

## Effect of Auditory Materials in Teaching and Learning The Glorious Qur'an in Junior Secondary Schools in Yobe State

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### Abstract:

*This research work examined the effects of auditory material in teaching and learning the glorious Qur'an at Ramat in junior secondary school in Yobe state. The study was anchored on constructivist theory. The researcher used both primary and secondary sources from a sample of one hundred (100) respondents obtained by the use of a well-structured questionnaire; the data collected were analyzed using descriptive statistics such as mean. The result that Auditory resources are essential materials in teaching and learning process as their potential for enriching visualizing simplifying, transmitting and accelerating teaching and learning process motivate, both teachers and learners to achieve their aims, it was recommended among other government should provide adequate fund to schools for the purchase of Auditory and other relevant resources for teaching and learning and teachers should improvise instructional materials when need be.*

**Keywords:** Auditory Materials, Teaching and Learning, Glorious Qur'an, Junior Secondary School

### Abstrak :

*Karya penelitian ini mengkaji pengaruh materi auditori dalam pengajaran dan pembelajaran Al-Qur'an yang agung di Ramat di sekolah menengah pertama di negara bagian Yobe. Studi ini didasarkan pada teori konstruktivis. Peneliti menggunakan sumber primer dan sekunder dari sampel seratus (100) responden yang diperoleh dengan menggunakan kuesioner yang terstruktur dengan baik; data yang dikumpulkan dianalisis dengan menggunakan statistik deskriptif seperti mean. Hasil bahwa sumber daya auditori merupakan bahan penting dalam proses belajar mengajar karena potensinya untuk memperkaya visualisasi penyederhanaan, transmisi dan percepatan proses belajar mengajar memotivasi, baik guru maupun peserta didik untuk mencapai tujuannya, antara lain Pemerintah harus menyediakan dana yang cukup untuk sekolah. untuk pembelian sumber daya Auditori dan sumber daya lain yang relevan untuk belajar mengajar dan guru harus mengimprovisasi bahan ajar bila diperlukan.*

**Kata Kunci:** Materi Auditori, Belajar Mengajar, Al-Qur'an Mulia, Sekolah Menengah Pertama

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## PENDAHULUAN

Teaching and learning process are very crucial to all levels of Educational development. If well planned and directed, they are the keys to success and progress of an individual. Therefore, best method have to be used in other to enhance effective teaching and learning. Consistently, the need to employ the use of teaching aids other wise referred to as auditory resources to enhance effective teaching and learning. The influence of auditory materials in promoting students academic achievement and teaching and learning in Qur'an cannot be over emphasize.

Auditory materials are materials which assist teacher to make their lesson explicit to students. They are also used to transmit information, ideas, and notes to learners. Auditory materials include tape recording. Recorder, microphones, radio, commuter, among other. These materials serve as supplement to the normal process of instruction.

They are not in the field of learning replace books and teachers. They are important because they make experiences important by attaching importance to their natural existence and further use. Auditory aids are most effective tool tools for developing flawless communication and interesting between students and content as well as student and teacher. These aids only help to save the time of teacher but also help In developing and arousing curiosity, creativity, and motivation. It emphasizes on the comprehension of knowledge and concept as well as keeps working on developing sound foundation for higher and further studies. Examples of auditory aids include; television, motion pictures standard lantern, substandard slide projector, strip projector, micro-slide projector, radio among other.

Qur'an is a practical subject and as a result, student are supposed to be shown in a practical term, how the various process of farming is carried out before it is practicalize on field. This can only be possible through the use of auditory aids. This study is motivated by the fact that students do not retain for long or understand what they are taught with and auditory aids. Such learning does not encourage participation and Lacks interest or stimulation. The study will also investigate the hindrance to the use of auditory aids in the study area. Traditional teaching method such have not proved to the effective in the teaching and learning of a practical subject like Qur'anic studies, hence the use of auditory in the teaching and learning of Qur'anic studies. Hence the study of this is imperative to help with the advantages and the application of this teaching method in the boosting of Qur'an studies in the study area. This research was undertaking because of the importance to which auditory aids can have on the teaching of Glorious Qur'an in Nigeria previous Studies have not examined the effect of auditory aids in the teaching in Yobe State.

Research evidence has shown that auditory resources are key features to effective teaching and learning at secondary levels of Education. Multifarious value the resources in teaching and learning process cannot be over emphasized. It resources the child's interest, sustain learning, extends imagination and simplicities abstractive nature of concept under discussion; which makes it easier for teachers to impart substention knowledge to the learners. It also individualized leaning and encourages the learners to develop the skills of critical thinking problem solving and collaboration. However, inadequate use of auditory resources deter effective teaching and learning at secondary School, which consequently lowers academic performance of the students and their zeal to higher education. If nothing is done to create awareness on the need to use auditory resource in teaching and learning at secondary School the nation labour Force will be effected in the Long run and the entire nation will suffer poor socio-political and economic development. It is against this background that this study aims at investigating the effect of auditory aids in the teaching and learning of Qur'an in some selected secondary School in Bade Local Government Area of Yobe State since study of this nature has been carried out in the study area.

The study was survey research design which the entire students of junior secondary Schools in Gashua were involved. In which the questionnaire method was used in collecting data from the research population in order to generalize the instrument

The sample for this study was selected, through the use of stratified sampling techniques within the participating school in junior secondary Schools Gashu'a. Thus a sample of (100) students were selected from the five existing schools in Gashua the questionnaire was administered to one hundred (100) people of which all were duty completed by the respondents.

TABLE

S/N Schools.	Number of students
1. Ramat Junior Secondary School.	20
2. Zango junior secondary School.	20

3. Katuzu Junior Secondary School.	20
4. Babuje Junior Secondary School.	20
5. Umar Suleiman junior secondary School.	20
Total.	100

The Data obtained in the research work will be subjected to Analysis using descriptive statistics mean and Standard deviation to answer the research Question, and inferential statistics to test will be used to test the null-hypothesis

## METODOLOGI PENELITIAN

Penelitian ini menggunakan pendekatan kuantitatif dengan desain deskriptif untuk mengkaji pengaruh materi auditori dalam proses pengajaran dan pembelajaran Al-Qur'an di tingkat sekolah menengah pertama. Lokasi penelitian adalah salah satu sekolah menengah pertama di Ramat, Negara Bagian Yobe, Nigeria.

Sumber data diperoleh melalui dua jenis data, yaitu data primer dan data sekunder. Data primer dikumpulkan melalui penyebaran kuesioner terstruktur kepada seratus (100) responden yang terdiri dari guru dan peserta didik. Teknik pengambilan sampel yang digunakan adalah purposive sampling, dengan mempertimbangkan keterlibatan langsung responden dalam proses pembelajaran Al-Qur'an.

Instrumen penelitian berupa kuesioner disusun dalam bentuk skala Likert untuk mengukur persepsi terhadap penggunaan materi auditori, tingkat motivasi, dan efektivitas pembelajaran. Validitas isi dari kuesioner diperoleh melalui konsultasi dengan para ahli pendidikan Islam dan teknologi pembelajaran.

Data yang terkumpul dianalisis menggunakan statistik deskriptif, khususnya nilai rata-rata (mean), untuk menggambarkan kecenderungan umum dari tanggapan responden. Hasil analisis ini digunakan untuk mengevaluasi efektivitas penggunaan materi auditori serta memberikan rekomendasi kebijakan dan praktik pembelajaran yang relevan.

## PEMBAHASAN

Table 1: Effectiveness of auditory resources to teaching and learning the glorious Quran.

S/N	ITEMS	VMR	MR	LR	NR	X	Remark
1.	A mean of simplifying difficult concept for easy explanation	389	160	4	20	3.60	Accepted
2.	Enhances skill acquisition and retention as well as the rate of recall of acquired knowledge	335	194	15	29	3.46	Accepted
3.	It is capable to build and sustain learners interest	297	215	17	44	3.34	Accepted
4.	An important tool for enriching victualing simplifying transmitting and accelerating the teaching and learning processes	172	314	70	17	3.12	Accepted
5.	Instructional materials arouse interest by attracting attention on the pupils	175	307	20	71	3.02	Accepted
6.	With the use of auditory resources student do not need to buy text books	3	30	215	328	1.48	Rejected

Source: Author's computation 2023

Key: VMR= Very much relevant, MR= much relevant LR= less relevant, NR= Not relevant.

The table shows that out of the six items highlighted on the table 5 times yielded high mean scores above the index mean of 2.50 in a four-point rating scale. This indicates the respondents' affirmative responses on the items as relevance of using auditory resources in teaching and learning of Qur'an studies at secondary level mean range between 3.60 and 3.02. the respondents show negative response on items no 3. This implies that the use of auditory resources does not stop student from, buying Qur'an studies textbooks. The finding of this study is in line with the findings of idriss (2015) that in teaching and learning process, instructional materials have been triumphant entry, bringing benefits to both teachers and students. It also correspond with the findings of Ghulam, khuram, Naqui and Nadeem (2015) that students can study well when key are inspired properly through different visual aids. Furthermore Ghulam argue that visual aids grow the accurate image when students see and hear properly. The research finding is also in advocacy with Oketunji (2000) that auditory materials when effectively used lesson major weakness of verbalism, humanize and vitalize subject matter, proved interesting approach to new topics and give initial correct impression, economize time in learning supply concrete materials needed and stimulate the initiative of the pupil's. Beside, the findings of Orheruata, Abubakar and Aminu (2014) discovered that with out the available infrastructural materials, students will not perform well. This implies that effective performance of student depends on the availability.

Table 2: factors affecting the use of auditory resources.

S/N	ITEM	SA	A	SD	D	X	Remark
1.	Lack of fund to provide the materials in school	421	97	10	45	3.56	Accepted
2.	Lack of skill/trained teachers to adopt on the new approach of teaching and learning and learning	301	263	5	4	3.50	Accepted
3.	Lack of awareness on the need and use of auditory resources in teaching and learning process	309	221	43	—	3.46	Accepted
4.	Lack of school libraries	187	375	11	—	3.31	Accepted
5.	Erratic power supply	215	233	105	20	3.12	Accepted
6.	Teacher poor attitude towards the use of auditory resources	168	197	80	128	2.71	Accepted
7.	Lack of maintenance culture	112	262	49	140	2.57	Accepted

Source: Author's computation 2023

Key: S A = strongly agree, A = agree, D = disagree, SD = strongly disagree

Table 3 above divulges the descriptive statistics of factors effecting the use of auditory resources in teaching and learning of Quran studies in secondary schools. The table disclose the respondents high mean score (means range between 3.56 and 2.57) on all the out lined items the constraining factors to effective use of auditory resources in the study area. The finding of the study is in consonant with Kaswa (2015) that barriers to use of learning aids were found to be fueled by slim budgetary allocation form the government from which buying of the aids were found to be of secondary importance after other necessities. Supportively Acharu and Solomon (2014) argued that inadequate instructional facilities are evidently linked to inadequate funding by governments. Similarly, Udimand Uwaifo (2005) in their study found that most equipment and infrastructure in Nigerian schools are in despair and decaying due to poor maintenance culture Udin and Uwaifo-argued that absence of maintenance culture in our school systems has caused a

major setback to effective implementation of curriculum Aina (2000) who identified death of skilled teachers and equipment as one of the problems in teaching and learning process.

### ***Testing of hypothesis***

The hypothesis of the study was tested using the test statistics which examines the mean response of the students taught with auditory aid compared with those taught with conventional methods.

Ho: there no significant difference between the mea responses of student taught with auditory aids and those using the conventional method.

Table 3: paired sampled statistics

	N	X	SD	Std error
Mean response of students taught with auditory aids				
Students taught with conventional method				

Table 4: paired sampled test

Paired difference				T	Df	Sig	(2kg)
X	SD	Std error mean	95% confidence interval at a different				
			Lower	Upper			
Mean response of students taught with Auditory aids			10.30	17.2	3.14	19	0.05
Students taught with conventional methods							

The result of sample test showed that there is difference in the mean difference in the responses of student taught using auditory (20.3) compared to mean response of the students that uses conventional method (10.0) and the result is statistically significant (plo.05) as shown by the result of the significant level represented in the samples test table above. Hence, we reject the null-hypothesis in other words, we accept that the estimate is statistically significant at 5% level of significance. This means that there is a significant difference between the mean response of students taught using auditory aids and those using conventional method in Bade Local Government Area of Yobe State.

### ***Summary of findings***

1. However, the result also indicated that auditory aid were not always utilize for teaching and learning of Qur'an studies at the junior Secondary Schools Gashu'a Bade Local Government Area of Yobe State. With this finding is Yusta (2016) who posted that using auditory aids in teaching facilities learning and faster due to the fact that both senses of hearing and seeing are involved in receiving information with cleared.

Imaginative receptors finally, the result of the hypothesis test revealed that there is difference in the mean difference in the responses of student taught using auditory aids (20.3) compared to mean response of students that uses conventional method (10.0) and the result is statistically significant% level of significance.

### **SIMPULAN**

Based on the research findings it is conclude that auditory resources essential materials in teaching and learning process as the potential for enriching, visualizing simplifying transmitting and accelerating teaching and learning process motivate both teachers and learners to achieve their aims. However, it was revealed that auditory resources were not adequately available and that the few available ones were not adequately put in use due to in sufficient found, erratic

power supply and lack of trained teachers to adopt the new teaching approach in the study area e.t.c. therefore.

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