Prophetic-based education: Enhancing self-regulated learning in digital era through patience values

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Abstract

The digital era presents major challenges for students in developing Self-Regulated Learning (SRL), particularly due to digital distractions, an instant gratification culture, and weak self-control. This article aims to conceptually explore how the internalization of the value of patience (ṣabr) within the framework of prophetic education can strengthen students' SRL abilities. Using a library research method, this study examines literature related to SRL, the Islamic concept of patience, and the prophetic education approach. The results of the study show that prophetic education is the basis that the value of patience has a role in building SRL. The first hadith is related to the value of patience that will bring victory, relevant to goal setting and a gradual learning process. The second hadith, patience is afflicted with difficulties and fatigue will erase sins, relevant to instilling values to always strive to evaluate every learning process even though it is difficult. The third hadith is about the value of patience to control anger, relevant to maintaining internal motivation in learning so that it is not easy to give up when facing difficulties and obstacles. So, students need patience to be able to regulate the difficult learning process. Therefore, strengthening SRL requires not only cognitive strategies but also value-based approaches that address the affective and spiritual dimensions of learners. This article offers a conceptual contribution to the development of an integrative Islamic education model that responds to the challenges of the digital age through a prophetic, value-oriented approach centered on patience.

Keywords: prophetic education; self-regulated learning; patience

Abstrak

Era digital menghadirkan tantangan besar bagi siswa dalam mengembangkan Self-Regulated Learning (SRL), terutama akibat distraksi digital, budaya instan, dan lemahnya pengendalian diri. Artikel ini bertujuan mengkaji secara konseptual bagaimana internalisasi nilai sabar dalam kerangka pendidikan profetik dapat memperkuat kemampuan SRL siswa. Menggunakan metode penelitian kepustakaan, kajian ini menelaah literatur tentang konsep SRL, sabar dalam perspektif Islam, dan pendekatan pendidikan profetik. Hasil kajian menunjukkan pendidikan profetik menjadi dasar bahwa nilai sabar mempunyai peran untuk membangun SRL. Hadist pertama berkaitan dengan nilai sabar yang akan

membawa kemenangan, relevan dengan penetapan tujuan dan proses pembelajaran yang bertahap. Hadist kedua, sabar ditimpa kesulitan dan kelelahan akan menghapus dosa, relevan dengan penanaman nilai untuk selalu berikhtiar mengevaluasi setiap proses belajar meskipun hal tersebut sulit. Hadist ketiga, adalah tentang nilai sabar dapat mengendalikan amarah, relevan dengan menjaga motivasi internal dalam belajar agar tidak mudah putus asa apabila menghadapi kesulitan dan hambatan. Sehingga siswa perlu nilai sabar untuk dapat meregulasi proses belajar yang sulit. Dengan demikian, penguatan SRL perlu dilakukan tidak hanya dengan strategi kognitif, tetapi juga melalui pendekatan nilai yang menyentuh aspek afektif dan spiritual peserta didik. Artikel ini memberikan kontribusi konseptual terhadap pengembangan model pendidikan Islam yang integratif, yang menjawab tantangan era digital dengan pendekatan profetik berbasis nilai sabar.

Kata Kunci: nilai sabar; pendidikan profetik; self-regulated learning

Introduction

One crucial aspect for students in their studies is the capacity for self-management or self-regulated learning. Students are required to possess this competency to facilitate the learning process. (Kesuma et al., 2021). Students require self-regulation skills to solve problems encountered during learning. Moreover, this competency can shape their identity in establishing their learning patterns (Johnson et al., 2021).

Self-regulation in learning is confronted with numerous challenges. Specifically, the development of digital technology has significantly transformed the landscape of education (Akram, 2022). The current educational system is more open, autonomous, and driven by information technology (Barz, 2024). Nevertheless, despite this progress, students often experience mental exhaustion, digital addiction, and struggle to maintain focus and discipline in learning (Ilsa et al., 2024). This indicates the importance of strengthening SRL, which is the ability to independently manage learning goals, processes, and emotions.

The reality on the ground indicates that not all students can optimally establish SRL. Challenges, including device addiction, instant gratification culture, and reduced tolerance for learning difficulties, result in low student motivation and persistence when confronting demanding learning processes (Aprillionita et al., 2024). Moreover, students lacking strong SRL capabilities are prone to behavioral patterns that result in easy stress when dealing with their tasks (Basri et al., 2022).

Changes occurring in adolescents, such as shifts in behavior patterns, heightened emotions, and changing moral values, can become serious issues that precipitate stress problems for teenagers (Ilsa et al., 2024). The value of patience

is not simply a passive stance against difficulties, but an active form of resilience that motivates individuals to remain resolute in achieving their goals despite encountering obstacles (Langaji et al., 2024). Within the framework of SRL, patience plays a crucial role as a foundation for maintaining long-term motivation, confronting failure as part of the process, and avoiding impulsive or reactive behavior (Fitri & Hardi Ansyah, 2024). Regrettably, this dimension is not yet explicitly integrated into the curriculum or instructional strategies in the digital age.

In the digital age, students confront numerous challenges, including technological distractions, information overload, and high academic pressure, which frequently weaken their capacity for self-regulated learning SRL (Dobiáš & Vaclav, 2024). Meanwhile, contemporary education still tends to focus on cognitive and instrumental aspects, consequently neglecting the reinforcement of spiritual values which are crucial in shaping students' mental resilience and self-control (Amarullah, 2024). However, in Islamic teachings there is a value relevant to SRL development—the value of patience. From the perspective of prophetic education, this is not merely a passive acceptance but an active power for confronting difficulties, sustaining motivation, and managing emotions throughout the learning process (Mutaqin, 2022).

Not much research has specifically studied how the internalization of the value of patience can contribute to the formation of students' SRL. Historically, efforts to build SRL have largely focused on conventional methods, namely media- and technology-based learning. Several studies highlight how SRL is developed using technology, such as AI, which can project student independence in learning (Dayimani, 2023; Lee et al., 2024; Sardi, 2025). Other studies experimented with how gamification modalities affect the construction of student SRL (Goslen et al., 2024; Lee et al., 2024; Nurdin et al., 2023). In addition to AI features and gamification, SRL is also developed through the conditioning of the learning environment and addressing student needs (Dijkstra, 2023; Ingkavara et al., 2022; Kong & Liu, 2023). SRL, which includes soft skills, is shaped by diverse extracurricular activities (Feraco et al., 2022). In addition, some research highlights how SRL is built through character development, inspired by teachers, in students. (Karlen, 2024). Additionally, other studies suggest that SRL is built by first cultivating disciplinary character in students (Aysah et al., 2025).

Unlike the studies mentioned above, which focus on developing students' SRL through technology, systems, and the internalization of disciplinary character, this research focuses on the investigation of SRL formation through the internalization of the value of patience, cultivated via prophetic education.

Prophetic education offers a strong value foundation to reinforce the affective component in SRL, particularly through establishing the character of patience as the core of learning resilience (Rosyidah & Kadi, 2023).

This can help students become resilient, reflective, and responsible self-learners in using technology wisely. Currently, the affective and spiritual aspects are dimensions that are often neglected in developing SRL. Yet, one fundamental value that can strengthen learning resilience is the value of patience, which in the Islamic scholarly tradition is viewed as a spiritual strength to endure, be consistent, and not easily give up (Ramli, 2024).

The implementation of internalizing the value of patience, based on prophetic education, in developing students' SRL in the digital era has significant implications for the learning process. By instilling the value of patience as a foundation, students will be better able to independently manage their time, emotions, and learning motivation, especially when facing technological distractions. Furthermore, the integration of prophetic values provides a spiritual and ethical framework that helps students interpret learning as part of holistic self-development, so that SRL becomes not only an academic skill but also a part of sustainable character formation.

Metods

The research methodology employed in this study is the library research method, centered on the exploration and analysis of various literature relevant to the research topic (Maher, 2017; Sugiyono, 2013). This method was chosen because it is suitable for exploring, examining, and synthesizing the theoretical concepts that underlie the relationship between the value of patience, prophetic education, and student SR in the digital era. The primary literature sources in this study are the prophetic hadiths related to the value of patience found in various scholars' texts. Supporting sources are derived from journal articles, previous research findings, and other relevant documents.

The data analysis process involves three phases: data reduction, data display, and conclusion drawing (Miles et al., 2018). Data reduction starts by focusing on the concepts of patience and SRL. Next, the data is presented by linking the relevance of the value of patience in digital-era education, and then correlating how the role of patience can foster students' SRL. Finally, the role of the value of patience, as exemplified by the Prophet's Hadith (prophetic education), in shaping students' SRL is presented. The final stage is the process of drawing

conclusions. The data presentation stage can be observed in the following diagram:
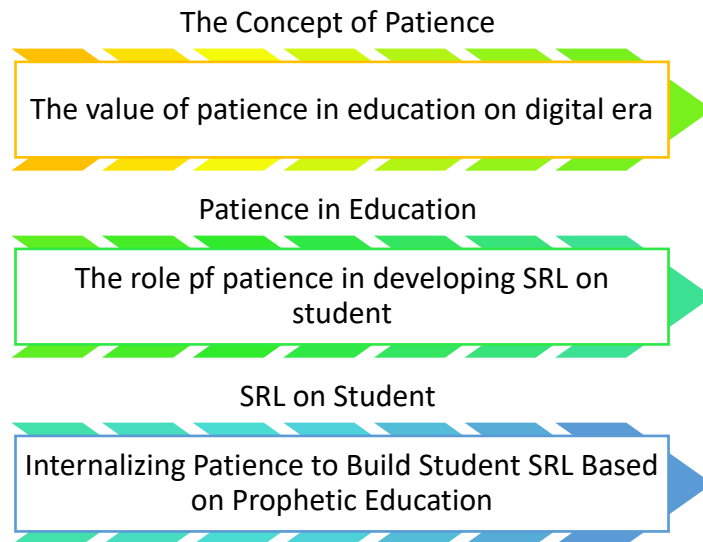
The Concept of Patience

The value of patience in education on digital era

Patience in Education

The role pf patience in developing SRL on student

SRL on Student

Internalizing Patience to Build Student SRL Based on Prophetic Education

Figure 1. Writing Pattern Diagram

Result and Discussion

The central issue in this research originates from the challenges students face in developing SRL in the digital era, which is characterized by easy access to information but also a high potential for distraction. The lack of spiritual values, particularly the value of patience, in the educational process further weakens students' perseverance and diligence in facing the fast-paced and competitive dynamics of learning (Amarullah, 2024). Therefore, it is important to explore educational approaches that are not only cognitive-instrumental but also address affective and spiritual aspects.

A. The value of patience in education in the digital era

The advancement of digital technology has introduced major changes in education (Ahmed, 2022). Pedagogical models are no longer restricted to traditional classrooms, extending instead to virtual platforms that require significant independence, discipline, and adaptability from students (Cheng et al., 2025). Amidst the rapid flow of information and constant distraction, students frequently experience mental exhaustion, psychological stress, and difficulty managing their emotions when encountering learning difficulties. In this context, the value of patience becomes highly important as a character foundation that can help students endure, learn, and develop sustainably.

Patience (*aṣ-ṣabr*) in Islam is not merely restraining oneself from anger, but encompasses three dimensions: patience in obedience to Allah, patience in abstaining from sin, and patience in facing afflictions or the trials of life (*Terjemah Kitab Riyadh Ash Sholihin Dan Penjelasannya*, 2010). These three dimensions have strong relevance to the current reality of digital education. For example, patience in obedience is reflected in students' discipline in consistently attending online classes; patience in abstaining from sin is evident in the ability to restrain oneself from negative content online; while patience in facing trials is manifested in the perseverance required to handle difficult assignments or unsatisfactory learning outcomes.

According to Imam Al-Ghazali, patience has three components: first, *al-ʿilm* (knowledge/wisdom), *maʿrifa* (gnosis), or *knowledge* (understanding); second, *Aḥwāl* (condition); and third, *ʿamal* (action). Knowledge is likened to the tree, the state to the branch, and the action is analogous to the fruit. Therefore, patience is perfected when it is grounded in *maʿrifa* and a firm state or condition (Al-Ghazali, 1985).

Therefore, to internalize patience in students, the knowledge (*al-ʿilm*) of patience must first be taught, specifically the conceptual understanding that patience is a crucial mental strength for overcoming digital distraction and the temptation of procrastination (Fadila et al., 2025). Next is building the internal state (*Aḥwāl*) so that patience is manifested in students' ability to focus on tasks, manage emotions when facing online learning, and possess the resilience to continue studying amidst the inevitable social media distractions (Syaifulloh & Mujahid, 2024). Then, the value of patience is realized through daily actions, such as consistently managing study time, focusing on completing complex tasks without rushing, and keeping oneself away from digital media distractions (Rosyidah & Kadi, 2023).

Thus, the internalization of patience in the digital era means making this value an integral part of students' learning and activities, so that students do not easily give up, are not reactive to pressure, and remain goal-directed in their learning process.

B. The Role of patient character in building self-regulated learning

The character of patience has a strong correlation with mental health. As demonstrated in one study, the relevance of the concept of patience written by Al-Ghazali in his book *Iḥyāʾ ʿUlūm al-Dīn* is considered an approach to reducing psychological stress that can trigger mental imbalance (Kamila & Endang, 2018). In the context of general psychology, the character of patience serves as an

effective alternative for enhancing inner strength and training oneself against trials and problems, cultivating a better psyche, improving personality, and serving as an effective therapy in reducing stress levels and improving the quality of life (Wahyuni & Fadriati, 2022).

One of the problems in digital-era education is students' deficit in the ability to develop SRL. SRL is a part of mental health management and is closely linked to students' psychological aspects (Oktariani et al., 2020). Low SRL affects the learning process, which impacts students' academic outcomes (Cheng et al., 2025). SRL is understood as the self-management of students for independent learning, with its indicators being: student self-control, which includes time management and anti-procrastination; focus on goals, which is how students understand the importance of the process to achieve their objectives; and diligence and resilience, defined as the students' ability to solve problems completely, thereby requiring active student involvement (Alhazbi et al., 2024).

First, self-control. SRL is critically important to establish in order to equip students for independence in their learning process (Alhazbi et al., 2024). Students lacking effective SRL are prone to distraction by external factors during task execution, consequently hindering the completion of their work (Chan et al., 2025). herefore, self-control is a component of SRL. Self-control is developed through the patience required to resist momentary pleasures. As Buya Hamka writes in the book *Akhlaqul Karimah*: "The self should possess strength, namely strength that is guided by reason (or intellect)." (Hamka, 1992). The strength intended by Buya Hamka is the power of self-control/discipline concerning all aspects of learning.

SRL is developed through the establishment of learning discipline combined with effective time management. For this habit to succeed, the role of the character of patience is essential. Patience becomes the primary asset for students to confront the greatest challenge: warding off surrounding distractions. Students who are typically easily distracted by their tendency to browse the digital world need to instill the character of patience to complete learning targets within specific time constraints.

This is affirmed in the book *Taʿlīm al-Mutaʿallim* by Shaykh al-Zarnūjī, which states that patience (*aṣ-ṣabr*) is the attitude of a person who is able to restrain oneself. A student, as a seeker of knowledge, must practice the concept of patience, because various trials frequently occur to those who are striving (Al-Zarnuji, 2018).

In line with Shaykh Zarnuji in the book *Ta'lim Muta'alim*, Imam Al-Ghazali explains that patience (*aṣ-ṣabr*) is defined as the abiding presence of the impulse toward obedience, which serves as a substitute for the impulse toward carnal desires (or passions). This impulse toward obedience replacing the impulse toward carnal desires is intended to mean self-control (Fazlurrahman & Yahya, 2024). Self-control for the purpose of maintaining obedience, and self-control for the purpose of avoiding disobedience (or sin) or things that obstruct the achievement of learning goals.

Second, besides self-control, SRL is also related to motivation management for goal achievement. Students who possess SRL are able to maintain high motivation, especially when facing boredom or frustration. The character of patience plays a crucial role in this regard. Patient students can manage negative emotions better. They will be calmer and more realistic when facing challenges, ensuring their motivation to achieve goals does not easily fade (Ateş, 2024). Students understand that the feeling of mental fatigue is part of the learning process, and patience helps them navigate it. A study states that final-year students primarily need to emphasize self-initiation and self-motivation as the basis for their perceived efficacy in adopting SRL (Chan et al., 2025).

This aligns with the view of Shaykh Imam Abdullah Al-Haddad in the book *Ādāb Sulūk al-Murīd*, where he explains that whoever grounds all their affairs in genuine patience will attain all goodness, reach everything they aspire to, and receive all that they desire (Al-Haddad, 2015). What is meant by 'that which is aspired to' is their goal in learning.

Third, how students possess perseverance and resilience in learning. The learning process is not always smooth. Students often encounter difficulties, such as material that is hard to grasp, unsatisfactory exam scores, or complex assignments. In these situations, SRL encourages students to evaluate the causes of failure and search for new strategies. However, this effort requires extraordinary perseverance and resilience (Almulla, 2024). The character of patience becomes the foundation for this perseverance. Patient students will not easily give up when facing failure. They will keep trying, repeating, and seeking help without feeling despair, because they understand that success does not come instantly (Almanasef, 2024).

Diligence and tenacity are built upon the value of patience. This attitude will give birth to a militancy that is far removed from laziness, just as Buya Hamka explained in his book *Akhlaqul Karimah* that character/disposition can be changed through *mujāhada* (struggle), earnestness (seriousness), and inner spiritual training (Hamka, 1992). Diligence and tenacity in Islam also mean *mujāhada*

(striving). In undergoing *mujāhada*, if one is easily discouraged, they must habituate themselves to patience regarding the process being undertaken. Furthermore, psychologists Yu and Zhang state that tenacity is formed to fortify oneself against the tendency to easily surrender to challenges or trials in learning (Yu & Zhang, 2007). This tenacious character is shaped by the value of patience.

As explained above, the value of patience has three strong correlations for building students' SRL. These include its role in self-control (self-regulation), motivation to achieve goals, and finally, how the attitude of patience shapes the diligence and tenacity required for learning success. This relationship is illustrated in the diagram below:
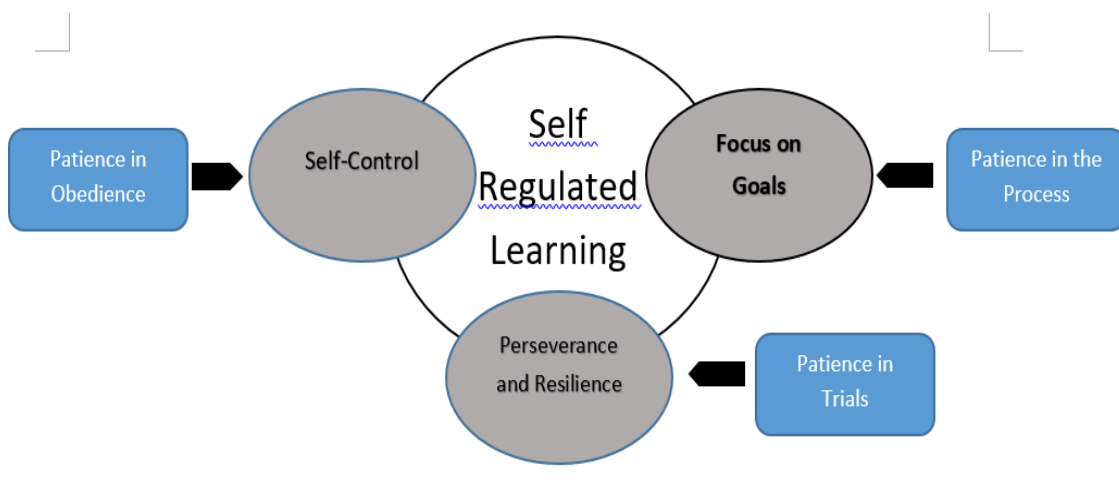

Figure 1 Relationship of Patience

C. Internalization of the value of patience in building students' SRL based on prophetic education

Students' SRL abilities do not grow in a vacuum. They require a foundation of character, and in Islam, the value of patience is one of the most important spiritual foundations. Without patience, students will tend to give up easily during the learning process, be unable to cope with failure, and lose focus when facing academic pressure or digital distractions (Jaya et al., 2021). Therefore, the internalization of the value of patience becomes a key strategy in forming independent and sustainable learning abilities.

Psychopedagogically, patience in SRL can be mapped across three dimensions: namely, in setting learning goals, in learning evaluation/monitoring, and in coping with learning obstacles/barriers (Sardi, 2025). *First*, patience in setting realistic and gradual learning goals. Prophet Muhammad PBUH said:

"كُنْتُ رَادِفَ رَسُولِ اللَّه صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ , فَقَالَ: واعْلَمْ أَنَّ فِي الصَّبْرِ عَلَى مَا تَكْرَهُ خَيْرًا كَثِيرًا، وَأَنَّ
النَّصْرَ مَعَ الصَّبْرِ، وَأَنَّ الْفَرَجَ مَعَ الْكَرْبِ، وَأَنَّ مَعَ الْعُسْرِ يُسْرًا"

Meaning: " I (Abdullah bin Abbas) was riding a camel behind the Messenger of Allah, and the Rasulullah SAW said: "Know that what has by passed you was never meant to strike you, and what has struck you was never meant to bypass you; know that victory comes with patience, ease comes with hardship, and indeed, with hardship there is ease." (Imam At-Tirmidzi number 2516).

Imam an-Nawawi, in his commentary (*Sharḥ*) on *Ṣaḥīḥ Muslim*, and other scholars affirmed that patience is the main key to victory. The meaning of victory (*al-Naṣr*) is not merely interpreted as winning a battle, but also victory in all aspects of life (Zami, 2022). Ibn Rajab Al-Hanbali, in his book *Jāmiʿ al-ʿUlūm wa-al-Ḥikam*, explained that this statement is a promise from Allah that will surely come to pass. Often, when a person is experiencing distress and constraint (*al-karb*), they feel there is no way out. However, this *hadith* teaches that ease/relief (*al-faraj*) does not come *after* the difficulty, but rather *simultaneously* with the difficulty. This indicates that the help of Allah is very near (Afrinaldi, Saputra, Fata , & Tranerts, 2021).

In the learning process, this signifies that patience is not a passive attitude, but rather an active process (Rochmat et al., 2022). This active approach to learning, regardless of its difficulty, must be maintained because of the assurance that every hardship is invariably accompanied by ease. Consequently, students are prohibited from surrendering; they must instead persevere actively in their learning process, which is undertaken progressively.

Secondly, patience is required in the process of self-monitoring and evaluation. The learning process inherently necessitates evaluation to map the extent to which learning objectives are achieved (Asria et al., 2021). Patience is necessary when undertaking the process of self-evaluation in learning. The relevant Hadith concerning this, which was narrated by Abdullah bin Abbas ra:

$$\text{"وَاعْلَمْ أَنَّ فِي الصَّبْرِ عَلَى مَا تَكْرَهُ خَيْرًا كَثِيرًا"}$$

Meaning: " Know that in patience over something you dislike there is much goodness." (HR. Ahmad 2803)

In the book *al-Fawāid*, Ibn al-Qayyim explains that often what is disliked by humans is essentially a means for Allah to educate and purify their souls. Behind every difficulty or trial faced, a great wisdom is hidden which humans may not realize directly. Therefore, the value of patience (*aṣ-ṣabr*) has the power to touch the students' spiritual dimension, especially in understanding Allah's divine wisdom (*al-ḥikma*) (Makmudi, Tafsir, Bahruddin, & Alim, 2018).

Understanding that hadith provides students with the perspective that the goal of every learning evaluation is to build. Specifically, it aims to build a solid SRL in students. By being patient (*aṣ-ṣabr*), students can transform

disappointment into a better state for objectively self-evaluating, identifying weaknesses, and designing more effective learning strategies. Consequently, the evaluation experience, which was initially perceived as negative, actually becomes a source of strength for continuous improvement and growth.

Third, patience in facing obstacles and maintaining internal motivation.

Prophet Muhammad PBUH said:

قَالَ رَسُوْلُ اللهِ صَلَّى اللهُ عَلَيْهِ وَ سَلَّمَ: "مَا يُصِيبُ الْمُسْلِمَ مِنْ نَصَبٍ وَلَا وَصَبٍ وَلَا هَمٍّ وَلَا حَزَنٍ وَلَا أَذًى وَلَا غَمٍّ، حَتَّى الشَّوْكَةِ يُشَاكُهَا إِلَّا كَفَّرَ اللَّهُ بِهَا مِنْ خَطَايَاهُ"

Meaning: " No Muslim is afflicted by fatigue, illness, distress, sorrow, harm, or grief—not even a thorn that pricks him, except that Allah will expiate some of his sins by virtue of it." (HR. Al-Bukhari dan Muslim).

Syaikh Muhammad bin Shalih Al-Utsaimin in his *Sharḥ Riyāḍ al-Ṣāliḥīn* (Commentary on *Riyāḍ al-Ṣāliḥīn*), explains that this hadith encompasses all types of suffering, whether physical (*naṣab*, *waṣabb*, *shawka*) or psychological (*hamm*, *ḥuzn*, *ghamm*), as well as suffering that originates from outside the self (*adhā*) (Zami, 2022). When students fail to understand a lesson or achieve a low score, the attitude of patience (*aṣ-ṣabr*) encourages them to evaluate and make improvements, instead of giving up. Patience also helps students avoid negative comparisons with others, which often destroys the spirit of learning.

In addition to the above, Islam views patience (*aṣ-ṣabr*) not merely as suppressing anger, but encompassing three main aspects: patience in obedience to Allah, patience in staying away from disobedience/sin (*maʿṣiya*), and patience in facing trials/calamities (*muṣība*). These three forms are highly relevant in the world of education. Students need to be patient in following the learning process, refrain from deviant behavior such as cheating, and remain calm and steadfast when facing poor grades or academic pressure. Prophet Muhammad SAW said:

وَمَا أُعْطِيَ أَحَدٌ عَطَاءً خَيْرًا وَأَوْسَعَ مِنَ الصَّبْرِ

Meaning: "No one has been given a gift better and more encompassing than patience." (HR. al-Bukhārī no. 1469, Muslim no. 105 3)

The *Syarḥ* (commentary) of this hadith, as explained by Imam an-Nawawi, indicates that patience (*aṣ-ṣabr*) is the mother of all noble character (*al-akhlāq al-karīma*), guiding individuals not to be easily angered or disappointed, and to remain consistent (*istiqāma*) in carrying out good deeds. Furthermore, in the realm of education, the internalization of patience equips students to be better prepared for exams, failures, and accompanying social pressures, effectively

serving as a "spiritual energy" that supports both self-regulated learning and continuous learning (Zami, 2022).

Prophetic education is present as an approach that integrates the value of patience (*aṣ-ṣabr*) into the educational process through *tazkiya* (purification of the soul), *taʿlīm* (imparting knowledge/teaching), and *taʿdīb* (character formation/disciplining). In prophetic education, the value of patience is closely linked to the mission of Prophet Muhammad PBUH, which is to perfect noble character (*akhlāq*) and foster a strong soul (Zahra, Widad, Salsabila, & Bakar, 2024).

SRL that is built upon patience (*aṣ-ṣabr*) does not only result in academic achievement, but also shapes individuals who are resilient, visionary, and steadfast (*istiqāma*). This aligns with the value of *taʿdīb*, which is education that instills ethics, responsibility, and self-control. Teachers and educators play a vital role in instilling the value of patience through exemplary behavior (*al-qudwa*), stories of the prophets and their companions, and humanistic evaluation (Susanti, Al Khiron, Nurhuda, & Ni'mah, 2023).

In his research (Ulhaq et al., 2025), Ibn Qayyim al-Jawziyyah refers to patience (*aṣ-ṣabr*) as a "house that cannot be inhabited except by the chosen ones." In his book, *ʿUddah aṣ-Ṣābirīn*, he states that patience is the guardian of reason and the greatest spiritual strength for humans in navigating the process of life. In education, this implies that students who are able to develop SRL through patience will be better prepared to face the complexities of the era, whether in the form of technological disruption, academic competition, or socio-emotional pressure.

Thus, the integration of the value of patience (*aṣ-ṣabr*) SRL development not only supports students' academic achievement but also strengthens their spiritual and moral foundation. In the digital era, which demands speed, independence, and mental resilience, patience becomes the main provision so that students are not only intelligent but also spiritually strong. Prophetic Islamic education must design a curriculum, instruction, and learning environment that encourages the internalization of patience as a core value in the formation of a *paripurna* (complete/perfect) SRL.

Conclusion

Modern education, which is highly connected to technology, demands a high level of learning independence from students, yet at the same time often neglects the spiritual and affective dimensions that form the foundation of a true learner's

character. This indicates that the internalization of the value of patience, particularly within the framework of prophetic education, is a key element in building SRL that is solid and sustainable. Patience is not merely passive endurance, but rather an active strength to persist, focus, and grow amidst the challenges of the digital age. The first *hadith* relates to the value of patience, which leads to victory, and is relevant to the setting of goals and the gradual learning process. The second *hadith* states that patience in facing hardship and exhaustion will expiate sins, which is relevant to instilling the value of always striving (*ikhtiyār*) to evaluate every learning process, even if it is difficult. The third *hadith* is about the value of patience in controlling anger, which is relevant to maintaining internal motivation in learning so one does not easily give up. Diligence built upon the characteristic of patience enables students not to easily give up when facing learning difficulties and failures, but instead to continuously seek solutions with a consistent spirit. SRL thus becomes not merely a technical skill, but a complete character transformation. Therefore, the challenges of modern education cannot be overcome with purely cognitive approaches; they need to be driven by deep Islamic spiritual values. Consequently, the future of Islamic education must integrate technology and values, cognition and affection, in order to produce a generation of independent learners who are not only intellectually smart, but also morally and spiritually resilient.

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