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Phenomenological Analysis of the Role of Connection with Art and Beauty in Education

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ARTICLE INFO		ABSTRACT	
Article History: Received: 05 May 2024 Revised: 10 July 2024 Accepted: 02 August 2024		SUBJECT & OBJECTIVES: Educational experts have examined the importance of incorporating art and aesthetics into education. They argue that despite the well-documented benefits of art in achieving educational objectives across intellectual, emotional, religious, and ethical domains, its integration into educational settings remains incomplete. There is a need for extensive research on the effectiveness of artistic and aesthetic approaches in various educational curricula, including medical and higher education. In this regard, the present study aimed to investigate the impact of engagement with art and aesthetics on the intellectual, emotional, religious, and ethical education of artists' lived experiences.	
Key Words: Phenomenological Analysis Aesthetics Art Beauty Education		METHOD & FINDING: The current research utilized a qualitative and phenomenological approach, focusing on diverse artists representing various art forms. The participants in this qualitative and phenomenological study were 19 artists from different fields of art in Kerman, a province of Iran, who were chosen via purposive sampling. The data were collected through semi-structured interviews and analyzed with MAXQDA software (version 2021), using Colaizzi's seven-step method. Artists' experiences demonstrate that engagement with art and beauty triggers significant transformations in various aspects of life, influencing habits, preferences, modes of expression, and even appearance. The study shows that education involving art and beauty encourages reflection, thinking, understanding, and hands-on learning.	
DOI: https://doi.org/10.22034/imjpl.2025.10006		CONCLUSION: Special attention should be paid to the relationship between art and beauty and its influence on formal and informal education. Moreover, the principles of aesthetics should be taken into consideration in curriculum planning and teaching, and classroom methods.	
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Introduction

The phenomenology of the role of art and beauty in shaping human characteristics has always been of interest to educational theorists. The way humans react to beauty and art and the influence they receive from it play a key role in shaping their intellectual, emotional, religious, and ethical growth (Karakaya Çataldaş et al, 2024; Ariānniā et al, 2024; Harel, 2024).

Art and beauty act as tools for promoting ethical standards, values, and humaneness, thereby cultivating a deeper intellectual, emotional, religious, and ethical sensitivity in individuals. Beauty and art, as powerful tools, can evoke positive emotions such as joy, peace, and inspiration in individuals (Shukla et al, 2022). However, when art and beauty conflict with human, ethical, or religious values, they can have negative effects on moral growth and individuals' values (Samanta & Sarkar, 2021).

Conceptual Framework

1. Phenomenological Analysis

Phenomenology is a type of qualitative research as it requires an in-depth understanding of the audience's thoughts. This method is rooted in the philosophical movement that Husserl started. According to this method, the starting point of knowledge is one's inner experience of phenomena, which are feelings, perceptions, and thoughts that are revealed when focusing

attention on an object in consciousness. Phenomenology can provide a good opportunity to examine more accurately and in depth the angles and events that were previously easily overlooked (Čeček, 2012).

2. Aesthetics

The contemporary interpretation of "aesthetics" predominantly aligns it with the concept of beauty, encompassing the principles and techniques aimed at creating beauty as well as our experiences of it. Originating from the ancient Greek term '*Aisthetikos*,' which signifies sensitivity and pertains to sensory perception, aesthetics is deeply rooted in the act of perception itself. Throughout history, various cultures have established explicit guidelines to attain beauty, focusing on elements such as proportion, symmetry, harmony, composition, color usage, and narrative structure. Between the seventeenth and nineteenth centuries in the West, philosophers articulated theories of aesthetic experience, while art academies instructed artists in the practical application of these beauty principles (Manovich, 2017).

3. Art

Art is a human cultural practice involving the intentional creation of expressive or communicative forms, objects, or performances that evoke perceptual, cognitive, or affective engagement. It operates within aesthetic, symbolic, and conceptual frameworks,

shaped by individual creativity (Dissanayake, 1992), sociocultural context (Bourdieu, 1993), and neurocognitive processes (Zeki, 1999). Art functions as a medium for meaning-making (Goodman, 1976), emotional resonance (Juslin & Västfjäll, 2008), and the exploration of subjective and collective experience (Danto, 1981).

4. Beauty

Beauty is a multisensory and cognitive evaluation characterized by the pleasurable perception of harmony, symmetry, or meaningful complexity in stimuli (e.g., visual, auditory, or conceptual). This evaluative response emerges from the interaction between evolved neurobiological mechanisms (Chatterjee & Vartanian, 2016), culturally shaped aesthetic standards (Cunningham et al., 1995), and individual differences in experience and context (Reber et al., 2004). Beauty serves adaptive functions in social cohesion, mate selection, and environmental appraisal, while also engaging reward-related neural circuits (Ishizu & Zeki, 2011).

5. Education

Education is a systematic process of acquiring knowledge, skills, values, and attitudes through various forms of learning, including formal instruction, informal experiences, and self-directed study. It encompasses a wide range of activities, from early childhood education to higher education and

lifelong learning. Education aims to develop individuals intellectually, socially, and emotionally, preparing them for personal growth, responsible citizenship, and participation in the workforce. It also plays a crucial role in fostering critical thinking, creativity, and the ability to adapt to an ever-changing world (D'Olimpio, 2021).

Literature Review

Given the significant role of art and aesthetics in shaping human character and their profound impact on individual and social aspects, numerous researchers have recognized their importance in education. John Dewey was among the first to emphasize the importance of art in education. Dewey believed that art could enhance cognitive powers, emotional intelligence, and ethical values, enabling individuals to express their deepest emotions through aesthetic experiences. He considered art and beauty essential for nurturing human capacities and facilitating (Bacsó, 2018).

Several scholars, including Granger (2006) in his work *John Dewey, Robert Pirsig, and the Art of Living: Revisiting Aesthetic Education*, and Kupfer (1983) in *Experience as Art: Aesthetics in Everyday Life*, have engaged with Dewey's aesthetic theory. They have incorporated insights from diverse authors, such as music and art critics, poets, and philosophers, to explore the transformative effects of artistic experiences.

Researchers such as Huo and Cheng, along with Xie (2023), in their study titled *Laying the Foundations of Phronesis (Practical Wisdom) through Moral Dilemma Discussions in Chinese Primary Schools*, underscore the significance of integrating art and beauty into the school curriculum to foster practical wisdom. Similarly, D'Olimpio (2021) advocates for the inclusion of art education as an essential component of the curriculum in his work *Defending Aesthetic Education*. He argues that the incorporation of art is vital for supporting moral improvement.

Furthermore, Sajnani, Mayor, and Tillberg-Webb (2020) explored the application of aesthetic and multimedia strategies in educational settings in their study *Aesthetic Presence: The Role of the Arts in the Education of Creative Arts Therapists in the Classroom and Online*. Their findings indicate that employing aesthetics in teaching fosters openness and connection, encourages flexibility, and facilitates humor and critical thinking.

Additionally, Ulvik (2020), in their study *Promoting Aesthetic Values in Education*, also highlight the importance of integrating art and beauty into the educational curriculum. Collectively, these studies demonstrate that art and aesthetics play a crucial role in strengthening social relationships and promoting moral development within society. The

utilization of aesthetic strategies in classrooms and learning environments creates opportunities to cultivate moral virtues, openness, flexibility, humor, critical thinking, and enhanced interpersonal communication.

Research conducted by Kou, Konrath, and Goldstein (2020) in their study titled *The Relationship Among Different Types of Arts Engagements, Empathy, and Prosocial Behavior*, along with Costa, Kangasjärvi, and Charise (2020) in *Beyond Empathy: A Qualitative Exploration of Arts and Humanities in Pre-Professional (Baccalaureate) Health Education*, and Lloyd (2017) in *Benefits of Art Education: A Review of the Literature*, collectively demonstrate that art can catalyze promoting ethics and human values. The integration of art and beauty facilitates a deeper understanding and empathy for situations and individuals beyond one's own experiences.

Education experts have investigated the significance of integrating art and aesthetics into educational systems and curricula, particularly in the realms of intellectual, emotional, and religious education. Researchers such as Ulger (2019) in his study titled *Comparing the Effects of Art Education and Science Education on Creative Thinking in High School Students*, and Lemonchois (2021) in *Artistic Practical Activities in Art Education*, contend that the incorporation of art and aesthetics in

curriculum design is essential for enhancing the learning process, thereby acting as a pivotal facilitator in teaching and learning methodologies. These scholars have endeavored to develop theoretical frameworks and standards to advocate for the inclusion of art education within educational curricula, underscoring its significance. They argue that art and beauty are vital instruments for fostering creativity, critical thinking, and profound human emotions. Engaging with art allows students to express their experiences meaningfully and attain a deeper understanding of the world around them. This engagement not only promotes logical thinking and critical analysis but also strengthens positive emotions and contributes to the development of religious and moral values, ultimately shaping human character.

Despite significant advancements in research concerning the integration of art and beauty into educational systems, prior studies reveal certain limitations that underscore the necessity for further investigation. Many of these studies adopt a predominantly scientific and technical methodology, consequently neglecting the holistic development of students' personalities. Given the absence of a comprehensive approach that fosters the flourishing of all facets of a student's identity, intellectual, emotional, religious, and moral education must be acknowledged as

essential dimensions in shaping students' character and individual identity. These elements must be seamlessly woven throughout the curriculum to ensure a truly holistic educational experience.

In this context, the present study explores how engagement with art and beauty can serve as a pivotal factor in the learning process and the development of students' personalities.

Employing phenomenological methods, this research seeks to uncover the experiences and emotions of artists across various disciplines related to art and beauty, as well as their influence on intellectual, emotional, religious, and moral growth. Ultimately, the findings of this study may contribute to the formulation of innovative educational approaches that highlight the significance of art and beauty in nurturing the multifaceted dimensions of personality development.

Research Method

This study utilized a qualitative and phenomenological approach, focusing on diverse artists representing various art forms. Through convenience sampling, a total of 19 artists, including 11 male and 8 female artists, from different fields such as cinema and theater, music, painting, sculpture, calligraphy, poetry, literature, architecture, painting, and handicrafts were selected.

Participants' ages ranged from 24 to 74 years, with a mean age of 48.47. The selection criteria included obtaining consent to participate, ensuring about at least five years of experience of participants in the arts, the ability to effectively articulate and describe their experiences, and full awareness during the research process. Following the Strauss and Corbin's sampling method (Strauss & Corbin, 1998), data collection continued until saturation was reached with the participation of 19 respondents. In this study, data were collected through semi-structured interviews with participants. To gain a deeper understanding of people's experiences, questions were posed such as:

- What effect does your association with art and beauty have on your perception of the surrounding environment?
- Has your artistic experience influenced your creative understanding of phenomena?
- Can you describe your feelings during the artistic experiences you've had?
- How did these experiences impact your relationships with others?
- What effect has your connection with art and beauty had on your emotions and feelings?
- How has your connection with art and beauty influenced your religious and moral experiences?

- Is there anything else you would like to add?

The responses were then transcribed verbatim.

The data was analyzed using Colaizzi's seven-step (1987) coding and analysis method. The process provides a rigorous analysis, with each step closely aligned with the data. Among the methods of phenomenological data analysis, this approach performs qualitative validation of data in the final stage and involves a step-by-step process that ranges from formulating concepts to clustering and ultimately extracting themes. This method is articulated more clearly than others, making it particularly suitable for phenomenological data analysis (Caelli, 2001; Corben, 1999; Giorgi, 1997; Hycner, 1985; Welch, 2004; Willig, 2007).

The result is a concise yet comprehensive description of the phenomenon under study, validated by the participants who contributed to it. The stages are illustrated in Table No. 1. To ensure the credibility of the findings, in addition to following Colaizzi's guidelines, descriptive and theoretical validation techniques by Maxwell (1997) were utilized, along with Neuman's (2006) member checking criteria.

Table 1: Structured Codes for Meaningful Expressions

Step	Description	
1. Familiarization	The interview transcripts were read several times to increase understanding of the participants' feelings and experiences, and their statements were transcribed verbatim.	
2. Identifying Statements	Significant	The interview text of each participant was submitted as an individual document to MAXQDA software (version 2021). Key statements were identified and coded.
3. Formulating Meanings	The significant statements that conveyed the meaning and underlying thoughts of the individual were extracted.	
4. Clustering Themes	After reaching a consensus on all the classified themes, the formulated meanings were organized into single clusters. Subsequently, groups of these clusters that represented a specific perspective were combined into a distinct thematic structure.	
5. Developing an Exhaustive Description	A detailed description of the themes is provided.	
6. Producing the Fundamental Structure	The core structure of the intended phenomenon was derived from the identified themes and categories.	
7. Seeking Verification of The Fundamental Structure	The findings were reviewed and validated by the participants. To ensure their accuracy, the findings were shared with the participants multiple times to gather their feedback and opinions. Additionally, the researchers engaged in discussions about the codes until a mutual and comprehensive understanding of the themes was achieved.	

Adapted from the research of MohammadSadeghipour et al. (2024).

Results

The outcomes of this study revealed that engagement with art and aesthetics across intellectual, emotional, and moral domains significantly

influenced the participating artists. Data analysis was conducted using Colaizzi's method (1978), which comprises seven steps. Initially, the recorded interviews were transcribed

verbatim after thorough listening. Subsequently, each participant's interview text was imported into MAXQDA version 2021 as an individual document to identify and highlight meaningful expressions.

Table No. 2 illustrates a sample of conducted interviews and the process of identifying meaningful expressions.

Table 2: Structured Codes for Meaningful Expressions

Structured meanings (codes)	Meaningful Expressions
<p>Enhancing the power of creativity and innovation.</p> <p>Insight and breadth of vision.</p> <p>Acquiring rational criteria for judgment.</p>	<p>The challenges in art have enhanced and honed my creativity.</p> <p>I express my creativity through painting.</p> <p>The diversity within the art world fosters both critique and acceptance.</p> <p>An artist delves deep, pays attention to details, and avoids superficiality.</p> <p>They hold certain criteria in mind that strengthen their judgment capabilities, enabling them to differentiate between the good and the bad.</p> <p>Artists reach a stage where they sense intuitive discoveries, broadening their perspective. Overall, art and beauty cultivate human reasoning and logic. Engaging with art and beauty leads us to develop artistic consciousness through intuition and inspiration, granting us profound insights into phenomena. By immersing themselves in nature and focusing on details, artists attain a refined perspective that sets them apart from the average individual; this is artistic intelligence or artistic vision.</p> <p>Artistic education involves familiarizing oneself with rich cultural standards and gaining a deep understanding of the surrounding issues and society.</p>
<p>Softening of the heart and gentleness of temperament.</p> <p>Compassion, empathy, and kindness.</p> <p>Kindness towards nature.</p>	<p>I sense that my heart is brimming with love and tenderness.</p> <p>It feels as though my core has softened, enveloped by boundless love.</p>

	<p>I have discovered a delicate spirit within me. Love, affection, and caring have completely consumed my essence.</p> <p>I hold love for all individuals, showing compassion and kindness towards my fellow beings.</p> <p>I cannot bear to see those around me in sorrow; I always empathize with them.</p> <p>I perceive others' pain as my own and strive to assist in resolving their struggles. My empathy extends even to plants and animals.</p> <p>I recognize the vitality of a plant with my whole being, nurturing animals and tending to plants.</p> <p>I am dedicated to never causing harm to any living creature.</p>
<p>Belief in the oneness of God.</p> <p>Belief in the prophethood of messengers.</p> <p>Trust in the afterlife.</p> <p>Adhering to personal and social ethical standards.</p>	<p>God represents the eternal beauty, as all other forms of beauty are transient, while God endures eternally. The order of the world is not random; rather, the ultimate purpose of all existence is to unite with the divine essence.</p> <p>Humanity requires guidance to attain happiness. God has dispatched guides to lead people, with prophets and imams serving as those guides.</p> <p>Beauty plays a pivotal role in reinforcing Artists exhibit moral virtues such as good manners, kindness, amiability, and adhere to social conventions. They embody peace, uphold significant social responsibilities, demonstrate altruism, foster a spirit of cooperation, and engage in harmonious coexistence with others.</p> <p>Artists maintain a strong work ethic, presenting themselves in a tidy manner, being punctual, organized, humble, and true to their commitments.</p>

Moving to the third step of Colaizzi's method, the identified meaningful terms were coded, as demonstrated in Table No. 3.

Table 3: Creating Clusters and Subjects from Structured Meanings

Subject	Cluster	Structured Meanings (Codes)
The educational effects of cultivating humanity with art and beauty	Intellectual education	Enhancing the power of creativity and innovation. Insight and breadth of vision. Acquiring rational criteria for judgment.
	Emotional education	Softening of the heart and gentleness of temperament. Compassion, empathy, and kindness. Kindness towards nature.
	Religious and moral education	Belief in the oneness of God. Belief in the prophethood of messengers. Trust in the afterlife. Adhering to personal and social ethical standards.

Subsequently, in the fourth step of Colaizzi's method (1978), related codes were grouped and organized into categories (clusters), with similar categories forming themes. This process is outlined in Table 3.

In the fifth step, following Colaizzi's guidance (1978), a detailed depiction of the explored phenomenon was provided. Utilizing the outcomes from the initial four steps and as depicted in Table No. 3, the core theme was segmented into distinct clusters or categories. An exploration of artists' perspectives on the value of art and aesthetics and their influence on intellectual, emotional,

religious, and moral education was conducted. Subsequently, the descriptions of these clusters will be examined and discussed as follows:

1. Intellectual Education

The elements of intellectual education come as follows:

1-1. Enhancing Creativity and Innovation Capabilities

Numerous artists have emphasized that their engagement with art and beauty has significantly enriched their creativity, as illustrated by participant number 5's statement, "Art and beauty have nurtured my creativity, leading to

innovative solutions when facing challenges.” Artists argue that exposure to art and beauty is essential for nurturing creativity and fostering innovation. Their deep connection with art and beauty has visibly enhanced their creative capacities. For example, participant number 4 mentioned, “The art of painting allowed me to bring my imaginative visions to life in the most desired way.” Likewise, participant number 9 shared, “Through dedicated practice and repetition, I uncovered the hidden dimensions of art, empowering me to create more imaginative works.”

Participant number 3 aptly articulates the transformative impact of engaging with art and beauty on creativity and ideation: “The essence of art and beauty lies in generating fresh ideas. Thus, engaging with art catalyzes creation and innovation.”

Participant number 13’s viewpoint aligns with the notion that engaging with art and beauty through imagination significantly enhances creativity and innovation. The relationship between imagination and consciousness, as described by Weber, highlights the interconnected yet distinct nature of these cognitive processes (Webber, 2009). Beni further differentiates between recalling real past events and creating imaginary scenarios, emphasizing imagination's unique ability to stimulate creativity (Rubin & Umanath, 2015). Artists emphasize that the fusion of art,

beauty, and imagination empowers individuals to create unique artworks. Mental faculties like imagination, mental imagery, critical thinking, and reasoning play a crucial role in harnessing the profound impact of natural beauty on creativity.

1-2. Depth of Vision and Breadth of Mind

According to the artists involved in the study, it exemplifies the profound value of introspection, reflective thinking, and pondering phenomena through art. For instance, participant number 3 expressed the following sentiment within this framework, “The uniqueness of art lies in its ability to enhance one's visual acuity and attentiveness to minutiae. Immersed in the realm of art, an individual delves deep and meticulously observes details.”

Participant number 14 articulated his experience as, “A genuine artist is a profound thinker, not superficial. Therefore, art has assisted me in grasping the concealed beauties within my environment.”

Participant number 12 shared insights on how art has heightened their critical thinking capabilities. They mentioned that art fosters a discerning outlook by encouraging thorough observation, multifaceted analysis, and a refusal to engage superficially or passively with matters.

1-3. Acquiring Rational Criteria

Creative and critical thinking enable individuals to assess and make

judgments based on reason and logic. A cultivated mind can simultaneously generate, evaluate, judge, and draw conclusions, leading to the creation of high-quality thoughts. Individuals acquire criteria for analyzing, evaluating, and critiquing their thoughts (Omīdīniā et al., 2013). These criteria and standards are utilized for interpretation, analysis, evaluation, judgment, and criticism, culminating in a concluding inference and logic.

Some artists argue that art and beauty expand their horizons and serve as a benchmark for judgment and discernment. Participants 1 and 11 suggest that art and beauty improve human reasoning and logic. Participant 11 notes that artists use internal standards to differentiate between what is good and bad based on their artistic sensibilities. Artists believe that their perspective and approach are enriched by the beauty they encounter. They develop criteria for judgment through broadening their perspective, known as artistic awareness. This heightened awareness is thought to arise from deep contemplation of divine creations, according to artists' viewpoints. Participant number 8 points out that art and beauty help in developing a unique perspective. Artists achieve artistic consciousness through intuition and inspiration, leading to a profound understanding of phenomena. Another group believes that individuals' aesthetic taste is cultivated through a

close connection with nature, attention to detail, and introspection. This process enhances inner talents and shapes artistic intelligence, reinforcing aesthetic standards. Participant number 9 highlights that by immersing oneself in nature, observing details, and cultivating deep insights, artists attain a superior perspective known as artistic intelligence or artistic vision.

Some artists believe that social communication and interactions within cultural frameworks play a significant role in shaping society's ideas, beliefs, and customs. They argue that individuals, when immersed in culturally rich and artistic environments, acquire artistic education that enhances their understanding of social interactions. Participant number 19 highlighted that a rich cultural environment serves as the foundation for artists to attain artistic education.

Finally, participant number 10 emphasized that obtaining a superior specialized perspective in art is attained through skills, expertise, and mastery, which are developed through continuous practice, repetition, and hard work.

2. Emotional Education

The elements of emotional education come as follows:

2-1. Thinning of The Heart and Tenderness of Nature

Research findings suggest that the relationship with art and beauty can influence artists' emotions and impact

their personal experiences, leading to an enhancement of inner qualities, softening of the heart, and nurturing the tenderness of the soul. Participant number 1 articulates this sentiment by stating that art and beauty facilitate inner transformation by fostering kindness and love. The connection with art and nature can increase feelings of tenderness, kindness, and love, as expressed by participants 3, 4, 6, 7, 8, 11, 13, and 16. Engaging with art and the beauty of nature can evoke positive emotions such as peace and happiness, which, when shared with others, deepen human connections and promote empathy and sympathy. These positive emotions are instrumental in awakening individuals from indifference, leading them to experience empathy and kindness towards others. Consequently, individuals with enriched inner emotions are likely to demonstrate heightened levels of empathy and sympathy.

2-2. Friendship With Nature

The dynamic interplay between art and nature acts as a reciprocal wellspring of inspiration, enhancing human communication and fostering a deeper sense of solidarity and connection with the environment. Participant number 8 underscores how artists derive inspiration from nature's beauty, leading them to advocate for nature, animals, and the environment's protection. Participant number 19 points out that

portraying a beautiful landscape can raise awareness without causing harm to nature. Developing an appreciation for nature often instills a sense of responsibility and commitment. Research findings indicate that individuals deeply connected to the beauty of nature and art are more likely to value the environment and animals. This profound connection with nature can amplify one's respect and love for animals and the environment (MohammadSadeghipour et al., 2023; Saef-Ali et al., 2018).

3. Religious and Moral Education

The elements of religious and moral education come as follows:

3-1. Belief In the Oneness of God and His Eternal Power

In the realm of artists' experiences, the order, symmetry, and beauty found in nature are perceived as manifestations of a divine essence that surpasses any creature's creative abilities. Nature's wonders are regarded as reflections of divine energy and strength. Contemplating nature's beauty, from dew-kissed petals to the sounds of spring in trees, rain cleansing pollution, and the serenity of the night, leads individuals to acknowledge the supreme authority of God Almighty. Participants 2, 3, 4, 6, 8, 10, and 13 express the belief that all these beauties stem from an absolute, eternal, and transcendent beauty, distinct from fleeting mortal beauties. Code 14

emphasizes that God is the creator of the beauty and order governing existence, highlighting the inseparable connection between all elements of existence and the Divine Essence. As emphasized in the Holy Quran, religious education stresses the importance of drawing closer to God, believing in His oneness, and engaging in worship. The verse *"I did not create the jinn and the humans except that they may worship Me"* (The Quran, 51: 56) underscores the purpose of human existence as worshiping God. Analysis of artists' experience shows that the beauty and contemplation of divine creations inspire individuals to believe in God, leading them to worship and serve Him.

3-2. Belief In the Prophecy of Prophets and Divine Saints

A reflection on the significance of Quran 4:165 reveals that intellect, like revelation, functions as *Hujja* (divine proof). However, due to its limited capacity for perception, it cannot stand alone as complete proof. Consequently, prophets convey knowledge of the unseen, the heavenly, and the hereafter—insights that surpass the limitations of human intellect (Tabāṭabāi, 1995).

In this context, Participant number 1 asserts that it is inconceivable to imagine that the God who intricately created man with precision and order would abandon him without

appointing prophets and saints to guide humanity.

3-3. Belief In the Afterlife

According to 'Allāmah Ṭabāṭabāi, God repeatedly urges mankind to utilize common sense and profound contemplation in the Holy Quran (Miṣbāḥ Yazdī, 2012). For instance, Allah said, *"Thus does Allah clarify His signs to you so that you may exercise your reason"* (The Quran, 2: 242).

Furthermore, in numerous other verses, the correlation between wisdom and resurrection is emphasized as, *"We said, 'Strike him with a piece of it:' thus does Allah revive the dead, and He shows you His signs so that you may exercise your reason"* (The Quran, 2: 73).

These Quranic verses underscore that reflecting and reasoning upon the changes in the environment and seasons leads an individual to acquire spiritual knowledge and an understanding of the Day of Resurrection. Participant number 6 asserts that the universe is a mysterious canvas where we witness cycles of death and rebirth with the changing of seasons; contemplating this cycle of life and death serves as a tangible example of resurrection.

3-4. Acting On Individual and Social Ethics Standards

Miṣbāḥ Yazdī emphasizes that societal morality is shaped by individuals' intentions and inner motivations. Those prioritizing spiritual growth aim

to foster human virtues, while those focused on material gains tend to prioritize their own needs (Miṣbāḥ Yazdī, 2012). Additionally, artists believe that art, closely linked to emotions, is reflected in behaviors like kindness, altruism, empathy, love, and selflessness. Consequently, artists often display warmth, politeness, and respect, embodying moral virtues such as benevolence, peace, social responsibility, cooperation, commitment, and work ethic in their interactions. Participants 1, 2, 3, 5, 7, 9, 10, 12, 13, 14, 16, 18, believed that individuals who engage with and appreciate beauty tend to experience heightened emotions and enriched moral values. They prioritize decency,

kindness, composure, and respectful treatment of others, embodying traits like modesty, humility, truthfulness, and reliability. Upholding ethical standards, they distinguish between what is permissible and impermissible, demonstrating generosity, charity, and a willingness to help others. Their conduct reflects qualities of modesty, purity, and integrity as they honor commitments, support the oppressed, and stand against injustice.

In the sixth step, the detailed description of the studied phenomenon is simplified into a fundamental structure (Colaizzi, 1978), which reflects participants' experiences. The results of the extracted fundamental structure are shown in Figure 1.

Hierarchical Code-Subcodes Model

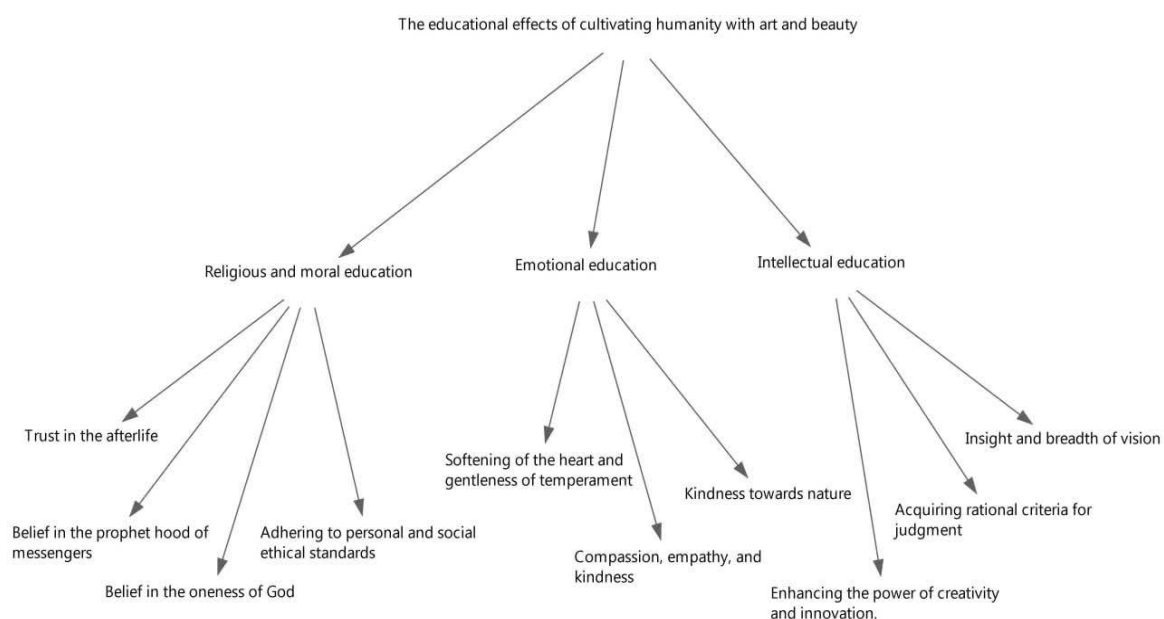


Figure No. 1: Extracted fundamental structure

Ultimately, in line with the seventh step outlined in Colaizzi's methodology, the results were scrutinized and confirmed by the participants. Furthermore, the identified codes and themes underwent a thorough review and refinement by the researcher to ensure unanimity.

Conclusion

Educational policymakers and practitioners prioritize the holistic development of individuals' personalities to equip them with the rational, emotional, religious, and ethical foundations needed for fulfilling personal and societal responsibilities while adhering to norms and regulations. Research suggests that a love for art and beauty can enhance individuals' mindset, leading to happiness and moral excellence. These findings are supported by various studies such as Karakaya Çataldaş, Kutlu & Eren (2024) in a study titled *The Effects of Online Art Therapy on Ego Functions, Emotion Regulation, and Interpersonal Relationship Styles in Neurotic Personality Organization* and Ariānniā, Nassērī, & Yeganeh (2024) in a study titled *Cognitive-Emotional Feasibility of The Effect of Visual Quality of Building Form on Promoting the Sense of Place Attachment: A Case Study of Cultural Iconic Buildings of Iran's Contemporary Architecture* and Harel

(2024) in a study titled *Therapeutic Puppetry as a Drama-Therapy Intervention for People Living with Dementia: A Case Study of Geropsych.*

Art and beauty help individuals comprehend their surroundings, offering insights that lead to a deeper understanding of various issues. Moreover, individuals familiar with art and beauty exhibit enhanced creativity, leading to innovative perceptions.

The study's findings suggest that when a love for art and beauty aligns with humanity's innate quest for spirituality, individuals can establish a framework for evaluating personal and societal values. They can use their instinctive abilities to assess values, norms, and regulations, effectively distinguishing between good and evil. These results correspond with previous research by Sajnani, Mayor, Tillberg-Webb (2020) titled *Aesthetic Presence: The Role of The Arts in The Education of Creative Arts Therapists in The Classroom and Online* and the study of Ulvik (2020) titled *Promoting Aesthetic Values to Education* and the research done by Caiman, Jakobson (2019) titled *The Role of Art Practice in Elementary School Science.*

Highlighting how acquiring artistic criteria aids in understanding phenomena deeply, artists' experiences demonstrate that engagement with art and beauty triggers significant transformations in

various aspects of life, influencing habits, preferences, modes of expression, and even appearance. This transformative journey impacts individual and social behaviors, influencing upbringing. The study indicated that education rooted in engagement with art and beauty fosters reflection, rationality, insight, and experiential learning. These findings are consistent with previous studies by Huo, Cheng, and Xie (2023) entitled *Laying the Foundations of Prognosis (Practical Wisdom) Through Moral Dilemma Discussions in Chinese Primary Schools*. Additionally, Kou, Konrath, and Goldstein (2020) in the book *The Relationship Among Different Types of Arts Engagements, Empathy, and Prosocial Behavior*, and Costa, Kangasjarvi, and Charise (2020) in *Beyond Empathy: A Qualitative Exploration of Arts and Humanities in Pre-Professional (Baccalaureate) Health Education*, dealt with this study, indicating that aesthetic sensibilities stimulate emotions for enhanced understanding and knowledge, addressing moral and value-related issues such as oppression, deviance, selfishness, aggression, and addiction. However, some study participants expressed concerns about the adverse effects of certain art forms on society and individuals. They highlighted that artistic content endorsing negative

values could fuel increased violence, discrimination, and negative societal attitudes, while also potentially evoking feelings of despair, fear, or aggression in individuals.

Eventually, art and beauty influence intellectual, emotional, and religious/ethical education, contributing to individual character development. Aesthetic interests impact behaviors, fostering virtues like kindness, empathy, and respect. Recognizing the link between art, beauty, and education is crucial. Integrating aesthetics into curricula and educational practices is recommended. Artistic activities effectively engage students and enhance creativity. Key recommendations include early integration of art in elementary education, educators' understanding of artistic methods, and allowing student choice in artistic pursuits to preserve academic significance. Emphasizing respect for students' creative efforts is vital to nurturing their creativity without interference.

The implications of this study for practical applications include:

- **Curriculum Development**
Educators should integrate art and beauty into the curriculum to enhance students' emotional and cognitive engagement.

- **Teaching Methods**

Employ experiential learning techniques that involve direct interaction with art, allowing students to explore and reflect on their experiences.

- **Critical Thinking**

Encourage critical thinking and reflection through discussions and projects centered around art and beauty, helping students develop deeper insights.

- **Assessment Practices**

Develop assessment methods that recognize and value creative expression and reflective thinking, rather than solely focusing on standardized testing.

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Conflict of Interests

The authors declare that there is no conflict of interest regarding the publication of this manuscript.

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