

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

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Abstract

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 [Takhliyeh], adornment [Tahliyeh], manifestation [Tajallii]) 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 (Takhliyeh) 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.

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