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Educating the Concept of Al-Sabr Based on Thematic Qur'anic Exegesis to Enhance Community Mental Resilience

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Abstract: This Community Partnership Program (PKM) aimed to strengthen Islamic character education through education on the values of al-sabr (patience) from the perspective of the Qur'an. The program was implemented using a participatory approach through educational sessions, interactive lectures, discussions, and mentoring activities to enhance participants' understanding of the meaning, forms, and practical application of patience in daily life. The learning materials were developed based on a thematic interpretation of Qur'anic verses related to patience and contextualized to address current challenges in character building within educational and community settings. The results of the program indicated an improvement in participants' understanding of the concept of patience, which was no longer viewed merely as passive acceptance of hardship but also as perseverance in obeying Allah, refraining from sinful acts, and remaining steadfast in facing life's challenges. Furthermore, participants demonstrated increased awareness of the importance of patience in fostering discipline, responsibility, emotional self-control, mental resilience, and spiritual intelligence. The program contributed

Abstrak: Program Kemitraan Masyarakat (PKM) ini bertujuan untuk memperkuat pendidikan karakter Islami melalui edukasi nilai-nilai al-sabr (kesabaran) berdasarkan perspektif Al-Qur'an. Kegiatan dilaksanakan dengan pendekatan partisipatif melalui penyuluhan, ceramah interaktif, diskusi, serta pendampingan kepada peserta mengenai makna, bentuk, dan implementasi sabar dalam kehidupan sehari-hari. Materi disusun berdasarkan kajian tafsir tematik terhadap ayat-ayat Al-Qur'an tentang sabar yang dikontekstualisasikan dengan tantangan pembentukan karakter di lingkungan pendidikan dan masyarakat. Hasil kegiatan menunjukkan adanya peningkatan pemahaman peserta mengenai konsep sabar yang tidak hanya dimaknai sebagai sikap menerima cobaan, tetapi juga sebagai kemampuan menjaga ketaatan kepada Allah, menghindari kemaksiatan, serta bersikap teguh dalam menghadapi berbagai tantangan kehidupan. Selain itu, peserta menunjukkan peningkatan kesadaran akan pentingnya nilai sabar dalam membentuk karakter disiplin, tanggung jawab, pengendalian emosi, ketahanan mental,

positively to strengthening the internalization of Islamic character values and encouraged participants to apply patience in their personal lives, families, and educational environments. Therefore, education on the values of al-sabr based on the Qur'an can serve as an effective strategy for reinforcing character education within the community.

Keywords: Al-Sabr; Islamic Character Education; Qur'anic Education.

dan kecerdasan spiritual. Program ini memberikan kontribusi positif dalam memperkuat internalisasi nilai-nilai karakter Islami serta mendorong penerapan sikap sabar dalam kehidupan pribadi, keluarga, dan lingkungan pendidikan. Dengan demikian, edukasi nilai al-sabr berbasis Al-Qur'an dapat menjadi salah satu strategi yang efektif dalam mendukung penguatan pendidikan karakter di masyarakat.

Kata Kunci: Al-Sabr; Pendidikan Karakter Islam; Edukasi Al-Qur'an.

A. Introduction

Education plays a fundamental role in shaping individuals who possess not only intellectual competence but also moral integrity, emotional maturity, and spiritual awareness. In the context of Islamic education, character formation is regarded as one of the primary objectives of the educational process because knowledge is expected to transform attitudes and behaviors in accordance with Islamic values. Consequently, Islamic education emphasizes the integration of cognitive, affective, and psychomotor domains through the internalization of Qur'anic teachings in everyday life. Among the many moral values emphasized in the Qur'an, al-sabr (patience) occupies a central position as a foundation for developing resilience, self-control, perseverance, and spiritual maturity.

The Qur'an repeatedly presents patience as an essential characteristic of believers. The concept of al-sabr appears in numerous verses and is associated with obedience to Allah, perseverance in performing righteous deeds, endurance in facing trials, and self-restraint from sinful behavior. The frequent repetition of this concept indicates that patience is not merely an ethical recommendation but a comprehensive educational value that shapes personal character and social responsibility. The Qur'an further associates

patience with prayer, gratitude, sincerity, faith, and divine assistance, demonstrating that patience functions as an integrative principle within Islamic teachings.

Historically, classical Muslim scholars have interpreted al-sabr from theological, ethical, and spiritual perspectives. Classical exegetes such as Ibn Kathir and Al-Qurṭubī emphasize patience as steadfastness in obeying Allah, avoiding His prohibitions, and accepting divine decrees with sincerity. Contemporary scholars, including M. Quraish Shihab, expand this understanding by explaining patience as emotional regulation, psychological resilience, and consistency in maintaining moral principles amid contemporary social challenges. These interpretations demonstrate that the Qur'anic concept of patience possesses dynamic relevance across different historical contexts and remains applicable to contemporary educational issues.

In recent years, educational institutions have faced increasing challenges related to students' character development. Rapid technological advancement, digital communication, social media exposure, academic pressure, and changing social environments have contributed to problems such as emotional instability, declining self-discipline, intolerance, low resilience, and limited self-control among learners. These conditions indicate that education should not merely prioritize academic achievement but also strengthen students' moral character and emotional intelligence. Therefore, Islamic education requires pedagogical approaches capable of integrating Qur'anic values into meaningful learning experiences that support holistic human development.

One of the most effective approaches for understanding Qur'anic educational values is thematic interpretation (*tafsīr mawḍū'ī*). This method analyzes all Qur'anic verses related to a particular theme comprehensively, enabling researchers to identify conceptual relationships, educational messages, and practical implications that cannot be obtained through partial interpretation of individual verses. By examining all verses concerning al-sabr, thematic interpretation provides a comprehensive framework for understanding patience not only as an individual virtue but also as a pedagogical principle that

contributes to character education, emotional development, and spiritual growth.

From the perspective of Islamic education, the Qur'anic concept of patience offers substantial pedagogical potential. Values such as perseverance, responsibility, emotional regulation, discipline, optimism, gratitude, sincerity, and reliance upon Allah are fundamental competencies required for learners to succeed academically and socially. Integrating these values into classroom learning enables Islamic Religious Education (PAI) to move beyond the transmission of religious knowledge toward the formation of noble character (*akhlāq al-karīmah*). Such an educational orientation is consistent with the objectives of contemporary education, which emphasize the balanced development of knowledge, attitudes, skills, and ethical behavior.

Previous studies concerning *al-sabr* have primarily focused on theological discussions, linguistic analysis, classical exegesis, psychological perspectives, or spiritual dimensions. Other studies have explored patience within the framework of Islamic ethics and personal development. Although these contributions enrich the understanding of Qur'anic interpretation, relatively few studies explicitly examine how the thematic interpretation of *al-sabr* can be implemented as a pedagogical foundation for Islamic character education. Existing literature generally discusses patience as a religious doctrine rather than as an educational value capable of informing curriculum development, instructional strategies, and character-building programs.

This condition indicates a clear research gap. While numerous studies acknowledge the importance of patience in Islamic teachings, limited attention has been devoted to translating the Qur'anic concept of *al-sabr* into practical educational frameworks suitable for contemporary Islamic education. In particular, there remains a need for studies that integrate thematic Qur'anic interpretation with theories of character education, learner development, and value-based pedagogy. Addressing this gap is important because Islamic education requires evidence-based conceptual models that connect Qur'anic values with contemporary educational practices.

Accordingly, this study aims to analyze the concept of al-sabr through the thematic interpretation of Qur'anic verses by examining its linguistic meaning, classifications, thematic structure, contextual interpretation, and educational values. More importantly, this study investigates how the Qur'anic understanding of patience can contribute to the development of Islamic character education. The novelty of this research lies in its integrative approach, which combines thematic Qur'anic interpretation with contemporary perspectives on character education. By positioning al-sabr as a pedagogical value rather than merely a theological concept, this study proposes that patience can become a foundational principle for designing contextual, reflective, value-based, and learner-centered Islamic education capable of strengthening students' character, emotional resilience, and spiritual intelligence.

B. Method

This Community Partnership Program (PKM) employed a participatory approach, specifically the Participatory Learning and Action (PLA) method, which positions participants as the primary actors in the learning process. The program aimed to enhance participants' understanding of the Qur'anic concept of al-sabr (patience) and strengthen its implementation in the development of Islamic character. The target participants included community members, educators, and students involved in the educational program.

The implementation of the program consisted of three main stages. The preparation stage involved conducting a needs assessment with the community partner, coordinating with relevant stakeholders, developing educational materials based on Qur'anic verses concerning patience, and preparing evaluation instruments. The implementation stage consisted of educational seminars, interactive lectures, group discussions, case studies, and mentoring sessions focusing on the application of patience in everyday life. The evaluation stage was conducted through pre-tests and post-tests, participant observation, and questionnaire administration to measure improvements in participants' knowledge, understanding, and responses to the program.

The educational materials were developed using a thematic interpretation of Qur'anic verses related to al-sabr and contextualized within the framework of Islamic character

education. The topics included patience in obeying Allah, patience in avoiding sinful behavior, perseverance in facing life's challenges, and the practical application of patience within family, school, and community environments.

Program data were collected through observations, documentation, questionnaires, and the results of the pre-tests and post-tests. The data were analyzed using both descriptive quantitative and qualitative methods. Quantitative analysis was employed to compare participants' levels of understanding before and after the program, while qualitative analysis was used to describe changes in participants' attitudes, engagement, and ability to apply the values of patience in their daily lives.

The success of the program was evaluated based on participants' level of participation, improvements in post-program evaluation results, and their ability to understand and implement the values of *al-sabr* as an essential component of Islamic character education. Through this participatory approach, the Community Partnership Program is expected to enhance Islamic literacy within the community while strengthening the internalization of Qur'anic values in everyday life.

C. Results and Discussion

The Concept of *Al-Sabr* in the Qur'an and Its Educational Meaning

The concept of *al-sabr* occupies a central position in the Qur'an as one of the fundamental virtues that shape the spiritual, moral, and psychological dimensions of human life. Linguistically, the root word ṣ-b-r conveys the meanings of restraint, endurance, perseverance, and self-control. Classical Arabic lexicons, including *Mu'jam Maqāyīs al-Lughah* and *Lisān al-'Arab*, explain that patience is not merely the passive acceptance of hardship but an active ability to restrain one's desires, emotions, and reactions in accordance with divine guidance. This linguistic understanding demonstrates that patience represents a dynamic moral capacity requiring conscious effort rather than passive resignation.

The thematic interpretation of Qur'anic verses further expands this linguistic meaning into a comprehensive educational concept. Throughout the Qur'an, patience

appears in diverse contexts, including obedience to Allah, perseverance in worship, resistance against sinful temptations, endurance during hardship, commitment to justice, and steadfastness in fulfilling religious responsibilities. The recurrence of these themes indicates that patience functions as a foundational principle supporting spiritual development and ethical behavior. Rather than being presented as an isolated moral quality, *al-sabr* is consistently associated with faith (*īmān*), prayer (*ṣalāh*), gratitude (*shukr*), sincerity (*ikhhlās*), and reliance upon Allah (*tawakkul*). Such interconnectedness illustrates the holistic nature of Qur'anic education, in which moral values reinforce one another to produce balanced human development.

The findings of this study also demonstrate that patience possesses multiple dimensions encompassing cognitive, emotional, behavioral, and spiritual aspects. Cognitively, patience encourages reflective thinking before making decisions, enabling individuals to evaluate situations wisely rather than reacting impulsively. Emotionally, patience strengthens self-control, helping individuals regulate anger, anxiety, disappointment, and frustration. Behaviorally, patience motivates perseverance in fulfilling obligations despite difficulties or delayed outcomes. Spiritually, patience nurtures trust in Allah and reinforces the belief that every challenge contains divine wisdom and educational value. These dimensions collectively illustrate that patience functions as an integrated competency supporting lifelong personal growth.

Classical Qur'anic commentators consistently emphasize the comprehensive nature of patience. Ibn Kathir explains that patience consists of three inseparable forms: patience in obeying Allah, patience in avoiding sinful acts, and patience in accepting divine decrees. Al-Qurṭubī similarly regards patience as an essential manifestation of faith because genuine belief inevitably requires perseverance in fulfilling religious responsibilities. Contemporary interpretations further broaden this understanding by emphasizing the psychological significance of patience. M. Quraish Shihab, for instance, interprets patience as the ability to manage emotions, remain committed to

ethical principles, and maintain constructive behavior despite external pressures. This contemporary perspective demonstrates that the Qur'anic concept of patience remains highly relevant to modern educational challenges involving emotional intelligence and resilience.

The thematic analysis also indicates that patience should not be interpreted as weakness or surrender. Instead, the Qur'an portrays patient individuals as proactive, optimistic, disciplined, and persistent in pursuing righteousness. Numerous Qur'anic narratives describe prophets who demonstrated extraordinary patience while continuing their missions despite severe opposition. These examples reveal that patience involves continuous effort, strategic thinking, emotional stability, and unwavering commitment to moral principles. Consequently, patience should be understood as a positive educational force that empowers individuals to overcome adversity through responsible action rather than passive acceptance.

From the perspective of Islamic character education, these findings possess significant pedagogical implications. Educational institutions increasingly recognize the importance of developing learners' resilience, emotional regulation, perseverance, and ethical responsibility alongside academic competence. The Qur'anic understanding of *al-sabr* provides a comprehensive conceptual foundation for achieving these educational objectives. Teachers can integrate patience into classroom learning through reflective discussions, problem-solving activities, collaborative learning, and experiential learning that encourage students to practice perseverance, empathy, discipline, and responsible decision-making in authentic educational situations.

Furthermore, patience contributes directly to the development of social competence within educational environments. Students possessing strong self-control and emotional stability tend to communicate more effectively, cooperate constructively with peers, resolve conflicts peacefully, and demonstrate respect toward teachers and classmates. Consequently, patience supports the creation of positive classroom climates

that facilitate meaningful learning and healthy interpersonal relationships. This educational function extends beyond individual character formation by contributing to the development of harmonious learning communities grounded in mutual respect and shared moral values.

The findings therefore indicate that the Qur'anic concept of *al-sabr* extends far beyond its theological significance. It represents an educational principle capable of fostering intellectual maturity, emotional resilience, moral responsibility, and spiritual awareness simultaneously. Integrating this concept into Islamic Religious Education enables educators to move beyond theoretical instruction toward transformative learning experiences that shape students' character through the internalization of Qur'anic values. Accordingly, *al-sabr* should be regarded as one of the foundational values supporting holistic Islamic education capable of preparing learners to face contemporary social, academic, and personal challenges with wisdom, perseverance, and integrity.

The Classification of Al-Sabr in the Qur'an and Its Contribution to Islamic Character Education

The thematic interpretation of Qur'anic verses demonstrates that *al-sabr* is a multidimensional concept encompassing various forms of human behavior and spiritual development. Rather than presenting patience as a single moral attitude, the Qur'an portrays it as a comprehensive educational value manifested in different life situations. Classical Muslim scholars, particularly Ibn al-Qayyim, classify patience into three principal categories: patience in obeying Allah (*al-ṣabr 'alā al-ṭā'ah*), patience in avoiding sinful behavior (*al-ṣabr 'an al-ma'ṣiyah*), and patience in facing trials and adversity (*al-ṣabr 'alā al-balā'*). This classification reflects the holistic educational framework of Islam, which emphasizes the balanced development of faith, morality, self-discipline, and emotional resilience.

The first category, patience in obedience to Allah, refers to consistency and perseverance in performing religious obligations despite physical, emotional, or social

challenges. Acts of worship such as prayer, fasting, recitation of the Qur'an, charity, and seeking knowledge require continuous commitment rather than temporary enthusiasm. The Qur'an repeatedly encourages believers to remain steadfast in worship because consistency represents a sign of sincere faith. Educationally, this form of patience teaches learners the importance of discipline, responsibility, perseverance, and time management. Students who develop perseverance in fulfilling religious and academic responsibilities gradually cultivate habits of self-regulation that support both spiritual and intellectual achievement.

Within educational settings, patience in obedience may be translated into students' commitment to completing learning tasks, respecting classroom regulations, attending lessons consistently, and maintaining honesty during academic activities. These behaviors demonstrate that patience is closely related to self-discipline, one of the core objectives of character education. Teachers therefore play an important role in helping learners understand that perseverance in education constitutes a practical manifestation of patience as taught by the Qur'an. Rather than emphasizing academic achievement alone, educators should encourage students to appreciate the learning process itself as a form of continuous personal development.

The second category, patience in avoiding sinful behavior, emphasizes the ability to restrain desires, emotions, and impulses that contradict Islamic moral principles. The Qur'an presents self-restraint as an essential characteristic of believers because moral integrity requires the capacity to control one's thoughts, words, and actions. In contemporary educational environments, students encounter numerous temptations related to academic dishonesty, bullying, intolerance, excessive social media use, and various forms of unethical behavior. Consequently, the Qur'anic concept of patience becomes increasingly relevant for helping learners develop moral self-control in response to these modern challenges.

Educationally, patience in avoiding sinful behavior contributes significantly to the

development of emotional intelligence and ethical decision-making. Students who learn to regulate anger, postpone immediate gratification, respect differences, and evaluate the consequences of their actions become more capable of resolving interpersonal conflicts peacefully. Classroom activities emphasizing reflection, moral discussion, collaborative learning, and value clarification can strengthen learners' ability to internalize these Qur'anic principles. Such educational practices support the formation of responsible individuals capable of making ethical decisions independently rather than merely complying with external regulations.

The third category, patience in facing trials and adversity, represents the ability to remain steadfast while encountering difficulties, disappointments, failures, or unexpected life challenges. Throughout the Qur'an, believers are reminded that trials constitute an inevitable part of human existence and serve as opportunities for spiritual growth. Rather than encouraging passive resignation, the Qur'an motivates individuals to respond actively through perseverance, optimism, prayer, and trust in Allah. This educational perspective transforms difficulties into meaningful learning experiences that strengthen psychological resilience and moral maturity.

From the perspective of Islamic education, resilience constitutes an increasingly important competency in the twenty-first century. Students face various academic, emotional, and social pressures, including examination anxiety, family problems, peer conflicts, and uncertainty regarding their future. Integrating the Qur'anic understanding of patience into educational practice enables learners to interpret these challenges positively while maintaining motivation and emotional stability. Teachers may facilitate reflective learning activities in which students analyze Qur'anic narratives concerning prophets who demonstrated patience under difficult circumstances, encouraging learners to identify practical strategies applicable to their own experiences.

The thematic classification of patience also illustrates the close relationship between character education and spiritual education. Patience in worship strengthens

students' relationship with Allah, patience in avoiding sin develops moral integrity, and patience in facing adversity nurtures emotional resilience. Together, these dimensions contribute to the formation of holistic Islamic character, integrating cognitive understanding, emotional maturity, ethical behavior, and spiritual awareness. Such integration reflects the comprehensive objectives of Islamic education, which seek to develop balanced individuals capable of fulfilling their responsibilities toward Allah, themselves, and society.

Another important educational implication concerns the implementation of value-based learning. The three dimensions of patience can be integrated across various instructional activities rather than being confined to religious subjects alone. For example, project-based learning cultivates perseverance through long-term task completion, collaborative learning encourages patience in working with others, reflective journaling develops emotional awareness, and community service activities strengthen empathy and social responsibility. These strategies enable students to experience patience as a practical life skill rather than merely memorizing its theological definition.

Furthermore, patience provides an effective foundation for strengthening social harmony within educational institutions. Students who internalize Qur'anic values of patience tend to demonstrate greater tolerance, empathy, cooperation, and conflict-resolution skills. These characteristics contribute to creating positive school cultures where respect, mutual assistance, and peaceful interaction become shared educational values. Consequently, patience supports not only individual character formation but also the development of healthy educational communities grounded in Islamic ethics.

The findings of this study therefore indicate that the Qur'anic classification of al-sabr offers a comprehensive pedagogical framework for Islamic character education. By integrating patience in obedience, patience in avoiding sinful behavior, and patience in facing adversity into learning activities, educators can promote the balanced

development of discipline, resilience, emotional intelligence, moral responsibility, and spiritual commitment. Accordingly, the Qur'anic concept of patience should be positioned as a core educational value capable of supporting holistic learner development and strengthening the implementation of character education in contemporary Islamic educational institutions

Thematic Analysis of Qur'anic Verses on *Al-Sabr* and Their Educational Implications

The thematic interpretation (*tafsīr mawḍūʿī*) of the Qur'anic concept of *al-sabr* reveals that patience is presented as a comprehensive educational principle rather than an isolated moral virtue. Through thematic analysis, individual Qur'anic verses concerning patience are understood as interconnected components that collectively construct a coherent framework for spiritual formation, moral education, and character development. This holistic perspective distinguishes thematic interpretation from partial textual analysis because it allows the educational messages of the Qur'an to emerge through the integration of multiple verses revealed in different historical contexts.

One of the central verses within the thematic framework is Qur'an 2:153, in which Allah commands believers to seek help through patience and prayer. This verse establishes patience as an active strategy for responding to life's challenges rather than a passive reaction to hardship. The association between patience and prayer demonstrates that psychological resilience should be accompanied by spiritual dependence upon Allah. Classical exegetes explain that this verse encompasses patience in worship, patience in avoiding sinful behavior, and patience in facing adversity, thereby providing a comprehensive conceptual foundation for understanding *al-sabr*. Educationally, this verse illustrates that students should be equipped with both emotional regulation and spiritual awareness in confronting academic, social, and personal difficulties.

Another important verse is Qur'an 39:10, which promises unlimited reward for those who remain patient. From the perspective of thematic interpretation, this verse

complements Qur'an 2:153 by emphasizing the positive outcomes of perseverance. Whereas the earlier verse highlights patience as a process of seeking divine assistance, this verse stresses patience as a source of long-term success and spiritual reward. Together, these verses construct an educational model in which perseverance is consistently connected with hope, optimism, and intrinsic motivation. Students therefore learn that meaningful achievement often requires sustained effort, delayed gratification, and unwavering commitment to ethical principles.

The thematic analysis also includes derivative verses that enrich the understanding of patience in different educational contexts. Qur'an 2:155–157 describes various forms of human trials—including fear, hunger, loss of wealth, and personal hardship—while emphasizing that those who remain patient receive divine mercy and guidance. This passage presents adversity as an integral component of human development rather than merely an undesirable experience. Educationally, this perspective encourages learners to interpret failures and challenges as opportunities for personal growth rather than reasons for discouragement. Such an understanding is particularly relevant for contemporary educational environments where students frequently encounter academic stress, emotional difficulties, and social pressures.

Similarly, Qur'an 3:200 calls believers to remain patient, strengthen one another in patience, and remain steadfast. Unlike previous verses focusing primarily on individual perseverance, this verse introduces the social dimension of patience by emphasizing collective resilience and mutual support. The educational implications are significant because effective learning frequently occurs through collaboration, cooperation, and shared responsibility. Students who encourage one another during learning processes demonstrate that patience is not only an individual virtue but also a social competency that contributes to positive educational environments.

Another important educational insight emerges from Qur'an 20:132, which commands believers to instruct their families to establish prayer while remaining patient

in maintaining religious commitment. This verse illustrates that patience is inseparable from educational processes because moral development requires continuous guidance, repetition, encouragement, and exemplary behavior. The verse implicitly recognizes that character formation cannot be achieved through instant instruction but requires consistent educational efforts over time. Consequently, teachers and parents function as patient educators who accompany learners throughout their developmental journey rather than merely transmitting information.

The thematic interpretation also demonstrates the importance of contextual relationships (*munāsabah*) among Qur'anic verses. For example, the relationship between Qur'an 2:152–154 reveals a sequential educational framework beginning with remembrance of Allah, followed by patience and prayer, and culminating in steadfastness during severe trials. Likewise, the connection between Qur'an 39:9–11 illustrates that knowledge should lead to piety, piety should cultivate patience, and patience should ultimately be perfected through sincerity. These thematic relationships indicate that Qur'anic education follows a gradual developmental process in which values are interconnected rather than taught independently. Such integration provides important guidance for designing educational curricula that develop learners holistically.

From the perspective of Islamic character education, these thematic findings possess substantial pedagogical significance. First, the Qur'an presents patience as an educational competency that integrates cognitive understanding, emotional regulation, moral responsibility, and spiritual commitment. Students are encouraged not only to understand the concept intellectually but also to practice patience through authentic learning experiences involving cooperation, perseverance, reflection, and ethical decision-making. Such experiential learning enables learners to internalize Qur'anic values more effectively than through memorization alone.

Second, the thematic structure of patience supports the implementation of

reflective and value-based learning. Teachers may encourage students to analyze Qur'anic narratives, examine personal experiences, discuss contemporary social issues, and identify practical applications of patience within their daily lives. Reflection activities, case studies, collaborative discussions, and project-based learning enable students to connect Qur'anic teachings with real-life challenges, thereby strengthening both conceptual understanding and moral awareness.

Third, the thematic interpretation demonstrates that patience contributes significantly to the development of psychological resilience. Contemporary educational research recognizes resilience as an essential competency for helping learners overcome failure, adapt to change, and maintain motivation despite adversity. The Qur'anic concept of patience complements this educational objective by integrating resilience with faith, hope, gratitude, and trust in Allah. Consequently, Islamic education offers a distinctive contribution to resilience education by combining psychological development with spiritual growth.

Finally, the findings indicate that thematic Qur'anic interpretation provides an effective methodological framework for integrating religious values into educational practice. Rather than treating Qur'anic verses as isolated texts, thematic analysis reveals comprehensive educational principles that can inform curriculum development, instructional design, and character education programs. Accordingly, the Qur'anic concept of *al-sabr* should be incorporated into Islamic Religious Education through contextual, reflective, collaborative, and learner-centered approaches that encourage students to internalize patience as a lifelong educational value. Such integration strengthens not only religious understanding but also the formation of resilient, ethical, and spiritually mature individuals capable of responding constructively to the challenges of contemporary life.

The Implementation of *Al-Sabr* Values in Contemporary Islamic Character Education

The thematic interpretation of the Qur'anic concept of *al-sabr* demonstrates that patience is not merely a personal spiritual virtue but also an educational value that can be systematically integrated into contemporary Islamic education. Throughout the Qur'an, patience is consistently associated with faith, worship, gratitude, sincerity, justice, perseverance, and trust in Allah. These interconnected values indicate that *al-sabr* functions as a comprehensive educational principle capable of shaping learners' cognitive, emotional, social, and spiritual development. Therefore, the implementation of patience in educational settings should move beyond theoretical instruction toward practical experiences that enable students to internalize Qur'anic values within their daily lives.

One of the primary educational implications concerns the integration of patience into Islamic character education. Character education within Islam aims not only to develop moral knowledge but also to cultivate habitual righteous behavior rooted in faith and consciousness of Allah. In this context, patience serves as the foundation for numerous positive character traits, including discipline, honesty, responsibility, perseverance, humility, gratitude, and emotional maturity. Students who internalize patience are more likely to demonstrate consistency in worship, responsibility in academic activities, respect toward teachers and peers, and resilience when facing challenges. Consequently, patience becomes a central value supporting the achievement of holistic educational objectives.

The implementation of patience should also be reflected in the learning process itself. Rather than presenting *al-sabr* solely as doctrinal content, educators should design learning experiences that encourage students to practice patience through authentic educational activities. Collaborative learning, project-based learning, inquiry-based instruction, reflective discussion, and problem-based learning provide

opportunities for learners to experience perseverance, cooperation, delayed gratification, and responsible decision-making. These learner-centered instructional strategies transform patience from an abstract theological concept into a practical life skill developed through continuous educational experiences.

Another important implication relates to the development of emotional intelligence among students. Contemporary educational institutions increasingly encounter challenges associated with stress, anxiety, academic pressure, bullying, digital distractions, and emotional instability. The Qur'anic concept of patience offers a valuable framework for helping learners regulate emotions, manage disappointment, resolve interpersonal conflicts peacefully, and maintain psychological well-being. Through reflective learning activities, Qur'anic storytelling, case-based discussions, and guided self-evaluation, teachers can facilitate the development of emotional resilience grounded in Islamic values. Such educational practices enable students to respond constructively to adversity while maintaining optimism and spiritual balance.

Patience also contributes significantly to strengthening spiritual intelligence within Islamic education. The Qur'an repeatedly connects patience with prayer, remembrance of Allah, gratitude, and reliance upon divine guidance. These relationships indicate that spiritual growth is achieved through continuous commitment to worship and moral self-improvement despite various life challenges. Accordingly, Islamic educational institutions should provide learning environments that encourage students to integrate religious practices with character formation. Activities such as Qur'anic reflection (*tadabbur*), collective prayer, spiritual mentoring, service-learning, and community engagement can reinforce the practical implementation of patience while simultaneously strengthening learners' relationship with Allah.

The findings of this study further indicate that patience supports the development of twenty-first-century competencies without compromising Islamic educational values. Skills such as critical thinking, creativity, collaboration, communication, adaptability,

and lifelong learning require persistence, self-regulation, and resilience. The Qur'anic concept of *al-sabr* complements these competencies by providing a moral and spiritual framework that guides learners in applying their knowledge responsibly. Consequently, patience enables students to face rapid technological, social, and cultural changes while maintaining ethical principles and strong personal integrity.

Another educational implication concerns the role of teachers as models of patience. In Islamic educational philosophy, teachers are not merely transmitters of knowledge but also exemplars of moral conduct. The effectiveness of character education depends largely upon educators' ability to demonstrate patience through fairness, empathy, consistency, compassion, and professionalism in their interactions with students. When learners observe patience being practiced by teachers in classroom management, assessment, communication, and conflict resolution, they are more likely to internalize these values through observation and imitation. Thus, the successful implementation of patience requires exemplary educational leadership in addition to instructional strategies.

The family and school environment likewise play complementary roles in cultivating patience. Character formation cannot rely solely upon classroom instruction because values develop through continuous interaction across different social contexts. Collaboration between parents, teachers, and educational institutions enables the consistent reinforcement of patience through shared expectations, positive discipline, reflective dialogue, and supportive learning environments. Such partnerships strengthen the continuity of value education while helping students apply Qur'anic principles within both academic and everyday settings.

From a curriculum perspective, the findings suggest that the values of *al-sabr* should be integrated across multiple learning domains rather than confined exclusively to Islamic Religious Education subjects. Themes related to perseverance, responsibility, resilience, cooperation, and emotional regulation may be incorporated into language

learning, social studies, civic education, and extracurricular activities. This interdisciplinary approach reflects the holistic nature of Islamic education, in which moral values permeate all educational experiences rather than functioning as isolated instructional content.

Overall, this study demonstrates that the Qur'anic concept of *al-sabr* possesses substantial pedagogical value for strengthening contemporary Islamic education. Through thematic interpretation, patience emerges as an educational principle that integrates faith, morality, emotional resilience, social responsibility, and lifelong learning. Its implementation through contextual, reflective, collaborative, and learner-centered learning approaches enables Islamic educational institutions to develop learners who are intellectually competent, emotionally resilient, morally responsible, and spiritually mature. Therefore, *al-sabr* should be regarded as one of the core foundations for developing sustainable and value-based Islamic character education capable of responding effectively to the challenges of contemporary society.

D. Conclusion

This study concludes that the Qur'anic concept of *al-sabr*, as understood through thematic interpretation (*tafsīr mawḍūʿī*), represents a comprehensive educational value that extends beyond the notion of endurance or passive acceptance of hardship. The thematic analysis demonstrates that *al-sabr* encompasses perseverance in obeying Allah, self-restraint from sinful behavior, and steadfastness in facing life's challenges. These three dimensions collectively form an integrated framework for personal development by strengthening faith, emotional stability, moral responsibility, and spiritual awareness. The Qur'an consistently associates patience with prayer, gratitude, sincerity, and trust in Allah, indicating that patience functions as a foundational value in the holistic development of Muslim individuals.

The findings further reveal that the educational significance of *al-sabr* lies in its ability to foster essential character traits required in contemporary education. Patience

contributes to the development of self-discipline, emotional regulation, resilience, responsibility, perseverance, empathy, and ethical decision-making. These values are highly relevant to the objectives of Islamic education, which seek to balance cognitive achievement with moral excellence and spiritual maturity. Through the thematic interpretation of Qur'anic verses, patience emerges not merely as a theological doctrine but as a practical educational principle that supports the formation of learners capable of responding constructively to academic, social, and personal challenges.

From the perspective of Islamic education, this study highlights that the values of al-sabr can be effectively integrated into learning through contextual, reflective, collaborative, and learner-centered instructional approaches. Educational strategies such as Qur'anic reflection (tadabbur), project-based learning, collaborative discussion, experiential learning, case studies, and character-based classroom activities provide meaningful opportunities for students to internalize patience within authentic educational contexts. Such learning experiences enable Islamic Religious Education to move beyond the transmission of religious knowledge toward the cultivation of noble character (akhlāq al-kaṛīmah), emotional resilience, and lifelong spiritual commitment.

The novelty of this research lies in its integrative perspective, which combines thematic Qur'anic interpretation with contemporary theories of Islamic character education. Unlike previous studies that predominantly discuss al-sabr from theological, linguistic, or spiritual perspectives, this study positions patience as a pedagogical framework for developing value-based education. By connecting Qur'anic interpretation with educational practice, the study offers a conceptual contribution to the development of Islamic education that integrates moral values, character formation, emotional intelligence, and spiritual development within a unified educational model.

Finally, this study recommends that Islamic educational institutions systematically integrate the values of al-sabr into curriculum development, classroom instruction, extracurricular activities, and school culture. Teachers are encouraged to serve as role

models in practicing patience while creating learning environments that promote perseverance, empathy, responsibility, and reflective thinking. Future research is recommended to examine the implementation of Qur'anic values of patience through empirical approaches, including classroom action research, experimental studies, or the development of character education models in various educational settings. Such studies are expected to provide stronger empirical evidence regarding the effectiveness of integrating al-sabr into Islamic education for improving students' character, emotional resilience, learning motivation, and spiritual intelligence in response to the challenges of contemporary society.

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