DOI: https://doi.org/10.67203/abulj.2023.rbm2a0h3

N APPRAISAL OF INNOVATIONS IN THE TEACHIN(AND LEARNING OF ISLAMIC LAW IN NIGERIAN UNIVERSITIES

Dalhat A. Idris, PhD*
Department of Islamic Law, Ahmadu Bello University, Zaria
&
Ish'aq Abubakar, PhD*
Department of Public Law, Ahmadu Bello University, Zaria

Abstract

It is trite beyond any equivocation that the world has been digitalized through information and communication technology (ICT). As such, education has also gone digital. Thus lecturers and students are now driven on the precepts of modern way of educational information dissemination. In tandem with the above assertion, the modern instructional materials such as multimedia and Information and Communication Technology (ICT) needed for teaching and learning of Islamic law in many Nigerian universities are believed to be either unavailable or inadequate. In most cases, some of the Islamic law lecturers are not digitally inclined. Using doctrinal method of research, this paper appraises innovations in the teaching and learning of Islamic law in Nigerian Universities. The paper finds that inadequacy of teaching and learning methods plus current and up to date instructional materials affects learning and causes undue wastage of time, while application of modern and adequate methods enhances and influences students' academic performance. The paper recommends that adequate and functional teaching and learning methods plus current and up to date instructional materials should be adopted and procured by Nigerian universities for effective and meaningful teaching and learning of Islamic law.

ey Words: *Innovation, Teaching, Learning, Islamic Law.*

1.1 Introduction

Islamic law occupies a relatively major place in the legal systems of most Muslim majority countries, with jurisdiction over matters of personal status.[1] In some countries like Nigeria, the reach of Islamic law extends to criminal and constitutional matters as well[2] like every discipline, Islamic law raises conceptual, methodological and pedagogical issues in terms of its teaching and learning process.

Pedagogy has been defined as the discipline that deals with the theory and practise of education.[3] It thus entails the study of how best to teach. It was posited that the influence of educational methods comes from the fact that the content of any curriculum cannot be learned efficiently unless it is presented in a scientific way.[4] Inadequacy of methods may affect learning and cause undue wastage of time while application of modern and adequate methods enhances and influences Students academic performance.

For an Islamic law teacher to achieve his aim of graduating well-behaved and academically sound students, he needs to study the students' differences in physical characteristics, interests, intellectual abilities, learning capacities, social skills, aptitude and talents, language skills and background experience.[5] He must use variety of materials in a multimedia approach to vary the learning experiences.

The influence of adequate and up to date facilities and instructional materials needed to improve Students' academic performance is over-whelming. Regrettably, most Islamic law teachers, the government and indeed the universities themselves are not ready or interested in providing them in order to enhance the performance of the students.

Using doctrinal methods of research, this paper appraises some innovations in the teaching and learning of Islamic law in Nigerian universities. In achieving

---

* Lecturer, Faculty of Law, Ahmadu Bello University, Zaria.
* Lecturer, Faculty of Law, Ahmadu Bello University, Zaria.

[1] Moustafa T. and Sachs, J.A (2018) "Islamic Law, society and the state", *Law and Society Review,* Volume 52, Number 3, p. 560

[2] Some states in Northern Nigeria have re-introduced Islamic Criminal Justice System by enacting Shari'a pepal codes and Shari'a Criminal Procedure Codes respectively

[3] Muhammad, B.J (2018) "problems and prospects of Teaching and Learning Islamic Studies in Primary and Post Primary Schools in Nigeria", *International Journal of Scientific and research Publications,* Volume 8, Issue 3, P.232

[4] Ibid

[5] Ibid

this aim, the paper discusses Islam's approach to teaching and learning, multimedia/Information and Communication Technology as innovative tools for teaching and learning, functions of multimedia in teaching and learning, and components of multimedia for teaching and learning of Islamic law. The paper posits that the frequent methodology used in Nigerian universities for teaching and learning of Islamic law include reading, narrations from the Qur'an and the Hadiths of the Prophet (S.A.W), Lectures, dictation of notes, among others. The paper recommends for the expansion of pedagogical methods of teaching and learning of Islamic law courses to be in accordance with the changing time instead of over-depending on traditional methods of teaching. The use of power point and other multi-media instructional materials, couple with good approaches in teaching is bound to produce students with high academic performances, adequate exposures and experiences that would be used to contribute meaningfully to the development of Islamic Legal education.

1.2 Islam's Approach to Teaching and Learning

It may be difficult for a person without adequate understanding of Islam to comprehend fully the great importance and prominence Islam has given to knowledge and learning. In view of the enormous emphasis the Qur'an and hadith lay on education, the great British writer *Marmaduke Pickhall* highlights Islam's "command for universal education" and considers the existence of an ignorant Muslim "a contradiction in terms."[6] According to the glorious Qur'an, the most important blessing Allah (SWT) bestowed on all prophets is knowledge and wisdom. The Glorious Qur'an is very apt on this when it provides that after creating Adam Allah (SWT) gave him information about all kinds of names, and thus He established the superiority of humans over Angels on the basis of this knowledge distinction.[7] Some other Qur'anic verses also testify that prophets invariably received the inestimable blessing of knowledge from God.[8]

As the Qur'an and Hadith assert repeatedly, the very purpose for which God sent prophets at different times and locations was to liberate humanity from the darkness of ignorance and error to the light of discernment and guidance.[9] It follows therefore that knowledge was the most important, invaluable key for

---

[6] Pickhall, M. (1927) *The cultural side of Islam*, Kitab Bhaban, New Delhi, pp 10-13

[7] Holy Qur'an, chapter 2 v. 31

[8] Ibid, chapters 2 v. 251, 3 v 48, 12 v. 37 and 18 v. 65-66

[9] Ilasan, MM (2014) Approaching Teaching and Learning. The Islamic way, *Kuliyyah Research Bulletin*, Vol. 5, No. 1, p.5

them to perform this responsibility effectively in response to God's call, and it was knowledge that they were commanded to disseminate first and foremost.[10]

In hadith literature, the opening prophetic statement that is categorically mentioned in the chapter on knowledge is "convey from me even if only one verse/message".[11] The fact that this pronouncement constitutes the first hadith mentioned in the chapter on knowledge indicates that what the prophet (S.A.W) has transmitted, and what the companions learnt from him, is knowledge and that they are commanded to spread the same to others.[12] In other words, knowledge is the doorway to the fundamentals of Islam, such as guidance (hidayah) unity of God (Tawhid), and belief (iman). Once a person possess the right kind of knowledge, it may lead him to embrace Islamic teachings.

If the work plan and the methodology of prophets and the primordial importance and tremendous value Islam attaches to the acquisition of learning and teaching are analysed, it will be evident that knowledge was at the base of prophethood of all messengers, and that in Islam it is inevitable for performing one's duty as God's vicegerent on earth.[13] Needless to say, the first revelation God sent to the prophet (S.A.W) is "iqra", meaning "read". That was a command to seek knowledge, and the same command has been repeated in many other Qur'anic verse and prophetic traditions in various ways. The first revelation came to the prophet (SAW) while he was on retreat in the cave of Hira. Angel Jibril (AS) appeared to him and commands him to "read". He responded "but i cannot read". Then Angel Jibril embraced him tightly and then revealed to him the first lines of chapter 96 of the Holy Qur'an.[14]

Accordingly, becoming engaged in the practice of learning and teaching is considered an essential act of worship and obedience to God's command while rituals like salat (prayers), sawm (fasting), hajj (pilgrimage), praising and celebrating God's glory orally and similar practices are also important, the pre-eminence of the role of knowledge in Islam is undeniable.

It must be stressed that the most important aspect of teaching and learning is the teacher – student dynamics and discipline. The teacher - student dynamics are mainly concerned with the role of the teacher in an educational setting. The

---

[10] Ibid
[11] Bukhari, as quoted in *mishkatul masabeeh*, p.58
[12] Hasan, MM, op. at. P.5
[13] Ibid
[14] Sahih Bukhari

teacher has the responsibility not only to transmit to students what is there in the text or to provide them with facts and figures. He has a responsibility to look after the moral health of the students as well.[15] If this programme of fighting the base desires and purifying the hearts of students is not undertaken by the teacher in the classroom setting and beyond, he may end up producing graduates who, as the Qur'an states, will know some outward facts of this life but will be heedless about the life hereafter and about associated obligations.[16]

A stringent analysis of the above Qur'anic verses may suggest that people who have knowledge of only this world and are forgetful of the life hereafter, are not true scholars. In other words, if lecturers are providing student with mere facts and figures about the corporeal world, they are not engaged in producing scholars in the Qur'anic sense of the term. For lecturers to produce morally grounded students, they should not avoid the responsibility of instilling moral values in them.

Therefore, if lecturers want to emulate the work plan of the prophet (S.A.W) concerning the grand calling of teaching, they must take this task of moral purification seriously. The purification of the soul involves moulding the praiseworthy character of students and help them remove all destructive and blameworthy traits from their personalities. If teachers, therefore, stop their professional duty by simply teaching the course contents to their students and do not guide them to become better human beings, then they may swerve from the Islamic pedagogical practices and may not be able to prepare the future generations who will know and realise themselves and become the agents of change.

It therefore follows from the above that teaching and learning of Islamic law in Nigerian Universities should be developed to cope with the contemporary needs of the modern world in light of the principles as stated in the Qur'an and Sunnah. The teaching and learning of Islamic law should be improved so as to respond to the challenges brought by modernity at the level of theory and applications. The use of multimedia and other Information and Communication Technology (ICT) applications in teaching and learning of Islamic law becomes overwhelming.

[15] Ibid, p. 7
[16] Holy Qur'an chapter 30 v. 6-7

1.3 Innovations in the Teaching and Learning of Islamic Law

It is settled beyound any equivocation that the world has been digitalized through information and communication technology (ICT), and as such education has also gone digital. Thus lecturers and students are now driven on the precepts of modern way of educational information dissemination.[17] In tandem with the above assertion, the modern instructional materials such as multimedia and ICT needed for teaching and learning of Islamic law in many Nigerian universities, as pointed out in the introductory part of this paper, are believed to be either unavailable or inadequate. In most cases, some of the Islamic law lecturers are not digitally inclined.

Thus, the usages of these items possess problems for these lecturers. The enjoyment of these modern instructional materials in multimedia forms and getting information on topics through ICT is believed to be the easiest way of teaching and learning of Islamic law if properly accessed, and this has not been the case in many universities in Nigeria. This segment, therefore, discusses the use multimedia/information and communication technology as innovations for teaching and learning of Islamic law in Nigerian Universities.

1.3.1 Multimedia/Information and Communication Technology (ICT) as Innovative Tools for Teaching and Learning of Islamic Law

Multimedia is defined as the combination of the various digital media types such as slides, Images, Videos, Audio-visual etc. into an integrated multi-sensory interactive application or presentation to convey a message or information to an audience.[18] In another perspective, multimedia is described as a ray of computer driven interactive communication system, which create, store, transmit and retrieve textual, graphic and auditory networks of information.[19]

It follows from the above that multimedia is in combination of data carriers, such audio – visual, video, CD-ROM, internet and software in which the possibility for an interactive approach is offered.[20] Thus multimedia is viewed as those resources used for instruction that include one or more media such as video, images and sound, in addition to textual information.

---

[17] Muhammad, B.J., op. at p.234

[18] Oshinaike, A.B and Adekunmisi, S.R (2012) "use of multimedia for teaching in Nigerian university system. A case study of university of Ibadan", *Journal of library philosophy and practice*, university of Nebraska Lincoln, p.1

[19] Reisman, S (1994) *Multimedia computing: preparing for the 21st century*, IDEA Group Publishing, Harrisburg, p.38

[20] Ibid

Multimedia technology adds new dimension to learning and teaching of Islamic law in Nigerian universities. This is because the concept is easier to present and comprehend when the words are complemented with images and animations. It is humbly submitted that learners retain more when a variety of senses are engaged in impacting knowledge, and the intensity of the experience aids retention and recall by engaging social, emotional and intellectual senses.[21]

On the other hand, information and communication technology (ICT) is described as the computing and communication services and character that variously support teaching and learning a variety of ways.[22] In another perspective, ICT is defined as the electronic technologies for collecting, storing, processing and communicating information.[23] ICT can be separated into two main categories viz:

(1) Those which process information such as computer systems; and

(2)Those which transmit information, such as Telecommunications system.

ICT however serves different purposes from multimedia, such as knowledge sharing-portal, search engines, social service and business solution.

1.3.2 Functions of Multimedia in Teaching and Learning of Islamic Law

It is trite that without communication there cannot be effective instruction and communication can only take place through media. Therefore, instructional media can play a vital role in teaching and learning of Islamic law. This segment of the paper highlights some of the values, functions and roles of multimedia in teaching and learning of Islamic law in Nigerian Universities viz:

(a) Multimedia help to support lecturer based instruction. They serve as teaching aids to the lecturer. Islamic law lecturers can use them to support teaching and learning of Islamic law. They can use them to introduce the lesson, highlight points, generate attention, elicit responses and provoke curiosity.[24] Likewise, the lecturers can use them as "advance organisers" which serve to prepare the learners mind towards receiving instruction.

---

[21] Oshinaike, A.B and Adekunmisi, SR, op. cit. p.2
[22] Muhammad, B.J. op. cit. p. 234
[23] Yaya, D. Mahuta, M.G, et al, (2015), Manual for Postgraduate Diploma in Education, National Teachers Institute, Kaduna, p.90
[24] Ibid, p. 37

Multimedia help in promoting the "discovery" or "inquiry" approach to learning and teaching of Islamic law in Nigerian universities.[25] For instance, recorded video can be used by Islamic law lecturers to stimulate creative learning by students.

Multimedia help in taking over some of the routine task of the Islamic law lecturer thereby enabling him to have more time for other important task of research. The use of multimedia enables the lecturer to play the role of a facilitator or manager of learning rather than a dispenser of information.[26] He can have more time to attend to individual students, diagnose and correct their problems and provide more stimulating learning environment. For instance, the use of audio-visual, audio cassettes with task directions, computer etc. can help free the lecturer from routine exercises.

Multimedia is also particularly suited to individualise instruction. It can provide learners with materials that are specially designed or chosen to suit their individual needs, interests, abilities and experiences.[27] Almost any instructional medium (or combination of media) can be adapted for use in individual instruction.

Multimedia helps learners to concentrate their attention, time and effort on a learning task.

Multimedia has taken instruction to non-formal settings outside the school. Teaching and learning of Islamic law can now take place in homes, offices, business premises and this can take place at any time.[28] Multimedia has broken barriers to education whether cultural, physical, environmental, demographic or economic. It is therefore not surprising that distance learning has relied heavily on multimedia. With the pervasiveness of information and communication technology (ICT), learning and teaching of Islamic law has increasingly becomes media-driven.

Multimedia provides concrete learning experience and enables students to integrate prior experiences with new learning. Thus, learning is facilitated

---

1
1
1
1, p. 38

when instruction follows a sequence from actual experience through some iconic presentations (e.g presentation by slides), to symbolic presentations (e.g. presentation by words.)[29] By this, multimedia furnishes concrete experiences which facilitate teaching and learning through acquisition, retention and usability of abstract symbols. Through multimedia, the learner can visualise concepts that would otherwise have been abstract.

1.4 Components of multimedia for Teaching and Learning of Islamic Law.

Instructional materials are the tools designed majorly for assisting the lecturer in explaining a topic and enhance the learners' grasp of the educational information disseminated.[30] These items are available in various forms and they include slides for power point presentation, Audio-visual and video, among others. These multimedia components are briefly analysed below.

1.4.1 Slides for power point presentation

Slides are visuals that require the use of projectors and electricity for their projection and viewing.[31] The principle of projection is to pass a strong light through transparent film, magnify the usage through a series of lenses and cast this image on a reflective surface.

It is interesting to note that the use technologies such as slides in power point presentation for the purpose advancing knowledge has always been a tradition of Islam. The holy Qur'an consistently praises those who contemplate nature and observe same so as to understand the greatness of Allah's creation. The Almighty Allah says;

> Behold, in the creation of the heavens and the earth, in the alternation of the night and the day, in the sailing of the ships through the ocean for the profit of mankind, in the rain which Allah sent down from the skies and the life which he gives therewith to an earth that is dead, in the beasts of all kind that He scatters through the Earth, in the change of the winds and the clouds which they trail like their slaves Between the

[29] Ibid

[30] Muhammad, B.J. op. cit, p. 234

[31] Zedan, A.M et al, (2015) "An innovative Teaching Method in Islamic studies: A study of the use of power point in university of Malaya", *Journal of social and behavioural science*, p. 543. Available online on www.sciencedirect.com, accessed on 28/1/2020 at 8:43 pm

sky and the earth, there are indeed signs for people who reflect[32].

As Al-Ashraf rightly observed, the Holy Qur'an, has provided the manifestos for this kind of value system that advanced critical and creative thinking as well as scientific reasoning. He asserts that to understand religion actually depends on the method of teaching[33]. Thus, in the process of teaching and learning, giving presentation is crucial. Among the methods of presentation and interaction in the process of teaching and learning of Islamic law in Nigerian universities is the use of slides for power point presentation.

One of the advantages of the use of slides in power point presentation is the fact that the presenter can face the audience thereby making interaction possible. The use of slides in power point presentation also helps to present information in sequence[34]. In addition, the presenter can manipulate the projected materials the way he wants while the lesson is going on. He can, for instance, point to important items, add details like notes and diagrams, cover part of the message and progressively reveal information in a step by step procedure[35]. The fact that slides in power point presentation are generally available and easy to handle makes them easy to build up permanent collections for instruction purposes.

There are, however, some limitations to the use of slides in power point presentation, one of which is the fact that it cannot be self-instructional as the projection is meant for large group presentation[36]. Again, it cannot be used where electricity is not available. Thus, electricity supply is a requirement.

1.4.2 Audio media

Audio media are those materials that rely on the sense of hearing for teaching and learning. They are the various means of recording and transmitting the human voice and other sounds for instructional purposes[37]. The audio media materials and equipment commonly used for classroom instruction are cassette tape recorder, the open – reel tape recorder and radio. This paper, however, restricts itself to cassette tape recorder only.

---

[32] Holy qur'an Chapter 2. 164
[33] Zedan A. M; op.cit P.546
[34] Yaya, D., Mahuta M.G. etal, op.cit. P.68
[35] Ibid, P. 67
[36] Ibid.
[37] Ibid, P.71

Cassette tape recorder is the hardware used in recording and playing the audio tape and cassettes[38]. Many of the cassette tape recorders use electricity or ordinary torchlight batteries.

One of the advantages of audio cassettes recorders is the fact that they are easy to record and erase when necessary. They are also durable and are easily stored. Audio cassettes offer users high level of control over the way they use the materials. Users can, for instance, listen to the cassettes when, where, how and as often as they like. In addition they are relatively cheap to produce, distribute and use. Likewise it is easy to integrate the use of audio cassettes with other learning materials (e.g. printed texts) and learning activities (eg reading, writing practise etc). Since it allows the user to stop, start, rewind and fast-forward the tape[39].

There are, however limitations to the use of audio tapes one of which is that tapes sometimes stick or get tangled in the recorder. Again, it may be difficult to edit or locate a specific segment on an audio and take the one urgently need. Audio cassettes may also deteriorate in quality when stored for a long period of time.

1.4.3 Video

Video can also be used to tape instructional television (IVT) Programmes and put away for use at the right time to suit specific learning objectives and particular teaching and learning situations[40]. Videos are relatively cheap and learners have control over the machines as they can pause, rewind, fast-forward and replay. The video is therefore, supplementing or even replacing broadcast television as a mode for teaching and learning.

An example of video application used in the teaching and learning of Islamic law in Nigerian Universities is zoom webinar. Zoom is a video and web conferencing service. Zoom webinar is a special feature which allows presenters to broadcast to up to 500 attendees. This benefit is available to premium users only and is designed to support learners' event.[41]

Some of the basic features of zoom include the following:

(a) Zoom hosts webinars with up to 500 participants;
(b) It records webinars so they can be viewed at a later time;

---

[38] Ibid, P. 72
[39] Ibid P. 73
[40] Ibid, P.87
[41] Retrieved from www.impact.extension.org/zoom, on 2/2/2020 at 2.36 pm

(c) Screen sharing for presenters allows presenters to display their desktops during a webinar; and

(d) Custom registration allows gathering of information about the attendees.[42]

1.5 Conclusion

Education is an essential ingredient for human development, social justice and equity. Islam enjoins its adherents to seek useful knowledge from cradle to grave. On this premise, Islamic law lecturers in Nigerian universities have strived and contributed meaningfully to the development of teaching and learning of Islamic law. As the saying goes Islamic law generally is dynamic. It responds to changing circumstances. Just as new innovations for teaching and learning emerge Islamic law lecturers must embrace these new innovations provided they are not contrary to *Shari'a*.

Teaching and learning of Islamic law in Nigerian universities, therefore, needs to be updated with problem base system of teaching in which students are given an opportunity to face contemporary problems and find out solutions. The most prominent innovation identified by this paper for teaching and learning of Islamic law in Nigerian universities is the use of multimedia. Such multimedia equipments include, but not limited to, the use of slides in power point presentation, audio cassette tapes and videos. It is clear that Islamic law lecturers needs to combine two or more media in order to get maximum benefit from them. The use of two or more media in instruction is referred to as 'multimedia'.

This paper, therefore, finds as follows;

(a) Multimedia and ICT access needed for teaching and learning of Islamic law in many Nigerian universities are believed to be either unavailable or inadequate. In most cases also, some of the Islamic law lecturers are not digitally inclined. Thus the usage of these items possess problems for both the lecturers and the students.

(b) The curriculum designed for Islamic law courses in many Nigerian universities is deemed to be inadequate for the holistic development and academic excellence of Islamic law student.

(c) Inadequacy of teaching and learning methods plus current and up to date instructional materials effects learning and causes undue wastage of time,

[42] Ibid

while application of modern and adequate methods enhances and influences students' academic performance.

Based on the above findings, this paper proffers the following recommendations;

Adoption and provision of multimedia and ICT materials for teaching and learning of Islamic law in Nigerian Universities should be given priority. Islamic law lecturers should acquaint themselves with the usages of multimedia and ICT materials to enhance their methodology.

Curriculum for Islamic law courses should be updated and modernised to be in tune with present realities.

Adequate and functional teaching and learning methods plus current and up to date instructional materials should be adopted and procured by Nigerian universities for effective and meaningful teaching and learning of Islamic law.