



# Case Based Learning in Religious Education Subjects for The Field of Inheritance Law

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**Abstract.** The many negative cases in the distribution of inheritance seem to negate that Islamic Religious Education lessons in schools are not effective. Ineffectiveness occurs because, so far, the learning model is still conventional. In order for learning to be effective, it is necessary to have an approach with a specific case-based learning model on inheritance law in Islamic Religious Education lessons conducted in schools. This study uses a qualitative research method with a research and development approach that will be carried out in Islamic Religious Education subjects. Research was conducted to find out the deficiencies in the learning model, while development was carried out to determine the level of success. The purpose of this research was conducted to provide an interesting learning experience and student centered learning and, most importantly, to educate them that inheritance must be given in accordance with Islamic law whose teachings are full of love, compassion and peace., Presenting human values, togetherness and solidarity are the main goals in learning Islamic Religious Education. The results of the learning model used provide convenience in the process of learning inheritance for students, so that learning religious education on inheritance materials using case-based learning can be achieved.

**Keywords:** Case Based Learning, Islamic Religious Education, Inheritance Law.

## 1 Introduction

The government, with an independent curriculum, seeks to make learning no longer one-way, commonly referred to as the conventional learning model, where learning is centered on the teacher. From the perspective of notes, conventional models often leave problems in the learning process, so many researchers and education experts seek to develop learning models that are considered effective and involve students actively in the learning process that occurs both inside and outside the classroom. [1]

Case-based learning is a method where cases revolve are used as sources or learning media. Because the cases used as the method are around the and, one hope is that

students become closer to the environment, from here, relevant and updated learning concepts will be created. The flexibility of case-based learning makes the learning process sweeter. [2]

In the learning process, students can make their own decisions regarding the strategies and targets to be achieved, and they can be actively involved in each of their activities whenever there are difficulties. Students will work on their own by managing time, adjusting, and involving elements in the surrounding environment. On the other hand, students can complete learning assignments by maintaining motivation and making regulations independently. Where After that, students can reflect on whether the results achieved are in accordance with the target set at the beginning of learning. [3]

Cases presented in learning in the form of narratives that appear are instruments. Real life in the classroom will be brought about by the narration delivered. Students and teachers collectively work on real-life problems; one example of a case is something that is controversial or out of the ordinary that often happens in society, so in this study, selected cases related to inheritance law, which became one of the materials in the subject of Islamic religious education in the distribution process, still often cause problems.[4]

The presentation of cases can take advantage of technological devices that are currently generally used by all groups. Smart phones can be used as case-based learning media. The use of smart phones in learning can provide convenience in finding cases that will be discussed in learning.[5]

The technology used can be integrated into learning media; by utilizing existing technology, it will make it easier for students to do case-based learning. A smartphone can be used for documentation in the form of photos and videos; it can also be used as a recording tool for interview sessions with informants. In Islamic education subjects, technology can also be integrated into learning. [6]

Islamic religious education is a subject that must be taught at every level of education. Islam itself is a religion that values rationality in its implementation, although sometimes it is perceived as irrational. Islamic religious education, in its learning process, must be able to change the original understanding that is only cognitive in nature into habituation carried out by students in everyday life. Even though Islamic religious education is given only once a week, religion remains the foundation for students.

Islamic religious education subjects are one of the foundations for making education of higher quality; this is a basic form and a stronghold for students to produce good morals so that they are able to carry out religious values by prioritizing human values with the principle of acting towards anyone, anytime, and anywhere, and able to contribute to society as human beings who believe and fear. [7]

The form of contribution as a human being who has faith and piety, namely carrying out religious provisions by prioritizing human values, is often ignored. In public life, we are often presented with negative events in the distribution of inheritance, even though the inheritance law itself has been regulated in detail and the source is taken from Islamic law. The practice that occurs in the field of inheritance law im-

plementation still causes a lot of problems, and many even end in criminal acts for the sake of unilateral control.

With the rise of negative cases in the distribution of inheritance, this is an indicator of irrational behavior in religion, even though Islam teaches rational action by prioritizing love and affection between people. One form of Islamic education is rationality in inheritance law. Assets left by deceased parents must be distributed among their descendants. The son in the legal distribution of inheritance is given.

The rise of negative cases in the implementation of inheritance law can damage the value of Islamic education, which is the essence of learning. Islamic religious education must present potentials that are able to direct subject matter to the goals of Islamic education, namely to make students have good morals by prioritizing human values.[8]

As students who are indeed given debriefing in Islamic religious education subjects, the application must be more applicable. Improving the quality of learning requires creativity in the selection of methods. Habituation in the implementation of Islamic religious education uses a case-based learning method approach so that learning empowers students to the fullest.[9]

There are still many problems in inheritance law, and through the subject of Islamic religious education, students must understand very well the process of handling it and its distribution. Inheritance law, which is based on religious values, becomes flawed as a result of frequent negative events in its distribution. Even though inheritance law has been regulated based on customary law, Islamic law, and civil inheritance law, in Islam there is a compilation of Islamic law. Even so, in the community, there are still frequent commotions that can damage the kinship between them. [10]

Even though legally it has been regulated in detail, both in terms of inheritance law in Indonesia and also Islamic law, in reality it often causes commotion, which has the potential to break up the family. Even though there are positive laws and religious laws, in practice, the distribution often violates these laws for those who are entitled to receive inheritance.

Learning materials related to inheritance law are taught to class XII students in senior high schools, where the average age of students is included in the scope of youth, an age that has a critical attitude and a high-level thinking ability, which is the goal of organizing 21st century learning. Case-based learning is a method that can facilitate students critical thinking. [11]

The critical attitude of students encourages them to find solutions to problems by digging up as much information as possible about the cases being studied so as to find the main causes that result in violations of inheritance law, both positive law and religious law. Then, with collaborative learning, students will find solutions to the cases being studied. The learning process that is completed becomes success in learning. [12]

For this reason, to reduce negative events in the distribution of inheritance, students are invited to develop their critical thinking because there are still many violations that occur in practice. With learning that requires students to be more active, constructive, and collaborative, students will be able to determine their attitudes to-

ward finding the solutions needed. In the case-based learning process, students' understanding of Islamic education is more applicable.

If during the learning of Islamic religious education in schools there are many problems, one of which is not achieving the minimum completeness criteria (KKM), this is an indication that the model used is not effective. The developed case-based learning can answer learning problems and improve students' KKM in learning religious education, especially inheritance material.

## 2 Method

Qualitative methodology is a research approach used to understand human experience and social phenomena in depth. Qualitative methodologies aim to gain a deeper understanding of the ways in which people make meaning about their world and about the processes involved in producing knowledge, values, and norms.

According to Lexy J. Moleong, qualitative methodologies usually involve collecting data through participatory observation, interviews, document analysis, or direct observation. The collected data is then analyzed to identify patterns and themes that emerge in the data. Qualitative analysis also looks for the meanings and interpretations provided by the participants in the study. [13]

Likewise, as Sugiyono said, the type of research used in this study is research and development (R&D). Research: development of research methods used to produce certain products and test the effectiveness of these products. Whereas what is meant by research and development (R&D) is a series of processes or steps in order to develop a new product or perfect an existing product so that it can be accounted for. [14]

Model development in learning also takes into account the abilities of the students who will carry it out, along with the products that will be produced, one of which is the learning module. The module is arranged to contain case-based learning steps that are used as a learning model. [15]

## 3 Research Result And Discussion

This study aims to produce a case-based learning model that is valid, appropriate, effective, and practical for learning Islamic religious education for high school students. The location of the research was conducted at a public high school in Jakarta for class XII students majoring in science and social studies.

Based on the results of the analysis, a large number of subjects for Islamic religious education are the right material for case-based learning, especially in relation to the Mawaris cases. The resolution of the Mawaris cases requires specific learning approaches and methods that are not only active learning for students but also conditional on the attainment of 21st century educational competence, which consists of the 4C, namely critical thinking, creativity, communication, and collaboration. In this context, a learning strategy development pattern is needed that accommodates these learning needs.

### 3.1 Development of the Learning Model and the Feasibility of Implementing the MBP Model on Inheritance Materials

In formulating the learning model development design, there are actually many model development designs to choose from, and the researcher chose the learning model development design from Dick and Carey. Of the 10 (ten) steps of Dick and Carey, the researcher focused on the 6th step, namely the development of learning strategies and combining them with the case-based learning model designed by Timothy Kirk Nelson. Furthermore, the authors developed the learning model into a new case-based learning model called the MBP Model.

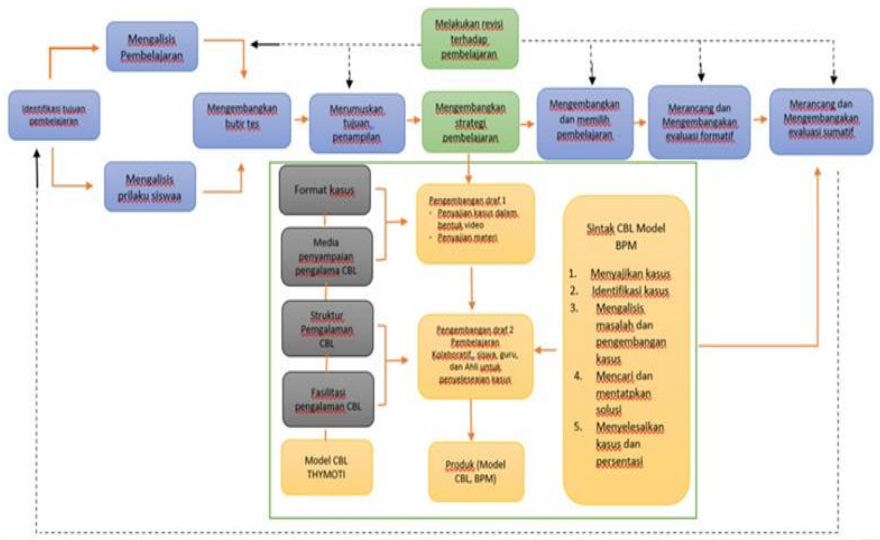


Fig. 1. MBP Model Development Model

The development of draft 1 and draft 2 was then formulated and developed more systematically into the CBL MBP syntax, consisting of:

- 1.1. Case presentation
- 1.2. Case identification
- 1.3. Analyze problems and develop cases
- 1.4. Looking for solutions
- 1.5. Define solutions and presentations

While the eligibility criteria stating that the product being developed is feasible for use are presented in the figure below:

No	Expert	Value	worthiness
1	Learning	87,50	Very Worth it

2	Language	86,11	Very Worth it
3	Media	84,25	Very Worth it
4	Material	76	Very Worth it
	Total value	333,86	
	Average	83,465	Very Worth it
	Conversion Rate	83,465	Very Worth it

Fig. 2. Feasibility results for the development of the MBP model

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Learning outcomes	Equal variances assumed	44.268	.365	8.275	70	.000	.62500	.07553	.47437	.77563
	Equal variances not assumed			8.275	48.332	.000	.62500	.07553	.47317	.77683

Fig. 3. Independent Samples Test

Based on the "Independent Samples Test" output table in the "Equal variances assumed" section, it is known that the value of Sig. (2-tailed) is 0.000 < 0.05, so as a basis for decision-making in the independent sample t test, it can be concluded that Ho is rejected and Ha is accepted. Thus, it can be concluded that there is a significant (real) difference between the average student learning outcomes in the science class and the social sciences class. Here it can be seen that learning by using modules in case-based learning is more effective than learning that is usually done by conventional Islamic education teachers.

In case-based learning activities, students are so enthusiastic based on the observations made by the teacher in the learning field that even if the results of the observation scores reach 98%, this shows that it is very effective in case-based learning with the Inheritance Learning Module in Islam. Students are happier and more interested in the case-based learning model because it is only done at the 40 Jakarta high schools. Students who master the material being taught, namely inheritance in Islam, can find and solve their own cases as well as cases given by Islamic religious education teachers, either individually or in groups.

Case-based learning is expected to add insight into students' thinking as they solve the cases they face. Through presenting cases, identifying cases, analyzing problems, developing cases, seeking solutions, and establishing solutions and presentations. The model development carried out can produce effective and quality learning; the indica-

tor is the minimum completeness criteria that students achieve by 93%. The method used can answer the current learning problems.

The model development carried out in it also automatically includes learning strategies that have an important role in the success of a case-based learning process. With 93% of the results obtained, the developed model can create calming learning and shows a high level of learning effectiveness. Case-based learning provides answers to the needs of the learning process in Islamic religious education in schools. [16]

### 3.2 Effectiveness of Case-Based Learning for Inheritance Law

The level of effectiveness in case-based learning on inheritance law shows a significant number, with a success rate of 93%. The study of religious knowledge, specifically inheritance law, is a complicated science. To answer the complexities of inheritance law, students must be actively and directly involved in the learning process so that they can find solutions through critical thinking and collaborative learning.

Based on the description above, it is clear that the learning process will run effectively if the teacher can use appropriate and interesting learning media. Currently, the learning process for roses does not have to use traditional means; easy methods can also be used. Thoughts emerged to make it easier for people to use or apply inheritance law. It is hoped that through case-based learning, the problems that arise due to violations of inheritance law can be resolved. [17]

In case-based learning activities, students are so enthusiastic that, based on observations made by teachers in the field during the learning process, even if the results of the observation scores reach 98%, this shows that it is very effective in case-based learning in inheritance law. Students are happier and more interested in the case-based learning method that was used

### 3.3 Comparing the Activities of CBL Students with Conventional Class XII IPA 1 with Class XII IPS

The application of case-based learning compared to conventional learning is to determine the effectiveness of implementing case-based learning at SMA 40 Jakarta. The results of these comparisons can be seen as follows:

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Learning outcomes	Class IPA	36	3.9583	.18420	.03070
	Class IPS	36	3.3333	.41404	.06901

Fig. 4. Statistic test

Then, as the basis for decision-making in the independent sample t test, it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted. Thus, it can be concluded that there is a significant (real) difference between the average student learning outcomes in the science class and the social sciences class. Here it can be seen that learning by using modules in case-based learning is more effective than learning that is usually done by conventional PAI teachers.

## 4 Conclusion

The model development carried out provides convenience in learning Islamic religious education on inheritance material. If previously the minimum requirement criteria (KKM) were in learning, then with the development of the MPB model, the learning targets were achieved. Learning difficulties that have been felt since the development of the MBP model are the solution. Ease related to learning steps makes learning more effective.

Islamic religious education, especially inheritance material, was difficult to understand from the start, but with the development of the MBP model, everything became easy. This convenience can be illustrated by the success rate achieved in learning. In learning activities with the MBP model, students are very enthusiastic. As seen from the results of the observation score reaching 98%, this shows that it is very effective in learning. So that it can be concluded that the problems in the development of the MBP model are solved.

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