



The Role of Universities in Educating Committed Human Resources Equipped with Islamic Spirit from the Perspective of Fourth-Year Students at the Logar Higher Education Institute

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Abstract

This research, employing a mixed-methods approach of both quantitative and qualitative analysis, examines the role of universities in educating committed human resources equipped with an Islamic spirit from the perspective of fourth-year students at the Logar Higher Education Institute. The study's population consisted of 180 fourth-year students from this institute in the year 1403 (2024). Based on Morgan's table, 118 students were selected as a sample, and a researcher-made questionnaire containing both quantitative and qualitative questions was distributed among them. The quantitative results were analyzed using distribution tables, while the qualitative results were analyzed through open, axial, and selective coding methods. The findings of the research indicated that this educational institution has achieved significant success in religious education and mastery of Islamic values; the overwhelming majority of respondents in both quantitative and qualitative sections emphasized that the Islamic education programs of this institution have played a substantial role in fostering an Islamic spirit among students. However, most respondents noted deficiencies in their skills and identified the main factors as the lack of scientific-research facilities and weaknesses in providing services to the university, particularly to faculty and students.

Keywords: Islamic Education, Logar, Skill Acquisition, Training Human Resources.

Introduction

Afghanistan, universities are just beginning to reach the second and third stages, where practical teaching and research are considered major characteristics. In this context, this research examines the extent to which Logar University achieves these goals, particularly in terms of moral-religious education and acquiring necessary skills for students who are on the verge of graduation. This research can raise awareness among the university's

authorities, including faculty and students, about the importance of aligning their outcomes with the needs of society.

The main goal of establishing educational institutions is to produce professional, committed, ethical individuals imbued with Islamic values. The results of this research can help address this challenge. The study aims to gather insights from fourth-year students regarding the institution's success in religious education and equipping students with the necessary skills for the job market and employment. Utilizing these results, necessary changes can be implemented in teaching methods for the benefit of students.

Based on searches conducted on various websites and in libraries, no specific research on this topic has been found to date. However, related studies have been conducted in other countries, which are discussed below:

It is essential that alongside scientific subjects, religious sciences are also adequately included in educational programs, as students, in addition to specializing in their fields, need to benefit from spiritual and ethical training. This can play a crucial role in serving the community and carrying out responsibilities with sincerity and effectiveness (Sasmita, M., Fudholi, A., & Zainuri, R. D. 2024. Talbani, A. 1996 and Marazi, H. (2015).

A study by Hatamzadeh et al. (2023) titled "A Model for Civilizational Universities Based on Quranic Teachings" indicates that if universities are rich in both material and spiritual infrastructure and take steps in research and the production of new knowledge, while also providing a conducive environment for scientific thinking and utilizing new teaching methods, they can cultivate committed and specialized human resources. Such universities will become civilizational and guide the country towards progress in various dimensions, resulting in the development of entrepreneurship, an increase in national production, self-sufficiency, improvement in economic indicators, a reduction in the migration of elites, and social and political security.

Another study conducted in Iran, titled "Designing a Skills-Based Model for Technical and Vocational Students Using Grounded Theory," shows that if universities focus on equipping students with necessary skills, the outcomes include creating more job opportunities, raising the level of national production, self-sufficiency, reducing elite migration, social development, and political security (Jalalabadi et al., 1398).

The results of a study by Karimi et al. (1391), titled "Comparison of Educational Factors Affecting the Quality of Education at the Faculty of Humanities, Islamic Azad University, Tabriz Branch, from the Perspective of Faculty and Students," indicate that university facilities, the level of service to students, university management, and the characteristics of faculty and students play a significant role. A study by Rai and Ireland (1992) conducted in Jordan reveals that universities in that country strive to train specialized and professional human resources to prepare students in line with the needs of the global job market, as graduates from this country easily find employment in various countries, including those in the Gulf region and Southeast Asia. Qureshi et al. (2018) found in their study conducted in Pakistan that employee commitment in an organization is a significant asset, and organizations should strive to hire professional and committed individuals while also creating good conditions to retain these specialized and committed staff to avoid losing such assets, which is considered a skill of effective leadership. Abbasian et al. (2011) showed in their research that universities in Pakistan have only managed to provide services regarding the religious needs of students, and in other areas, such as facilitating practical learning and acquiring necessary skills, they have failed to deliver significant services. As a

result, the majority of students expressed dissatisfaction with the services available in Pakistani universities. In another study by Habib et al. (2024), it was concluded that training committed human resources is one of the most important responsibilities of an educational institution, and the honest fulfillment of duties in an educational institution can be crucial in achieving this goal. Another study conducted by Allen et al. (2018) indicates that the United States has established educational programs focused on ethical commitments for university graduates and takes this matter seriously. The research conducted by Tofigh (2020) emphasizes the need for universities to seriously focus on skill acquisition while also preserving the religious values of students. As a result, this approach is expected to produce graduates who are referred to as a "golden generation." The research conducted by Kays (2001) indicates that to develop a skilled workforce, religious and spiritual education should be integrated into their educational programs. The research conducted by Subagiasta (2022) shows that for graduates to be effective in today's world, it is essential to provide them with religious education alongside the necessary skill training. The research conducted by Amraldin (2019) indicates that life skills should be included in university curricula to enable students to compete on a global scale.

Research Objectives

1. To draw the attention of university authorities to the quality of education and the production of capable graduates equipped with essential job market skills.
2. To assess the success of religious and academic programs at the university, particularly from the perspective of students nearing graduation.

Research Questions

1. How successful is Logar Higher Education Institute in transferring necessary skills to students?
2. What is the level of success of religious and ethical programs at this educational institution?
3. What suggestions do fourth-year students have for enhancing the acquisition of necessary skills and the university's role in instilling Islamic values in students?

Material and Method

This research is applied in terms of its objectives and employs a mixed-methods approach (quantitative and qualitative). The study's population consists of all fourth-year students at the Logar Higher Education Institute (180 students). The sample was determined based on Morgan's table, comprising 118 students from these classes.

The data collection tool is a researcher-made questionnaire that includes 8 closed-ended questions and 2 open-ended questions. To ensure the validity of the questions, peer review was utilized. The responses received from the closed-ended questions were analyzed and processed using frequency distribution tables and percentages, with the results presented in bar charts. The open-ended responses (qualitative) were analyzed using a three-phase coding process (open, selective, and theoretical).

Results

A : Results of the Quantitative Section of the Questionnaire.

Table 1. Distribution of Questionnaire Data

No	Questions	Very Low	Low	Average	High	Very High
1	To what extent do you think your university has been successful in training human resources committed to and aligned with Islamic values?	0% (0)	0% (0)	2.5% (3)	53.4% (63)	44% (52)
2	How has your university performed in developing and implementing educational and cultural programs to strengthen moral commitment and Islamic spirit?	4.3% (5)	17% (20)	17% (20)	29.7% (35)	32% (38)
3	To what extent has your university been successful in providing practical models from faculty and staff that demonstrate commitment and Islamic spirit?	0% (0)	1.5% (2)	17% (20)	19.5% (23)	62% (73)
4	To what extent do you think the university's educational programs have been effective in enhancing students' practical skills?	3.4% (4)	8.7% (10)	21.6% (26)	29.6% (35)	36.4% (43)
5	How much importance does your university place on equipping students with the necessary skills to face professional and personal challenges in alignment with Islamic values?	0% (0)	21.2% (25)	27.1% (32)	22% (26)	29.7% (35)
6	To what extent has your university provided the necessary facilities for training human resources equipped with Islamic values and professional skills?	9.3% (11)	11% (13)	25.4% (30)	44% (52)	10.2% (12)
7	How important do you think the role of universities is in training committed human resources equipped with an Islamic spirit in Afghan society?	1.7% (2)	1.7% (2)	0% (0)	36.4% (43)	60.2% (71)
8	How rich is your university in terms of facilities and infrastructure related to training committed human resources equipped with an Islamic spirit?	1.7% (2)	5.9% (7)	28% (33)	36.4% (43)	28% (33)

In the table above, the frequency counts and percentage of the data obtained from the questionnaire are presented.

Sample of Figure

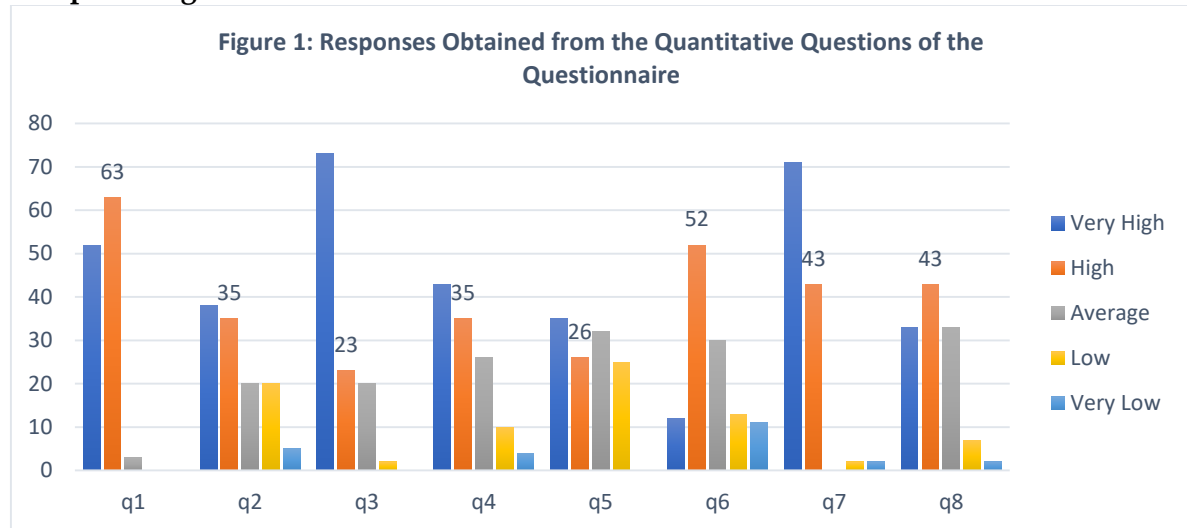


Figure 1: Responses Obtained from the Questionnaire.

As shown in Table 1 and Figure 1, the majority of respondents believe that this university has been very successful in training committed human resources aligned with Islamic values, with over 97% selecting the "high" and "very high" options.

Regarding the university's effectiveness in developing and implementing educational and cultural programs to enhance the moral commitment and Islamic spirit of students, approximately 62% of respondents indicated that the institution has performed very well in this area. Furthermore, the table and figure demonstrate that over 80% of respondents affirmed that the university has successfully provided models of faculty and staff who are committed to service and aligned with Islamic spirit. In terms of the effectiveness of the university's educational programs in enhancing students' practical skills, about 66% of respondents stated that these programs have been impactful. Similarly, 81% believe that the university places significant importance on equipping students with the necessary skills to face professional challenges and personal life in alignment with Islamic values.

According to Table 1 and Figure 1, the majority of respondents (over 51%) expressed that the university has successfully provided the necessary facilities for training human resources equipped with Islamic values and professional skills. Additionally, around 95% of respondents believe that training committed human resources equipped with an Islamic spirit is important in Afghan society, with less than 5% indicating that Afghan society does not prioritize this training. Furthermore, approximately 63% of respondents believe that the institution currently has strong facilities and infrastructure related to training committed human resources equipped with an Islamic spirit.

B: Results of the Qualitative Section.**Table 2.** Analysis of Qualitative Findings

No.	Respondent Codes	Open Codes	Selected Codes	Dimensions	Theoretical Codes or Components
1	1-3, 1-18, 23-56, 63, 68-105, 112	Undoubtedly, this university has done a lot in the field of students' religious education and has had excellent educational programs, witnessing significant success in this regard.	Success of Religious and Ethical Programs	Islamic Values	Success of Students' Religious Education
2	2, 19-22, 57-62, 64-67, 106-111	Professors in all disciplines have general and sufficient knowledge in religious sciences, in accordance with the timetable...	The Logar University has skilled professors in Islamic studies, and...		Existence of Various Educational Programs in Religious Studies
3	1-3, 1-18, 23-56, 63, 68-105, 112	Unfortunately, this educational institution has not been very successful in developing students' skills...	Lack of Resources for Practical Teaching of Subjects and Weak Practical Skills of Students	Professional Skills	Lack of Resources
4	2, 19-22, 57-62, 64-67, 106-111, 113-118	In this educational institution, not much work is done in professional development and skills enhancement...	Weakness of Students and Graduates of this Educational Institution in Necessary Skills		Weak Practical Skills of Students

Analysis of Results from the Qualitative Section

Based on Table 2, the analysis of the qualitative section of the questionnaire yielded the following components:

Success of Logar Higher Education Institution in Religious Education: The analysis of open codes indicates that this educational institution has been largely successful in the religious education of its students. The majority of respondents described the existing programs in religious education as excellent, highlighting their positive impact on students. Programs such as Islamic Culture courses across various disciplines, instruction by respected scholars, and educational initiatives from the Department of Guidance and Invitation were mentioned as key factors, and respondents expressed complete satisfaction with these efforts.

Lack of Facilities: The qualitative responses reveal that most respondents noted a lack of facilities for practical teaching. They emphasized that serious attention has not been given to practical courses at this university. Major factors contributing to this issue include a shortage of laboratory materials, inadequate facilities for practical assignments, and insufficient budget allocations for students' scientific development.

Weak Practical Skills of Students: The qualitative analysis indicates a low level of practical skills among students across various fields. Many respondents expressed that the university has not been very successful in enhancing the necessary skills required for students to effectively perform their duties upon employment. They considered the institution's programs aimed at skill enhancement as inadequate. Additionally, challenges such as the absence of well-equipped laboratories, lack of opportunities for fieldwork and practical experiences, and insufficient technological resources like projectors and LCDs were also highlighted.

Discussion

The quantitative results of this study indicate that this educational institution has been successful in training committed human resources equipped with an Islamic spirit. Specifically, 97% of respondents considered the institution successful in both creating national and professional commitments as well as in instilling students with an Islamic spirit. However, the qualitative results regarding the professional development of students and the institution's success in equipping them with the necessary skills were not very optimistic. While both the quantitative and qualitative findings align in assessing the institution's success in training human resources imbued with an Islamic spirit, the results regarding the commitment to human resource development are consistent with those of Hatamzadeh et al. (2024). Their findings clearly identify universities that pay attention to both material and spiritual aspects as civilization-building institutions.

On the other hand, the findings of this research regarding skill acquisition are similar to those of Jalalabadi et al. (2019), which highlighted that attention to the necessary skills for students can contribute to the comprehensive development of the country in economic, social, political, and welfare dimensions. This indicates that, in Iran, insufficient emphasis is placed on equipping students with necessary skills, and most courses remain theoretical. As a result, universities have been unable to fulfill their essential role in the overall progress of the country effectively. In this context, the findings of this study also align with those of Karimi et al. (2012), whose research demonstrates that university facilities, the level of service provided to students, university management, and the characteristics of both faculty and students play a significant role.

Conclusion

The results of this research indicate that there has not been significant attention given to the acquisition of student skills at the university level in the countries of the region and Afghanistan. One of the factors contributing to the underdevelopment of third-world countries is that universities in these countries primarily focus on theoretical courses, while practical teaching aspects are not adequately addressed. The findings of the research, both quantitatively and qualitatively, reveal that the Logar Higher Education Institute has been quite successful in religious education and in promoting Islamic values, positively impacting the behavior and performance of students. However, this institution faces challenges in practical teaching and in enhancing the experiential academic level of students. According to the respondents, the main factors contributing to these challenges include a lack of laboratory facilities and the low budget allocated for practical courses, academic progress, and the purchase of advanced teaching equipment, especially necessary

technological tools.

Recommendations

Given that the religious education programs at this institution have been positively evaluated and have had beneficial outcomes on students' behavior and performance, it can be said that these programs have portrayed the faculty and staff as suitable role models for students. Therefore, we kindly request the esteemed authorities to continue such programs indefinitely. Regarding skill acquisition, in which students have expressed concerns, additional efforts should be made. Since the reasons for these shortcomings include a lack of essential teaching materials and insufficient facilities and resources for advancing practical courses, it is crucial to pay more attention to allocating adequate budgets and creating the necessary conditions for practical teaching in order to improve the situation and address these deficiencies.

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Data Availability Statement

The data that support the findings of this study are available from the corresponding author upon reasonable request.

Conflicts of Interest

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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