

Analysis Study to Develop a Death Management Module with Islamic Sharia based on QR Code

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Abstract--- *The obligation of a Muslim for a fellow Muslim who has died is to take care of his body. How to treat corpses needed by Islam by bathing, believing, praying and then burying. Some people don't learn and understand it, even very few can do it correctly according to Sharia. Based on beliefs to help develop education in the community, it is necessary to study the research needs of the community to get learning products that are truly in accordance with needs. The purpose of this study is to produce an analysis of the Organizing Body's learning needs. This study uses a participatory method with various data collection tools such as interviews, questionnaires, and documentation. This research was conducted on prospective students of the Institut Manajemen Kematian DKI Jakarta. Preliminary research results indicate that the Institut Manajemen Kematian requires a module to train the organization of the body.*

Keywords--- *Module, Death Management, Islamic Sharia, QR Code.*

I. INTRODUCTION

There is no doubt that the only guaranteed event will face every living creature; whether they are male or female, rich or poor, black or white, sick or healthy, is death (Miah, 2017). Researchers as educational technologists feel moved to solve a learning problem such as learning to prepare for death. Educational technology as a transdisciplinary science is seen as a science to solve problems by deepening and expanding new science and technology through research. Many problems experienced by the community now, especially Muslims such as ignorance to take care of the remains of his family who died. Managing bodies in Islamic law is a social obligation between humans (fardhu kifayah).

During the field observations, it was found that there are still many found in the daily life of Muslims who do not know how to take care of the bodies, there are still many children who are afraid to bathe the bodies of their parents and siblings, and there are still many practices of organizing the smell of heresy (heresy) (something that was never done or taught by the Prophet Muhammad SAW), the fewer people who want to become caretakers of the body and many people forget the purpose of life. So efforts are needed to foster awareness that taking care of the body of the family in addition to being rewarded is also an obligation to fellow human beings.

The Institute of Death Management has a solution to these various concerns. However, the Jakarta Institute of Death Management specifically found weaknesses in learning materials that were less than optimal, namely only the colorless printed modules. So that the module is not interesting and many students are lazy to use it to study.

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This research is designed to enable people to fully prepare themselves when they encounter an event if someone in a close relative dies. The module that will be produced later contains practical guidance on what needs to be done and how to do it according to Islamic Shari'a and relevant prayers and avoid the customs that are usually adopted by people who do not know the correct Sunnah method. The module covers what material needs to be done at the time of another person's death, also it is hoped that it can be a reminder for each of us to prepare for the end of our lives.

Module development uses research and development that will produce educational products in the form of curriculum, syllabus, books, learning media, modules, assessment instruments, and others. The initial step taken before developing a learning product is a needs analysis. The needs analysis that will be discussed in this scientific work will be used as a basis for the development of a body management module. Needs analysis is carried out to get a picture of the problem and the right solution for the problem.

II. LITERATURE REVIEW

Study Analysis

In designing learning resources, an analysis study or *need assessment* is the first stage in which the researcher analyzes the need for the development of teaching materials and analyzes the feasibility, conditions, and development. This analysis activity needs to be done in the framework of initial planning before designing learning resources. Stages of analysis by the author include three things, namely needs analysis, curriculum analysis, and student character analysis.

Broadly speaking, the stages of analysis conducted by researchers use needs analysis from the ADDIE Model.

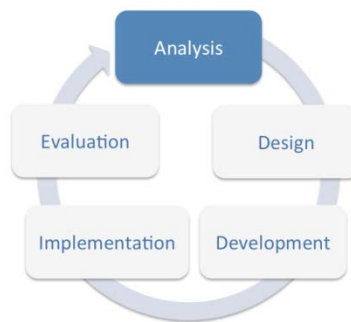


Figure 1: ADDIE Model

The analysis phase can be considered the "Target Determination Phase." The focus of the researcher in this phase is on the learner. This is where the program corresponds to the level of skill and intelligence shown by each student. This is to ensure that what they already know will not be duplicated and that the focus is on topics and lessons that have not been explored and learned by students. In this phase, instructors distinguish between what students already know and what they need to know after completing learning (Kurt, 2017). In the analysis section explained as follows:

- a. Requirements Analysis. Needs analysis is done by first analyzing the state of teaching materials as main information in learning and the availability of teaching materials that support the implementation of

learning. At this stage, teaching materials or media that need to be developed to help students learn will be determined.

- b. Curriculum Analysis. In the curriculum, the analysis is done by paying attention to the characteristics of the curriculum used in educational institutions. This is done so that the development carried out can be in accordance with the demands of the applicable curriculum. Then the researcher examines Basic Competence to formulate indicators of learning achievement.
- c. Character Analysis of Students. This analysis is conducted to see the character of the students so that the module development is carried out in accordance with the character of the students.

Modules with QR Code

Modules are all forms of independent learning units that are designed to be used by students without the instructor's guidance or can be referred to as self-study materials specifically designed so that they can be studied by themselves anytime, anywhere, by participants without the presence of the instructor (Ristekdikti, 2018). The module also functions as a learning resource, meaning that the media contains materials that must be studied by both individual and group students.

AtwiSuparman (2012) mentions Independent learning materials (modules) were developed to support independent learning activities without instructors. Modules are called instructor replacements because they contain complete learning content (self-contained) and are able to explain themselves (self-explanatory power). In one module there are three components, namely learning materials (learning materials) that will be used by students, study guides (study guides), and instructions for instructors or tutors (tutor manual). The world of education has changed with digital literacy. The module will be more fully operated with the addition of an integrated digital learning resource with audiovisual (learning video) that opens it only by scanning through a mobile phone with a QR Code. According to Rouillard, QR Code is one type of barcode that can be read with a mobile camera (Joseph 2018).

QR Code can provide fast and connected reactions with all the required data, it can be in the form of URLs, text, videos, email addresses, VTs, 2-dimensional displays to look really alive including presenting video learning material for organizing bodies. QR Code is black square-shaped like a barcode but with a more concise appearance. Here is one example of QR Code:



Figure 2: Example of QR Code

Death Management

For one of the Muslims who died there were several obligations that had to be carried out by his fellow Muslims who were still alive. One of these obligations is to hold the body. Taking care of the body of the law is *fardhukifayah*, meaning that social obligations are imposed on a group of people, if someone has already taken care of the body, it will fall off everyone's obligations, but if no one takes care of it, then all Muslims will be guilty there. These obligations include (1) Bathing (2) Confusing (3) Making Obstacles (4) Burying.

Islam not only regulates what must be done for people who have died, but also for sick people who are likely to die. The thing to do for people who are sick is to set when the disease:

- a. Be sincere with what happens to you and be patient.
- b. People who are sick must also be afraid of the sins they have committed and are hopeful that God will give mercy to them. No matter how painful it is, one should not hope to die soon.
- c. If there are obligations that must be fulfilled, they must be fulfilled immediately, but if they have not been fulfilled, they will be immediately mandated.

In addition, for families left behind, they must be mentally prepared to face the calamity of death in this material, students as Muslims must know management after death. Some sunnah or advise if there is a relative who died one of them is to visit the condolences by bringing food or helping ease the burden of the family left behind.

III. METHODOLOGY

Research is in the form of a needs analysis or initial part of the research and development that will be carried out by researchers. Many development models can be used, one of which is the ADDIE development research model. The ADDIE model is short for Analysis, Design, Development, Implementation, and Evaluations. Broadly speaking, the stages of analysis obtained by researchers are as follows:

- a. Requirements Analysis.
- b. Curriculum Analysis.
- c. Learner Character Analysis.

All of the above analysis is intended to find out what needs are needed to overcome the problems encountered in learning activities. Thus it is expected to get the right product as needed. The research methods used were interviews, literature studies and questionnaires by taking random research samples on research subjects. The subjects of the study were Muslims aged between 20-30 years who attended lessons at the Jakarta Death Management Institute.

IV. RESULTS AND FINDINGS

The organization of a corpse is one of the obligations that must be fulfilled by followers of Islam related to human relations. Care of the body is the right of the body and an obligation for young Muslim girls to do it with the best care. In fact, there are still many found in the daily lives of Muslims who do not yet know how to administer the body. There are still many children who are afraid to bathe the bodies of their parents and siblings. The existence of the Institute of Death Management is the solution to these various concerns.

However, the Jakarta Institute of Death Management specifically found less optimal learning material, which is only a colorless printed module. So that the module is not interesting and many students are lazy to use it to study. In this study, researchers conducted a preliminary study to determine the need for teaching materials from students. Broadly speaking, the preliminary studies obtained by researchers are as follows.

- a. Requirements Analysis. Learning materials that are needed or need to be developed to help learners learn are modules, modules are chosen because they can be used to study independently. QR Code was chosen as a supporting tool for the module because the QR Code is practically used.
- b. Curriculum Analysis. The curriculum analysis is done by taking into account the characteristics of the curriculum that is being used at the Death Management Institute to produce several competencies that are suitable for the needs of prospective students including:
 - 1) Learners know when management is sick which contains a collection of prayers and some sincere tips.
 - 2) Learners know management when dying, how to treat someone who is in the process of death. according to Islamic rules and guidelines.
 - 3) Learners know management when death occurs as mentally prepared to face the calamity of death.
 - 4) Management students after death are able to take care of the body such as bathing, denying, circumcising, and burying the body.
- c. Character Analysis Students from the results of the questionnaire found that;
 - 1) Most research subjects are easily bored with the learning methods used there.
 - 2) Most research subjects have jobs or activities, so they cannot always attend regular learning activities.
 - 3) Most research subjects do not have a pesantren or religious school background
 - 4) Most research subjects do not yet know how to hold a corpse.
 - 5) Most research subjects have audio-visual learning styles.

It can be concluded that the media suitable for use by students with the characters above is a learning resource module. The module that will be developed in it contains learning video material, in harmony with AtwiSuparman (2014) that the development of audio-visual media functions effectively in generating learning events. Learning videos can later be added in digital form which can be accessed online through smartphones by scanning the QR Code found on each module material.

V. CONCLUSION

Several interviews, literature studies, and questionnaires conducted by researchers concluded that the media needed by prospective students at the Jakarta Death Management Institute is an interesting module complete with learning videos that can be accessed anywhere online using the QR Code. Modules as learning resources are considered capable of overcoming the learning problems they face. This new module has the support of facilities to be implemented, users and educators are considered capable of implementing new learning models/methods because students are millennials between 20-30 years old with death management material.

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