Designing a Model for Efficient Human Resource Training from the Perspective of Islamic Education

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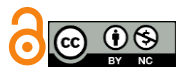
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A B S T R A C T

Objective: The aim of this research is to design a model for efficient human resource training based on Islamic education principles.

Methodology: The research methodology is qualitative and is based on the deductive content analysis method. The research domain includes content analysis of Quranic verses and Hadiths, as well as all books and resources written on the topic of human resource training. The sampling method is purposive. Data collection was conducted using note-taking from relevant books and resources. The data analysis method is content analysis using a deductive categorization system. For this purpose, a three-stage thematic coding method was used, and the data were analyzed using open, axial, and selective coding. Finally, the model was presented. In this research, credibility criteria were used to examine validity, and reliability criteria were used to ensure dependability.

Findings: The results indicate that the model for efficient human resource training from the perspective of the educational system of the Infallible Imams (PBUH) is based on individual, social, and political characteristics derived from approximately 204 initial concepts or free codes and 16 axial categories. It includes components such as 1) religious knowledge and awareness, 2) creativity and knowledge in the work domain, 3) competence, 4) efficiency in management, 5) courage, 6) decisiveness, 7) humility and avoidance of arrogance, 8) faith and belief in the goal, 9) adherence to responsibility, 10) a clean past with no misconduct, 11) social justice, 12) social interaction with intellectuals, 13) understanding societal conditions and enduring hardships, 14) responsibility and initiative in action, 15) simplicity and being a role model, and 16) political insight and outlining general policy lines. Additionally, the model for efficient human resource training from the perspective of the educational system of the Infallible Imams (PBUH) is based on educational methods such as appropriate response, punishment and encouragement, tolerance and decisiveness, and exemplary methods derived from approximately 90 initial concepts or free codes and 14

axial categories. It includes components such as 1) effective response, 2) timely reaction, 3) reward, 4) encouragement, 5) decisive reaction, 6) reprimand, 7) supervision and control, 8) overt supervision, 9) covert supervision, 10) public supervision, 11) tolerance, 12) firmness and decisiveness, 13) modeling, and 14) modeling the behavior of the Infallible Imams (PBUH).

Conclusion: The explained model addresses all educational principles and can create conditions for efficient human resource training in trainers and educators by applying the suggested methods.

Keywords: *Human resource training, efficiency, political characteristics, exemplary method, appropriate response*

1   Introduction

Human resources play a significant role in achieving organizational goals and are considered the main driving force towards realizing the vision and mission of the organization. Therefore, organizations continue to support human resources to maintain quality and develop their skills to gain a competitive advantage over other organizations. Efficient and high-quality human resources tend to perform well, making efforts to improve their quality very important for organizations (Attaran et al., 2023). The role of efficient human resources in any organization is fundamental and central. Efficient human resources are among the key factors for organizational excellence and pave the way for organizational development. Hence, retaining efficient employees is a vital need for organizations and one of their key responsibilities (Mahdieh & Mozafari Panah, 2023; Ouanhlee, 2023). However, not all employees are the same; individuals perform differently under the same conditions (Loftus & Higgs, 2010). The composition of an organization's human resources is not necessarily made up of efficient employees, as organizations suffer from the presence of inefficient employees to varying degrees. The presence of inefficient employees not only means a waste of human resources but also negatively impacts the organizational culture and the efficiency of other employees. Mey et al. (2021) state that efficient employees are those with high skills who contribute to and engage in the success of the organization (Mey et al., 2021). According to Morris et al. (2021), efficient employees are better than average employees and have significant performance (Morris et al., 2021). An efficient employee is an informed, innovative, intelligent, and expert individual who works effectively and with a sense of commitment in their field (Charles, 2021).

The Iranian-Islamic model refers to a systematic set of concepts, principles, laws, and strategies that, in a logical structure based on Islamic epistemological and ontological foundations and within the framework of Islamic rights and ethics, analyzes the current situation of Iran, explains its desired situation, and provides strategies for changing the current situation to the desired one (Ghaedrahmati et al., 2024). Additionally, the Iranian-Islamic model, under the current educational system, can be considered a strategic basis for designing and operationalizing authentic Islamic resources and the moral education of Iranian students, shaping the life guidelines for future generations. Generally, despite the emphasis placed by managers and officials of the education system on the moral education of students in recent years and the practical measures taken in this regard, the results have not been significant and have not been effective in the teaching-learning system. One of the most important and fundamental factors in this regard is the indigenous teaching-learning models of moral education based on the value and cultural system of our country (Ghaedrahmati et al., 2024). Employment is an inevitable necessity for a healthy life, growth, and self-sufficiency of society. Conversely, unemployment is a significant factor in individual and social harm. With the increase in unemployment, crime, disorder, and insecurity in families and society rise, ultimately affecting the health of the social system with numerous disorders and instabilities. Therefore, job creation and unemployment eradication are among the best methods for ensuring the health of society and families and combating crimes, harms, and individual and social insecurities. Employment is a fundamental issue in the economy of countries; high employment statistics are an important indicator of a society's development (Mahdizade & Sadrnabavi, 2023). The employee recruitment process in organizations should be such that a large number of qualified candidates apply for the job. Obviously, the more job applicants there are, the more choices the organization will have; however, this process is effective only when not only qualified individuals are attracted to the organization, but also unqualified individuals realize this early on and do not apply for the job. These two conditions—attracting qualified individuals and eliminating unqualified individuals—will

minimize recruitment costs (Shahmohammadi & Ghadimi, 2023).

The first issue facing educational systems is understanding the dimensions of human existence as the primary foundations and propositions for developing an educational system. The Islamic educational system, like other educational systems, consists of components that have multi-faceted relationships to achieve a unified goal. These components include foundations, goals, principles, fields, stages, factors, obstacles, and educational methods. Foundations are more important than other components because they serve as the base and foundation in all educational systems; goals, principles, and educational methods are formed based on them, and the structure of educational systems is created based on the type of foundations. Foundations, based on the role they play in a science, are discussed in different fields and are divided into ontological, epistemological, theological, axiological, and anthropological foundations (Hemmatyan & Hemmatyan, 2023).

Efficiency starts with changing the beliefs, thoughts, and attitudes of human resources. This means that they must believe they have the necessary ability and competence to successfully perform tasks and feel they can influence and control job outcomes; they should feel that job goals are meaningful and valuable and believe they are treated honestly and fairly. Efficiency is the process of empowering individuals; in this process, human resources are trained to improve their self-confidence and overcome their feelings of helplessness and incapacity. In fact, efficiency here means mobilizing individuals' internal motivations and beliefs. The term 'self-efficacy beliefs' refers to the level of confidence each person expresses in their ability to execute a series of tasks or perform a specific duty. People with high self-efficacy beliefs in a particular area choose more challenging goals that require more effort, show more perseverance in performing tasks, and react less negatively to failure (Mahdizade & Sadrnabavi, 2023).

Given these points, the question that arises is how to train and educate such efficient human resources for society? Also, according to Islamic teachings, for whom and with which strategies is specialized training feasible? In this context, the education system plays a pivotal role in training specialized human resources. Technical and vocational education in human resource development has been one of the useful actions of the country's educational system, achieving progress in training technical and specialized forces. However, despite this, many students do not show a positive inclination towards technical and vocational education, and their concentration in theoretical fields remains high. Therefore, the issue this research aims to examine is designing an appropriate model for training specialized human resources. The main question is, what is the desirable model for training efficient human resources based on Islamic education?

2 Methods and Materials

The present research method is qualitative, involving content analysis and deductive categorization. In fact, this research is a type of qualitative research that, using a descriptive-interpretive approach, analyzes the foundations of human resource training based on Islamic education and ultimately, considering the analysis of religious anthropology foundations, presents appropriate and desirable educational goals and human resource training based on the Quran and Sunnah.

The data collection tools in the library method are note-taking and scanning all printed documents such as books, journals, research papers, scientific conference books, printed texts indexed in databases, and the internet and any printed identifiable source. In this research, note-taking from related books and sources was used for data collection. In other words, in this study, related paragraphs were extracted from the sources using note-taking.

In this research, the unit of analysis is the "paragraph." To answer the questions, the researcher needed to review related texts. That is, to examine the "model of human resource training based on Islamic education," Islamic texts and research related to the topic of education were reviewed using qualitative content analysis. After summarizing the obtained results, the acceptable aspects of Islamic education were determined.

In this study (qualitative content analysis), the research axis includes all books and resources written on the topics of Islamic education with an emphasis on the foundations of the Quran, Nahj al-Balagha, and Islamic narrations related to human resource training. Due to the abundance of resources in this field, all available printed and digital documents in the field of Islamic education in human resources, including the texts of scholars and philosophers of Islamic education, were used. Overall, the researcher conducted main searches to explore discussions related to Islamic human resource education with emphasis on the opinions and views of educational scientists and philosophers and their works and books. The sampling method was purposive because

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information had to be obtained from sources that were aligned with the process of efficient human resource training and had practical activity in this area.

3 Findings and Results

Research Question 1: What are the characteristics of individuals trained as efficient human resources according to Islamic education?

To answer this question, deductive content analysis was used. Relevant texts were selected and analyzed using thematic coding methods (open, axial, and selective). The propositions derived from the content analysis are presented as follows.

Description of Free Codes (Initial Coding): The results of free or initial coding of the indicators and characteristics of efficient human resources in Islamic education show that 224 initial concepts were obtained and extracted through free coding. In the initial coding, efforts were made to avoid repeating similar codes, and coding continued until theoretical saturation was reached.

Axial Coding of Characteristics of Efficient Human Resources in Islamic Education: One of the outputs of the first stage of coding, i.e., open coding, is the identification and discovery of raw and initial categories. In this study, the initial categories discovered were then classified in the next stage based on their similarities, differences, and functions,

and discussed as an axial category. Axial coding is the second stage of analysis in the deductive content analysis method. The goal of this stage is to establish a relationship between the classes generated in the open coding stage. Therefore, all the indicators obtained from the open coding stage were used to determine the categories at this stage.

After establishing the relationship between the classes generated in the open coding stage, the axial categories related to the characteristics of efficient human resources based on Islamic education include: religious knowledge and awareness, creativity and knowledge in the work domain, competence, efficiency in management, courage, decisiveness, humility and avoidance of arrogance, faith and belief in the goal, adherence to responsibility, a clean past and no misconduct, social justice, social interaction with intellectuals, understanding societal conditions and enduring hardships, responsibility and initiative in action, simplicity and being a role model, political insight, and outlining general policy lines.

Selective Coding of Characteristics of Efficient Human Resources in Islamic Education: After determining the open codes and axial categories, selective coding was carried out. The result of this coding is shown in Table 2. At this stage, similar and concurrent categories were placed in the main contexts, and based on the conceptual similarities between the categories, more abstract concepts were extracted.

Table 1

Categories Derived from Selective Coding Based on Characteristics of Efficient Human Resources

Row	Axial Categories	Core Category
1	Religious Knowledge and Awareness	Individual Characteristics
2	Creativity and Knowledge in the Work Domain	
3	Competence	
4	Efficiency in Management	
5	Courage	
6	Decisiveness	
7	Humility and Avoidance of Arrogance	
8	Adherence to Responsibility	
9	A Clean Past and No Misconduct	Social Characteristics
10	Social Justice	
11	Social Interaction with Intellectuals	
12	Understanding Societal Conditions and Enduring Hardships	
13	Responsibility and Initiative in Action	
14	Simplicity and Being a Role Model	
15	Political Insight	Political Characteristics
16	Outlining General Policy Lines	

After establishing the relationship between the generated classes and the similar and concurrent categories in the axial coding stage, the core categories of characteristics of

efficient human resources in Islamic education are three components: 1) Individual Characteristics, 2) Social Characteristics, and 3) Political Characteristics.

Research Question 2: How are the methods for training efficient human resources based on Islamic education extracted?

To answer this question, deductive content analysis was used. Relevant texts were selected and analyzed using thematic coding methods (open, axial, and selective), and the propositions derived from the content analysis are presented as follows.

Description of Free Codes (Initial Coding): The results of free or initial coding of the methods for training efficient human resources in Islamic education show that 90 initial concepts were obtained and extracted through free coding. In the initial coding, efforts were made to avoid repeating similar codes, and coding continued until theoretical saturation was reached.

Axial Coding of Methods for Training Efficient Human Resources in Islamic Education: One of the outputs of the first stage of coding, i.e., open coding, is the identification and discovery of raw and initial categories. In this study, the initial categories discovered were then classified in the next stage based on their similarities, differences, and functions, and discussed as an axial category. Axial coding is the

second stage of analysis in the deductive content analysis method. The goal of this stage is to establish a relationship between the classes generated in the open coding stage. Therefore, all the indicators obtained from the open coding stage were used to determine the categories at this stage.

After establishing the relationship between the classes generated in the open coding stage, the axial categories related to the methods for training efficient human resources based on Islamic education include: effective response, timely reaction, reward, encouragement, decisive reaction, reprimand, supervision and control, overt supervision, covert supervision, public supervision, tolerance, firmness and decisiveness, modeling, and modeling the behavior of the Infallible Imams (PBUH).

Selective Coding of Methods for Training Efficient Human Resources in Islamic Education: After determining the open codes and axial categories, selective coding was carried out. The result of this coding is shown in Table 3. At this stage, similar and concurrent categories were placed in the main contexts, and based on the conceptual similarities between the categories, more abstract concepts were extracted.

Table 2

Categories Derived from Selective Coding Based on Methods for Training Efficient Human Resources

Row	Axial Categories	Core Category
1	Effective Response	Punishment and Encouragement
2	Timely Reaction	
3	Reward	
4	Encouragement	
5	Decisive Reaction	
6	Reprimand	
7	Supervision and Inspection	Supervision and Control
8	Overt Supervision	
9	Covert Supervision	
10	Public Supervision	
11	Tolerance	Tolerance and Decisiveness
12	Firmness and Decisiveness	
13	Modeling	Exemplary Method
14	Modeling the Behavior of the Infallible Imams	

After establishing the relationship between the generated classes and the similar and concurrent categories in the axial coding stage, the core categories of methods for training efficient human resources in Islamic education are four components: 1) Punishment and Encouragement, 2) Supervision and Control, 3) Tolerance and Decisiveness, and 4) Exemplary Method.

4   Discussion and Conclusion

The main research question in this study was to present a model for training efficient human resources based on Islamic education. In response to this question, based on the results obtained, it can be said that the proposed model and pattern of the research for training efficient human resources based on the characteristics of efficient human resources and the methods of training these efficient resources are based on individual, social, and political characteristics and training methods: appropriate response, punishment and

encouragement, tolerance and decisiveness, and exemplary method. These characteristics include: religious knowledge and awareness, creativity and knowledge in the work domain, competence, efficiency in management, courage, decisiveness, humility and avoidance of arrogance, faith and belief in the goal, adherence to responsibility, a clean past and no misconduct, social justice, social interaction with intellectuals, understanding societal conditions and enduring hardships, responsibility and initiative in action, simplicity and being a role model, political insight, and outlining general policy lines. The methods for training efficient human resources also include: effective response, timely reaction, reward, encouragement, decisive reaction, reprimand, supervision and control, overt supervision, covert supervision, public supervision, tolerance, firmness and decisiveness, modeling, and modeling the behavior of the Infallible Imams (PBUH).

When comparing the designed model with the literature and theoretical foundations and scientific findings, the findings of this research align with the prior studies (Fayez et al., 2021; Ghaedrahmati et al., 2024; Hemmatyan & Hemmatyan, 2023; Komayjani & Faryadras, 2015; Mahdizade & Sadrnabavi, 2023; Morris et al., 2021; Shahmohammadi & Ghadimi, 2023; Shamkhi, 2016). Overall, it can be said that in the context of the survival and decline of a government in Islam, the performance of agents is one of the important and noteworthy issues. Undoubtedly, the proper and measured behavior of agents plays a fundamental role in strengthening the foundations of governance and its sustainability, and this task is only possible by selecting competent and qualified individuals and continuously focusing on their political education, as power and position may gradually cause deviation or change in their nature.

Additionally, the results of this study indicate that the characteristics of efficient human resources training from the perspective of the educational system of the Infallible Imams (PBUH) are based on individual, social, and political characteristics derived from approximately 204 initial concepts or free codes and 16 axial categories. These include components such as 1) religious knowledge and awareness, 2) creativity and knowledge in the work domain, 3) competence, 4) efficiency in management, 5) courage, 6) decisiveness, 7) humility and avoidance of arrogance, 8) faith and belief in the goal, 9) adherence to responsibility, 10) a clean past and no misconduct, 11) social justice, 12) social interaction with intellectuals, 13) understanding societal conditions and enduring hardships, 14)

responsibility and initiative in action, 15) simplicity and being a role model, 16) political insight and outlining general policy lines.

In the next section, the model for training efficient human resources from the perspective of the educational system of the Infallible Imams (PBUH) is based on training methods: appropriate response, punishment and encouragement, tolerance and decisiveness, and exemplary method derived from approximately 90 initial concepts or free codes and 14 axial categories. These include components such as 1) effective response, 2) timely reaction, 3) reward, 4) encouragement, 5) decisive reaction, 6) reprimand, 7) supervision and control, 8) overt supervision, 9) covert supervision, 10) public supervision, 11) tolerance, 12) firmness and decisiveness, 13) modeling, and 14) modeling the behavior of the Infallible Imams (PBUH).

One controlled limitation of this study is that it did not delve into the serious discussion of the philosophical foundations of human resource training. Another limitation is the insufficient focus on the narratives and conduct of the Imams (PBUH) regarding the handling of inefficient human resources and offenders due to the extensive scope of the material. Uncontrolled limitations include restricted access to resources in libraries and government document centers and a lack of cooperation from some library officials in facilitating the study and review of necessary materials.

Addressing the topics related to the indicators and methods of training efficient human resources based on religious teachings within the components and functions of the Islamic educational system is a relatively new field that can foster new research and studies. For instance, employing modern technologies in implementing and operationalizing educational models (based on Quranic teachings) for different age groups and educational levels is a subject that could open new horizons in both theoretical and practical research in this field. Additionally, by changing the research perspective, other areas of educational activities, including the duties of the trainees and the relationships between trainers and trainees, focusing on training efficient and creative human resources, could be examined and elucidated. Further research could also be divided into three groups: those with practical implications for various educational domains, those applying the proposed model outside of educational contexts, and comparative studies evaluating the model's implementation across different contexts.

Over the past decades, significant attention has been given to the efficiency of human resources. However, most

models are based on Western frameworks, whereas Islamic jurisprudential and theological documents offer rich resources on human resource efficiency. Therefore, Islamic approaches in human resource management and efficiency should receive more attention. Results from similar studies should be used to assess trainers in schools. Conducting training courses for educators and teaching these principles through current teacher training programs would be beneficial. The characteristics and methods of human resource training in education derived from the Quran and the narratives of the Imams (PBUH) should be scrutinized by education officials to take effective steps towards applying these teachings more practically. The desirable indicators of human resource efficiency should be extracted and categorized from the teachings of Imam Ali (PBUH) and the Shia Imams (PBUH) and provided to trainers and teachers. All those responsible for education who are committed to Islam and the progress of the Islamic society in Iran should follow the conduct and sayings of Imam Ali (PBUH) and the Infallible Imams (PBUH) in training and teaching. Firm actions against educational offenders, timely and appropriate responses, and the use of punishment and encouragement in line with the results of this research can be considered in schools. Additionally, attention to the personal characteristics of educational staff and teachers during recruitment, alongside technical and professional attributes, is crucial. Traits such as courage, decisiveness, and humility, as emphasized in this study, should be given due consideration.

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Declaration of Interest

The authors of this article declared no conflict of interest.

Authors Contributions

All authors have contributed significantly to the research process and the development of the manuscript.

Ethics principles

In this research, ethical standards including obtaining informed consent, ensuring privacy and confidentiality were observed.

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