



Strategies for Teaching Islamic Inheritance Law at the Salafiyah Wonoyoso Kebumen Madrasah

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Abstract:

The purpose of this study is to examine how learning approaches, mediums, and methodologies are used similarly and differently for in learning Islamic inheritance law at Madrasah Aliah Salafiyah Wonoyoso Kebumen. Descriptive qualitative research was used. Observation, documentation, and data was gathered via interviews. The study's findings indicate that the other objectives from learning Islamic inheritance law at Madrasah Aliah Salafiyah Wonoyoso Kebumen are the same, namely learning how to divide inheritance. However, there are differences in the delivery method. MA Salafiyah's approach remains teacher-focused, while MA Salafiyah Wonoyoso's approach focuses more on students. MA Salafiyah Wonoyoso's approach Increase your usage of lectures and Q&A techniques, but MA Salafiyah Wonoyoso's approach also uses various methods, such as talks, queries, and responses, assignments. If seen, the use of media is the same, namely using a whiteboard and markers. However, MA Salafiyah also uses laptops and LCD projectors.

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Introduction (مقدمة)

In Islam, inheritance law is a field of Islamic law that needs to be studied. The aim is to resolve disputes over inheritance and distribute inherited property to those who are entitled to it. No party is disadvantaged by this understanding. Understanding this hereditary information is very important in order to apply it effectively. The Prophet Muhammad (peace be upon him) obliged us to teach it and gave clear instructions to study it. The law of studying it must be prioritised because teaching is not possible unless we understand it first. In accordance with the hadith of the Prophet, which is narrated in "O Abu Hurairah, learn the knowledge of faraidh and teach it," said the Messenger of Allah (peace be upon him) in the book A'raj radiyallahuanhu. Because he only has half the knowledge and he is forgotten by others, he will be the first to be removed from my ummah. According to Al-Hakim, the Prophet Muhammad (peace be upon him) said that knowledge of inheritance is one of the first teachings of Islam to be revoked,

explaining why this knowledge is important to learn and teach. Thus, even though they are Muslim, his ummah does not follow the laws established by Allah regarding the distribution of inheritance after the death of parents. Their knowledge is exploited, not only because they do not wish to learn it. They also distribute their wealth in a manner that displeases Allah SWT because they cannot find someone to calculate it. Another hadith from Ibn Mas'ud (ra) quotes the words of the Prophet Muhammad (saw), "Learn the Qur'an and teach it to mankind." Learn the science of inheritance and teach it to others. For I am the only one who will die. Furthermore, the knowledge of inheritance will be taken away, and fitnah will prevail, until two people argue over an inheritance and no one answers. Model Al-Hakim.

Furthermore, we are encouraged to create a course that specifically discusses and teaches the science of inheritance based on this hadith. This also forms the basis for his recommendations regarding the selection of appropriate teaching media and strategies.

The right strategy is crucial during the learning process to ensure students can easily understand. Islamic inheritance law is considered by students to be one of the most complex areas of Islamic law, or fiqh. However, thanks to advances in science and technology, learning materials are now available in the form of Islamic inheritance law applications that are very fast and accurate in resolving various issues. Learning media and strategies are also used to connect or modify learning with learning objectives (Qurniati, 2011: 90).

By using educational media, students can gain experiences that cannot be obtained through other approaches. This can also enhance the learning experience (Sudjana, 2007: 2). Therefore, the objectives and materials used determine the educational approaches and tools to be used during the learning process. As a result, an educator requires the most qualified individual methods to teach their students in the field of inheritance law. The selection of approaches, methods, and teaching media are some of the components that must be considered when implementing learning strategies. In other words, learning interactions and communication between teachers and students during the learning process at school can be improved through the use of educational media (Daradjat, 1996: 80).

From the previous explanation, it is clear that teachers need a variety of learning models and tactics to motivate students to achieve learning objectives. Therefore, the author will present the research findings and analysis of relevant similarities and differences in a future publication on the teaching of Islamic inheritance law at Madrasah Aliyah Salafiyah Wonoyoso, Kebumen.



Method (منهج)

This study investigates the natural conditions of the research object using descriptive qualitative methodology. The researcher is a key instrument in this approach. Qualitative research findings emphasise significance rather than generalisation; triangulation (combination) is used for data collection, and inductive reasoning is used for data interpretation. (Saebani, 2008: 192).

Because the issue under investigation is a real-world event that requires an objective explanation, the author uses this qualitative descriptive method. The author will systematically and effectively explain what is happening during the research and examine the mawaris fiqh learning method at MA Salafiyah Wonoyoso in Kebumen Regency.

The author uses two types of data. Primary data, which is collected directly from the research subjects, and secondary data, which is used in this study, which is collected indirectly from the research subjects. (Pasolong, 2013: 70).

It is hoped that this research will achieve its objectives by using both types of data. The

following data sources were selected by the researcher for this study: 1) The person in charge of the Salafiyah Wonoyoso Kebumen Education Foundation, 2) Head of the Teaching Department at MA Salafiyah Wonoyoso Kebumen, 3) Head of Madrasah Aliyah Salafiyah Wonoyoso Kebumen, 4) PAI teacher teaching Islamic inheritance law at MA Salafiyah Wonoyoso, 5) Students of Madrasah Aliyah Salafiyah Wonoyoso Kebumen, 6) Administration Department of Salafiyah Wonoyoso Kebumen:

The author gathered information through documentation, interviews, and observation. Data sources included field notes collected through observation, interviews, and documentation review. Information was collected, linked, summarised, displayed, and concluded to understand its meaning. Data analysis in this study was included in the qualitative research pattern. Therefore, the author processed the data using Miles and Huberman's theory, , such as data reduction, data display, and data verification. (Huberman, 19992:15). This section should contain an explanation that includes the specific research design used (including the reasons for choosing the design), research targets (population and sample (or research subjects), data collection methods, research procedures, and data analysis used to process the data.

Result (نتائج)

Islamic Inheritance Law Learning Strategies

1. Educational Objectives

The objectives in education are related to the goals and vision of the educational institution. This shows that the vision and objectives of the institution inform the objectives of the implementation of education, which act as a roadmap for the learning process. Because well-formulated learning objectives can be used as a method for assessing learning progress, all teachers must understand and be proficient in formulating them.

2. Islamic Inheritance Law Strategy

The world of education anticipates that the process of determining learning methods will be linked to the types of teaching and learning that are considered most successful in achieving objectives. Therefore, the primary choice that must be made by all educators, whether individuals working in formal or informal settings, is to use a sound approach.

3. Learning Resources

The 2013 curriculum emphasises that teachers must always use media in the classroom because it helps students focus on learning, whether they are viewing visual material on a computer or in a book. Therefore, the current curriculum requires teachers to continue using certain media, which is believed to improve the teaching and learning process in order to improve student learning outcomes. Therefore, the government is currently prioritising the provision of adequate infrastructure for state-owned educational institutions. Every school principal, madrasah, or other learning environment must consider this when using media for teaching.

Discussion (مناقشة)

1. Learning Objectives of Islamic Inheritance Law at MA Salafiyah Kebumen

Findings from the author's conversations with the leadership of Madrasah Aliah Salafiyah Wonoyoso Kebumen and several teachers and students at Madrasah Aliah Salafiyah Wonoyoso Kebumen reveal the learning objectives of Islamic inheritance law at MA Salafiyah. Because students are future leaders, according to one of the educators quoted by the author, the objective is for students to understand the distribution of inheritance. The objective, according to another

educator, is for students to memorise some of the elements of each heir.

The author can conclude that the learning objectives of Islamic inheritance law still have long-term and broad objectives at MA Salafiyah Wonoyoso Kebumen, specifically to teach students about inheritance so that they can apply the inheritance distribution process when they reach adulthood. Before the instructor begins teaching, learning objectives are formulated so that the goals to be achieved in each meeting are in line with expectations, both short-term and long-term. Learning objectives must be in accordance with the principles of the learning process. The author uses the word "evaluation" to indicate that students can explain the definition, distribution, and method of calculating inheritance in each face-to-face meeting at the end of the lesson without having to read the book again.

To ensure the learning objectives of Islamic Inheritance Law, the author also discussed with instructors and students at MA Salafiyah Wonoyoso Kebumen. According to educators, students' learning of Islamic inheritance law must be in line with basic competencies and session indicators. For example, students are expected to be able to explain the definition of mawar interest and the learning objectives in the first session. The next conference aimed to teach students about the reasons why they receive inheritance and vice versa, as well as the legal basis of Islamic inheritance. The next meeting also helped them complete the inheritance calculations. I spent time in several meetings calculating inheritance.

Additionally, according to a teacher at Salafiyah Islamic High School who teaches 11th grade students Islamic jurisprudence (Fikih Mawaris), "Even though the learning objectives are not explicitly stated at the beginning of the course, the objectives still exist because I usually test them again after they are asked to read the book." I was asked to come forward and find the answers to the sample questions given, both in the written and oral exams I took.

The author also conducted conversations with educators and students to gain first-hand knowledge about the learning methodology. He studied Islamic inheritance law in the 11th grade at MA Salafiyah Wonoyoso, where a teacher discussed the topic in a chapter on Islamic jurisprudence. Upon entering the classroom, he greeted his students with a smile. After the students prayed, the instructor led an appreciation exercise before summarising the meeting's results in a concise and simple manner. Group assessments were given by the instructor at the end of the class.

The author's observations and conversations with two educators at SMA Islam Salafiyah revealed that the objectives of Madrasah teachers, including those with teaching certification, differ in several ways. This allows them to teach classes that follow the current Indonesian national curriculum. To ensure that students understand the material, teachers always set learning objectives at the beginning of class. Although teachers who teach Salafiyah classes in the evening have almost the same objectives as MA Salafiyah Wonoyoso teachers, due to their similar educational backgrounds.

2. Utilisation of Methods and Approaches to Teaching Islamic Inheritance Law at MA Salafiyah

To understand the methodology used by the MA Salafiyah teaching staff, the author observed and interviewed a number of educators and students. "As usual, we are here like other MAs. The first thing the researcher did was to read the chapter on faraidh (inheritance), which is not discussed in the fiqh book I'anatut Thalibin. The students listened carefully because they were usually worried that the researcher would make a mistake. I asked them to repeat it later. Next, I read the meaning, and if anything was unclear, I explained it in detail."

The author can conclude from this interview and several interviews with teachers and students at MA Salafiyah Wonoyoso that they use a teacher-centred learning strategy. Teachers

and students consider the instructor to be the only source of answers, which is why this happens. However, it would be better if other students answered first before the teacher. In other words, questions are posted on the forum to help students develop critical thinking skills and choose the right answers.

To learn more about the techniques used at MA Salafiyah Wonoyoso, we also spoke with a number of lecturers and students. "I teach in class X, of course the *Ianatul Thalibin* book volume 3, and the students also use the same book," said one person. It is important to ensure that every student has a book when reciting. If anyone is confused, the children will explain it. When someone dies, how much property is left, and who is entitled to inherit, I write it on the example board. The students and I then answer these questions.

Based on the author's observations at the location and conversations with educators and students at MA Salafiyah Wonoyoso, the author can conclude that MA Salafiyah Wonoyoso teachers use memorisation techniques, lectures, and question-and-answer sessions to teach inheritance law.

However, the main principle of using methods and approaches is that they must be able to encourage and motivate students to learn according to their own desires and not burden or overwhelm them. The implementation of plans with appropriate methods will produce high-quality students in the future. Educators must also teach participants how to stand confidently so that they can participate in future community events and activities.

Conversely, the learning strategies applied by instructors at MA Salafiyah Wonoyoso are known to the author through a number of observations and interviews. According to one interview, a Madrasah Aliyah instructor said, "I often instruct students to form discussion groups of four people per group." When the first group presented the results of their discussion, the other groups listened carefully. After that, the question and answer session begins. Each group is only allowed to ask two questions, and after reaching about eight questions, one group is given the task of answering. They will ask for help from other groups if they are unsure of the solution, and I will only repeat the answers based on their different points of view at the end of the class."

However, one of the lecturers of the *Maharis Malam Fiqih* course stated, "I usually do not answer students' questions directly. Instead, I give my friends the opportunity to answer first. Usually, they will answer briefly and based on their own reasoning, although I will eventually correct their answers."

Based on the findings of the author's observations, it can be concluded that at MA Salafiyah Wonoyoso Kebumen, the student-centred learning approach, sometimes known as the "student-centred" approach, is the more dominant method. In addition, to learn more about the learning approach at MA Salafiyah Wonoyoso Kebumen, teachers only function as facilitators.

Furthermore, to learn more about the teaching strategies used by the teachers at MA Salafiyah Wonoyoso, the author interviewed them several times. A fiqh teacher stated that, "Regarding my teaching method, it is the same as other teachers, meaning that in the first meeting I deliver material on Islamic inheritance law, defining the science of inheritance and applying the names of terms. We also discuss which parts are entitled to property, including who is entitled to $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{3}$, $\frac{1}{6}$, $\frac{1}{8}$, and 'ashabah."

In a second interview after teaching the author, he stated, "My lectures became more interesting and easier for students to understand by using Islamic inheritance law software. They competed to find out whether the death cases were related to their own families after I showed them how to use the program to get quick answers. They shared stories about the death of their mother or father, the number of siblings they left behind, and the amount of property they left behind. After that, they asked me to fill in the required question columns so that I could find the

answers.

At the research location, the author observed first-hand how students studied the chapter on inheritance. One of the students interviewed explained, "We often work in groups to study the chapter on inheritance. We are given worksheet questions, and we try to finish them as quickly as possible because the group that finishes first will get extra points from our teacher. After that, we present our solutions in front of the class."

Overall, through observation and interviews, the author concluded that teachers at MA Salafiyah Wonoyoso used the following methods to teach Islamic inheritance law: lecture technique, question and answer technique, constructivism technique, problem-solving technique, assignment technique, discussion technique, and demonstration technique, to name a few.

3. Methods of Using Islamic Inheritance Law Educational Tools at MA Salafiyah

The researchers spoke with a number of teachers and students at Darul Huda to learn more about the media they use. "The blackboard and markers are the only tools we use because we do not have more sophisticated tools such as projectors at our facility." Nevertheless, I am confident that our students will be satisfied with just doing manual calculations, writing the results on the blackboard, and applying them to reference books.

At the research site, the author also observed firsthand how blackboards, markers, and erasers were used by instructors and students at MA Salafiyah to teach Mawaris.

At the research location, the author also witnessed firsthand how students and teachers at MA Salafiyah taught Mawaris using blackboards, markers, and erasers.

Based on field observations and interviews with a number of educators and boarding school administrators, teachers at MA Salafiyah Wonoyoso still use traditional teaching aids, such as the fiqh book *Ianatul Thalibin* volume 3. Electronic media are not yet used; instead, blackboards, markers, and erasers are used. However, the author interviewed a number of instructors and students at MA Salafiyah to gain a deeper understanding of the learning resources used for Mawaris. "We enjoy learning Islamic inheritance law with Ms Pulan," said one of the students interviewed. She often brings an LCD projector and laptop to our class so we can see firsthand how to calculate inheritance distribution. We compare it to our deceased parents, so almost all of us know how much wealth we will receive after our parents pass away.

In addition, the author observed that "At night, I teach as usual without using an LCD projector or laptop, but we use a blackboard and markers to calculate the distribution of inheritance." This was also expressed by the teacher who taught night classes at the research location, especially when classes for Year 10 began. However, the author found that no one used an LCD projector when studying Islamic inheritance law at night in the Salafiyah class X, but only used a blackboard.

The author can conclude that MA Salafiyah has made great progress in the use of various learning media based on the findings of interviews and direct observations they conducted in class. Thus, both traditional media such as books, blackboards, markers, and erasers, as well as electronic media such as computers and LCD projectors, have been used as teaching tools for inheritance distribution. However, LCD projectors are not used during evening classes.

4. Analysis of Learning Strategies: Similarities and Differences in Islamic Inheritance Law at MA Salafiyah

a. Educational Objectives

After conducting a thorough investigation, the author concluded that the objective of studying Islamic law at both Islamic boarding schools is the same, namely

to enable students to understand it correctly so that they can apply it in their present and future lives. Regardless of the method of delivery, the learning objectives of inheritance jurisprudence are the same. This is because some MA Salafiyah teachers believe that stating the learning objectives at the beginning of the lesson is not important.

The Purpose of Learning Islamic Inheritance Law In general, the principles of the two dayahs are similar. However, their implementation differs in terms of learning objectives and teaching methodology. The author observed from what they saw at the MA Salafiyah location and from what they discussed with educators at the school that learning objectives were never mentioned at the beginning of each meeting. Instead, the teachers' hearts were the only place where the objectives resided.

Nevertheless, how is integrated application implemented in dayah when teaching Islamic inheritance law? After the *apersepsi*, the teacher writes the main subject and subtopics on the blackboard. He immediately states the learning objectives for inheritance law. Islamic educational objectives are outlined at the beginning of each class, broken down into easily understandable parts, and organised based on indicators for each meeting. Usually, there are only two or three indicators for each meeting. It would be very helpful if these indicators were listed at the beginning of the class so that students could measure how well they understood the subject. Teachers set learning objectives before class begins and use them to measure students' writing and speaking abilities.

It is possible that the main difference lies in the fact that MA Salafiyah does not mention learning objectives at the beginning of the lesson as expected by the current national curriculum. Instead, MA Salafiyah implements the objectives expected by the current government. Of course, there are different advantages and disadvantages to both approaches. In addition, the teacher's educational background also has an influence. The interview results show that most MA Salafiyah Wonoyoso teachers do not have a bachelor's degree. However, because they have studied the *Kitab Kuning*, they have a very deep understanding of religion, which they have gained from MA Salafiyah itself and from other MAs in the same field.

b. Learning Strategies

After conducting an in-depth analysis of the methods and approaches to teaching Islamic inheritance law at MA Salafiyah Wonoyoso, the author found that teaching uses lectures, question and answer sessions, and study groups. The only difference between individuals in learning is how quickly or slowly they change. The lecture technique can only be an effective way to convey information if the instructor masters the subject matter and is able to communicate it well. This technique also affects the senses of sight, facial expressions, and the intonation of the teacher's speech. However, excessive use of this technique can make students sleepy, especially in Islamic boarding schools where instructors and students often remain in their places. (Permadi et.al., 2025).

On the other hand, there are differences in approach. One way to look at the learning of the two methods is as follows. The author can conclude that, although not entirely, MA Salafiyah has differences in its approach and learning methods, as shown by the results of his observations at the two MA Salafiyah locations and his interviews with teachers there. Teachers at MA Salafiyah Wonoyoso Kebumen gradually use a variety of approaches in each meeting, especially those who officially

teach at the madrasah. Lecture-based teaching is no longer used by educators. Instead, more students sit in groups, actively participate in conversations, and present their research results in front of the class. Although their opinions are sometimes wrong, students seem to voice their opinions. Educators emphasise guidance over justification. (Permadi et.al., 2026).

The teaching strategies used by instructors at Salafiyah Islamic High School are very different. Students seem to only listen when the teacher explains the material, especially when teaching at night. (AbdhulGhani et.al., 2026).

Thus, the author concludes that Salafiyah Islamic High School in Wonoyoso, Kebumen, uses a student-centred educational approach in which instructors only act as teacher-oriented facilitators, which is the more dominant approach.

c. Learning Media

The researcher conducted an in-depth analysis based on the results of field observations and student interviews regarding the use of printed materials such as books or holy books, blackboards, markers and erasers in Fiqh Mawaris learning at MA Salafiyah.

There is little variation in the educational materials used. MA Salafiyah does not use print media in its educational process, although Madrasah Aliyah Salafiyah does. On the other hand, Madrasah Aliyah Salafiyah utilises technological devices such as LCD projectors and laptops. Therefore, the author may conclude that the use of media as a teaching tool is very important in both formal and informal education. However, the use of multimedia requires teacher supervision.



Conclusion (خاتمة)

There are various conclusions that researchers can draw from the above descriptions based on the results of observations, interviews, documentation, and detailed discussions conducted by researchers:

1. The objectives of teaching Islamic inheritance law at Madrasah Aliyah Salafiyah are almost the same, but the methods used to teach it are different. This shows that the objectives of teaching inheritance at Madrasah Aliyah Salafiyah Wonoyoso Kebumen are still general and long-term. The objective is for students to understand inheritance law so that they can practise it when they grow up. At MA Salafiyah Wonoyoso, there is a slight difference. Madrasah teachers mention the learning objectives at the beginning of the lesson, and the objectives depend on the number of indicators in the meeting. Therefore, the objectives of teaching Islamic inheritance law at MA Salafiyah, which are discussed in depth above, are the same: to teach students about inheritance law so that they can use it in their current and future lives, even though the teaching methods are different.

2. There are differences in the methods and approaches to teaching Islamic inheritance law at MA Salafiyah Wonoyoso. This shows that MA Salafiyah uses a teacher-oriented learning approach. MA Salafiyah teaches Islamic inheritance law through lectures, questions and answers, and memorisation. More active student participation in class makes MA Salafiyah's teaching methodology learner-centred. At MA Salafiyah Wonoyoso, lectures, question and answer sessions, assignments, debates, problem solving, constructivism, and demonstrations are used as teaching techniques for Islamic inheritance law.

3. There is a difference in the use of Mawaris at MA Salafiyah Wonoyoso as a tool for teaching fiqh. This is evidenced by the fact that MA Salafiyah Wonoyoso only uses blackboards, markers, and erasers as printed teaching materials. However, MA Salafiyah Wonoyoso Kebumen utilises multimedia teaching materials, which means that in addition to the printed teaching materials mentioned earlier, it also utilises electronic devices such as computers and LCD projectors.



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