

An Inquiry into the Relationship between the Psychological Inimitability of the Qur'an and the Moral Education of Learners

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Introduction

Given the necessity of grounding the transmission of moral and educational concepts in the psychological applications of the Holy Qur'an, and considering the need to delimit the scope of a journal article, the present library-based study employs a descriptive-analytical approach to examine only the aspect that bears the most direct relationship to moral education and presents a purposeful educational framework for human development. The central objective of this study is to investigate the mechanisms through which the Qur'an exerts its psychological influence and to explain the relationship between its psychological inimitability and the process of learners' moral education. The study addresses the following principal questions: How does the Qur'an employ psychological strategies to reform human behavior and promote moral excellence? How can these characteristics provide effective models for educational systems founded upon religious instruction? Identifying the latent capacities of the Qur'an's psychological inimitability may open new horizons for reconstructing Islamic educational approaches—approaches that are not merely instructional but transformative, reshaping both the psychological disposition and moral character of learners.

Materials and Methods

This study adopts a qualitative descriptive-analytical approach to examine the relationship between the psychological inimitability of the Holy Qur'an and its influence on the process of learners' moral education. Research data were collected through library research, qualitative content analysis of Qur'anic verses, and a critical examination of authoritative works in Qur'anic exegesis, Islamic psychology, and educational sciences. In the first stage, scholarly sources—including books, peer-reviewed articles, dissertations, and classical and contemporary Qur'anic commentaries—were identified and classified using key terms such as *psychological inimitability of the Qur'an*, *moral education*, *learner*, *Islamic psychology*, and *Qur'anic educational principles*. Sources directly related to the subject were then purposively selected. Subsequently, relevant Qur'anic verses were extracted and analyzed through qualitative content analysis, with particular attention to their psychological and educational dimensions. Authoritative commentaries, including *al-Mīzān*, *Tafsir-e Nemuneh*, and *Tafsir-e Nur*, together with the views of contemporary Muslim exegetes and scholars of Islamic psychology, served as the principal interpretive framework.

To deepen the analysis of the Qur'an's psychological inimitability, the perspectives of Muslim psychologists were also compared with selected Western educational theories. Furthermore, a comparative approach was employed to examine key moral concepts that play a central role in learners' development in both Qur'anic discourse and psychological analysis, thereby clarifying the Qur'an's role in shaping and strengthening these characteristics. Finally, the findings were synthesized through logical inference and qualitative analysis in order to avoid superficial interpretations and to demonstrate the profound relationship between the psychological dimensions of divine revelation and the process of moral education within a sound scholarly framework.

Results and Findings

The Holy Qur'an, through its profound knowledge of the human psyche and the hidden dimensions of the soul that remain beyond the reach of ordinary human knowledge, employs a coherent system of psychological principles, concepts, and foundations to communicate divine guidance to learners in the most dynamic and enduring manner possible and to establish sound beliefs within them. This constitutes the essence of what is meant by the psychological inimitability of the Qur'an. Moral education based on the implications of this psychological inimitability should be examined at three interrelated levels: understanding the overarching perspective of Qur'anic psychological inimitability, identifying and interpreting the relevant Qur'anic propositions, and investigating the practical application of these findings in moral education. From a methodological perspective, several educational strategies emerge as particularly significant, including gentle negative reinforcement, systematic moral correction, the internalization and stabilization of beliefs within human behavior, the purposeful use of context-sensitive repetition throughout the educational process, and the cultivation of personal stability through strengthening psychological resilience. More broadly, the psychological inimitability of the Qur'an occupies a central place in learners' moral education because it addresses the psychological structure of human beings through methods such as gradual instruction, purposeful repetition, mental imagery, emotional stimulation, and direct appeal to the innate human disposition (*fiṭrah*), thereby facilitating the acceptance and internalization of moral virtues. This inimitability is manifested not only in the content of the Qur'anic message but also in its mode of expression, guiding learners—without coercion—toward self-purification, the strengthening of moral conscience, and the development of balanced and responsible personalities. Consequently, the Qur'an should be understood not merely as a book of instruction but as a psychologically informed and educationally transformative system that speaks simultaneously to both the mind and the heart, leading human beings toward moral perfection.

Conclusion

In conclusion, the psychological inimitability of the Holy Qur'an is manifested not only in the profound influence of divine discourse upon the inner being of learners but also in its enduring role in shaping their moral character. Through such methods as direct address, purposeful repetition, psychological suspense, guidance-oriented narrative, and the arousal of both positive and negative emotions, the Qur'an transforms individuals from within and extends this psychological transformation into the sphere of moral and social conduct. When such an inwardly generated and transformation-oriented moral education becomes widespread within society, it provides the foundation for a civilization grounded in monotheism, justice, human dignity, and collective responsibility. Accordingly, the psychological inimitability of the Qur'an may be regarded as one of the most profound driving forces behind Islamic civilization-building, for by cultivating morally balanced and ethically responsible individuals, it establishes the essential foundations of a Qur'anic civilization.

Keywords:

Holy Qur'an; psychological inimitability; learner; culture; civilization.

Ethical Considerations

Compliance with research ethics.

The authors observed the ethical principles in conducting and publishing this scholarly research, and this is confirmed by all of them.

Conflict of interest

The authors declare that they have no conflict of interest.

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