p-ISSN: 2809-7122
e-ISSN: 2809-7343
tadbiruna
Jurnal Manajemen Pendidikan Islam
LPPM IUQI
-KAMPUS ASWAJA-
Volume 6 Nomor 1 2026 http://jurnal.iuqibogor.ac.id

HUMAN RESOURCE DEVELOPMENT AND COMMUNITY-BASED LEARNING STRATEGIES ON THE PERFORMANCE OF TOURISM HUMAN RESOURCES: AN EDUCATIONAL MANAGEMENT PERSPECTIVE IN ISLAMIC TOURIST DESTINATIONS

Safril Gazali [1], Syukri Iska [2], Adripen [3], M.Haviz [4], James Rischi [5], Burhanuddin [6], Indrayeni [7]
Universitas Islam Negeri Mahmud Yunus Batusangkar, Indonesia [1,2,3,4,5,6,7]
Corresponding Author E-mail: safrilgazali@gmail.com

ABSTRAK

Pengembangan destinasi wisata Islami menghadapi persoalan rendahnya kompetensi, keterampilan pelayanan, literasi digital, kemampuan manajerial, dan pemahaman nilai-nilai syariah pada sebagian sumber daya manusia (SDM) pariwisata. Kondisi tersebut menunjukkan perlunya strategi pengembangan SDM yang tidak hanya berorientasi pada peningkatan keterampilan individual, tetapi juga mengintegrasikan pembelajaran berbasis komunitas dalam pengelolaan destinasi. Penelitian ini bertujuan menganalisis strategi Human Resource Development dan Community-Based Learning terhadap peningkatan kinerja SDM pariwisata melalui perspektif manajemen pendidikan. Penelitian menggunakan pendekatan kualitatif dengan jenis penelitian kepustakaan (library research), melalui analisis buku, artikel jurnal ilmiah, dan hasil penelitian yang relevan. Hasil penelitian menunjukkan bahwa: (1) pengembangan SDM berbasis kompetensi, pelatihan berkelanjutan, dan internalisasi nilai-nilai Islam merupakan fondasi peningkatan profesionalisme tenaga pariwisata; (2) Community-Based Learning memperkuat pengetahuan kontekstual, partisipasi masyarakat, keterampilan praktis, dan tanggung jawab sosial; (3) integrasi kedua strategi melalui perencanaan, pengorganisasian, pelaksanaan, serta evaluasi pendidikan mampu membangun ekosistem pembelajaran destinasi yang kolaboratif; dan (4) peningkatan kompetensi, produktivitas, kualitas pelayanan, kemampuan adaptasi, serta inovasi merupakan dimensi utama kinerja SDM pariwisata. Penelitian menyimpulkan bahwa integrasi pengembangan SDM dan pembelajaran berbasis komunitas merupakan strategi penting dalam membangun destinasi wisata Islami yang profesional dan berkelanjutan. Implementasinya diarahkan pada kolaborasi pemerintah, perguruan tinggi, pelaku usaha, dan masyarakat.
Kata Kunci: Human Resource Development, Community-Based Learning, Kinerja SDM, Manajemen Pendidikan, Wisata Islami.

ABSTRACT

The development of Islamic tourist destinations faces challenges regarding the low competence, service skills, digital literacy, managerial capabilities, and understanding of sharia values among a portion of tourism human resources (HR). These conditions highlight the necessity for an HR development strategy that is not solely oriented toward enhancing individual skills but also integrates community-based learning within destination management. This study aims to analyze the strategies of Human Resource Development and Community-Based Learning in improving the performance of tourism HR through the perspective of educational management. The research employs a qualitative approach using library research by analyzing relevant books, scientific journal articles, and prior research findings. The results indicate that: (1) competency-based HR development, continuous

Creative Commons Attribution 4.0 International License

training, and the internalization of Islamic values serve as the foundation for enhancing the professionalism of the tourism workforce; (2) Community-Based Learning reinforces contextual knowledge, community participation, practical skills, and social responsibility; (3) the integration of both strategies through educational planning, organizing, implementation, and evaluation is capable of establishing a collaborative destination learning ecosystem; and (4) improvements in competence, productivity, service quality, adaptability, and innovation constitute the primary dimensions of tourism HR performance. The study concludes that the integration of HR development and community-based learning is a crucial strategy in building professional and sustainable Islamic tourist destinations. Its implementation is directed toward collaboration among the government, higher education institutions, business practitioners, and the local community.
***Keywords**: Human Resource Development, Community-Based Learning, Human Resource Performance, Educational Management, Islamic Tourism.*

INTRODUCTION

The evolution of the contemporary tourism industry has experienced a paradigm shift, transitioning from destination development that relies exclusively on natural aesthetics, cultural heritage, and physical infrastructure toward a management approach that positions human resource quality as a strategic determinant for competitive advantage. Human capital is a fundamental component that dictates the success of tourism operations, given that the entirety of service delivery, attraction management, facility provision, tourist communication, and destination innovation depends heavily upon individual and institutional proficiencies. Within this context, the competency development of the tourism workforce must be an integral component of destination development policies, particularly because the evolving demands of tourists necessitate advanced interpersonal skills, creativity, problem-solving capabilities, technological fluency, and cross-sectoral collaboration. The existing disparity between industry requirements and workforce competencies indicates that human resource development cannot be achieved solely through recruitment; rather, it must be augmented by continuous education, training, mentoring, and sustainable career advancement (Mekinc et al., 2023).

The emphasis on human resource development assumes even greater significance within Islamic tourism destinations. The distinct characteristics of these destinations extend beyond the mere provision of facilities tailored to Muslim travelers; they encompass the cultivation of tourism experiences that embody ethical values, hygiene, hospitality, security, comfort, and adherence to Sharia principles. It is imperative that destination managers, tour guides, hospitality personnel, culinary practitioners, travel operators, administrators of religious sites, and local communities possess a comprehensive understanding of Muslim tourists' specific requirements. Service professionalism must be inextricably linked with an understanding of Islamic values, ensuring that the Islamic identity transcends superficial symbols or physical infrastructure and is instead actualized through behavioral conduct and the quality of service interactions. Research concerning human resource development within the Indonesian halal tourism sector underscores the critical necessity of integrating employee training, cultural competency, and the enhancement of service quality in alignment with Sharia principles as a fundamental element of sustainable tourism strategies (Yoshinta et al., 2024).

Creative Commons Attribution 4.0 International License

From the perspective of educational management, this issue must be construed as a challenge to establish a competency development system that is systematically planned, organized, consistently executed, and evaluated against the empirical requirements of the tourism industry. Educational management transcends the mere administration of formal learning within schools or higher education institutions; it also encompasses the governance of educational and training processes across workplaces, civic organizations, local communities, and destination management entities. This paradigm ensures that learning trajectories are precisely aligned with the acquisition of competencies pertinent to occupational demands. Within the framework of Islamic tourism enclaves, educational management has the potential to synthesize tourism knowledge, service proficiencies, digital literacy, entrepreneurial skills, destination management, and the comprehension of Islamic ethics into a cohesive and sustainable human resource development system (Sharma, 2024).

Human Resource Development (HRD) strategies serve as a pivotal approach to resolving these challenges, given that HRD encompasses a substantially broader operational scope than transient, short-term training initiatives. Comprehensive HRD entails the identification of competency prerequisites, the strategic planning of educational and training modules, the cultivation of both technical and non-technical skills, leadership capacity enhancement, knowledge management, professional development, and performance appraisal. Furthermore, developmental programs must be anchored in a rigorous assessment of occupational requirements and the distinct characteristics of the destination. This ensures that the instructional content transcends generic paradigms and specifically addresses tangible operational challenges. Empirical research examining the correlation between training and workforce efficacy within the tourism and hospitality sectors demonstrates that institutional support for training, coupled with employee engagement, significantly correlates with enhanced task performance. Such findings substantiate the premise that the efficacy of HRD is contingent not solely upon the provision of training programs, but equally upon robust organizational support and the active participation of individuals in the learning continuum (Arwab et al., 2022).

The implementation of Community-Based Learning within Islamic tourism destinations can be advanced through various contextual educational initiatives. These include practical training in Islamic history-based tour guiding, homestay management, halal culinary product development, religious tourism administration, service communication, the preservation of Islamic cultural heritage, and digital destination promotion. This pedagogical framework enables community members to move beyond a mere theoretical understanding of tourism, providing them with opportunities to apply their knowledge within authentic professional environments. Furthermore, the integration of academic scholarship and community experience can be fostered through the active engagement of higher education institutions in community-based tourism development projects. The collaborative involvement of students and local residents in destination initiatives facilitates experiential learning while concurrently enhancing their capacity to identify challenges, formulate solutions, and design tourism activities that align with community needs (Junaid et al., 2021).

Creative Commons Attribution 4.0 International License

Moreover, Islamic tourism areas require a human resource development system capable of bridging industry professionalism with the social, cultural, and spiritual identities of the community. The integration of Islamic values into tourism services must be substantively actualized through principles of honesty, trustworthiness, accountability, courtesy, equity, hygiene, respect for privacy, and exemplary hospitality toward tourists. These values serve as the foundational basis for shaping organizational culture and establishing occupational behavioral standards, ensuring that service delivery is not solely driven by customer satisfaction, but also governed by moral and social responsibilities. In practice, Islamic tourism must eschew narrow interpretations that evaluate destination quality exclusively based on the availability of worship facilities or halal certifications. Comprehensive management quality also encompasses the readiness of human resources to understand visitor expectations, cultivate trust, disseminate accurate information, and govern destinations inclusively. Empirical studies regarding the competitiveness of halal tourism destinations in Indonesia demonstrate that core resources, supplementary facilities, and destination management are significantly correlated with perceived value, trust, and tourists' behavioral intentions to visit (Lestari et al., 2023).

Although research concerning tourism human resource development (HRD), community empowerment, tourism education, and halal tourism has expanded, the integration of HRD and Community-Based Learning (CBL) within a unified educational management framework remains underexplored. Existing literature predominantly bifurcates into studies emphasizing workforce training and those prioritizing community participation and empowerment. Despite their inherent interconnections, these two paradigms are rarely conceptualized as a cohesive, mutually reinforcing system of education and performance enhancement. Furthermore, a meticulously planned HRD strategy achieves greater efficacy when synergized with community learning experiences, whereas community-based learning necessitates institutional backing, structured program management, and systematic competency evaluations. Investigations into the nexus between experiential learning and future competency requirements within the tourism sector underscore the necessity of harmonizing educational frameworks with workforce demands and evolving occupational environments (Mekinc et al., 2023).

In light of these premises, this study is essential for formulating an integrative strategy for tourism HRD through the lens of educational management, specifically within Islamic tourism destinations. This research aims to identify strategies for workforce competency development, assess the impact of community-based learning on community capacity building, elucidate the mechanisms for integrating both paradigms via educational management functions, and delineate their implications for human resource performance and destination sustainability. Ultimately, the findings are anticipated to advance the theoretical discourse on tourism educational management while offering a robust foundation for local governments, academic institutions, destination managers, and local communities to design educational and training initiatives tailored to the distinct characteristics of Islamic tourism.

The primary issue addressed in this study is the suboptimal development of human resource (HR) competencies in the tourism sector, specifically regarding the integration of service professionalism, technological proficiency, comprehension of Sharia principles, and community engagement in the management of Islamic tourism destinations. Current

Creative Commons Attribution 4.0 International License

HR development programs tend to be implemented in a fragmented manner, while community-based learning has yet to be fully institutionalized within the tourism education management system. The research gap lies in the scarcity of conceptual frameworks that integrate Human Resource Development, Community-Based Learning, and HR performance into a unified model for developing Islamic tourism destinations. This study is therefore critical for formulating an educational approach that is participatory, contextual, professional, and grounded in Islamic values. The research objectives are to analyze HR development strategies, the contribution of community-based learning, the integration of educational management functions, and their subsequent implications for enhancing the performance and sustainability of Islamic tourism destinations.

RESEARCH METHODS

This study employs a qualitative approach utilizing a library research design. Library research involves a systematic scientific process directed at identifying, gathering, examining, interpreting, and synthesizing various written sources pertinent to the research problem. This approach was selected because the study focuses on constructing a conceptual understanding of the relationship between Human Resource Development strategies and Community-Based Learning concerning the performance of tourism HR, viewed through the lens of educational management within Islamic tourism destinations. Consequently, this research does not involve primary data collection through interviews, observations, or questionnaires; instead, it relies on published and academically verifiable knowledge sources. The analysis aims to uncover the conceptual correlations among competency development, community learning, educational management, Islamic values, and the performance indicators of the tourism workforce. A qualitative approach is highly suitable as it enables the researcher to interpret phenomena based on their context, underlying meanings, inter-conceptual relationships, and the theoretical constructs evolving within the existing literature (Creswell & Creswell, 2023).

The data sources for this research consist of primary and secondary literature that is highly relevant to the focus of the study. The primary sources encompass international and national books pertaining to human resource management, education and training, tourism management, community-based tourism, halal tourism, and sustainable destination development. Furthermore, the study draws upon international and national scientific journal articles that examine workforce competency development, service quality, experiential learning, community empowerment, institutional strengthening, and the performance of tourism organizations. Online research reports are additionally utilized as supplementary materials to enrich the understanding of current conditions in tourism destination management.

The selection of these sources is predicated upon their substantive alignment with the research objectives, clarity of authorship, credibility of the publisher or journal, publication year, manuscript traceability, and the relevance of their findings to the development of tourism human resources. The literature reviewed is predominantly restricted to publications spanning the years 2021 to 2025, while older works are excluded as primary references. Ultimately, the utilization of credible written sources

Creative Commons Attribution 4.0 International License

serves to ensure that the research arguments are constructed upon verifiable information (Abubakar, 2021).

Data collection was conducted through literature documentation by exploring various scientific publications related to the research variables and concepts. The literature search was performed utilizing platforms such as Google Scholar, Crossref, academic publisher websites, university repositories, and both national and international journal portals. The keywords employed included Human Resource Development in Tourism, Community-Based Learning, Tourism Employee Performance, Halal Tourism Human Resources, Islamic Tourism Management, Community-Based Tourism, and Tourism Education Management. The retrieved literature was subsequently screened based on title, abstract, author identity, publication year, journal or publisher name, and the availability of a DOI or online publication link. Articles aligning with the research focus were further examined to extract information regarding their concepts, approaches, findings, and research implications. The bibliographic data were then categorized into themes comprising human resource development, community learning, tourism education management, Islamic tourism characteristics, and human resource performance. The documentation process involved recording the bibliographic identity and essential substance of each source to ensure that the relationship between the research arguments and their references could be systematically traced (Sugiyono, 2022).

The data analysis technique employed a combination of content analysis and thematic analysis. The analysis commenced with a critical reading of all selected sources to identify crucial concepts, categorize information based on substantive similarities, and compare perspectives across publications. Subsequently, information related to competency development, training, community learning, Islamic values, educational management functions, and human resource performance was constructed into analytical themes. Thematic analysis was conducted to discover patterns, similarities, differences, relationships, and theoretical gaps within the literature. The results of this categorization were then interpreted to construct a conceptual synthesis explaining how human resource development strategies and community-based learning can mutually complement one another in enhancing the performance of the tourism workforce. This interpretation was performed by considering the context of previous studies and their relevance to the characteristics of Islamic tourism destinations, thereby ensuring that the analytical outcomes produced structured and argumentative explanations rather than mere literature summaries (Braun & Clarke, 2022).

The validity of the data was evaluated through the examination of source credibility, reference triangulation, interpretation consistency, and information traceability. Source credibility was verified by cross-referencing bibliographic identities across publisher websites, university repositories, and the journal platforms where the scientific works were published. Reference triangulation was executed by comparing multiple sources addressing analogous themes to identify both convergences and divergences in the findings. For instance, the discourse on the effectiveness of human resource training was not predicated solely on a single publication; rather, it was juxtaposed with other studies examining competence, motivation, service quality, and employee performance. The consistency of interpretation was assessed by re-examining the correlations among the acquired information, analytical categories, and the formulated conclusions. Furthermore,

Creative Commons Attribution 4.0 International License

the researchers ensured that the constructed arguments did not overstep the empirical evidence provided by the available literature. Consequently, the validity of the research findings is determined by the quality of the sources, the consistency of the analytical process, the transparency of the documentation procedures, and the alignment of the conclusions with the analyzed bibliographic data (Creswell & Creswell, 2023).

RESULTS AND DISCUSSION

Human Resource Development Based on Competence, Professionalism, and the Internalization of Islamic Values in Tourism

Human resource development serves as the fundamental cornerstone in establishing the quality of tourism operations, as the success of a destination is contingent not only upon its tourist attractions but also upon the proficiency of the personnel involved in service provision and tourism management. From the perspective of educational management, human resource development must be conceptualized as a systematically planned educational process designed to enhance knowledge, skills, attitudes, professional competencies, and individual capacities in navigating shifting work environments. This developmental process encompasses the identification of needs, instructional planning, training implementation, mentoring, career advancement, and the evaluation of learning outcomes. Consequently, tourism organizations must perceive education and training programs as long-term investments, rather than mere administrative formalities conducted to fulfill certification or institutional prerequisites. Within this framework, human resource development functions as a process of cultivating individual capabilities to execute tasks effectively while simultaneously adapting to the evolving demands of tourists and the dynamic nature of the tourism industry (Sharma, 2024).

Competency-based human resource (HR) development in the tourism sector necessitates the mapping of capabilities tailored to specific job characteristics and destination requirements. At a minimum, these competencies encompass technical, managerial, social, digital, and ethical dimensions. Technical competencies pertain to the proficiency required to execute tasks in accordance with operational standards, including guest services, tour guiding, accommodation management, food processing, travel administration, and attraction management. Managerial competencies relate to the aptitude for planning activities, organizing workflows, managing finances, leading teams, and resolving operational challenges. Social competencies involve communication, collaboration, empathy, community engagement, and the interpersonal skills necessary to interact with tourists from diverse cultural backgrounds. Digital competencies are associated with the utilization of information technology, digital marketing, platform management, and technology-driven service systems. Furthermore, ethical competencies are linked to integrity, responsibility, discipline, honesty, and a steadfast commitment to professional standards. The integration of these diverse competencies facilitates a more holistic approach to HR development, ensuring it is not solely restricted to the acquisition of technical skills (Syamil et al., 2024).

Creative Commons Attribution 4.0 International License

Within the context of Islamic tourism destinations, competency development requires a supplementary dimension, specifically an understanding of service principles that align with Islamic values. This dimension is pivotal, as the defining characteristics of Islamic destinations are intrinsically linked to the requirements of Muslim tourists seeking travel experiences that offer safety, comfort, and congruence with their religious beliefs. Comprehension regarding the provision of halal food, prayer facilities, environmental sanitation, the regulation of tourism activities, and ethical interaction constitutes fundamental knowledge for the tourism workforce. Nevertheless, the cultivation of these competencies should not be reductively limited to mere awareness of halal amenities. The caliber of Islamic tourism must also manifest through professional conduct characterized by honesty, trustworthiness, courtesy, fairness, accountability, and a profound respect for visitor rights. Consequently, HR education must synthesize knowledge of the tourism industry with an understanding of moral and religious values, thereby ensuring that the delivered services exhibit a robust identity while simultaneously fulfilling rigorous professional standards (Huan et al., 2025).

The internalization of Islamic values within human resource development (HRD) can be achieved through the instruction of service ethics, which posits akhlak (moral character) as the fundamental basis of professional conduct. The value of amanah (trustworthiness) is actualized through the responsibility of safeguarding tourists' belongings, communicating information truthfully, and executing duties in accordance with established agreements. Furthermore, the principle of ṣidq (honesty) can be implemented by maintaining transparency regarding pricing, facilities, the condition of tourist attractions, and service provisions. The value of itqan (excellence) is demonstrated through precision, discipline, consistency, and a steadfast commitment to occupational quality. Concurrently, the concept of ihsan (benevolence) pertains to the endeavor of delivering services that exceed the mere fulfillment of minimum obligations. These principles serve as a foundational framework for cultivating a work culture that not only prioritizes productivity but also emphasizes the dimension of moral responsibility. Consequently, implementing this approach to HRD enables Islamic tourism destinations to establish service differentiation predicated on the quality of human interactions, rather than relying solely on symbolic identities or physical amenities (Walia, 2021).

A primary component of human resource development strategies is continuous education and training. Training should not be conceptualized as a singular, isolated event, given that occupational skills are subject to transformation in response to advancements in technology, evolving industry standards, shifting market demands, and changing tourist demographics. Consequently, destination management must formulate a continuous learning system that enables the workforce to periodically update their knowledge and enhance their competencies. Such training initiatives can be executed through various modalities, including traditional classroom instruction, demonstrations, service simulations, field practicums, mentoring, workshops, digital training modules, and the exchange of experiences among industry practitioners. Furthermore, these developmental programs must provide employees with opportunities to receive constructive feedback and rectify deficiencies in their professional performance. From an educational paradigm, the continuity of training fosters an organizational learning culture a state wherein the

Creative Commons Attribution 4.0 International License

learning process is integrated into the routine operations and collective responsibilities of all organizational members (Abidah et al., 2023).

Human resource development (HRD) strategies also necessitate the reinforcement of educational leadership within destination management organizations or institutions. Leaders are not solely responsible for task delegation; rather, they function as learning directors, motivators, competency builders, and change facilitators. Leadership oriented toward human development cultivates a work environment that provides organizational members with opportunities to learn and develop their potential. In the practical management of Islamic tourism destinations, leaders must ensure that training programs align with operational requirements, offer support to personnel seeking to enhance their competencies, and establish service quality as a fundamental organizational priority. Furthermore, leaders must foster a work culture that is receptive to constructive criticism, innovation, and learning from past errors. Consequently, HRD transcends the exclusive responsibility of the personnel department, emerging as a strategic imperative for all elements of destination management (Susanti et al., 2024).

The performance of human resources in tourism also demands strong interpersonal skills, as the industry is heavily reliant on interactions between service providers and visitors. Proficiency in communication, understanding tourist needs, demonstrating empathy, regulating emotions, and providing effective problem resolution are essential components of service delivery. Tourists evaluate service quality based not only on the availability of facilities but also on their experiential interactions with staff and local communities. Therefore, HRD programs must allocate significant attention to emotional intelligence and social competencies. Enhancing interpersonal skills can effectively mitigate misunderstandings between staff and tourists, strengthen interdepartmental coordination, and cultivate a positive service atmosphere. This requirement is increasingly critical in Islamic tourism destinations, which accommodate tourists with diverse cultural backgrounds, varying levels of religious comprehension, and distinct social customs. High-quality interactions thus serve as a medium to project an inclusive attitude without compromising the core identity of the destination (Mekinc et al., 2023).

In the context of destination development, human resource (HR) capacity building must account for local characteristics and institutional frameworks. Every destination possesses distinct potentials, resources, levels of community readiness, and managerial challenges. For instance, destinations centered on religious tourism may require personnel adept at comprehending historical contexts and religious traditions. Conversely, those focusing on Islamic ecotourism necessitate enhanced competencies in environmental conservation, visitor safety, and nature interpretation. Furthermore, destinations emphasizing cultural tourism demand proficiency in preserving traditional authenticity, developing attractions, and engaging with indigenous communities. Consequently, HR development strategies must be meticulously tailored to the specific attributes of the tourism products and the prevailing socio-cultural conditions. A standardized training paradigm may fail to address actual requirements; thus, a flexible, locally-oriented competency curriculum is imperative (Singgalen & Prasadja, 2025).

Additionally, HR advancement can be bolstered through strategic educational alliances involving higher education institutions, training centers, regional governments, tourism associations, and destination management organizations. Universities offer

Creative Commons Attribution 4.0 International License

academic resources and methodological proficiency essential for identifying educational prerequisites, designing training modules, facilitating mentorship, and executing evaluations. Regional governments contribute by supplying policy frameworks, financial allocations, and institutional backing, whereas industry stakeholders provide critical insights into workforce competency demands. Concurrently, local communities supply the experiential context and indigenous knowledge regarding the destination. Such collaborative networks ensure that competency development is highly targeted, thereby circumventing training initiatives that lack practical applicability. Within the realm of tourism education, formulating a curriculum that bridges theoretical knowledge with empirical skills is a fundamental component in fostering occupational readiness and ensuring educational relevance to the industry (Mooney et al., 2024).

Conceptually, Human Resource Development (HRD) strategies for Islamic tourism destinations can be delineated as a human development process that integrates knowledge, skills, professional attitudes, digital competencies, and Islamic moral values. These five dimensions constitute the foundational competencies imperative for tourism-related employment. Knowledge provides a comprehensive understanding of the industry and destination characteristics, while skills enable the workforce to execute tasks efficiently. Furthermore, a professional attitude instills responsibility and discipline, digital competency facilitates technological adaptation, and Islamic values provide an ethical framework for service delivery. When these components are systematically governed through a structured educational management system, human resource development attains a definitive trajectory and can be empirically evaluated through performance metrics. Consequently, HRD transcends its role as a mere instrument for individual skill enhancement, emerging as the foundational pillar for building professional, character-driven, and sustainable organizations and tourism destinations.

Community-Based Learning as a Strategy for Participatory Education, Capacity Building, and Community Empowerment in Islamic Tourism Destinations

Community-Based Learning (CBL) constitutes an educational paradigm that interconnects the pedagogical process with the daily life, experiences, needs, and potential of the community. Within this framework, the community is not positioned merely as a passive object of educational initiatives, but rather as an active subject engaged in generating, developing, and disseminating knowledge. Learning occurs through dynamic interactions among learners, the community, the social environment, and the tangible challenges confronting the population. In contrast to pedagogical models that strictly emphasize theoretical instruction, community-based learning affords participants the opportunity to acquire knowledge through practical application, empirical observation, dialogue, collaboration, and critical reflection. This approach is highly pertinent to the development of tourism human resources, as the majority of skills requisite for destination management are cultivated through direct experiential learning. Communities engaged in tourism activities possess profound practical knowledge regarding visitor characteristics, local assets, regional history, sociocultural norms, and resource management protocols, all of which can be optimally utilized as instructional materials (Walia, 2021).

Creative Commons Attribution 4.0 International License

In the context of this study, it is imperative to establish a clear distinction between Community-Based Learning (CBL) and Community-Based Tourism (CBT). CBL is an educational paradigm that utilizes the community as a learning environment, collaborative partner, and educational resource. In contrast, CBT is a tourism development approach that positions the local community as a pivotal actor in the planning, management, and utilization of tourism activities. While the two concepts are intrinsically linked, they are not synonymous. CBT provides the institutional and governance framework for community participation in tourism, whereas CBL facilitates the learning mechanisms necessary to enhance the community's knowledge and competencies to effectively fulfill these roles. Consequently, the mere existence of tourism management groups or community organizations does not inherently imply that a learning process has materialized. Effective CBL requires a well-defined educational framework, specific competency objectives, targeted learning activities, continuous mentorship, and rigorous evaluation to ensure that community engagement tangibly results in capacity building. The sustainable development of community-based tourism demands the integration of civic participation, institutional reinforcement, resource preservation, and the continuous enhancement of the community's proficiency in managing tourism operations (Lee & Jan, 2025).

Islamic tourism destinations possess unique characteristics that are highly conducive to the implementation of CBL, as the majority of their tourism products are deeply intertwined with the social, cultural, traditional, and religious dynamics of the local populace. Knowledge pertaining to the history of mosques, the shrines of religious figures, Islamic traditions, the evolution of Islamic educational institutions, local gastronomy, cultural arts, and community life constitutes a vital learning resource that cannot be exhaustively acquired through conventional literature or formal educational materials. Local communities possess lived experiences that cultivate contextual knowledge regarding the practical manifestation of religious values in everyday life. These empirical insights can be systematically developed into instructional materials for tour guides, entrepreneurs, destination managers, and prospective tourism professionals. By engaging in a collaborative learning process with the local community, participants can recognize that the administration of Islamic tourism extends beyond administrative proficiency; it demands a profound sensitivity to local traditions, reverence for the sanctity of religious sites, a comprehensive understanding of visitation ethics, and the aptitude to foster a harmonious coexistence between tourism activities and the religious practices of the community (Susanti et al., 2024).

The implementation of community-based learning can be initiated by identifying the assets and knowledge potential inherent within the community. These assets may encompass local historical knowledge, craftsmanship, traditional culinary skills, religious traditions, social event management capabilities, entrepreneurial experiences, and environmental awareness. Destination managers, in collaboration with higher education institutions, can identify specific individuals or community groups possessing specialized knowledge to be engaged as learning facilitators. For instance, community leaders can provide instruction on the history and ethics of religious sites, culinary entrepreneurs can share their expertise in halal food management, and youth groups can serve as mentors in digital marketing education. This process fosters reciprocal learning, facilitating the

Creative Commons Attribution 4.0 International License

convergence of academic knowledge and practical community experience. Within the framework of the community-based tourism approach, community involvement in managing local potential constitutes a fundamental element in establishing economic self-sufficiency and preserving the socio-cultural identity of the destination (Hidayah et al., 2024).

A prominent modality of community-based learning (CBL) involves practical training in tourism services. Participants are not merely provided with theoretical explanations regarding the concepts of hospitality, communication, and customer service; rather, they are directly engaged in visitor service activities. Such engagements can be operationalized through simulations of guest reception, the dissemination of destination information, the management of group tours, the accommodation of Muslim tourists' needs, and the resolution of complaints. Practice-based learning enables participants to comprehend professional environments more realistically and to cultivate confidence in their interactions with tourists. Furthermore, this experiential approach affords participants the opportunity to recognize that service quality is cultivated through the consistent integration of knowledge, skills, and attitudes. Through collaborative evaluation, managers can identify the challenges encountered by participants and offer constructive feedback to enhance their service competencies. This pedagogical model aligns with the application of experiential learning in tourism education, which synthesizes academic curricula, tour planning competitions, and community-based field excursions (Liang, 2021).

Community-based learning can also be operationalized through the cultural and historical interpretation of a destination. Within the context of Islamic tourism areas, interpretation serves as a mechanism for disseminating information regarding the historical, social, cultural, and religious significance of an attraction to visitors. Tour guides are required not merely to memorize factual data about a location, but to thoroughly comprehend the historical context, articulate the profound meaning of traditions, and accurately convey information without compromising the integrity of indigenous knowledge. Consequently, community members possessing a profound understanding of the area's history must be integrated into the development of interpretive materials. Religious leaders, mosque administrators, local historians, and cultural preservationists can collaborate to construct a destination narrative that is both informative and responsible. Subsequently, training participants apply their narrative delivery skills through practical, hands-on guiding activities. This process simultaneously acts as a preservation mechanism for local knowledge, ensuring that the historical values and identity of the community remain intact amidst the rapid development of tourism (Singgalen & Prasadja, 2025).

Furthermore, community learning initiatives can be advanced through collaborative projects between higher education institutions and local communities. Universities bear the dual responsibilities of education and public service, which can be actualized through destination management assistance, service quality training, the creation of promotional media, the documentation of local history, and the development of educational tourism products. Students can be integrated into these initiatives through field-based learning programs designed to achieve academic objectives while providing tangible benefits to the community. Student involvement facilitates a reciprocal knowledge exchange between the

Creative Commons Attribution 4.0 International License

younger generation and local residents, whereas lecturers operate as facilitators bridging theoretical academic frameworks with practical necessities. This paradigm transforms the destination into a dynamic, living learning environment, enabling universities to make direct educational contributions. For instance, learning through a Community-Based Tourism (CBT) project on Laelae Island, Indonesia, demonstrates that student engagement offers practical learning experiences while concurrently providing communities with valuable insights for the progression of community-based tourism activities (Junaid et al., 2021).

Within the context of Islamic tourism, community-based learning serves a distinct function in cultivating an understanding of religious ethics and a respect for diversity. Given that Islamic destinations attract tourists from a myriad of nations, cultural backgrounds, and levels of religious literacy, the local workforce must be adept at articulating the protocols for visiting places of worship, facilitating courteous service delivery, and disseminating information regarding religious traditions without engendering misunderstandings. Consequently, the local community functions as a vital educational resource concerning the etiquette, traditions, and social boundaries that visitors must observe when entering religious spaces or engaging in specific activities. Rather than constraining cross-cultural interactions, this pedagogical process is designed to foster mutually respectful communication. Collaborative learning that integrates religious leaders, destination managers, and tour guides can generate a shared comprehension of how Islamic values are actualized through hospitable, inclusive, and responsible service provisions (Sunarmo et al., 2024).

Furthermore, Community-Based Learning (CBL) must incorporate the dimension of community entrepreneurship education. While tourism activities present significant opportunities for local enterprise development, these prospects can only be optimally leveraged if the community possesses the requisite knowledge and competencies. Therefore, educational initiatives should be oriented toward market opportunity identification, authentic product development, halal food packaging, digital marketing, pricing mechanisms, capital management, and the formulation of service strategies. Established entrepreneurs can act as mentors to other community members, thereby facilitating a learning process grounded in relevant practical experience. Such a model empowers the community to directly apprehend the interrelationships among product quality, tourist satisfaction, enterprise management, and income sustainability. Correspondingly, research on rural tourism entrepreneurship in Indonesia identifies business unit development, collaboration, innovation, creativity, and revenue management as fundamental components for the viability of sustainable tourism villages (Utami et al., 2023).

Based on the comprehensive discussion, Community-Based Learning (CBL) provides a strategic contribution by bridging formal education with community experiences and the practical requirements of Islamic tourism destinations. This community-centric learning paradigm facilitates the convergence of academic knowledge and local wisdom, thereby reinforcing participation, advancing practical proficiencies, and cultivating a profound sense of responsibility toward destination sustainability. Furthermore, this approach empowers community members to assume pivotal roles as educators, facilitators, managers, and innovators within tourism operations. By positioning the community as a

Creative Commons Attribution 4.0 International License

collaborative learning partner, destinations are able to establish a more contextualized and sustainable capacity-building framework. Consequently, CBL transcends the boundaries of a conventional training methodology; it functions as a comprehensive educational strategy that fortifies the nexus between human development, community empowerment, and the management of Islamic tourism.

The Integration of Human Resource Development and Community-Based Learning through Educational Management Functions in Islamic Tourism Destinations

The integration of Human Resource Development (HRD) and Community-Based Learning constitutes a strategic mechanism that aligns individual competency enhancement with the collective learning processes embedded within the community environment. It is imperative that both paradigms be situated within a unified educational management system to ensure that workforce capacity building remains intrinsically linked to the specific needs and characteristics of the community. HRD delineates the essential competencies required by the workforce, whereas CBL supplies the experiential learning environment necessary to cultivate these competencies through authentic interactions and practical engagement. The synthesis of these two approaches yields an educational model that not only augments knowledge and technical skills but also fosters professional dispositions, collaborative capabilities, and a comprehensive understanding of the destination's unique attributes. Within the context of Islamic tourism management, this system must be meticulously adapted to align with industry demands, local potentials, Islamic principles, and sustainable development objectives. Moreover, sustainability-oriented human resource development in the tourism sector necessitates careful consideration of job quality, equitable access to competency advancement, and the provision of working conditions that facilitate the continuous professional maturation of the workforce (Mooney et al., 2024).

The integration of these two strategies can be effectively operationalized through educational planning. Planning serves as the foundational stage for establishing the trajectory, objectives, priorities, targets, and competency standards intended to be achieved through human resource development programs. Within Islamic tourism destinations, the planning process must commence with the identification of destination characteristics, workforce mapping, competency needs analysis, and the delineation of core challenges in tourism services and management. Administrators are required to map the specific roles and skills demanded across various sectors, including religious tour guiding, accommodation management, halal culinary services, digital marketing, cultural attraction management, and destination administration. This mapping is subsequently aligned with the existing skill sets of the local populace and the competencies that necessitate further development. Furthermore, the planning process must actively engage the local population to ensure that educational initiatives are not predicated solely on managerial assumptions, but rather reflect the authentic needs of the community. Planning grounded in community potential and needs constitutes a pivotal principle in the advancement of community-based tourism (Hidayah et al., 2024).

Educational planning must generate a curriculum or competency framework that harmoniously integrates professional subject matter, practical skills, and Islamic values. This curriculum is not required to manifest as a complex, formal educational document;

Creative Commons Attribution 4.0 International License

instead, it may be operationalized as training modules, practical guidelines, competency standards, and instructional designs employed by destination management. Educational content can be stratified according to occupational demands, encompassing domains such as service competencies, tourism communication, destination management, digital marketing, entrepreneurship, tourism safety, and Islamic service ethics. The formulation of the curriculum necessitates collaboration with subject matter experts, industry practitioners, community leaders, and academic institutions, thereby ensuring that the substantive content remains deeply rooted in the local context. Instructional activities must also account for the varying proficiency levels of participants, guaranteeing that each individual is provided with customized material that meets their specific requirements. A robust curriculum not only outlines the requisite knowledge for participants but also prescribes the demonstrable competencies they must exhibit upon the conclusion of the educational intervention (Sharma, 2024).

The organizing function is imperative to ensure that all stakeholders involved in human resource development (HRD) programs possess explicitly defined roles and responsibilities. Within this framework, local governments can function as policy facilitators and providers of programmatic support, while higher education institutions serve as partners in education and knowledge advancement. Destination managers act as the primary organizers of activities, whereas the local community participates simultaneously as learners and repositories of indigenous knowledge. Furthermore, industry practitioners contribute practical insights regarding service standards and workforce requirements, and religious leaders are instrumental in imparting an understanding of the ethical frameworks and distinct characteristics of Islamic tourism. This delineation of roles must be supported by robust communication and coordination mechanisms to prevent the educational program from operating in isolated silos. Effective organization also necessitates a governance structure endowed with the authority to establish schedules, select participants, coordinate facilitators, and administer evaluations. A well-defined distribution of responsibilities ensures that the integration of HRD and Community-Based Learning (CBL) functions as a sustainable institutional initiative (Walia, 2021).

The implementation function represents the phase wherein educational planning is operationalized into tangible learning activities. This phase can be executed through various modalities, including traditional classroom training, field practicums, job mentoring, simulations, workshops, group discussions, and destination development projects. It is essential for learning programs to synthesize conceptual knowledge with operational experience, thereby enabling participants to transcend theoretical comprehension and apply the material directly to their professional endeavors. For instance, in Islamic tour guide training, participants may examine the historical context of a destination and grasp the principles of service communication prior to conducting practical guiding sessions for visitor groups. Similarly, in accommodation management training, participants are expected to comprehend hygiene standards, guest relations, and reservation protocols before undertaking practical exercises within community-operated homestays. This implementation of experiential education effectively aligns HRD objectives with CBL principles, as the enhancement of competencies is achieved through

Creative Commons Attribution 4.0 International License

the direct interaction between participants and the destination environment (Junaid et al., 2021).

The aspects of supervision and mentoring constitute an integral component of the program implementation process. Educational supervision must be directed toward ensuring that learning activities align with predetermined objectives, instructional materials are delivered accurately, and participants are afforded adequate opportunities to cultivate their skills. Administrators may designate mentors or advisors drawn from experienced personnel and community members possessing specific expertise. This mentoring framework enables participants to receive immediate feedback when encountering difficulties during practical application. Within the context of Islamic tourism destinations, mentoring is additionally requisite to ensure that service practices consistently adhere to both professional standards and Islamic ethical principles. Through mentoring initiatives, errors that occur during the learning process can be utilized as a basis for reflection and subsequent improvement. This paradigm facilitates the formation of a learning culture that is receptive to continuous evaluation and the perpetual development of competencies (Abidah et al., 2023).

The evaluation function serves as a pivotal mechanism for assessing the effectiveness of integrating Human Resource Development (HRD) and Community-Based Learning (CBL). Evaluations can be conducted systematically across the participant, program, organizational, and destination levels. At the participant level, evaluation focuses on modifications in knowledge, skills, attitudes, and the capacity to execute occupational tasks. At the program level, the assessment scrutinizes content relevance, facilitator proficiency, community engagement, and the sustainability of the initiatives. On an organizational tier, evaluation is performed by examining shifts in service quality, workflow coordination, operational efficiency, and innovative capability. Concurrently, at the destination level, evaluations observe the advancement of community participation, the quality of the tourist experience, the fortification of local enterprises, and resource sustainability. The implementation of a multi-level evaluation framework empowers administrators to determine whether educational programs yield exclusively individual transformations or concurrently exert a broader impact on the organization and the community. Human resource learning and development must be correlated with outcome indicators to more explicitly elucidate the benefits derived from educational investments (Creswell & Creswell, 2023).

In practical implementation, the integration of Human Resource Development (HRD) and Community-Based Learning (CBL) necessitates cultivation through an iterative educational cycle. Administrators must conduct needs analyses, formulate programs, establish partnerships, execute instructional activities, monitor competency progression, and evaluate outcomes. The findings from these evaluations are subsequently utilized to identify future learning prerequisites. This cyclical framework enables educational programs to dynamically adapt to shifting destination conditions, evolving tourist demands, technological advancements, and tourism policies. Furthermore, the cyclical model mitigates the tendency to conduct training sessions merely to fulfill administrative obligations. The efficacy of the program must be assessed based on the organization's capacity to sustain competency development processes and secure active community

Creative Commons Attribution 4.0 International License

engagement. This strategic approach embeds education as an integral component of progressive destination governance (Lee & Jan, 2025).

Ultimately, the amalgamation of HRD and CBL engenders an educational management paradigm that is collaborative, contextual, participatory, and performance-oriented. HRD guarantees a systematic trajectory for competency development, whereas CBL ensures that pedagogical processes remain inextricably linked to the experiences and intrinsic potential of the local community. Educational management serves as the nexus between these two domains through the fundamental functions of planning, organizing, implementing, monitoring, and evaluating. In this context, Islamic values function as an ethical orientation that augments service quality and fosters a culture of professional responsibility. By employing this framework, Islamic tourism destinations can cultivate an educational system that yields not merely a proficient workforce, but also an empowered community, adaptive organizations, and tourism services characterized by a distinct identity and moral integrity.

The Implications of Integrating Human Resource Development and Community-Based Learning on Human Resource Performance and the Sustainability of Islamic Tourist Destinations

Tourism human resource (HR) performance represents the workforce's ability to execute tasks, fulfill service standards, achieve organizational objectives, and contribute to destination development. Performance is measured not merely by the quantity of work or the number of tourists served, but also by the quality of interactions, service accuracy, discipline, teamwork, innovation, responsibility, and adaptability. Within Islamic tourist destinations, performance encompasses an additional dimension concerning the consistent application of Islamic values in occupational execution. Consequently, it is insufficient for the workforce to merely provide rapid and accurate services; they must also uphold integrity, trustworthiness, courtesy, cleanliness, and accountability. The integration of Human Resource Development (HRD) and Community-Based Learning (CBL) provides a mechanism to enhance performance through the simultaneous development of individual competencies and the augmentation of collective community capacity. Thus, the efficacy of HR development must be evaluated based on behavioral shifts in the workplace and the organization's capacity to deliver high-quality services (Syamil et al., 2024).

The primary dimension serving as an indicator of performance improvement is task performance. This dimension relates to the workforce's proficiency in completing tasks in accordance with designated responsibilities and established operational standards. In tourism operations, this proficiency is evidenced by the accuracy of information provision, service promptness, booking management capabilities, administrative precision, and the successful execution of activities according to standard procedures. HRD initiatives elevate this dimension through the acquisition of technical skills and the expansion of occupational knowledge, whereas CBL reinforces it via hands-on practice and experiential learning in real-world scenarios. The synergy between these two approaches is crucial, as theoretical understanding does not inherently guarantee effective practical application in the absence of experiential engagement. Research within the tourism and hospitality industry indicates that training correlates with task performance through employee

Creative Commons Attribution 4.0 International License

engagement; therefore, organizational support and learning motivation must be integral components of HR development strategies (Arwab et al., 2022).

The second dimension is service quality, also referred to as service performance. It serves as a critical indicator within the tourism industry, given the direct interactions between tourists and personnel, facility managers, guides, and local communities. High-quality service encompasses hospitality, courtesy, information accuracy, responsiveness, empathy, the capacity to understand visitor needs, and consistency in fulfilling service commitments. In the context of Islamic tourism destinations, service quality must additionally address the specific requirements of Muslim tourists, which includes providing information on halal food, prayer facilities, cleanliness, comfort, and adherence to religious norms. The integration of Human Resource Development (HRD) and Community-Based Learning (CBL) facilitates the enhancement of service quality through standard operating procedure training, service simulations, ethical education, and practical interactions with visitors. Furthermore, research conducted in the Indonesian hospitality sector indicates that employee productivity and service quality are correlated with work motivation, which subsequently contributes to the formation of job satisfaction (Pujiati et al., 2025).

The third dimension is work productivity. Productivity reflects the workforce's ability to effectively utilize time, knowledge, skills, and facilities to achieve optimal outcomes. In the tourism industry, productivity is not solely defined by an increase in the number of visitors served; rather, it also emphasizes the efficiency of work processes and the quality of service delivery. Competent employees are capable of minimizing service errors, managing tasks more effectively, and resolving operational challenges with greater expediency. Among community groups engaged in tourism enterprises, productivity is further demonstrated by their capacity to generate high-quality products, manage reservations, control inventory, and improve overall business efficacy. HRD programs support productivity through skill development and task management, while CBL offers communities the opportunity to engage in experiential learning, share knowledge, and collaboratively refine work processes. Studies examining employee productivity in the hospitality sector highlight the importance of aligning productivity with service quality and work motivation as essential elements in attaining organizational performance objectives (Pujiati et al., 2025).

The fourth dimension comprises adaptive performance. The tourism industry is a sector highly susceptible to shifts in technology, consumer behavior, economic conditions, environmental factors, and policy developments. An adaptive workforce possesses the capacity to assimilate new procedures, modify service paradigms, utilize emerging technologies, and navigate unforeseen challenges. Within the context of Islamic tourism destinations, adaptability is further necessitated to address the evolving demands of tourists, the advancement of halal service standards, and the growing diversity of both domestic and international visitors. Human resource development programs must afford employees the opportunity to engage with diverse occupational scenarios and cultivate problem-solving proficiencies. Community-based learning facilitates this process by providing individuals with a platform to observe the experiences of peers and deliberate on problem-solving strategies. Furthermore, research concerning future competencies within the tourism sector underscores the critical role of interpersonal skills, stakeholder

Creative Commons Attribution 4.0 International License

collaboration, and emotional intelligence as requisite capabilities for navigating industry transformations (Mekinc et al., 2023).

The fifth dimension entails contextual performance. This dimension pertains to behaviors that bolster the organizational environment, even when they are not explicitly delineated within formal job descriptions. Prominent examples include assisting colleagues, disseminating information among team members, sustaining harmonious relationships, demonstrating initiative in work optimization, and exhibiting a commitment to organizational objectives. Within Islamic tourism zones, contextual performance holds significant importance, as destination management inherently relies on the intricate relationships among formal employees, local entrepreneurs, religious site administrators, community groups, and governmental bodies. Inter-stakeholder cooperation serves as the foundation for delivering coordinated services. Human resource departments can instill collaborative values through leadership training and team-building exercises, whereas community-based learning fosters collaborative habits via joint community projects. Consequently, performance enhancement is realized not solely at the individual level, but also within the social networks that facilitate the execution of tourism activities (Anaba et al., 2024).

Within the framework of Islamic tourism development, the enhancement of human resource (HR) competencies must be accompanied by the cultivation of a destination image that aligns consistently with the actual service experience. A destination's image is formulated not solely through promotional initiatives, but also through the perceptions formed by visitors following their interactions with personnel and the local community. Should promotional campaigns portray a destination as a hospitable, hygienic, and professional Islamic tourism enclave, the quality of service must intrinsically reflect this identity. Any discrepancy between promotional messaging and the empirical tourist experience has the potential to erode trust in the destination. Consequently, HR development must be inextricably linked to service standards and the overarching communication strategies of the destination. Empirical research examining halal awareness, service quality, promotion, and destination image demonstrates that the correlation between halal tourism attributes and visitor decision-making is mediated by various factors; therefore, it is imperative for management to harmonize service quality with destination image-building strategies (Sunarmo et al., 2024).

Furthermore, the performance of tourism HR necessitates evaluation based on its definitive contribution to tourist satisfaction and loyalty. Satisfaction is derived from visitors' cognitive and affective evaluations of their actual experiences relative to their pre-travel expectations. Exceptional service quality significantly increases the probability of visitors recommending the destination to prospective tourists and engaging in repeat visitation. Within Islamic tourism destinations, satisfaction is intrinsically correlated with the provision of facilities that accommodate the specific requirements of Muslim travelers, alongside the staff's proficiency in disseminating reliable information. This dynamic underscores that the augmentation of HR capabilities transcends internal organizational objectives, functioning instead as a critical element of strategies designed to foster destination competitiveness. Recent studies on halal tourism in Indonesia indicate that destination attributes, Sharia-compliant facilities, and the integration of technology

Creative Commons Attribution 4.0 International License

constitute salient factors in the cultivation of both tourist satisfaction and subsequent loyalty (Alfarizi et al., 2025).

The successful integration of Human Resource Development (HRD) and Community-Based Learning (CBL) is evidenced by its capacity to enhance the economic autonomy of local communities. The advancement of vocational skills and community-based education empowers residents to elevate product quality, expand marketing networks, and establish value-added enterprises. Consequently, individuals previously engaged in unskilled labor are afforded opportunities to cultivate professional competencies, transitioning into roles such as tour guides, accommodation managers, halal culinary entrepreneurs, artisans, and cultural attraction administrators. Nevertheless, economic growth must be coupled with an equitable distribution of benefits to ensure that tourism development does not disproportionately advantage specific factions. Management must institute transparent partnership frameworks that facilitate the active participation of diverse community demographics. Ultimately, empowerment strategies oriented toward community self-sufficiency are imperative to prevent destinations from developing a perpetual reliance on external assistance (Rahman & Natalia, 2025).

Furthermore, community participation in tourism governance can be fortified through the application of entrepreneurial practices rooted in local potential. Although residents can cultivate a variety of tourism-related economic activities, such development necessitates the proficiency to identify target markets and sustain product quality. Enterprise expansion must also carefully consider the intersection between tourism operations and the primary livelihoods of the populace to prevent the emergence of excessive economic dependency on the tourism sector. It is essential for communities to acquire the aptitude for efficient resource management and to foster collaborative networks with diverse stakeholders. The efficacy of rural tourism entrepreneurship in Indonesia demonstrates that economic, social, and environmental dimensions must be integrated into a unified developmental paradigm to achieve balanced and long-term destination sustainability (Utami et al., 2023).

Experiential learning within tourism education necessitates rigorous evaluation based on its alignment with industry requirements. Practical exposure does not inherently cultivate competency in the absence of appropriate mentorship and contextually relevant curricula. Consequently, the pedagogical process must synthesize theoretical frameworks, practical application, constructive feedback, and critical reflection. Learners require structured opportunities to implement, assess, and refine their operational execution. Tourism education programs that amalgamate traditional classroom instruction, digital learning modalities, and industry-based immersion can significantly enhance occupational readiness, provided they are strategically designed around the demands of prospective employers. Furthermore, research examining hospitality and tourism education in Malaysia underscores the imperative of reinforcing experiential learning to ensure that the practical proficiencies of graduates converge with employer expectations (Sumarjana et al., 2025).

Capacity building through training initiatives must be augmented by the implementation of instructional methodologies that carefully consider the socio-cultural context of the community. Excessively lecture-centric training may foster conceptual comprehension, yet it frequently fails to develop actionable, practical skills. Therefore,

Creative Commons Attribution 4.0 International License

pedagogical approaches should incorporate demonstrations, simulations, hands-on practice, interactive discussions, and continuous mentoring. Program administrators must tailor these methodologies to the specific competencies being cultivated to ensure participants acquire highly relevant experience. In the context of community-based tourism management, training interventions should be directly correlated with the empirical challenges encountered by the local population, encompassing facility administration, visitor relations, product development, and organizational governance. Empirical evidence from the execution of homestay management and sanitation training demonstrates that an integrated approach combining theoretical dissemination, discursive engagement, and direct practical application effectively elevates the community's proficiency in managing tourism products (Jaya et al., 2024).

The capacity building of human resources in halal tourism necessitates a reinforced comprehension of data and technology utilization to substantiate managerial decision-making. Digital technologies facilitate administrators in acquiring critical insights regarding visitor requirements, visitation trends, service evaluations, and the efficacy of promotional strategies. Nevertheless, technological proficiency must be underpinned by the capacity to interpret data and apply it responsibly. Local communities require targeted training on leveraging digital information to enhance products and services, rather than solely focusing on augmenting social media metrics. Furthermore, management must establish robust data protection mechanisms and ensure that the disseminated information accurately reflects the actual conditions of the destination. Research concerning the development of halal tourism human resources in Madura underscores the imperative of utilizing big data to bolster managerial competencies and overall tourism competitiveness (Sholehah et al., 2025).

CONCLUSION

Based on the analysis and synthesis of the literature, it can be concluded that Human Resource Development and Community-Based Learning strategies occupy a pivotal role in augmenting the performance of tourism human resources, particularly within Islamic tourism destinations. The cultivation of human resources through education, training, competency enhancement, career progression, and performance evaluation serves as the foundational framework for establishing a professional, productive, and adaptable workforce equipped with high-quality service capabilities. Such development must encompass technical, managerial, social, and digital competencies, alongside Islamic ethics manifested through trustworthiness, honesty, courtesy, responsibility, and a strong service orientation. The implementation of Community-Based Learning fortifies competency development via empirical experiences, social interactions, knowledge exchange, practical fieldwork, and active community engagement. This paradigm enables the community to function simultaneously as the subjects of learning and as repositories of knowledge, thereby playing an instrumental role in destination development. Furthermore, communal learning bolsters entrepreneurial acumen, digital literacy, tourism product management, cultural preservation, and institutional autonomy. Consequently, local communities transcend the role of mere support personnel for

Creative Commons Attribution 4.0 International License

tourism activities, emerging as primary stakeholders who significantly contribute to the successful management of the destination.

The integration of Human Resource Development (HRD) and Community-Based Learning (CBL) within the framework of educational management yields a systematic, participatory, and sustainable capacity-building paradigm. Planning is rigorously grounded in competency needs analyses, while organizational structures are established through multi-stakeholder partnerships. Subsequent implementation is executed via structured training and community practices, culminating in evaluations predicated on measurable shifts in competencies and performance outcomes. The implications of this integration manifest in enhanced service quality, increased productivity, greater adaptability, fostered innovation, strengthened collaboration, economic empowerment, and elevated tourist satisfaction. However, the efficacy of this strategy is contingent upon learning-conducive leadership, adequate infrastructure, sustained mentorship, and equitable community access to opportunities.

The practical application of these research findings necessitates the formulation of integrated education and training programs that synergize local governments, higher education institutions, destination managers, Islamic educational organizations, industry practitioners, and local communities. These programmatic interventions should be strategically directed toward the establishment of community-based tourism learning centers, the design of Islamic tourism competency curricula, the provision of halal service training, the enhancement of digital proficiencies, the facilitation of competency certifications, and the mentoring of community enterprises. Furthermore, periodic evaluations are imperative to ensure that enhancements in human competencies tangibly translate into improved service quality and the long-term sustainability of the destination. In conclusion, the development of Islamic tourism destinations must position human capital as the paramount developmental priority, thereby synthesizing industrial professionalism, community empowerment, Islamic identity, and socio-economic sustainability into a cohesive strategic framework.

BIBLIOGRAPHY

Abubakar, R. (2021). *Pengantar metodologi penelitian*. SUKA-Press.

Aji, G., Abidah, N., & Zakiyya, H. R. (2023). Human resource development in halal tourism: A case study of the Islamic tourist destination of Sapuro Tomb in Pekalongan. *Journal of Social and Economics Research, 5*(2), 791–798. https://doi.org/10.54783/jser.v5i2.126

Alfarizi, M., Ngatindriatun, N., Arifian, R., & Widiharjanti, I. (2025). Green-smart service quality and halal tourism attributes on revisit intention and quality of life: A case study from Indonesia. *International Journal of Halal Industry, 1*(1), 1–20. https://doi.org/10.20885/IJHI.vol1.iss1.art1

Anaba, M. I., Masud, M. M., & Ching, G. H. (2024). The role of social identity between community motivation and intention to participate in tourism development in Malaysia. *Environment, Development and Sustainability, 26*(9), 22929–22952. https://doi.org/10.1007/s10668-023-03584-4

Arwab, M., Adil, M., Nasir, M., & Ali, M. A. (2022). Task performance and training of employees: The mediating role of employee engagement in the tourism and hospitality industry. *European Journal of Training and Development, 47*(9), 900–920. https://doi.org/10.1108/EJTD-01-2022-0008

Creative Commons Attribution 4.0 International License

Braun, V., & Clarke, V. (2022). *Thematic analysis: A practical guide*. SAGE Publications.
Creswell, J. W., & Creswell, J. D. (2023). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). SAGE Publications.
Hidayah, A. N., Widanti, E. M., Prasetyo, A. Y., Ilmawan, K. F., & Kurniasari, K. K. (2024). *Pariwisata berbasis masyarakat*. Tidar Press.
Huan, T.-C., Fotiadis, A. K., & Stylos, N. (Eds.). (2025). *Religious tourism: Industry dynamics, emerging trends and contemporary issues*. Routledge.
Jaya, R., Ohyver, D. A., Muhtasom, A., & Ahmad, A. B. (2024). Pemberdayaan masyarakat desa wisata melalui pelatihan pengelolaan homestay dan kebersihan. *PADAIDI: Journal of Tourism Dedication, 1*(1), 1–12. https://doi.org/10.33649/padaidi.v1i1.111
Junaid, I., Sigala, M., & Banchit, A. (2021). Implementing community-based tourism (CBT): Lessons learnt and implications by involving students in a CBT project in Laelae Island, Indonesia. *Journal of Hospitality, Leisure, Sport & Tourism Education, 29*, 100295. https://doi.org/10.1016/j.jhlste.2020.100295
Lee, T. H., & Jan, F.-H. (Eds.). (2025). *Handbook on sustainable community-based tourism: Planning, management and sustainability*. Edward Elgar Publishing. https://doi.org/10.4337/9781035321063
Lestari, Y. D., Saidah, F., & Putri, A. N. A. (2023). Effect of destination competitiveness attributes on tourists' intention to visit halal tourism destination in Indonesia. *Journal of Islamic Marketing, 14*(4), 937–965. https://doi.org/10.1108/JIMA-12-2020-0368
Liang, Y. (2021). Examining the factors of experiential learning and teaching style: A case study of a hospitality and tourism program. *Journal of Hospitality, Leisure, Sport & Tourism Education, 29*, 100332. https://doi.org/10.1016/j.jhlste.2021.100332
Mekinc, J., Gorenak, M., Ladkin, A., & Turnšek, M. (2023). Educational and training imperatives for future tourism competencies: The case of Slovenia. *Human Systems Management, 42*(5), 499–514. https://doi.org/10.3233/HSM-220056
Mooney, S., Robinson, R. N. S., Solnet, D. J., & Baum, T. (Eds.). (2024). *A sustainable tourism workforce: Current issues*. Routledge. https://doi.org/10.4324/9781003435457
Pujiati, R., Nainggolan, R., & Sarwoko, E. (2025). The influence of employee productivity and service quality of front office department on job satisfaction mediated by work motivation in the hospitality sector. *Journal of Tourism, Culinary, and Entrepreneurship, 5*(1), 36–50. https://doi.org/10.37715/jtce.v5i1.5440
Rahman, A. F., & Natalia, D. C. (2025). Community independence as empowerment in tourism village development: A study from Batu City, East Java. *Jurnal Pariwisata Pesona, 10*(1), 1–12. https://doi.org/10.26905/jpp.v10i1.15381
Sharma, A. (Ed.). (2024). *International handbook of skill, education, learning, and research development in tourism and hospitality*. Springer. https://doi.org/10.1007/978-981-97-4318-6
Sholehah, U., Ardyansyah, F., & Nasik, K. (2025). Optimizing big data for human resource development in Madura's halal tourism. *Academia Open, 10*(2). https://doi.org/10.21070/acopen.10.2025.12745
Singgalen, Y. A., & Prasadja, H. (2025). *Pariwisata berbasis komunitas*. Widina Media Utama.
Sugiyono. (2022). *Metode penelitian kualitatif: Untuk penelitian yang bersifat eksploratif, interpretif, interaktif, dan konstruktif* (Cetakan ke-5). Alfabeta.
Sumarjana, N., Yusof, S. A., & Abdul Rahman, A. E. (2025). Navigating experiential learning challenges in Malaysia community colleges hospitality and tourism program. *Journal of Hospitality & Tourism Education*. Advance online publication. https://doi.org/10.1080/10963758.2025.2498494

Creative Commons Attribution 4.0 International License

Sunarmo, S., Thurisaina, M., Amri, A., & Sagita, A. (2024). Effects of halal awareness, service quality and promotion on visitor decisions through destination imagery as a mediator. *Indonesian Journal of Halal Research, 6*(1), 13–25. https://doi.org/10.15575/ijhar.v6i1.19489

Susanti, P. H., Wirawan, P. E., & Arianty, A. A. A. S. (2024). *Menuju wisata ramah di era new normal: Pengembangan community-based tourism*. PT Inovasi Pratama Internasional.

Syamil, A., Oktawirani, P., Apriliani, F., Erwina, Judijanto, L., Rachmawati, D., Frianto, A., Hadikusumo, R. A., Ananti, D. D., Kasiyati, S. B., Khaerana, Marhaeni, N. P., & Wahyudi, S. (2024). *Manajemen sumber daya manusia pariwisata berkelanjutan*. Future Science Publisher.

Utami, D. D., Dhewanto, W., & Lestari, Y. D. (2023). Rural tourism entrepreneurship success factors for sustainable tourism village: Evidence from Indonesia. *Cogent Business & Management, 10*(1), Article 2180845. https://doi.org/10.1080/23311975.2023.2180845

Walia, S. K. (Ed.). (2021). *The Routledge handbook of community-based tourism management: Concepts, issues & implications*. Routledge.

Yoshinta, D., Suhariadi, F., & Wijoyo, S. (2024). Integrating human resource development and halal tourism strategies for sustainable development in Indonesia. *Technium Social Sciences Journal, 62*(1), 195–204. https://doi.org/10.47577/tssj.v62i1.11718

Creative Commons Attribution 4.0 International License