

Teachers' Strategies in Teaching Mawaris Fiqh at the Islamic Tarbiyah Senior High School, Hamparan Perak District

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Abstract

This study aims to explore the strategies employed by teachers in teaching Mawaris (Islamic inheritance law) at the Islamic Tarbiyah Senior High School in Hamparan Perak District. Mawaris fiqh is a complex and often challenging subject for students due to its technical legal calculations and its basis in both textual and contextual Islamic sources. Using a qualitative descriptive method, this research gathers data through interviews, classroom observations, and documentation. The findings reveal that teachers utilize a combination of strategies including contextual learning, visual aids (such as inheritance charts), group discussions, and the use of case studies to enhance students' understanding. Moreover, teachers often integrate religious values and real-life family inheritance issues to make the learning process more relatable. Despite these efforts, challenges such as limited learning resources, time constraints, and students' varying levels of basic Islamic legal knowledge still persist. The study concludes that effective teaching of Mawaris fiqh requires not only pedagogical creativity but also curriculum support and resource development tailored to the subject's specific needs.

Keywords: Mawaris Fiqh, teaching strategies, Islamic education, inheritance law, Tarbiyah Senior High School

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Introduction

In the world of education, the term "learning activities" is indispensable. Aminuddin Rosyad stated that learning is a process that occurs, leading individuals or a group of people, namely learners, to engage in the learning process according to the programmed teaching plan. (Aminuddin,2003:11). Fiqh is one of the fields of knowledge in Islamic law that specifically deals with legal issues governing various aspects of human life, including personal life, social interactions, and the relationship between humans and their Creator. Several jurists of Islamic jurisprudence such as Imam Abu Hanifah define fiqh as the knowledge of a Muslim about their obligations and rights as a servant of Allah.

The teaching of fiqh is a part of the Islamic religious education curriculum in madrasahs, which has distinctive characteristics compared to other subjects. This is because this subject carries the responsibility of motivating individuals to understand and interpret Islamic teachings as humans, Implementing and practicing Islamic laws related to both worship (ibadah mahdhoh) and transactions (muamalah), and being able to apply them correctly in daily life. The objective of learning Fiqh Mawaris is to assist students in mastering and understanding the Islamic inheritance laws, the provisions of which have been detailed in the Quran and Sunnah. The provisions for the distribution of inheritance are a preventive measure to avoid disputes among heirs regarding the division of inheritance assets. (Suratno Anang,2015:129).

The Private Islamic Boarding School of Tarbiyah Islamiyah in Hamparan Perak is a formal institution that teaches Fiqh Mawaris to its students in the second semester of the eleventh grade. Whereas, these provisions have been stipulated in Minister of Religious Affairs Regulation Number 2 of 2008, which explicitly states that the knowledge of Fiqh Mawaris becomes the subject matter of fiqh learning in the eleventh grade of Madrasah Aliyah. One of the main issues in learning is the low absorption rate of students, as evidenced by their low learning outcomes. This is due to the conventional nature of the learning environment, which often fails to engage with the individual dimensions of the students themselves. As a result, students often experience boredom during lessons and eventually become disinterested in participating. Furthermore, the learning process still revolves around the teacher, thereby limiting opportunities for students to develop independently through discovery and critical thinking processes. Therefore, to activate and empower students further, a change in learning strategies is necessary. This change should not only require students to memorize facts but also encourage them to construct knowledge in their own minds. (Fitri Rafianti,2022:16).

Thus, being a teacher requires not only understanding the material to be conveyed but also the ability to comprehend other knowledge and skills, the capability to design and utilize various learning media and resources, the capacity to design appropriate learning strategies and methods, and so forth, in order to achieve the set objectives. Similarly, the quality of learning can be assessed from the perspective of teacher performance, reflected in how teachers develop learning activities and utilize methods in accordance with the steps of the learning process. (Wina Senjaya,2007:17). The fiqh teachers at the Private Islamic Boarding School of Tarbiah Islamiyah in Hamparan Perak will apply various methods in delivering the Fiqh Mawaris material. These methods include

lecture-based instruction, memorization, Problem-Based Learning (PBL), and also The Power of Two method. Therefore, by employing these various methods, it can facilitate the learning development of students, making it easier for them to comprehend and understand the material effectively. (Wina Senjaya,2007:17). Based on this issue, the researcher feels interested in observing and examining more deeply how the teaching of inheritance jurisprudence is conducted in the Madrasah through a study titled: Teaching of Inheritance Jurisprudence at the Private Islamic Boarding School of Tarbiah Islamiyah in Hamparan Perak Subdistrict, Deli Serdang Regency.

Literature Review

A. Definition of Learning

Linguistically, the word "pembelajaran" comes from the root "belajar" (to learn) with the affixes "pe-" and "-an" which signify process, manner, or making individuals or living beings learn. Meanwhile, in terms of definition, learning refers to the stage of change in an individual's entire behavior that is relatively enduring as a result of experiences and interactions with the environment involving cognitive processes. The definition of learning in the National Education System Law Number 20 of 2003 concerning the National Education System states that, "Learning is an interactive process between students, educators, and learning resources in a learning environment. (Damyati,2013:23).

In the context of education, goals refer to the mission and vision of an educational institution. This means that the objectives of education provision are derived from the institution's vision and mission, serving as a direction to be referenced in the learning process. Every teacher needs to understand and be skilled in formulating learning objectives because clear objective formulations can be used to assess the extent of the success of the learning process. A learning process is deemed successful when students are able to achieve the planned objectives. The success in achieving objectives represents a success of the teacher in employing strategies during the learning process. (Abdi Syahrial,2022:42).

Furthermore, it can facilitate the teacher in determining the teaching materials for a subject matter, learning strategies, tools, media, as well as designing assessments to gauge the level of students' learning success and even the quality of an educational institution, be it formal or non-formal. Yes, learning is assistance provided by educators to facilitate the process of acquiring knowledge and understanding, mastering skills and habits, and shaping attitudes and beliefs in learners. In other words, learning is the process of aiding learners to learn effectively. As the education world expects, the steps to be taken in determining learning strategies are related to the most appropriate and effective teaching approaches considered to achieve the objectives. Therefore, the use of effective approaches is the primary choice for every teacher, whether teaching in formal institutions or non-formal settings. (Fuji Rahmadi P,2023:54).

The second important aspect in determining learning strategies is the teaching method. Teaching methods play a crucial role in supporting teaching and learning activities. The use of these methods

not only needs to consider the objectives to be achieved but also must take into account the subject matter to be delivered, the students' conditions, the environment, and the teacher's ability as the instructor of the subject matter itself. (M.Yunan Harahap,2023:76).

B. Understanding of Islamic Inheritance Law (Fiqh Mawaris)

According to etymology, the word "Fiqh" comes from the root word "faqaha," which means "to understand." However, in terminology, Fiqh refers to the knowledge of Sharia laws that are practical in nature, obtained from detailed evidence such as the Quran, the Sunnah, scholarly consensus (ijma'), and analogy (qiyas). From that definition, it can be concluded that Fiqh is the knowledge that explains Sharia laws related to all actions of humans, whether in speech or deed, based on the Quran, the Sunnah, scholarly consensus (ijma'), and analogy (qiyas). (Damyati,2013:23).

In linguistic terms, the word "mawaris" originates from the root word "warasa," which means "to replace, to give, to inherit." "Mawaris" is also referred to as "faraidh," the plural form of "faridah," which itself comes from the root word "farada," meaning "to decree or to determine." Meanwhile, in terminology, "mawaris" refers to the regulations determining who are the rightful heirs entitled to inherit, who are not entitled, and how much each of them is entitled to receive from the inheritance. (Athoillah,2016:2). In this language, the concept is not limited only to matters related to wealth but also encompasses both tangible and intangible assets. (Charles Rangkuti,2-23:65). Many verses in the Quran emphasize this, as well as the sayings of the Prophet Muhammad (peace be upon him). Among them is Allah's statement in Surah Al-Naml, verse 16: And Solomon inherited David. He said, 'O people, we have been taught the language of birds, and we have been given from all things. Indeed, this is evident bounty.

So, Fiqh Mawaris is the Islamic law that addresses issues related to the distribution of inheritance, including matters of division, calculation, and determining the portions received by the heirs. The concept of learning Fiqh Mawaris refers to efforts aimed at enabling students to learn, feel the need to learn, be motivated to learn, and be interested in continually studying Fiqh Mawaris correctly to address inheritance distribution issues. It also aims to help overcome inheritance problems to prevent disputes that may lead to division or fracture in familial relationships.

C. Learning Plan for Fiqh Mawaris

Planning is a satisfying method for ensuring that activities run smoothly, accompanied by anticipatory steps to minimize gaps, thereby enabling the activity to achieve its predetermined objectives. (Oemar Hamalik,2008:6). In the context of learning, instructional planning is a rational application of systematic analysis to make the educational development process more effective and efficient, aligning with the needs and goals of both students and the community. (Sarwan,2013:60).

In preparing the learning process, the first step taken by the teacher is to formulate the learning objectives to be achieved. After that, the next step is to determine the main topics of the material and the appropriate teaching-learning activities to achieve the predetermined objectives. Next, instructional media and tools are selected to clarify and facilitate students' understanding of the lesson material in order to achieve the learning objectives. The last step is to develop evaluation tools used to assess the extent to which the learning objectives have been achieved. (Harjanto,2003:9).

D. Learning Objectives of Fiqh Mawaris.

Learning objectives are better understood as the learning outcomes expected of students after completing the learning process. Learning objectives also serve as a crucial starting point in the instructional planning process, so it's essential for every teacher or aspiring teacher to have a thorough understanding of their meaning and types. (Ibrahim,2003:67).

There are three domains of objectives aimed to be achieved in learning Fiqh Mawaris, namely: cognitive objectives, affective objectives, and psychomotor objectives.

a. Cognitive Objectives.

Cognitive objectives involve thinking abilities ranging from simpler intellectual skills such as remembering to more complex skills such as problem-solving, which require students to connect and integrate multiple ideas, concepts, methods, or procedures learned to solve the problem at hand. (Sahlan,2013:20). In cognitive objectives, it is expected that students can explain the meaning of inheritance (mawaris) and its purposes, articulate reasons for inheriting and not inheriting, demonstrate the legal basis of inheritance, and solve inheritance calculations.

b. Affective Objectives

The affective goals are goals that largely concern the emotional, value, attitude, and interest aspects of learners' behavior. In these affective goals, learners are expected to accept and demonstrate their willingness to learn inheritance fiqh according to the provisions set by the teacher, starting from the delivery of materials, discussions, to assignments.

c. Psychomotor goals.

Psychomotor goals are objectives related to skills or abilities to act after someone receives certain learning experiences. In these psychomotor goals, learners are expected to apply them in their lives, particularly when faced with Islamic inheritance issues.

E. Learning Media for Fiqh Mawaris.

In the current technological era, there are numerous media available for educators, but what is most important is how educators can implement them in the teaching-learning process to achieve the learning objectives. Educators, when accompanied by appropriate media, not only facilitate students in experiencing, understanding, comprehending, and performing tasks, but also foster stronger motivation compared to solely using abstract words. (Ibrahim,2003:112). The media used

in teaching inheritance fiqh at Madrasah Aliyah Negeri Bondowoso is in the form of an application for solving inheritance calculations and sheets containing tables of inheritance distribution to each heir.

F. Implementation of the Inheritance Fiqh Learning

The implementation of learning is a process organized in such a way according to specific steps to ensure that the execution achieves the expected outcomes. (Soetomo, 1993:40).

- a. Lesson Introduction. Opening a lesson is an activity carried out by the teacher to create a learning atmosphere that mentally prepares students to participate in learning activities.
- b. Delivery of Learning Materials. The delivery of learning materials is the core of a learning implementation process. Learning materials consist of knowledge, skills, and attitudes that should be possessed by students to meet the competency standards set. In delivering the material, the teacher should use methods and strategies in teaching. The purpose is to create a conducive and varied atmosphere in delivering the material so that it aligns with the intended objectives. Teaching is considered effective when the teacher can guide students to enter situations that provide experiences which stimulate learning activities in the students. The teacher continuously guides the students to actively and diligently participate in learning voluntarily. Therefore, the learning experiences provided by the teacher in demonstration activities should be relevant to life and have continuity with past experiences as well as future experiences. (Dimiyati,2013:56).
- c. Closing the Learning Session. Closing a lesson is an activity conducted by the teacher to conclude the core learning activities. In this activity, the teacher evaluates the material that has been presented. (Aunurrahman, 2012:25).

G. Evaluation of Inheritance Fiqh Learning.

Evaluation is the process of determining the extent to which educational goals are achieved. Meanwhile, learning evaluation is a systematic process that involves collecting information (numerical data, verbal descriptions), analyzing, and interpreting information to make decisions about the achievement of student learning outcomes based on established standards. (Sahlan,2013:12). The types of assessment are divided into four aspects of assessment.

- a. Performance assessment ideally involves the participation of students, particularly in the processes and aspects to be assessed, such as group tasks where they engage in discussions together to answer questions.
- b. Project assessment is an evaluation activity of tasks that must be completed by students within a certain time frame, similar to homework assignments.
- c. Portfolio assessment is an evaluation of a collection of tasks resulting from individual or group work by students, stored in an agreed-upon location such as a folder, accompanied by records of submission dates.

- d. This written assessment takes the form of descriptions or essays that require students to recall, understand, apply, and so on, the material they have learned, enabling them to demonstrate their attitudes, knowledge, and skills. (E. Mulyana, 2013:143).

Result and Discussion

The research findings and discussion on the teaching of Inheritance Fiqh conducted at Madrasah Tarbiyah Islamiyah Hamparan Perak are as follows:

A. Planning for inheritance Fiqh learning at Madrasah Aliyah Tarbiyah Islamiyah.

From the interviews and observations conducted by the researcher, findings have emerged indicating that in the teaching of inheritance fiqh, thorough planning is essential. This is because this type of learning is related to calculations. Because the concept of inheritance itself is still unfamiliar to the community, people tend to prefer dividing their inheritance while they are still alive. However, inheritance is supposed to be divided after the deceased passes away. Therefore, as a teacher who teaches inheritance fiqh, planning the learning process beforehand is crucial because this is part of Islamic law. Because the concept of inheritance itself is still unfamiliar to the community, people tend to prefer dividing their inheritance while they are still alive. However, inheritance is supposed to be divided after the deceased passes away. Therefore, as a teacher who teaches inheritance fiqh, planning the learning process beforehand is crucial because this is part of Islamic law. And there is a need for a challenge in creating a good plan starting from the delivery of materials to the method of calculation. (Bahtiar Siregar, 2023:45).

- a. Students are able to explain the concept of inheritance implementation in Islam through lecture method effectively.
- b. Students are able to translate evidence and read evidences about inheritance implementation correctly through the Reading Aloud method. Students are able to translate evidence and read evidences about the implementation of inheritance correctly using the Reading Aloud method.
- c. Students are able to draw conclusions about the implementation of inheritance through the lecture method effectively and correctly.
- d. Students are able to list the individuals entitled to inherit through memorization and the Card Sort method effectively and correctly.
- e. Students are able to discuss the proportions of inheritance in the distribution of inheritance using The Power of Two method effectively and correctly.
- f. Students discuss issues arising in society regarding inheritance through the Problem Based Learning method correctly.
- g. Students are able to practice the distribution of inheritance through the Problem Based Learning method correctly.

Regarding the planning, it is structured based on specific time needs and primarily made to be easily implemented and precisely targeted. Because the creation of planning, especially in learning inheritance jurisprudence, is crucial as an initial step in the teaching and learning process and to

achieve the desired goals. However, in reality, not all learning plans align with the needs present in the field. Therefore, creativity is needed to adapt to the needs and circumstances within the classroom. And it is stated by Mr. Rojali, MA, as the head of the Aliyah Tarbiyah Islamiyah school, that the implementation of learning will be better and more effective with the presence of prepared learning plans before teaching.

B. The implementation of inheritance jurisprudence learning at Aliyah Tarbiyah Islamiyah School.

The implementation of learning is the most crucial aspect of the teaching and learning process because it determines the execution of teaching activities. Effective teaching occurs in a continuous and directed process based on well-thought-out planning. Opening a lesson, delivering the material, and closing the lesson are competencies that must be possessed by subject teachers, especially in the subject of inheritance jurisprudence. Opening a lesson is an activity to prepare the students mentally and to foster their attention focus. Thus, it requires a skill for teachers to open the lesson. In opening a lesson in the classroom, the teacher delivers motivation related to the inheritance jurisprudence material. Through this motivation, students are encouraged to be more enthusiastic about learning. Next, the teacher first explains the learning objectives. Because students will be more prepared to learn when they know the learning objectives which are aimed at mastering the subject matter.

In managing the classroom, which involves creating a pleasant and effective learning atmosphere in the classroom and managing the teaching-learning interactions such as assessing students' learning achievements for teaching purposes, a method is required. Because methods are the means used by teachers to establish relationships with students during teaching. The methods applied in the implementation of inheritance jurisprudence learning are lecture method, memorization, The Power of Two, Card Sort, and Problem-Based Learning. Ideally, in teaching inheritance jurisprudence, especially regarding problem-solving in inheritance issues, the methods of memorization and problem-solving learning, or the Problem-Based Learning method, are most suitable. While the other methods serve as supplementary activities to prevent student mental fatigue. The aim is for students to understand and be able to apply what they have learned in inheritance jurisprudence according to Islamic law provisions.

C. Evaluation of inheritance jurisprudence learning at Aliyah Tarbiyah Islamiyah School.

The evaluation activity is an action or process to assess the extent to which learning objectives have been achieved or mastered by students in the form of learning outcomes (teaching-learning process). Evaluation is not only about identifying mistakes but also aims to prevent mistakes from occurring and to correct them if they do happen. Therefore, evaluation is conducted as a process, during the process, and after the process, until the final results are known. In the teaching-learning process, teachers assess not only the learning outcomes but also evaluate the teaching process itself. According to the results of observations and interviews conducted by the researcher, it was

found that teachers assess during the ongoing classroom teaching. The aim is to assess how well students understand the conveyed material. Additionally, it provides an added value for students who actively participate in answering questions from the teacher. All instructors at Aliyah Tarbiyah Islamiyah School are required to conduct evaluations effectively. Because through evaluation, areas that have not been successful can be identified. Similarly, without evaluation, it will not be known whether the efforts of students and teachers in teaching and learning activities, especially in inheritance jurisprudence learning, have been successful or not.

The importance of assessing learning outcomes underscores the necessity for both teachers and educators to conduct assessments of student learning. In the field of education, particularly within the realm of schooling, the assessment of learning holds significant meaning for students, teachers, and schools alike.

1. Meaning for Students

For students, the assessment of learning outcomes holds several important meanings:

- a. **Understanding Personal Progress:** Assessment provides students with an understanding of how well they have grasped the subject matter and how proficient they are in applying that knowledge.
- b. **Motivation to Learn:** Assessment results can serve as a source of motivation for students to continue learning and improve their academic performance.
- c. **Mapping Strengths and Weaknesses:** Through assessment, students can identify areas where they have succeeded and where they need to improve their performance.
- d. **Strengthening Self-Development:** By knowing assessment results, students can direct their efforts towards self-improvement and achieving their learning goals.
- e. **Preparation for Exams and Further Evaluation:** Assessment results can help students prepare for exams and further evaluations that may affect their continuing education.

2. Meaning for Teachers

For teachers, the assessment of learning outcomes holds several important meanings:

- a. **Understanding Student Progress:** Assessment provides teachers with insights into the progress of their students, allowing them to gauge how well the material has been understood and retained.
- b. **Informing Instructional Strategies:** Assessment results help teachers tailor their instructional strategies to address areas where students may be struggling or need additional support.
- c. **Evaluating Teaching Effectiveness:** Assessments allow teachers to evaluate the effectiveness of their teaching methods and adjust their approaches as needed to enhance student learning.
- d. **Providing Feedback for Growth:** Through assessment, teachers can provide constructive feedback to students, helping them understand their strengths and areas for improvement.

- e. Informing Curriculum Development: Assessment data can inform decisions about curriculum development, ensuring that instructional materials and activities are aligned with learning objectives and student needs.

3. The Challenges of Teaching Inheritance Jurisprudence in Madrasahs

There are several issues faced in the implementation of inheritance jurisprudence (fiqh mawarits) learning, namely:

- a. The reality in the field is that many fiqh teachers still lack understanding and mastery of the inheritance jurisprudence (fara'id) material, despite being the primary educators in the teaching process.

Because it is in the hands of educators that the possibility of achieving learning objectives lies, and they are the ones who guide and deliver learning to students. In addition to teaching knowledge (transfer of knowledge), they are also required to convey and explain positive Islamic values to students (transfer of values). Educators are expected to be professional, knowledgeable, and have noble personalities in accordance with Islamic law. In addition to understanding the material, Fiqh teachers also face challenges with strategies and methods that often become monotonous. Lecture method remains heavily relied upon and dominates every learning activity. Students are treated as objects, like empty vessels that need to be filled.

- b. Material Aspect

The inheritance jurisprudence (fiqh mawarits) lesson is a new subject that has not been studied at previous levels, and the inheritance (fara'id) material can be quite confusing for students because it involves a lot of numbers, calculations, and memorization, making it less appealing. Whether consciously or not, those who enjoy mathematics are usually the ones with high thinking abilities and good memory retention.

- c. Time Allocation

Aspect The inheritance jurisprudence (fiqh mawarits) material requires a significant amount of time for instruction. In the second semester of the eleventh grade, there are two competency standards that need to be addressed. The first is understanding Islamic law regarding family law, with the basic competency that must be mastered being: explaining the provisions of Islamic marriage law and its wisdom. Explaining the provisions of marriage according to the laws of Indonesia, and explaining the Islamic concept of talak (divorce), separation, iddah (waiting period), ruju' (returning), and its wisdom, as well as explaining the Islamic provisions regarding the custody of children (hadhaanah). While the second basic competency that must be mastered is understanding Islamic law regarding inheritance, with basic competencies including: explaining the provisions of inheritance law in Islam, explaining the relationship between inheritance and wills, and providing examples of how inheritance and wills are implemented.

d. Application Aspect

At the application level, the knowledge of inheritance jurisprudence (Ilmu Faraid) is rarely used in the midst of society; instead, the concept of wills (wasiat) is more commonly utilized. Many people adhere to what has been bequeathed by someone before their passing. And this is justified in Islamic teachings, with scholars unanimously agreeing on the recommendation of giving charity through wills (sedekah dengan cara wasiat). Additionally, within society, even if someone who has passed away did not make a will, many matters are resolved through consultation (musyawarah). Another problem in terms of application is the abundance of inheritance jurisprudence software applications, rendering it unnecessary to delve deeply into the intricacies of the subject matter. With these applications, one simply needs to input the positions of the heirs and the amount of property to be distributed among them. On one hand, the proliferation of such applications greatly aids in effectiveness and efficiency, but on the other hand, it makes people reluctant to study a subject in detail.

Conclusion

The final part of this thesis discussion is the conclusion, which is based on the analysis adjusted to the objectives of this thesis discussion. Following the conclusion, relevant suggestions for improvement will be provided, with the hope of making a valuable contribution to the field of education. Through this thesis, the following conclusions can be drawn:

- A. The implementation of the Mawaris fiqh learning at the Tarbiyah Islamiyah Hampan Perak Islamic Senior High School is carried out by applying various learning methods, such as lectures, discussions, case studies, and practicums, in order to improve students' understanding of the material. The aspect to be considered is the formulation of learning objectives developed through Basic Competencies which are then used as indicators. The aim is to assist students in mastering and understanding inheritance laws and being able to apply them in life in accordance with Islamic law.
- B. The implementation of inheritance jurisprudence learning at Aliyah Tarbiyah Islamiyah Hampan Perak involves teachers explaining the material through a concept map that has been prepared beforehand, containing key summaries of the material. This approach avoids teaching the entire material at once. The methods used include lectures, memorization, card sorting, The Power of Two, and Problem-Based Learning.
- C. The evaluation of inheritance jurisprudence learning at Aliyah Tarbiyah Islamiyah Hampan Perak consists of two assessments: process evaluation conducted after each material presentation and outcome evaluation at the end of the learning process. Both assessments consider cognitive, affective, and psychomotor aspects, packaged in the form of written assignments and portfolios.

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