

# THE USE OF INSTRUCTIONAL MATERIALS FOR EFFECTIVE LEARNING OF ISLAMIC STUDIES

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The importance of Instructional Materials in any teaching/learning process can not be over emphasized. This is for the fact that such materials enhance, facilitate and make teaching/learning easy, lively and concrete. The aim of this paper therefore, is to look in to the significance of Instructional materials in the effective teaching/learning of Islamic Studies in Nigerian Schools. It also attempts to shed more light on the way teaching/learning of Islamic Studies should be made to benefit from the modern technological advancement at all levels of educational institutions. It also investigates the Islamic point of view on instructional materials in the teaching/Learning process. The methodology employed in this study was derived from books, journals, archives, newspapers, reports, internet, the Holy Qur'an and *Abadith*. The paper revealed that teaching/learning with instructional aids is not a new phenomenon in Islam, it has been traced to the Prophet of Islam who used Instructional materials at several occasions in the process of imparting knowledge to his followers. It also discovered that, Instructional technology or instructional media is introduced in to Nigerian Educational system with a view of promoting effective teaching/learning. It recommended that, Islamic Studies teachers need to select or improvise suitable Instructional materials or aids to facilitate teaching/learning and motivate their students. It finally offers some suggestions on how to make good use of Instructional materials for a better teaching/learning of Islamic Studies in Nigerian School

## The Concept of Instructional Materials

Instructional Materials as the name suggests, are materials of visual, audio and audio - visual category that helps to make concepts abstracts and ideas concrete in the teaching/learning process<sup>1</sup>. They are also materials which the teacher uses in supplementing his teachings<sup>2</sup>. Instructional

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Materials include materials used to facilitate learning for better results. Likewise, it is the use of the chalkboard, charts, models, overhead projectors, films, television and computers in teaching process<sup>3</sup>. Hence, it is not just the use of tools of technology alone but a systematic, integrated organization of machines hard wares and soft wares and man, teachers etc. to the solution of problems in education. In order to ensure an effective teaching learning process, it is important for the teacher to be thoroughly acquainted with the teaching resources and services available to him. The components of instructional materials available to teachers and students are in large numbers and also vary according to the functions of each of them. Pictures (motion and still) graphics, maps, radio - recording and play back and the equipments used to get some of these utilized can be regarded as the components of Audio Visual Aids, or Instructional Aids. Examples of instructional materials are charts, maps, diagrams, comics, models, globes, slides, film strips, television, radio cassettes, video, recorders, cinema, public address system, laboratories and museums, flash Cards, flannel boards, card boards, Calendar, Computers, etc.

### Classification of Instructional Materials

The Instructional Materials could best be Classification in to three forms: audio, visual and audiovisual aids<sup>4</sup>. The audio (deal with sound only) the visual (as in sight) and audio-visual (a combination of audio and visual i.e. sound and vision) for instance:

**AUDIO:** These include such things as Radio, Record players cassettes gramophone etc. These aid teaching through the sense of hearing. They can be used in teaching of *Tajwid*, Islamic songs, and at the sametime Islamic programmes can be expertly presented via them.

**VISUAL:** The category of this consist of maps, Film strips, specimen, pictures, charts, Blackboard, posters etc. This category appeals to the pupils through the sense of sight, the saying that seeing, is believing applies to some extent in this context. Until facts are presented in form of visual aid, pupils may not readily grasp the meaning of ideas, concepts and facts.

AUDIO-VISUAL: As have said already, this group consists of a combination of both audio and visual materials. They are therefore things like Television films and projector etc, the use of these aids learning greatly.

#### The Significance of Instructional Materials

Many educationists agree that instructional materials bring about improvement in the teaching/learning process as well as permit teachers and students to interact as human beings in a climate where people control their environment for their own best purposes<sup>5</sup>.

Also, most educators generally and equally agree that the creative use of variety of instructional materials will increase the probability that student would learn more, retain better and bring about the skills they are expected to perform<sup>6</sup>. Apart from their ability to process meaningful sources of information, Instructional materials help the teacher with the means for extending his horizon of experience as well as providing the teacher with rich sources of procuring communicative materials which could be produced jointly by the teacher and the students<sup>7</sup>. Furthermore, several studies have been conducted to test the value of Instructional materials and other sensory devices. These researches have proved that Instructional materials when properly used in teaching learning situations can accomplish a lot of complex tasks<sup>8</sup>. The instructional materials also offer real experiences in giving the teacher basis for thinking and understanding. They supply concrete basis for conceptual thinking and therefore reduce meaningless responses of students<sup>9</sup>. At the same time, they overcome the limitations of time, space and size by helping the students to understand things that are too small or too big, or too slow or too fast<sup>10</sup>.

Therefore instructional materials can provide members of a group with a common or joint experience. They also break language barriers and ease difficulties and in the end make the lesson more meaningful. They save time and thus enable students grasp ideals more effectively and faster. Likewise, they help to simplify and emphasize facts and clarify difficulties.

They reinforce other teaching methods and materials. They improve the efficiency of other method and effectiveness of teaching process.

However, before a teacher selects his Instructional Materials, he should consider the following which will serve as his criteria for selection.

- (a) Reliability: As much as possible, teachers should make sure that the Instructional Materials so selected can be used to achieve the objective of the particular lesson. It is wrong for a teacher teaching pilgrimage to come into the class with an apparatus required to teach ablution. In this case, the Instructional Materials can not be relied upon to achieve the objective of the lesson.
- (b) Relevance: Care must be taken to ensure that only Instructional Materials that relate to the topic are used while teaching.
- (c) Cost: The Instructional Materials should be within the reach of the teacher or the school. The cost of the Instructional Materials will determine whether it can be bought and used or not; other wise the teacher selects only that Instructional Materials that costs less. In an event of the inability of the school and Age limit. It is wrong to bring into the class Instructional Materials that can not be easily used to convey meaning of facts, ideas and concept to the pupils because of the limit of the pupils. A primary one school child may not be interested in a lesson in which telescope is used to present facts. This means teaching Instructional Materials are not just selected on the basis of their attractiveness but on the basis of certain criteria that will ensure their effectiveness in the teaching and learning processes.

#### Factors Guiding the Selection of Instructional Materials

The teacher who wants to use instructional materials should consider the following variables to guide him in the selection of the types to be used in the teaching learning exercise.

#### 1 AVAILABILITY

The teacher should ensure that the instructional materials to be used are easily available for use before the date of use. It means that the materials should be in store and the teachers should look at it and test it before the day of the lesson. If the teacher has to prepare it himself, he should do so at least a day before the lesson. No instructional materials that are not available or not easy to prepare should be noted by the teacher in his lesson plan.

## 2 ACCESSIBILITY

It is the duty of the teacher to ensure that the materials to be used as instructional materials are not only available but also accessible to him. If they are already made materials they should be within reach of the teacher on the date and time of use. There should be no excuse that the materials are readily available but locked up in the store because the store-keeper is nowhere to be found or the keys to the store have been misplaced.

## 3 AFFORDABILITY

The instructional materials to be used should not be expensive the cost should be such that either the teacher or the school can afford. It is no use to say that something is available but not affordable due to high cost. There should be a budget for instructional materials and when this is done the cost should not be outrageous it should be within the budget of the school.

## 4 SUITABILITY

The teacher using the instructional materials should ensure the appropriateness of the materials for his intended learners. The materials should be suitable for their age, experience and intelligence. The legal, safety and ethical aspects of the materials to be used should equally be considered. The materials should not portray any anti-social attitude. They should also be free from any bias, distortion or prejudice. If the materials would need electric power then an alternative should be sought to avoid disappointment from Electricity.

## 5 SIMPLICITY

The instructional materials to be used should be simple to operate or manipulate. The teacher should test the materials and ensure their workability before the actual date of use. There should not be any technical problem and where electricity is to be used provision should be made for an alternative power. No teacher should use electric failure as an excuse for non performance. In a situation where an instrument demands the hands of a technician, he (the technician) should be on hand and the teacher should have an insight into the operation of the instructional materials.

## 6 QUALITATIVE

The instructional materials selected for teaching by the teacher should be of good quality. Teachers should avoid the idea of "managing" with poor quality materials because he might not achieve the desired aim.

## 7 RECENCY

The instructional materials should be the best or nearest to the best it should not be out of date. The instructional materials should reflect current and original thought.

### Problems Facing Islamic Studies in the Selection of instructional Materials

In spite of the advantages of instructional materials, there are problems confronting their selection in Islamic Studies. Among these problems are

**Lack of Fund:** There is no adequate support or patronage from the government and school administrators to encourage teachers of Islamic Studies in preparing instructional materials/resources. Some of the materials are very expensive to provide by teachers. For example, projected, electronic mass media and media that are retaining permanent knowledge to the students

**Teacher's Attitude:** Many of the school teachers are ignorant of using those instructional materials and induction course, lecture: and

seminars are not organized in teaching profession as they are organized in the civil services to up-grade knowledge and to facilitate the use of sophisticated instructional materials. Teachers also do not make maximum use of the few instructional materials at their disposal, because many of them do not have the knowledge of operating them.

**Learner's Attitude:** Many learners are not interested in choosing Islamic Studies as a Pcareer, hence, they are ashamed and feel unconcern in supporting the teachers in the necessary training on the use and preparation of instructional materials. Also, the stealing of those instructional materials and problem of the students mishandling those instructional materials while teachers are not in the classroom, there is the problem of not leaving the instructional materials in the classroom, so that student can make use of them at their leisure and convenient time

**Lack of facilities:** Like resource room, *masjid* - prostration room and library. Many schools have no good building to store materials' for safety and on the part of those who have neglect Islamic Studies and held the belief that it is not essential part of its teachings

### The Relevance of Instructional Materials to Islamic Studies

In the first instance, the origin of instructional materials in Islam could be traced to the time of Prophet Muhammad (S.A.W) and the early mission of Islam. The available learning resources during this period are: the scribes, flat bones, leaves of date - pall and bark of trees<sup>11</sup>. As soon as a passage of the Holy Qur'an revealed, Prophet Muhammad (S.A.W) would memorize it and then communicate it to his companions who would do the same. At the same time, he would dictate the revelation to some of his scribes who would write it down on these available materials this way all the portions of the Qur'an that were revealed were written down and put together in one place<sup>12</sup>. These served as the electronic or mechanical means of arresting, processing or restructuring visual or verbal information then. This is why the educational technologists traced the history of technology to this period which they referred to as stone-age.<sup>13</sup> The stones were, used as matches, flat bones, stones, date-palm, leather and bark of trees formed the

instructional materials for the study and memorization of the Qur'an then instead of lap-tops, computer, radio, projected media which are now available. After the death of Prophet Muhammad (S.A.W) there was advancement in the availability of writing material and therefore, during the Khulafau Rashidun it was possible to put the word of Allah (Qur'an) into a book form compilation<sup>14</sup>. Nowadays, there are different resources from the afore-mentioned resources for the teaching/learning of Islamic Studies, the choice of resources to be used depends on the topic in. question<sup>15</sup>. In Islamic Studies some of the themes from which different topics could be derived include: *Tawhid*, *Fiqh*, *Tabdhib*, *Sirah* or *Tarikh* and *Hidayah*.

*Tawhid*: This topic deals with faith in Islam.. It includes the study of oneness of Allah, which deals with the unseen. It is difficult to Prepare visual, audio-visual aids on this topic because one can not see Allah. None can produce His kind or represent Him in any form. But still, learning material that will arouse the interest of the learner which will make the student feel the existence of oneness of God can be used like flip charts, flannel board, electronic, mass media (television, video) and projected media could be used to show the creatures (Handywork) of God that are stimulating like showing movement of the ocean, mountains, wild animals, lightning, animal world beneath the ocean etc.

*Fiqh*: (Islamic jurisprudence) it includes *Ibadah* and *Mu'amalat*. There are numerous learning materials from simple to complex that is from chalk board, charts to electronic media and projected media. In teaching *salat*, the prostration resource room (*masjid*) mosque where students can be led to practicalise what they learnt in the classroom. The process of observing a complete *rakah*, how to join congregational prayer can be demonstrated in the mosque. The student will be able to perform *Sujud Qabl* and *Sujud Ba'dd* and the performing of ablution (water and *Tayammum*). *Adhan* and *Iqamat* could be recorded on tape and use as required. Time of *salat* could be put on chart, flannel board of showing the different positions of the sun to mark the of *Salat*. *Zakat*, *saum* could be taught by using concrete things: either by drawing through flannel boards, charts or through video,



television and projected medias. This media could also be used to show how real *Nikkah* and naming ceremony in Islam is being performed. *Hajj* rites such as *Ihram*, *tawaf*, *sa'y*, plain of Arafat and the throwing of stone at *Jamrah* at Minna could be taught with learning materials like maps, photographs, video tapes, television and projected media like overhead projector, the slid/filmstrip projector and movie 8mm or 1.6mm projector. These resources could be used to show the activities in *Makkah* and Medina during Hajj and *'Umrah*.

*Tahdhib*: This is the teaching of morals based on the Qur'an and *Sunnah*. Also under this topic, different instructional materials could be used by the teacher of Islamic Studies to make the lesson more stimulating and understandable. Honesty in words and deeds, bribery and corruption, arrogance, extravagance, modesty of dressing and behaviours, adultery and fornication, obscenity, stealing and fraud, trust, *Taqwa*, unity and brotherhood enjoying what is right and forbidden what is wrong all these could be taught with audio, visual and audio-visual devices like radio cassette, tape recorder, video tapes, television, projected media, overhead projector etc. These are resources that relate to the sense of sight and hearing. The using of these instructional materials, help in guiding the thinking of the students and impart permanent knowledge in the mind of learners. It also help to illustrate and bring a sense of reality in what the teacher explain. The impression created by these resources last longer and enables the students to retain the necessary information or idea about the aforementioned topics.

*Tarikh / Sirah*: This is the study of the historical development of Islam, the life of the prophet and the leadership of the four orthodox caliphs. The spread of Islam to West Africa, and the contributions of Muslims to the World civilization are taught under this topic. The best instructional materials in the teaching of these topics are: maps, films, to show where a specific event took place like the lands where Prophets and famous Muslims lived, fought and performed certain activities. Video, tapes and projected media could be used to show the place of birth of Prophet Muhammad and

other famous Muslims, the message of Islam, the pilgrimage to Makkah and Madinah could be taught through the use of the above instructional materials since it enlarges the verbal of visual materials for large group instruction and the bright light on the screen will captivate and hold the attention of the students.

*Hidayah* (Guidance): This is the study of the scriptures it includes the teaching of the Qur'an and *Hadith*. The best instructional materials to teach this topic is tape recorders, human voice. Cassette could be used to teach different *Surahs* and verses from the holy Qur'an and the sayings of the prophet Muhammad. The recitation of the Qur'an in Islamic Studies can best be taught through the use of pre-recorded radio programmes. The use of radio tapes to record the voices of professional reciters who read the Qur'an fluently, clearly and with *Tajwid* generate enthusiasm in the students as well as the interest to emulate and acquire such skills.

### Recommendations

The major findings in this study have prompted the researcher to make the following recommendations so as to facilitate further improvement in the effective utilization of instructional materials in the teaching/learning of Islamic Studies.

- i. Workshops and seminars should be organized from time to time for teachers where they would be taught not only how to produce instructional material but also how to use them effectively for the achievement of educational goals.
- ii. Resources centers should be established at strategic locations and be well equipped with instructional materials from where teachers could loan from. To this end, the resource centers should be brought near teachers, suffice is to say the centers should be developed in all the Schools.
- iii. The availability of reference texts and instructional materials are very vital to high academic performance, while, teachers should make efforts to improvise some of these materials, the educational authority should play their own role by making these materials available in schools if the set objective of the new educational system is to be achieved.
- iv.

Government should provide assistance in the area of book publishing so that cheaper and more qualitative useful text books can be produced by Islamic Studies teachers.

v Storage is an important factor that influences positive or negative use of instructional materials. Storage facilities should be provided were they could be stored for use at a later date. vi Parents

should be enlightened on the significance of the study of Islamic Studies in schools through the medium of the Parent Teachers Association (P.T.A) in order to provide material for them to benefit fully from the new education system.

## Conclusion

This paper revealed that teaching/learning with instructional aids is not a new phenomenon in Islam, it has been traced to the Prophet of Islam who used Instructional materials at several occasions in the process of imparting knowledge to his followers. It also discovered that, Instructional technology or instructional media is introduced in to Nigerian Educational system with a view of promoting effective teaching/learning. The study therefore recommended that, Islamic Studies teachers need to select or improvise suitable Instructional materials or aids to facilitate teaching/learning and motivate their students. It finally offers some suggestions on how to make good use of Instructional materials for a better teaching/learning of Islamic Studies in Nigerian Schools.

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