal food, than culinary art lecturers. Indonesian food industries have been the main target of halal certification, despite of some large restaurants are also expected to be halal certified. The application of this HPA Law will be more mandatory and comprehensive than the current halal certification, both to food industries and restaurants. This may put culinary respondents on uncertain situation, which decreased their affective component of motivation, thus their

engagement. On the other hand, some food science lecturers showed some engagement despite of their knowledge of HPA Law.

**Table 4.** Mean and standard deviation (SD) for engagement test

Engagements	Items	Mean	SD	
Cognitive (CC)	Q14	I try my hardest to perform well while teaching HPA Law. (Saya akan berusaha semaksimal mungkin untuk dapat mengajarkan UU JPH dengan baik)	3.89	0.63
	Q18	While teaching HPA Law, I really throw myself into my work. (Saya akan mencurahkan seluruh kemampuan saya saat mengajarkan UU JPH)		
	Q21	While teaching HPA Law I pay a lot of attention to my work. (Saat mengajar UU JPH, saya pasti akan mencurahkan sebagian besar perhatian saya kepada pekerjaan saya)		
	Q25	While teaching HPA Law, I work with intensity. (Saya akan mengajarkan UU JPH dengan benar-benar serius)		
Emotional (EC)	Q12	I am excited about teaching HPA Law. (Saya berhasrat untuk mengajarkan materi UU JPH)	3.50	0.72
	Q15	I feel happy while teaching HPA Law. (Saya merasa bahagia saat mengajarkan UU JPH)		
	Q20	I love teaching HPA Law. (Saya suka mengajarkan UU JPH)		
	Q23	I find teaching HPA Law is fun. (Mengajarkan UU JPH itu menyenangkan)		
Social-Students (SE)	Q13	In class, I show warmth to my student who consult about HPA Law. (Di kelas, saya akan bersikap ramah dan terbuka kepada siswa yang berkonsultasi mengenai UU JPH)	3.93	0.60
	Q16	While teaching HPA Law, I am aware of my students' feelings. (Saat mengajarkan UU JPH, saya suka memperhatikan bagaimana perasaan atau tanggapan siswa yang saya ajar)		
	Q24	In class, I care about the problems of my students which are related to HPA Law. (Di kelas, saya peduli terhadap permasalahan siswa-siswa yang berkaitan dengan UU JPH)		
	Q26	In class, I am empathetic towards my students who interested or concerned about HPA Law. (Di kelas, saya akan memberikan perhatian penuh kepada siswa-siswa yang tertarik atau berkepentingan dengan UU JPH)		
Social-Colleagues (SEC)	Q11	If my colleagues had agreed to teach HPA Law, I would have participated. (Apabila rekan-rekan di tempat kerja sudah sepakat untuk mengajarkan UU JPH, saya pasti akan ikut serta)	3.85	0.58
	Q17	At workplace, I am committed to helping my colleagues about the teaching of HPA Law. (Di tempat kerja, saya berkomitmen untuk membantu rekan kerja mengenai pengajaran UU JPH)		
	Q19	If the socialization of HPA Law had been agreed upon, I would have participated in order to maintain good relationships with my colleagues. (Apabila sosialisasi UU JPH telah menjadi keputusan bersama, saya akan ikut serta demi menjaga hubungan baik dengan rekan)		
	Q22	At workplace, I care about the problems of my colleagues that found it difficult to teach HPA Law. (Di tempat kerja, saya akan peduli pada rekan kerja yang mengalami kesulitan dalam mengajarkan UU JPH)		

**Note** : The sentences in parentheses is the original sentence of the questionnaire in the Indonesian language. Lickert Scale: 1 (very disengage), 2 (disengage), 3 (quite engage), 4 (engage), 5 (very engage).

**Table 5:** Engagement level based on academy, program, and gender

	CE		EE		SE		SEC	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
<b>Academy</b>								
Culinary Art	3.81*	0.66	3.34*	0.70	3.92	0.59	3.80	0.63
Food Science	4.10*	0.5	3.88*	0.62	3.97	0.63	3.98	0.45
<b>Program</b>								
Level Three Diploma	3.85	0.76	3.49	0.72	4.01	0.61	3.84	0.71
Bachelor Degree	3.93	0.50	3.51	0.72	3.87	0.59	3.86	0.46
<b>Gender</b>								
Female	3.93	0.61	3.55	0.76	3.89	0.63	3.86	0.59
Male	3.83	0.67	3.42	0.63	4.00	0.56	3.84	0.58

**Note:** CE = Cognitive Engagement; EE = Emotional Engagement; SE = Social Engagement-Student; SEC = Social Engagement-Colleagues. Asterisk (\*) on the same column indicate statistically significant different at 95% confidence intervals.

Based on individual interview, four food science respondents stated that the socialization of HPA Law was very necessary. One of the respondents who taught food legislation said that he was constrained by the students' indifference every time he tried to discuss this matter in his class, because Law is hardly become an enticing major for food science students, especially if they think the subject is not directly related to them. Nonetheless, he put an extra effort to draw the attention of his class and tried to explain how important this subject for their future jobs. Another respondent said that she was not emotionally engaged to teach HPA Law because this is not related to her belief, but she would do her best if she was appointed to. The other non-muslim respondent argued that it was an obligation for students in order to survive the competition after their graduation, which in return affected the graduates' competencies on their future workplace.

On the other hand, three culinary art respondents agreed that this law was more correlated to religious law rather than state law. One respondent reluctant to teach and stated that this law would be more appropriate to be taught by someone who was religiously competent because its aim was to protect the needs of a certain religious people, even though he was a muslim by himself. Another respondent revealed that as a muslim, she found it was difficult to socialize this law in non-muslim environment. Her opinion was answered by another respondent who argued that as a

non-muslim he was reluctant to teach a law which was highly correlated with other religious teaching.

Overall, many respondents have different point of views towards the application of this law. It was found that three respondents felt incompetent to teach this law; one culinary arts lecture confirmed that he had no legal background and never taught any law system before, thus refuse to teach; and other two food science respondents complained that the socialization of HPA Law to educational institutions was very poor, even though it had been running for two years since it had been issued until the questionnaire was distributed. Many other respondents also expressed their agreement or reluctance over the application of this law. It can be seen that the application of HPA Law is still very vague even between the lecturers. As was previously discussed, self-efficacy plays a major role on lecturers' engagement on socializing HPA Law to their students. Socializing HPA Law to all food lecturers is one of many ways that can be used to eliminating their uncertainty on its implementation thus build up their self-efficacy on socializing HPA Law in return.

The last section of the questionnaire contained twelve motivational items on workplace which were considered as important by the respondents, as shown in Table 6 and Table 7. Motivation was crucial for achieving a long-term success, spurring creativity and productivity, and

delivering the best results of one's work (Kamau, 2015). In relation with HPA Law, the success of its socialization in educational institutions is related to how high the motivation of lecturers to participate. This study does not examine motivation level of

respondents regarding to the socialization of HPA Law, but motivation items which is considered as important by them. In return, the result is expected to be used to improve the motivation of food lecturers.

Table 6: Lecturers motivation items as whole

	Motivation items	Mean	SD	Rank
Q27	A feeling being involved. (Perasaan ikut dilibatkan, baik dalam pekerjaan maupun komunitas)	4.12	0.76	8
Q28	Job security. (Rasa aman dari kekhawatiran akan kehilangan pekerjaan)	3.77	0.92	12
Q29	Getting help with personal problems. (Memperoleh bantuan secara simpatik saat mengalami masalah)	3.90	0.63	9
Q30	Good wages. (Gaji yang memuaskan)	4.25	0.79	6
Q31	Interesting work. (Pekerjaan/ tugas yang menarik dan menantang)	4.17	0.71	7
Q32	Tactful discipline. (Atasan menegur/ mendisiplinkan dengan bijak, misal dengan tidak memermalukan bawahan yang salah di depan umum)	4.27	0.91	5
Q33	Promoting or career development. (Promosi atau perkembangan karir)	4.31	0.67	4
Q34	Good working condition. (Situasi dan kondisi pekerjaan yang menyenangkan)	4.54	0.70	1
Q35	Supervisor/ colleagues loyalty. (Dukungan dan loyalitas dari atasan maupun rekan kerja)	4.35	0.65	2
Q36	Gratitude for a job well done. (Apresiasi penuh atas pekerjaan yang berhasil diselesaikan dengan baik)	4.33	0.76	3
Q37	Monetary incentives for a job well done. (Insentif berupa uang untuk pekerjaan yang berhasil diselesaikan dengan baik)	3.90	0.89	10
Q38	Public celebration for a job well done. (Pengumuman/ publikasi ucapan selamat untuk pekerjaan yang berhasil diselesaikan dengan baik).	3.90	0.85	11

**Note :** The sentences in parentheses is the original sentence of the questionnaire in the Indonesian language. Lickert Scale: 1 (very unimportant), 2 (unimportant), 3 (quite important), 4 (important), 5 (very important).

Table 7: Lecturers motivation items by institution academy

	Culinary Arts			Food Science		
	Mean	SD	Rank	Mean	SD	Rank
Q27	4.14	0.75	7	4.07	0.80	9
Q28	3.73	0.93	12	3.87	0.92	10
Q29	3.95	0.62	9	3.80	0.68	12
Q30	4.27	0.80	5	4.20	0.77	6
Q31	4.11	0.74	8	4.33	0.62	3
Q32	4.19	0.94	6	4.47	0.83	1
Q33	4.32	0.71	3	4.27	0.59	5
Q34	4.59	0.72	1	4.40	0.63	2

Q35	4.41	0.69	2	4.20	0.56	7
Q36	4.32	0.71	4	4.33	0.90	4
Q37	3.92	0.92	10	3.87	0.83	11
Q38	3.78	0.85	11	4.20	0.77	8

Overall, good working condition (Q34), supervisor and colleagues loyalty (Q35), and gratitude for a job well done (Q36) were considered as three topmost important motivation items for respondents; while monetary incentives (Q37), public celebration (Q38), and job security (Q28) were

considered as the least important. It should be noted that people who involved in education tended to have high social closeness with a tendency to put common interests above personal gain (Larson, et al., 2011).

After being grouped into culinary arts and food science (Table 7), good working condition (Q34) remained to be the topmost important motivational item, while monetary incentives (Q37) and job security (Q28) remained out to be the least. Good working condition relates to the sense of pride to be part of the organization, a clear career path, clean and safe environment, free from threats, and from bossy supervisor (Johnson, 1997). This is related to the second level of Maslow's Hierarchy of Need i.e. Safety, which in the world of work is translated into free from physical or emotional assaults, safety and security, and fair work practices; but arguably may also have been related to the three higher level of Needs. Meanwhile, monetary incentives and job security are included in the lowest level of Needs i.e. Physiological Needs, which is translated as wages, clean workplace, and stable employment (Kamau, 2015; Tanner, 2018).

Interestingly, tactful discipline was considered as the most important item for food science respondents above all. It has been previously mentioned that applied-science people have higher conscientiousness than art and mixed control groups (Balsamo, et al., 2012). Other finding suggested that conscientiousness was closely related to emotion where people with high conscientiousness tend to feel a deeper guilty on their fault, so that a tackless discipline would make them feel worse than it should be (Roberts, et al., 2009).

### Conclusion

From this study, we may assume that most of food lecturers in Surabaya were less aware on the existence of HPA Law in the time this questionnaire was distributed. Food science respondents have higher cognitive and emotion engagements than culinary arts respondents, while institution program and gender differences have no significant effect on engagement factors. Good working condition came out as the topmost

important motivation item for respondents, while job security and money incentives as the least.

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