



ABSTRACT

This paper examines the essence of the instructional materials in the effective teaching and learning of Arabic Studies at the junior secondary level in Ibarapa zone of Oyo state. Five research questions were provided and answered. The research adopted questionnaire approach, using random sampling method as an instrument for selecting five

EFFECTS OF USING INSTRUCTIONAL MATERIALS IN THE TEACHING AND LEARNING OF ARABIC STUDIES IN SELECTED JUNIOR SECONDARY SCHOOLS IN IBARAPA ZONE

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Introduction

In education, the alternative medium of communicating meaningful educational ideas and feeling during the teaching and learning process is called the instructional materials. The traditional classroom teaching and learning was based on “talk-chalk” method and that was a period when teachers and the textbooks were the major gatekeepers of knowledge. But the premises or the new discovery culture of learning has taken another outlook for all students. In the recent time, the instructional materials had provided numerous methods through which meaningful and educative messages can be imparted to the learners in a conducive environment when applying instructional materials, both the teachers and the students do not limit the ranger of materials employed for transmitting the same educational message through the same organs. For example, a teacher can improvise and manipulate real objects or employ their stimulations. Therefore instructional materials embrace the media or exchange through which a meaningful message



transmission is easily facilitated between the sender and the receiver. In making clarification and in addition to extend the range of materials that can be applied to convey the same instructional materials equally facilitate the process or the nature of communication. Meanwhile, a reliable and functional instructional aid is an asset to the educational achievement. So, learning failure is primarily an educational disaster, a condition which must be avoided in all ramification and this may be actualized through the implementation of appropriate instructional material, then the desired learning outcome would be manifested. (Short and Cheng, 2010). It is to be discovered here that the process as well as the nature of the meaningful educational successes, involves both the giver and the receiver (teachers and students). Tyler (1987) and Dike (1989)

Junior Secondary Schools and twenty students each of the selected schools. Data gathered were analysed using simple percentage and tables. The findings indicated that most Arabic Studies' teachers in the zone were reluctant to implement the use of the instructional materials during the teaching and learning of Arabic Studies. Students were not all exposed to the use of instructional aids which led to the ineffective learning as well as their passive contribution in the classrooms during the lesson. It is recommended that the stakeholders in educational sector should rise up and take steps that could facilitate better teaching and learning of Arabic Studies. Governments at all levels should provide enough funds for procurement of materials needed in the schools. The schools inspectors should be mandated to carry out constant inspections to ensure that relevant materials were used in teaching. Teachers of Arabic Studies should shun their non-challant attitudes towards their chosen career and put their best to educational development, because, the subject is most dreaded one due to its nature.

Keywords: Arabic Studies, Instructional Materials, Learning, Teaching, Junior Secondary Schools.



emphatically stated that both the students and the teachers exchange ideas, experiences, feelings in a communicative activity.

Some minds of individuals may be worried on how instructional materials accentuate the desired goal in educational achievement. But the answers to this inquisitiveness is rather very simple and straight forward. So far the proposed instructional materials to be used by both the givers and the receivers constitute meaningful and the tangible objectives, the application and the usage of such instructional materials during the learning and teaching procedures, may enlighten the teachers an ability to manipulate those instructional materials and expresses his/her views clearly about the difficulties or the new ideas encapsulated in the learning process. Then, the learning outcome (the feedback) received from the students' new awareness, will automatically inform the givers (the teachers) capability to measure the awareness level of the students regarding the instructional objectives.

Besides, Nigeria government, through the efforts of federal ministry of education seriously understand the essence of instructional materials as being the only effective means for imparting knowledge into the school system. Reference should therefore be made to the agitations of the federal ministry of education when it organised an exhibition in 1975 on the "improved instructional materials by classroom teachers." The exhibition came up in four different centres, namely: Lagos, Ibadan, Kaduna and Enugu. (Samuel, 2009). The exhibition therefore witnessed so many participants who displayed various types of improvised instructional materials to add to experiences of the students with the new discoveries.

Another efforts on the importance of instructional materials was intensified by the federal ministry of education by establishing a National Educational Technology Centre (NETC) in Kaduna, as well as the established state units to cater for the provisions of instructional materials in many polytechnics and colleges of education. (Federal Republic of Nigeria; 1977, 1991, 2004). As materials employed by the teacher in his or her teaching to promote learning activities. So, the instructional materials are mainly used to bring the real life to learning by motivating students to learn more with positive inquisitiveness.



The purpose of this research is to establish that the importance attached to the use of instructional materials in virtually all levels of education in achieving the desired goals and objectives of teaching and learning. Process transcends the traditional chalk and talk method, capitalizing or concentrating on the sense of hearing alone, rather than the sense of touching and seeing (Proper Identification). But using the instructional materials while imparting the knowledge of Arabic Studies to the students in the sampled schools, would facilitate and enhance the understanding and the awareness of the students about the subject (Arabic Studies) as being dreaded by the majority of the students, most especially those who are attempting the subject for the first time.

Conceptual Framework

Instructional materials as the name implies are tools used by the teacher in his/her teaching to promote and facilitate better teaching and learning process in the classroom environments. They are emphatically the instruments employ to expedite and assist the teacher and the students to attain the intended aims and objectives for carrying out, or for engaging in teaching activities.

Some decades of the years, teaching profession has been suffering the negative impact of qualitative education as well as non-challant attitudes of most Nigerian teachers, who are the designers, the planners, the organizers, the directors and the motivators of the students towards the desirable learning experiences, by applying standard teaching techniques to inspire the students with adequate knowledge. Okolocha and Onyeneke (2013) consider teaching as the efforts of the teachers to impart knowledge, skills and motivational attitudes in the students, in order to dig out the anticipated changes in the students. Knapper (1984) posits that teachers are the central part of the educational system, and the most important factors in the learning process next to the students themselves.

Meanwhile, the pre-eminence of teachers is the application of pedagogical knowledge into classroom oriented plan for educational success. According to Ajila (2003) desirable transformation can be manifest in the students, when the teacher has a good mastery of the



subject matter, coupled with utilization voice, instructional/visual aids, of eye contact and body movement as a way of stimulating the students. However, instructional materials could be embraced as means to an end not an end in themselves. The interpretation of this, is that teacher utilized the instructional materials to convey the meaningful knowledge to the students under his care, so the instructional materials should not be seen as a substitute to replace teacher in classroom in his absence. Scholars view instructional materials from different perspectives. For example, Abdullah (2010) sees the instructional materials as locally made tools or imported, which could made tremendous enhancement of the lesson imparted if intelligently used. Amin (2016) defines instructional material as the items designed to act as main tools for assisting the knowledge giver (the instructor) in explaining a concept to the receivers (the students). These items according to him may be available in bound, unbound, kit or package form which include textbooks, consumable materials, learning laboratories, slides, films and commonly accepted instructional tools. Achmand and Siti (2018) posit that instructional aids are the materials which the teacher can utilize to facilitate speedy acquisition of the knowledge of foreign languages by the students through visual or audio tapes. While Ugbondah (2008) refers to the instructional aids as objects or devices which help the teacher to make a learning experiences much clearer to the students.

However, Sulaiman (2013) classified instructional material into three major forms. These are audio, visual and audiovisual aids. The audio deal with sound only, the visual has to do with sight while audio-visual means the

Types of Instructional Materials

The items designed to serve as major instruments assisting teacher in giving the full explanation about a concept in the classroom activities, is known as instructional material or the teaching aid. However, the instructional tools may be combined or uncombined together. Such as the textbooks, materials that are consumables, laboratories, slide films, recording tapes, charts, manipulative electronic media comprise instructional computer programmes, online services, laser discs, CD-



ROM etc. including others usually operated and granted as tangible means of passing the meaningful instructions to the students.

In modern education, however, Busari (2018) broadly classified the instructional materials in three main types, they are:

- (i) Visual materials such as chart, concrete objects etc.
- (ii) Audio materials like recorded tapes, audio C.D, radio etc.
- (iii) Audio visual materials such as television set, projectors, DVDs etc.

So, the contributions of the above three types of instructional tools to the effective or perfect understanding of educational concepts by the students cannot be over emphasized, if employed in the teaching and learning activities.

Attempt to recognize the efficacy of the three classes of instructional aids stated above in the teaching and learning activities, let us peruse and explore them briefly one after the other.

- The audio materials are the instructional aids that have to do commonly with the sense of hearing and they comprise Radio, Tape recorders, cassettes, gramophone, phonograms and recorded audio discs. All the aforementioned can be used for recording and replaying of the lectures, interviews, documentation of events including other creativities. (Ismail, 2017). Research shows the Oral Arabic Studies successfully.
- Visual materials – These embrace the instructional aids that render positive impact on teaching and learning processes which the sense of sight of the students can perceived physically. These include human being or living being, photograph, diagram, charts, maps or specimens such as coins, Qu’ran tools rosary etc. (Hamdanie, 2015).
- Audio-visual materials – They are teaching tools that require the use of senses of sight and the senses of hearing render both teaching and learning to become more interesting and motivating, so that student may easily comprehend. The audio-visual material includes television set, projectors, recorded film, DVD, VCD and so on. (Adeniyi, 2001).

Summarily, the adoption of any of the above stated instructional materials in modern day teaching and learning are highly essential,



because the educational concepts imparted to the student, carefully supported with instructional tools will remain potent, effective and sink permanently into the students memories.

Statement of the Problem

Most of the Junior Secondary Schools in Ibarapa Zone, where Arabic Studies is being offered as a subject are not well equipped with instructional materials. Even some schools that have them in their possession failed to utilize them appropriately. This attitude has caused Arabic students to suffer some setbacks in promoting the rapid understanding of the subjects by the students, even some that are using the instructional materials among the sampled schools are not adequately rewarded. Lack of readiness to apply the instructional materials even when provided for the teacher constitute another problem. Those clearly indicate the lack of support as the interest in the use of instructional materials form the major problems confronting the proper understanding of Arabic Studies in Ibarapa Zone.

Research Objectives

The objectives of this study include:

- (i) To examine the level at which instructional aids are been used by the teachers in the schools.
- (ii) To suggest ways of making students to develop interest in learning Arabic Studies right from Junior Secondary School stage.
- (iii) To provide the teachers of these Junior Secondary Schools the means of arousing the inquisitiveness of the students and their attitudes to learning in the classroom environment.
- (iv) To examine the problems confronting the availability and uses of instructional aids in the schools sampled.
- (v) To suggest solutions on how the problems can be solved.

Research Questions

The following research questions are raised and answered by the study

- (i) How can the knowledge of Arabic Studies be made easily understood through the use of instructional aids?



- (ii) What are the impacts of the use of instructional material to the proper understanding of Arabic Studies in Ibarapa Zone?
- (iii) What are the methods or educational techniques to be use to encourage the use of instructional materials while teaching Arabic Studies in Junior Secondary School in the study area?
- (iv) How can the teachers create deep interest in the use of instructional materials constantly during the teaching and learning in the classroom?
- (v) What are the problems confronting the use of instructional aids in Arabic Studies.
- (vi) How can the problems be solved?

Research Methodology and Design

The methodology employed for this study is the descriptive statistics (simple percentage) survey design to analyse and interpret the data collected in this study. Sixty students were randomly selected from each of the five (5) Junior Secondary Schools ($n=60 \times 5$), making a total sum of three hundred (300) respondents (Table 1). Well-structured questionnaire containing two sections was the major instrument used for the collection of data. The first part of the questionnaire centered on demographic features of respondents, while the second part gives detail of about the items of study. English is however the language for the structure of the questionnaire, it was later distributed among the students that constitute the respondents for proper reactions. The questionnaire was retrieved on the spot with the efforts of the teachers in each sampled school.

Tables and Percentages were adopted in analyzing the data collected.

Table 1: Name of the schools selected and numbers of respondents

S/N	NAME OF THE SCHOOLS	NUMBER OF RESPONDENTS
1.	AISEREC Model College, Lanlate	60
2.	An Nur-International High School, Eruwa	60
3.	Adeeb International High School, Igboora	60
4.	Muslim High School, Ayete	60



5. Muslim Model College, Igangan 60

Source: Author's Analysis 2021

FINDINGS AND DISCUSSION

Bio Data of Respondents

Table 2: Sex Distribution of the Respondents

Sex distribution	Frequency	Percentage (%)
Male	102	34.00
Female	198	66.00
Total	300	100.00
Age distribution	Frequency	Percentage (%)
11 - 14 years	220	73.03
15 years and above	80	26.07
Total	300	100.00

Source: Author's Analysis 2021

Table 2 showed the sex and age distribution of respondents. The Table indicates that the frequency of the male is 102 (34%), and that of female is 198 (66%). The table also revealed that the age distribution are 11 years – 14 years (73.03%) while 15 years and above was 26.07%.

Table 3: Effects of Instructional Aids on the Teaching and Learning of Arabic Studies

S/N	STATEMENTS	YES	%	NO	%
1.	Arabic Studies teachers are reluctant to use instructional aids to facilitate the teaching and learning process.	90	30	210	70
2.	Constant utilization of instructional materials by competent Arabic Studies teacher assists the students to discover new ideas about Arabic	157	52.03	143	47.07
3.	The interest of most Arabic Studies' teachers on the implementation of teaching aids in the classroom is not encouraging.	156	52	148	48
4.	Utilization of instructional materials as supplement during the teaching and learning process improves and	170	56.07	130	43.03



	complements teacher's performances in Arabic Studies.				
5.	The use of instructional materials by the teachers of Arabic provides ample opportunities for the students' quick assimilation	166	55.03	134	44.07
6.	Effective teaching and learning of Arabic Studies is enhanced through the availability of instructional aids for the students' motivation.	215	71.05	85	28.05
7.	Some words that are difficult to pronounce are easily articulated with the use of instructional materials by the teachers during the teaching and learning of Arabic Studies.	235	78.03	65	21.07
8.	Audio-visual aids as part of instructional material teaches students about how to pronounce letters that have no substitution in English Alphabets	194	64.07	106	33.03
9.	Skill of writing as part of knowledge acquisition is gained by the students through reading and practicing some Arabic short sentences bodily written on chats.				
10.	Provision of Radio, Recorded Cassettes and Audio Aid encouraged students to learn, practise and develop skill of speaking.	214	71.03	86	28.07
11.	Students assimilate Arabic concepts faster when teaching is complimented with instructional materials	169	56.03	131	43.07
12.	Concretization of objects during the teaching and learning allows the concept of Arabic Studies to sink permanently into the students' memories	176	58.07	124	41.03
13.	Resourcefulness and more enlightenments are gained by both	164	54.07	136	45.03



	the teachers and the students during the teaching and learning activities.				
14.	All the 17 points of articulation in Arabic must be mastered by the teachers and the students to serve as a guide to the correct pronunciation of Arabic.	154	51.08	146	48.07
15.	The parents' meager financial resources, contributed to their inability to procure the instructional aids for the students.	169	56.03	131	43.07
16.	Scarcity of funds handicapped the school authority to provide the electronic charts to aid quick assimilation of Arabic Studies.	190	63.03	110	36.07
17.	Non-provision of stable power supplies by the government to operate some new instructional equipments as such as "pen Qur'an" retarded the students' perception.	205	68.03	95	31.07

Source: Author's Analysis, 2021

Interpretations/Discussions

Statement 1 above indicates that 90 respondents (30%) responded "Yes" while 210 (70%) responded "No". This totally shows that Arabic Studies teachers were irregular in the utilization of instructional aids during the learning process.

Statement 2 shows that 157 (52.03%) establishes the constant utilization of instructional materials leads students to discover many new ideas. While 143 (49.07%) disagreed. The interpretation that the use of instructional facilities learning in the classroom.

Statement 3 shows that 156 (52.00%) responded "Yes" while 148 (48.00%) responded "no". This implies that teachers of Arabic Studies failed to encourage the use of instructional aids while teaching.

Statement 4 indicates that 170 (56.07%) responded "Yes" while 130 (43.03%) of the total responded "No". This shows that implementation of Instructional materials in the classroom teaching and learning complements teachers effort.

Statement 5 shows that 166 (55.03%) responded "Yes" while 134 (44.07%) responded "No". This implies that instructional materials gives more



opportunities to the students to assimilate quickly and engender and good interaction between the students and teachers.

Statement 6 shows that 215 (71.07%) affirms the efficacy of instructional aids to enhance quick understanding of Arabic Studies cannot be over emphasized, most especially the motivated aspect. While, 85 (28.03%) do not support this motion. This implies that the regular use of instructional materials in the teaching and the learning assist the quick understanding of some Arabic Concepts.

Statement 7 indicates that 235 (78.03%) resolved that the application of instructional aids in the teaching and learning leads students to read some words that are difficult to pronounce before. While 65 (21.07%) opposed it. This indicates that the use of instructional materials facilitates the easiest way of learning Arabic Studies by the students.

Statement 8 shows 195 (65.00%) audio-visual as an instructional aid assists in recognizing the correct pronunciation of some Arabic letters. While 105 (35.00%) do not support. This implies that Arabic Studies teacher conemploy audio-visual aid to acts as taxonomy to give the required method to facilitating the correct pronunciation of Arabic letters without equivalence in English Letters.

Statement 9, indicates that 155 (51.07%) responded “Yes” to the statement. While 145 (48.03%) rejected supporting the assumption. This implies that the skill of writing of Arabic Isolated letters in indirectly acquired through the use of chats during the learning procedure.

Statement 10 shows that 214 (71.03%) responded “Yes” while 86 (28.07%) responded “No”. This implies that audio aids like, Radio, recorded cassettes etc. motivate students to develop their speaking ability in and outside the school.

Statement 11 shows that 169 (56.03%) responded “Yes” while 131 (43.07%) has negative opinion to this. The implication is that students easily grasp any knowledge imparted with the use of any instructional aid in learning process.

Statement 12 shows that 176 (58.07%) responded “Yes” while 124 (41.03%) responded “No”. This implies that teaching with the real or concrete object acts the main factor which moves learning to sink permanently into student’s memories.

Statement 13 indicates that 164 (54.07%) responded “Yes” while 136 (45.03%) responded “No”. The implication is that both the teachers and the students share new innovations from the use of instructional aids as supplement to the teaching and learning.

Statement 14 shows that 154 (51.03%) responded “Yes” while 146 (48.07%) responded “No”. This implies that mastery of the 12 points of



articulation in Arabic is a prerequisite for the teachers and the student to acquire a good pronunciation skill, supplemented with the use of instructional materials.

Statement 15 indicates that 169 (56.03%) responded “Yes” while 131 (43.07%) answered “No”. This implies that non-accessibility to some educational aids is caused by the financial constraints of the parents who supposed to equip the students with the materials needed.

Statement 16 shows that 190 (63.03%) responded “Yes” while 110(36.07%) negated it. This implies that the school managers should have provided the newly introduced Arabic/Electronic Chart, to facilitate the students assimilation of some Arabic concepts.

Statement 17 indicates that 205(68.03%) responded “Yes” while 95 (31.07% responded “No”. The finding therefore revealed that statements 15, 16 and 17 affirmed that inadequacies of the parents to take care of the educational responsibilities of their children and lack of power provisions to all school visited by the government of the day, formed the major challenges in implementing some useful instructional skills.

Scholars have put down their views and observations empirically on the effect of audio-visual instructional aids, on the performance of the Junior Secondary School. For instance in Ilorin West Local Government of Kwara State, they worked on the use of instructional aid in teaching business studies in Junior Secondary Schools in the area. In another related article, Yusuf (2009) researched on the impact of audio-visual aids in teaching of business studies in upper primary schools in Dass Local Government Area of Bauchi State, which engendered the positive change on the academic performance of the students through the use of instructional aids.

Mathew and Alidmat (2013) examined the advantages of instructional aids/audio-visual in EFL in Saudi Arabia and discovered that teaching and learning end up monotonous when the Islamic Studies’ teachers are restricted to base his/her teaching on the text books as the only source of information to compliment the teacher’s efforts in the classroom. In their study, they made the survey and discovered the bulk of advantages derivable from the use of audio-visual aids that assists the business studies teachers in EFL classroom at graduate level. The study, therefore revealed that adopting the audio-visual aids in teaching Islamic Studies is beneficial for both the teachers.

Conclusion

Having explored the views of the scholars and some practical examples about the importance of instructional aids, it is discovered that the



practice has made or brought real life situation into the teaching profession by creating more interest in the students to learn having observed the tremendous role the instructional aid played in facilitating learning experiences worthy of emulation by others. It is the belief of the researchers that all types of instructional materials that fit one educational concept or the other should be employed during the teaching and learning process to assist the students to recall whatever they might have learnt from the teachers.

The research equally reveals and discusses that the use of audio-visual technology has a greater influence to achieve the successive teaching of Arabic Studies in post primary schools. It also has it the educational goal is achievable due to the teacher's quality of teaching and how he/she handles the instructional materials for the learners' benefits. Through his research, it is observed that some schools are lack of instructional material, ditto to the necessary resources for the effective teaching of various aspects of Arabic Studies Qira'at (reading) Khat (Writing) Lafs (Pronuciation) etc which are pre-requisites in learning Arabic Studies at Junior Secondary School levels in the selected schools. The ineffectiveness in implementing necessary instructional material by some teachers necessitates the passive understanding of some educational concepts during the teaching and learning process.

Recommendations

Findings in this research work have promoted making the recommendations below to achieve the intended educational objective of Arabic Studies to facilitate further improvement in the subject with effective utilization of instructional material appropriate for each topic during the teaching and learning of Arabic Studies in the Junior Secondary Schools chosen for the study:

Teachers of Arabic Studies are advised to co-ordinate their efforts in the teaching profession, so that their activities and efforts in the implementation of instructional materials to assists students may not be in jeopardy. Mutual help should be encouraged among the teachers to acquire or purchase all educational materials required to carry out their teaching assignment with ease. Moreover teachers should encourage improvisation as a means of making available needed instructional materials.

The school principals, heads of units and government officials from the Ministry of Education must ensure regular supervision and visitation to all schools to enforce the effective and regular use of instructional aids while teaching. All stake holder in education (i.e. the federal, the states,



local governments, private sectors, parents and guardians) to contribute financially and materially for the procurement of suitable instructional aids and facilitates for the teaching and learning of Arabic Studies. Conferences, seminars and workshops must be attended by the teacher to gain more ideas on how to improvise and make the instructional aids themselves. Finally, enough funds must be made available by both the federal and the state governments to adopt various recommendations of different researchers in the fields of Arabic Studies, having assessed the most effective methods to be adopted.

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