



Analysis of Contemporary Pedagogical Aspects Based on Implicature in Asy-Syafi'i's Poems

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Abstract

The poems of Asy-Syafi'i, rich in linguistic artistry and profound moral messages, contain implicit meanings that reflect essential pedagogical values. Understanding the implicatures in these poems provides deeper insights into the educational messages conveyed indirectly. This study examines the contemporary pedagogical aspects embedded in the poems of Asy-Syafi'i. The purpose of this research is to analyze these implicit contemporary pedagogical messages using implicature theory, offering deeper insights into how Asy-Syafi'i's poems promote moral, spiritual, and intellectual development. The methodology used is a descriptive qualitative approach with a pragmatic framework. The study involves text analysis and a literature review to identify the implicatures within the poems. This approach allows for a comprehensive understanding of the underlying contemporary pedagogical values that are often subtly conveyed. The results of the analysis reveal that Asy-Syafi'i's poems emphasize the importance of manners, dedication, and moral purity in the pursuit of knowledge. The implications of this research suggest that by exploring the implicatures in Asy-Syafi'i's poetry, readers can gain a deeper understanding of Islamic contemporary pedagogical values. These findings contribute to the broader field of Islamic literature and education by highlighting how literary works effectively transmit values that shape personal development and educational practices.

Kata kunci:

Asy-Syafi'i;
implikatur;
pedagogis; syair

Abstrak

Puisi-puisi Asy-Syafi'i, kaya akan seni linguistik dan pesan moral yang mendalam, mengandung makna implisit yang mencerminkan nilai-nilai pedagogis yang penting. Memahami implikatur dalam puisi-puisi ini memberikan wawasan yang lebih dalam tentang pesan-pesan pendidikan yang disampaikan secara tidak langsung. Penelitian ini mengkaji aspek-aspek pedagogis yang tertanam dalam puisi-puisi Asy-Syafi'i, dengan fokus pada makna implisit yang disampaikan melalui syair-syairnya. Tujuan dari penelitian ini adalah untuk menganalisis pesan-pesan pedagogis kontemporer yang implisit dalam puisi-puisi tersebut menggunakan teori implikatur, memberikan wawasan lebih dalam tentang bagaimana Asy-Syafi'i mendorong perkembangan moral, spiritual, dan intelektual. Metode yang digunakan adalah pendekatan kualitatif deskriptif dengan kerangka pragmatik. Penelitian ini melibatkan analisis teks dan tinjauan pustaka untuk

mengidentifikasi implikatur dalam puisi-puisi tersebut. Pendekatan ini memungkinkan pemahaman yang komprehensif tentang nilai-nilai pedagogis kontemporer yang sering disampaikan secara halus. Hasil analisis menunjukkan bahwa puisi-puisi Asy-Syafi'i menekankan pentingnya tata krama, dedikasi, dan kesucian moral dalam pencarian ilmu. Implikasi dari penelitian ini menunjukkan bahwa dengan menggali implikatur dalam puisi-puisi Asy-Syafi'i, pembaca dapat memperoleh pemahaman yang lebih mendalam tentang nilai-nilai pedagogis kontemporer dalam Islam. Temuan ini memberikan kontribusi bagi bidang sastra dan pendidikan Islam yang lebih luas dengan menyoroti bagaimana karya sastra dapat secara efektif mentransmisikan nilai-nilai yang membentuk perkembangan pribadi dan praktik pendidikan.

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INTRODUCTION

Arabic poetry has undergone dynamic evolution from pre-Islamic times to the present day. The purposes of poetry creation during the Jahiliyyah (pre-Islamic) period and the Islamic era have also shifted. Islam became a crucial factor in the development of both the content and objectives of poetry during that time (Fadlin, 2023). Initially, poetry was frequently used to describe the surrounding aspects of society at that time (Putriani et al., 2024; Safira et al., 2023). Following the advent of Islam, especially during the Abbasid period, the style of poetry became more varied, serving not only as a medium for societal expression but also as a tool for da'wah (Islamic preaching), conveying the importance of manners, religiosity, and education. One notable poet from the Abbasid period whose works are rich in these values is Imam Asy-Syafi'i, a renowned scholar, distinguished not only for his religious scholarship but also for his poetry (Hazar & others, 2022). The poetry of Asy-Syafi'i reflecting the beauty of the Arabic language, has served as a medium for knowledge transfer, guidance on manners, and a source of life principles for the Muslim community.

Behind the poetic beauty of Asy-Syafi'i's words lie valuable pedagogical insights that serve as guides for fostering moral and intellectual development. His poems encourage readers to reflect upon and embody essential values such as honesty and piety. By analyzing the implicit meanings within these works, one can uncover profound messages that contribute to shaping Islamic educational frameworks. These implicit values not only promote the cultivation of ethical and spiritual virtues but also highlight their relevance in creating holistic educational approaches that integrate moral and

intellectual growth. This perspective aligns with the broader objectives of Islamic education, which seeks to balance individual development with societal contributions (Abidin & Satrianingsih, 2018).

Asy-Syafi'i's skill in delivering implicit meanings demonstrates his intelligence in composing poetry, often using an indirect approach. He encourages readers to think critically and to discover the meanings behind his words on their own. In this way, the learning process becomes more meaningful and profound.

To understand these indirect meanings requires a deep understanding of the implicature conveyed by Asy-Syafi'i as a poet. In pragmatics, the concept of implicature refers to the speaker's implied meaning within a statement, which can be understood based on its context (Hirata, 2023). Grasping implicature is essential for effective pragmatic understanding, which can be challenging and depends on contextual cues and background knowledge (Alsmari, 2024). Often, many details in texts or conversations are implicitly understood through presuppositions and background knowledge. This means that the speaker or writer does not need to provide complete, detailed information (Habibolahi, 2024), especially in poetry, which is inherently limited in word count.

While studies on Arabic poetry have extensively analyzed its aesthetic and rhetorical dimensions, limited research has focused on uncovering the implicit contemporary pedagogical messages conveyed through implicatures. Existing literature often overlooks how Asy-Syafi'i's poetic works contribute to the broader discourse on Islamic education by embedding ethical and intellectual principles in subtle, indirect ways. This research addresses this gap by analyzing the implicit pedagogical values within Asy-Syafi'i's poems through the lens of implicature theory. The study aims to contribute to the fields of Islamic education and literary analysis by demonstrating how implicit meanings in literary texts can serve as powerful tools for value transmission. By delving into the pragmatic aspects of Asy-Syafi'i's poetry, this research highlights the integration of moral, spiritual, and intellectual dimensions, offering a comprehensive understanding of how literary works can shape educational paradigms in Islamic contexts.

This study addresses this gap by analyzing the implicit contemporary pedagogical values within Asy-Syafi'i's poetry through the lens of implicature theory. By doing so, it

seeks to contribute to the fields of Islamic education and literary analysis, demonstrating how subtle meanings in literary texts can effectively transmit values. Through a pragmatic approach, this research highlights the integration of moral, spiritual, and intellectual dimensions, providing a comprehensive understanding of how poetry can shape educational paradigms in Islamic contexts.

Therefore, analyzing the implicature in Asy-Syafi'i's poetry is highly relevant, as these poems often convey implicit messages. Understanding the implicature in these poems can be key to uncovering the contemporary pedagogical values they contain. Research on contemporary pedagogical aspects based on implicature in Asy-Syafi'i's poetry is important because an approach that delves into implicit meanings can open up new perspectives in the study of literature and Islamic education. Based on this exposition, the results of this research are expected to contribute to deepening the understanding of Islamic values through the interpretation of implicature. By exploring the depth of implicature in Asy-Syafi'i's poetry, it can reveal contemporary pedagogical values, thereby offering readers a more comprehensive understanding of these values.

METHOD

This research employs a descriptive qualitative method with a pragmatic approach to analyze the pedagogical aspects embedded in the implicatures of Asy-Syafi'i's poetry. A qualitative approach was chosen because this research aims to explore the depth of meanings implicitly contained within the poetic texts. Implicature theory is applied to reveal the implicit messages conveyed by Asy-Syafi'i and relate them to pedagogical values. The primary source for this study is the book *Diwan Al-Imam Al-Syafi'i* (١٩٩٥)

published by شركة دار الأرقم بن أبي الأرقم.

The data collection technique involves library research. The researchers read, record, and classify relevant poems. This process is followed by text analysis to identify and explain the implicatures in the poems. The researchers delve into the indirect meanings in Asy-Syafi'i's poetry, elucidating implicit meanings to uncover the pedagogical values being conveyed. The data analysis will group the findings based on the themes of the poems.

RESULTS AND DISCUSSION

UNCOVERING IMPLICIT MEANING THROUGH IMPLICATURE

Implicature is a significant concept in pragmatics that deals with meanings conveyed indirectly (Athala & Rachman, 2023; Wahyuni & Setiyawan, 2024; Weissman, 2024). Darweesh dan Al-Khanji (2024) describe implicature as additional meaning that is implied when discussing a different subject, and it is an essential feature of communication that individuals must be aware of. This concept of implicature was introduced by Grice, who explained that sometimes there is a difference between what someone says and the intended meaning behind it (Hall & Mazarella, 2023; Yuan & Lyu, 2022).

Some main functions of implicature include:

1. Detailing functional aspects of language, which structural linguistics often cannot fully explain.
2. Explicitly clarifying implicit matters, such as distinguishing between the meaning of a sentence and its structure.
3. Making communication more effective and efficient by addressing aspects of utterance meaning that semantics alone cannot resolve. This is because semantics focuses only on lexical aspects and cognition, while pragmatics incorporates context in its analysis.

To analyze implicit meaning, an understanding of implicature that considers the context of the utterance is required. For example, a question (*istifham*) may be phrased in a way that doesn't always imply a literal inquiry.

PEDAGOGICAL ASPECTS IN THE IMPLICATURES OF ASY-SYAFI'I'S POETRY

This section presents a streamlined analysis of Asy-Syafi'i's poetry, focusing on the key contemporary pedagogical messages derived from each poem while linking them to contemporary Islamic education through implicature theory. The following is an analysis of several poems by Asy-Syafi'i, identifying the pedagogical aspects expressed through implicature.

THE FUNDAMENTAL CONDITIONS FOR SEEKING KNOWLEDGE

أَخِي لَنْ تَنَالَ الْعِلْمَ إِلَّا بِسِتَّةٍ ❀ سَأُنْبِئُكَ عَنْ تَفْصِيلِهَا بِبَيَانٍ

“My brother, you will not succeed in gaining knowledge unless you fulfill six conditions ❀ which I will explain to you”

ذِكَاؤٌ وَحِرْصٌ وَاجْتِهَادٌ وَبُلْغَةٌ ❀ وَصُحْبَةٌ أُسْتَاذٍ وَطُولُ زَمَانٍ

“(1) intelligence, (2) ambition, (3) diligence, (4) sufficient resources, ❀ (5) guidance from a teacher, and (6) a long period of study”

Asy-Syafi'i implies that seeking knowledge is a complex, multifaceted process requiring significant dedication. Obtaining knowledge is not merely an individual effort; it also involves multiple interconnected factors. He emphasizes that intelligence alone is insufficient; it must be accompanied by strong motivation, support from teachers, and an extended period of study. The pedagogical message Asy-Syafi'i intends to convey is that anyone seeking knowledge must be prepared to face challenges and difficulties by committing fully to the learning process. This message underscores the multifaceted nature of education, highlighting that success is not solely based on individual effort but also on collaboration and support. In modern educational practices, this can be applied by fostering mentorship programs and collaborative learning environments that encourage students to seek guidance and support from experienced educators. In other words, through this poem, Asy-Syafi'i encourages readers to reflect on the values of education and the importance of an ongoing, collaborative learning journey.

Furthermore, collaborative learning is encouraged because it fosters critical thinking, communication, and teamwork (Ardiansyah et al., 2024), which are essential skills in both education and the workplace. Advances in technology, such as online platforms and collaborative tools, make it easier for people to work together, even remotely. Educational approaches like project-based learning and peer teaching emphasize mutual support and shared responsibility.

THE URGENCY OF LEAVING COMFORT ZONE

مَا فِي الْمَقَامِ لِنَدِي عَقْلٍ وَذِي أدَبٍ ❀ مِنْ رَاحَةٍ فَدَعِ الْأُوطَانَ وَاغْتَرِبْ

“There is no comfort for a rational and cultured person ❀ in staying idle; leave your homeland and seek new experiences”

Asy-Syafi'i suggests that personal and intellectual development is fostered when one steps out of their comfort zone to face new challenges in life, often through travel. This poem implicitly encourages the pursuit of knowledge, experiences, or spiritual growth in different places, as only by exploring new things can one expand their perspective and enrich their life. The implicature here highlights that stagnation is opposed to progress, and thus movement and change are essential for growth and the

attainment of deeper knowledge. The pedagogical message conveyed is to keep moving and avoid complacency, as passivity in the pursuit of knowledge ultimately leads to self-deterioration.

This implicature can be directly linked to contemporary educational challenges, where students are often hesitant to explore new ideas or experiences. Educators can address this by creating opportunities for experiential learning, such as field trips or community service, which encourage students to engage with diverse perspectives and environments. By fostering a supportive and interactive environment, educators can challenge students to step out of their comfort zones and develop a more adaptable and open-minded approach to problem-solving.

إِنِّي رَأَيْتُ وَقُوفَ الْمَاءِ يُفْسِدُهُ ❀ إِن سَاحَ طَابَ وَإِنْ لَمْ يَجْرِ لَمْ يَطْبِ

“I see stagnant water become spoiled ❀ but flowing water stays fresh; if it remains still, it becomes tainted”

وَالْأَسَدُ لَوْ لَا فِرَاقُ الْأَرْضِ مَا افْتَرَسَتْ ❀ وَالسَّهْمُ لَوْ لَا فِرَاقُ الْقَوْسِ لَمْ يُصِيبْ

“A lion that does not leave its den does not hunt ❀ an arrow that is not released from its bow does not reach its target”

To elaborate further, Asy-Syafi'i implies that stagnation, or the absence of change and movement, leads to loss or decline. Imam Asy-Syafi'i uses the metaphors of still, stagnant water, a lion that does not hunt, and an arrow that is not released, to illustrate that anything that remains stationary and motionless will lose its potential and value. Here, Asy-Syafi'i further clarifies through metaphor that stagnation or the absence of change and movement results in loss or regression. He uses the metaphor of still water that turns foul and a lion that fails to hunt as symbols of the lost potential of anything that remains in one place and does not act. In that verse, stagnant water is used as an analogy for a state of stagnation that leads to decay. Conversely, flowing water symbolizes dynamism and life. The message of this metaphor is that humans, like water, need movement and activity to remain healthy, grow, and be useful. If a person stops learning or growing, they will lose productivity and meaning in their life. The lion, known for its strength and fierceness, loses its power if it does not hunt. This suggests that strength and potential are only realized when they are exercised or challenged. For humans, this means that abilities and talents must be explored beyond comfort zones to

achieve success. Similarly, the arrow represents the potential within each person, which will not achieve its purpose unless it is directed toward a goal or, in other words, actively pursued.

Asy-Syafi'i's warning about the dangers of prioritizing material needs over the pursuit of knowledge carries profound relevance in the modern era, where consumer culture and digital distractions dominate daily life. In today's context, the "excessive focus on material needs" can be interpreted as the pervasive influence of social media, which often promotes a culture of comparison, instant gratification, and the pursuit of status symbols. These distractions not only consume students' time and energy but also divert their attention from deeper intellectual pursuits and critical thinking.

Educators can address these challenges by fostering an environment that emphasizes the intrinsic value of learning. Promoting mindfulness practices can help students cultivate self-awareness and focus, enabling them to resist the pull of superficial distractions. Additionally, integrating discussions about the long-term benefits of knowledge, such as personal growth and societal contribution, into the curriculum can inspire students to prioritize their intellectual development. By highlighting stories of scholars and thinkers who dedicated themselves to the pursuit of wisdom over material gains, educators can offer compelling role models. In this way, the timeless message of Asy-Syafi'i can serve as a guiding principle for nurturing disciplined, purpose-driven learners in an era saturated with materialistic temptations.

AVOIDING PREOCCUPATION WITH WORLDLY AFFAIRS

وَاعْلَمَ بِأَنَّ الْعِلْمَ لَا يَنَالُهُ ❀ مَنْ هَمَّهُ فِي مَطْعَمٍ أَوْ مَلْبَسٍ

“Know that knowledge cannot be attained ❀ by those preoccupied with food and clothing”

Through this verse, Asy-Syafi'i conveys that a person overly focused on worldly pleasures will find it difficult to succeed in seeking knowledge. Implicitly, he advises against becoming too attached to temporary, material concerns and urges self-discipline in order not to let physical desires hinder the pursuit of noble knowledge. The word “مَطْعَمٍ” (food) dan “مَلْبَسٍ” (clothing) are used metaphorically to represent basic human needs or worldly affairs, which can often distract from the quest for knowledge. This

poem implies that an excessive focus on material needs can obstruct a person's academic success. The pedagogical message here is to simplify worldly concerns so that the pursuit of knowledge remains the primary priority.

SACRIFICING REST IN THE PURSUIT OF KNOWLEDGE

سَهْرِي لَتَنْقِيحِ الْعُلُومِ الَّذِي ❀ مِنْ وَصْلِ غَانِيَةٍ وَطَيْبِ عِنَاقٍ

“Staying up late to deepen my understanding is more enjoyable to me ❀ than the sound of singing and a warm embrace”

In this verse, Asy-Syafi'i implies that true satisfaction for a seeker of knowledge lies in the process of learning, even if it means sacrificing rest. The happiness derived from studying outweighs the temporary pleasures offered by entertainment or physical comfort, symbolized by “غَانِيَةٍ” (singing) dan “طَيْبِ عِنَاقٍ” (warm embrace).

The implicature here is that the genuine joy for a knowledge seeker is not found in fleeting worldly pleasures but in delving into and understanding knowledge. Asy-Syafi'i also conveys the pedagogical idea that acquiring knowledge requires high dedication, even if it involves challenging sacrifices, such as staying up late. This sacrifice ultimately provides inner satisfaction to those genuinely committed to learning. Asy-Syafi'i expresses that the joy of learning outweighs the temporary pleasures of rest and entertainment. It reflects the idea that intellectual growth and self-discovery offer a deeper, more enduring sense of fulfillment than momentary gratification. This principle is especially critical in today's world, where instant access to leisure and entertainment through digital media can make sustained effort and focus appear less appealing.

In contemporary educational contexts, this perspective can be cultivated by teaching students the intrinsic rewards of learning, such as personal growth, mastery of skills, and the ability to contribute meaningfully to society. Encouraging the adoption of disciplined study habits and time management strategies is central to this. Techniques like setting achievable goals, breaking tasks into manageable parts, and regularly reflecting on progress can help students experience the satisfaction of consistent effort. By fostering a culture that values delayed gratification and intellectual curiosity, the enduring wisdom of Asy-Syafi'i's message can be brought to life, helping students find joy in the journey of education rather than merely seeking shortcuts to success.

KNOWLEDGE AS A LIFELONG COMPANION

عِلْمِي مَعِي حَيْثُمَا يَمُمْتُ يَنْفَعُنِي ❀ قَلْبِي وَعَاءٌ لَهُ لَا بَطْنَ صُنْدُوقٍ

“Knowledge will always accompany me wherever I am ❀ stored in my heart, not in a box”

This verse implies that knowledge is something that accompanies its possessor wherever they go, always available to guide and support them in any situation. Asy-Syafi'i suggests that truly beneficial knowledge is internalized within a person's heart and mind, not just kept in physical form, such as in notebooks.

Knowledge's true worth lies in its active and relevant use in daily life, not simply in academic or symbolic possession. The pedagogical message Asy-Syafi'i imparts is that passively stored knowledge, such as in a book or document, lacks the same value as knowledge that has become deeply integrated into a person's soul. Therefore, individuals must strive to understand and apply their knowledge, rather than merely memorizing it.

Asy-Syafi'i's insight that true knowledge is internalized and remains with an individual throughout their life resonates deeply with the modern concept of lifelong learning. This perspective shifts the focus from viewing education as a mere accumulation of facts to understanding it as a transformative process that shapes an individual's worldview, decision-making, and character. Knowledge, when truly internalized, becomes a guiding force, influencing not only how individuals think but also how they act, adapt, and grow in response to life's challenges.

In contemporary education, fostering this mindset involves emphasizing the integration of knowledge with practical life skills and ethical principles. Students should be encouraged to see learning not as a series of isolated achievements but as a continuous process of inquiry, reflection, and application. This can be achieved by teaching metacognitive strategies, helping students understand how they learn and how to independently acquire new skills and knowledge.

Educators can also nurture a culture of curiosity by linking learning to real-world contexts and personal relevance. For instance, interdisciplinary approaches can demonstrate how knowledge in one domain enriches understanding in another, encouraging students to draw connections and see the broader implications of what they

learn. Reflection activities, such as discussions about how lessons can be applied to life outside the classroom, help students internalize their learning. By fostering a mindset of growth and exploration, educators can ensure that the principle of lifelong learning is deeply aligned with Asy-Syafi'i's view of knowledge as an enduring companion.

STAYING AWAY FROM SIN

شَكَّوْتُ إِلَى وَكِيعٍ سُوءَ حِفْظِي ❀ فَأَرْشَدَنِي إِلَى تَرْكِ الْمَعَاصِي

“I complained to (my teacher) Waki' about my poor memory ❀ he advised me to avoid sin”

وَأَخْبَرَنِي بِأَنَّ الْعِلْمَ نُورٌ ❀ وَنُورُ اللَّهِ لَا يُهْدَى لِعَاصِي

“He told me that knowledge is light, ❀ and the light of Allah is not given to those who commit sin”

Asy-Syafi'i implicitly conveys a deep spiritual message about the relationship between purity of heart, moral conduct, and the ability to understand knowledge. The implicature here is that sinful acts, or actions that go against divine commandments, can obstruct someone's efforts to gain beneficial knowledge. The implicit meaning is that truly valuable knowledge cannot be received by a heart tainted by wrongdoing. Asy-Syafi'i suggests that for someone to succeed in seeking knowledge, they must guard themselves against immoral acts, as knowledge is a divine blessing that requires a worthy recipient. Furthermore, he implies that a person's spirituality and moral character greatly influence the quality and blessings associated with the knowledge they acquire. Through this verse, Asy-Syafi'i teaches that success in learning depends not only on intellectual capability but also on spiritual purity. This poem emphasizes that genuine knowledge is gained not only through hard study but also through self-improvement, avoiding sinful actions, and maintaining a good relationship with Allah.

Asy-Syafi'i emphasizes that moral purity is essential for acquiring beneficial knowledge. As for today's relevance, this message highlights a growing concern where ethical considerations are sometimes overshadowed by the competitive, results-oriented nature of many educational systems. Students are often pressured to prioritize grades, success, and achievement over deeper questions of purpose, integrity, and the broader consequences of their knowledge. This can lead to a disconnect between what is learned and how it is applied, with some students focusing more on acquiring facts or skills without considering the moral responsibility attached to that knowledge. This

might involve teaching students not just what to learn but how to learn in a way that is ethically grounded. Educators can also serve as role models by demonstrating the importance of ethical conduct in their own professional lives, showing students that true success in education goes beyond mere knowledge acquisition and is rooted in the responsible application of that knowledge.

In this way, moral purity and ethical responsibility can become central to the educational process, helping students not only gain knowledge but also understand how to use it wisely and for the greater good. This aligns with Asy-Syafi'i's idea that beneficial knowledge requires a foundation of moral purity, which is vital for creating individuals who are both intellectually capable and ethically grounded.

HUMILITY IN SEEKING KNOWLEDGE

وَإِذَا مَا أَزْدَدْتُ عِلْمًا ❀ زَادَنِي عِلْمًا بِجَهْلِي

“The more my knowledge increases ❀ the more I realize my ignorance”

A truly intelligent person recognizes that the deeper their understanding grows, the more they become aware of their own limitations. This implicature emphasizes the importance of humility and gratitude in the pursuit of knowledge, recognizing how little one's knowledge is compared to the vastness of all knowledge that exists. The pedagogical value Asy-Syafi'i intends to convey here is a reflective attitude, encouraging deep self-awareness throughout the learning process.

The implicit meaning here is that true knowledge brings a person to a greater awareness of what they do not know, as learning opens up new realms of understanding previously unimagined. Asy-Syafi'i implies that genuine intellectual growth should make a person humbler, rather than fostering arrogance or a sense of superiority over others.

Humility in this context is not merely about recognizing one's limitations but also about understanding that knowledge is infinite, and no individual can ever fully master it. This perspective encourages students to adopt a mindset where they see themselves as lifelong learners, always striving to expand their understanding and refine their skills, no matter how much they already know. It suggests that true wisdom lies not in the accumulation of facts but in the constant questioning, self-reflection, and pursuit of deeper truths.

In today's education reality, where students are often evaluated by grades or achievement metrics, the temptation to fall into arrogance or complacency can be strong. Students might feel that once they reach a certain level of knowledge, they feel as though they know everything, leading to a fixed mindset where they avoid challenges or stop striving for improvement. Arrogance can also emerge when students believe they know enough or are better than their peers, hindering collaboration and the collective pursuit of knowledge.

Based on the explanation, that there are few things for educators to counter these tendencies, such as actively promote a growth mindset, by emphasizing that challenges are opportunities for growth rather than threats to one's intelligence or worth. When students encounter difficulty or failure, educators can frame these experiences as crucial steps in the learning process, teaching students that failure is not a reflection of their limitations but a vital part of mastering any skill or concept. Ultimately, Asy-Syafi'i's emphasis on humility teaches that learning is not an end but a continual process, one that demands openness, effort, and a willingness to improve.

CONCLUSION

The research conducted demonstrates that Asy-Syafi'i's poems are rich with pedagogical values, which can be uncovered through implicature analysis. By employing a pragmatic approach, this study reveals that the implicit meanings within his verses not only convey moral and spiritual messages but also offer practical guidance for personal and intellectual development.

Asy-Syafi'i emphasizes key principles such as humility, dedication, and spiritual purity in the pursuit of knowledge, highlighting that intellectual growth is inseparable from ethical and personal refinement. Furthermore, the verses suggest that stagnation and inactivity in the learning process can significantly impede the development of one's intellect. This research underscores that a deeper understanding of implicature in Asy-Syafi'i's poetry can provide profound insights into how Islamic educational values, such as continuous learning, self-improvement, and the integration of knowledge with moral conduct, can be applied to modern life and contemporary Islamic education. The lessons drawn from his work are not only relevant to academic settings but can also guide individuals in navigating the challenges of contemporary education and personal growth, ensuring that the pursuit of knowledge remains a lifelong, transformative

journey. By applying these lessons, educators can address current challenges and foster an environment that values lifelong learning, humility, and discipline.

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