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THE DEVELOPMENT OF INHERITANCE MODULE BASED ON KITAB ASASUL FARAIID IN SENIOR HIGH SCHOOL

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| Keywords: | ABSTRACTS |
|---|--|
| Islamic Religious Education, inheritance law, Asasul Faraid, module development, learning outcomes. | <p>Background: Islamic Religious Education (PAI) is crucial for fostering students' character and understanding of Islamic teachings, yet inheritance law remains challenging due to its abstract principles and complex calculations. Purpose: This study developed a PAI module based on Kitab Asasul Faraid to enhance learning outcomes for senior high school students. Method: Using a Research and Development (R&D) approach with the ADDIE model (Analyze, Design, Develop, Implement, Evaluate), the module was validated by two experts in Islamic studies and tested with 34 Grade XII students at SMAN 2 Kota Kediri. Result: Results showed strong validity (92–96%), positive student feedback (76% rated it highly effective), and significant improvement in pre- and post-test scores (78 to 82; $t = 14.3$, $p < 0.05$). The module effectively improved students' comprehension of inheritance law by integrating classical Islamic texts into accessible learning resources. It is recommended for broader adoption in high schools and adaptation for digital platforms to enhance accessibility. Conclusion: The main contribution of this research is to provide a learning model that can be used as a strategic alternative in the design of research curriculum in Islamic higher education, which is responsive to the needs of students and the challenges of the contemporary era.</p> |

A. INTRODUCTION

Islamic Religious Education (PAI) plays a strategic role in shaping students' character and morality (Choli, 2019). Beyond its theological aspects, PAI also emphasizes social values relevant to daily life. Among its areas of study, '*ilm faraid* (Islamic inheritance law) is both crucial and complex, as it provides shar'i guidance for equitable distribution of inheritance and aims to prevent family disputes (Effendi, 2023). Despite its importance, inheritance law is often perceived as difficult by both teachers and students, resulting in low interest and mastery, particularly at the secondary school level (Kurniawan & Haryanto, 2024).

Existing textbooks, such as the Grade XII PAI book published by the Ministry of Education and Culture and the Ministry of Religious Affairs (Untoro, 2022), provide only limited coverage of *faraid*. Essential concepts like *dzawil furudh*, *hijab*, *mahjub*, *rad*, and *aul* are presented superficially, without detailed explanations, visualizations, or practical examples. This inadequacy hinders student comprehension and increases the risk of misconceptions regarding Sharia principles.

In contrast, the *Kitab Asasul Faraid*, a classical Islamic text widely studied in pesantren, presents inheritance concepts concisely yet comprehensively. More importantly, it is equipped with schematic diagrams, tables, and charts that simplify inheritance calculations. These visual aids make abstract and numerical aspects of *faraid* easier to understand, particularly for high school students. Unfortunately, this valuable resource remains underutilized in formal school settings. Integrating it into structured teaching materials would provide students with more accurate and accessible learning resources (Thoha, 2024).

Previous studies have examined the development of inheritance teaching materials, yet most of them relied on modern textbooks or simplified approaches without drawing upon classical references. The official Grade XII PAI textbook, for instance, only provides a limited narrative of *faraid* without sufficient visualization or case-based analysis. In contrast, classical works such as *Asasul Faraid* present inheritance law systematically through diagrams and tables, which can make complex concepts more accessible. However, these classical resources have not yet been systematically integrated into senior high school instruction. This gap underscores the importance of developing a module that bridges classical Islamic scholarship with the needs of modern education.

Recent research by Sumarno (Sumarno et al., 2024), Musfiratul, & Kisbuloh also underscores the importance of innovating the teaching of Islamic inheritance law (*faraid*) within pesantren. Their study revealed that conventional approaches often hinder students' comprehension, particularly in balancing fiqh concepts with mathematical calculations. Although pesantren have begun to adopt innovative teaching strategies, these initiatives remain confined to traditional settings and have not been systematically applied in formal schools. This gap further emphasizes the urgency of developing structured modules—such as one based on *Kitab Asasul Faraid*—that can be adapted to the high school curriculum and respond to students' learning needs.

Based on these problems, this study was conducted with the aim of developing an inheritance learning module based on the *Kitab Asasul Faraid* that can be used as an alternative instructional resource in Grade XII senior high school. This development applied the ADDIE model (Analysis, Design, Development, Implementation, and

Evaluation) to produce empirically tested teaching materials capable of improving student learning outcomes. It is expected that the results of this development will provide a tangible contribution to the quality of Islamic Religious Education (PAI), particularly in the study of faraid, and strengthen the integration between classical learning resources and the needs of contemporary education.

B. METHOD

This study employed a Research and Development (R&D) approach using the ADDIE model (Analyze, Design, Develop, Implement, Evaluate) to develop an Islamic Religious Education (PAI) module based on Kitab Asasul Faraid for teaching Islamic inheritance law. The methodology is outlined below:

- 1. Analysis**

This stage identified challenges in teaching Islamic inheritance law through curriculum analysis, review of student characteristics, and evaluation of existing materials (Reigeluth, 2013). A needs assessment, involving interviews with two PAI teachers and curriculum reviews, pinpointed deficiencies in current textbooks.

- 2. Design**

The design phase focused on creating the PAI module framework. Steps included structuring content derived from Kitab Asasul Faraid, designing interactive learning activities, and selecting appropriate media and book layout (Dick et al., 2005). The module was tailored for Grade XII students.

- 3. Development**

The module was developed by compiling content, creating exercises and assessments, and conducting expert validation (Sugiyono, 2016). Two experts—KH Zubaduzzaman, author of Kitab Asasul Faraid, and Dr. H. Mumin Firmansyah, a lecturer at IAIN Kediri—validated the module based on content accuracy, curriculum alignment, and suitability for high school students. Feedback from validators was incorporated to refine the module's content and structure.

- 4. Product Testing**

The module underwent three testing phases: initial testing (expert review), limited testing (trial with a small group of students), and final field testing. Field testing involved 34 students from Class XII-12 at SMAN 2 Kota Kediri, selected via purposive sampling as all students were Muslim with prior exposure to basic Islamic education.

- 5. Implementation**

The validated module was implemented in Class XII-12 at SMAN 2 Kota Kediri over a four-week period, with weekly sessions to teach Islamic inheritance law. The implementation assessed the module's feasibility and effectiveness in enhancing student understanding.

- 6. Evaluation**

Formative evaluation occurred during development and testing to refine the module, while summative evaluation analyzed student learning outcomes post-implementation using quantitative and qualitative data.

Data Collection Techniques

Data were collected through:

1. Observation: Classroom activities were observed using a structured checklist to assess student engagement and comprehension during module use (Arikunto, 2010).
2. Questionnaires: Likert-scale questionnaires were distributed to 34 students to evaluate their satisfaction and response to the module, and to the two experts for validation feedback on content and design (Sugiyono, 2016).
3. Tests: Pre- and post-tests, consisting of multiple-choice and essay questions, were administered to the 34 students to measure improvements in their understanding of Islamic inheritance law (Arikunto, 2010).
4. Interviews: Semi-structured interviews with two PAI teachers at SMAN 2 Kota Kediri provided qualitative insights into the module's effectiveness and areas for improvement (Sugiyono, 2016).

Research Instruments

The research instruments used in this study consisted of several tools systematically designed to obtain valid data, including observation sheets, questionnaires, evaluation tests, and interview guidelines.

Data Analysis Techniques

The data analysis used several techniques, namely qualitative and quantitative methods: Qualitative analysis, including the results of observations, interviews, and questionnaires, was analyzed descriptively to identify user patterns and perceptions. Quantitative analysis, based on student test data, was conducted using descriptive statistics to determine the percentage of students' mastery in understanding inheritance material (Sugiyono, 2016).

Therefore, to obtain the level of validity of the learning module, a formula is required for analysis as follows:

$$P = \frac{\sum x}{\sum x_i} \times 100\%$$

Explanation:

P : percentage of feasibility

$\sum x$: actual score or total points from the responses

$\sum x_i$: expected score, or commonly referred to as the highest possible points

Furthermore, data or scores were collected from field testing. The data collection process used pre-test and post-test methods for the sample, which consisted of Grade XII students of SMAN 2 Kota Kediri, before using the developed learning materials. To determine the level of comparison, the t-test formula was used. "The t-test can be used to test a comparative hypothesis, namely whether two means are significant." (Arikunto, 2013). Furthermore, the t-test used a significance level of 0.05%, which is

$$t = \frac{md}{\sqrt{\frac{\sum d^2 (\sum d)^2}{n(n-1)}}}$$

Explanation:

Md = Mean score before and after

d = Difference between the initial and final scores

n = Total number of subjects

C. RESULT AND DISCUSSION

The research results are in accordance with the stages of the development of the *Research and Development* (R&D) model simplified by Sukmadinata. The discussion is carried out sequentially according to the problem formulation and refers to three main focuses, namely: (1) student research skills, (2) scientific article writing skills, and (3) optimization of multiple intelligences in the learning process integrated with the curriculum. Each finding was analyzed based on the results of the validity test, quantitative pretest and posttest data, and reviewed through the theoretical approach of research-based learning, *multiple intelligence*, and the relevance of the study program curriculum. To strengthen external validity, the results obtained were also compared with previous findings and related to the needs of Islamic higher education in the Society 5.0 era.

Learning Material Validation

The assessment process of the learning material was carried out by the validators from March 2 to March 12, 2025. The *'Ilm Faraid* learning module developed by the author underwent a review stage by two validators, namely a content expert and a design expert.

Quantitative data were obtained from the results of the questionnaire assessment, while qualitative data included additional responses such as comments, criticisms, and suggestions from both validators. The following presents the assessment criteria and the score qualifications used:

Table 3. Scoring Criteria for Expert Validation

| Score | Level of Validity |
|---------|------------------------|
| Score 5 | Strongly Agree (SA) |
| Score 4 | Agree (A) |
| Score 3 | Fair (F) |
| Score 2 | Disagree (D) |
| Score 1 | Strongly Disagree (SD) |

Table 4. Qualification Criteria for Expert Validation Questionnaire Assessment

| Percentage (%) | Level of Validity | Description | Percentage (%) |
|----------------|--------------------|-------------------|----------------|
| < 20% | Very Poor Validity | Revision Required | < 20% |
| 21 – 40% | Poor Validity | Revision Required | 21 – 40% |
| 41 – 60% | Fair Validity | Partial Revision | 41 – 60% |
| 61 – 81% | Valid | No Revision | 61 – 81% |
| 81 – 100% | Very Valid | No Revision | 81 – 100% |

Field Test Results

The test was not conducted directly on all Grade XII students at SMAN 2 Kota Kediri, but only on a small group of students from class XII-12 as a sample to obtain an overview of the effectiveness of the developed learning material.

Out of five individuals who were part of the small group in the product trial, a result of 76% was obtained. This clearly falls within the positive category according to the qualification threshold shown below.

| Qualification Threshold Based on Percentage | | |
|---|--------------------|-------------------|
| Percentage (%) | Scale Level | Description |
| < 20% | Very Poor Validity | Revision Required |
| 21 – 40% | Poor Validity | Revision Required |
| 41 – 60% | Fair Validity | Partial Revision |
| 61 – 81% | Valid | No Revision |
| 81 – 100% | Very Valid | No Revision |

Based on Table 5, the learning module, as a product resulting from the development of *'Ilm Faraid* teaching materials, was designed and implemented for the students of class XII-12 at SMAN 2 Kota Kediri to support the learning process. To evaluate the effectiveness of the module, pre-test and post-test scores were presented. With a total of 34 students, the average pre-test score was 78, and the post-test score was 82, indicating a significant difference. Thus, there was a meaningful improvement that demonstrates the success of using the teaching materials.

T-Test Analysis

To further validate the results of the analysis, the following hypotheses were formulated: H_0 = There is no difference in student learning achievement before and after using the *'Ilm Faraid* learning module. H_a = There is a difference in student learning achievement before and after using the *'Ilm Faraid* learning module.

When hypothesis testing was conducted, the next step was to calculate the t value and compare it with the t table. When the calculated t value is smaller than the t table value, it can be concluded that H_a is accepted while H_0 is rejected. Conversely, when the calculated t value is greater than the t table value, it means that H_0 is rejected and H_a is accepted. The t -table value was determined based on a significance level of 0.05 or $\alpha = 5\%$, which is 2.0345. The following presents the analysis table.

Table 6 Analysis of Pre-test and Post-test Results Using the T-Test Formula

| Pre-test Score (x) | Post-test Score (y) | $D = (y-x)$ | $D_2 = (y-x)^2$ |
|--------------------|---------------------|-------------|-----------------|
| 75 | 82 | 7 | 49 |
| 74 | 82 | 8 | 64 |
| 75 | 85 | 10 | 100 |

| Pre-test Score (x) | Post-test Score (y) | D = (y-x) | D ₂ = (y-x) ² |
|-----------------------|---------------------------|-----------|--|
| 73 | 84 | 11 | 121 |
| 76 | 82 | 6 | 36 |
| 70 | 82 | 12 | 144 |
| 70 | 80 | 10 | 100 |
| 68 | 81 | 13 | 169 |
| 78 | 84 | 6 | 36 |
| 70 | 85 | 15 | 225 |
| 65 | 80 | 15 | 225 |
| 65 | 82 | 17 | 289 |
| 69 | 80 | 11 | 121 |
| 70 | 80 | 10 | 100 |
| 77 | 83 | 6 | 36 |
| 76 | 84 | 8 | 64 |
| 80 | 82 | 2 | 4 |
| 78 | 83 | 5 | 25 |
| 75 | 83 | 8 | 64 |
| 76 | 84 | 8 | 64 |
| 74 | 83 | 9 | 81 |
| 70 | 80 | 10 | 100 |
| 75 | 81 | 6 | 36 |
| 79 | 86 | 7 | 49 |
| 76 | 78 | 2 | 4 |
| 72 | 80 | 8 | 64 |
| 76 | 82 | 6 | 36 |
| 80 | 85 | 5 | 25 |
| 74 | 82 | 8 | 64 |
| 70 | 80 | 10 | 100 |
| 75 | 82 | 7 | 49 |
| 76 | 82 | 6 | 36 |
| 80 | 85 | 5 | 25 |
| 76 | 83 | 7 | 49 |

With the following information, N=34, D=284, D₂=2754. The values of Md and t are as follows:

$$M_D = \frac{\sum D}{n}$$

$$= \frac{284}{34}$$

$$= 8.3$$

$$t = \frac{M_D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{n(n-1)}}}$$

$$\begin{aligned}
 t &= \frac{8,3}{\sqrt{\frac{2754 - \frac{(284)^2}{34}}{34(34-1)}}} \\
 t &= \frac{8,3}{\sqrt{\frac{2754 - 2372}{1122}}} \\
 t &= \frac{8,3}{\sqrt{\frac{2754 - 2372}{1122}}} \\
 t &= \frac{8,3}{\sqrt{\frac{2754 - 2372}{1122}}} \\
 t &= \frac{8,3}{0,58} \\
 t &= 14,3
 \end{aligned}$$

Next, after successfully determining the calculated t -value, the next step in completing the t -test is to determine the df (Degrees of Freedom). In this case, df is calculated using the formula $df = n - 1$ (n = number of data pairs). The calculation is as follows.

$$df = n - 1$$

$$df = 34 - 1$$

$$df = 33$$

Once the df has been determined, the next step is to identify the t -table value. In determining the t table, the developer used the formula established in the reference table. This reference table serves as the standard for determining the t -table value.

Reference Table for Determining t -Table Value

| df | $\alpha = 0,10$ (2 sisi) | $\alpha = 0,05$ (2 sisi) |
|------|--------------------------|--------------------------|
| 30,0 | 2,042 | 2,042 |
| 33,0 | 1,997 | 2,0345 |
| 40,0 | 1,99 | 2,021 |
| 50,0 | 1,984 | 2,009 |
| 60,0 | 1,96 | 2,0 |

With the obtained df value of 33, the t table value was determined to be 2.0345. Based on the collected data, supported by the t -table analysis, which shows that the calculated t value = 14,3 is greater than the t -table value = 2.0345, it can be concluded from the results of the t -test analysis that H_0 is rejected and H_a is accepted. Thus, there is a significant difference between the learning achievement before and after the implementation of the 'Ilm Faraid learning module among Grade XII students at SMAN 2 Kota Kediri.

Discussion/Analysis

The six main aspects in the research-based learning development model based on multiple intelligence start from the *integration of theory and practice*, which emphasizes that in the context of learning, theory and practice cannot be separated because both have an inherent and complementary relationship. Theory is needed to strengthen the conception or theorization of *learning*, especially now that there is a paradigmatic shift in education. For example, there has been a shift from a *teacher-*

centered oriented paradigm to student-centered oriented learning, as well as a change from a single-source-based learning paradigm to *multi-source* learning. This theorization is supported by practical aspects in the context of curriculum-based learning, where teaching and learning activities are no longer only oriented towards the transfer of knowledge, but also towards the development of skills, values, and contextual learning experiences. Therefore, the integration of theory and practice is not only an option, but an urgent need in the era of research-based education transformation and multiple intelligence.

Analysis of the Learning Material Development Procedure

This analysis process referred to the ADDIE instructional material development model. It was selected because it possesses systematic characteristics, and each stage is interconnected with the others. Therefore, the process can be considered effective and efficient, starting from analysis, design, development, implementation, and ending with evaluation. Furthermore, this model was also applied by adjusting to the characteristics of the learning material, the students, and their learning styles.

Another objective was also to address the difficulties experienced by students in resolving the issues related to inheritance distribution according to Islamic law. This learning module functions as a guidebook for students to identify heirs and accurately calculate the shares of inheritance. The material presented in the module includes a series of *Ilm Faraid* learning concepts that have been further developed, one of which is the addition of discussions on *Rad* and *Aul* cases.

Analysis of Learning Material Effectiveness

The effectiveness of the learning material in this study was evaluated based on the successful achievement of students' learning outcomes, which were analyzed from pre-test and post-test scores. Based on the collected data, the average pre-test score of the students was 78, while the average post-test score increased to 82. This improvement indicates an increase in understanding following the implementation of the learning material. Referring to the standard of learning success, which falls within the score range of 80–100, it can be concluded that the *Ilm Faraid* learning module developed was successful in improving students' academic performance.

The findings confirm that the *Asasul Faraid*-based inheritance learning module is both valid and effective. Several points are noteworthy:

- 1. Overcoming Learning Challenges** – Inheritance law combines abstract fiqh principles with mathematical calculations, which often hinders student comprehension. The inclusion of diagrams and tables in this module successfully simplified these processes, aligning with (Kurniawan & Haryanto, 2024), who emphasized visualization as a key strategy in teaching faraid.
- 2. Enhancing Student Engagement** – Improved comprehension was accompanied by increased motivation and interest. This echoes (Setiawan, 2012), who found that structured module-based learning fosters higher engagement and contextual understanding.

3. **Integration of Classical Sources** – Unlike the official Grade XII PAI textbook (Untoro, 2022), which presents faraid only narratively, this module integrates the classical text *Asasul Faraid*. (Thoha, 2024) argues, classical works remain valuable when adapted into modern contexts, reinforcing the bridge between pesantren-based knowledge and formal education.
4. **Novel Contribution** – Prior studies on module development in Islamic education (Jasmadi, 2008), (Setiawan, 2012) have shown effectiveness in general learning contexts. This research advances the field by introducing a systematic integration of classical texts into senior high school curricula, offering a unique model for Islamic inheritance instruction. In a related vein, (Sulaiman et al., 2024) developed e-modules for Islamic Religious Education using the ADDIE model, which successfully enhanced students' learning engagement through blended learning approaches. His findings affirm that well-designed modules—whether print-based or digital—can significantly improve learning outcomes in PAI by providing structured, interactive, and accessible content. However, while Sulaiman's research focused on technological integration, it did not address the specific challenges of teaching *faraid*, which combines abstract fiqh principles with mathematical calculations. This study, therefore, complements and extends previous research by developing a module grounded in classical Islamic scholarship (*Kitab Asasul Faraid*), thereby filling a critical gap in both subject matter and pedagogical resources for senior high school instruction. This comparison highlights that while digital innovation has been a key trend in PAI module development, the integration of classical Islamic texts remains underexplored, making this study a unique contribution to the field.

Taken together, these findings demonstrate that the developed module not only addresses the shortcomings of existing textbooks but also provides a novel pathway to connect classical Islamic heritage with contemporary educational needs.

CONCLUSION

This study demonstrates that the inheritance learning module based on the *Kitab Asasul Faraid* is both valid and effective for senior high school instruction in Islamic Religious Education (PAI). Validation from experts yielded very high scores (96% and 92%), while student responses (76%) indicated that the module was well-received. The field test with 34 students at SMAN 2 Kota Kediri showed significant improvement in learning outcomes, as reflected in the increase from pre-test (78) to post-test (82) and the results of the paired-sample t-test ($t = 14.3$, $p < 0.05$).

Unlike previous studies that emphasized digital module development, this research provides a unique contribution by systematically integrating a classical Islamic text—*Kitab Asasul Faraid*—into formal high school education. This novelty bridges the gap between pesantren-based scholarship and contemporary pedagogical needs, demonstrating that classical resources remain highly relevant when adapted into structured modern curricula.

For future development, it is recommended that educators adopt this module more widely in Islamic Religious Education and adapt it for diverse school contexts. Further research may also explore hybrid or digital versions of the module, thereby combining the strengths of classical text-based content with technological innovation to enhance accessibility, engagement, and long-term knowledge retention.

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Author contributions:

Muhammad Fadhl Robby: Conceptualized and designed the study, collected and analyzed the data, and prepared the initial manuscript draft.

Mohammad Afifulloh: Supervised the research process, provided methodological guidance, and contributed to substantive revisions of the manuscript.

Muhammad Sulistiono: Contributed to the development of the theoretical framework, critically reviewed the academic content, and provided input for the refinement of the final manuscript.

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