



Analysis Of The Value Of Time And Patience In Surah Al-'Asr As The Basis For Developing Teachers' Pedagogic Competencies In Fostering Students' Adaptability Character In The Era Of Digital Change

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Abstract

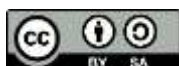
This study aims to analyze the role of the value of time and patience in Surah Al-'Asr as the basis for developing teachers' pedagogical competence in shaping students' adaptability character in the digital era. The research method used is a qualitative study with document analysis of various literature sources, including classical and contemporary tafsir as well as current research on character education and modern pedagogy. Data analysis techniques were carried out through identification, reduction, and interpretation of documents to find the relevance of the value of time and patience to teachers' pedagogical competence. The results show that the value of time helps students develop discipline, planning, and efficiency in learning, while the value of patience builds mental and emotional resilience in facing academic and social challenges. Teachers with good pedagogical competence are able to integrate these two values in learning methods, such as through time management-based assignments and challenge-based learning that instills perseverance.

Keywords: Pedagogical Competence; Surah Al-'Asr; Time; Patience; Character Education

Abstrak

Penelitian ini bertujuan untuk menganalisis peran nilai waktu dan kesabaran dalam Surah Al-'Asr sebagai dasar pengembangan kompetensi pedagogik guru dalam membentuk karakter adaptabilitas murid di era digital. Metode penelitian yang digunakan adalah kajian kualitatif dengan analisis dokumen terhadap berbagai sumber pustaka, termasuk tafsir klasik dan kontemporer serta penelitian terkini mengenai pendidikan karakter dan pedagogi modern. Teknik analisis data dilakukan melalui identifikasi, reduksi, dan interpretasi dokumen untuk menemukan relevansi nilai waktu dan kesabaran terhadap kompetensi pedagogik guru. Hasil penelitian menunjukkan bahwa nilai penghargaan terhadap waktu membantu siswa dalam mengembangkan disiplin, perencanaan, dan efisiensi dalam pembelajaran, sementara nilai kesabaran membentuk ketahanan mental dan emosional dalam menghadapi tantangan akademik dan sosial. Guru dengan kompetensi pedagogik yang baik mampu mengintegrasikan kedua nilai ini dalam metode pembelajaran, seperti melalui penugasan berbasis manajemen waktu dan pembelajaran berbasis tantangan yang menanamkan ketekunan.

Kata Kunci: Kompetensi Pedagogik; Surah Al-'Asr; Waktu; Kesabaran; Pendidikan Karakter



A. INTRODUCTION

The digital era has brought significant changes in various aspects of human life, including the world of education. The rapid transformation of technology requires adaptation and development of new competencies, both by educators and students. In the midst of this rapid flow of change, fundamental values such as respect for time and patience are becoming increasingly important as a foundation for building resilience and adaptability. Surah Al-'Asr, as one of the short surahs in the Qur'an, offers an in-depth perspective on the meaning of time and the essential elements that make man avoid losses in his life.

The meaning and interpretation of Surah Al-'Asr has been the object of study by scholars and mufassirs throughout the history of Islam. This surrah, although it consists of only three verses, contains a universal message that is very relevant to the context of human life in each age. According to Ibn Katsir in his commentary *Tafsīr al-Qur'ān al-'Adzīm*, Allah SWT swears by time ('asr) which shows how important the dimension of time is in human life. Ibn Katsir affirmed that human beings are at a disadvantage except for those who possess four qualities: faith, pious deeds, counseling one another in the truth, and counseling one another in patience (Katsir, 2008). This understanding indicates that a person's success is not only determined by how he uses his time personally, but also how he contributes to building a social environment that supports the values of truth and patience. Teachers' pedagogic competence, as regulated in Law Number 14 of 2005 concerning Teachers and Lecturers, includes understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials. In the context of the digital era, this competency needs to be expanded to include the ability to integrate technology in learning, facilitate the development of digital literacy, and last but not least, foster adaptability in students. Adaptability, or the ability to adapt to change, is one of the most crucial skills of the 21st century. World Economic Forum in their report "The Future of Jobs Report 2020" putting flexibility and adaptability as one of the top skills in demand in the future. Research conducted by Mishra, P., & Kereluik, (2011) entitled "What 21st Century Learning? A Review and a Synthesis" shows that the ability to adapt to

technological and social changes is a fundamental competency that needs to be possessed by future generations.

The values contained in Surah Al-'Asr, especially respect for time and patience, can be a solid foundation in the development of adaptability character. An appreciation for time teaches the importance of efficiency, planning, and prioritization, while patience builds mental and emotional resilience in the face of challenges. These two values complement each other and are an important prerequisite for the formation of adaptive characters needed in the digital era. Digital transformation in education not only changes the way teaching and learning but also brings new challenges in character building. The phenomenon of information overload, addiction to technology, and declining face-to-face social interaction are some of the challenges faced by the digital native generation. According to research Prensky (2001) in "Digital Natives, Digital Immigrants," the generation that grew up in the digital age has a different mindset and learning preferences than previous generations, which demands an adaptive pedagogical approach from educators.

Another challenge in the context of Indonesian education is the digital divide and unequal access to educational technology. This is as expressed by Widodo & Riandi, (2013) in his research "Dual-Mode Teacher Professional Development: Challenges and Re-Visioning Future TPD in Indonesia". This gap adds complexity in the development of teachers' pedagogic competencies that are responsive to the needs of the digital era while still upholding fundamental values as contained in Surah Al-'Asr. The education culture in Indonesia, which is still thick with hierarchy and seniority, can also affect the effectiveness of fostering adaptability characters. As revealed in discussions in public forums, there is still a tendency of arrogance among educators that can hinder the development of independent and adaptive character in students. This phenomenon shows the importance of reform not only at the methodological level but also on the mindset and culture of education as a whole. UNESCO through its report "Education for Sustainable Development Goals: Learning Objectives" emphasizing the importance of building adaptive capacity in learners to face complex and ever-changing global challenges (Rieckmann et al., 2017; UNESCO, 2017a, 2017b; Widodo & Riandi, 2013). This

report is in line with the values in Surah Al-'Asr which teaches the importance of social cooperation (mutual advice) in facing life's challenges.

In this context, research on the value of "time" and "patience" in Surah Al-'Asr as the basis for the development of teachers' pedagogic competence becomes very relevant. This research aims to explore how the fundamental values of Surah Al-'Asr can be transformed into applicable pedagogical principles to foster the adaptability character of students in the era of digital change. By integrating the perspective of classical and contemporary interpretation with modern educational theories, this research is expected to make a significant contribution to the development of a character education model that is responsive to the demands of the digital era without losing the foundation of universal religious values. The results of this study are expected to provide new insights for educators, education policy makers, and researchers in the field of Islamic education on how to build a bridge between traditional wisdom and contemporary needs. Furthermore, the findings of this study are also expected to be a reflection for the educational community at large about the urgency of combining spiritual values with pedagogic competence in preparing a generation that is not only adaptive to technological changes but also has character resilience in the midst of rapid change.

B. RESEARCH METHODOLOGY

This research is a qualitative study, data is taken from literature sources or documents in the form of books, journal articles and other types of documents that are relevant to the research topic. The data analysis used is a document analysis technique, which is an analysis technique that relies on document search through the steps of identifying relevant document searches, data reduction and data interpretation of documents that have been prepared.

C. RESULTS AND DISCUSSION

1. Analysis of the Values of Time in Surah Al-'Asr

Surah Al-'Asr begins with the oath of Allah SWT by using the word "al-'asr" which literally means "time" or "time". According to Ibn Katsir in his book *Tafsīr al-Qur'ān al-'Adzīm*, Allah SWT swears by time ('asr) to show how important the dimension of time is in human life (Aryani, 2022). The oath of Allah in the Qur'an always shows the

significance of the object of the oath, so that the use of time as the object of the oath emphasizes its important value.

Fakhruddin al-Razi, as quoted in the research on the elaboration of the understanding of Ibn Katsir and Muhammad Abduh, also emphasizes that surah Al-'Asr is a qassam or an oath to time (Aryani, 2022). This shows that time is a valuable asset that is often missed by humans. Allah SWT uses this oath to draw people's attention to the importance of respecting time.

The word "al-'asr" in the first verse is interpreted as "for the sake of time" which means human life. This age is the greatest blessing that Allah SWT gives to humans (Yasmin, 2019). This interpretation emphasizes that the time that humans have in their lives is a gift that should be grateful and used as well as possible.

Muhammad 'Abduh gave an interpretation that the word "al-'asr" can be interpreted as the space that Allah gives to humans to carry out their life activities (Aryani, 2022). This space is in the form of time that will be calculated at the end of its life. This interpretation underlines the concept of human accountability for how they use their given time.

Quraish Shihab in Tafsir Al-Mishbah emphasizes that time is a container for human action, and the quality of that action determines the value of time itself. He emphasized that time is the main human capital which, if not filled with positive activities, will just pass by and become an irreplaceable loss (Niswati, 2018). This concept strengthens the urgency of developing awareness about the value of time in the context of human life.

2. Analysis of the Values of Patience in Surah Al-'Asr

The third verse of Surah Al-'Asr mentions *tawāṣau biṣ-ṣabr* (advising one another in patience) as one of the characteristics of people who are not included in the disadvantage. Patience is one of the four groups of people who do not lose, namely those who advise each other in patience (Safitri, 2024). This shows that patience is not only an individual value but also a social value that needs to be grown together. Ibn Katsir in his commentary interprets that human beings are at a disadvantage except for those who have four qualities, among which is advising each other in patience (Aryani, 2022). This

understanding indicates that human success is determined not only by how he uses his time personally, but also by how he contributes to building a social environment that supports the values of patience. Muhammad Abduh emphasized the social dimension of Surah Al-'Asr's message. Abduh interpreted that humans as social beings have a collective responsibility in developing a society that has resilience in facing challenges (Aryani, 2022). This resilience is a manifestation of patience in a social context.

Patience in Surah Al-'Asr does not only mean refraining from difficulties, but also includes steadfastness in maintaining faith, consistency in doing righteous deeds, and perseverance in spreading the truth. It is a form of patience that is active and productive, not passive or fatalistic. In a broader perspective, the value of patience in Surah Al-'Asr is also closely related to the value of time. Patience teaches humans to use their time wisely, not to rush in making decisions, and to remain *istiqamah* (consistent) in goodness despite facing various challenges and temptations.

Teacher Pedagogic Competence

Teachers' pedagogic competence is the ability of teachers to design, implement, and evaluate learning, as well as understand the needs of students to create an effective learning environment. The value of time (*al-'asr*) and patience (*sabr*) in Surah Al-'Asr (QS. 103:1-3) emphasizing the importance of using time productively and developing resilience in facing challenges. These two values are closely correlated with the formation of students' adaptive and flexible characters, which can be integrated through a value-based pedagogic approach.

Teachers' pedagogic competencies include the ability to design and manage the teaching and learning process effectively. Teachers who have good time management skills, in line with the message "For the sake of the moment" in Surah al-'Asr, are able to optimize every moment of learning. With careful planning, teachers teach students to respect time, discipline, and set priorities. These skills are crucial in shaping adaptive character, as students are taught to adapt to changes and evolving dynamics of situations. For example, in structured learning activities, teachers provide time for discussion, reflection, and evaluation, so that students learn to use time productively and efficiently.

This process can be carried out in the teaching of Islamic religious education subjects in schools or Qur'anic subjects, moral subjects in Islamic school institutions.

Teachers with good pedagogic competence are able to design learning that teaches time management. For example, through time-based projects or staged assignments, students learn to set priorities and manage deadlines. According to Dedi & Suriadi (2023) Structured learning methods with a clear time target encourage students to think systematically and adaptively. The value of time in Al-Asr also reminds that time is a finite resource, so teachers need to be a model in valuing time, such as starting lessons on time and providing quick feedback. This is in line with research Brumback (2005) in *Journal of Spiritual Intelligence* which states that teachers' exemplary in time discipline affects the internalization of student values.

In addition, the value of patience emphasized in Surah al-Asr is one of the important foundations in the development of students' character. Pedagogic competence is not only limited to delivering material, but also includes the ability to accompany students emotionally and psychologically. Teachers who are patient in providing guidance and constructive feedback are able to create a conducive learning atmosphere. This approach helps students internalize the importance of perseverance and fortitude in facing failures and challenges. Thus, students will have a flexible and adaptive attitude, be able to learn from mistakes, and continue to try to find solutions to the problems they face.

Patience (*sabr*) in Al-Asr does not only mean enduring difficulties, but also consistency in doing good. Teachers can instill this value through learning activities that require perseverance, such as long-term science experiments or reflective discussions. Study by researchers Bier, (2005); Brumback (2005); Johnson et al., (2022) said that challenging problem-based learning (PBL) encourages students to develop patience and flexibility in finding solutions. The teacher's pedagogic competence in providing scaffolding—gradual support according to the needs of students—also teaches patience, because students understand that the learning process takes time.

The integration of these values into the learning process reflects an effort to form the character of students who are not only academically superior, but also emotionally

and spiritually mature. Teachers who prioritize high pedagogic competence consistently insert moral and ethical values into every learning activity. This is in line with the constructivist approach, where students actively build understanding through experience and self-reflection. Thus, they can internalize the values of faith, integrity, and the ability to adapt in a constantly changing environment.

The results of the study also support the positive relationship between teachers' pedagogic competence and the formation of students' character, showing that the application of learning methods that are integrated with the value of time and patience significantly increases student discipline and creativity Irwandy, (2015); Maya, (2013); Oviyanti, (2017); Susriyati Mahanal, (2014). At the international level, studies by (Metaria & Cahyono (2024); Paris & Ayres (2004); Thuneberg et al., (2022); Tirri, (2011) affirming that teachers with high pedagogic competence tend to create a learning environment that supports the development of adaptive and flexible characters, which is crucial in facing global challenges.

Overall, the synergy between teachers' pedagogic competence and the application of the values of time and patience is the key in shaping the character of students who are adaptive, flexible, and resilient. By exemplifying the discipline of time and patience, teachers not only transfer knowledge, but also life values that are essential for students' personal and social development. This approach produces a generation that is not only academically intelligent, but also has a strong moral and spiritual foundation, ready to face the challenges of the times with optimism and determination.

D. CONCLUSION

The value of time and patience in Surah Al-'Asr has an important role in the development of teachers' pedagogic competencies to foster the adaptability character of students in the digital era. Teachers' pedagogic competencies, which include the design, implementation, and evaluation of learning, must be developed to be relevant to the challenges of the times. In this context, the appreciation of time teaches efficiency and planning, while patience shapes mental and emotional resilience, both of which contribute to the formation of students' adaptive character. Digital transformation in education brings new challenges, such as information overload and changes in student

learning patterns. Therefore, a pedagogic approach that integrates the fundamental values of Surah Al-'Asr becomes a solution to form students who are flexible in the face of change. Teachers with high pedagogic competence can teach time management and perseverance in learning through problem-based learning methods as well as time discipline applied in the academic environment. This research is expected to show that the integration of time and patience values in the educational process can increase student discipline and creativity. Overall, the synergy between teachers' pedagogic competence and fundamental Islamic values can create a generation that is not only academically superior, but also has a strong character in facing the dynamics of modern life.

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