

# THE RELEVANCE OF USING PROBLEM SOLVING METHOD IN TEACHING THE SCIENCE OF INHERITANCE IN ISLAMIC EDUCATION TO UPPER LEVEL STUDENTS

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## **Abstract**

The science of inheritance is one of the branches of jurisprudence of Islamic education, which means the distribution of inheritance to the heirs after death. Many methods for teaching inheritance topics of Islamic education were suggested and vividly elaborated by different scholars. Like any other subjects, and for the importance and difficulty of the subject (science of inheritance) amongst Islamic education subjects, there is still needed to bring more specific method to help achieve its topics effectively. This is what present study focused to elaborate. The qualitative method of philosophical analysis is employed for the purpose of this study. From the findings, relevance of using problem solving method in teaching inheritance topics of Islamic education was intensely highlighted. Therefore, Islamic education teachers are recommended to make the method completely utilised in teaching the subject, and a good strategy should be carefully chosen to help achieve a good provision of the method.

**Keywords;** Islamic education, inheritance, problem solving method, teaching, students.

## **Introduction**

Inheritance topics of Islamic education is one of the most important subjects taught to students in schools, and like any other subject, it needs a teaching method. In fact, it needs to be given more attention in the teaching process it receives, because it develops the students' religious capacity under religious education which is one of the best types of education, and its results are better. Hence, it is highly recommended to apply more than one method when imparting knowledge, because the students always tend to get bored quickly, and diversification is one of the most important ways to eliminate the boredom that prevails in the classroom (Sobhi, 2012).). However, some methods will be more relevant in teaching some topics in Islamic education than others. For this reason, many methods have been developed, that can be followed in order to teach inheritance of Islamic education. Islamic inheritance knowledge is one of the knowledge to be taken away from the chest of the people, and also amongst the knowledge to be highly demanded in the future time. For this reason, efforts have been made by different scholars to help ease the process of its learning (Yager, 2000). To be in line with these scholars, we see eligibility to bring a new method that will help in its learning and also facilitate to secure it. Some of which we found the most reliable and its relevance appeared to be obvious to us in teaching inheritance topics in Islamic education curriculum is problem solving method which will be Insha Allah discussed in this paper.

## **Concept of Islamic Education**

In its most basic form, education is an effort to spread moral principles that will aid and direct mankind in living its lives while also advancing humanity's fate and civilisation. Without education, it believes that humans are no different from earlier generations in terms of backwardness, the way they live and how they plan their future. It's possible that a society's or a country's back and forth or great or poor civilisation will be based on how the community's approach to education is carried out (Dodi,2020).

Islamic education is a means by which a person obtains instructions and training on how to properly serve the Almighty Allah in order to benefit from it in the afterlife (Raoudhatul Firdaus and Muhammad, 2013). Nurdin, (2020) believe that pedagogical, sociological, and cultural aspects of Islamic techniques and tactics must be improved. A Muslim must therefore possess the Islamic attitude in order to move the behaviour that is supported by broad knowledge and to be able to offer pertinent and helpful solutions to problems. Several writers argue that Islamic education never promotes creative thinking. Sobhi (2012), on the other hand, refuted their assertions by going into greater detail about the Islamic philosophical view of education. He concludes by outlining its importance in fostering critical thinking and personal freedom, involving encouragement of (ijtihad), thinking (tafakkur), and knowledge-seeking. Islamic education therefore priorities the value of knowledge acquisition and passing along over other human pursuits and is seen as having a very noble status (Badrah, Mohammad,2020).

From the above, one will come to see that Islamic education is a thorough and distinctive way of life that is fundamentally fitted to fulfil the divine purpose for human existence on this planet. Additionally, it directs a person towards realizing the divine purpose for their lives on earth as stated in the Qur'an and the teachings of the Prophet Muhammad. (May peace and blessings of Allah be upon him).

## **The Objectives of Islamic Education**

According to Abdullahi (1982), there are three basic elements of Islamic education: physical, spiritual, and mental goals. This expressly signifies that a person's physical, spiritual, and mental development are the main goals of Islamic education. In other words, the fundamental goal of Islamic education is to provide Muslims with the knowledge they need to worship the Almighty Allah and maintain honourable lifestyles. However, one of the goals of Islamic education is to help students grow spiritually so they can live peacefully in society. It strives for the steady development of a person's full identity through the development of their spirit, intelligence, balanced selves, emotional states, and physical senses (Sarwan, 1996). It was agreed upon at the first global conference on Muslim education held in Jeddah (1393 AH, 1977AD) that the goal of Islamic education is "the construction of the decent and virtuous person who worships the Almighty Allah in the true sense of the term, build up the structure of his earthly life based on the sharia (Islamic law), and employs it to subserve his faith." It covers a person's complete development in all facets of his or her life. It permits one to completely submit to Almighty Allah, the Creator of the universe, starting with himself as an individual and moving up to the level of mankind (Firdausi, 2013).

From clarifications, through its irreplaceable principles and institutions of social growth, one would comprehend that Islamic education is intended to give one a completely way of life with an autonomous and distinctive civilisation.

### **The principles of Islamic Education**

Al-Nadawi (1967) highlighted six key ideas that can be utilised to create an Islamic educational framework. The list is as follows:

- i. The content of the Holy Quran and the Prophet Muhammad's (May peace be upon him) Traditions are closely related to Islamic education. And they serve as the foundation for rational research.
- ii. Islamic education is a collaborative effort between the instructor and the student, in which the teacher takes on a leadership role and directs and inspires the pupil.
- iii. Islamic education is often a goal-oriented movement, yet it can occasionally happen unintentionally.
- iv. Islamic education covers a person's complete physical, spiritual, moral, psychological, intellectual, biological, and social development.
- v. Islamic education is a lifelong process from birth to death and lasts throughout every stage of a person's life.
- vi. The goal of Islamic education is to prepare students to engage in a variety of activities that will help advance Islamic civilization and society.

### **Concept of Science of Inheritance**

Inheritance or al-mirath in Islam is one of the branches of jurisprudence of Islamic education, which means the distribution of inheritance after the death of the owner to the heirs. The term refers to a deceased person's property that is divided among his heirs. The science of Mirath in Shari'ah lays out guidelines for who inherits from whom and when, as well as what percentages go to the heirs (Doi, 1983). On the other hand, Lakhyi (2011) opined that, *Al-Mirath* and *Al-Faraidh* are interchangeably used to mean inheritance and the latter is most widely used by the Muslim jurists. It has laws of instructions mentioned in the Holy Qur'an which determine the principles of inheritance. Islam has given any concern to inheritance and clearly defined it and its heirs, so as to condemn what some Arabs used to do with inheritance in the pre-Islamic era where they only share it to men without women, and the elderly without young. The distribution of inheritance in Islamic countries is based on the text of the Holy Qur'an, which the jurists consider it to be consistent and unchanged texts that do not accept argument, disputes, and trials. It achieves the higher level of justice and fairness between the heirs.

### **The Need for Science of Inheritance**

The knowledge of inheritance is of great important with highest reward. The need for this knowledge stems from what will be mentioned.

1. The knowledge of inheritance is one of the most important knowledge in Shari'ah, as most of its contents are detailed in the Qur'an, and considered by scholars to be the best knowledge after the knowledge of the oneness of Allah.
2. It is the most important knowledge in the Islamic financial system.
3. The messenger of Allah (May peace be upon him) urged his companions to learn it and study it well. It was narrated by Abdullah ibn Mas'ud: He said that Allah's Messenger (peace be upon him) said to me, "Acquire the knowledge and impart it to the people. Acquire the knowledge of Fara'id (laws of inheritance) and teach it to the people, learn the Qur'an and teach it to the people; for I am a person who has to depart this world and the knowledge will be taken away and turmoil will appear to such an extent that two people will not agree in regard to a case of inheritance distribution and find none who would decide between them (Tirmithi:2220).
4. The knowledge of inheritance is considered as half of knowledge, and the other half is related to person's state of life such as prayer and fasting. Narrated Abu Hurairah: The Prophet (peace be upon him) said: "Learn the *Fara'id* (laws of inheritance) and teach it, for it is half of knowledge and it is (easily) forgotten, and it is the first thing to be taken (away) from my nation" (Ibn Majah: 2719).
5. The need of this knowledge can also be glanced through the higher interest of companions to learn it, and many of them learned and excelled in it among which are; Ali bn Abi Talib, Ibn Abbas, Ibn Mas'ud and Zayd bn Thabit who is declared as expert as and more knowledgeable than all.

### **Concept of Teaching Method**

According to Abu Sale (1988), the primary goal of teaching is to attain learning objectives; the teaching style is merely a means to that end. It is a method for achieving a learning goal through the delivery of a planned presentation (Mok Soon Sang, 1992). From here, one can grasp that method of teaching encompasses the total steps and procedures that teacher takes to impart knowledge to the learners. Regarding this study method of teaching Islamic education is the processes that an Islamic education teacher planned to follow in order to make designated goals achievable. Due to the Qur'an's all-encompassing impact and its connected belief in sacred knowledge, Islamic education has distinct qualities that have formed its teaching methods (A'ishah & Glenn, 2013). These methods are of different types, among which is problem solving method by which the present study focused to elaborate.

### **Principles for Selecting a Method of Teaching**

Tahir et. al (2013) indicated that, when selecting a method of teaching, a certain criterion must be taken into consideration.

- The learning objectives to be accomplished; this is to find out whether it is a specific objective at the level one class, or a general cumulative goal throughout the semester or session.
- The nature of the learner, his experiences, and the extent to which he accepted education should be taken into consideration when selecting a method of teaching.

- The nature of the subject and content to be taught, and the suitability of its elements and components to the method of teaching,
- The experiences possessed by the teacher, which represent and express the nature of his view in education.
- The nature of the school and its suitability for some teaching methods, such as field research, experiments and practical applications should also be considered.

### **Characteristics of Good Method of Teaching**

Tahir et. al (2013) highlighted that, a good method of teaching is characterized by the following characteristics.

- It is characterized by considering the nature of the learner, his stages of development, his different behavioural trends in life and his view in education.
- It is characterized by its relationship to the system of education and theories.
- It is characterized by considering the nature of the mental and physical development of learners.
- It is characterized by considering the individual differences among students and their responses to it.
- It is characterized by considering the contents of the subject.
- It is characterized by considering its relationship to the educational goals to be achieved by the students.
- It is characterized by considering the flexibility and responsiveness to urgent matters and situations.

### **The Importance of Choosing Appropriate Teaching Methods**

Tahir et. al (2013) give Some of the importance of choosing appropriate teaching method which includes.

- Handling emergency educational situations
- It shortens time and save some efforts.
- It helps to achieve educational goals with ease.
- It excites and motivates students towards education
- It develops the teacher's experiences and thus his positive integration into the teaching profession.
- It helps to cover and absorb all students in the class regardless of their abilities, experiences and their view of education.

### **Problem Solving Method**

This method characterized as being the best method used in education, as educationists have proven that the student learns through experiences better than he does through memorization and recitation. Problem-based learning is widely employed today almost across every discipline, according to Rhem (1998) and Herried (2003). It is characterized by developing the students' mental abilities and helps him to think in a better way (Jalpa, 2017). The educational situation may contain all the information that the entire book may

carry, with the possibility of understanding and memorizing it more than the book. According to problem solving theory and practice, thinking is more crucial to solving problems than knowledge, and thinking can be taught in circumstances to increase comprehension (Jamin, 2007). In addition, presenting students with variety of situations for solving problems can enhance creativity (Hicks 1991; Van Gundy, 1984; Vidal, 2008; Strzalecki, 2000). The exposure of the person to the experience and his falling into the problem and his ability to solve it are the best methods and means used in learning. Dogru (2008) suggested that instead of focusing on providing knowledge and definitions to the students, instruction should focus on developing their critical thinking abilities, ability to connect ideas and events, and scientific operation skills. Many educators, especially those working with professional curricula, are curious about problem solving and how to encourage students to become effective problem solvers (Laura, 2003).

We live in a dynamic society where social, political, and technological conditions are constantly changing. According to Yager (2000), educators should analyse and evaluate trends to choose an appropriate curriculum and method of instruction that will prepare students for real-world situations. It is important to note that the difference between someone who is exceptionally creative and someone who is not, is not some special ability, but rather better knowledge in the form of sharpened abilities (Gruber, 1974). However, the method is characterized by its ability to arouse motivation of student, and strengthen his thinking, in addition to provide the student with the necessary skills for the growth of his mind, and also develops principles based on teamwork, and thus leaves a good impact on the life of student and his relationship with his friends.

### **Purpose of the Method**

- Students should be taught how to reason.
- Increase and broaden knowledge.
- Solve puzzling question.
- Overcome challenges that stand in the way of achieving goals.
- Train the students in the art of note making.

### **Steps of Problem Solving**

1. Formation and appreciation of problem: Students should be given as much information as possible about the nature of the problem so they can comprehend it and find a real solution.
2. Collection of relevant data and information: The student's full cooperation should be ensured, and they should be encouraged to gather data in a methodical manner. The instructor may provide them several suggestions, such as more books to read and plans for educational excursions that include educational encounters.
3. Organization of data: Asking the pupils to separate the important information from the unimportant information and organise it scientifically is a good idea.
4. Drawing of conclusion: Following data organisation, talks with each student should be scheduled both collectively and individually to ensure that the necessary tasks are completed by the students themselves and that their educational process yields the appropriate solutions. Care should be taken that judgement is made only when sufficient data is collected.
5. Selecting the best solution and implementing it.

### **Essential Feature of the Problem**

- Students should be able to relate to the problem, find it engaging, and find it worthwhile.
- The issue should be clearly stated, and the student should determine its solution.

### **Teacher Role in Problem Solving**

- Teacher should make the problem clearly defined and encourage them towards solving the problem.
- Get them to evaluate each suggestion carefully through encouragement.
- Should finally make conclusion on the identified solution.

### **Advantages and Disadvantages of Problem-Solving Method**

#### *Advantages of Problem-Solving Method*

- Development of long-term knowledge retention
- Use of diverse instruction types
- Continuous engagement
- Development of transferrable skills
- Improvement of teamwork and interpersonal skills

#### *Disadvantages of Problem-Solving Method*

- Potentially poorer performance on tests
- Student unpreparedness
- Teacher unpreparedness
- Time consuming assessment
- Varying degrees of relevancy and applicability

### **The Relevance of Using Problem Solving Method in Teaching the Science of Inheritance of Islamic Education to Upper-Level Students**

We have clearly indicated in our discussion that, the method will be more preferable to upper-level students (secondary and university students) because it is based on experiences, while the secondary and university students get experiences more than their younger ones and is proven that students learn through experiences better than he does through memorization and recitation. However, students need previous knowledge about the problem (concept) to be presented to them for solving, and this, is expected to be found much with upper-level students. In addendum to this, the method needs a critical thinking before one able to solve a problem which is clearly become harder and difficult to solve by lower-level students. Their thoughts about concept are low and narrow than that with upper-level students. Therefore, it will not be relevant to them as using it may consume time and learning objectives might not be achievable within the time allocated. Critical thinking sometimes needs maturity which could only be found with the secondary and university students. Consequently, when the method applied to upper-level students, it supports their thinking, in addition to offer the learner with the required skills for the development of his mind, and similarly improves ideologies based on teamwork, and thus provide a good impact on the life of students and their relationship with their friends. Furthermore, the problem-solving method needs teamwork to facilitate solving the concept, most of students at lower level especially those at elementary and primary level do not comprehend the effect and importance of working in the team at their ages. They

mostly preferred to work individually to excel and be ranked the first position in their class.

Moreover, and based on the above, it will become obviously that, the problem-solving method will be more relevant to teach inheritance topics in Islamic education curriculum. Some topics in Islamic education will not be matched to be treated with this method, for example teaching Islamic history, Tahthib, Akhlaq and or history of the prophet Muhammad may peace be upon him will not be well deserved to be treated using problem solving method. At this juncture, it will be more of using other relevant methods like story-telling method, memorization method, role-play method, drilling, and practice etc.

In nutshell, any topic in Islamic education that require a critical thinking to solve a certain problem or to get reach to the entire contents, or any topic that has rules and regulations which upon them a certain solution could be reached a problem-solving method in the teaching of such topics could be employed. Islamic inheritance has all these characteristics. It requires students to have profound critical thinking to solve its various topics. It also has rules and regulations which upon them the learners can reach to the solutions of problem. Therefore, with these characteristics, problem solving method could be more appropriate to apply, and its relevance also appeared to be obvious in teaching the science of inheritance. For example, in Islamic inheritance students could be provided with the following problem to solve.

“Binta died and left behind her husband and her daughter and daughter of her son so what is the share of each”

This question and its likes are the problems in Islamic inheritance in which students could be asked to find its solutions based on the experience they have about inheritance. To solve the problems, they are required to take the following steps through guidance of their Islamic education teacher.

**Step 1:** In the first step, the students need to understand the problem clearly, because understanding the problem is part of its solutions.

**Step 2:** In the second step, they need to analyse the problem by determining its scope and knowing who to be blocked entirely (Hajabu hirman) among the heirs, and who to be blocked through decrease in their portion (Hajabu Nuqsan).

**Step 3:** In the third step, students are needed to generate any possible solutions through critical thinking, creativity and analysing the idea as well as experiences they have about inheritance. Here, they need to think of all the verses and traditions of the prophet (may peace be upon him) that talked about inheritance and try to take out what will be required from the verses and tradition regarding the question given to them. Finally at the stage, they are to single out solutions based on their argumentative discussion, interchanging of views and analysis. For example, the solutions will be as follows.

“ if the deceased does not leave a male heir except her husband, then for the husband  $\frac{1}{4}$  as obligatory (fard) for the existence of heirs, Allah is saying about this “... and for you is half of what your wives left if they have no child. But if they have a child, for you is one-fourth  $\frac{1}{4}$  of what they leave, after any bequest they (may have) made or debt (Al-Nisa’i:12). And the



daughter should be given half as obligatory (Fard), as Allah said; “if only one her share is half (Al-Nisa’i:11). And daughter of her son should be given  $\frac{1}{6}$  in completion of the two-third  $\frac{2}{3}$ , as narrated by Albukhari and others on the authority of prophet Muhammad (may peace be upon him) that he gave the daughter of the son  $\frac{1}{6}$  after half of the daughter, and the rest goes to the daughter and the daughter of the son without husband (Bukhari:6736). Therefore, the deceased property should be divided into sixteen; husband should carry 4, the daughter should carry 9, and daughter of the son should carry 3.

**Step 4:** In the fourth step, students are to evaluate effectiveness and validity of their reaching conclusion through revision and analysis. In this step, they are required to revise the process they have followed to reach the solution and confirm the analysis to ensure the effectiveness and validation of their result.

**Step 5:** In fifth step, students are to reaffirm the final solutions reached which to be submitted to their Islamic education teacher for any necessary corrections. They are to make sure that each and every one of them understands the problem and the solutions provided as well as the guiding rules that led them to solutions. The teachers are to guide their students to do that. It is one of the benefits of problem-solving method to make sure that each and every student understands the tactics on which solutions were reached.

These are the five steps on which solutions could be reached when using a problem-solving method. For more exercise, students can practice the following questions (problem). When answering the questions; they are to consider the afore mentioned steps;

1. “A man died and left behind two daughters, a maternal grandmother and a paternal uncle, so what is the share of each one of them” or
2. “A man died leaving behind a wife, a full sister, a paternal sister, a maternal sister, and a paternal cousin, so what is the share of each”.

### **Summary and conclusion**

From the study, we find that, problem solving method which is a way of organizing the instructional activities in a way that puts student in charge of the problem and pushes him to find the appropriate solutions by using his mental abilities is effective and helpful, as it makes the learning objectives be retentive over a long period of time. The method is also highlighted as effective and appropriate in teaching the science of inheritance of Islamic education which is one of the most difficult and confused subject to treat by teachers in Islamic education. We vividly explained the steps the teachers are to consider when implementing the method in teaching the science of inheritance. However, example of the method in teaching inheritance has been given to help understand the tactics easily. Teachers’ role in this method is very crucial as they are expected to guide the students throughout the process. They are to give more elaboration about the problem given to students and they are to clear any confusion by the students. This should be done by the teachers when there is highly need for explanation.

In conclusion, we can still reassert that some subjects entirely not only some topics particularly in Islamic education needs teachers to utilize more than one method if they

really want to achieve its designated goals effectively, as diversification in methods has a great impact in attracting students to learn. At one period of lesson, more than one method can be employed. It depends on the nature of topic and contents it covered. However, there are some topics in Islamic education not only inheritance in which problem-solving method can be more relevant to utilize than otherwise. Some of these subjects and topics rather than science of inheritance encompass; some of business terms, some topics in Islamic Jurisprudence and some of controversial issues that occurred in Islamic history during and after the life of the prophet Muhammad may peace and blessing of Allah be upon him.

### **Recommendations**

From the review, the following recommendations for practice and further study were suggested.

1. When using the method, teachers should encourage the students at the beginning of the lesson to remember as much as possible the information about the problem given to them.
2. Islamic education teachers are recommended to make the method completely utilised in teaching the subject (science of inheritance), and a good strategy should be carefully chosen to help achieve a good provision of the method.
3. The teachers should consider the previous experiences of the students when giving questions to them. Without previous knowledge about the problem to be given, problem solving method could never ever be effective.
4. The problem to be given to students should be serious and of uttermost important, and they are to be motivated by the teacher, and should help them define the goals of the problem right from the beginning.
5. The problem should be suitable for the students' level of understanding, not higher or lower than their level, and the teachers should discuss with their students the steps supposed to be followed to solve the problem.
6. Another study should be conducted to find the effect of the problem-solving method in teaching some subjects in Islamic education, especially that are related to modern business.

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