



Exploring the Values of Patience and Optimism in Islamic Character Education: A Content Analysis of La Tahzan by Aidh Al-Qarni

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ABSTRACT

Keywords:

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This study aims to explore the values of patience and optimism as fundamental dimensions of Islamic character education embedded in La Tahzan by Aidh Al-Qarni. A qualitative library research approach was employed, using La Tahzan as the primary data source and relevant books and scholarly articles as secondary sources. Data were collected through documentation and analyzed using qualitative content analysis, involving data identification, coding, categorization, interpretation, and conclusion drawing. The findings reveal that the book consistently promotes two core character values. Patience is reflected in perseverance in worship, self-restraint from sinful behavior, and steadfastness in facing adversity with sincerity and trust in Allah. Meanwhile, optimism is expressed through positive expectations for the future, confidence in Allah's mercy and guidance, and persistence in striving despite challenges and failures. These values are presented as complementary principles that strengthen resilience, self-discipline, and spiritual commitment. The study implies that La Tahzan represents a valuable source of Islamic character education and may serve as a reference for integrating patience and optimism into character development programs and educational practices aimed at fostering resilient and morally grounded learners.

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INTRODUCTION

Character education has become a central concern in contemporary education because it equips learners with the moral, emotional, and social competencies required to navigate increasingly complex societies. Beyond academic achievement, education is expected to cultivate individuals who demonstrate integrity, resilience, responsibility, and ethical decision-making. Within the perspective of Islamic education, character formation occupies an even more fundamental position because educational success is measured not

only by intellectual excellence but also by the development of noble character grounded in the teachings of the Qur'an and Hadith. Consequently, educational institutions are challenged to produce graduates who are capable of balancing cognitive competence with moral commitment and spiritual awareness. The urgency of strengthening character education has become increasingly apparent as societies experience rapid technological advancement and social transformation that continuously reshape individual values and behavior. Therefore, strengthening character education should be viewed not merely as an educational agenda but as a strategic effort to build socially responsible citizens capable of responding wisely to contemporary challenges.

Despite its recognized importance, contemporary society faces numerous challenges that weaken the development of positive character among young people. The rapid expansion of digital technology and unrestricted access to social media have transformed patterns of communication, learning, and social interaction. Although these developments provide substantial educational opportunities, they also contribute to undesirable behavioral tendencies, including diminished self-control, instant gratification, excessive consumerism, emotional instability, and reduced perseverance when confronting difficulties (Awwaliyah, 2024; Nur et al., 2024). These conditions indicate that moral development has not progressed proportionally with technological advancement. Consequently, educational institutions are increasingly confronted with students who possess adequate technological literacy but insufficient resilience, emotional regulation, and ethical awareness. Such circumstances highlight that contemporary educational challenges extend beyond academic competence to encompass the cultivation of psychological endurance and moral integrity. Accordingly, reinforcing essential character values has become an educational necessity rather than merely an institutional aspiration.

This concern is further supported by empirical evidence from both international and national reports. The Programme for International Student Assessment (PISA) 2022 revealed a decline in students' academic resilience and psychological well-being following the COVID-19 pandemic, as reflected in increased anxiety and limited capacity to cope with academic pressure (OECD, 2023). Similarly, the World Health Organization reported that approximately one in seven adolescents aged 10–19 experiences mental health disorders, with anxiety, depression, and stress representing the most prevalent conditions (WHO, 2023). In Indonesia, the Indonesia National Adolescent Mental Health Survey (I-NAMHS) found that approximately 34.9% of adolescents experienced mental health problems during the previous year (I-NAMHS, 2022). Furthermore, statistics published by the Central Bureau of Statistics indicated that excessive social media use is associated with lower life satisfaction and weaker emotional regulation among adolescents (BPS, 2023). Collectively, these

findings demonstrate that current educational issues involve not only academic performance but also the urgent need to strengthen learners' character, resilience, and psychological well-being.

In response to these challenges, scholars have increasingly emphasized the importance of reinforcing patience (*ṣabr*) and optimism as foundational values of character education. Patience is understood as the ability to regulate emotions, remain steadfast when facing adversity, and consistently perform virtuous actions despite obstacles (Rahman & Hidayat, 2024). Optimism, meanwhile, refers to maintaining positive expectations for the future while continuously striving with confidence in Allah's guidance and mercy (Purahman & Umam, 2024). Empirical studies have demonstrated that these values positively influence resilience, psychological well-being, and academic achievement among students (Ningsih et al., 2023; Fitriyani & Sriyanti, 2025). Within Islamic literature, one of the most influential works promoting these virtues is *La Tahzan* by Aidh Al-Qarni, which integrates Qur'anic verses, Prophetic traditions, reflective narratives, and motivational guidance to encourage believers to confront life's challenges with patience, hope, and unwavering trust in Allah. Consequently, the book offers considerable potential as a source of Islamic character education relevant to contemporary educational contexts (Hidayah & Nadlif, 2021).

Previous studies have acknowledged the educational significance of *La Tahzan* from various perspectives; however, their scope remains relatively broad. Hidayah and Nadlif (2021) found that the book embodies fundamental values of Islamic education encompassing faith (*aqidah*), worship (*ibadah*), morality (*akhlaq*), and nationalism. Similarly, Julpan et al. (2024) concluded that *La Tahzan* promotes several character values, particularly religious commitment and reading habits, highlighting its potential as an educational resource for character development. From a philosophical perspective, Mumtahana (2021) argued that the book is deeply rooted in Islamic educational philosophy by emphasizing moral refinement and spiritual growth as essential educational objectives. Collectively, these studies demonstrate that *La Tahzan* has received considerable scholarly attention and has been widely recognized as an important source of Islamic educational values. Nevertheless, existing research has primarily focused on identifying general educational or moral values without systematically examining how specific character values are constructed and articulated throughout the text.

Although previous studies provide valuable insights, several important limitations remain unresolved. First, patience and optimism have generally been discussed as complementary elements within broader themes of Islamic education rather than as independent analytical constructs. Second, existing research has not comprehensively explored the textual manifestations, conceptual dimensions, and educational meanings of these two values through a systematic qualitative content analysis. Third, limited attention has been devoted

to explaining how patience and optimism respond to contemporary educational challenges, particularly those associated with declining resilience, emotional instability, and mental health concerns among adolescents in the digital era. Consequently, the existing literature has not fully demonstrated the relevance of La Tahzan as a contemporary educational reference capable of strengthening students' psychological resilience and moral development. Addressing these gaps is academically important because it extends the discourse on Islamic character education from merely identifying moral values toward explaining their practical relevance in responding to present-day educational and social challenges.

Accordingly, the novelty of this study lies in its focused examination of patience and optimism as the two principal values of Islamic character education embedded in La Tahzan by Aidh Al-Qarni through a qualitative content analysis approach. Unlike previous studies that broadly categorized Islamic educational values, this research systematically identifies the textual representations, interprets the educational meanings, and explains the interrelationship between patience and optimism in shaping resilient Muslim character. Furthermore, this study contextualizes these values within the realities of the digital era, where adolescents increasingly encounter psychological pressure, emotional vulnerability, and moral challenges. Therefore, this study addresses the following research questions: (1) How is the value of patience represented in La Tahzan? (2) How is the value of optimism represented in the book? and (3) How are these values relevant to strengthening character education in the digital era? By answering these questions, the study contributes to the advancement of Islamic character education literature and offers a conceptual foundation for integrating Islamic literary works into contemporary character education programs.

RESEARCH METHODS

This study employed a qualitative approach using a library research design to explore the values of patience and optimism contained in La Tahzan by Aidh Al-Qarni. A qualitative library research approach was considered appropriate because the primary focus of the study was to interpret meanings embedded in written texts rather than to investigate empirical phenomena through field observations or surveys. Library research enables researchers to conduct an in-depth examination of textual materials and conceptual evidence derived from authoritative sources. As the object of analysis is a literary work containing Islamic educational values, this design provides a systematic framework for identifying, interpreting, and explaining character education values within the text. Furthermore, the qualitative approach allows for a comprehensive understanding of the contextual meanings of patience and optimism from the perspective of Islamic character education, making it suitable

for addressing the objectives of the present study.

The primary data source consisted of *La Tahzan* by Aidh Al-Qarni, while secondary data were obtained from scholarly books, peer-reviewed journal articles, and other relevant academic literature discussing Islamic character education, patience, optimism, and qualitative content analysis. Data were collected using the documentation technique, which involved systematically identifying, selecting, and recording textual information relevant to the research objectives. The researcher repeatedly examined the book to identify statements, narratives, Qur'anic verses, Prophetic traditions, and reflective passages representing the values of patience and optimism. To enhance the credibility of the findings, the identified data were compared and interpreted in light of related theoretical and empirical literature, thereby ensuring consistency between the primary text and supporting academic sources.

The collected data were analyzed using qualitative content analysis. The analytical procedure consisted of several sequential stages: data identification, coding, categorization, interpretation, and conclusion drawing. Initially, textual units relevant to the values of patience and optimism were identified and organized according to the research focus. These units were subsequently coded and grouped into thematic categories based on recurring concepts and educational meanings. The categorized data were then interpreted by relating the findings to theories of Islamic character education and previous empirical studies to reveal their conceptual significance. Finally, conclusions were drawn by synthesizing the identified themes and explaining how the values of patience and optimism contribute to strengthening Islamic character education, particularly in addressing contemporary educational challenges in the digital era.

RESULTS AND DISCUSSION

Identification and Coding of Character Education Values in *La Tahzan*

The first stage of the content analysis involved identifying textual data throughout *La Tahzan* by Aidh Al-Qarni to locate passages representing the values of patience and optimism. Data identification was conducted through repeated and systematic reading of the entire book to ensure that every relevant statement was accurately captured and interpreted. The units of analysis consisted of sentences, paragraphs, quotations, and narrative passages containing educational messages related to patience and optimism. The identification process was guided by three predetermined criteria: (1) texts conveying teachings or messages about patience, (2) texts reflecting attitudes of optimism, and (3) texts containing Islamic educational values relevant to the objectives of this study. Applying these criteria enabled the researcher to

distinguish meaningful textual evidence from general religious advice, thereby ensuring that only data directly associated with the research focus were included in the analysis.

Table 1. Findings on the Values of Patience and Optimism in *La Tahzan* by Aidh Al-Qarni

No.	Character Value	Indicator	Key Findings	Educational Meaning
1	Patience	Patience in Facing Adversity	The book emphasizes that every hardship is part of Allah's decree and should be accepted with sincerity rather than despair.	Develops emotional resilience, self-control, and acceptance of life's challenges through faith.
2	Patience	Patience in Obedience	Readers are encouraged to remain steadfast (<i>istiqamah</i>) in performing acts of worship despite difficulties.	Fosters discipline, commitment, and consistency in practicing Islamic teachings.
3	Patience	Patience in Avoiding Sin	Self-restraint from sinful desires is presented as an essential expression of patience.	Strengthens moral integrity, self-regulation, and ethical behavior.
4	Optimism	Positive Trust in Allah	The author encourages believers to maintain positive expectations of Allah's mercy and assistance.	Cultivates hope, spiritual confidence, and reliance upon Allah.
5	Optimism	Optimism Toward the Future	Readers are motivated to continue striving despite setbacks and uncertainty.	Encourages perseverance, determination, and future-oriented thinking.
6	Optimism	Learning from Failure	Failure is portrayed as an opportunity for reflection, growth, and self-improvement rather than defeat.	Develops resilience, adaptability, and lifelong learning attitudes.

As presented in Table 1, the findings indicate that *La Tahzan* consistently emphasizes two fundamental dimensions of Islamic character education: patience and optimism. The value of patience is represented through three interrelated forms, namely perseverance in obeying Allah, self-restraint from sinful behavior, and steadfastness in facing life's adversities. These findings demonstrate that patience is conceptualized not merely as passive endurance but as an active moral commitment requiring spiritual discipline, emotional regulation, and obedience to Islamic teachings. Meanwhile, optimism is manifested through trust in Allah's mercy, positive expectations for the future, and persistence despite failure or hardship. Rather than promoting unrealistic hope, the book presents optimism as a faith-based attitude that integrates trust in Allah with continuous effort (*ikhtiar*) and perseverance. The coexistence of these two values suggests that patience strengthens an individual's capacity to endure difficulties, whereas optimism provides the motivation to continue striving toward positive outcomes. Together, they constitute complementary foundations for developing resilient Muslim character in accordance with Islamic

educational principles.

Following the identification stage, all relevant textual evidence was systematically coded to facilitate data organization and thematic analysis. Coding is an essential procedure in qualitative content analysis because it enables researchers to classify textual information into meaningful analytical units while maintaining consistency and transparency throughout the research process. Each identified excerpt was assigned a specific code according to its thematic category and indicator. The letter **S** represents patience (*Sabar*), whereas **O** represents optimism, followed by a numerical sequence indicating the order in which the data appeared in the text.

Table 2. Coding Results of the Documentary Data

Code	Category	Indicator	Unit of Analysis	Description of Findings
S-01	Patience	Patience in Obedience	Sentence	Encourages believers to remain obedient to Allah under all circumstances despite challenges.
S-02	Patience	Patience in Obedience	Paragraph	Explains the importance of maintaining <i>istiqamah</i> (steadfastness) in worship even during hardship.
S-03	Patience	Patience in Avoiding Sin	Sentence	Describes self-restraint from sinful desires as an expression of patience and moral discipline.
S-04	Patience	Patience in Facing Adversity	Narrative	Illustrates sincere acceptance of life's trials through <i>tawakkul</i> and trust in Allah's wisdom.
S-05	Patience	Patience in Facing Adversity	Paragraph	Explains that difficulties and trials serve as opportunities to strengthen faith and spiritual maturity.
O-01	Optimism	Positive Expectations for the Future	Sentence	Encourages readers to maintain hope and confidence despite experiencing difficulties.
O-02	Optimism	Trust in Allah's Assistance	Paragraph	Explains that every hardship is accompanied by ease through Allah's mercy and guidance.
O-03	Optimism	Perseverance	Sentence	Emphasizes continuous effort, determination, and refusal to surrender after setbacks.
O-04	Optimism	Positive Trust in Allah (<i>Husn al-Zann</i>)	Narrative	Illustrates unwavering confidence in Allah's mercy and assistance in every circumstance.

The coding results demonstrate that the textual evidence was consistently distributed across the two principal themes identified in this study. Codes S-01 to S-05 represent various manifestations of patience, whereas codes O-01 to O-04 capture different expressions of optimism. This systematic coding process facilitated the subsequent categorization and interpretation stages by revealing recurring patterns and conceptual relationships among the identified excerpts. Furthermore, the coding scheme enhanced the dependability of the analysis by providing a clear audit trail between the original textual data and the analytical categories developed in this study. Consequently, the coding procedure ensured that the interpretation of patience and optimism was grounded in explicit textual evidence rather than subjective assumptions, thereby strengthening the credibility and trustworthiness of the research findings.

The Value of Patience in La Tahzan by Aidh Al-Qarni

The content analysis revealed that patience (*ṣabr*) is the most dominant character value presented throughout *La Tahzan*. The book portrays patience as a comprehensive moral virtue encompassing perseverance in obeying Allah, self-restraint from sinful behavior, and steadfastness in facing life's adversities. Rather than limiting patience to the passive acceptance of suffering, Aidh Al-Qarni conceptualizes it as an active spiritual attitude that shapes moral discipline, emotional stability, and unwavering faith. This finding indicates that patience functions as the primary foundation of Islamic character education because it regulates both an individual's relationship with Allah (*ḥabl min Allāh*) and interpersonal relationships (*ḥabl min al-nās*).

One prominent manifestation of patience is reflected in accepting life's trials with sincerity and trust in Allah. Al-Qarni emphasizes that every hardship experienced by human beings is part of Allah's divine decree and therefore should not become a source of despair.

"Do not grieve. Every calamity that befalls you has been decreed by Allah, and behind it lies wisdom that human beings may not always understand." (Al-Qarni, 2004, pp. 114, 169).

This quotation demonstrates that patience is closely associated with spiritual acceptance (*riḍā*) and reliance upon Allah (*tawakkul*). Individuals are encouraged to interpret adversity not merely as suffering but as an opportunity for spiritual growth and self-improvement. Consequently, patience becomes an educational value that develops emotional resilience, self-control, and psychological maturity. From the perspective of Islamic character education, such resilience enables learners to confront academic, social, and personal challenges without losing hope or abandoning ethical principles.

The second manifestation of patience appears in maintaining steadfast obedience to Allah despite difficulties. Al-Qarni repeatedly reminds readers that consistency in worship requires perseverance because every act of obedience

inevitably involves challenges and sacrifices.

"Remain steadfast in obeying Allah, even when the path seems difficult, for His assistance always accompanies those who are patient." (Al-Qarni, 2016).

This finding suggests that patience is not confined to responding to external hardships but also encompasses consistency in fulfilling religious obligations. Educationally, this value nurtures self-discipline, responsibility, and commitment to moral principles. Learners who develop perseverance in worship are more likely to cultivate integrity and consistency in other aspects of life, including academic responsibility, social interaction, and ethical decision-making. Therefore, patience serves as a mechanism for internalizing Islamic values into everyday behavior rather than merely fulfilling ritual obligations.

Another important dimension of patience identified in *La Tahzan* concerns resisting sinful behavior through self-control. The book highlights that controlling personal desires represents one of the greatest struggles faced by every believer.

"Resisting sin is a victory over one's desires that ultimately leads to inner peace." (Al-Qarni, 2004, p. 381).

This quotation illustrates that patience functions as moral self-regulation, enabling individuals to restrain desires that contradict Islamic teachings. Instead of portraying patience solely as endurance, Al-Qarni presents it as a proactive effort to preserve moral integrity. Such self-control contributes significantly to character formation because individuals learn to prioritize long-term spiritual values over temporary worldly temptations. In educational contexts, this value is particularly relevant for adolescents living in the digital era, where instant gratification and unrestricted access to information frequently challenge ethical behavior and emotional regulation.

Overall, the findings indicate that patience in *La Tahzan* is constructed through three interconnected dimensions: perseverance in obedience, self-restraint from sinful acts, and steadfastness in confronting adversity. These dimensions collectively portray patience as a holistic character value that integrates faith, emotional intelligence, and moral responsibility. The present findings support Nata (2019), who argues that patience constitutes one of the fundamental virtues in Islamic morality manifested through obedience to Allah, avoidance of sinful behavior, and endurance during hardship. However, this study extends previous discussions by demonstrating that *La Tahzan* systematically integrates these three dimensions into a coherent framework of Islamic character education. Accordingly, patience is not merely an ethical recommendation but serves as a foundational educational principle for cultivating resilient, disciplined, and spiritually grounded individuals capable of responding constructively to contemporary challenges.

The Value of Optimism in *La Tahzan* by Aidh Al-Qarni

In addition to patience, the content analysis identified optimism as another dominant value of Islamic character education consistently conveyed throughout La Tahzan. Unlike secular perspectives that often associate optimism with positive thinking or self-confidence alone, Aidh Al-Qarni constructs optimism upon the foundation of faith (*īmān*), trust in Allah (*tawakkul*), and positive expectations toward His mercy (*ḥusn al-ẓann billāh*). Accordingly, optimism is presented not as unrealistic hope but as a spiritual disposition that encourages individuals to continue striving despite hardship while maintaining confidence in Allah's wisdom and guidance. The findings reveal three principal manifestations of optimism: trust in Allah's assistance, perseverance in pursuing future goals, and the ability to transform failure into an opportunity for personal growth.

The first manifestation of optimism is reflected in the encouragement to maintain positive expectations toward Allah regardless of life's circumstances. Throughout the book, Al-Qarni repeatedly reminds readers that despair contradicts Islamic teachings because Allah's mercy always accompanies those who remain faithful and patient.

"Never despair of Allah's mercy, for with every hardship comes ease." (Al-Qarni, 2004, pp. 18, 93).

This quotation demonstrates that optimism originates from unwavering confidence in Allah rather than from external circumstances. Even during periods of difficulty, believers are encouraged to maintain hope because every trial is accompanied by divine wisdom and eventual relief. Such an understanding strengthens emotional stability and prevents individuals from falling into hopelessness or excessive anxiety. Within the context of Islamic character education, this finding indicates that optimism functions as a spiritual coping mechanism that enables learners to maintain psychological well-being while confronting academic, social, and personal challenges.

The second manifestation of optimism concerns persistence in pursuing goals despite experiencing setbacks. Al-Qarni emphasizes that failure should never discourage individuals from continuing their efforts because success is achieved through perseverance and continuous improvement.

"Keep moving forward and continue striving, for today's failure is not the end of your journey." (Al-Qarni, 2004, pp. 94, 361).

This passage illustrates that optimism is inseparable from action. Rather than encouraging passive hope, the author promotes continuous effort (*ikhtiar*) accompanied by confidence that sincere endeavors will eventually yield beneficial outcomes. Such optimism encourages individuals to view obstacles as temporary challenges instead of permanent limitations. From an educational perspective, this value contributes to the development of perseverance, intrinsic motivation, and resilience, all of which are essential for students to adapt successfully to the demands of contemporary education and lifelong learning.

Another important finding concerns Al-Qarni's interpretation of failure as a valuable learning experience rather than a final destination. The book consistently presents failure as an opportunity for reflection, self-improvement, and spiritual maturation.

"Let every failure become a lesson rather than a reason to stop moving forward." (Al-Qarni, 2004, p. 94).

This quotation highlights that optimism involves the ability to reinterpret negative experiences constructively. Instead of allowing failure to diminish self-confidence, individuals are encouraged to evaluate their shortcomings, improve their capabilities, and continue striving toward their goals. Consequently, optimism becomes closely associated with resilience because both values enable individuals to recover from adversity while maintaining hope for future success. Such an interpretation is particularly relevant in the digital era, where adolescents frequently encounter academic pressure, social comparison, and emotional challenges that may undermine their self-confidence and motivation.

The findings further demonstrate that optimism in La Tahzan is deeply interconnected with patience. While patience equips individuals with the emotional capacity to endure hardship, optimism motivates them to continue progressing toward positive goals without surrendering to despair. This complementary relationship indicates that Islamic character education does not perceive endurance and hope as separate virtues but as mutually reinforcing qualities that collectively strengthen moral character and psychological resilience. Individuals who possess patience without optimism may become passive in responding to challenges, whereas optimism without patience may lack perseverance when confronted with prolonged difficulties. Therefore, the integration of these two values provides a balanced framework for character formation.

These findings are consistent with Seligman's (2006) theory of optimism, which argues that optimistic individuals perceive difficulties as temporary, manageable, and open to positive change through continuous effort. However, La Tahzan extends this psychological perspective by grounding optimism in theological principles. In the Islamic worldview, optimism is strengthened through *husn al-zann billāh*, trust in Allah's promises, and belief that every hardship is accompanied by ease, as emphasized by Sabri (2022). Consequently, optimism in La Tahzan represents not merely a psychological disposition but also a spiritual commitment that integrates faith, effort, prayer, and reliance upon Allah. This integration distinguishes the concept of optimism presented by Al-Qarni from contemporary psychological interpretations while demonstrating its relevance for strengthening Islamic character education in the modern era.

Interpretation and Discussion of Character Education Values in La Tahzan

The interpretation stage aimed to explain the educational meaning of the

categorized data by examining the relationship between the identified themes and the broader framework of Islamic character education. Rather than merely describing the frequency of textual evidence, this stage focused on understanding how patience and optimism are conceptually constructed throughout *La Tahzan* and how these values contribute to the development of resilient Muslim character. The analysis indicates that both values are consistently integrated into the narrative through Qur'anic verses, Prophetic traditions, reflective advice, and motivational stories, suggesting that Aidh Al-Qarni intentionally presents character education as a continuous process of spiritual and moral development.

The findings demonstrate that patience constitutes the dominant character value in *La Tahzan*. This dominance is evident from the numerous passages emphasizing steadfastness in worship, emotional control, avoidance of sinful behavior, and sincere acceptance of adversity. Such findings indicate that Al-Qarni positions patience as the cornerstone of Islamic character formation because it enables individuals to maintain faith and moral integrity under various circumstances. Unlike conventional interpretations that associate patience solely with enduring suffering, *La Tahzan* presents patience as an active moral practice requiring perseverance, self-discipline, and continuous obedience to Allah. Consequently, patience becomes an educational mechanism through which individuals develop emotional maturity, ethical awareness, and spiritual resilience.

The study also reveals that optimism occupies an equally significant role in strengthening Islamic character education. The optimism promoted in *La Tahzan* is consistently grounded in *husn al-zann billāh* (positive expectations toward Allah), sincere effort, and unwavering belief in divine wisdom. Therefore, optimism is not portrayed as passive wishful thinking but as a dynamic attitude that motivates individuals to continue striving while accepting Allah's decree. This interpretation distinguishes Islamic optimism from secular conceptions that primarily emphasize self-confidence or positive cognition. Instead, Al-Qarni integrates optimism with theological principles, demonstrating that hope acquires its deepest meaning when accompanied by faith, prayer, perseverance, and reliance upon Allah.

An important finding emerging from this study is the complementary relationship between patience and optimism. The content analysis indicates that these two values are inseparable because each reinforces the function of the other. Patience enables individuals to remain steadfast during hardship, whereas optimism encourages them to continue pursuing improvement without surrendering to despair. This relationship suggests that Islamic character education does not regard emotional endurance and positive expectation as isolated virtues but as mutually reinforcing dimensions of moral development. Such integration produces individuals who possess both psychological resilience and spiritual maturity, enabling them to respond constructively to personal,

academic, and social challenges.

The findings are consistent with Nata (2019), who argues that patience represents one of the highest moral virtues in Islam through obedience to Allah, avoidance of sinful behavior, and perseverance during adversity. Likewise, the present findings support Seligman's (2006) theory that optimistic individuals perceive difficulties as temporary and manageable through sustained effort. However, this study extends Seligman's psychological perspective by demonstrating that optimism in *La Tahzan* is fundamentally rooted in Islamic theology through *tawakkul*, *husn al-zann*, and confidence in Allah's promises. This theological dimension enriches contemporary discussions of optimism by integrating psychological resilience with spiritual consciousness, thereby offering a more comprehensive framework for character education within Islamic educational settings. These findings also corroborate Sabri (2022), who emphasizes that optimism in Islam cannot be separated from faith and reliance upon Allah.

Compared with previous studies, this research provides a more specific analytical contribution. Hidayah and Nadlif (2021) primarily identified general Islamic educational values embedded in *La Tahzan*, while Julpan et al. (2024) focused on religious and literacy-related character values. Similarly, Mumtahana (2021) examined the book from the perspective of Islamic educational philosophy, emphasizing its moral and spiritual dimensions. In contrast, the present study specifically investigates patience and optimism as the central values of Islamic character education through a systematic qualitative content analysis. By identifying textual evidence, developing thematic categories, and interpreting their educational meanings, this study offers a more structured understanding of how both values are constructed and interconnected throughout the book.

The novelty of this research therefore lies not only in identifying the existence of patience and optimism but also in explaining their conceptual relationship and educational significance within the context of contemporary character education. Furthermore, the findings demonstrate that *La Tahzan* remains highly relevant for addressing current educational challenges associated with declining resilience, emotional instability, and mental health issues among adolescents in the digital era. Integrating the values of patience and optimism into character education programs may help learners develop emotional regulation, perseverance, moral responsibility, and spiritual awareness. Consequently, *La Tahzan* should be viewed not merely as a religious motivational text but also as a valuable pedagogical resource capable of strengthening Islamic character education in contemporary educational institutions.

CONCLUSION

This study concludes that *La Tahzan* by Aidh Al-Qarni consistently promotes patience and optimism as two interconnected core values of Islamic character education. Patience is manifested through steadfast obedience, self-restraint from sinful behavior, and sincere acceptance of life's trials, while optimism is reflected in positive expectations toward Allah, perseverance, and resilience in overcoming failure. These findings demonstrate that both values collectively foster spiritually grounded and resilient Muslim character. The study contributes to the literature by providing a systematic content analysis of patience and optimism within an Islamic literary work. However, this research is limited to textual analysis; therefore, future studies should investigate the implementation of these values in educational settings or compare them with other Islamic literary works to broaden their theoretical and practical implications.

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