

## The Role of Imam Reza (A.S.) Jurisprudence in Religious Edification and the Manifestation of Monotheistic Knowledge

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### Article info

### Abstract

#### Article type:

Research Article

#### Received:

7 May 2025

#### In Revised form:

3 August 2025

#### Accepted:

2 September 2025

#### Published:

28 February 2026

The present study aims to elucidate the role of the teachings of Imam (A.S.) in reinforcing religious education and deepening monotheistic knowledge (ma'rifah al-tawhīdiyyah). The fundamental question concerns the interrelationship between his teachings across the devotional, ethical, social, and cognitive dimensions, and how these dimensions contribute to religious education and the elevation of monotheistic understanding. Adopting a descriptive-analytical approach, this study has collected its data from authoritative sources in ḥadīth, jurisprudence (feqh), exegesis (tafsīr), and ethics, and has examined them through the method of thematic analysis. The findings demonstrate that the teachings of Imam (A.S.) constitute a “dynamic educational system” in which the four dimensions progress through an evolutionary process: devotional discipline engenders ethical sensitivity, ethical sensitivity culminates in social responsibility, and social responsibility provides the groundwork for the flourishing of monotheistic knowledge. In this model, monotheistic knowledge is the ultimate fruit of a disciplined, ethical, and committed life. The novelty of this research lies in uncovering the evolutionary logic governing these dimensions and articulating it in the form of a coherent theoretical model.

**Keywords:** Jurisprudence of Imam Reza (A.S.), Religious Education, Monotheistic Knowledge, Religious Identity, Social Teachings



**Reference:** Arjomandifard, Mansoureh. (2026). The Role of Imam Reza (A.S.) Jurisprudence in Religious Education and the Flourishing of Monotheistic Knowledge. *Imam Reza (A.S.) and Contemporary Sciences*, 3(10), 6-34.

**Publisher:** Imam Reza (A.S.) International University

**DOI:** <https://doi.org/10.22034/ijs.2025.516657.1396>



## **1. Introduction**

Religious edification, as a purposive process for aligning human beliefs, behaviors, and values with divine principles, and monotheistic knowledge, as a profound cognition of God, constitute two fundamental concepts in the Islamic educational system. Despite the unparalleled importance of these two, the core problem lies in the relationship among the various dimensions of religious teachings devotional, ethical, social, and cognitive- and how they can, in a cohesive and synergistic system, lead to the realization of religious edification and the flourishing of monotheistic knowledge. In this context, the teachings of Imam Reza(A.S.), given their comprehensiveness and depth, which are the fruits of his scholarly debates, authentic narrations, and jurisprudential rulings, are regarded as a rich and invaluable source for addressing this fundamental question. The main question of the present research is whether the teachings of Imam Reza(A.S.) in these four dimensions form a set of scattered, disconnected recommendations, or if they constitute a perfectly coherent system with a specific internal mechanism and evolutionary logic. This research is founded on the hypothesis that these dimensions exist in a longitudinal and evolutionary relationship, wherein devotional discipline leads to ethical sensitivity, ethical sensitivity leads to social responsibility, and finally, social responsibility culminates in the flourishing of monotheistic knowledge.

## **2. Research Objectives**

The primary objective of this research is to elucidate the systematic role of Imam Reza (A.S.) teachings in fortifying religious edification and deepening monotheistic knowledge. This overarching goal is pursued through several subordinate objectives: first, to analyze and examine the teachings of the Imām in the four dimensions of devotional, ethical, social, and cognitive matters, and to extract the principal themes of each; second, to discover the relationship and nexus among these dimensions and to explicate the internal logic governing them; and third, to formulate this logic into a coherent theoretical model capable of revealing the synergistic mechanism of this educational system. The research seeks to answer the question of how the teachings of Imam Reza(A.S.) begin with individual devotional discipline and, after traversing the stages of ethical sensitivity and social responsibility, culminate in the flourishing of monotheistic knowledge and intuition as the apex and ultimate fruition.

### 3. Methodology

This study was conducted using a descriptive-analytical approach, employing thematic analysis as the primary tool for data analysis. The research execution process was designed in several systematic stages: In the first step, research data were gathered from authentic and diverse narrative sources as well as exegetical and ethical sources. In the subsequent stage, narrations attributed to Imam(A.S.) were categorized and coded based on the four axes (devotional, ethical, social, and cognitive). Then, using the thematic analysis method, the key concepts, patterns, and principal categories of each domain were extracted and synthesized. In the final step, to discover the systematic relationship between the dimensions, a cross-sectional analysis of the themes was conducted, and the evolutionary logic governing their interconnection was formulated into a four-stage theoretical model. The research's theoretical framework is predicated on the presupposition that jurisprudence is a cognitive and comprehensive system that organizes different dimensions into a unified whole.

### 4. Findings

The research findings indicate that the teachings of Imam Reza (A.S.) form a “dynamic educational system,” whose four dimensions operate within an evolutionary and longitudinal process. The departure point of this process is “Devotional Discipline.” Analyses reveal that acts of worship such as canonical prayer (ṣalāh), fasting (ṣawm), supplication (du‘ā’), pilgrimage (ziyāra), alms-tax (zakāh), and the one-fifth levy (khums) serve as mechanisms for creating internal order, curbing impulsive desires, and shaping the existential structure of the human being. For example, the emphasis on performing the prayer at its earliest time establishes a cognitive and practical system for resisting immediate desires, while fasting, with its purpose being the “perception of hunger and thirst,” makes the individual aware of their own existential poverty. This devotional discipline lays the groundwork for the emergence of “Ethical Sensitivity.” This sensitivity manifests in the form of virtues such as honesty, humility, patience, fairness, and love, which the Imām explicates in universal rules like, “Bestow upon people that which you wish to be bestowed upon you.” A disciplined individual adorned with ethical virtues cannot naturally remain indifferent to society, leading to the third stage: “Social Responsibility.” This stage commences from the smallest social unit (the family) and expands to public oversight (enjoining good and forbidding evil), social solidarity (faith-based

brotherhood and legal equality), and the observance of mutual rights. The Imam's warning that abandoning the enjoining of good is tantamount to the domination of the wicked and the nullification of the prayers of the righteous demonstrates the profound link between the ethical health of a society and social agency. The fourth stage and apex of this process is the "Flourishing of Monotheistic Knowledge." At this stage, "contemplation regarding God's decree" is introduced not merely as a mental activity but as a form of worship superior to an abundance of prayer and fasting, and is the final product of a disciplined, ethical, and committed life. The findings demonstrate that devotional discipline produces ethical sensitivity, ethical sensitivity leads to social responsibility, and social responsibility furnishes the ground for cognitive intuition.

## **5. Conclusion and Suggestions**

This research concludes that the teachings of Imam Reza (A.S.) are not a scattered collection of recommendations, but rather a "coherent system" with an internal evolutionary logic. This educational system rests on three epistemological foundations (the inseparability of intellect and worship; the human being as an entity possessing existential poverty; and the correspondence of the outer and the inner) and operates with three methodological characteristics (ratiocination, systemization, and gradualism). The central finding is that "Monotheistic Knowledge" in this constellation is not the starting point of religious edification, but its ultimate destination and fruition, attained solely through a life that is thoroughly disciplined, ethical, and committed. The primary innovation of this research lies in transcending one-dimensional perspectives, discovering this evolutionary logic, and formulating it into a tri-layered jurisprudential-cognitive model (foundations, method, and product) and a four-stage theoretical framework (devotional discipline, ethical sensitivity, social responsibility, and cognitive intuition). This model has the capacity to be used as a framework for designing contemporary religious edification programs, particularly in educational and cultural systems, providing a practical path for cultivating a well-balanced religious individual. For future research, a comparative study of this model with other educational systems in the conduct of other Imams (A.S.), along with the design and validation of educational programs based on this paradigm, is recommended.

**Keywords:** Jurisprudence of Imam Reza (A.S.), Religious Edification, Monotheistic Knowledge Dynamic Educational System, Evolutionary Process, Jurisprudential-Cognitive Model.