

# Investigating and Analyzing the Ethical System of Sa'eb Tabrizi and Its Educational-Pedagogical Implications

Fatemeh Bidokhti\* | Razieh Sirousi Alghar\*\* | Fatemeh Mollahasani\*\*\*

---

## Abstract



9

Abstracts

This basic-applied qualitative study systematically extracts the ethical structure in Sa'eb Tabrizi's work and elucidates its educational-practical implications. The analysis employs an integrated model blending Islamic educational principles (purification [Takhliyah], adornment [Tahliyah], manifestation [Tajalli]) with modern learning theories. The research organizes Sa'eb's ethical system into an extractable framework and explains its implications. Qualitative content analysis of *Two Hundred and One Ghazals of Sa'eb* revealed a hierarchical structure with four core categories: self-refinement foundations, insight and inner virtues, behavioral manifestation of conduct, and ethical steadfastness—rooted in Islamic virtue ethics. Frequency analysis showed self-refinement (Takhliyah) as most prevalent, emphasizing inner disposition reform over external action. Applying this structure to theories like self-regulation and self-efficacy yielded precise educational implications, offering a basis for a novel, integrated ethical education model from classical literature.

## Keywords

Sa'eb Tabrizi, Ethical System, Islamic Education, Learning Theories, Qualitative Content Analysis.

---

\* Assistant Professor, Department of Persian Language and Literature, Farhangian University, Tehran, Iran. | f.bidokhti@cfu.ac.ir

\*\* Assistant Professor, Department of Islamic Education, Farhangian University, Tehran, Iran. (Corresponding Author) | r.sirousi@cfu.ac.ir

\*\*\* Assistant Professor, Department of Islamic Studies, Yadegar-e-Imam Khomeini Shahre Rey Branch, Islamic Azad University, Tehran, Iran. | f.mollahasani@cfu.ac.ir