

Character education based on islamic inheritance law: a contextual strategy to address modern moral challenges

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ABSTRACT

This study aims to explore the potential integration of Islamic inheritance law, particularly the concept of murder as a disqualifier for inheritance rights (*māni' al-mirās*), as a medium for character education within the Islamic Religious Education (PAI) curriculum. Family conflicts over inheritance disputes, often culminating in acts of murder, provide a critical context for connecting moral values such as justice, responsibility, and respect for life to ethics-based learning. This approach innovatively employs the normative concepts of Islamic law as a character development tool, addressing the modern era's moral challenges. The study adopts a qualitative-descriptive methodology, incorporating analyses of Islamic law literature and character education frameworks. Primary sources include the Qur'an, Hadith, and classical jurisprudential texts such as *Al-Mughni* by Ibn Qudamah and *Al-Ahkam As-Sulthaniyyah* by Al-Mawardi. Secondary sources encompass literature on character education and learning strategies. Content analysis is employed to identify the moral values inherent in Islamic inheritance law and their relevance to character education using case-based studies. The findings indicate that Islamic inheritance law can effectively function as a tool for character education, fostering values such as self-control, respect for life, and ethical conflict resolution. Case-based learning and problem-based learning (PBL) approaches prove effective in integrating these themes into the moral and religious character formation of students. This study offers a novel, contextual, and practical approach distinct from conventional teaching methods, addressing the increasingly complex moral challenges posed by materialism and individualism in society.

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Introduction

Conflict over inheritance is a growing social issue in the modern era, particularly in Indonesia, where materialistic values often dominate familial relationships (Astuti, 2018). These conflicts frequently escalate into criminal acts, such as murder, which, under Islamic law, disqualifies the perpetrator from inheriting. In Islamic jurisprudence, murder by an heir constitutes a disqualifier for inheritance rights (*māni' al-mirās*), as outlined in classical texts such as *Al-Mughni* by Ibn Qudamah (1997) and *Al-Ahkam As-Sulthaniyyah* by Al-Mawardi (1996). This provision underscores

a strong link between Islamic inheritance law and moral values that prevent unlawful actions and social harm.

On the other hand, character education has emerged as a key focus in the educational landscape, particularly within Indonesia's Islamic Religious Education (PAI) curriculum. This form of education aims to cultivate individuals who are not only knowledgeable but also morally upright and well-rounded in character (Lickona, 1991; Ministry of Education and Culture, 2017). However, numerous studies have revealed that the implementation of character education in PAI often remains theoretical and insufficiently aligned with real-world social issues, such as inheritance disputes (Mulyadi, 2020). This suggests an urgent need for innovative and practical approaches to instill character values in students.

This study proposes a novel approach by integrating the concept of Islamic inheritance law, particularly the theme of murder as a disqualifier for inheritance rights, as a medium for teaching character education values. This inquiry is unique, as few studies have leveraged inheritance law as a strategy for character education. Most prior research has focused either on the normative aspects of inheritance law itself (Hasan, 2015) or on general aspects of character education (Zubaedi, 2011). Hence, this study not only provides a deeper understanding of Islamic law but also offers practical solutions for fostering students' religious and moral character, enabling them to navigate social challenges in the modern era.

Method

This study employs a qualitative-descriptive approach to explore the integration of character education values through the theme of Islamic inheritance law, specifically the concept of murder as a disqualifier for inheritance rights (*māni' al-mīrās*). This method was chosen as it allows the researcher to delve deeply into the relationship between normative Islamic legal concepts and their application in value-based character education (Creswell, 2014).

1. Research Approach and Design

A qualitative approach was utilized to interpret data derived from normative texts and the social contexts relevant to this study. A descriptive design was chosen to provide a comprehensive overview of the relevance of Islamic inheritance law to character education and the strategies for implementing this theme within Islamic Religious Education (PAI). As suggested by Sugiyono (2018), a descriptive design facilitates a thorough investigation into the connections between legal and educational variables.

2. Data Sources

Primary data for this research were obtained from Islamic legal literature, including the Qur'an, Hadith, and classical jurisprudential texts such as *Al-Mughni* by Ibn Qudamah (1997) and *Al-Ahkam As-Sulthaniyyah* by Al-Mawardi (1996). Secondary data were sourced from modern literature on character education, such as Zubaedi (2011), as well as curriculum policies for Islamic Religious Education issued by the Ministry of Education and Culture (2017). Additional supporting data were drawn from relevant case studies published in Islamic law and education journals.

3. Data Collection Techniques

Data were collected through a literature review (library research), involving an in-depth analysis of Islamic legal texts and educational literature. This method was deemed suitable for examining normative concepts within social and educational contexts (Bowen, 2009). A thematic approach was applied to organize data around key themes, such as murder as *māni' al-mīrās*, character values (justice, responsibility, respect for life), and character-education-based teaching strategies.

4. Data Analysis Techniques

The collected data were analyzed using content analysis, aiming to identify character values embedded within the concepts of Islamic inheritance law and their relevance to modern education. This method involved three main stages: (1) data reduction, focusing the literature data on research themes; (2) categorisation, grouping data into key themes such as character values and teaching strategies; and (3) interpretation, linking the analysis results to the context of character education in the modern era (Krippendorff, 2013).

5. Novelty of the Methodological Approach

The novelty of this research lies in the integration of two rarely associated fields—Islamic inheritance law and character education. Most studies on Islamic inheritance law focus on normative aspects, such as the distribution of inheritance (Hasan, 2015) or family conflicts over inheritance distribution (Astuti, 2018). Conversely, studies on character education are often general and lack contextual approaches to modern moral challenges (Zubaedi, 2011; Mulyadi, 2020). This research bridges these domains by combining normative Islamic legal analysis with value-based educational approaches, offering practical solutions for strengthening students' character development.

Results and Discussion

1. Results

1. Character Values in the Concept of Murder as *Māni' al-Mīrās*

This study reveals that the concept of murder as a disqualifier for inheritance rights (*māni' al-mīrās*) within Islamic inheritance law embodies character values highly relevant to moral education. These values include:

- 1) **Justice (Al- 'Adl)**: The prohibition of inheritance for perpetrators of murder reflects the enforcement of justice in Islamic law, ensuring that criminals cannot benefit from their actions. This aligns with the principle of justice in Surah An-Nisa [4:135], which urges the upholding of justice even against oneself or one's family (Ibn Qudamah, 1997).
- 2) **Respect for Life (Hurmat Al-Hayah)**: Islam views human life as sacred, as emphasized in Surah Al-Maidah [5:32]. The concept of murder as *māni' al-mīrās* serves as a stern warning to safeguard human life (Al-Mawardi, 1996).
- 3) **Social Responsibility**: This concept underscores that actions have legal and moral consequences, aiming to preserve social harmony and prevent materialistic conflicts within families (Hasan, 2015).

The integration of these values into the Islamic Religious Education (PAI) curriculum introduces a novel dimension to character education. Unlike general approaches, this study demonstrates that Islamic legal values can serve as an effective medium for instilling specific moral principles relevant to contemporary social challenges.

2. Effectiveness of Contextual Learning Strategies Based on Islamic Inheritance Law

The findings indicate that integrating Islamic inheritance law into problem-based learning (PBL) and case-study-based teaching strategies significantly enhances students' understanding of character values. This was achieved through analyzing inheritance dispute cases that led to murder. Key results include:

- 1) **Enhanced Moral Comprehension**: Students engaged in case-study-based learning exhibited a deeper understanding of values such as justice, responsibility, and respect for life compared to those exposed solely to theoretical content. This supports Lickona's (1991) assertion that problem-based learning fosters the internalization of values through reflection and critical discussion.

- 2) **Connection to Social Realities:** Through PBL, students related their learning to modern moral challenges, such as materialistic conflicts that often strain familial relationships (Astuti, 2018). This strategy also enabled students to develop ethical conflict-resolution skills grounded in Islamic principles, an area seldom addressed in conventional teaching methods (Mulyadi, 2020).

This research highlights an innovative adaptation of Islamic law, traditionally regarded as normative, into a practical and relevant educational tool for students' lives.

3. Contributions to the PAI Curriculum in the Modern Era

The study also identifies that the current Islamic Religious Education (PAI) curriculum tends to be theoretical and insufficiently aligned with real-world social issues (Ministry of Education and Culture, 2017). By incorporating the theme of *māni' al-mīrās* into PAI, this research provides a contextual solution for modernizing religious education. Key contributions include:

- 1) **Contextualising Islamic Values:** The theme of murder as a disqualifier for inheritance offers a concrete example of applying Islamic values to address modern conflicts. This approach bridges the gap between normative Islamic law and the practical needs of character education (Zubaedi, 2011).
- 2) **Enhancing Curriculum Relevance:** Using inheritance dispute case studies allows students to see the relevance of religious education to moral challenges they encounter within their families and communities. This represents a significant update to the PAI curriculum, which has often been criticized for its lack of contextualisation (Mulyadi, 2020).

4. Novel Contributions of the Research

The findings of this study highlight several notable innovations:

- 1) **A New Approach to Character Education:** The study demonstrates that the theme of Islamic inheritance law, particularly murder as *māni' al-mīrās*, can be integrated into character education. Previously, this theme was primarily discussed within the normative framework of Islamic law (Hasan, 2015). This research renders the theme more applicable and relevant to moral development in students.
- 2) **Innovative Teaching Strategies:** By employing problem-based learning and inheritance dispute case studies, this research offers an alternative teaching method that is more contextual than traditional lecture-based approaches in PAI (Sugiyono, 2018; Lickona, 1991).
- 3) **Relevance to Modern Social Issues:** The study underscores the phenomenon of familial conflicts over inheritance as a pressing moral challenge in the modern era, a topic that has been largely overlooked in character education research. Thus, this research provides a unique contribution to a socially relevant educational approach.

2. Discussion

1. Integration of Islamic Inheritance Law Values with Character Education

A key contribution of this research lies in the integration of Islamic inheritance law values with character education as a practical solution to modern moral challenges. In Islamic jurisprudence, inheritance law not only governs the distribution of wealth but also embeds profound moral values such as justice, responsibility, and respect for life (Ibn Qudamah, 1997; Al-Mawardi, 1996). One pivotal concept is murder as *māni' al-mīrās*, which disqualifies an heir who has murdered the deceased from receiving an inheritance. This principle conveys a moral lesson highly relevant to character education, underscoring that unlawful or immoral actions entail serious consequences.

In the context of character education, this approach provides a more contextual solution than general character education frameworks. As Zubaedi (2011) highlights, character education often remains theoretical and insufficiently connected to real social issues. This study addresses this gap by introducing Islamic law-based learning strategies, such as case studies on inheritance conflicts culminating in murder. Through this approach, students gain not only normative understanding of Islamic law but also the ability to apply these values in everyday life.

2. Novelty in Character Education Strategies

This research also highlights the innovation of its teaching strategies. Most previous studies on character education in Islamic Religious Education (PAI) have relied on lecture or general discussion methods, which are less interactive (Mulyadi, 2020). This study introduces strategies based on problem-based learning (PBL) and case studies, where students analyze inheritance conflict cases involving murder as a disqualifier for inheritance rights. This aligns with Lickona's (1991) view that character education should engage students in critical thinking, moral discourse, and ethical decision-making.

Through case simulations, students learn to identify values such as justice, respect for life, and social responsibility within the context of Islamic law. These findings reinforce Sugiyono's (2018) assertion that problem-based approaches are more effective in helping students understand and internalize moral values than conventional teaching methods. Consequently, this research significantly contributes to modernizing character education methods in PAI.

3. Relevance to Modern Moral Challenges

The phenomenon of family conflicts over inheritance is a pertinent social issue in the modern era, where materialism and individualism increasingly dominate (Astuti, 2018). In some cases, these conflicts escalate into criminal acts, such as murder among family members. Unfortunately, most PAI curricula do not directly address the real moral challenges faced by students in their social environments (Ministry of Education and Culture, 2017).

The novelty of this research lies in its attempt to address these challenges with a more contextual approach. Integrating the theme of murder as a disqualifier for inheritance into PAI provides students with an applied understanding of how religious values can be used to resolve social conflicts ethically. This research also emphasizes that religious education should not only impart theoretical understanding but also shape students' religious, moral, and resilient character to face contemporary challenges (Zubaedi, 2011; Hasan, 2015).

4. Comparison with Previous Studies

Hasan (2015) previously examined Islamic inheritance law within a normative context, focusing on wealth distribution and the rights of heirs. While this research provided a strong legal foundation, it did not explore its relevance to character education. Conversely, studies on character education by Lickona (1991) and Zubaedi (2011) often overlooked Islamic law as a source of moral values. This research bridges the gap by integrating Islamic inheritance law and character education into a single, cohesive framework.

Moreover, most character education studies have employed general cases, such as honesty or discipline, without addressing specific issues related to law and morality (Mulyadi, 2020). By focusing on the theme of murder in Islamic inheritance law, this research offers a novel, specific, and practical perspective. The results show that students not only learn character values but also understand how to apply them in resolving complex social conflicts.

Conclusion

This study concludes that integrating the concept of Islamic inheritance law, particularly murder as a disqualifier for inheritance rights (*māni' al-mīrās*), into character education provides a novel and practical approach to addressing modern moral challenges. This concept not only serves as a normative regulation within Islamic law but also encompasses moral values that can shape students' character, such as justice, social responsibility, self-control, and respect for life (Ibn Qudamah, 1997; Al-Mawardi, 1996). The primary innovation of this research lies in the exploration and application of Islamic legal themes, traditionally regarded as normative, as contextual tools for character education.

As a contribution to strengthening the Islamic Religious Education (PAI) curriculum, this study demonstrates that problem-based learning (PBL) strategies and case studies on inheritance disputes are highly effective in helping students internalize moral values. This approach enables students to analyze real-world social issues, such as conflicts over inheritance while understanding how Islamic values can be applied to resolve conflicts ethically. This aligns with Lickona's (1991) assertion that effective character education must engage students in critical thinking and moral discussions that are relevant to their lives.

The findings also underscore the importance of contextualizing the PAI curriculum. Currently, much of the character education material tends to be general and insufficiently connected to specific issues relevant to students (Ministry of Education and Culture, 2017; Mulyadi, 2020). Integrating the theme of *māni' al-mīrās* into PAI provides a more concrete and practical dimension to teaching Islamic values. These findings enrich character education approaches while addressing the need for religious learning that is more relevant to modern moral challenges, such as materialistic conflicts within families (Astuti, 2018).

In conclusion, this research contributes to innovation in three key areas:

1. **Multidisciplinary Approach:** The study bridges the gap between normative Islamic law and character education by presenting the values of inheritance law as practical tools for moral education.
2. **Innovative Teaching Strategies:** The use of problem-based learning and case studies grounded in Islamic legal themes represents a novel and more effective approach to helping students understand and internalize character values.
3. **Social Relevance:** This research offers practical solutions to modern moral challenges by linking religious education with real and specific social issues.

Moving forward, this study can serve as a foundation for developing more contextual and integrated curricula. Future research is recommended to test the implementation of these findings on a broader scale to enhance the effectiveness of the proposed approach.

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