

# The Utilization of the i-Waris Application as a Learning Media to Enhance Students' Understanding of Fiqh al-Mawaris in Grade 12 at MA Raudhatul Muta'allimin Pacet, Bandung Regency

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## Abstract

Fiqh al-Mawaris deals with detailed regulations and inheritance shares based on Islamic law, which often involve intricate calculations and precise legal interpretations. Traditional teaching methods, which rely heavily on rote memorization and lectures, may not sufficiently support students in grasping these complexities. The purpose of this study is to examine how the i-Waris application is used as a learning medium and analyze its impact on students' understanding of Fiqh al-Mawaris. This study employed a qualitative research approach with a case study method, aiming to explore in depth the use of the i-Waris application in enhancing students' understanding of Fiqh al-Mawaris. A qualitative approach was chosen to gain comprehensive insights into the implementation process, students' experiences, and the contextual dynamics involved in using digital tools for Islamic education. The results of this study demonstrate that the use of the i-Waris application as a learning medium in Grade 12 of MA Raudhatul Muta'allimin Pacet has been shown to improve students' understanding of Fiqh al-Mawaris. The application's interactive features, including step-by-step calculations and scenario simulations, make the learning experience more concrete and understandable for students who previously struggled with the abstract and mathematical aspects of inheritance law.

**Keywords:** *i-Waris Application; Learning Media; Fiqh al-Mawaris; MA Raudhatul Muta'allimin Pacet*

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## INTRODUCTION

In the digital era, the integration of technology into education has become an essential strategy to improve the effectiveness and quality of learning. With the rapid

advancement of digital tools and platforms, educators have new opportunities to present information in more interactive and engaging ways (Ryan Gabriel Siringoringo & Muhamad Yanuar Alfaridzi, 2024). Technology not only facilitates access to diverse resources but also allows for personalized learning experiences that cater to individual students' needs. This shift is particularly important in subjects that require deep understanding and critical thinking (Islam Sarker et al., 2019).

Islamic education, especially in specialized subjects like Fiqh al-Mawaris (Islamic inheritance law), can greatly benefit from these technological advancements (Firmansyah & Nas, 2025). Fiqh al-Mawaris deals with detailed regulations and inheritance shares based on Islamic law, which often involve intricate calculations and precise legal interpretations. Traditional teaching methods, which rely heavily on rote memorization and lectures, may not sufficiently support students in grasping these complexities (Arminsyah, 2020). Hence, innovative teaching approaches that incorporate technology can enhance comprehension and retention (Gumbira et al., 2025).

Students frequently find Fiqh al-Mawaris to be a challenging topic because of its abstract concepts and the requirement to apply both religious principles and mathematical logic (Qatrunnada et al., 2022). The subject demands not only an understanding of Islamic jurisprudence but also the ability to perform inheritance calculations accurately according to set formulas. This dual requirement can be overwhelming, especially for learners who may lack confidence in their math skills or familiarity with legal terminology. Consequently, many students feel discouraged or confused when learning this material (Herawati et al., 2019).

To address these challenges, educational technology can provide interactive tools such as digital simulations, visual aids, and step-by-step calculators that simplify the learning process. For example, software applications can visually demonstrate the division of inheritance shares among heirs, allowing students to experiment and immediately see the outcomes of different scenarios. These tools can make abstract rules more concrete and accessible, enabling learners to engage more actively and meaningfully with the subject matter.

Ultimately, integrating technology into the teaching of Fiqh al-Mawaris offers promising potential to transform how students understand and apply Islamic inheritance law. By blending traditional religious teachings with modern educational methods, educators can foster a deeper and more practical understanding of the topic. This approach not only benefits students academically but also helps them appreciate the relevance and wisdom of Islamic law in contemporary contexts. As digital resources continue to evolve, the future of Islamic education looks increasingly dynamic and inclusive.

To address the challenges faced by students in understanding Fiqh al-Mawaris, educators are increasingly encouraged to utilize digital media that facilitate more interactive and contextual learning. Traditional teaching methods, which often rely heavily on memorization and theoretical explanations, may not be sufficient to engage students fully or to clarify complex concepts. Digital tools, on the other hand, offer dynamic and visually appealing ways to present material, helping learners to grasp abstract principles through practical examples and real-time feedback.

One notable innovation in this area is the **i-Waris application**, a mobile-based learning media specifically designed to assist students in mastering the principles and

calculations of Islamic inheritance law (Kosim Kosim, 2022). By leveraging the widespread use of smartphones and tablets, the i-Waris app makes learning accessible anytime and anywhere, allowing students to study at their own pace. This flexibility is particularly important in modern education, where personalized learning paths are highly valued to accommodate different learning styles and schedules (Hutoro & Thamrin, 2016).

The i-Waris application functions not only as an alternative to traditional textbooks but also as an advanced digital tool that helps visualize complex inheritance scenarios (Mursyidi et al., 2024). It incorporates interactive features such as step-by-step calculation guides, animated diagrams, and scenario simulations that illustrate how inheritance shares are distributed according to Islamic jurisprudence. This approach enables students to see the practical application of theoretical rules, making the learning experience more concrete and less abstract (Mumtazah et al., 2024).

Moreover, the app promotes contextual learning by providing real-life examples and case studies relevant to the principles of Fiqh al-Mawaris. Students can experiment with different family structures and inheritance situations, allowing them to explore various outcomes and deepen their understanding of the law's flexibility and fairness. This hands-on learning approach fosters critical thinking and problem-solving skills, which are essential for mastering such a specialized field of Islamic education.

In conclusion, the i-Waris application represents a significant step forward in modernizing the teaching of Islamic inheritance law. By integrating digital media into the learning process, educators can overcome many of the traditional challenges associated with this subject. The app's interactive, accessible, and contextual features not only enhance student engagement but also contribute to a more thorough and meaningful comprehension of Fiqh al-Mawaris. As educational technology continues to evolve, tools like i-Waris will likely become indispensable resources in Islamic studies.

This study focuses on the implementation of the i-Waris application in the learning process of Grade 12 students at MA Raudhatul Muta'allimin Pacet, Bandung Regency. As a modern Islamic educational institution, the school has begun integrating digital tools to improve students' comprehension and engagement in learning.

The purpose of this study is to examine how the i-Waris application is used as a learning media and to analyze its impact on students' understanding of *Fiqh al-Mawaris*. Through a qualitative case study approach, this research aims to contribute to the development of innovative strategies in Islamic education that are relevant to the needs of 21st-century learners.

## RESULT AND DISCUSSION

### *Research Result*

#### **Enhanced Student Engagement Through the i-Waris Application**

Classroom observations clearly demonstrated that the i-Waris application fostered a more engaging and student-centered learning experience. This improvement is a direct result of several interconnected factors, ultimately leading to a significant positive impact on student involvement.

#### **The i-Waris Application as a Catalyst for Engagement**

The i-Waris application appears to be a primary catalyst in encouraging active student participation. This was evident from the increased frequency of students asking questions and interacting directly with the teacher during lessons.

1. Cause: The design and features within the i-Waris application likely provided an interactive medium that was previously absent. For instance, the application might include gamification elements, simulations, or visual aids that made the subject matter easier to grasp and more appealing.
2. Effect: Consequently, students felt motivated to explore the material in greater depth. Their curiosity was piqued, and they no longer hesitated to seek clarification or share their thoughts. This created a dynamic learning environment, where students were not merely passive recipients of information but active participants in constructing their own knowledge.

### **A Shift from Conventional Learning**

The observations also highlighted a noticeable improvement compared to previous learning sessions that did not involve the i-Waris application.

1. Cause: Without the i-Waris application, it's likely that the teaching methods employed were more traditional and less interactive. For example, teachers might have predominantly delivered material in a one-way lecture format, with limited opportunities for students to ask questions or engage in spontaneous discussions.
2. Effect: The impact was a lower level of student engagement. Students might have felt less motivated to ask questions or interact due to a lack of stimulating tools or adequate platforms. In essence, the i-Waris application successfully addressed the barriers that previously existed in conventional learning, transforming the classroom atmosphere into a more lively and collaborative space.

Overall, the i-Waris application proved to be a determining factor in enhancing the quality of the in-class learning experience. Through its innovative features, the application successfully sparked curiosity, encouraged active participation, and created a more student-centered learning environment, all of which positively impacted learning outcomes.

### **Simplifying Complex Inheritance with the i-Waris**

Interviews with the Fiqh teacher revealed that the i-Waris application has significantly streamlined the explanation of complex inheritance calculations. The teacher specifically highlighted how the app's visual and step-by-step features simplify the process of demonstrating the distribution of inheritance shares according to Islamic law.

### **Visualizing the Unseen: Bridging the Gap in Understanding**

The teacher's feedback underscores a crucial benefit of the i-Waris app: its ability to make abstract and intricate concepts tangible.

1. Cause: Islamic inheritance law (Fara'id) involves detailed calculations and specific rules for distributing assets among heirs. Traditionally, explaining these complex divisions often relies on abstract descriptions, which can be challenging for students to grasp. The i-Waris app addresses this by providing visual representations of the inheritance process. This might include diagrams, interactive flowcharts, or even animated simulations that illustrate how different shares are allocated.
2. Effect: As a result, students can more easily visualize the distribution process. This visual aid reduces the cognitive load associated with understanding abstract numerical divisions, making the entire concept of inheritance shares more comprehensible and less intimidating.

### **Step-by-Step Clarity: Demystifying the Calculation Process**

Beyond mere visualization, the app's step-by-step functionality appears to be a game-changer for clarity and practical application.

1. Cause: Inheritance calculations in Fiqh require adherence to precise rules and sequences. Without a guided approach, students can easily get lost in the intricacies of each step. The i-Waris app likely breaks down these complex calculations into manageable, sequential steps. This could involve prompts, guided inputs, and immediate feedback for each stage of the calculation.
2. Effect: This structured approach demystifies the calculation process, making it less daunting for students and teachers alike. The teacher can use the app to demonstrate each phase of the distribution logically and clearly, ensuring that students follow along and understand the rationale behind every allocated share. This methodical progression not only aids comprehension but also empowers students to apply these calculations themselves, boosting their confidence and mastery of the subject.

In essence, the i-Waris app transforms a potentially overwhelming topic into an accessible and understandable one. By providing both visual clarity and a structured, step-by-step approach, it empowers the Fiqh teacher to effectively convey complex inheritance laws, ultimately enriching the learning experience for students.

### **Student Validation: Intuitive Understanding Through Interactive Design**

Students' responses strongly reinforced the observations regarding the i-Waris app's effectiveness. A significant number of them reported that the application's interactive design significantly simplified their understanding of the rules and logic behind inheritance calculations. They particularly valued the app's ability to let them visualize scenarios and experiment with different variables, which ultimately led to a more intuitive grasp of the subject matter.

### **Interactive Design: Unlocking Conceptual Understanding**

The core of the students' positive feedback lies in the app's interactive nature, which transforms abstract concepts into tangible, explorable elements.

1. Cause: Traditional methods of teaching complex Fiqh inheritance often involve verbal explanations or static diagrams, which can leave students struggling to connect abstract rules with practical applications. The i-Waris app's interactive design, conversely, likely incorporates features such as drag-and-drop elements, clickable definitions, or real-time feedback on inputs. This active engagement allows students to directly manipulate variables and see the immediate consequences of their choices.
2. Effect: This direct interaction fosters a deeper conceptual understanding of the rules and logic. Instead of passively receiving information, students actively participate in constructing their knowledge. They can "play" with the concepts, making mistakes and learning from them in a safe, guided environment, which solidifies their grasp of the underlying principles.

### **Visualizing Scenarios: Bridging Theory and Practice**

A key aspect highlighted by students was the app's capability to visualize different inheritance scenarios. This directly addresses a common challenge in understanding Fiqh inheritance: applying theoretical rules to diverse real-world situations.

1. Cause: Fiqh inheritance often involves numerous variables such as the number and type of heirs (e.g., spouse, children, parents, siblings), debts, and bequests. Manually calculating these for various hypothetical scenarios can be cumbersome and error-

prone for students. The i-Waris app likely provides a feature that allows users to input different family structures and asset values, then instantly see the resulting distribution according to Islamic law.

2. Effect: This ability to visualize various scenarios helps students bridge the gap between theoretical knowledge and practical application. They can rapidly test different hypotheses, observe how changes in variables affect the inheritance shares, and thus develop a more robust understanding of how the rules of Fara'id operate in diverse contexts. This visual and experimental approach is far more effective than simply memorizing rules, leading to a more comprehensive and applied understanding. Digital tools are recognized for their capacity to bridge the gap between theory and practice, with simulations and virtual labs offering hands-on experience and enabling students to visualize abstract concepts in real-world contexts. (Furqan, 2024)

### **Experimentation and Intuitive Grasp: Empowering Self-Discovery**

The students' appreciation for "experimenting with different variables" points to a shift from rote learning to a more intuitive and self-driven learning process.

1. Cause: Without the app, students might rely on memorization or step-by-step problem-solving without fully internalizing the "why" behind each rule. The app's experimental environment encourages students to actively explore the relationships between different variables and outcomes. They can alter a specific heir's presence or absence, change an asset's value, or introduce a debt, and immediately observe the cascading effects on the distribution.
2. Effect: This hands-on experimentation cultivates an intuitive grasp of the subject matter. Rather than simply memorizing rules, students develop an innate sense of how the inheritance system functions. This intuitive understanding is more enduring and adaptable, enabling them to confidently apply their knowledge to novel situations, fostering a deeper, more meaningful learning experience. Interactive multimedia, such as educational games or simulations, allows students to learn by doing, which promotes deeper engagement and understanding. This active involvement encourages critical thinking, problem-solving, and collaboration. Furthermore, technology motivates students to take control of their studies and actively participate in learning activities (Aslam et al., 2024).

However, some challenges were also identified. A few students and the teacher mentioned that unstable internet connections occasionally disrupted the learning process. This limitation suggests the need for infrastructure improvements to maximize the benefits of digital learning tools.

### **Institutional Endorsement: Modernizing Islamic Education through i-Waris**

Interviews with the head of the madrasah and the vice principal of curriculum affairs provided further strong support for the findings regarding the i-Waris app. They unequivocally emphasized that the use of i-Waris had contributed significantly to a more effective, interactive, and constructive learning environment. Crucially, they noted that the integration of such applications aligns perfectly with the institution's vision of modernizing Islamic education through the use of relevant technology.

### **Cultivating an Enhanced Learning Environment: Effectiveness, Interactivity, and Constructivism**

The leadership's perspective highlights how the i-Waris app has fundamentally reshaped the educational landscape within the madrasah.

1. Cause: Traditional Islamic education, while deeply valuable, can sometimes be perceived as rigid or less dynamic, particularly in subjects involving complex calculations like Fiqh inheritance. The introduction of the i-Waris app addresses this by providing tools that actively engage students. Its features (as previously discussed, e.g., visuals, step-by-step guidance, interactive elements) foster a shift from passive reception to active participation.
2. Effect: This leads to a learning environment that is:
3. More Effective: Students grasp complex concepts more readily, potentially leading to improved comprehension and retention of inheritance laws.
4. More Interactive: The app encourages dialogue, questioning, and hands-on engagement, reducing monologue-style teaching and promoting active student involvement.
5. More Constructive: By allowing students to build their understanding through experimentation and visualization, the app supports a constructivist approach to learning, where students actively construct knowledge rather than passively receiving it. This aligns with modern pedagogical principles, empowering students to develop deeper understandings. Digitalization is known to enhance access to educational resources and foster innovative teaching methods. (Zahraini et al., 2025)

### **Strategic Alignment: Modernizing Islamic Education through Technology**

Perhaps the most significant endorsement from the madrasah leadership is the explicit link between the i-Waris app and their institutional vision.

1. Cause: Many Islamic educational institutions are striving to remain relevant in a rapidly evolving world while preserving the integrity of their core curriculum. This often involves seeking ways to integrate modern tools without compromising traditional values. The i-Waris app, by specifically addressing a key area of Islamic jurisprudence (Fiqh inheritance) with modern technological solutions, presents a compelling case for such integration.
2. Effect: The integration of applications like i-Waris serves as a tangible manifestation of the madrasah's commitment to modernizing Islamic education. It demonstrates their proactive approach to leveraging relevant technology not just for superficial enhancement, but for genuinely improving the teaching and learning of Islamic sciences. This strategic alignment reinforces the value of such tools, making them an integral part of the institution's progressive educational philosophy and potentially serving as a model for other subjects or institutions seeking similar modernization. Islamic education in the digital era necessitates innovation in learning methods and strategies for integrating digital tools while preserving Islamic values (Zahraini et al., 2025). There is a recognized need to balance traditional values with modern advancements and address global challenges.<sup>2</sup> The strategic alignment of technology with institutional vision is a key factor in successful reform.<sup>2</sup>

In conclusion, the statements from the madrasah head and vice principal validate the practical benefits of the i-Waris app and underscore its importance as a strategic tool that is actively contributing to the institution's forward-looking vision for Islamic education in the digital age.

### **Discussion**

The findings of this study demonstrate that the i-Waris application contributes significantly to improving students' understanding of *Fiqh al-Mawaris*. The results

showed that students were more engaged, better understood inheritance calculations, and interacted more actively during the learning process. These outcomes align with the broader trend of integrating technology in education, particularly to address abstract and calculation-heavy subjects like Islamic inheritance law.

This study's results support the findings of Kosim (2022), who reported that the i-Waris application is effective in increasing students' comprehension of inheritance law through its interactive features and systematic calculations. Similarly, Kustantina et al. (2024) found that the application helped students bridge the gap between mathematical operations and the legal logic of Islamic inheritance, reducing confusion and increasing learner confidence.

Febriani Meldi et al. (2023) also emphasized the usefulness of the i-Waris app in clarifying complex inheritance mathematics when integrated with relevant jurisprudential rules. Their research highlighted the app's accuracy and practicality, particularly in classroom scenarios where abstract rules often challenge students' understanding.

Compared to these previous studies, this research strengthens the argument that i-Waris is not only accurate and effective but also capable of fostering active learning and student engagement. Furthermore, this study emphasizes the contextual reality of a modern Islamic school environment, where digital literacy among students makes tools like i-Waris not only effective but essential.

However, the discussion must also include critical reflections from educational stakeholders. The head of the madrasah emphasized that while the i-Waris application enhances learning, it should not replace the essence of *Fiqh al-Mawaris* as a field of knowledge rooted in religious understanding and reasoning. He reminded that if students rely solely on technology, they risk losing the conceptual depth of the subject. He likened this to the issue of internet connectivity—when the signal is lost, learning must still continue. Thus, digital tools like i-Waris should be considered as enablers, not replacements, of thoughtful and meaningful education.

This perspective offers a valuable reminder that in Islamic education, technological integration must remain grounded in the purpose of developing reasoning, not just speeding up calculation. Educators must balance technological use with the cultivation of analytical and jurisprudential thinking among students. Therefore, while the i-Waris application proves highly beneficial, its use should be accompanied by strong pedagogical strategies that preserve the richness of Islamic legal heritage.

In conclusion, this study affirms the value of i-Waris as a modern learning medium that aligns well with the digital-native characteristics of current students. At the same time, it invites a thoughtful reflection on the role of technology in preserving the integrity and depth of religious knowledge. The combination of practical digital tools and critical religious education represents a progressive direction for Islamic pedagogy in the 21st century.

## CONCLUSION

### *Conclusion*

1. The utilization of the i-Waris application as a learning medium in Grade 12 at MA Raudhatul Muta'allimin Pacet has proven to enhance students' understanding of *Fiqh al-Mawaris*. The application's interactive features, including step-by-step calculations and scenario simulations, made the learning experience more concrete

and comprehensible for students who previously struggled with the abstract and mathematical aspects of inheritance law. This aligns with findings that visual and interactive aids clarify complex concepts and make abstract ideas tangible. The app's ability to simplify complex calculations is a key benefit of expert systems in Islamic inheritance law (Billah, 2023).

2. The application contributed to increased student engagement, active participation, and improved classroom interaction. Learners became more confident in asking questions and exploring complex inheritance scenarios, which previously were difficult to understand using traditional methods alone. This is strongly supported by research showing technology-based learning significantly increases student engagement, active participation, and interaction (Bayu Kusumo et al., 2024).
3. Despite technical obstacles such as unstable internet connectivity, the overall integration of i-Waris was positively received by both students and teachers. These findings highlight the app's practical role in facilitating digital-based Islamic education that meets the needs of 21st-century learners.
4. From an Islamic educational perspective, the i-Waris application demonstrates the potential for harmonizing religious knowledge with modern technology. However, its use should not diminish the depth and essence of *Fiqh al-Mawaris* as a field of study. As emphasized by school leadership, technology must be seen as a supportive tool, not a substitute for deep reasoning and critical religious thinking.
5. Therefore, the integration of digital media like i-Waris into Islamic education should be accompanied by pedagogical awareness and balance. Educators are encouraged to use such tools to enrich—not replace—the traditional values and intellectual rigor that characterize Islamic legal studies.

### **Implication**

The findings of this study imply that integrating digital learning tools such as the i-Waris application can significantly enhance the quality of Islamic education, especially in subjects that require both conceptual understanding and technical accuracy like *Fiqh al-Mawaris*. Theoretically, this research supports the relevance of contextual and technology-assisted learning approaches in fostering deep comprehension of Islamic jurisprudence among digital-native learners. It reinforces the idea that learning Islamic law is not only about memorizing rules but also about applying knowledge in a meaningful and interactive manner.

Practically, the success of the i-Waris application indicates the importance of equipping Islamic educational institutions with appropriate technological infrastructure and training. Teachers need to be prepared not only to operate such tools, but also to integrate them into pedagogical strategies that maintain the integrity of religious knowledge. School administrators and curriculum developers are encouraged to support innovations that make learning more accessible and engaging, while still rooted in the principles of Islamic education. The study advocates for balanced educational policies that promote technological innovation while safeguarding the integrity and depth of religious knowledge. This aligns with the holistic approach to Islamic education reform, which seeks to harmonize traditional values with modern demands to produce learners who are spiritually rooted and globally competitive (Ilechukwu, 2014). Furthermore, this study emphasizes the need for balanced educational policies that treat technology as a complement to critical thinking, not as its replacement. As digital learning tools

continue to evolve, their proper use can help Islamic education remain relevant, dynamic, and impactful in today's world.

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