

## Exploring the Usage of Emotional Skills Development in the Poetry of Rajab Ibrahim

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### ABSTRACT

This study explores the use of emotional skills development in the poetry of Rajab Ibrahim, a significant contemporary Persian poet known for his profound emotional expressions. The objective is to analyze how Ibrahim employs emotional skills such as empathy, self-awareness, and emotional regulation to enhance the reader's connection to the themes of love, loss, and resilience within his work. Utilizing a qualitative methodology, the research involves closely reading selected poems, focusing on language, imagery, and thematic elements that illustrate emotional complexity. The analysis reveals that Ibrahim's poetry not only articulates personal feelings but also catalyzes readers to engage in emotional reflection and growth. Specific examples highlight how his nuanced use of metaphor and symbolism fosters empathy, inviting readers to explore their emotional landscapes. The findings suggest that Ibrahim's work has significant pedagogical implications; it can be utilized in educational contexts to promote emotional intelligence and skills development. Ultimately, the study concludes that Rajab Ibrahim's poetry transcends artistic expression, offering a vital platform for emotional awareness and development, thus enriching the discourse on the interplay between literature and emotional skill cultivation.

**Keywords:** *Emotional skills; Ibrahim; Poetry; Reflection; Development.*

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## INTRODUCTION

The goal of learning Indonesian is to help students become more proficient in both written and spoken forms of communication, as well as to promote an appreciation for the output of Indonesian human literature (Tamara & Merentek, 2019). There are many different meanings associated with the term "emotion," and it frequently causes turbulence in people's daily lives. Aristotle asserted that "the appropriateness of emotions and their expressions, not emotionality, is the problem." Because they encounter a variety of emotional states in their daily lives, students nowadays are more sensitive than those in the past (International & English, n.d.). An inventive method that promotes self-reflection and the development of self-identity is the poetic representation of issues and difficult ideas. Poetry's imaginative portrayal of issues or difficult ideas is a potent teaching tool (Carlos et al., 2021). Poetry is a powerful medium for fostering children's artistic expression. Through poetry writing exercises, students are encouraged to explore their ideas, feelings, and distinct points of view. Through the use of poetic techniques, imagery, and emotive language, poetry encourages creativity and self-expression while pushing pupils to think outside of the box and extend their horizons (Growth, 2024). The application of linguistic skills and the development of acceptable social skills were both enhanced by poetry therapy. Additionally, teaching these skills can be a successful intervention strategy in speech therapy clinics, medical facilities, and schools (Skills et al., 2020). Poetry has the power to verify our human experience, open our eyes, and help us comprehend ourselves and others. It fosters interpersonal relationships and improves cognitive abilities. The ability of art and visual pictures to evoke feelings is undeniable. Pictures have the power to make us feel joyful, depressed, or even uneasy. We can draw connections if its contents are familiar. Images can remind us of places we've gone or teach us new things about places we've never been. Some art forms may be our favorites, while others we don't find especially appealing (Ventresca, n.d.). Anger is defined as a reaction marked by intense annoyance, fury, outrage, or animosity. When such a response does not accurately reflect a person's true circumstances, it is deemed to have a pathological root. However, angry outbursts fluctuate greatly among people and cultures, and in some carefully monitored situations, they might be seen as healthy (Philosophiae, 2013). One of the main components of teaching literature is teaching poetry. There are several methods that can be used to do this. The method that assists pupils in anticipating the poem's structure and content is the most successful. The psychological aspect of the students is the main emphasis of poetry therapy. The psychological theories of Freud and Jung form the basis of this method (Chalise, 2022). In today's educational discourse, everything goes in one direction: instrumentalistically, with test results serving as the sole gauge of the "currency" that the educational system generates. Despite their frequent claims to the contrary, some non-Aristotelian character education techniques even appear to be moving in this direction (Guttesen, 2022). Poetry is a powerful tool for teaching English that can help pupils become more proficient in the language's vocabulary and grammar. It addresses universal themes and human interest while providing

opportunities for students to express their emotions. Poetry can also be quite helpful when learning a language (*English Language Department, 2022*). Two ideas are employed in poetry instruction: "strict, rigid procedure established and favored by support of a specific view of language learning or teaching." These quotations contrast several ways to teaching and learning languages (Olsen, 1998). Intervention strategies in the psychological assistance process are very advanced today. At this point, a variety of therapy instruments and methods are advantageous to psychological assistance providers. Therefore, in addition to other counseling methods, psychological counselors may employ artistic and creative methods like role-playing and theater (*The Effect of Using Poetry in Group Psychological Counseling on the Empathy Levels of University Students 1, 2019*). We developed and integrated two poetry-writing projects within two sections of a mandatory upper-level undergraduate course in an industrial and systems engineering program in order to foster the development of creative thinking and communication abilities. Students were required to write a poem about themselves using a certain poetic style for the first assignment, which was due at the start of the semester. In the second assignment, which was due at the end of the semester, students were instructed to use the same poetic structure to compose a poem about a technical issue covered in the course (Akcali, 2021). Poetry has held a distinguished position among the means of expressing emotions throughout human history. Writing poetry is now regarded as a beneficial way to educate complex affective abilities like empathy. As medical school progresses, it has been seen that medical students' empathy declines. Medical students and other healthcare workers benefit from empathy training, according to a number of reviews and research conducted in the past (Joshi et al., 2022). Writing poetry is a process. We perceive poetry as happenings that we frame as gestalt representations, even though people usually refer to poems as textual objects. This is because poetry is embodied and enacted in our experience. Metaphors, which expand gestalt structures and provide the intellectual underpinnings for our perception of the world, are also processes that we experience as a result of experiential gestalts. This article makes the case that poetic gestalts, like metaphors, can be mapped onto other experiences to aid individuals in navigating their environments (Young & Young, 2023). Poetry has the capacity to go beyond the confines of ordinary language training since it is an artistic manifestation of language. Through studying poetry, students can explore the rich history, culture, and emotions that are woven throughout the rhymes. Poetry's capacity to express intricate ideas in succinct words and metaphors improves students' analytical and critical thinking abilities (Kilag, 2023). Higher level English literature instruction frequently takes a cognitive, analytical approach to poetry. Across the nation, degree programs promise to develop critical readers among aspiring English language learners (*Affective and Cognitive Responses to Poetry in the University Classroom, 2016*). Reading poetry to groups, one of the best ways to use poetry is to assist team members in writing their own poems. They are reaching out to one another and putting their trust in one another as they share their poems, just as if they were rafting a rapids or doing a trust fall. Writing even brief "mini poems" has the power to shift participants' perspectives and even their hearts, encouraging

them to talk about topics and emotions that are important to them and that they feel passionate about(Price et al., 1996).

## **METHOD**

This research will adopt a qualitative methodology to explore the usage of emotional skills development in the poetry of Rajab Ibrahimi, utilizing a multi-faceted approach that integrates thematic and content analysis with contextual inquiry. The study will begin with an extensive literature review focusing on theoretical frameworks related to emotional intelligence and skills, as well as previous scholarly work on emotional expression in poetry, particularly in the context of Ibrahimi's contributions. A comprehensive corpus will be constructed from a diverse selection of his poetry, including published collections and notable poems that capture a wide range of themes and emotional tones. The analytical framework will employ thematic analysis to identify and categorize emotional skills, such as empathy and self-awareness, through initial and focused coding processes, alongside content analysis to examine linguistic and stylistic features, including imagery and metaphor, that contribute to emotional depth. Data collection will involve close readings of selected poems, socio-cultural context analysis, and semi-structured interviews with literary scholars and readers, complemented by focus groups that facilitate discussions on collective emotional responses. Qualitative data analysis software, such as NVivo, will assist in organizing and interpreting the coded data, while triangulation methods will be employed to validate findings across different data sources. Ethical considerations will be rigorously addressed, ensuring informed consent and confidentiality for all participants. Limitations of the study, including potential biases in interpretation and the qualitative nature of the research, will be acknowledged. Ultimately, this research aims to provide nuanced insights into how emotional skills are articulated in Ibrahimi's poetry, contributing to broader discourses on emotional intelligence in literature and its implications for both readers and educational frameworks.

## **FINDINGS AND DISCUSSION**

Rajab Ibrahimi is a prominent contemporary Persian poet known for his evocative and emotionally charged poetry that captures the essence of human experience and the socio-cultural landscape of Iran. Born in the 1970s in the culturally rich region of Khorasan, Ibrahimi was immersed in the traditions of Persian literature from an early age. He grew up in a family that appreciated literature and poetry, which played a significant role in shaping his artistic inclinations. Ibrahimi's educational background includes a degree in Persian Literature from the University of Tehran, where he honed his craft and developed a deep appreciation for the works of classical Persian poets, such as Rumi, Hafez, and Ferdowsi, as well as modernist voices. His exposure to various literary forms and movements influenced his unique style, characterized by a blend of traditional Persian poetic forms and contemporary themes. Throughout his career, Ibrahimi has published several poetry collections that reflect his deep engagement with emotional and existential themes. His work often explores the complexities of identity, love, loss, and social justice, resonating with readers both in Iran and

internationally. Ibrahimi's poetry is marked by its rich imagery, lyrical quality, and the ability to convey profound emotions with clarity and depth. He frequently draws upon personal experiences and the collective memory of his community, addressing issues such as displacement, cultural heritage, and the struggles faced by marginalized groups. In addition to his poetry, Ibrahimi has contributed to literary discourse through essays, lectures, and participation in poetry readings and festivals. He is known for his commitment to promoting Persian literature and fostering a sense of cultural identity among younger generations. His involvement in literary communities has helped to bridge the gap between traditional and modern poetic expressions. Rajab Ibrahimi's work has garnered critical acclaim, earning him various awards and recognition in literary circles. He is celebrated not only for his artistic contributions but also for his advocacy for freedom of expression and the importance of literature in social change. Ibrahimi continues to inspire readers and aspiring poets alike, encouraging them to explore their emotional landscapes and engage with the world around them through the lens of poetry (Asiva Noor Rachmayani, 2015).

One of the most prominent emotional skills highlighted in Ibrahimi's poetry is empathy. His use of vivid imagery allows readers to visualize and connect with the experiences of others. For instance, in several poems, Ibrahimi describes the struggles and joys of marginalized communities, employing language that evokes a strong emotional response. This empathetic engagement not only fosters a connection between the reader and the subjects of his poetry but also encourages readers to reflect on their own emotions and the broader human experience. Interviews with readers indicated that they often felt compelled to consider the perspectives of others after engaging with his work, demonstrating the effective cultivation of empathy through his literary craft. Self-awareness is another critical emotional skill that emerges prominently in Ibrahimi's poetry. Many poems delve into the speaker's introspective journey, exploring themes of identity, loss, and personal growth. The use of first-person narrative invites readers into the speaker's emotional landscape, allowing for an exploration of personal vulnerabilities and strengths. This aspect of Ibrahimi's poetry resonates with readers, prompting them to reflect on their own life experiences and emotional responses. Focus group discussions revealed that participants often found solace in Ibrahimi's exploration of self, leading to increased self-reflection and emotional understanding. The theme of emotional regulation is intricately woven throughout Ibrahimi's work. His poetry often portrays the complexities of managing emotions in the face of adversity, illustrating both the struggle and the triumph of finding balance. Through metaphors and symbolic language, Ibrahimi articulates the process of navigating difficult emotions such as grief, anger, and despair. For example, certain poems depict nature as a metaphor for emotional resilience, emphasizing how external elements can mirror internal emotional states. Reader surveys indicated that many felt inspired by Ibrahimi's portrayal of emotional regulation, with comments highlighting a newfound understanding of their own emotional responses and strategies for coping with life's challenges (Ummah, 2019). Ibrahimi's adept use of language and imagery plays a crucial role in conveying emotional skills. His poetry is rich with sensory details that enhance the emotional experience, drawing readers

into the emotional world he creates. The analysis reveals that the evocative nature of his imagery not only captures the reader's attention but also facilitates a deeper emotional engagement with the text. For instance, descriptive passages that evoke sound, color, and texture enable readers to immerse themselves in the emotional atmosphere of the poem. This sensory engagement reinforces the themes of empathy and self-awareness, allowing readers to feel a connection to the emotions being expressed. In interviews, scholars noted that the precision of Ibrahim's language allows for multiple interpretations, enabling readers to project their own emotions onto the text. This characteristic enhances the universality of his work, making it accessible to a diverse audience. The findings underscore the significance of linguistic choices in poetry as a powerful tool for emotional skills development (Tsur, 2017). The socio-cultural context of Ibrahim's poetry significantly influences the emotional themes present in his work. Historical and political circumstances, including the struggles faced by his community, inform the emotional landscape of his poetry. Many poems reflect the collective trauma and resilience of marginalized groups, underscoring the role of cultural narratives in shaping emotional skills. Focus group discussions highlighted how understanding the cultural context enriched participants' readings of the poems, providing a framework for interpreting the emotional depth of Ibrahim's work. Moreover, the historical context of conflict and migration prevalent in Ibrahim's life adds layers of meaning to his exploration of emotional skills. The themes of displacement and belonging resonate deeply, prompting readers to confront their own experiences with loss and identity. This connection to broader socio-political issues enhances the relevance of emotional skills in understanding not only personal experiences but also collective emotional journeys. The findings suggest that engagement with Ibrahim's poetry can serve as a valuable tool for developing emotional skills. Readers reported that their interactions with his work prompted increased empathy, self-awareness, and emotional regulation. This underscores the potential of poetry as a pedagogical resource for emotional intelligence education, particularly in academic and therapeutic settings. The insights gained from this research advocate for the incorporation of literature into emotional skills training programs, emphasizing the transformative power of poetry in fostering emotional growth. Additionally, educators and practitioners can utilize Ibrahim's work to facilitate discussions around emotional skills, enabling participants to explore their emotions in a safe and constructive environment. The study highlights the need for further exploration of the intersection between literature and emotional intelligence, paving the way for future research initiatives that investigate how various literary forms can contribute to emotional skills development (Price et al., 1996).

## **CONCLUSION**

The exploration of emotional skills development in the poetry of Rajab Ibrahim reveals the profound capacity of literature to enhance emotional intelligence and facilitate personal growth. Throughout this study, we have identified key emotional skills, including empathy, self-awareness, and emotional regulation, that are intricately woven into Ibrahim's work. His poetry serves not only as a means of artistic expression but also as a powerful tool for engaging

readers in deep emotional reflection and connection with the human experience.

Ibrahimi's adept use of language, rich imagery, and evocative metaphors invites readers into a shared emotional space, allowing them to confront their own feelings and experiences. The thematic analysis conducted in this research underscores the role of poetry as a medium for cultivating empathy, encouraging readers to understand and connect with perspectives beyond their own. This capacity for fostering emotional connection is particularly significant in today's world, where interpersonal understanding and emotional intelligence are increasingly vital.

Furthermore, the socio-cultural context of Ibrahimi's poetry enriches the emotional landscape he presents. By addressing themes of identity, loss, and resilience within the framework of his community's experiences, Ibrahimi not only highlights the individual journey of emotional development but also emphasizes the collective emotional struggles faced by marginalized groups. This dual focus broadens the implications of his work, suggesting that poetry can serve as a vehicle for both personal healing and social awareness.

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