

PERCEPTION ON THE "FUN OF FARAIDH (FoF)" GAME IN TEACHING & LEARNING OF THE INHERITANCE DISTRIBUTION SUBJECT

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ABSTRACT

In 2016, statistics showed that RM60 billion worth of inheritance largely owned by Muslims was not being properly managed. This amount increased from RM52 billion in 2012, that is an increment of RM8 billion or 15 percent in 4 years. The main reason that caused this frozen property is the ignorance of the Muslim communities in faraidh knowledge. It has a detrimental impact on the economies of the Muslim communities especially those who earn low and moderate income. They have made their property lay idle and became frozen for a long period of time. Therefore, an understanding of the concept of Faraidh is beneficial in solving the above problem. This study was conducted to examine the perception of teaching staff at Universiti Teknologi Mara against the Fun of Faraidh game created by our innovation team in encouraging people to understand the distribution of inheritance in Faraidh system. A total of 21 people have been selected as the respondents and answered the questionnaires that have been given to obtain data after the implementation of the game. The results showed that more than 50% of the participants perceived Fun of Faraidh game has lots of advantages and is able to be used as a medium to comprehend the concept of faraidh. Hence, the game is perceivable as a new approach that can be an alternative tool in teaching and learning of faraidh.

Keywords: faraidh, innovation game, inheritance.

INTRODUCTION

Knowledge of faraidh is one of the important aspects in Islam that should be disclosed to every Muslim due to its function as a fardhu kifayah claim. However, it is alarming that many still do not understand the distribution of the inheritance properly and causing the distribution of these assets to be inefficiently managed. The ignorance in this area leads to the frozen property and other various problems arising such as ownership, overlapping property, unmanaged assets, difficulties in the process of laws in the distribution of property due to the loss of ownership documents and the deaths of heirs that should inherit the property. In addition, the process would be more complicated by series of deaths among the rightful heirs (Abdul Rashid & Yaakub, 2010; Noordin, Shuib, Zainol, & Mohamed Adil, 2012; Noordin, Shuib, Zainol, & Mohamed Adil, 2013).

Furthermore, the heir is ended in a deadlocked situation and does not know how to begin the process of claiming and distributing the inheritance in the right way (Md Azmi & Sabit Mohammad, 2011; Wan Hassan, Alias, Muslim, Yunos, & Umar, 2014). This is due to the lack of exposure and understanding of the Faraidh system as well as the attitudes of the people who always take things for granted. As a result of this lack of awareness, there are some heirs who live in poverty due to their ignorance of faraidh and properties entitled to them.

The Fun of Faraidh game is a new approach to avoid confusion in the faraidh system. This innovative game is able to provide awareness and knowledge to the Muslim community especially the younger generation in schools and at universities when it is being used as one of the learning aids. This game is interactive, fun and informative at the same time. As a result, faraidh knowledge will be easily understood and controlled compared to conventional techniques that use books and lectures. Early exposure from the school level should be practiced in order to inculcate understanding and avoid confusion in the allocation of the inheritance. Such awareness can help to distribute these frozen assets more efficiently and effectively while avoiding hostility from the confusion. This is in line with the hadith narrated by Ibn 'Abbas that the Holy Prophet (PBUH) said, "*Give the Faraid (the shares of the inheritance that are prescribed in the Qur'an) to those who are entitled to receive it. Then whatever remains, should be given to the closest male relative of the deceased.*"

LITERATURE REVIEW ON FARAIDH STUDY

The accumulation of property and wealth is one of the important elements of Shariah Maqasid which must be maintained by Muslims. There are various ways in which one can own property among them is to trade, invest, save and also through the acquisition of the estate. According to Mat Isa (2013) there are over RM52 billions of heritage that have been estimated to exceed 1 million unsolved cases in Malaysia. This is rather disturbing because such a large amount of fortune does not return to the beneficiaries who are entitled to it and leads to a tremendous impact on the process of accumulating wealth as well as affecting the economy. He also mentioned that the main factor causing this to happen was due to the heir's own ignorance of faraidh.

Meanwhile, Muhammad Arif Sabtu and Siti Mashitoh Mahamood (2017) claimed that only 10.23% of the total cases of Islamic inheritance in Brunei were using faraidh methods. Among the problems faced in the distribution of heritage property in West Aceh District is the lack of expertise in faraidh (Fariani 2014)

Wan Abdul Halim (2006, 2011) further indicated that based on his experience of direct involvement in the inheritance distribution, has found that many Muslims still do not understand faraidh and at the same time do not know how to manage the inheritance. His opinion is of an important issue and opens a space for research to solve problems in relation to the community's knowledge of faraidh. According to him, though the Department of Director General of Land and Mines through its Division of Inheritance unit has been organizing campaigns such as seminars and dialogues for example, Daily Spoken by Waris, radio talks in states, lectures and heritage clinics and the latest Kampung Akar Pusaka and so on, unfortunately there are still many confusions among the community on faraidh. He stressed that this was due to the lack of concern or community focus on Faraidh's knowledge. Consequently, an innovation should be invented so that this problem can be solved.

Based on the analysis conducted by Noor Lizza Mohamed Said et al. (2015) on knowledge of faraidh among the Muslim community shows that the majority of them know only a small part of the fundamentals of faraidh. This statement is proven by the high percentage obtained through public recognition of this matter, which is 67.4%. In a meantime, when referring to the relevance of the question "Have you ever learnt faraidh before?", 35.3% admitted that they had never learnt faraidh, 13.3% was uncertain and 51.3% admitted they had studied faraidh. A relatively high percentage of 51.3% of respondents acknowledge that they have studied faraidh, but there are some questions that arise with this finding such as; the question is how much do they know about faraidh, did they understand the knowledge being studied, did they know how to apply the faraidh knowledge. In this study, what is particularly interesting is that their studies have shown that faraidh knowledge is very important to learn based on 97.4% of 150 respondents agreed on that. Next, only 1.3% of respondents stated that they were unnecessary and uncertain. This showed that the community provides a positive view of the need for faraidh knowledge in the syllabus of Islamic Education curriculum.

Another point of view on the knowledge level of Islamic Education teachers in faraidh is moderate based on only 14.3% who are confident of mastering this whole knowledge. 41.3% have more dominant grasp of faraidh, while 46.6% of the teachers claimed that they only master a small part of faraidh knowledge. These percentages are applied on teachers, but the question is what if they are applied to students and the public. This showed that there is still hope for finding ways to enhance the knowledge of faraidh among teachers, students and the public.

In addition, several studies have shown that educational games can also enhance the learning motivation and learning performance of students (Kinzie & Joseph, 2008; Watson, Mong, and Harris, 2010; Prensky, 2001). Kinzie & Joseph (2008) defined games as "an immersive, voluntary and enjoyable activity in which a challenging goal is pursued according to agreed-upon rules". Watson, Mong, and Harris (2010) presented the in-class use of an educational game-based learning in a high school history class and found that the use of the game-based learning approach resulted in a shift from a traditional teacher-centered learning environment to a student centered environment in which the students were much more active and engaged. Another researcher further indicated that combining games with educational objectives could not only trigger students' learning motivation, but also provide them with interactive learning opportunities (Prensky 2001).

The study by Marina (2008) demonstrated that the game-based learning approach proved to be more affective and also able to increase the motivation among the students to study the subject matter. The students also enjoy the subject through the game and able to engage with the learning process and on top of that develop their interest in the subject matter.

From these studies it can be concluded that lack of concern on faraidh knowledge might lead muslims to ignore the knowledge of faraidh itself. They do not understand or still confuse of faraidh although they had attended the formal classes. These designed courses are being offered to those who are still wondering on how to manage the inheritance. It can be seen that faraidh knowledge is very important to learn and educational games are considered as a potential way of learning faraidh effectively. The relevant issues related to the understanding of faraidh have attracted much attention from researchers.

RESEARCH METHODOLOGY

This study examines the extent to which the Fun of Faraidh's games have been improved in enhancing the understanding of Participants in Estate Management Workshop conducted by a lecturer. Participants are staff of UiTM Pahang Branch, Jengka Campus. Firstly, a total of 21 participants were selected by convenient sampling from various education backgrounds and positions after the program. These participants have been taught the conventional Property Management courses using slides, markers and whiteboards for six hours in three sessions. Secondly, a Fun of Faraidh game was conducted in three slots. This session started with a short briefing on instructions of the game. It was followed by the demonstration on how the game is played and finally all participants are given a chance to play the game among themselves. Thirdly, questionnaires are distributed to the participants regarding the perception of effectiveness and advantages of Fun of Faraidh game as an interactive and fun learning method. The questionnaires' items were adapted from following studies but been modified to suit the fun of Faraidh game features (Huang & Cappel 2005, Zuhariah et al. 2015, Seow & Wong 2016). The data was recorded and analyzed descriptively using the bar chart. In addition, further explanation on how the game is played will be discussed in detail under Innovation Technical Aspect and Gaming Instructions below.

INNOVATION TECHNICAL ASPECT

The game consists of board games, coins, dice and pawn. There are 4 butterfly shapes in different colors which means a complete family of mother, father and children. Every heir in the picture has a background color which means the blood relation to the heirs. There is a ladder that connects a close and most deserving descendant to the property of the deceased.

GAMING INSTRUCTIONS

This game requires 3 players and 1 facilitator. Each player gets 4 pawns and is ready with 4 dice. Step 1, each player must throw 1 dice to get the first heir number. Step 2, throw 2 dice simultaneously to get the second heir. Step 3, throwing 3 dice simultaneously to get 3 heirs and then throw 4 dice to get 4 heirs.

If there is a player who gets the same heir number with the previous player, the number will automatically be disqualified (overlap numbers are not allowed). Each heir's number obtained during the throw will be marked with a pawn. After every player has succeeded in placing their respective pawn on the picture of the heirs, they should guess the number of eligible faraidhs for the heirs.

Determination of faraidh distribution is done by: the player must choose the given coins with certain values by taking 2 pieces of coins: the value coin which should be put in the heir's place if it is worth it. Another coin of the same value needs to be kept by the player to count as a score.

The facilitator will ensure that the selection of the section is correct or false. If it is incorrect, the coins will be taken back and this will result in a reduction in scores. This game can be repeated several times to allow players to collect as many coins as possible. Players who collect the most coins are considered winners.

FINDING

Perception of Faraidh Course Participants to the Effectiveness of Fun of Faraidh.

After the faraidh course being held, a total of 21 questionnaires were distributed to participants to identify their perceptions of the effectiveness of Fun of Faraidh game, while feedback received are as follows:

Table 1

PERCEPTION ON THE EFFECTIVENESS

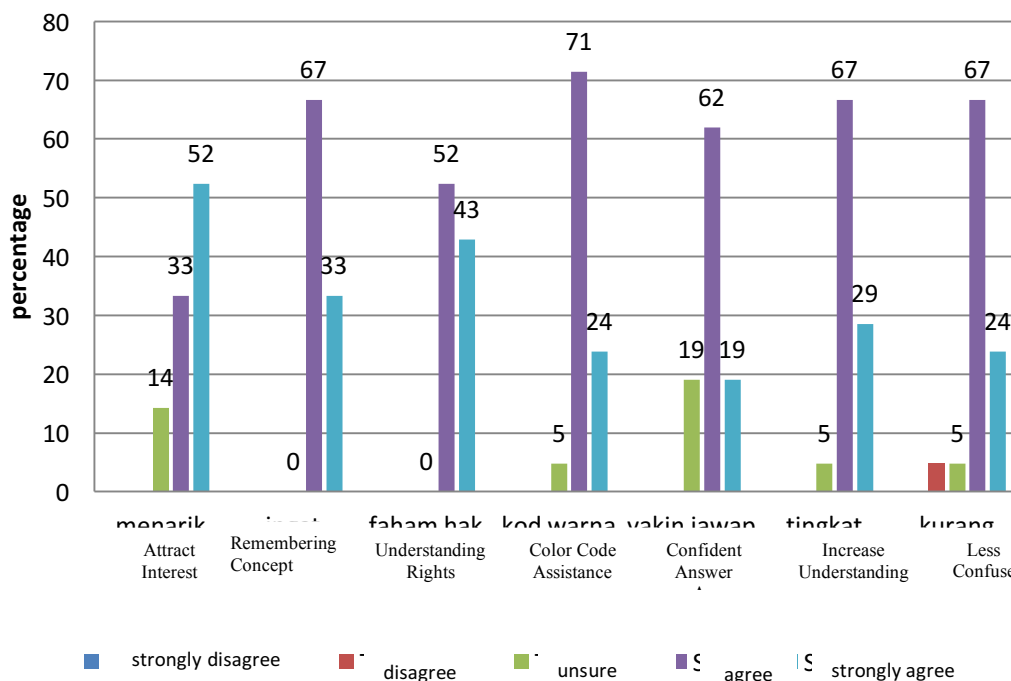


Table 1 in the description of this feedback Fun of Faraidh will be referred to as a game. In view of the ability of this game to attract participants in understanding Faraidh, 52% strongly agreed that this game can be of interest to comprehend Faraidh, while in terms of the ability of this game, 33% strongly agreed and 67% agreed that it can help in memorizing the Faraidh concept. Next, 43% strongly agreed and the rest 52% agreed that this game is able to give an understanding of the rights of heirs in the estate. 24% of the people strongly agreed and 71% agreed that this board can help to understand the concept of family affiliation and the rights of the heirs. When viewed based on self confidence in answering Faraidh's questions after playing this game, 19% of them strongly agreed and 62% of them agreed on that, while the remaining 19% were uncertain in relation to it.

Approximately 29% strongly agreed and 67% agreed that this game enhances their understanding of faraidh topic in the subject of the Islamic religion learnt, and only 5% were uncertain. The next number reached 24% of strongly agreed and 67% agreed that the game was able to break the confusion in determining the rights of the deceased to the heirs. As a conclusion, more than 50% of participants strongly agreed and agreed with all items related in testing the effectiveness of Fun of Faraidh. Therefore, learning faraidh through this game was perceived as effective. Accordingly, it was found that the game was helpful to the participants in improving their learning achievements in comparison with the conventional learning without using Fun of Faraidh game.

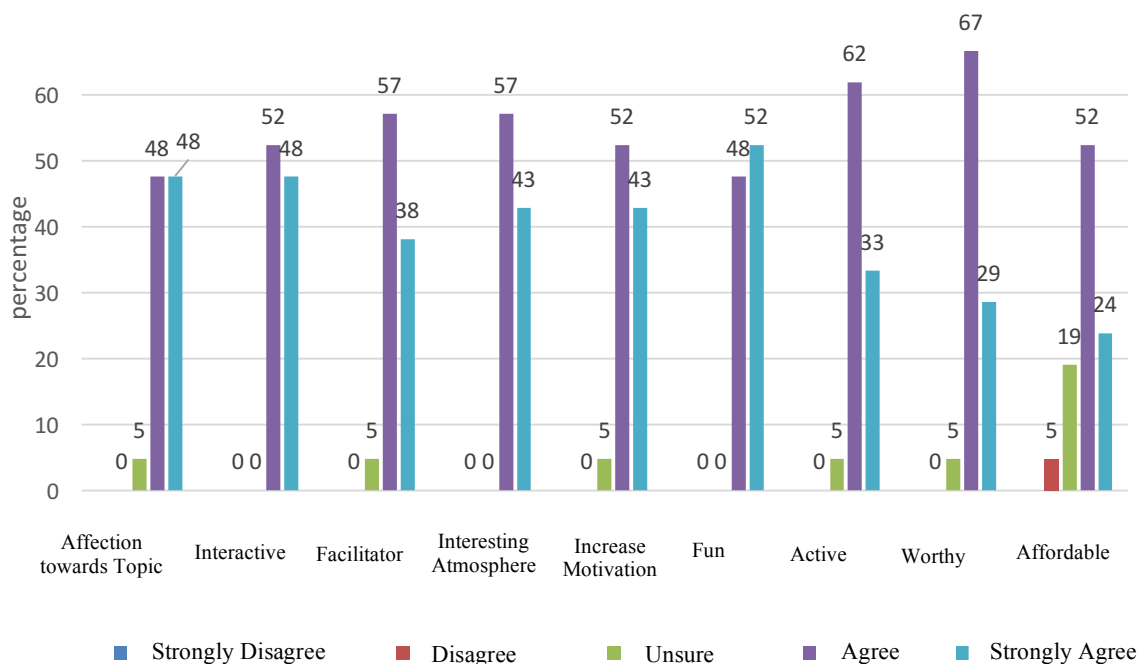
Perception of Faraidh Course Participants to the Advantages of Fun of Faraidh.

After the faraidh course being held, a total of 21 questionnaires have been distributed to participants to identify their perceptions of the advantages of Fun of Faraidh, while the feedback received are as follows:

Table 2 showed that in the description of this feedback Fun of Faraidh will be referred to as a game. Based on the above graphs 48% strongly agreed and 48% agreed that the game has gained interest towards the topic of faraidh in the syllabus of religious subjects, meanwhile only 5% were uncertain about it. Next, 48% strongly agreed and 52% agreed that this game has created an interactive learning environment. A total of 38% strongly agreed and 57% agreed that the presence of the facilitator has helped them in understanding this game. It has made the learning atmosphere of Faraidh more interesting. This is due to the 43% of strongly agreed and 57% agreed on the matter. This game also enhances motivation in learning faraidh as much as 43% had strongly agree with the majority and 52% agreed. Next 52% strongly agreed and 48% agreed that this game could give pleasure in studying Faraidh knowledge. With this game it is also capable of initiating the students' active participation. This is based on a total of 33% strongly agreed and 62% agreed on the matter, while only 5% were uncertain. Next, 29% were strongly agree and 67% agreed that by having this game it was worth playing and informative at the same time. Finally, 24% strongly agreed and 52% agreed that the game is affordable. It is therefore concluded that the Fun of Faraidh game-based learning had advantages on improving the students' learning motivation in the determination of faraidh distribution.

Table 2

PERCEPTION ON THE FOF ADVANTAGES



DISCUSSION AND CONCLUSION

This faraidh game is a good alternative in the education of faraidh to the whole society of Islam. It is able to attract many people to understand this knowledge as well as able to solve the problem that burdened Muslims so far. It is suitable for all groups of matured individuals and very much relevant to the issues of faraidh. This game is very suitable to be used as a teaching tool in schools and universities as well as casual games in the family because it is interactive in nature and has been acknowledged to be able in attracting and appreciating the faraidh issues.

Although the proposed Fun of Faraidh game-based learning approach has shown significant effectiveness and advantages in improving the students' learning performance, some limitations of using this game need to be noted. First, the games only implemented on 21 staff from one organization thus the games should be implemented to other organizations to have other findings or other related challenges. Second, researchers have indicated that the function of the Fun of Faraidh is only to improve the understanding and control of usage about the distribution of inheritance which includes the right that each heir and his heirs are hindered from obtaining the inheritance. Hence, The Fun of Faraidh can solve any problems in the distribution of the inheritance but not to calculate the actual amount that should be inherited (Limitations of the games is only to enhance the understanding on the right of each beneficiary but not to calculate the actual amount). Third, this game does not contain the actual amount of the inheritance allocation. This calculation can be made with the help of computerized mathematical applications. In order to cope with this calculation, we have planned to develop an extension to the existing game together with calculation of inheritance distribution for future use. In the meantime, we have also planned to implement the proposed Fun of Faraidh in the learning activities so that we could investigate more research issues, such as the achievement levels of participants' cum students' performance in learning faraidh.

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