

## ANALYSIS OF THE IMPLEMENTATION OF THE VALUES OF PATIENCE AND TAWAKAL IN ISLAMIC RELIGIOUS EDUCATION LEARNING AT STATE MIDDLE SCHOOL 04 PEMULUTAN

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### ABSTRACT

This study aims to analyze the understanding of eighth grade students towards the values of patience and trust in Allah SWT contained in QS . Al -Baqarah Verse 153 and its relevance in building the character of adolescents at SMP Negeri 04 Pemulutan . The verse contains an important message about the command to be patient , pray , and believe in Allah SWT's help in facing various life tests . These values are very relevant for eighth grade students who are entering the early phase of adolescence , where they face various emotional , social , and academic challenges . The study used a descriptive qualitative method with data collection techniques through written tests , in-depth interviews , and direct observation . The subjects of the study were 20 eighth grade students of SMP Negeri 04 Pemulutan . The results showed that students ' understanding of the meaning of QS. Al-Baqarah Verse 153 was in the fairly good category . Most students were able to identify the main values of patience and trust in Allah SWT and relate them to everyday life . However , there were still a small number of students who had not optimally internalized and applied these values in their behavior . daily life . The main inhibiting factors are the lack of real-life examples from the environment and minimal habituation . This study concludes that QS. Al-Baqarah Verse 153 has great potential as a medium for character formation in adolescents . Therefore , a more interactive learning approach is needed and an increased role of teachers as primary role models in exemplifying the values of patience and trust in God to students .

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## INTRODUCTION

Character education is one of the main pillars in the formation of a quality young generation (Kh & Asy, n.d.) . Amidst the current of globalization and rapid technological advances, today's adolescents face increasingly complex challenges, such as academic pressure, emotional

changes, the influence of the social environment, and issues of self-identity (Satra et al., n.d.) . The early phase of adolescence, especially for eighth grade junior high school students, is a critical period because they begin to experience the transition from children to the dynamic world of adolescence. Therefore, a strong foundation of values is needed so that students are able to face various life challenges with a positive attitude.

Education not only aims to develop intellectual intelligence, but also functions to build the foundation of character and mental resilience of students so that they are able to face the increasingly complex dynamics of life. (Participants et al., 2025) The values contained in QS. Al-Baqarah verse 153, which emphasizes the importance of patience and prayer as a means of asking for help from Allah, (Syahrul, 2018) are very urgent and relevant material to be studied and instilled today. 8th grade junior high school students aged around 13-14 years are in the transition period of early adolescence, where the challenges faced are increasingly diverse, ranging from academic pressure, social dynamics, to environmental influences and social media that are prone to triggering emotional instability. In the midst of this situation, facts on the ground show that the process of learning the Qur'an often still stops at the stage of memorizing the text and understanding the literal translation, without reaching an understanding of the deep meaning and essence of the values it contains. In fact, schools have a strategic role and a big responsibility in shaping students' character, so that understanding the verses of the Qur'an must be directed to become a guideline for real attitudes and behavior, not just knowledge that is memorized but not practiced.

Based on these conditions, several fundamental problems can be identified: the values of patience and the importance of prayer contained in QS. Al-Baqarah verse 153 are fundamental needs that are needed by students to balance their emotional and social development, but their understanding has not been explored in depth. 8th grade students often face pressure in the learning process, social interactions that are not always positive, and environmental influences that can trigger impulsive behavior and unstable emotions, while they do not have sufficient understanding of how to deal with difficulties according to religious teachings. Departing from this identification, this study formulates the main problems to be studied, namely: how are the understanding abilities of 8th grade students of SMP Negeri 04 Pemulutan regarding the meaning and content of QS. Al-Baqarah verse 153; how are students' understanding of the value of patience contained in the verse ; how are students' understanding of the value of obedience to worship through prayer as stated in the verse ; and how are the forms of application of the values of QS. Al-Baqarah verse 153 in the daily lives of 8th grade students in the school environment and society.

The purpose of this study is to determine and describe in detail the ability of eighth grade students of SMP Negeri 04 Pemulutan to understand the meaning and content of QS. Al-Baqarah verse 153, to determine the level of students' understanding of the value of patience, and to determine the level of students' understanding of the value of obedience to worship through prayer contained in the verse. In addition, this study also aims to describe how the application of these values is realized in the daily lives of students. This study has a high urgency, especially for students, because the results are expected to help them understand the meaning and noble values in the verse, so that it can be used as a guideline for attitudes to remain patient and diligent in performing prayers when facing learning difficulties or challenges in social interactions. For teachers and schools , this study provides a real picture of the extent of students' understanding, which can then be used as evaluation material and the basis for compiling strategies and learning methods for Islamic Religious Education that are more relevant, applicable, and oriented towards character building.

Theoretically, this research is based on previous scientific studies that have confirmed the important position of this verse in character education. Research conducted by Razilhija, E. (2023) in his work entitled *Patience and Its Implementation in Education: Analysis of the Interpretation of Surah Al-Baqarah Verse 153*, published in the journal *Al-Ihda'*, explains in depth that the concept of patience in the verse does not only mean self-restraint, but has a broad dimension that includes perseverance, obedience, and the ability to control oneself, which is very relevant to be applied in the context of education. (Razilhija, 1907) This is also reinforced by the study of Rustin, MS, Andrizar, A., & Akbar, H. (2020) in their writing *The Value of Moral Education in the Qur'an Surah Al-Baqarah Verses 153-157 ( Literature Study of Tafsir l-Ahzar)*, published in *JOM FTK UNIKS*. In this study, it is explained that the moral education values contained in this verse place prayer and patience as the two main forces that form the noble personality of a Muslim. (Mandri Saputra & Andrizar, 2020) Based on the basis of the initial literature review, this study continues and applies these theories to the real context of class VIII students of SMP Negeri 04 Pemulutan, to see to what extent the theory and meaning of the verse have been understood and internalized by students.

## **RESEARCH METHODS**

This study uses a qualitative approach with a descriptive research type. The qualitative approach was chosen with the main consideration that this study aims to find out and describe in depth (Waruwu, 2024) to what extent the level of understanding of VIII students of SMP Negeri 04 Pemulutan regarding the meaning and content of QS. Al -Baqarah verse 153 , as well as how to apply the values contained therein in everyday life. This approach is considered the most appropriate because the data collected are in the form of descriptions, explanations, and descriptions of students' understanding, attitudes and behavior, not in the form of numbers or statistical measurements. Through a qualitative approach, researchers can reveal facts that occur in the field as they are, explore the meaning behind students' answers and actions , and obtain a complete and comprehensive picture of students' ability to understand the material being studied.

The research subjects in this study were 20 eighth-grade students of SMP Negeri 04 Pemulutan . The selection of eighth - grade students as research subjects was based on their psychological and social developmental background, where students at this level are experiencing early adolescence. This developmental stage is a very crucial period and has a major influence on the process of forming a person's character, personality, and behavioral patterns in the future . At this age , students begin to face various new challenges, emotional pressures, and broader social dynamics, so that an understanding of religious values becomes an important foundation for self-control. The characteristics of the research subjects varied greatly, reflecting the real conditions in the classroom, namely there are groups of students who have high abilities and ease in understanding religious subject matter and quickly grasp the meaning of the verses of the Quran, there are groups of students with moderate abilities and understanding who require repeated explanations to understand the material, and there is also a small number of students who have a tendency to lack enthusiasm or are lazy in understanding the learning material. This diversity of characteristics provides a wealth of data that can describe the general level of student understanding at the school, so that the research results can represent various existing ability conditions.

Data collection techniques were carried out through four main methods, namely observation, interviews, documentation, and tests, which were carried out operationally and planned to ensure the validity and reliability of the data obtained . (Husnullail & et al . , 2024) First, the observation technique was carried out by direct observation at the research location to observe

learning activities, student attitudes when receiving materials, and student behavior in daily activities related to the application of the values of patience and obedience to worship. This observation aims to obtain real data regarding field conditions that are not revealed through writing or conversation alone. Second, the interview technique was carried out by conducting direct and in-depth questions and answers with students as the main subjects in the research and with Islamic Religious Education teachers. The interviews were structured based on a prepared list of questions, which contained questions regarding the understanding of the meaning of verses, interpretation of the values of patience and prayer, and students' experiences in applying them. Third, documentation techniques are used to collect supporting data in the form of lesson notes, activity photos, student name lists, and other documents relevant to the learning process of the material on Surah Al-Baqarah verse 153. Fourth, the test technique is carried out in the form of a written test in the form of descriptive questions specifically designed to measure the level of student understanding. The test questions not only test memorization, but also require students to explain the meaning, describe the value content, and provide examples of the application of the verse in life. The combination of these four techniques is carried out so that the data obtained is complete, complementary, and can be trusted because it is supported by various sources and data collection methods.

The final stage in this research method is the data analysis technique, where all data collected from observations, interviews, documentation, and tests will be processed using thematic analysis methods. Thematic analysis is the process of identifying, analyzing, and reporting certain patterns or themes contained in the data. (Al, 2022) The analysis steps begin with reading and studying all the data repeatedly to understand the overall content of the information. Next, the researcher codes the data by marking important parts relevant to the research focus, namely understanding the meaning of verses, understanding the value of patience, understanding the value of obedience to worship through prayer, and the application of these values. After that, the data is grouped into main themes according to the problem formulation and research objectives. Each theme formed is then described, systematically arranged, and connected to each other to obtain a complete picture of the level of student understanding. The results of the analysis are presented in the form of objective, concise, and clear narrative descriptions, containing an explanation of facts found in the field without containing interpretations and personal opinions of the researcher that are not based on data. Through this thematic analysis, diverse and numerous data can be simplified into meaningful, structured, and easy-to-understand information, so that it can answer research problems and provide appropriate and accurate conclusions regarding the comprehension ability of class VIII students of SMP Negeri 04 Pemulutan regarding QS. Al-Baqarah verse 153.

## **RESEARCH RESULTS AND DISCUSSION**

This study was conducted to determine the understanding of eighth-grade students of SMP Negeri 04 Pemulutan regarding the values contained in QS. Al-Baqarah verse 153, specifically regarding the value of patience and the importance of prayer as a means of asking for help from Allah. The research process was carried out through direct learning activities, observation of student attitudes during learning, oral tests, written tests, and interviews with Islamic Religious Education teachers. The data obtained were then analyzed thematically to determine the level of student understanding and the form of application of the values of the verse in everyday life.

## **Hasil Observasi Pembelajaran**

Based on observations on Wednesday, May 17, 2026, during the learning process, all 20 eighth-grade students were seen participating well in the learning activities. Students paid attention to the explanation of the material regarding the values of QS. Al-Baqarah verse 153 quite seriously and orderly. This condition indicates that the material presented is attractive and relevant to the students' daily lives, especially because the discussion of patience and prayer is close to their experiences as students.

However, observations also revealed differences in student engagement levels. Of the 20 students, approximately 5 appeared less active and showed a lack of concern for the material being taught. This attitude was evident in their lack of responsiveness during the lesson, their lack of enthusiasm when asked to provide opinions, and their tendency to be passive compared to other students. This situation suggests that not all students have the same level of learning motivation and emotional readiness to receive religious instruction.

These findings align with the characteristics of early adolescent students, who are undergoing a transitional period of psychological and social development. During this phase, students tend to experience unstable emotions, are easily distracted, and have varying levels of attention span. Therefore, the success of Islamic religious education learning is determined not only by the material presented, but also by the teacher's strategies in building emotional engagement and student motivation. (Taufik Taufik & Amaluddin Amaluddin, 2025)

On the other hand, the fact that all students continued to listen attentively to the lesson demonstrates that the delivery of the material created a conducive learning environment. This is an early indicator that students are interested in the material, which relates to their real lives. Therefore, learning Quranic values serves not only as a transfer of knowledge but also as a process for developing students' spiritual awareness and character. (Adila Jamal & Jannah, 2025).

**Students' Ability to Understand and Provide Examples of the Application of the Values of QS. Al-Baqarah Verse 153.**

After the learning process was completed, the researchers administered an oral test to the students, asking them to provide examples of how the values contained in Surah Al-Baqarah, verse 153, were applied in their daily lives. Based on the results of the oral test, 10 students were able to provide examples accurately and in accordance with the material explained.

The examples provided by the students demonstrate their understanding of the meaning of patience in the context of student life. Some students explained that when they have difficulty answering exam questions, they must be patient and study harder to achieve better results. Furthermore, some students explained that when they arrive late to school, they must accept the teacher's advice patiently and not resist. These answers demonstrate that students not only understand the verses but are beginning to connect them to real-life experiences.

Students' ability to provide examples of the application of verse values is an important indicator in assessing their level of understanding. Good understanding is demonstrated not only through the ability to memorize or explain the material but also through the ability to apply these values in real-life contexts. (Minarni, 2021) In this case, students who are able to provide examples demonstrate that they have reached the stage of applied understanding, namely the ability to connect religious teachings with everyday behavior.

However, the research also showed that only half of the students were able to provide direct examples. This indicates that some students are still at the stage of understanding the material in a basic way and have not yet fully internalized the values they are learning. This may be influenced by several factors, such as students' varying levels of thinking skills, varying religious experiences, and a lack of familiarity with applying religious values in everyday life.

This result shows that learning the values of the Qur'an still requires strengthening in terms of practice and familiarization. It is not enough for the teacher to just explain the meaning of the sentence theoretically, but also to provide concrete examples, simulations, and habituation of behavior that is appropriate to the content of the sentence so that students can more easily understand and apply it. The findings of this research are in line with research conducted by Razilhija, E. who explained that the concept of patience in QS. Al-Baqarah verse 153 is not just self-restraint, but also includes perseverance, emotional control, and the ability to face life's difficulties. In the research, it was explained that the value of patience should be applied in a real way in the lives of students in order to be able to form a strong and mature character.

Furthermore, the results of this study also support Rustin, MS's opinion that the values of patience and prayer are the primary foundation for developing students' morals. When students begin to connect the values of verses to everyday life, the religious education process has moved from the knowledge stage to character formation.

#### Student Comprehension Written Test Results

To strengthen the data regarding students' comprehension ability, the researcher also gave a written test in the form of 10 multiple-choice questions related to the understanding, meaning, content, and application of the values of QS. Al-Baqarah verse 153. The test results showed that 19 out of 20 students were able to answer the questions perfectly. These results indicate that in general the level of students' cognitive understanding of the material is classified as very good. Students were able to recognize the meaning of the verse, understand the content, and know the form of application of the values of patience and prayer in everyday life. The high results of this written test indicate that the method of delivering the material used is quite effective in helping students understand the basic concepts taught.

However, there was a significant difference between the written and oral test results. On the written test, almost all students achieved perfect scores, while on the oral test, only a small number of students were able to provide direct examples of application. This situation indicates that the ability to understand the material theoretically does not necessarily align fully with the ability to apply and express those values in real life. This difference is an important finding in this study: students are essentially able to understand the concepts academically, but not all have the ability to reflect and apply them to the religious values they are learning. In other words, students find it easier to understand material in the form of memorization and written concepts than to apply them in everyday life.

This indicates that Islamic Religious Education (IS) learning still requires a more contextual and applicable approach. Teachers need to provide learning that is more closely connected to the realities of students' lives, for example through case studies, behavioral conditioning, religious practices, and providing concrete examples in the school environment. This way, students will not only understand religious values as theory but also use them as behavioral guidelines. These results demonstrate that the success of Islamic learning cannot be measured

solely by test scores. A true understanding of the values of the Quran is evident in changes in students' attitudes, mindsets, and behaviors in their daily lives. Therefore, evaluation of Islamic learning needs to consider the balance between cognitive, affective, and psychomotor aspects.

### Results of Interviews with Islamic Religious Education Teachers

Interviews with Islamic Religious Education teachers provided data that supported the observations and tests conducted. Based on the interviews, the teachers expressed the hope that students would not only be able to recite the Quran but also truly understand its meaning and apply it in their daily lives. This statement demonstrates that the primary goal of religious education is not merely mastery of the material, but also the development of character and behavior in students.

The teacher also explained that the values of patience, discipline, and prayer are instilled through role models. According to the teacher, adolescent students need more than just instructions or advice; they need concrete examples from teachers, the role models they see every day. Teachers strive to demonstrate disciplined, consistent, and responsible behavior for their students to emulate.

This statement demonstrates that teacher role models play a crucial role in shaping students' character. In the context of Islamic education, teachers serve not only as transmitters of knowledge but also as moral and spiritual role models for students. A consistent teacher attitude is more easily accepted by students than mere verbal advice without concrete practice.

Furthermore, the teacher explained that the implementation of prayer values is carried out through a habit-building system at school. Due to limited facilities in places of worship, the school implements a staggered prayer schedule for students. The teacher also schedules the imam, the call to prayer, and prayers to ensure students are accustomed to direct participation in worship activities. This effort demonstrates the collaboration between the Islamic Education teacher, homeroom teachers, and all educational staff in building a religious culture at school.

The results of this interview indicate that implementing the values of Surah Al-Baqarah, verse 153, cannot be done instantly but requires a continuous process of habituation. Building religious character requires consistent and targeted school support so that religious values can be deeply ingrained in students.

The teacher also emphasized that the values in Surah Al-Baqarah, verse 153, are crucial for the development of students' morals, as they serve as a foundation for life that will influence their future behavior. This statement demonstrates that the values of patience and prayer are understood not only as religious obligations but also as the foundation for developing a good personality.

### Implications of research results

The results of this study provide important implications for the implementation of Islamic Religious Education in schools. First, the learning of Quranic values needs to be directed towards an applicable and contextual understanding, not merely memorization. Teachers need to relate the contents of the verses to real-life experiences that are close to students' lives to make them easier to understand and apply. Building students' religious character requires

consistent role models and habits throughout the school environment. Teachers hold a strategic position as role models for students to emulate. Therefore, the success of character education cannot be separated from the quality of students' attitudes and behavior.

Evaluation of religious learning needs to be carried out comprehensively, covering aspects of knowledge, attitudes, and behavior. High test scores do not necessarily indicate successful character formation if they are not yet visible in students' daily behavior. Overall, the results of this study indicate that grade VIII students of Negeri 04 Pemulutan have a fairly good understanding of the values of QS. Al-Baqarah verse 153, especially in the aspects of basic knowledge and conceptual understanding. However, the ability to apply these values in everyday life still requires more in-depth guidance, habituation, and reinforcement so that the values of the Qur'an truly become a guide for students' lives.

## CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that the ability of students in class VIII Negeri 04 Pemulutan to understand the values contained in QS. Al-Baqarah verse 153 is quite good. This is seen from the ability of most students to understand the meaning of the verse, especially the value of patience and the importance of prayer as a means of asking for God's help. The results of the written test showed that almost all students were able to answer the questions well, indicating that students had understood the material cognitively. In addition, some students were also able to provide examples of the application of these values in everyday life, such as patience when facing learning difficulties, accepting teacher advice well, and increasing effort when experiencing failure. However, this study also shows that students' understanding has not fully reached the stage of appreciation and comprehensive application. Although the results of the written test were very good, not all students were able to connect the values of QS. Al-Baqarah verse 153 with real observations in everyday life. In addition, several students were still found to show a lack of concern during the learning process. This condition shows that Islamic Religious Education learning is not enough to only focus on mastering the material, but also needs to emphasize behavioral habits, as well as strengthening character values on an ongoing basis.

The results of interviews with Islamic Religious Education teachers confirm that the successful implementation of the values of QS. Al-Baqarah verse 153 is greatly influenced by the teacher's exemplary behavior, the habituation of worship, and the cooperation of the entire school environment in shaping students' character. Therefore, learning the values of the Qur'an needs to be done contextually, applicatively, and close to the lives of students so that the values learned do not stop at memorization and theory alone, but truly become guidelines for attitudes and behavior. This study contributes to showing that understanding the values of the Qur'an in early adolescent students requires an approach that is not only academic, but also touches on emotional, spiritual, and character-building aspects. The suggestion for further research is to conduct a more in-depth study of learning strategies or methods of character education based on the Qur'an that are more effective in increasing the appreciation and application of religious values in students.

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