

THE CONCEPT OF ORIENTATION AND TRAINING IN ISLAMIC COMMUNITY DEVELOPMENT

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Abstract

Keywords:

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Orientation and training are widely recognized as essential components of human resource development and community empowerment. However, existing studies have predominantly examined these concepts within organizational and corporate settings, while limited attention has been devoted to their integration within the framework of Islamic community development. This gap underscores the need for a comprehensive conceptual analysis of how orientation and training contribute to strengthening community capacity while promoting Islamic values. Therefore, this study aims to analyze the concepts of orientation and training and examine their strategic roles in Islamic community development. The study employed a qualitative approach using a library research method. Data were collected from relevant scholarly sources, including international and national journal articles, conference proceedings, academic books, and other scientific publications. The collected data were analyzed using content analysis to identify, categorize, and interpret major themes related to orientation, training, and Islamic community development. The findings indicate that orientation serves as an important mechanism for introducing program objectives and internalizing Islamic values such as ukhuwah (brotherhood), amanah (trustworthiness), and ta'awun (mutual assistance). Meanwhile, training functions as a capacity-building instrument that enhances knowledge, skills, and competencies required to address social, economic, and cultural challenges. Furthermore, the integration of orientation and training significantly contributes to strengthening community participation, improving human resource quality, fostering self-reliance, and supporting sustainable Islamic community development. These findings highlight the importance of incorporating orientation and training into community empowerment initiatives as a holistic strategy for achieving spiritual, social, and economic development within Muslim communities.

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INTRODUCTION

In an era of globalization and increasingly intense organizational competition, the quality of human resources has become a strategic factor that determines organizational success. Technological advancements, changes in the work environment, and growing productivity demands require organizations to possess a workforce that is competent, adaptable, and capable of performing effectively in alignment with organizational objectives (Khaeruman et al., 2024). Consequently, human resource management is not solely concerned with recruitment and selection processes but also emphasizes employee development after individuals become part of the organization. One of the most critical functions in human resource development is the implementation of well-planned, systematic, and sustainable orientation and training programs. Orientation and training serve as essential instruments to ensure that employees understand their work environment while simultaneously developing the competencies required to perform their duties and responsibilities effectively (Metris et al., 2024).

Orientation refers to the initial introduction process provided to newly recruited employees to help them understand the organizational structure, work culture, organizational vision and mission, applicable regulations, as well as the roles and responsibilities they are expected to undertake. Orientation programs function as a bridge that facilitates individuals' adaptation to a new work environment, thereby reducing uncertainty and anxiety during the early stages of employment (Marsha et al., 2026). From a human resource management perspective, orientation extends beyond a mere administrative activity; it constitutes an integral component of the organizational socialization process through which employees acquire an understanding of organizational values, norms, and expectations. The effectiveness of orientation significantly influences the speed of adaptation, the level of employee engagement, and employees' commitment to the organization (Metris et al., 2024).

Alongside the importance of orientation, organizations must also implement training programs as a means of enhancing employees' knowledge, skills, and work-related attitudes. Training is a structured learning process designed to improve individuals' capabilities in performing their jobs effectively and efficiently. Through training, employees are provided with opportunities to develop both technical and non-technical competencies that are relevant to job requirements and organizational development (Pasaribu, 2025). In the contemporary organizational context, training is no longer viewed as a short-term activity; rather, it is recognized as a long-term investment capable of enhancing productivity, work quality, innovation, and organizational competitiveness. Therefore, organizations that neglect employee training are at risk of experiencing performance deterioration due to the mismatch between employees' competencies and the continually evolving demands of the workplace (Siregar et al., 2025).

The relationship between orientation and training demonstrates that both activities complement one another within the broader process of human resource development. Orientation assists employees in understanding the organizational environment, whereas training equips them with the skills and capabilities necessary to perform their work optimally. Without effective orientation, employees may encounter difficulties adapting to the organization's culture and work systems. Conversely, without adequate training, employees may understand the organizational environment but lack the competencies

required to achieve expected performance standards (Sawitri et al., 2026). Therefore, orientation and training should be viewed as an integrated process aimed at developing a competent, productive, and high-performing workforce.

The significance of discussing orientation and training concepts has become increasingly pronounced in response to changing work patterns driven by digitalization and organizational transformation. Many organizations currently adopt hybrid and digital work systems that require employees to possess high levels of adaptability. Under such circumstances, orientation is no longer conducted exclusively through face-to-face interactions but is increasingly facilitated through digital platforms that enable employees to become acquainted with the organization virtually. Likewise, training methods have evolved from conventional approaches toward technology-enhanced learning models, including e-learning, blended learning, and simulation-based learning. These developments necessitate a renewed understanding of orientation and training concepts to enable organizations to design programs that are aligned with employee needs and contemporary workplace realities (Sumual et al., 2025).

Although orientation and training have long been implemented across various organizations, several challenges continue to emerge in their execution. Some organizations perceive orientation merely as an administrative formality conducted over a brief period without providing new employees with a comprehensive understanding of the organization. As a result, employees often encounter difficulties in understanding organizational culture, establishing workplace relationships, and adapting to job demands. Furthermore, training programs are frequently implemented without adequate needs assessment, resulting in training content that does not correspond to the competencies actually required by employees. Such conditions reduce the effectiveness of orientation and training programs and limit their contribution to organizational performance improvement (Prabowo et al., 2024).

A substantial body of research indicates that effective orientation programs can enhance organizational socialization, job satisfaction, organizational commitment, and employee retention. Employees who experience high-quality orientation tend to gain a clearer understanding of their roles within the organization and exhibit greater confidence in carrying out their responsibilities. Similarly, training programs designed based on both organizational and individual needs have been proven to improve job competencies, service quality, productivity, and problem-solving capabilities. Accordingly, orientation and training not only benefit individual employees but also contribute significantly to the achievement of organizational goals and overall organizational effectiveness (Raharjo et al., 2023).

Within the context of human resource development, orientation and training also play a strategic role in fostering a learning organization. Organizations that encourage continuous learning processes are better positioned to respond to environmental changes and future challenges. Through effective orientation, employees gain an early understanding of organizational values and expectations, while continuous training enables them to enhance their competencies in accordance with evolving job requirements. Consequently, orientation and training constitute integral elements of organizational strategy aimed at creating and sustaining competitive advantage (Rose & Junaidi, 2024).

LITERATURE REVIEW

The Concept of Orientation in Islamic Community Development

Orientation refers to an initial introduction process designed to help individuals understand the values, norms, objectives, and environment in which they operate. Within the context of Islamic community development, orientation serves as a mechanism for internalizing Islamic values, such as *ukhuwah* (brotherhood), *amanah* (trustworthiness), responsibility, and social solidarity. Through the orientation process, community members or participants in empowerment programs gain a comprehensive understanding of the vision, mission, and objectives of the activities being implemented, thereby fostering a shared understanding and collective commitment toward achieving common welfare (Rohaniyah et al., 2025). According to Bauer, effective orientation facilitates individual adaptation and enhances engagement within organizations and communities (Wibowo, 2024).

From an Islamic perspective, orientation extends beyond merely introducing individuals to their social environment; it also seeks to cultivate spiritual awareness and moral consciousness. This process is particularly significant because Islamic community development is not solely concerned with improving material well-being but also with fostering character formation and the internalization of Islamic values that support harmonious social relations. Consequently, orientation functions as a foundational stage in preparing individuals to actively participate in community development initiatives while upholding ethical and spiritual principles (Nurhaliza, 2024).

The Concept of Training in Islamic Community Development

Training is a structured learning process aimed at enhancing individuals' knowledge, skills, and competencies so that they can effectively fulfill their roles and responsibilities (Gustiana et al., 2022). According to Noe, training represents a systematic effort to develop the competencies required to achieve specific objectives. In the context of Islamic community development, training may encompass the enhancement of economic skills, leadership capacities, entrepreneurial competencies, management of religious institutions, as well as the strengthening of Islamic knowledge and understanding (Rohim, 2025).

Training plays a strategic role in community empowerment because it enhances the capacity of individuals and groups to address social, economic, and cultural challenges (Setyawan et al., 2025). Consistent with the Islamic concept of empowerment, training serves as a means of developing human potential (*tanmiyah al-insan*), enabling community members not only to become beneficiaries of development initiatives but also to emerge as active agents of social transformation. Through continuous capacity-building efforts, communities are better equipped to achieve self-reliance, resilience, and sustainable development grounded in Islamic values (Nugroho, 2023).

Orientation and Training in Islamic Community Development

Orientation and training constitute two interrelated and complementary components within the process of Islamic community development. Orientation enables community members to understand the objectives, values, and direction of empowerment programs, while training equips them with the knowledge and skills necessary to achieve those objectives. Together, these processes contribute to improving human resource quality, strengthening community participation, and promoting social and economic self-sufficiency (Ridho & Kurniawati, 2024).

From the perspective of Islamic community development, orientation and training are not solely directed toward enhancing technical competencies; they also aim to foster moral character (*akhlaq*), social piety, and civic responsibility (Muhajir et al., 2025). Therefore, the integration of orientation and training represents a crucial strategy for cultivating empowered, self-reliant, and socially responsible Muslim communities capable of contributing to development initiatives grounded in Islamic principles. Accordingly, the success of Islamic community development programs is significantly influenced by the effectiveness of orientation and training as essential instruments of community empowerment (Ali, 2025).

METHODOLOGY

Research Design

This study employed a qualitative approach using a library research method. This approach was selected because the study focuses on examining the concepts of orientation and training through a comprehensive review of relevant scholarly literature. The library research method was conducted to develop an in-depth understanding of the definitions, objectives, functions, benefits, and roles of orientation and training in both human resource development and Islamic community development (Khumaini et al., 2023). This study adopted a descriptive-analytical design, which involves describing the concepts identified in the literature and subsequently analyzing their interrelationships and relevance within the context of community development (Achjar et al., 2023).

Research Object

The object of this study comprised various concepts, theories, and empirical findings related to orientation and training (Permana & Supratikta, 2024). Data sources were obtained from international and national journal articles, conference proceedings, academic books, and other scholarly documents relevant to the research topic. Priority was given to literature published within the last ten years to ensure the currency of information and its alignment with recent developments in the field.

Data Collection Technique

Research data were collected through documentation techniques by systematically reviewing relevant literature sources. The data collection process involved the identification, selection, and classification of literature based on its relevance to the research objectives. The collected literature was subsequently evaluated according to source credibility, content relevance, and contribution to the discussion of orientation and training. Key information extracted from each source was then recorded and organized according to predetermined thematic categories.

Data Analysis Technique

Data were analyzed using content analysis. The analytical process began with a thorough reading and examination of all collected sources. Subsequently, a data reduction process was undertaken to identify information that was directly relevant to the focus of the study. The selected data were then categorized into several key themes, including the concept of orientation, the concept of training, the objectives and benefits of orientation and training, and their respective roles in Islamic community development.

The next stage involved data interpretation by synthesizing findings from diverse sources in order to generate a more comprehensive understanding of orientation and training concepts. The results of the analysis were then presented descriptively and systematically to explain the relationship between orientation, training, and Islamic

community development.

Data Trustworthiness

The trustworthiness of the data was ensured through source triangulation by comparing information obtained from multiple sources, including scholarly journal articles, academic books, and previous research findings. This procedure was intended to enhance the validity and credibility of the study's findings, thereby ensuring that the conclusions drawn are academically rigorous and scientifically defensible.

Research Procedure

The study was conducted through several stages: (1) identifying and defining the research topic; (2) searching for and collecting relevant literature; (3) selecting and classifying the collected data; (4) conducting content analysis of the selected literature; (5) interpreting the analytical findings; and (6) drawing conclusions regarding the concepts of orientation and training from the perspective of Islamic community development. Through these stages, the study was expected to produce a systematic, comprehensive, and in-depth analysis consistent with the objectives of the research.

RESULTS AND DISCUSSION

Orientation as a Means of Value Internalization in Islamic Community Development

The findings of the literature review indicate that orientation plays a pivotal role in the process of Islamic community development. Orientation serves not merely as an introductory activity to a program or organization but also as a mechanism for internalizing Islamic values that underpin social behavior within the community. Numerous studies have demonstrated that the success of community empowerment programs is strongly influenced by participants' understanding of the objectives, vision, and underlying values of such programs. Through a structured orientation process, community members gain a clear understanding of the direction and purpose of the program while simultaneously recognizing the roles they are expected to perform within the development process (Susanto et al., 2025; Tamu et al., 2025).

From the perspective of Islamic community development, orientation functions as a medium for instilling the values of *ukhuwah* (brotherhood), *amanah* (trustworthiness and responsibility), *ta'awun* (mutual assistance), and social participation aimed at promoting collective welfare (*maslahah*). An effective orientation process fosters collective awareness regarding the importance of active participation in development initiatives (Pangeran et al., 2025). Consequently, orientation constitutes a critical initial stage that determines the success of community development programs by cultivating shared perceptions, commitment, and collective responsibility. These findings suggest that orientation in Islamic community development extends beyond the mere transfer of information; it also contributes to the formation of social and spiritual consciousness that serves as the foundation for societal transformation (Suriadi et al., 2025).

Training as an Instrument for Community Capacity Building

The literature analysis further reveals that training constitutes a primary instrument for enhancing the capacities of individuals and community groups. Training provides opportunities for community members to acquire knowledge, skills, and practical experience that can be utilized to address a wide range of social and economic challenges. Within community empowerment programs, training serves as a mechanism

through which individuals can develop their potential, thereby enabling them to improve their quality of life in a sustainable and self-reliant manner.

In the context of Islamic community development, training is not limited to the enhancement of technical competencies such as entrepreneurship, business management, and financial administration. It also encompasses the strengthening of spiritual and moral capacities. Religious education, Islamic leadership development, management of faith-based social institutions, and character-building initiatives represent essential components of community empowerment efforts. The findings indicate that communities receiving continuous training demonstrate greater capacity for self-development, increased economic productivity, and more active participation in social and communal activities. These outcomes suggest that training makes a significant contribution to the creation of self-reliant and competitive communities while maintaining adherence to Islamic values and ethical principles.

The Integration of Orientation and Training in Islamic Community Development

The findings further demonstrate that orientation and training are two complementary components within the broader framework of Islamic community development. Orientation serves to build community understanding and awareness regarding the objectives and direction of development programs, whereas training equips participants with the competencies required to achieve those objectives. These two processes are inherently interconnected, as the effectiveness of training is substantially influenced by participants' prior understanding of program goals, while the impact of orientation is strengthened when followed by systematic capacity-building initiatives.

The relationship between orientation and training can be observed in various community empowerment programs implemented through mosques, Islamic boarding schools (*pesantren*), and Islamic social organizations. Such programs typically begin with orientation sessions designed to familiarize participants with the vision, mission, and objectives of the initiative, followed by a series of training activities aimed at enhancing participants' capacities. The integration of these two processes has been shown to increase community participation and strengthen the overall effectiveness of empowerment programs. From the standpoint of Islamic community development, the integration of orientation and training promotes a balanced approach to spiritual, social, and economic development.

The Contribution of Orientation and Training to Islamic Community Development

The findings of this study indicate that orientation and training make substantial contributions to various dimensions of Islamic community development. From a spiritual perspective, orientation facilitates the internalization of Islamic values and strengthens religious awareness, while training enhances individuals' understanding and practical application of those values in everyday life (Dacholfany et al., 2023; Kamala et al., 2025; Laia et al., 2024). From a social perspective, orientation encourages solidarity, social responsibility, and community participation, whereas training strengthens individuals' abilities to collaborate, organize, and lead community-based initiatives (Kamuli et al., 2023).

Furthermore, from an economic perspective, orientation helps community members understand the objectives and benefits of empowerment programs, thereby motivating them to engage actively in development activities. Training subsequently equips them with the skills and competencies necessary to improve productivity and economic well-being (Ningrum et al., 2026). In terms of institutional development,

orientation introduces participants to organizational visions, missions, and governance structures, while training enhances their capacity to manage programs and organizational activities effectively. Therefore, orientation and training provide complementary contributions that collectively support the success of Islamic community development initiatives (Kamuli et al., 2023; Wahib & Susanto, 2024; Zubairi et al., 2025).

Implications for Islamic Community Development

The findings of this study suggest that the success of Islamic community development depends not only on the availability of resources and empowerment programs but also on the effectiveness of orientation and training processes provided to community members. Effective orientation fosters commitment, awareness, and active participation, while continuous training strengthens the capacities of individuals and groups to address various development challenges. The combination of these two processes results in communities that not only understand development objectives but also possess the capabilities required to achieve them in practice (Hartati & Murtafiah, 2022; Zulfunun, 2025).

Therefore, institutions engaged in Islamic community development including mosques, *pesantren*, Islamic civil society organizations, and Islamic philanthropic institutions should integrate orientation and training into all community empowerment initiatives. Such an approach can serve as a strategic mechanism for cultivating Muslim communities that are faithful, knowledgeable, self-reliant, productive, and capable of contributing to sustainable social development (Setiawan & Windayanti, 2025). Accordingly, orientation and training should be regarded not merely as instruments of human resource development but also as essential strategies for fostering empowered, progressive, and resilient Islamic communities (Gano et al., 2024).

CONCLUSION

This study concludes that orientation and training are strategic components in the process of Islamic community development. Orientation functions not only as an introductory mechanism but also as a means of internalizing Islamic values, including *ukhuwah* (brotherhood), *amanah* (trustworthiness), *ta'awun* (mutual assistance), and social responsibility. Through an effective orientation process, community members gain a comprehensive understanding of the objectives, values, and direction of community empowerment programs, thereby fostering commitment and active participation. Meanwhile, training serves as a capacity-building instrument that enhances individuals' knowledge, skills, and competencies, enabling them to address social, economic, and cultural challenges effectively. The findings further demonstrate that the integration of orientation and training contributes significantly to the development of empowered, self-reliant, productive, and socially responsible Muslim communities.

The practical implication of this study is that institutions involved in Islamic community development, such as mosques, *pesantren* (Islamic boarding schools), Islamic social organizations, and Islamic philanthropic institutions, should systematically integrate orientation and training into their community empowerment initiatives. Orientation programs should be designed to strengthen participants' understanding of Islamic values and program objectives, while training activities should focus on enhancing both technical and non-technical competencies required for sustainable community development. Such an integrated approach can strengthen community participation, improve human resource quality, and support the achievement of holistic

development outcomes that encompass spiritual, social, and economic dimensions.

Despite its contributions, this study has several limitations. First, the study is based exclusively on a library research approach and therefore relies on secondary data derived from scholarly literature. As a result, the findings do not directly reflect the experiences and perceptions of participants involved in actual community empowerment programs. Second, the study focuses primarily on conceptual and theoretical discussions regarding orientation and training in Islamic community development without examining specific cases or evaluating the effectiveness of particular programs. Third, variations in the implementation of orientation and training across different socio-cultural and institutional contexts were not explored in depth.

Based on these limitations, future research is recommended to employ empirical approaches, such as qualitative field studies, case studies, mixed-methods research, or quantitative investigations, to examine the implementation and effectiveness of orientation and training programs within Islamic community development initiatives. Future studies may also explore the role of digital orientation and technology-based training in enhancing community empowerment, particularly in the context of rapid technological advancement and digital transformation. Furthermore, comparative studies across different Islamic institutions and community settings would provide a more comprehensive understanding of best practices and effective models for integrating orientation and training in sustainable Islamic community development.

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