

## Students' Perceptions of the Islamic Inheritance Law Course and the Challenges Encountered

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### ABSTRACT

Islamic inheritance law is a critical subject within legal education, particularly for prospective lawyers and Muslim communities. However, many students at Universitas Brawijaya perceive this subject as complex and difficult to master. This study aims to explore students' perceptions of Islamic inheritance law and identify the key challenges they face in understanding it. A mixed-method approach was employed, combining quantitative data from Likert-scale questionnaires and qualitative input from open-ended responses. The study involved 182 active law students selected using the Isaac and Michael sampling formula. Results indicate that while students generally acknowledge the importance of the subject, they struggle with its complexity, abstract terminology, mathematical calculations, unstructured content, lack of Arabic proficiency, inadequate instructional strategies, and limited media support. Despite these barriers, a significant portion of students remain optimistic about mastering the subject. The findings highlight the need for empirically designed instructional models, practical learning tools, and improved pedagogical strategies. The implications of this study are essential for legal education reform, particularly in enhancing teaching effectiveness, student engagement, and professional competence in dealing with Islamic inheritance disputes.

**Keywords:** inheritance, perception, problem, learning

### INTRODUCTION

The Islamic Inheritance Law course at Universitas Brawijaya is designed to provide students with a comprehensive understanding of Islamic inheritance law. The course encompasses the identification of heirs and their respective shares, as well as the procedures for distributing inheritance in accordance with Islamic Law and the Compilation of Islamic Law (Kompilasi Hukum Islam). Additionally, it explores the role of notaries in the implementation of Islamic inheritance practices in Indonesia.

The Semester Learning Plan (Rencana Pembelajaran Semester/RPS) issued on February 19, 2018, outlines ambitious learning outcomes for this course. In terms of knowledge-based Course Learning Outcomes (Capaian Pembelajaran Mata Kuliah/CPMK), five core competencies are targeted: 1) Knowledge of the fundamental principles and general concepts of Islamic inheritance law; 2) Knowledge of the principles, concepts, and theories concerning the classification of heirs; 3) Knowledge of the principles and concepts related to the calculation methods for inheritance distribution based on Islamic law; 4) Knowledge and practical skills in analyzing inheritance cases involving *zūl furūd* (heirs with fixed shares) and special circumstances; 5) Knowledge of the principles and concepts related to the role of notaries in the application of Islamic inheritance law in Indonesia.

Moreover, five specific skill-based competencies are emphasized: 1) Advanced understanding and expansion of knowledge regarding definitions, key terminologies, legal maxims, pillars, conditions, and impediments in Islamic inheritance law; 2) Advanced understanding and expansion of knowledge in the classification of heirs; 3) Advanced understanding and expansion of knowledge in the calculation methods for inheritance distribution under Islamic law; 4) Advanced understanding and expansion of knowledge in analyzing

cases involving *zūl furūd* and exceptional scenarios; 5) Advanced understanding and expansion of knowledge regarding the role of notaries in the implementation of Islamic inheritance law in Indonesia.

However, to date, no specific research has been conducted at Universitas Brawijaya to examine the challenges faced by students in undertaking the Islamic Inheritance Law course.

Likewise, there has been no formal investigation into students' perceptions of the course in terms of its perceived difficulty or ease. Routine teaching activities and semester-based evaluations have proven insufficient to uncover such data, as final course grades are not designed to reflect students' perceptions or the specific problems they encounter.

This gap presents a compelling area for academic inquiry, with potential implications for various educational objectives. Understanding students' perceptions of the Islamic Inheritance Law course may inform the development of more effective instructional strategies and appropriate learning media to support classroom instruction. Furthermore, identifying the specific problems students face could guide the creation of tailored instructional tools, particularly in the form of monographs or textbooks, to enhance conceptual understanding. In the absence of such data, all instructional resources remain based on assumptions, making it difficult to achieve significant improvements in the quality of Islamic Inheritance Law education in the future.

Based on the assumption that Islamic Inheritance Law is inherently a challenging subject to master, this study aims to identify the actual problems encountered by students when engaging with the course. These issues may relate to learning materials, instructional strategies, media, instructors, content organization, discipline-specific terminology, material density, or other contributing factors. Once these data are obtained, the development of future instructional resources—grounded in empirically identified challenges—will be supported by a robust theoretical foundation, thereby enhancing their academic and scientific value. Consequently, students of law who undertake this course are expected not only to acquire theoretical knowledge of Islamic Inheritance Law, but also to develop practical skills necessary for resolving real-world inheritance cases within the community.

Islamic inheritance law remains a core but challenging component of legal education at Universitas Brawijaya. Despite its significance in both religious and legal contexts, students frequently perceive it as complex and difficult to master. The absence of specific studies exploring students' perceptions and the instructional barriers in this subject has hindered the development of effective pedagogical strategies. This study thus addresses the gap by investigating students' perceptions of the Islamic Inheritance Law course and the specific challenges they face in understanding its content and applications.

The urgency of this research is grounded in the substantial role Islamic inheritance law plays in both professional legal practice and societal conflict resolution. The majority of students recognize its relevance for aspiring legal consultants and Muslim families. Yet, widespread student difficulties—ranging from complex terminology, mathematical calculations, and unfamiliar subject matter—have led to a decline in comprehension and engagement. Without an in-depth understanding of these learning barriers, instructional efforts remain speculative and ineffective.

Moreover, educational institutions lack empirically grounded models for teaching Islamic inheritance law, leaving instructors reliant on outdated or inaccessible resources. The potential impact of resolving inheritance disputes through proper legal knowledge is substantial. Therefore, identifying and addressing the pedagogical shortcomings in this course is not only academically important but also socially vital, particularly in a legal landscape where inheritance conflicts continue to escalate.

Several studies have previously explored aspects of Islamic inheritance law, but few have focused on student perceptions in higher education. Suramiharja (2018) found that nearly half the students at STAI Sebelas April Sumedang found the inheritance course unenjoyable, suggesting systemic issues in instructional delivery. Similarly, Wahyuningsih (2019) emphasized the importance of applied learning in mastering mathematical concepts, which resonates with inheritance law's reliance on numerical reasoning.

Other studies like those by Jannah & Amri (2019) and Purba (2018) focused on inheritance conflicts in communities, illustrating the real-world implications of inadequate legal understanding. These works underscore the necessity for both formal and informal education in inheritance law to prevent familial disputes and societal disharmony. However, these studies stop short of examining the educational processes that contribute to such knowledge gaps.

Meanwhile, Bukhori (2018), Ramdhani (2018), and Muhrodin (2019) explored instructional strategies and media, such as card sort methods or digital applications. Though they contribute to pedagogical innovation, their

implementation has yet to become widespread or standardized. This suggests a research void in systematically evaluating student experiences and instructional effectiveness in a university context.

While previous research has examined inheritance law conflicts and introduced experimental teaching methods, none has comprehensively analyzed law students' perceptions of the challenges inherent in learning Islamic inheritance law. Specifically, there is a lack of studies that integrate both quantitative and qualitative analyses of the cognitive, linguistic, pedagogical, and psychological barriers students face. This study fills that gap by systematically investigating the perceived difficulties among law students at Universitas Brawijaya.

This research is the first to offer a mixed-method exploration of student perceptions and challenges in studying Islamic inheritance law at Universitas Brawijaya. Unlike prior studies, it not only quantifies students' perceived difficulties but also contextualizes them within a broader academic and social framework. It also proposes empirical foundations for developing future instructional tools and strategies, ensuring more effective learning outcomes.

The objective of this study is to explore the perceptions of Universitas Brawijaya law students toward the Islamic Inheritance Law course, identify the specific challenges they face, and derive insights that can be used to enhance instructional models and learning materials, ultimately aiming to improve students' understanding and application of the subject in legal practice.

The findings of this study will benefit educational policymakers, curriculum developers, and legal educators by providing evidence-based recommendations for improving the teaching of Islamic inheritance law. Moreover, the development of effective instructional strategies will directly enhance student learning outcomes, prepare graduates for professional practice, and indirectly contribute to the resolution of inheritance disputes in society by fostering legal literacy.

## **METHOD**

This study employed a mixed-methods research design, integrating both qualitative and quantitative approaches. Data collected through close-ended questionnaire items, measured on a Likert-type scale, were analyzed quantitatively and subsequently interpreted and described. Meanwhile, data obtained through open-ended questions were analyzed and presented using qualitative descriptive methods. The research was conducted at Universitas Brawijaya, specifically within the Faculty of Law. The research subjects, who also served as the data sources, consisted of active law students as of October 22, 2021, encompassing both Muslim and non-Muslim respondents. According to the official website of the Faculty of Law at Universitas Brawijaya, the total number of active students was 3,198. From this population, a sample was drawn using the Isaac and Michael formula, with a margin of error ( $d$ ) set at 10%.

Using the formula above, the minimum required sample size was calculated to be 66.36, which was rounded up to 67 respondents. However, the total number of respondents who participated in this study was 182. This study included two primary variables: (1) students' perceptions of Islamic inheritance law, and (2) students' perceptions of the challenges they encountered while studying the subject. The first variable was further divided into five sub-variables: 1) Perceived importance of the subject, 2) Perceived level of difficulty, 3) Interest in learning the subject, 4) Perceived prevalence of unresolved inheritance cases in society, and 5) students' self-assessed mastery of Islamic inheritance law. The second variable encompassed thirteen sub-variables reflecting various perceived learning challenges: 1) Inherent characteristics of the discipline, 2) Unfamiliarity with the content, 3) Prerequisite knowledge, 4) Instructional models/approaches/methods/strategies, 5) Textbooks and reference materials, 6) Organization of the course content, 7) Level of abstraction, 8) Terminology and diction, 8) Mathematical calculation techniques, 9) opportunities for problem-solving practice, 10) Availability of learning media, 11) Time allocation for studying, and 12) the instructor's role. The objective of this research is to investigate the perceptions of law students at Universitas Brawijaya regarding the Islamic inheritance law course and to identify the challenges they face in understanding the subject.

This research employed a descriptive quantitative statistical analysis technique. The quantitative method was adopted due to the nature of the data, which consists of numerical responses derived from close-ended questionnaire items and analyzed using statistical procedures. The descriptive analysis applied in this study is not intended to generate generalizations or test hypotheses, but rather to provide an overview of the data. The statistical analysis includes measures such as mean, standard deviation, median, mode, range, highest score, lowest score, and frequency distribution for each research variable/indicator. The collected data were categorized and tabulated using frequency distribution tables. A total of 182 active law students at Universitas Brawijaya participated in this study. The majority of the respondents were female, with 69 male students (37.9%) and 115

female students (63.2%). The age range of participants varied between 17 and 23 years, with most falling within the 18 and 19-year-old category. Specifically, 3 students (1.6%) were 17 years old, 63 students (34.6%) were 18, 91 students (50%) were 19, 19 students (10.4%) were 20, 5 students (2.7%) were 21, and 1 student (0.5%) was 23 years old.

In terms of educational level, the overwhelming majority of respondents were undergraduate (bachelor's) students (n=181, 99.5%), while only 2 respondents (1.1%) were enrolled in a master's degree program. Most respondents were in their third semester (n=95, 52.2%), followed by first-semester students (n=81, 44.5%). Very few students were in higher semesters, with only 3 students in the fifth semester (1.6%) and another 3 in the seventh semester (1.6%). An intriguing aspect of the demographic profile involves respondents' prior exposure to Islamic inheritance law. When asked, "Have you ever studied Islamic inheritance law (through any means, including formal education, religious boarding schools, training sessions, religious gatherings, reading books, watching videos, etc.)?" a significant majority (n=135, 74.2%) indicated that they had prior exposure to the subject. In contrast, 47 respondents (25.8%) reported that they had never studied Islamic inheritance law

## RESULTS AND DISCUSSION

### A. Student Perceptions

1. Student Perceptions Regarding the Urgency of Islamic Inheritance Law Student perceptions concerning the urgency of Islamic inheritance law were assessed through two statements:

1. –In my opinion, Islamic inheritance law is important for law students to study, especially for those aspiring to become lawyers or legal consultants.

2. –In my opinion, Islamic inheritance law is important for families and society to study in order to resolve real inheritance disputes and minimize conflict. The first statement was endorsed by 99 students (54.4%) who responded –Strongly Agree, 64 students (35.2%) who –Agree, 16 students (8.8%) who –Somewhat Disagree, and 3 students (1.6%) who –Disagree.

The second statement was endorsed by 103 students (56.6%) with –Strongly Agree, 62 students (34.1%) with –Agree, 16 students (8.8%) with –Somewhat Disagree, and 1 student (0.5%) with –Disagree.

### 2. Student Perceptions Regarding the Difficulty of Islamic Inheritance Law Perceptions regarding the ease or difficulty of studying Islamic inheritance law were explored using five statements:

1. –I believe that understanding Islamic inheritance law is difficult

2. –I believe that Islamic inheritance law can only be mastered by certain scholars or gifted individuals.

3. –Islamic inheritance law is one of the subjects that intimidates me

4. –I estimate that a 2-credit course in Islamic inheritance law is sufficient for me to resolve any inheritance cases I may encounter and to become a competent lawyer.

5. –If I were to take a course on Islamic inheritance law, I would still doubt my ability to resolve real inheritance cases by the end of the course.

The first statement was endorsed by 49 students (26.9%) with –Strongly Agree, 89 students (48.9%) with –Agree, 39 students (21.4%) with –Somewhat Disagree, and 5 students (2.7%) with –Disagree.

The second statement received 3 responses (1.6%) for –Strongly Agree, 18 (9.9%) for –Agree, 76 (41.8%) for –Somewhat Disagree, and 85 (46.7%) for –Disagree.

The third statement received 17 responses (9.3%) for –Strongly Agree, 64 (35.2%) for –Agree, 78 (42.9%) for –Somewhat Disagree, and 23 (12.6%) for –Disagree.

The fourth statement was endorsed by 22 students (12.1%) with –Strongly Agree, 76 (41.8%) with –Agree, 63 (34.6%) with –Somewhat Disagree, and 21 (11.5%) with –Disagree.

The fifth statement received 12 responses (6.6%) for –Strongly Agree, 80 (44%) for –Agree, 80 (44%) for –Somewhat Disagree, and 10 (5.5%) for –Disagree.

### 3. Student Perceptions Regarding Interest in Learning Islamic Inheritance Law Student interest in learning Islamic inheritance law was assessed through three statements:

1. –I feel enthusiastic when studying Islamic inheritance law.

2. –If I receive materials on Islamic inheritance law, I believe my interest in the subject will increase.

3. –I have spent my leisure time solving inheritance law cases.

The first statement was endorsed by 23 students (12.6%) with –Strongly Agree, 80 students (44%) with –Agree, 68 students (37.4%) with –Somewhat Disagree, and 11 students (6%) with –Disagree. The second

statement received 15 responses (8.2%) for –Strongly Agree, 86 (47.3%) for –Agree, 68 (37.4%) for –Somewhat Disagree, and 13 (7.1%) for –Disagree. The third statement was endorsed by 10 students (5.5%) with –Strongly Agree, 37 (20.3%) with –Agree, 71 (39%) with –Somewhat Disagree, and 64 (35.2%) with –Disagree.

#### **4. Student Perceptions Regarding the Prevalence of Unresolved Inheritance Disputes in Society**

To explore student perceptions of unresolved inheritance disputes in society, one statement was used: “Many family inheritance cases remain unresolved due to a lack of understanding of inheritance law.” This statement was endorsed by 60 students (33%) with –Strongly Agree, 74 students (40.7%) with –Agree, 36 students (19.8%) with –Somewhat Disagree, and 12 students (6.6%) with –Disagree.

#### **5. Student Perceptions of Their Proficiency in Islamic Inheritance Law**

Student self-assessment of their mastery of Islamic inheritance law was investigated through one statement: “If I am given an inheritance case, I would not be able to solve it immediately without further study.” This statement received 51 responses (28%) for –Strongly Agree, 95 (52.2%) for –Agree, 27 (14.8%) for –Somewhat Disagree, and 9 (4.9%) for –Disagree.

#### **6. Student Perceptions of Learning Challenges Based on the Characteristics of the Discipline**

Student perceptions of the inherent complexity of Islamic inheritance law were assessed through three statements:

1. –In my opinion, the reason Islamic inheritance law is difficult to understand is because of its intrinsically complex nature.

2. –I believe the difficulty in understanding Islamic inheritance law is predetermined, as not all companions of the Prophet Muhammad ﷺ mastered it.

3. –I believe Islamic inheritance law is difficult to understand because there is a hadith stating that it will be lifted from the Muslim community.

The first statement was endorsed by 38 students (20.9%) with –Strongly Agree, 74 (40.7%) with –Agree, 61 (33.5%) with –Somewhat Disagree, and 9 (4.9%) with –Disagree. The second statement received 16 responses (8.8%) for –Strongly Agree, 66 (36.3%) for –Agree, 73 (40.1%) for –Somewhat Disagree, and 27 (14.8%) for –Disagree. The third statement was supported by 5 students (2.7%) with –Strongly Agree, 34 (18.7%) with –Agree, 96 (52.7%) with –Somewhat Disagree, and 47 (25.8%) with –Disagree.

#### **7. Student Perceptions of Learning Challenges Related to the Novelty of the Subject Matter**

To evaluate the perceived unfamiliarity of the subject matter, the following statement was posed: “In my opinion, Islamic inheritance law is difficult to understand because it is entirely new to me.” This statement was endorsed by 65 students (35.7%) with –Strongly Agree, 72 (39.6%) with –Agree, 30 (16.5%) with –Somewhat Disagree, and 15 (8.2%) with –Disagree.

#### **8. Student Perceptions of Learning Challenges Due to Prerequisites of the Discipline**

To assess whether linguistic requirements are perceived as a barrier, one statement was provided: “In my opinion, Islamic inheritance law is difficult to understand because it requires prior proficiency in Arabic.” The statement was endorsed by 8 students (4.4%) with –Strongly Agree, 23 (12.6%) with –Agree, 67 (36.8%) with –Somewhat Disagree, and 84 (46.2%) with –Disagree.

#### **9. Student Perceptions of Learning Challenges Related to Models, Approaches, Methods, or Strategies**

Student perceptions of instructional design and pedagogical innovation were explored through three statements:

1. –In my opinion, Islamic inheritance law is difficult to understand because no innovative models, approaches, methods, or strategies have been introduced.

2. –There is a need for new and creative models, approaches, methods, or strategies to facilitate the learning of Islamic inheritance law.

3. –New and creative models, approaches, methods, or strategies will benefit not only students, but also legal practitioners and the wider public.

The first statement was endorsed by 38 students (20.9%) with –Strongly Agree, 96 (52.7%) with –Agree, 41 (22.5%) with –Somewhat Disagree, and 7 (3.8%) with –Disagree. The second statement received 99 responses (54.4%) for –Strongly Agree, 73 (40.1%) for –Agree, 8 (4.4%) for –Somewhat Disagree, and 2 (1.1%) for –Disagree. The third statement was supported by 105 students (57.7%) with –Strongly Agree, 71 (39%) with –Agree, 6 (3.3%) with –Somewhat Disagree, and 0 students (0%) with –Disagree.

#### **10. Students' Perceptions Regarding Learning Problems from the Perspective of Textbooks**

Data on students' perceptions regarding learning problems related to textbooks was gathered through two statements: (1) –I believe Islamic inheritance law is difficult to understand because the instructional books are in Arabic, and (2) –I believe Islamic inheritance law is difficult to understand because the instructional books are overly theoretical (not practical).

The statement –I believe Islamic inheritance law is difficult to understand because the instructional books are in Arabic was strongly agreed upon by 15 students (8.2%), agreed upon by 59 students (32.4%), somewhat disagreed upon by 77 students (42.3%), and disagreed upon by 31 students (17%).

The statement –I believe Islamic inheritance law is difficult to understand because the instructional books are overly theoretical (not practical) was strongly agreed upon by 36 students (19.8%), agreed upon by 86 students (47.3%), somewhat disagreed upon by 48 students (26.4%), and disagreed upon by 12 students (6.6%).

#### **11. Students' Perceptions Regarding Learning Problems from the Perspective of Material Organization**

Data on students' perceptions regarding material organization was obtained through two statements: (1) –Whenever I receive material on Islamic inheritance law, I become confused in connecting one topic with another, and (2) –I believe Islamic inheritance law is difficult to understand due to confusing material organization. The first statement was strongly agreed upon by 30 students (16.5%), agreed upon by 94 students (51.6%), somewhat disagreed upon by 51 students (28%), and disagreed upon by 7 students (3.8%). The second statement was strongly agreed upon by 39 students (21.4%), agreed upon by 94 students (51.6%), somewhat disagreed upon by 44 students (24.2%), and disagreed upon by 5 students (2.7%).

#### **12. Students' Perceptions Regarding Learning Problems from the Perspective of Material Abstraction**

Students' perceptions related to material abstraction were collected through a single statement: –I believe Islamic inheritance law is difficult to understand because the material is too lengthy. This statement was strongly agreed upon by 32 students (17.6%), agreed upon by 91 students (50%), somewhat disagreed upon by 52 students (28.6%), and disagreed upon by 7 students (3.8%).

#### **13. Students' Perceptions Regarding Learning Problems from the Perspective of Terminological Diction**

Data on students' perceptions regarding terminology-related issues was gathered through one statement: –I believe Islamic inheritance law is difficult to understand due to the presence of many abstract and hard-to-imagine terms. This statement was strongly agreed upon by 52 students (28.6%), agreed upon by 94 students (51.6%), somewhat disagreed upon by 31 students (17%), and disagreed upon by 5 students (2.7%).

#### **14. Students' Perceptions Regarding Learning Problems from the Perspective of Mathematical Calculation Techniques**

Students' perceptions regarding mathematical calculation techniques were assessed using one statement: –I believe Islamic inheritance law is difficult to understand because the methods of mathematical calculation are outdated. This statement was strongly agreed upon by 21 students (11.5%), agreed upon by 66 students (36.3%), somewhat disagreed upon by 82 students (45.1%), and disagreed upon by 13 students (7.1%).

#### **15. Students' Perceptions Regarding Learning Problems from the Perspective of Problem-Solving Exercises**

Data was collected through one statement: –I believe Islamic inheritance law is difficult to understand due to the lack of exercises. This statement was strongly agreed upon by 79 students (43.4%), agreed upon by 83 students (45.6%), somewhat disagreed upon by 17 students (9.3%), and disagreed upon by 3 students (1.6%).

#### **16. Students' Perceptions Regarding Learning Problems from the Perspective of Learning Media**

Data regarding media-related learning challenges was collected using two statements: (1) –I believe Islamic inheritance law is difficult to understand due to the lack of modern and engaging educational media,|| and (2) –I believe Islamic inheritance law is difficult to understand because the availability of inheritance calculation apps reduces the motivation to master the subject. The first statement was strongly agreed upon by 49 students (26.9%), agreed upon by 82 students (45.1%), somewhat disagreed upon by 44 students (24.2%), and disagreed upon by 7 students (3.8%). The second statement was strongly agreed upon by 26 students (14.3%), agreed upon by 63 students (34.6%), somewhat disagreed upon by 76 students (41.8%), and disagreed upon by 17 students (9.3%).

### **17. Students' Perceptions Regarding Learning Problems from the Perspective of Learning Time Requirements**

Data was gathered through a single statement: –I believe Islamic inheritance law is difficult to understand because it requires a long time to master. This statement was strongly agreed upon by 48 students (26.4%), agreed upon by 87 students (47.8%), somewhat disagreed upon by 42 students (23.1%), and disagreed upon by 5 students (2.7%).

### **18. Students' Perceptions Regarding Learning Problems from the Perspective of Instructors**

Data collection regarding students' perceptions of learning problems related to instructors was conducted through a single statement: "In my opinion, the difficulty in understanding Islamic inheritance law lies in the lack of competence or teaching ability of the instructor." This statement was strongly agreed upon by 32 students (17.6%), agreed upon by 73 students (40.1%), moderately disagreed by 57 students (31.3%), and disagreed by 20 students (11%).

## **Discussion**

### **1. Students' Perceptions of the Urgency of Learning Islamic Inheritance Law**

A total of 99 students (54.4%) strongly agreed and 64 students (35.2%) agreed that Islamic inheritance law is essential for law students, especially for prospective lawyers or legal consultants. This indicates that the majority of students acknowledge the urgency of studying Islamic inheritance law. Similarly, 103 students (56.6%) strongly agreed and 62 students (34.1%) agreed that Islamic inheritance law should not only be studied by law students, but also by families and the general public to enable them to resolve real-life inheritance disputes and thereby reduce conflicts. These data reinforce the earlier conclusion.

Al-Tuwaijiri (2009) emphasized that Islamic inheritance law is important, valuable, highly rewarding, and broadly beneficial—so much so that due to its high necessity for humankind, Allah Himself delineated its rules in the Qur'an.

### **2. Students' Perceptions of the Difficulty of Learning Islamic Inheritance Law**

A total of 49 students (26.9%) strongly agreed, and 89 students (48.9%) agreed that Islamic inheritance law is difficult to understand. This suggests that the majority of students— 75.8%—still consider the subject to be challenging. Al-Ḥimṣī (2004), a contemporary inheritance scholar, also acknowledged that those who study this discipline often find it difficult to comprehend. However, many students appear to remain optimistic about mastering the subject. For example, 78 students (42.9%) moderately disagreed, and 23 students (12.6%) disagreed with the statement that Islamic inheritance law is a daunting subject. Even so, a significant portion still perceived it as intimidating, with 17 students (9.3%) strongly agreeing and 64 students (35.2%) agreeing to the aforementioned statement.

Student optimism is even more evident in their responses to the statement that Islamic inheritance law can only be mastered by specially gifted or scholarly individuals. The majority disagreed: 76 students (41.8%) moderately disagreed and 85 students (46.7%) disagreed. Surprisingly, many students also believed that attending a two-credit Islamic inheritance law course would suffice to resolve any inheritance case and qualify them as competent legal professionals. This view was strongly agreed upon by 22 students (12.1%) and agreed upon by 76 students (41.8%). If this suggests optimism, it is notable that the number of optimistic students is nearly equal to the number of pessimistic ones. This pattern remains relatively consistent in their response to the statement about students' doubt in their ability to resolve real inheritance cases after completing the course. A total of 12 students (6.6%) strongly agreed and 80 students (44%) agreed, with nearly equal proportions moderately disagreeing or disagreeing.

### 3. Students' Perceptions Regarding Interest in Studying Islamic Inheritance Law

It appears that students' interest in studying Islamic inheritance law remains low. This is evident from their responses to the statement: "I have spent my leisure time solving inheritance law cases," to which 71 students (39%) moderately disagreed and 64 students (35.2%) disagreed. This sentiment is consistent with the dominant perception that Islamic inheritance law is difficult to understand. Historically, this branch of Islamic knowledge has been considered complex and difficult to master—not only by laypeople, but also by many scholars, as highlighted by al-Žahabi's anecdote regarding the scholar al-Firyābī.

Accordingly, when 23 students (12.6%) strongly agreed and 80 students (44%) agreed with the statement that they feel enthusiastic when attending inheritance law classes, this may be interpreted more as optimism rather than genuine interest. This also applies to the predictive statement suggesting that exposure to inheritance law materials may increase their interest in the subject, to which 15 students (8.2%) strongly agreed and 86 students (47.3%) agreed.

### 4. Students' Perceptions Regarding Unresolved Inheritance Problems in Society

The majority of students also believed that many inheritance disputes within families remain unresolved due to a general lack of understanding of Islamic inheritance law among family members. This statement was strongly agreed upon by 60 students (33%) and agreed upon by 74 students (40.7%). Jannah (2019), in her study of inheritance conflicts in Pulau Temiang—a village in Tebo Ulu District, Tebo Regency, Jambi Province—found that such conflicts have been increasing year by year. In 2016, there were five recorded inheritance conflicts; this number increased to seven in 2017, and rose again to eight in 2018. A case mentioned by Purba (2018) further reinforces this conclusion. In one conflict in Medan, a dispute arose due to differing opinions among heirs on how to distribute the inheritance. Some preferred the Islamic faraid method, while others wished to divide the assets equally. Purba's investigation into the reasons why people turn to MUI Medan to resolve inheritance disputes illustrates this phenomenon clearly.

### 5. Students' Perceptions of Their Mastery of Islamic Inheritance Law

The lack of student confidence in independently resolving inheritance cases prior to additional study reinforces the previous conclusion that Islamic inheritance law is indeed difficult to understand and memorize. A total of 51 students (28%) strongly agreed with the statement, "If I were given an inheritance case, I would not be able to solve it immediately without further study," while 95 students (52.2%) agreed. In their narrative responses to open-ended questions, several students expressed the difficulty of recalling the conceptual framework of Islamic inheritance law. One student stated, "I still struggle to determine the individual shares in a relatively complex real case, because in Islamic inheritance law, the distribution is highly varied, and one must be very cautious when assigning portions. I am still trying to find my own way to simplify the calculation of inheritance shares." A survey conducted by Suramiharja (2018) revealed that 43.24% of second-semester students at STAI Sebelas April Sumedang during the 2016/2017 academic year considered the inheritance law course to be unenjoyable.

### 6. Students' Perceptions of Learning Difficulties Based on the Nature of the Discipline

Several Companions of the Prophet ﷺ, such as Abū Bakr, 'Umar, 'Uthmān, 'Alī, Ibn 'Abbās, Ibn Mas'ūd, 'Ā'ishah, and Zayd, were known to issue legal rulings in inheritance cases. However, the only Companion explicitly praised by the Prophet ﷺ as the most knowledgeable in inheritance law was Zayd ibn Thābit. This suggests that not all Companions mastered this discipline. Perhaps due to awareness of this historical context, many students agreed with the statement that the difficulty in understanding Islamic inheritance law lies in the inherent complexity of the subject. A total of 38 students (20.9%) strongly agreed, and 74 students (40.7%) agreed.

When presented with a more explicit statement—"In my opinion, the reason Islamic inheritance law is difficult to understand is due to divine decree, considering that not even all of the Prophet's Companions mastered it,"—16 students (8.8%) strongly agreed, and 66 students (36.3%) agreed. The remainder either doubted or disagreed. Likewise, when presented with the notion that inheritance law might be difficult to understand because it is foretold to be lifted from the Muslim community, only 5 students (2.7%) strongly agreed and 34 (18.7%) agreed, while the majority remained uncertain or disagreed.

### **7. Students' Perceptions of Learning Difficulties Due to the Novelty of the Material**

It is assumed that Islamic inheritance law is difficult to understand when students are encountering the subject for the first time. This assumption was confirmed by student responses in the questionnaire. One student admitted to having had no exposure to the subject prior to entering university. Notably, one student identified as Christian and thus had no prior engagement with Islamic inheritance materials except during classroom sessions. This assumption was also validated by students' agreement with the statement, "In my opinion, the reason Islamic inheritance law is difficult to understand is because it is entirely new to me," with 65 students (35.7%) strongly agreeing and 72 (39.6%) agreeing. Yusuf and Ibrahim's (2015) study in Pulau Duyong, Kuala Terengganu, showed that public knowledge of Islamic inheritance law is typically acquired through either formal or informal channels. Formal learning occurs through madrasahs and public schools, while informal avenues include mosque lectures, home-based religious sessions, seminars, Q&A with religious leaders, and online information.

### **8. Students' Perceptions of Learning Difficulties Due to Prerequisite Knowledge**

Arabic language proficiency is often assumed to be a prerequisite for understanding Islamic inheritance law. Students with Arabic skills are presumed to find the material more accessible, while those lacking such skills may face challenges. Several students, including the Christian student mentioned earlier, reported difficulties with Arabic terminology. Some expressed confusion over Arabic terms used in class, and others believed that the subject is inherently difficult due to its association with traditional, Arabic-language texts that are lengthy and complex—often requiring years of study.

When asked to respond to the statement, "In my opinion, the reason Islamic inheritance law is difficult to understand is because one must be proficient in Arabic," 8 students (4.4%) strongly agreed and 23 (12.6%) agreed. However, a majority disagreed, with 67 students (36.8%) moderately disagreeing and 84 (46.2%) disagreeing. This suggests that many students remain optimistic about learning the subject without mastery of Arabic. The existence of translated works, such as *Fiqh al-Warāthah* by Sayyid Sābiq, likely reinforces the perception that Arabic is not an absolute requirement for learning inheritance law.

### **9. Students' Perceptions of Learning Difficulties Due to the Lack of Innovative Models, Approaches, Methods, or Strategies**

Given the perceived difficulty of mastering Islamic inheritance law, there is a growing call for innovative models, approaches, methods, or strategies in teaching the subject. One student noted that even with a good instructor, difficulties persisted and thus proposed a more practical learning method. It is unsurprising, then, that 38 students (20.9%) strongly agreed and 96 students (52.7%) agreed with the statement, "In my opinion, the reason Islamic inheritance law is difficult to understand is due to the absence of innovative and creative models/approaches/methods/strategies."

Similarly, 99 students (54.4%) strongly agreed and 73 students (40.1%) agreed with the statement, "There is a need for new, creative models/approaches/methods/strategies to facilitate learning Islamic inheritance law." An even more specific statement—"New, creative models/approaches/methods/strategies for learning Islamic inheritance law will benefit not only students but also lawyers and the general public"—received strong agreement from 105 students (57.7%) and agreement from 71 students (39%). To date, there are still few—if any—proposed innovative models for teaching Islamic inheritance law. Most resources remain in the form of reference books, such as *al-Farā'id: Ilmu Pembagian Waris* by A. Hassan (1986).

### **10. Students' Perceptions of Learning Difficulties Due to Textbooks**

The primary textbook used in the Faculty of Law at Universitas Brawijaya is a reference book written by an Indonesian author. Therefore, when students were asked whether the difficulty of learning Islamic inheritance law stems from the use of Arabic-language textbooks, 77 students (42.3%) moderately disagreed and 31 students (17%) disagreed. However, the majority of students agreed with the notion that the difficulty lies in the textbooks being overly theoretical and lacking practical application. A total of 36 students (19.8%) strongly agreed, while 86 students (47.3%) agreed. There is currently a scarcity of dedicated instructional textbooks on Islamic inheritance law for higher education in Indonesia. As of this study, no such textbook was available at Universitas Brawijaya. A search on Google Scholar using the keywords *buku ajar fikih waris* yielded only one result—*Buku Ajar Fikih Waris* by Wahidah (2014).

### **11. Students' Perception on Learning Problems Related to Content Organization**

The issue of material organization appears to be a serious obstacle in the teaching of Islamic inheritance law. This is evidenced by the considerable number of students who agreed with the statement: —Whenever I study Islamic inheritance law, I get confused about how to relate one concept to another.|| A total of 30 students (16.5%) strongly agreed, while 94 students (51.6%) agreed. A more explicit statement addressing the issue of content organization—In my opinion, the difficulty in understanding Islamic inheritance law lies in the disorganized structure of the material||—was responded to by 39 students (21.4%) with strong agreement and by 94 students (51.6%) with agreement. Material organization is a fundamental component of instructional quality, particularly in textbook development. Hall-Quest (1920) emphasizes that a textbook is defined as a book whose contents are deliberately organized for instructional purposes.

### **12. Students' Perception on Learning Problems Related to Abstract Nature of**

Content Dense and lengthy content presentation is also perceived as a contributing factor to the difficulty of understanding a subject. This assumption is validated by the questionnaire results. The statement —In my opinion, the difficulty in understanding Islamic inheritance law is due to its overly lengthy material|| received strong agreement from 32 students (17.6%) and agreement from 91 students (50%). The need to condense material has long been recognized in the tradition of Islamic scholarship, as reflected in the production of thousands of mukhtaṣar (concise treatises) across various disciplines that are still in use today. A mukhtaṣar refers to a text with minimal wording but rich in meaning.

### **13. Students' Perception on Learning Problems Related to Terminological Diction**

Terminology also appears to be a significant barrier to student comprehension. The technical terms in Islamic inheritance law often require substantial contemplation, making them difficult for many learners to grasp quickly. This is supported by questionnaire responses to the statement: —The difficulty in understanding Islamic inheritance law is due to the large number of technical terms that are difficult to conceptualize,|| with 52 students (28.6%) strongly agreeing and 94 students (51.6%) agreeing. Diction selection plays an important role in the learning process, especially in textbook writing. Greene and Petty (1975) assert that one of the criteria for an ideal textbook design is the use of linguistic elements that align with the learners' level.

### **14. Students' Perception on Learning Problems Related to Mathematical Calculations**

Mathematical aspects of inheritance calculations also present challenges for some students. The statement —In my opinion, the difficulty in understanding Islamic inheritance law lies in its outdated calculation methods|| was strongly agreed upon by 21 students (11.5%) and agreed upon by 66 students (36.3%). Although the number of students who disagreed was also notable, this data indicates that the mathematical aspect is still viewed as a hindrance by a significant portion of learners. Various studies in Indonesia have addressed this issue, including those by Fadma (2010), Sibarani (2012), Shofa (2014), Dzulkifli (2015), Izzah (2018), and Nurdin (2020).

### **15. Students' Perception on Learning Problems Related to Problem-Solving**

Practice The delivery of theoretical knowledge without adequate practice—whether guided, structured, or independent—is likely to diminish students' ability to master Islamic inheritance law. This assumption is strongly supported by the data: when asked whether the lack of exercises contributes to the difficulty of learning the subject, 79 students (43.4%) strongly agreed, and 83 students (45.6%) agreed. Wahyuningsih (2019) has shown that practice plays a critical role in improving learning outcomes in mathematics, which is similarly applicable in inheritance law.

### **16. Students' Perception on Learning Problems Related to Instructional Media**

Instructional media is also believed to significantly influence the ease with which Islamic inheritance law is understood. When presented with the statement —The difficulty in understanding Islamic inheritance law lies in the lack of modern and engaging instructional media,|| 49 students (26.9%) strongly agreed and 82 students (45.1%) agreed. Another statement—The difficulty in understanding Islamic inheritance law is due to the widespread availability of inheritance calculators, which reduces students' motivation to master the subject||—received varied responses: 26 students (14.3%) strongly agreed, 63 students (34.6%) agreed, 76 students (41.8%) somewhat disagreed, and 17 students (9.3%) disagreed. Several studies have explored the use of

instructional media for inheritance law education, such as those by Saifuddin (2011), Bukhori (2018), Ramdhani (2018), and Muhrodin (2019).

### **17. Students' Perception on Learning Problems Related to Time Allocation**

Time management is also a major concern for students. Many expressed dissatisfaction with the limited time allocated for explaining the material and conducting practice sessions. Given the complexity of Islamic inheritance law, students hoped for more proportional time allocation to process, understand, and apply the material through case-based exercises. One student's written complaint stated: —The reason why Islamic inheritance law is difficult to understand is because the instructor explains it too quickly during Zoom meetings, which are held infrequently. The instructor usually spends only about 5–20 minutes explaining the material, even though the subject is dense and difficult. Furthermore, during quizzes, the time allotted is extremely unrealistic. Even though the number of questions is small, the time limit is too short, especially since we are required to show our work. For instance, one question that requires a detailed calculation is only given 5 minutes to complete.

The closed-ended questionnaire item —In my opinion, the difficulty in understanding Islamic inheritance law lies in the extended time needed to master the subject|| was strongly agreed upon by 48 students (26.4%) and agreed upon by 87 students (47.8%). This indicates that more than half of the respondents view time as a significant factor. Sulisty et al (2021). also identified time allocation as one of the major challenges in teaching Islamic inheritance law at the secondary school level.

### **18. Students' Perceptions Regarding Learning Problems Related to Instructor Competence**

The issue of instructor competence has emerged as a critical concern among students. It not only contributes to the perception that Islamic inheritance law is difficult to grasp, but it is also cited as a major reason for the lack of student interest in the subject. A pointed criticism from one student regarding the lecturer of Islamic inheritance law stated: —The lack of competence and discipline demonstrated by some lecturers is the primary factor behind students at Brawijaya University losing interest in Islamic inheritance law. The use of ineffective testing methods further fails to match students' competencies and potential.

In response to the closed-ended question, —In my opinion, the reason Islamic inheritance law is difficult to understand is due to instructors who are less competent or ineffective in teaching.|| 32 students (17.6%) strongly agreed, and 73 students (40.1%) agreed. Azhar (2018) found that pedagogical competence among instructors has a significant influence on the successful teaching of Islamic inheritance law.

### **19. Narrative-Based Perceptions from Students**

Two open-ended questions were included in the questionnaire: one invited students to elaborate on their perceptions regarding the ease or difficulty of learning Islamic inheritance law (particularly if existing items did not capture their views), and the other asked them to explain why the subject is perceived as difficult to understand. Not all students responded to these items. The researcher summarized the data obtained as follows: A very small number of students expressed positive perceptions of Islamic inheritance law. These students valued the subject (feeling fortunate to study it), claimed to understand it, and believed in its superiority due to its immutable character compared to civil law. However, only 4 out of 182 respondents (2.1%) demonstrated such a positive outlook. The rest predominantly highlighted various difficulties in understanding the subject, which can be classified into fourteen categories:

1. Novelty of the subject (e.g., Christian students unfamiliar with Islamic inheritance law, or Muslim students who had never studied it previously);
2. Complexity of inheritance shares;
3. Difficult terminology and diction, which are hard to memorize and conceptualize;
4. The inherently abstract nature of the subject;
5. Limited access to relevant literature;
6. Complicated calculation methods;
7. Language barriers, particularly Arabic;
8. Absence of updated models, approaches, methods, or strategies to facilitate understanding;
9. Inadequate learning time;
10. Incomplete or superficial teaching;
11. Instructor incompetence or poor instructional delivery;

12. Human selfishness and greed, which affect attitudes toward learning;
13. Unsystematic teaching strategies;
14. Low learning motivation.

## CONCLUSION

The majority of students in the Faculty of Law at Universitas Brawijaya regard Islamic inheritance law as an important subject, particularly for prospective lawyers and legal consultants, and believe it is vital for Muslim families to resolve real-life inheritance disputes. Despite its importance, students generally perceive the subject as difficult, expressing low confidence in solving inheritance cases without revisiting the material. This perception is influenced by a range of interrelated factors, including the inherent complexity of the subject, lack of prior exposure, limited Arabic proficiency, the absence of innovative teaching models, poorly structured content, difficult terminology, abstract concepts, outdated mathematical methods, minimal problem-solving practice, insufficient learning media, time constraints, instructor limitations, lack of reference materials, and low motivation. Although students exhibit optimism about eventually mastering the subject—some believing that a 2-credit-hour course is sufficient—this optimism is not reflected in their actual interest levels. As a pioneering study, these findings should be followed by more focused research with lower sampling error and clearer distinctions between participants' backgrounds (e.g., course completion, religious identity, prior exposure). Future studies should delve deeper into classroom instructional dynamics, media tools, and pedagogical frameworks, aiming to produce empirically based teaching resources. It is also recommended that future researchers adopt experimental or quasi-experimental designs to evaluate the effectiveness of specific interventions or instructional models in improving student comprehension of Islamic inheritance law.

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