

EFFECTS AND CHALLENGES OF USING INSTRUCTIONAL AND MULTIMEDIA MATERIALS IN TEACHING ISLAMIC STUDIES IN NIGERIAN SCHOOLS: AN ANALYSIS

By

BUSARI JAMIU MUHAMMAD

Research Scholar, Department of Religions and Peace Studies, Lagos State University, Nigeria.

Date Received: 22/01/2018

Date Revised: 16/02/2018

Date Accepted: 02/03/2018

ABSTRACT

Teaching Islamic Studies in Nigerian schools formally and informally is dominantly done in an unstructured traditional ways for centuries and the system has produced resourceful scholars and individuals who have excelled in all works of life. However, without mincing words, the unabated technological products which are witnessed in this digital age has mandated the adoption of various sophisticated devices in disseminating information, especially in teaching and learning for an effective communication; hence, it effects and values to the teaching of Islamic studies cannot be denied while the challenges faced in developing countries such as Nigeria can never be underestimated. With the adoption of analytical approach, this study aims at enunciating the effects and challenges of using instructional and multimedia materials in teaching Islamic studies, roles of Islamic studies teachers and proffer preferable solutions to the conundrum faced in the utilization of instructional and multimedia materials in the teaching of Islamic studies in Nigerian schools.

Keywords: Challenges, Effects, Islamic Studies, Instructional and Multimedia Materials, Nigerian Schools.

INTRODUCTION

In Nigeria, education curriculum as planned by Nigerian Educational Research and Development Council (NERDC) included two religious subjects which are elective in nature from primary to higher institutions of learning. These religious subjects are Islamic Studies (ISS) and Christian Religious Studies (CRS). The teaching and learning of Islamic Studies is aimed at imparting an unadulterated Islamic education with high standard moral value, God-consciousness, and wide range of virtue, such as honesty, integrity, and self-discipline into the ways of life of every muslim child that is enrolled either in public or private institutions (Olatubosun and Tanimowo, 2013, p. 1).

By definition, Sudan (2017, p. 22) sees Islamic education as embedded in Islamic studies as are religiously inclined education and input that makes individual a better person, be it in the form of *tarbiyyah* (nurturing), *ta'lim* (teaching and learning), and *ta'dib* (discipline). A form of training

aimed at moulding individual and the society into a dynamic and conscious level which covers the physical and spiritual perspective (Sudan 2017, Ulwan 2004, Al-Attas 11). However, the teaching, learning, and information dissemination in Islamic studies for many years has neglected the application of technology with the assumption that since Islamic knowledge is revealed, it should not be analyzed or taught through technology, but to impact it by mere remembrance to generation to come (Zedan et al., 2015). This especially in developing country such as Nigeria has placed a snag instead of clout in the accelerated development of Islamic studies and its teaching among the students of various institutions. The utilization of instructional materials in teaching and the subsequent adoption of multimedia materials in this digital age have given the subject a leverage to be understood and assimilated by the varieties of students who have been in modern time exposed to various forms of technological

advancement.

Instructional and multimedia access to knowledge is one of the possibilities of information and communication technology that has tremendous impact on learning. Oshinaike and Adekunmisi (2012, p. 1) assert that conventional media technologies can no longer meet the needs of our teaching and learning processes; as a result they are being replaced by multimedia technology which provides a learning environment that is self-placed, learner-controlled, and individualized. As the world's most fastest growing religion, Islam and its adherents through Islamic education are placed in an advantaged horizon to utilize all the available resources to enhance the religious understanding and application in moral, spiritual, scientific, and economic spheres through the known educational domains of to know (cognitive), to love the creator and all creatures (affective), and to act accordingly in developing the world (psychomotor).

1. Objective of the Study

This study aims at analyzing:

- The effectiveness of using instructional and multimedia materials in teaching Islamic studies.
- The challenges faced by ISS teachers and students in the usages of instructional and multimedia materials.
- A preferable solutions to the challenges of using instructional and multimedia materials in ISS.

2. Research Questions

The following questions would guide the researcher:

- What is the content of ISS as a subject taught in Nigerian Schools?
- What is Instructional and Multimedia Material (IMM)?
- What is the synergy between Multimedia and Education?
- What are the effects and challenges of using instructional and multimedia materials in teaching ISS?
- What are the roles of ISS teachers in stamping the effectiveness and tackling the conundrum of using instructional and multimedia materials?
- How can the challenges faced in using instructional and multimedia materials be solved?

3. RQ1: What is the Content of ISS as a Subject taught in Nigerian Schools?

3.1 Islamic Studies in Nigerian Schools

Introduction of Islam is often accompanied by the introduction of Islamic education and this has always been the tradition in all societies which came in contact with the religion (Sanni n.d, p. 4); and this in its entirety as affirmed by Nugroho (2017, p. 4) made Islam a religion that encourages its adherent to study all forms of useful knowledge, including science and technology, build and nurture civilization, and organize their direct survival in this world and beyond. With the advent and flourish of Islam in Nigeria both in pre and post-colonial era, teaching of Islam and its values has been an integral part of Muslims and scholars of the country. The emergence of biblical-inclined missionary and colonial imperialism that bestowed upon the nation the western form of education made Muslims to strive in entrenching the Islamic teachings in the curriculum of their children educational pursuit hand in hand with westernized education with the sole aim of preserving their faith and religious identity. This, according to Hackett (1999, p. 539) is in no measure underline the challenges faced by African nations such as, "Nigeria that have emerged from under the cloak of colonialism and has sought to negotiate equitably its extensive ethnic and religious pluralism".

With the formalization of the Muslims agitation for the inclusion of Islamic Studies in school curriculum decades ago, ISS was incorporated into Nigerian Educational System to be taught from primary schools to tertiary institutions. ISS thus emerged as an interdisciplinary subject in which embedded the study of the language of the religion (Arabic), literature, religious, and natural science, philosophy, jurisprudence, interpersonal relationship, history, and others. This subject was previously known as Islamic Religious Knowledge (IRK) or Islamic Religious Studies (IRS) before the current nomenclature of ISS.

However, ISS has been plagued with myriads of challenges which include teachers competence, inadequate textbooks written to the syllabus of ISS as prepared by NERDC, Arabic language barrier as faced by the students, unavailability of adequate teaching aids and materials, meager allocation of the period earmarked for teaching of

the subject in school and others. This was believed by some analysts to be the outcome of primitive problems that has bewildered Islamic education (as in ISS) from time immemorial in confining the learners to the very technical memorization of the Qur'anic verses, prophetic traditions, students are expected to remain silent and not engaged in discussion, and thus it was based on the handing on knowledge based on principles, rules, obligations, and prohibitions (Zedan et al., 2015, p. 545).

It is pertinent to state at this juncture that despite these aforementioned challenges facing the development of ISS in Nigeria, the subject is gradually gaining ground as it has been studied in virtually all public and private schools, examined in certification examination such as West African Examination Council (WAEC) and offered in higher institutions as a diverse discipline.

4. RQ2: What is Instructional and Multimedia Material (IMM)?

4.1 Instructional and Multimedia Materials (IMM)

In education, teaching is a rigorous exercise that is solely rested on the shoulder of a trained and qualified teacher. The teacher is expected to be an instructor who shall make use of both abstract and concrete materials to impart knowledge into the memory of the learners. From time immemorial, learning always goes with reading, but in some cases, if learnt information is not put into practices it might not be recalled.

If the above assertion is right, then, the teacher (the instructor) is expected to make use of all needed materials that would make learning unforgettable and interesting; hence, the concept of instructional and multimedia materials becomes imperative for academic improvement of the students. These needed materials are traditionally and conventionally known as instructional materials and in modern days, multimedia materials.

4.1.1 Instructional Materials

This could be defined as the items designed to serve as major tools for assisting the instructor (teacher) in explaining a topic to the learner. These items may be available in bound, unbound, kit, or package form which include textbooks, consumables, learning laboratories, slides films, film strips, recordings, charts, manipulative electronic

media (that is, instructional computer programs, online services, laser discs, CD-ROM, and so on), and other commonly accepted instructional tools.

Broadly, in modern education, there are three types of instructional materials used in teaching and learning, these are;

- Audio materials such as recorded tapes;
- Visual materials such as charts;
- Audio-visual materials such as projectors, television, and DVDS.

The employment of these instructional materials in modern teaching is important, because, of teaching related to instructional materials was potent and effective. The audio-visual materials aid classroom teaching and enhance instructions, understanding, and student effectiveness. Lesson plan on the media must be consistent with the objective of the learning while the learning of lectures and film are useful for students' audition and moral skills. The audio-visual materials, such as computer's television, Digital Versatile Disc (DVD), and projectors will help students of ISS to gain knowledge easily and quickly.

Specifically, there are two forms of television broadcast that can be used for teaching purpose in both inside and outside the classroom setting. These are:

- Opening Circuit Television- This is called so because its transmitted signals are not restricted to any. The information transmitted from the TV station to the air signals in the form of pictures and sound are received by anyone with any TV adjusted to the appropriate channel.
- Video Recording- This is commonly known as Video Cassette and it stimulates both oral and visual sense of learners simultaneously. The type in vogue now is the Video Compact Disc (VCD).

However, the instructional audio-visual is a greater consumer of funds, so, in the short-run, it is important that its introduction into any educational system should be backed up by well research findings.

To effectively recognize the three aforementioned instructional materials by teachers and students of ISS, their various examples are given below;

- **Audio Materials**– These are teaching aids that appeal mostly to the sense of hearing and they include Radio tape recorder and cassettes, gramophone, phonograms, and record disc. They can be used for recording and replaying of lectures, interviews, production of documentaries of event, and other creative activities. In Islamic studies, these audio materials can be used in teaching Tajwid (mode of Qur'anic recitation), Islamic songs, and other Islamic programs.
- **Visual Materials**– These are teaching aids that make impact more on the sense of sight of the learners. They include photograph, diagram, graphs, chart, maps, specimens, (real objects such as Qur'an, tools, coins, rosary, and so on), bulletin board, chalkboard, etc.
- **Audio-Visual Materials**– These are teaching aids that appeal to both senses of sight and hearing and they make learning more interesting and easily comprehended. These materials, include slides, projectors, recorded film, DVD, VCD, Television, and so on.

4.1.2 Multimedia Materials

According to Jusoh and Jusoff (2009, p. 87) citing Hofstetter (2001) multimedia is the use of computer to present and combine text, graphics, audio, and video with links and tools that let the user navigate, interact, create, and communicate. Also, Oshinaike and Adekunmisi (2012, p. 1) citing Butcher-Powell (2005) defined it as the combination of various digital media types, such as text, images, sound, and video, into an integrated multi-sensory interactive application or presentation to convey a message or information to an audience. It is further seen as those resources used for instruction that include one or more media, such as graphics, video, animation, image, and sound in addition to textual information.

5. RQ3: What is the Synergy between Multimedia and Education?

5.1 Multimedia and Education

It is apposite to state that numerous scholars have defined multimedia and education in most apt and instructive ways. For an example, multimedia was defined as the combination of multiple technical resources for the

purpose of presenting information represented in multiple formats via multiple sensory modalities (Schnotz and Lowe, 2003) while the education in other hand was defined by Olusegun (2016, p. 40) as the transfer of knowledge, attitude, beliefs, values, norms, and other forms of behaviours from one person (teacher, instructor) to another (student, recipient). Education is widely believed to be a sine qua non to human development worldwide and its essence as affirmed by Omotoso (2010, p. 226) quoting Plato is to lead a person from the dark cave of ignorance into limelight of knowledge. This could never be achieved without conveyance of some materials; hence, the employment of multimedia approaches in education is inevitable in this modern world. In concomitant with this notion, Li and Kang (2014, p. 243) affirmed that multimedia contributes to the teaching reform of school education and accelerates the pace of modernization process of education and enhances classroom instruction effectiveness. The inclusion of media elements in education reinforces the messages and delivery which leads to better learning rate (Neo and Neo, 2001, p. 2).

In his own submission, Gilakjani (2012, p. 1209) asserts that multimedia has been applied to many educational courses to provide wide varieties of styles and modalities by moving from the book to the computer which gave greater interactive and novel ways to think about a learning activity. The employment of multimedia in education has provided more ways to produce and represent concept in more advanced pedagogical phenomenon that enhances comprehension, learning, memory, communication, and inferences (Rogers and Wild, 1996, p. 130-145).

Zin et al. (2013) believed that practically, multimedia assist the students in revising the subject learnt; for the majority of today's students do live in a world that is influenced by the media and its effect could be seen after a combination of pictures, words, and sounds, which is more memorable and retained longer in memory, different from just listening or reading.

In broader sense, the usefulness of multimedia materials in education is appropriate in three main situations according to Gilakjani (2012, p. 1210):

- When the students have low prior domain knowledge

or spatial learning aptitude;

- When students have low motivation; and
- When effectively designed multimedia content is available

Multimedia is believed to be a multi-sensory mechanism that stimulate the senses of the audience and also a springboard that usually make it easier for learners to be directly involved in the project of learning and retention of the new information received. It must be said that multimedia is centrally designed from Information and Communication Technology (ICT) which serves different purposes, such as knowledge sharing-portal and search engines (Oshinaike and Adekunmisi, 2012, p. 3).

5.1.1 Advantages of Multimedia in Education

The use of ICT in education is aimed at maximizing the multimedia application and also serves as alternative to the educators and learners to obtain additional materials for teaching and learning, especially through global information exchange.

It must be noted that educational technology is also part of instructional tools and materials needed in the classroom. It is regarded as the systematic approach to problem solving in educational environment. It involves the application of scientific knowledge to learning condition in order to improve the effectiveness and efficiency of teaching and learning.

With the help of successful implementation of ICT through the interlocking frameworks for change, namely the infrastructure, attitude, staff development, support, sustainability, and transferability (Hoffman, 2001, p. 46), the advantages of multimedia in driven modern forms of teaching and learning include:

- It helps and challenge students to learn more about their chosen subject material and to develop their abilities to analyse and draw conclusion (Neo and Neo, 2001, p. 4).
- It enlarges the amount of classroom information to enhance classroom instruction effectiveness (Li and Kang, 2014, p. 243).
- It also boosts the interactivity between teachers and students and enhances their personal competence

and capacity for information.

- It stimulates changes and creates a conducive learning environment and make learning more meaningful and responsive to the localized and specific needs of learners (Omagbemi et al., 2004, p. 34-46).
- Application of multimedia in teaching and learning improves the quality of learning, encourages access to education and training, reduces costs and increases the effective impact on education (Zin et al., 2013, p. 354).

6. RQ4: What are the Effects and Challenges of using Instructional and Multimedia Materials in Teaching ISS?

6.1 Islamic Studies and Instructional and Multimedia Materials

Etubi (2009, p. 3) citing Wishart (1999) asserts that one of the key motivating factors of ICT is its ability to provide appropriate challenges for learners of all abilities. The teaching of ISS as a religious subject is indeed in dire need of expansion; hence the utilization of modern instructional and multimedia materials in Nigerian schools is inevitable in order to gain from the vast world of digital explosion. Islam encourages Muslims to acquire knowledge and as such the use of multimedia in teaching and learning ISS is founded on the philosophy of the recognition of Allah as the source of all forms of knowledge as encapsulated in the Quran (Musa, 2012, p. 4). The technological advancement has challenged the Muslim educators and the teachers of ISS to equip themselves with ICT skills, especially multimedia to cater for the spiritual, intellectual, physical, scientific, and imaginative growth of students because according to Prensky (2001), the current kids (students) world over are digital students who are living in their native digital world. They are the digital natives and teachers are the digital immigrants and if the educators fail to take up the challenges, they wouldn't be lagging behind alone, but the digital students will also be exposed to negative knowledge.

The multimedia materials that could be utilized by ISS teachers and administrator in disseminating his/her information include:

- Use of Microsoft Powerpoint to transform notes into

Powerpoint slides- By this the teacher is not only teaching; he is additionally implanting the knowledge into the multiple sensory modalities of his students.

- Making of video clip to explain certain learning- There are many technologies that could be used in this purpose like Windows Movie Maker and Adobe Photoshop.
- Employment of internet as teaching aid- Teachers of ISS can make use of internet either by surfing e-library or by downloading useful clips, video, or animation from sites, such as YouTube where a user can download, upload, or share video clips based on Web 2.0 new media.
- Utilization of computers, video tape and DVD, Television, and CD-ROM Database (in which lessons on ISS are produced).

6.2 Effects of Instructional and Multimedia Materials in Teaching ISS

There are numerous effects of multimedia in teaching ISS in Nigerian Schools as obtained in other parts of the world if properly utilized and integrated. These include:

- It has capacity to stimulate imagination and develop critical thinking skills while allowing students to take an active role in their own learning (Jusoh and Jusoff, 2009, p. 89).
- If properly utilized, multimedia allows the teacher to possess digital command, critical thinking, and scientific approach to knowledge (Amin, 2016, p. 43); and this ultimately enhances ISS teacher to expose the Muslim students to advanced level of Islamic education through academic networking and validation from other sources worldwide.
- Augmentation of learners' motivation through practical activity, visual demonstration, and improved modes of presentations (Amin, 2016).
- It also allows the teachers and students (as in ISS) to complement one another as facilitator and guide, integrator, researcher, designer, and collaborator of new studies to be carried out.
- It enhances the visual and auditory styles of both the teacher and his students.

6.3 Challenges of using Instructional and Multimedia Materials in Teaching ISS

Change is believed to be constant and inevitable in human endeavours. The shift from traditional methods of teaching to ICT/Multimedia digitalization of teaching and learning are bound to face huge challenges. Resnick (2005) was right when he said that in most places where new technologies are being used in education today, the technologies are used simply to reinforce outmoded approaches to learning.

In spite of the technological advancement, very meager digital transformation has occurred to the process of instruction in ISS with the available ICT gadget not easily accessible. Some of the challenges faced in the usages of Instructional and Multimedia Materials as enumerated by Etubi (2009, p. 7) includes:

- Inadequate awareness in which some schools administrators, ISS teachers are veiled from the explosion of multimedia opportunity to teach the subject. They still largely depend on books and other traditional teaching aids.
- Lack of ICT skills by the ISS teachers who are expected to be the instructors.
- Lack of funds to procure the necessary multimedia materials.
- Unavailability of e-library, ICT rooms, up-to-date instructional and multimedia materials, and Internet facilities in many schools in Nigeria.

Furthermore, Hamzah et al. (2014, p. 158) further reiterated that among the problems that are plaguing the effectiveness of Instructional and Multimedia Materials in teaching as applicable to countries including Nigeria as regards ISS are the lack of infrastructure multimedia equipment, inadequate numbers of multimedia software, and difficulty in accessing multimedia laboratory.

7. RQ5: What are the Roles of ISS Teachers in Stamping the Effectiveness and Tackling the Conundrum of using Instructional and Multimedia Materials?

7.1 Role of ISS Teacher in the Digitalization Process of ISS

Ismail Musa (2012, p. 13) reiterates that ISS teacher need to be well equipped with digital resources, especially with ICT-

based multimedia materials, such as mobile library with variety of e-text, audio, video, images, and other useful sources which he can use to:

- Prepare slides for classroom presentation.
- Consult other digital resources for class interaction.
- Search for genuine information from the primary sources of Islam and indeed other basic references.

Zin et al. (2013, p. 353) further opined that ISS teachers are expected to make use of multimedia application for the development of his discipline and indeed Islamic education in order to:

- Expand the scope of the paradigm of Islamic knowledge.
- Build a successful Islamic civilization based on the concept of unity.
- Design paradigm and the same curriculum for all Muslims students.
- Make Islamic Studies as a core of knowledge.
- Create solidarity among Islamic education and modern education.

Furthermore, the role of ISS teachers in the age of digital instruction with the application of instructional and multimedia materials is enormous, because the quality of instruction received by the students makes a huge difference in their achievement (Hassel and Hassel, 2012, p. 14). In encapsulating this, Musa (2012, p. 13) explains thus:

Digital technology would enable the ISS teachers to equip themselves for the development of the field. ISS should not be taught theoretically alone, but as experiences to be acquired in their right contexts. The aspect that involves motor skills (like Qur'anic recitation, ablution, ritual birth, *Hajj*) should be presented through multimedia. In teaching history, virtual atlases imbued with facilities to measure distances, extract, and zooming of map should be used. In the area of *fiqh* (Islamic jurisprudence), software that can provide useful exposition into contemporary application and principles of Islamic jurisprudence to daily life like software for *Zakat* (Alms giving) and *Mirath* (Inheritance) calculation should be made used of in the class while teaching.

8. RQ6: How can the Challenges faced in using Instructional and Multimedia Materials be solved?

8.1 Solution to the Conundrum of using Instructional and Multimedia Materials in Teaching ISS in Nigerian Schools

The following are suggested as solution for the conundrum of using IMM in teaching ISS in Nigerian schools:

- ISS curriculum should be tailored to be ICT-compliance in order to widen the teachers and students horizon of the subject.
- ISS teachers should equip themselves technologically by imbibing the culture of digitalization of knowledge and employment of instructional and multimedia materials.
- The school authorities, government, and stakeholders in Islamic education should provide adequate multimedia materials needed in teaching ISS effectively, such as ICT laboratory, digitalized textbooks, and software.
- Adequate fund should be earmarked for the procurement of the needed multimedia materials.
- All the provided equipment should be made accessible to both teachers and students.
- There must be a series of periodic assessment of the effectiveness, methodology, and outcome of using instructional and multimedia materials on the students' cognitive advancement to ascertain their level of Islamic awareness, technological prowess, and moral standard.

Conclusion

This paper has concisely discussed the use of instructional and multimedia materials in teaching Islamic studies in Nigeria. Its usefulness can never be over emphasized. Its adoption in the arena of ICT-oriented learning and teaching situation possesses a greater value for the development of learners, especially in this digital age. The challenges of inadequate multimedia equipment and lack of skills by teachers can be overcome with training and re-training of the instructor and provision of up-to-date software and other needed materials in schools. This, if properly harnessed will make the teaching of ISS student-centered and teachers friendly for optimum understanding

and application of Islamic knowledge through technological advancement.

Ultimately, as rightly said by Shah (2014) that as teachers and textbooks are systematically replaced by digital learning resources, there is need for policymakers and academic planners to expand the scope and repertoire of the teachers and students in every discipline. Continuous efforts, experience, and expertise are required to meet the challenge of ICT driven global village. For efficient, vibrant and useful implementation of ISS lessons as embedded in Islamic education, there is urgent need for total and adequate utilization of modern and sophisticated multimedia equipments in teaching and learning of the subject.

Nonetheless, ICT is transforming the classrooms with the introduction of many innovations in teaching and learning and as such Nigerian Muslims children who are offering ISS in elementary and tertiary institutions must be carried along in this multimedia revolution in order to be useful religiously, socially, academically, and ethically to themselves, Nigeria as a country and humanity as a whole.

References

- [1]. Al-Attas, S. M. N. (n.d.). *The Concept of Education in Islam*. World Centre for Islamic Education, Makkah, Saudi Arabia
- [2]. Amin, J. N. (2016). Redefining the Role of Teachers in the Digital Era. *The International Journal of Indian Psychology*, 3(3), 40-45. doi:18.01.101/20160303
- [3]. Butcher-Powell, L. R. (2005). Teaching, Learning and Multimedia. In S. Mishra & R. C. Sharma (Eds.) *Interactive Multimedia in Education and Training*. London: Idea Group Publishing.
- [4]. Etubi, M. (2009). *ICT and Library in the Teaching of Arabic and Islamic Studies*. Retrieved from www.irepos.unijos.edu.ng/jspui/bitstream/123456789/1102/1/ict&lib
- [5]. Gilakjani, A. P. (2012). A Study on the Impact of using Multimedia to improve quality of English Language Teaching. *Journal of Language Teaching and Research*, 3(6), 1208-1215. doi:10.4304/jltr.3.6.1208-1215
- [6]. Hackett, R. I. J. (1999). Conflict in the Classroom: Educational Institution as Sites of Religious Tolerance /Intolerance in Nigeria. *BYU Law Review*, 1999(2), 537-569. Retrieved from <http://digitalcommons.law.byu.edu/lawreview/vol1999/iss2/3> on 5th September, 2017.
- [7]. Hamzah, M. I., Rinaldi, & Razak, K. A. (2014). Multimedia usage among Islamic education lecturers at higher education institution. *International Education Studies*, 7(13), 157-165. Canadian Centre of Science and Education.
- [8]. Hassel, B. C., & Hassel, E. A. (2012). Teachers in the Age of Digital Instruction. In Chester E. Finn Jr. & Dariels Farchild (Eds.) *Education Reform for Digital Era* (pp. 11-33). Retrieved from www.edexcellencemedia.net/digital-era/20120425-Education-Reform-For-the-Digital-Era-Final-Chapter-1.pdf on 18th January, 2018.
- [9]. Hoffman, B. (2001). What Drives Successful Technology Planning? *Journal of Information Technology for Instructor Education*, 5(1-2), 43-55. doi: 10.1080/0962029960050106.
- [10]. Hofstetter, F. T. (2001). *Multimedia Literacy*, 3rd Ed. New York: McGraw-Hill/Irwin.
- [11]. Jusoh, W. N. H. W., & Jusoff, K. (2009). Using multimedia in teaching Islamic studies. *Journal of Media and Communication Studies*, 1(5), 86-94.
- [12]. Li, J., & Kang, M. (2014). Using Multimedia to promote Teaching Effectiveness in the Classroom of China. In 2nd International Conference on Soft Computing in Information Communication Technology. Atlantis Press. Retrieved June (Vol. 27, 242-244).
- [13]. Musa, I. A. (2012). *Islamic Studies in a New Digital Age*. Retrieved from www.academia.edu on 18th January, 2018.
- [14]. Neo, M., & Neo, K. T. (2001). Innovative teaching: Using multimedia in a problem-based learning environment. *Educational Technology & Society*, 4(4), 19-31. Retrieved from www.ifets.info/journals/4_4/neo.html
- [15]. Nugroho, B. T. A. (2017). Integration of Islamic education with science and technology in Islamic junior high school. *Mudarrisa: Journal of Islamic Education*, 9(1), 1-27. doi: <http://dx.doi.org/10.18326/mdr.v9i1>.
- [16]. Olatubosun, A. A., & Tanimowo, A. S. (2013). Islamic Studies in Nigeria: Problems and Prospects. *International Journal of humanity and Social Science*, 3(2), 179-186.

(Special Issue -January 2013)

- [17]. **Olusegun, A. J. (2016)**. Education as a Pathway to Sustainable Growth in Nigeria. *International Journal of Recent Research in Social Sciences and Humanities*, 3(3), 38-56. Retrieved from www.paperpublications.org on 4th December, 2017.
- [18]. **Omagbemi, C. O., Akinola, B. A., & Olayiwola, I. B. (2004)**. Academic libraries, the Internet and its potential impact on teaching and learning in Nigerian tertiary institutions. *Journal of Library and Information Science*, 1(1&2), 38-39.
- [19]. **Omotoso, S. A. (2010)**. Education and emancipation: An African philosophical perspective. *The Journal of Pan African Studies*, 3(9), 222-231.
- [20]. **Oshinaike, A. B., & Adekunmisi, S. R. (2012)**. Use of multimedia for teaching in Nigerian university system: A case study of university of Ibadan. *Library Philosophy and Practice(e-journal)*. Retrieved online from www.unllib.unl.edu/LPP and www.webpages.vidaho.edu/~mbolin/oshinaike-adekunmisi.htm on 14th January, 2018
- [21]. **Prensky, M. (2001)**. *Digital Games-based Learning*. New York: Mc Graw Hill.
- [22]. **Resnick, M. (2005)**. *Rethinking Learning in the Digital age*. Retrieved on 16th December, 2011 from <http://louisesblog2005.blogspot.com/>
- [23]. **Rogers, L., & Wild, P. (1996)**. Data-logging: effects on practical science. *Journal of Computer Assisted Learning*, 12(3), 130-145.
- [24]. **Sanni, A. O. (n.d.)**. *Rethinking and Repackaging Islamic Studies in Sub-Saharan Africa: Responses to Modernity and Globalization-the Nigerian Example*. Retrieved from www.lasunigeria.academia.edu/AmidSanni on 6th July, 2017.
- [25]. **Schnotz, W., & Lowe, R. (2003)**. External and Internal Representation in Multimedia Learning. *Learning and Instruction*, 13, 117-123.
- [26]. **Shah, N. (2014)**. *The Future of Classroom: The Role of Teachers needs a relook in Digital Era*. Retrieved from <http://indianexpress.com/article/lifestyle/the-future-classroom-the-role-of-teachers-needs-a-relook-in-digital-era/99/print>
- [27]. **Sudan, S. A. (2017)**. The Nature of Islamic Education, American *International Journal of Contemporary Research*, 7 (3), 22-27.
- [28]. **Ulwan, A. N. (2004)**. *Child Education in Islam*, 2nd ed. (M. Mahmoud Ghali et al., Trans.). Dar-Als-Salam, Cairo, Egypt.
- [29]. **Wishart, J. M. (1999)**. CD-ROM in Schools: Libraries and Learners' View. *Journal of Librarianship and Information Science*, 31(3), 168-173.
- [30]. **Zedan, A. M., Yusoff, M. Y. Z. B. M., & Mohamed, M. R. B. (2015)**. An innovative Teaching Method in Islamic Studies: the Use of PowerPoint in University of Malaya as Case Study. *Procedia-Social and Behavioral Sciences*, 182, 543-549. Retrieved from www.sciencedirect.com on 16th January, 2018.
- [31]. **Zin, M. Z. M., Sakat, A. A., Ahmad, N. A., & Bhari, A. (2013)**. Relationship between the multimedia technology and education in improving learning quality. *Procedia-Social and Behavioral Sciences*, 90, 351-355. doi:10.1016/j.sbspro.2013.07.102.

ABOUT THE AUTHOR

Busari Jamiu Muhammad is currently a PhD Student in the Department of Religions and Peace Studies at Lagos State University in Nigeria. He is working as a High School teacher in Makun-Omi Comprehensive High School, Makun-Omi, Ogun Waterside, Ogun State, Nigeria. He completed Diploma in Arabic and Islamic Studies, B.A in Arabic Language and Literature and M.A in Islamic Studies from Lagos State University in Lagos, Nigeria. Also he completed PGDE in National Open University of Nigeria. His research interest, includes Islamic and Common Laws, Islamic and Western Education, Islamic History, Islamic Economics, Banking and Finance, Science of the Holy Qur'ān and International History and Contemporary Issues.

