

**ASSESSMENT OF THE EFFECTS OF CARTOONS ON PUPILS'
PERFORMANCE IN ISLAMIC STUDIES IN PRIMARY SCHOOLS IN NIGER
STATE, NIGERIA**

BY

Maryam GANI

JANUARY, 2020

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**Maryam GANI
B.ED. ISLAMIC STUDIES (ABU, ZARIA), 2009
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ZARIA, NIGERIA**

JANUARY, 2020

DECLARATION

This dissertation titled “Assessment of the Effects of Cartoons on Pupils’ Performance in Islamic Studies in Primary Schools in Niger State, Nigeria” was carried out by Maryam Gani of the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria. All information derived from the literature were duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma in this or any other institution.

Maryam GANI

Date

CERTIFICATION

This dissertation titled; ASSESSMENT OF THE EFFECTS OF CARTOONS ON PUPILS' PERFORMANCE IN ISLAMIC STUDIES IN PRIMARY SCHOOLS IN NIGER STATE, NIGERIA by Maryam GANI meets the regulations governing the award of the degree of Masters in Education (Curriculum and Instruction) of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

Dr. A.A. Dada
Chairman, Supervisory Committee

Date

Dr. A. M. Aminu
Member, Supervisory Committee

Date

Dr. M. I. Harbau
Head of Department,
Educational Foundations and Curriculum

Date

Prof. S. I. Abdullahi
Dean, School of Postgraduate Studies

Date

DEDICATION

The research is dedicated to my beloved husband; Alh. Muhammad Ibrahim Adviser and the children; Mustafa Muhammad, Yusuf Muhammad, Auwal Muhammad, Qasim Muhammad and Habiba Muhammad.

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LIST OF ABBREVIATIONS

The under listed abbreviations are given their full meanings as used in the study.

UNESCO:	United Nation Education Science and Cultural Organization
UNICEF:	United Nation International Children Emergency Funds
NERDC:	Nigerian Educational Research and Development Council
SOI:	Selection, Organizing & Integrating
FGN:	Federal Government of Nigeria
NCE:	Nigeria Certificate in Education
PGDE:	Postgraduate Diploma in Education
CD:	Compact Disc
DVD:	Digital Video Disc
TV:	Television
NEEDS:	National Economic Empowerment Strategies
MDG:	Millennium Development Goals
N.D	No Date
ICT:	Information and Communication Technology
NIE:	Newspaper in Education
IMHAQ:	Instructional Media and HIV/AIDS Questionnaire
EFL:	Education for Life
LM:	Language Minority
LGA:	Local Government Area
GDJSS:	Government Day Junior Secondary School
IST:	Islamic Studies Test
ERC:	Educational Resource Centre

OPERATIONAL DEFINITION OF TERMS

The following terms are defined as used in this study

Assessment: placing a value judgment on a given activity or information

Effects: evidence in relation to the direct action that yield outcomes

Cartoons: is a drawing, a simple example of creative thinking, cartoon consist of two elements; caricature and illusion.

Pupils: a person, usually young, who is learning under the close supervision of a teacher at school, a private tutor, or the like.

Pupils' Performance: simply refers to the outcome of the educational goals that are achieved either by the pupils or teacher. It is a measurement in terms of specific and desirable results in test or examination.

Primary School: Is a school for children between the ages of about five and eleven

Islamic Studies: is the study of *Islamic* religion and culture. It investigates the way in which the religion and culture of Islam influence specific societies

Lecture Method: refers to the presentation of lesson to a class by a teacher. The teacher usually discharged the content of the topic to the pupils and pupils listen passively and sometimes make their own contribution and criticism when they are familiar with the topic(s).

Teaching Method: is a technique used in carrying out the act of teaching and learning.

Mean Gain: Improvement in Performance after treatment

ABSTRACT

This research was carried out to assess the effects of cartoons on pupils' performance in Islamic Studies in Primary Schools in Niger State, Nigeria. Four research objectives were raised. They are: to examine the effect of cartoons on the performance of pupils, to identify the differences in pre-test and post-test on pupils' performance using Ali and Sumayyah cartoon, to assess the effects of motion cartoons on pupils' performance, and to determine the effect of Zaki Kids Islamic cartoon on pupils' performance in Islamic Studies in Niger State. All the research questions and hypotheses are in-line with stated objectives. Quasi-experimental research design was adopted where experimental and control groups were used with pre-test and post-test for data collection. The study had a population of 78,651 drawn from 3,016 primary schools in Niger State as at 2016. 270 Islamic studies pupils drawn from four intact classes were used in the study, 140 pupils were used for experimental group and 130 pupils were used for control group and this was done through purposive sampling technique. Islamic Studies Test (IST) was designed for data collection. The instrument was validated by the researcher's supervisors and the experts in test and measurement from ABU, Zaria. The data collected from the pilot study was subjected to Pearson Product Moment Correlation co-efficient formula, which showed the reliability index of 0.78. The hypotheses were tested at alpha 0.05 level of significance, using paired sampled t-test. The research findings were; pupils taught Islamic studies using cartoons at primary school level performed significantly better. The findings also revealed that there is a significant difference in the pre-test and post-test on the performed of pupils taught Islamic studies using Ali and Sumayyah. Pupils taught the concept of Faraid and Sunnah of Wudu'u or ablution and voluntary salat using motion Cartoon, Picture, Kettle and water performed significantly better. While pupils that were taught the concept of Must a habbat of wudu using Zaki Kids cartoon performed

significantly better than those taught using conventional methods. It was therefore concluded that using cartoons is very effective in teaching and learning of Islamic studies at primary school level and enhance learners' retention. The study therefore recommended that use of Ali Sumayyah in teaching Islamic studies should be encouraged as it enhances pupils' performance. Zaki Kids cartoons should be used by Islamic Studies teachers when teaching pupils the basic concepts in Islamic Studies for it enhances the retention level. Government and School authority should encourage the application of motion cartoons in teaching and learning of Islamic Studies in Niger State and Nigerian primary schools as a whole.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Primary education refers to the education given to children between 6-12 years. According to the National Policy on Education (2014, Revised Edition), the general objectives of primary education include: inculcation of permanent literacy, innumeracy and the ability to communicate effectively laying a sound foundation for scientific and effective thinking participation and contribution to the society giving the children opportunities to develop manipulative skills that will enable the children to function effectively in the society within the limit of their capacity provide basic, tools for further educational advancement, including preparation for trades and crafts of the locality (NPE, 2014:16).

Cartoons have been a part of cinema history from the time the first motion pictures were made in the late 1800s. A cartoon is a movie made by using animation instead of live actors, especially a humorous film intended for children (Thompson, 2010). Cartoons can also be described as the making of movies by filming a sequence of slightly varying drawings or models so that they appear to move and change when the sequence is shown. These are the elements that keep viewers, (mostly children) glued to their seats. Cartoons were initially so short because people would be watching these shorts in the movie theatres. When cartoonists started to put their shows on television (TV), they began to get longer, creating the half hour block shows that are on Nickelodeon, Cartoon Network, and the Disney Channel today. Also, the cartoons had to become more of family friendly so that more people would watch their show (Kapelian, 2009).

To achieve the aforementioned educational goals, the Federal Government according to the National Policy on Education, (2014) recommended a teacher -pupil ratio of 1 to 20 for pre-primary and 1 to 30 for primary schools. It was also clearly stated that provision will be made for Junior Library in all primary schools. The National Policy also makes provision for the utilization of relevant instructional materials and modern technologies in the teaching and learning in all the disciplines. They are also to establish Audio-Visual Aid Development Centre, which is good for primary education. There are also problems militating against its successful implementation as most of the primary schools are in deplorable conditions, the teacher-pupil ratio of 1 to 30 is yet to be achieved and most of the schools lack relevant instructional materials which leads to high incidence of poor performances. Egwu (2009) while speaking on access and equality observes that wide disparity exists between the expected and the actual enrolments.

Excellent and effective teaching demands a host of devices, techniques and strategies not only to achieve, but also as a variety. It has long been accepted that using a variety of teaching styles and training strategy is more likely to aid learning than reliance on one style or a limited range of training. It has also been recognized that keeping it light, simple and using effective tools to be included in any learning methodology (Fleischer, 2010). One teaching instrument which perhaps is seldom used is the cartoon.

Looking at the advantages of cartoons in education, it is a known fact that some teachers today do not see the importance of using cartoons in teaching and learning process. However, cartoon is an important tool that makes teaching interesting. So, cartoon visual aids motivate the pupils and create opportunities for discussion. Communicating with cartoon is an easy communication which is not complicated and it is noteworthy that it is a part which is memorable.

It is important that pupils discover fun and enjoyable aspect of the classes and participate in the lesson actively and the usage of visual aids that can provide more meaningful learning for them by creating a discursive environment. Cartoons are the tools that draw pupils' attention and ensure the continuity of this attention, reduce tension and test anxiety and create a more comfortable learning environment. (Heitzmann, 1998). Aşçıoğlu (2001) defines cartoon as a comedy art which takes its essence from drawing and can be created by facilitating the technical possibilities of the visual arts. Uslu (2007) also sees cartoons as comedy drawing of certain depictions. Cartoons are effective tools which are used in order to teach and inform, in addition they are funny. Cartoons can be easily detected by children. In the process of signification of the cartoons, pupils first concentrate on the line in the cartoon, then think over every detail, make comments by establishing connection and weave a story in their minds putting out the contrast and associations between objects. Thus, the pupils think in creative and critical manner (Ozalp, 2006).

It can then be said that, cartoons are improving pupils' thinking and problem solving skills, cartoons allow them to express themselves, to think freely and imagine to tell their thoughts and feelings orally and in writing (Uslu, 2007). Moreover, cartoons enable the students to realize the events in different aspects while they make them smile (Black, 2003). In the classes, it does not only make the pupils laugh but also make them think is one of the main objectives of the cartoon. In cartoons, there is usually a significant perspective. The topic discussed with the creativity is requested to be examined with a critical perspective by the reader (Topuz, 1986). Lesson connotations which are taught by using cartoons are suitable, effective and memorable. It is an alternative for education system based on rote training. In the meantime, classes are both fun and develop the intellectual sphere of the mind. According to Efe (2004), a teacher

who knows cartoon and can use the best save today's youth from the cartoons which are distasteful, and only include elements of comedy. Instead of this, it provides visibility by offering intellectual lines motivates the pupils and creates the opportunity of discussion (Ozer, 1994).

In a research conducted by Faloye (2010), cartoon is a tool and its suitability of education's games and learning environment is vital when it comes to educating children. The presence of fantasy and colourful pictures in teaching materials such as animated cartoons arouse the interest of the young learner and reinforces the learning of abstract items in second language instruction (Arikan, 2009). Consequently, teachers become interested in utilising controlled cartoons in teaching children in various language classes. If the pupils are learning as they watch cartoons, they are not just sitting there wasting brain power. As pointed out by Kristina (2012), cartoon encourages children to pick up vocabulary words and their practical usage in real life situations.

Therefore, the researcher has seen it necessary for teachers of Islamic studies to put into consideration, the effects of cartoons in enhancing the teaching and learning of Islamic studies in primary school. The need for this research is vigorously from the observation that, educating the Islamic studies teachers should be analysed to stress the knowledge and skills related to the use of cartoons in classroom in teaching and learning of Islamic studies in primary in order to identify the problems confronting Islamic studies teachers teaching in primary schools. The researcher made an observation in the primary schools, and found out that teachers only base and bury themselves in using only textbooks for teaching Islamic studies which is not good enough. This brings ineffectiveness in teaching particularly in Islamic studies in primary schools. Lack of using or not using appropriate cartoons in teaching Islamic studies may lead to poor classroom interaction and performance of the pupils in the study area in their internal or

common entrance examinations. Therefore, teaching without appropriate use teaching aids is difficult carry out, most especially the cartoons because the pupils and teachers only exposed to textbooks as instruction materials will make the class and teaching look dull and not interesting. It is in light of these observations that various literatures will be reviewed to examine the effects of motion cartoons in classroom teaching and learning among the pupils offering Islamic studies in primary schools in Niger State.

1.2 Statement of the Problem

Children have a strong instinct to explore their environments which is evident in the way they like to touch and play with attractive objects. In Islamic studies, the conventional method used in the teaching and learning processes makes in turn, creates a passive and de-contextualized language instructional setting which is viewed by Pinter (2006) as inappropriate for the educational needs of young learners. As observed by the researcher, most Islamic studies teachers do not utilise necessary contextualized and motivating means of teaching pupils Islamic studies which eventually leads to unsuccessful achievement of the stated objectives and learning outcomes.

The researcher point out that, it is evident that there are problems and challenges facing the teaching and learning of Islamic studies in primary schools. This is revealed in the persistent high rates of failure in the primary school pupils towards character development. This decline in poor character development of pupils in the primary schools and even in secondary school could be traced to the foundation level which is the primary schools. Islamic studies have been a discipline that develops child morale and sound mind to live a good citizen with exemplary life in their society and to prepare them for their faiths. Based on the researcher's experience as a teacher at primary school level, the researcher believed that, there is need to use motion cartoons in teaching Islamic studies

so as to arouse pupils' attention in order to develop interest for the subject for a better understanding.

Due to negligence of the primary schools teachers to make judicious use of available motion cartoons during their period of teaching Islamic studies subject, the performance and morale development are affected. This negligence of fruitless use of related instructional facilities particularly motion cartoons are broad to teachers. These motion cartoons have greater effects on the delivering of teaching and learning of Islamic studies in primary schools. While utilizing motion cartoons inappropriately is not significantly increasing pupils' curiosity and performance academically in Niger State. The researcher therefore, embarks on this research, to assess the effects of motion cartoons on classroom academic performance of pupils in Islamic studies in primary schools in Niger State.

1.3 Objectives of the study

In carrying out this study, the researcher intends to assess the effects of motion cartoons on pupils' classroom performance in Islamic studies in primary schools in Niger State. These will be based on the following objectives:

1. To examine the effect of cartoon on pupils' performance in Islamic studies in primary schools in Niger State.
2. Identify the effect of Ali and Sumayyah cartoon on pupils' performance when taught Tauhid in primary schools in Niger State
3. Assess the effects of motion cartoons on pupils' performance when taught purification (Dahara) in Niger State.
4. Determine the effect of Zaki Kids Islamic Cartoon on pupils' performance when taught Ablution (Wudu) in primary schools in Niger State.

1.4 Research Questions

The following questions will be answered during the research work:

1. What is the effect of cartoon on pupils' performance in Islamic studies in primary schools in Niger State?
2. What is the effect of Ali and Sumayyah cartoon on pupils' performance when taught Tauhid in primary schools in Niger State?
3. What is the effects of motion cartoons on pupils' performance when taught purification (Dahara) in Niger State?
4. What is the effect of Zaki Kids Islamic Cartoon on pupils' performance when taught Ablution (Wudu) in primary schools in Niger State?

1.5 Research Hypotheses

This study will be guided by the following research hypotheses: -

- H₁:** There is no significant effect of cartoon on pupils' performance in Islamic studies and those taught without cartoons.
- H₂:** There is no significant effect of Ali and Sumayyah cartoon on pupils' performance in Islamic and those taught without Ali and Sumayyah cartoons.
- H₃:** There is no significant effect of motion cartoons (Dahara) on pupils' performance in Islamic studies and those taught without motion cartoon.
- H₄:** There is no significant effect of Zaki Kids cartoons (Wudu) on pupils' performance in Islamic studies and those taught without Zaki Kids cartoon.

1.6 Significance of the Study

This work will be of benefits to State and Federal Ministry of Education, educate and sensitize Islamic Studies teachers, pupils and students offering Islamic Studies, and the nation at large will also have alternatives. Also, Proprietors of public and private primary and junior secondary schools, World Vision International, the Nigerian

Educational Research and Development Council (NERDC), examination bodies and the society inclusive.

The Ministry of Education can use the findings of this study to develop curriculum and syllabus at the national level in conjunction with other bodies. Basic Education i.e formal, non-formal and in-formal that aims at meeting the basic learning needs will benefit henceforth – that is because notion cartoons do not cover only one segment of education, but it covers primary, secondary and tertiary level of education.

This study will educate and sensitize Islamic studies teachers that need to use motion cartoons in teaching and learning of Islamic studies in primary schools and other level of discipline. The study will also be of benefit to the pupils offering Islamic studies; Islamic studies pupils can use the findings derived from this study to enhance their learning, the nation will also have the alternatives; as cartoon instruction would raise the quality of teaching and learning in the primary schools. Proprietors of public and private primary schools will encourage their teachers the need to use motion cartoon instructions in the teaching and learning of Islamic studies.

Further more, this study will also be of benefit to World Vision International in ensuring the qualitative education in the field of Islamic studies. It will also serve as first hand information for other researchers to make their work effective and up-to-date. The Nigerian Educational Research and Development Council (NERDC) can also use the findings from this study as reference source for the need to develop, teachers' handbooks and supply appropriate motion cartoons to enhance the effectiveness of Islamic studies in primary schools.

Also, examination bodies will benefit from the findings of this study the findings will at the end come out with current informations that will enable examination bodies to formulate syllabus, scheme of work, marking schemes and other relevant guidelines for

examination. In addition to that, the society will benefit from this study because as a result of teaching and learning by using cartons.

1.7 Scope of the Study

This research “assessed the effects of cartoons on pupils’ academic performance in Islamic studies in primary school in Niger State”. The study is focused on primary school pupils offering Islamic studies in the study area, specifically pupils at primary 5. The motion cartoons to be examined includes; cartoons; Ali and Sumayyah, motion cartoon and Zaki Kids cartoons.

CHAPTER TWO REVIEW OF RELATED LITERATURE

2.1 Introduction

The aim of this chapter is to review literatures related to this topic; “Assessment of Effect of Motion Cartoons on pupils’ classroom academic performance in Islamic Studies in primary schools in Niger State, Nigeria”. The review is presented under the following sub-headings. Theoretical framework, conceptual framework, resources for implementation of Islamic Studies curriculum, factors affecting pupils performance in Islamic studies, types of motion cartoons, importance and uses of motion cartoons in Islamic Studies, factors affecting the use of motion cartoons in teaching Islamic Studies, empirical studies and summary.

2.2 Conceptual Framework

Today, perhaps more than ever, the field of education is in search of innovative teaching strategies that can develop rich thinking processes and observe positive results on learners. It is with regard to this that this research will determine the impact of the exposure to cartoons on concept understanding of Islamic studies as well as pupils skills in providing solutions to these issues. The individual and group activities through lesson motivation, and enrichments assessed pupils’ learning outcomes and their ability to apply a cartoon concept to everyday situations by providing solutions to teaching Islamic studies.

A study conducted by Scanlan (2000) proves that the use of media cartoons is an effective pedagogical tool for demonstrating concepts and fostering the understanding of subject content. He stresses that the utilization of media cartoons help students grasp effectively the course material. This was further strengthened by Ostrom (2004) who is a believer of active learning strategy through the integration of cartoons. According to the

results of the study, the use of cartoons combined with student-centered teaching strategies can produce powerful learning experiences in classrooms.

Before cartoons were employed in the study, the researcher assumed that this could improve the concept understanding of pupils by enabling them to interact and express ideas in more educationally meaningful ways. The accompanying images will be designed for students to organize information involving a religious studies issue, the rationales and beliefs they will use to support their stand/position on the particular issue, and the religious values they will learn from each activity. Furthermore, an improvement of concept understanding can lead to the development of critical thinking in the form of issue resolution skills. The concepts grasped by pupils in Islamic studies can be applied in providing solutions to a particular teaching - learning problem as they engage in exchange of information and discussions.

Further more, the study upholds the urgency for educators to create learning experiences for pupils that will enhance their appreciation for the natural world, strengthen their understanding of cartoon concepts and bring to life their concern for global and individual learning impact.

2.3 Theoretical Framework

This research adopts the social learning theory. This theory emphasizes on the reciprocal interaction between cognitive, behavioral and environmental determinants of human behaviour (Bandura, 1977). It stresses the importance of observing and modeling the behaviors, attitudes, and emotional reactions of others. Bandura (1977:198) states that Learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behavior is learned observationally through modeling from observing others forms

of an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action.

Social learning occurs through four main stages of imitation, these are: close contact, imitation of superiors, understanding of concepts, and role model behaviour. As explained, Baran and Davis (2003), the component processes underlying observational learning are attention, retention, motor reproduction and motivation. Attention includes modeled events (distinctiveness, affective valence, complexity, prevalence, functional value) and observer characteristics (sensory capacities, arousal level, perceptual set, past reinforcement). Retention involves symbolic coding, cognitive organization, symbolic rehearsal, motor rehearsal while motor reproduction, includes physical capabilities, self-observation of reproduction, accuracy of feedback. And Motivation involves external, vicarious and self-reinforcement.

From the discussion, it can be reliably argued that this theory appropriately addresses how television cartoons help in shaping the social behaviour of children. This is because these children are repeatedly exposed to these cartoons that affect their social behavior. They engage in a form of social learning process through some of the attributes as portrayed on Television (TV).

This theory therefore can be used for this study because; it covers cartoon as a whole which include cartoon instructions through which cognitive instructions provides a bases upon which the theory was propounded. While the research also focuses on the classroom interactions, teaching and learning processes in Islamic studies. The theory above is relevant to the cartoon classroom interaction for teaching, reading, and comprehension sub-skills in the subject area. Printed Cartoons animation are involve and the hearing frequencies. Environmental sounds, musical and color effects that is

technically suitable for learners learning environment were introduced as cognitive loading.

2.4 Concept of Cartoon

Cartoon characters came to life as animation progressed and became a standard in the filmmaking world. Signature characters such as Mickey Mouse and Bugs Bunny gained stardom through cartoon shorts starring other famous characters such as Minnie Mouse, Donald Duck, Daffy Duck, Goofy, Porky Pig and Pluto. On the big screen, Snow White was one of the first cartoon characters, along with her seven famous dwarfs (Donahue, n.d). In addition, Walt Disney, William Hanna, Joseph Barbera, and other animators and their studios created such memorable characters as Mickey Mouse, Tom and Jerry, Tweety and Sylvester, and Bugs Bunny (Furniss, 2007).

According to Chiangtong (1975), the word cartoon comes from Latin language “charta” which means paper because in that era cartoon meant painting onto large textile curtains or drawing patterns or pictures onto mirrors and making mosaics. Cartoons have 7 types. These are political cartoon, illustrated cartoon, gag, comic book or serial cartoon, commercial cartoon, feature length animated cartoons, and television cartoon. In this research, animated cartoons’ effects are investigated. Animated cartoon refers to a cartoon which is created by sequential photographs from drawn patterns and shows continuous movement (Dhangsubhuti, 2006).

In the last decade, cartoons have been an effective learning and teaching tool in parallel with the development of multimedia technology especially the improvements in video quality of cartoons, easy access to cartoons thanks to video sharing sites such as YouTube or Teachers tube, wide use of mobile devices and improving speeds of internet connection have accelerated the production and sharing of cartoons. As a result, studies concerning the contribution of cartoons to teaching process and academic achievement

among multimedia researches have also intensified. It was observed in those researches that sound, graphics, texts and animations within such multimedia or cartoons generally attracted children's attention, effectively contributing to the learning process (Sinor, 2011). And it was stressed out that they are an important tool to improve children's mental, physical and psychological developments and discover their yet unrevealed skills (Cho, 2012). However, it is seen that researches which are looking into the effects on the acceptance and intentions to the use of cartoons in teachers' in-class teaching approaches receive less importance or such researches are missing.

Some researchers have drawn attention to the limitations of cartoons as well as their educational benefits. Irkin (2012) emphasize that cartoons with content of violence make students develop negative behaviors. Mayer *et al.* (2001) also states that cartoons have a potential of misconception since they are a simplified version of a phenomenon in most cases and may prevent students from learning through imagination while forming their mental models. Ningsih and Sari (2012) suggested that the use of slang and foreign words may affect children's linguistic development negatively, and that watching cartoons excessively may hinder children's relationship with the social circle and cause them to lose their critical thinking skills. Yorulmaz (2013) stated that some cartoons have problematic contents with respect to the education of religion and values. In this study, it was examined within the framework of how all these perceived benefit and limitations as well as the attitudes and intentions concerning use of cartoons reflect on the behaviors of use.

Cartoons should be integrated into course programs and teaching, so that they can contribute to the teaching processes as other teaching technologies (Bulbul and Cuhadar, 2011). Teachers who have difficulty in accepting the innovative teaching media supported with digital technologies nevertheless take this integration hard too and go back to their

old teaching habits (Elmas and Geban, 2012). That is why teachers who are to choose the most appropriate tool and material for students in use of technology at schools should have information about the educational effect of these resources. They therefore contribute much more to students' achievement by choosing course activities suitable for their technological levels (Conole and Alevizou, 2010). Gunes and Baki (2011) argue that teachers' thought, belief and attitudes are ineffective since their beliefs about learning and teaching have not changed.

According to Andris (1996), teachers show resistance to educational change because of their machine skills and concerns about taking a risk. In addition, it is known that teachers' negative perspective of these technologies affects their level of use of these technologies although sufficient technological opportunities have been provided (Rosen and Weil, 1995). Therefore, new technologies may have a slower and less productive since acceptance of them by users are affected by many factors. It is also seen in the literature that many researches have been performed to determine the factors affecting teachers' use of technology. Sherman and Howard, (2012), divided the factors affecting the use of technology in these researchers into two groups: external and internal factors. They summarized the external factors as insufficient educational software, lack of access to a computer, lack of management assistance, time and technical assistance. While the internal factors are teachers' beliefs and attitudes, teaching approaches the class structure and their resistance to change. And she stated that it is more difficult to eliminate the other factors. The internal factors which affect the use of these technologies because teachers' thoughts, beliefs and intentions to use strongly prevent them from using these technologies.

The main objective of this research is to determine the impact of cartoons for teaching Islamic studies. For this purpose, teachers' perceptions, attitudes, intentions and

behaviors were researched according to TAM suggested, (Chang, H.H. (2008). TAM is a model that reveals why individuals accept or refuse information technologies. In other words, it explains the factors effective in potential users' adoption of new technologies. Although the performance of this model in explaining the intention to use had been different in various studies, TAM was chosen as the main model to form the research model in this study because Technology Acceptance Model has been widely used for predicting the acceptance, adoption, and use of information technologies (Chen, li and li, 2011; Yi *et al.*, 2006). Also, the effect of gender as a moderating variable was studied.

According to Micheal and Wyk (2011), cartoons are methods that can be used to support teaching in class or outside of class. They stated that cartoons might support teaching in constructive learning, contextual learning, social skills, collaborative learning, critical thinking and small group learning.

However, it is seen that the benefit perceived from the cartoons differ when related resources and researchers are examined. Türkmen (2012) stated that cartoons are a door which opens to imaginary world from the real world and explained that children can fictionalize themselves in this realm freely and meanwhile, they transfer what they learn or see in this world to the real life, and it is possible to shape the children and, in a sense, their way of life through the world of cartoons.

Cartoons are readily processed by children and adults – they are “easy on the eye and easy on the brain”. It is generally accepted that most people take in approximately 75-80% of information visually. It seems logical that the visual nature of cartoons would therefore make information processing easier. Learning can be enhanced by the use of cartoons over other visual media as it is usual in this media for visual distractions around the focal point of the image to be reduced, allowing people to concentrate on the issue at hand (Fleischer, 2010). As a teaching strategy, alleged benefits include the promotion of

understanding, increased attention and interest, motivation towards learning, improved attitudes, productivity, creativity and divergent thinking (Alexander, 2004). Other benefits include decreased academic stress and anxiety, boredom and disruptive behavior (Povell and Andrasea 1985).

The presentation of ideas in visual form has been proven to be particularly important as it helps the educational process in a critical way (Dalacosta *et al.*,2009). Many writers have already pointed out the importance of visual communication in the instructive practice Jan, (2009). Graphical representations have advantages, given that words only have context in the culture of the speakers. Scientists are lost in their own sub-culture based vocabulary. In contrary, the concept that “a picture speaks a thousand words” has been used in numerous settings to communicate educational messages of importance (Srikwan and Jacobsson, 2007). Because a cartoon is a pictorial representation its effectiveness as an educational device is increased. More learning occurs visually than orally. Experienced teachers have seen so-called slow learners or non-academic pupils gaze intently at pictures, filmstrips, moving pictures, and cartoons. To be used effectively, cartoons must be seen by all. For this purpose the overhead projector, opaque projector or handouts will be found useful (Eulie, 1969).

Stuart and Brenda, (2012) demonstrated that often it is difficult to encourage pupils, particularly first years experiencing the transition to higher education, to openly think and discuss new concepts especially in large classes. The response of learners to these Concept Cartoons was encouraging. Primary school students, secondary school students, teachers and student teachers all responded very positively. Cartoons stimulate and encourage thinking processes, encourage discussion and the development of communication skills. They have been found to appeal to pupils of all ages (Fleischer, 2010). If we want our pupils to become creative and innovative, we need teaching,

learning and assessment strategies which are equally creative and thoughtful. Creating cartoons achieves two goals: it stimulates creativity and makes pupils locate the organisms they are studying in a medium that they value in their everyday lives (Ross, 2012).

A great way to reach pupils in the classroom is by using cartoons. Using comics can teach a wide variety of standards. At the most basic level, you can use them to look for comprehension skills as well as check their knowledge on main ideas. Cartoons are a great way of differentiating learning abilities as well as vary from the normal kill-and-drill worksheets (Stetson, 2011).

Cartoons are lightweight enough to permit integration of new material at a low cost, and can be designed to avoid the intimidation factor that lists of abstract do-and-don'ts typically seem to suffer (Srikwan and Jacobsson, 2007).

In the words of Brocka (1982), “Cartoons are a dynamic combination of visual image and written word, of narrative and dialogue. They have just the cohesive and choreographed imagery we need to reach our pupils”.

The cartoon is a very special form of humor in which a few squiggles creates in the mind of the beholder an image of incongruity that evokes a smile or laugh (Matthew, 1991). A simple cartoon is a form of amplification through simplification (McCloud, 1993).

According to Horn (1980) “cartoons have the ability to make a point without the semantic ambiguities inherent in the written words”. There are a number of benefits to using cartoons in teaching according to literature (Perales and Vilchez, 2005; Vilchez and Perales, 2006; Dalacosta *et al.*, 2009; Fleischer, 2010):

- i. Identifies the likely progression in conceptual understanding
- ii. Provides a means by which the teacher could both differentiate and assess learning

- iii. Demonstrates that a constructivist approach is possible within the tight constraints of a curriculum program.
- iv. The cartoons involve an everyday situation underpinned by a specific aspect of science
- v. Practical investigations stemming from the cartoons allow the pupils to explore their own ideas but within the context of specific curriculum objectives

Today, the number of cartoons which are especially made to help children's characteristic development, uses (responsibility, fairness, trust, sharing, etc.), facilitate the learning of music and gymnastic moves and contribute to teaching of concept and the development of other cognitive skills has quickly increased. Doring (2002) supported the use of cartoons in class and stated that they prevent students' destructive behaviors, ease boredom and increases the amount of interest and connection, therefore helping build a positive learning environment. However, Doring also stated that using other types of humor and cartoons in classroom has its risks as well as the benefits and warned teachers about not using it excessively. Doring added that using cartoons is very useful for eliminating the contradiction between perception and reality because phenomena and events are generally exaggerated to succeed in the explanation.

Macgillivray (2011) stated that cartoons may help students determine and analyze prejudiced behaviors, phenomena and events. Keoght *et al.* (1998) came to the conclusion in their study on physics students that using cartoons are attractive for teaching the content of physics and motivates the students for the course. Dougherty (2002) explained that using political cartoons in class encourages students to think seriously, attracts attention to current political issues and decreases monotonousness of the courses. Dougherty warned teachers about choosing cartoons suitable for the age group and the subject. Ince (1991) stated that the subject can be given in a realistic approach as well as

in a way that develops the imagination in cartoons the teaching period can be made interesting, and therefore, the will to learn can be increased. It also increases the memorability and provides an effective learning through colors and sounds. It is listed that these effects increase in counting and speaking skills as well as feeling positive emotions and exhibiting positive attitudes about respect, love, sharing, friendship, etc. Barak *et al.* (2011) researched the effect of the animation movie "BrainPop" which is in accordance with the national science education curriculum of Israel on learning and motivation. In the study, they found that the movie developed their thinking skills, information understanding, applying and judging skills, their level of contacting with daily life and apprehending its importance for future. According to the social learning theory by Bandura (1971) children learn by taking the individuals around them as models, and the fact that the characters or individuals taken as models are at similar ages and a fictional character increases the modeling and the learning by imitating. In this respect, children can learn through observation or through imitation by taking cartoon characters as models while watching cartoons. Again, many researchers encourage educators to benefit from cartoons and animations (Cho, 2012; Hawkins and Davidson, 2007). (Poveell and Andresea, 1985). Other benefits include decreased academic stress and anxiety, boredom and disruptive behaviour (Povell and Andresea 1985).

2.5 History of Cartoon in Islam

Historically, when Hattar drawn images of the (Prophet), under Muslim rule, without attracting state prosecution or public outcry. Many Muslims argue that other groups unfairly pin the focus of the discussion on the issue of depiction, while ignoring the question of the intent of the artist. But, when the artist put on trial and then gunned down for sharing a cartoon that obviously intended to mock the megalomania of Islamic

State (IS) group supporters, it becomes difficult to accept the argument that this sort of violence can be stopped with good intentions. (Farhad , 2016).

With regard to the cartoon, if they are in the form of humans, then the ruling on watching them depends on whether they come under the same ruling as realistic human images or not. If they are not in the form of humans, then there is nothing wrong with watching them, so long as they are not accompanied by anything “haraam” such as music and so on, and they do not distract from obligatory duties.

With regard to children and some adults’ programs, they propagate the spirit of western culture and promote western traditions, and they attract people to western-style parties and clubs. One of the effects of this culture is the adoption of imaginary examples instead of following the example of the Prophet (peace and blessings of Allah be upon him), his companions, the scholars and the mujaahideen. So children start to imitate Superman, Batman and Spiderman and other imaginary characters who do not exist, and they lose out in following the real example, as they get confused by so many imaginary examples who have no faith.

2.5.1 Position of Islam on the use of cartoons

It is well known that Islam forbids image-making, drawing and sculpting every animate being that Allah has created; there are stern warnings issued to those who do that. The Prophet (peace and blessings of Allah be upon him) said: “The most severely punished of the people on the day of resurrection will be the image-makers.

Islam makes an exception from this prohibition in the case of images with which children play. It was narrated that ‘Aa’ishah (may Allah be pleased with her) said; the Messenger of Allah (peace and blessings of Allah be upon him) came back from the campaign to Tabook or Khaybar, and in her alcove there was a curtain. The breeze came and lifted the edge of the curtain, uncovering the daughters of Aa’ishah, i.e., her dolls. He

asked: What is this, O Aa'ishah? She said, "My daughters". And among them he saw a horse with two wings of cloth. He asked, What is this that I see among them? She said: A horse. He said: What is this on it? She said, "Two wings". He said, "A horse with wings"? She said, Have you not heard that Sulaymaan had horses with wings? She said, and he smiled so broadly that I could see his eye and teeth.

This hadeeth is taken as evidence that it is permissible to have dolls and toys for girls to play with. This is an exception to the prohibition of images. This was stated by 'Iyaad, and it was narrated from the majority that they allowed the sale of toys and dolls so that girls might learn from a young age how to take care of their houses and their children.

The issue of cartoons and animated drawings is one of the most serious educational issues, because of the immense effect that these have on children's developing characters, and because they have become a primary educational tool in many countries nowadays. At this stage the heart and mind of the child is like a blank page, nothing crosses it but it leaves an imprint. One thing that the child desperately need is for care to be taken with regard to his morals and attitude, for he will grow up with whatever the one who is raising him accustoms him to when he is small, and when he grows older it becomes difficult for him to change what he has got used to. These attitudes and characteristics that have become deeply ingrained in him, even if he tries to suppress them, they will always surface and expose him.

These are some of the positive effects of children watching these programs:

- 1) They give children a great deal of educational information in an easy and enjoyable manner. Some cartoons focus on particular geographical areas, and others focus on scientific matters, such as the parts of the human body, which gives the child advanced knowledge at an early age.

- 2) It develops the child's imagination and nourish his abilities, and it also develop the imagination in a way which helps the mind to grow and prepare it to be innovative and teach the child new ways of thinking and behaving.
- 3) They teach fus-ha (classical) Arabic which children usually do not hear at home or even at school. It is well known that teaching the child correct language is one of the aims of education.

It should be noted that becoming accustomed to the language has a powerful effect on one's thinking, attitude and religious commitment, and also has an effect of seeking to follow the example of the early generations of this ummah, the Sahaabah and Taabi'een. Seeking to follow their example increases reasoning, religious commitment and good attitude. Moreover, the Arabic language is part of this religion, and learning it is obligatory and essential.

- 4) They meet some psychological needs and have a beneficial effect, such as compassion, love, honouring one's parents, competition, striving for success and meeting challenges and many other positive attitudes that can be instilled via cartoons.

With these positive aspects, the Islamic attitude should be clear in sha Allah. It is indeed to worthy of note that the more negative points there are, the closer the ruling is to stating that it is haraam, and the more it is able to avoid the negative aspects, the closer it is to being permissible. This tells us that it is essential to establish companies that will produce Islamic cartoons by means of which all positive virtues may be instilled and all harmful and evil aspects can be avoided.

2.6 Types of Cartoons

Cartoons are of different type, they are; motion cartoon, printed cartoons, visual puns, humor cartoon, Ali and Summaya, Pillar cartoon, Misri cartoon, Zaki adventures etc can be used with the intention of serving a direct teaching function such as facilitating the learning of definitions and symbols and promoting insights into difficult concepts. This approach might also provide an instance of deliberate cultivation and use of ‘in-jokes’ which can be shared within a particular class or subject.

Wright (1979) states that cartoons could be successful in integrating cognitive processes with the psychomotor domain because of the integration of visual, auditory, and kinesthetic learning modalities. Philippe (1980) is of the opinion that using cartoons is effective because they are familiar, and can reveal many facts at a glance.

Michigan State University writes on their website that humor reduces stress, increases students interest and attentiveness and does much to improve the classroom environment. They offer a list of articles on one of their resource pages that offer guidelines and examples of how to use humor in the classroom and in online courses (<http://oir.fod.msu.edu/oir/TeachingMethods/humor.asp>).

In countries such as Japan, comics are actually considered to have great literary value. Comic and graphic novels are used in their schools from first year all the way through university courses. There is a movement in America to educate teachers on the effectiveness of using comics to teach children to read and learn basic grammar. There are many positive effects of using comics in the classroom (Stetson, 2011).

Students’ misconception is one of the most important problems in biology instruction (Çepni *et al.*, 2006; Köse, 2007; Öztaş & Özay, 2004; Dikmenli & Çardak 2004). In Zöhre (1999) and Zöhre *et al.* (2002) and Çimer (2011)’ it is defined that students have misconceptions on endocrine system since secondary level. The students stated that

endocrine system and hormones were the most difficult to learn. Tekkaya *et al.* (2001), for instance, revealed that endocrine system and hormones, cell division and genes and chromosomes were the most difficult parts of the high school biology curriculum because students perceived these concepts as abstract and complex.

Misri Bunch

Misri bunch is an amazing cartoon series. It's very short with only 6 episodes, but they leave a strong impact. Although they are not animated at all, the story is strong and carries the show. It's a very interesting way to teach Islamic teachings. It is interesting to see the badges they have at the end with the name of Allah, which is what the show revolves around. This leaves the possibility for making 99 episodes or more.

2.6.1 Ali and Sumayyah

It is the most easiest and simple way to teach kids salah. Just let Ali show how to pray in this animated cartoon that has helped thousands of children learn how to pray namaz and salah. A step by step guide to performing the salah and namaz. Teaching children how to make Wudu is a fun yet important part of their learning. There are a lot of great products out there to make learning Wudu easier. Ali and Sumaya Lets Pray explains step by step why and how to pray in a fun and simple way. With beautiful recitation that will inspire your kids to love to pray. (Asicioglu, (2001).

Ali and Sumaya teache children how to read the Holy Qur'an according to the rules of Tajweed in a fun and simple way. With fantastic visuals to help understand Tajweed, kids will be truly inspired to read the Holy Qur'an insha' Allah! It also include: Story of Qur'an, A5 colour booklet, Read along with Ali and much more explains step by step why and how to pray in a fun and simple way. With beautiful recitation that will inspire your kids to love to pray, insha'Allah and also: Story of Salah, Wudu, Athaan, Salah. (Uslu, (2007).

According to McBride (2008), Ali and Sumayyah's let's pray is excellent and can be an excellent, exciting and interactive tool in helping primary class of 5 years old to learn to pray. It beautifully supports the school's existing methods/resources dealing with the subject of I'badah. The characters Ali and Sumaya are the perfect role models. The class can immediately identify with Sumaya as they too want to learn how to pray and therefore they loved joining Sumaya on her learning journey. Both pupils and class teacher can all be impressed with the high quality graphics, the beautiful age appropriate for Qur'an recitation and also the non-instrumental Nasheed. This wonderfully presented step-by-step wudu and Salah guide which is both fun and informative and also enabling the children to feel more confident about Salah and also their Muslim identity. Prayer forms one of the most important pillars of Islam, cementing our relationship with Allah (swt) and therefore it is crucial that young children from the outset receive a positive introduction to Salah and the DVD successfully achieves this. (Marshall, 2009).

When one thinks about pupils' development, one tend to think about training or a fairly structured process in which a group of pupils are offered information on a particular body of knowledge (such as what is emotional intelligence?, how to set up a well-structured body of knowledge, etc.) or on how to develop a specific skill (such as how to listen more effectively or how to give a good presentation). This works well when there are a number of pupils with a common need at approximately the same level in terms of readiness. However, when pupil's needs and readiness varies, training is often a poor choice and coaching or mentoring is a much better option. (Ozalp, 2006).

Coaching is an open-ended process in which an individual obtains expert input so as to achieve better long-term performance and results than may have been possible by operating alone. Coaching may be given by an expert internal or external person but in both cases, this individual should be experienced in broad-based management terms and

have a facilitation-led approach, (Holiday, 2002). This means that he or she needs to be highly skilled at asking insightful questions and offering steering type guidance to the person being coached, when he or she needs it. In some cases, and usually after some formal coaching has been offered, this kind of role can be performed by an internal organizational mentor. The main difference here is that the mentor provides an independent “sounding board” for an individual’s ideas, perhaps helping the person to see opportunities to get things done that he or she may have missed. (Kleeman, 2006).

Andi Widdaya Sofyana from State Institute for Islamic Studies of Salatiga about task based language teaching in improving students’ speaking skill trough cartoon story maker (a CAR of the 10th grade students of MAN Temanggung). This research goals to know the implementation of TBLT in improving students’ speaking skill through cartoon story maker and to know the students’ improvement on speaking skill by implementing Task Based Language Teaching through cartoon.

2.6.1.1 Objectives of Ali and Summaya

There are various objectives drawn from Ali and Summaya cartoons programme;

- 1) It illustrates the prayer in a way which muslims believe to be the most authentic manner based only on authentic Hadeeth. It also relied on sources such as Bukhari, Muslim, Nisa’i Abu Dawood, Tirmidi and Ibn Majah.
- 2) Ali and Summaya cartoon programmes have sought guidance from various Scholars and People of knowledge in Alexandria, Egypt and also The Islamic Shariah Council, UK.
- 3) The characters; Ali and Sumaya, are so sweet and their recitation of the Quran is so beautiful and clear. Both young and old just had to stop what they are doing to listen to Ali and Summaya reciting.

- 4) Although there are a lot of details on how to pray, Ali and Summaya have also tried to put across the pleasure and joy one gets from the Salaah.

2.6.2 Zaki Kids Cartoon

The juggernaut of Muslim cartoons, for kids are like the Disney of Muslim cartoons in the west. They have a ton of content, and all of it is safe for kids to watch. There's no music, and it contains strong moral messages in all of them. The anasheed songs are really catchy, and almost every Muslim school child has at least heard of one. Our children are in desperate need of strong Islamic Entertainment for them to learn from and help them be proud of their religion.

2.6.3 Motion Cartoons

A motion cartoon is a form of animation combining elements of print comic books and animation. Individual panels are expanded into a full shot while sound effects, voice acting, and animation are added to the original artwork. Text books and sound effect bubbles are typically removed to feature more of the original artwork being animated. Motion comics are often released as short series covering a story arc of a long running series or animating a single release of a graphic novel. (Özalp, 2006).

Today, science and technology has changed rapidly and people have tried to keep pace with these changes. Learners, who are expected in this swift and mass process, are not the ones who are rote, passive and can respond quickly by using only the shortest way. On the contrary, the aim of the education is to train the learner who participate in the lesson actively and can create alternative ways to solve a problem and can think critically. This situation has led to that new education and training approaches gain importance in our education system. (Özalp, 2006).

It is important that learners discover fun and enjoyable aspect of the course and participate in the lesson actively and the usage of visual aids that can provide more

meaningful learning for them by creating discussion environment. One of these tools is cartoons. Cartoons are the tools that draws learners' attention and ensure the continuity of this attention, reduce tension and test anxiety and create a more comfortable learning environment.

Aşçıoğlu (2001) defines cartoon as humour art which takes its essence from drawing and can be created by facilitating the technical possibilities of the visual arts, Uslu (2007) defines cartoon as humorous drawing of certain depictions. Cartoons are effective tools which are used to teach and advise, in addition, they are funny. Cartoons can be easily detected by children. In the process of signification of the cartoons, learner first concentrate on the line in the cartoon, then think over every detail, make comments by establishing connection and weave a story in their minds putting out the contrast and associations between objects. Thus, the learners think in creative and critical manner (Özalp, 2006).

The importance of benefiting from cartoons in the process of education and instruction can be summarized as follows: (Holliday ve Grskovic, 2002; Brummett, 2003; Kleeman, 2006; Uslu, 2007).

- i. Learners want entertainment during lesson. Cartoon has the power to achieve it through the language of humor. This language of humor learning leads the learner to learn. This enables the learner to participate more in class without getting bored and will provide the lessons with a fun dimension. Because a positive classroom environment created in the course by smiling is more beneficial than the lesson taught by using the method of narration.
- ii. It is effective in terms of developing learning skills and retaining abilities of the learners. The teachers attract the learner's attention and help them to learn the subject by asking question about cartoon drawn in the lesson. In addition, the

learners develop oral and written skills by examining the cartoon which they draw.

- iii. Cartoons are important as the learners establish a relationship between the subjects and help learners to develop problem solving skills. Learners' perspective for cartoon will be different and it will bring a wealth of ideas. Thus, it will be easier to capture the details from the information.
- iv. Children's attention span is very limited. The learner's attention is quickly distracted in the class and they quickly get bored. Teaching the subjects with cartoons will prevent them from getting bored and will provide the focus on lesson for a long time. At the same time, it will be a significant contribution to like the course.
- v. Cartoon has an important role in motivating the learner for a long time. When introductory knowledge is being given and their interests decline during lesson, it is effective for focusing on lesson again. This situation will get them to retention.
- vi. Cartoons make positive contribution to the development of the learners' thinking and comprehension skills. Therefore, they have a role in the formation of a ready audience as the objectives set are effective in teaching them well.
- vii. Cartoon is effective in communicating with the learners. It makes the learners memorize easier the messages related with the goals. It can be mentioned that humour approach is attractive while communicating with the learners. Communicating with the cartoon is an easy way that is not complex.
- viii. Cartoons are composed of different, interesting, images and symbols, they remain in the minds of individuals for along time. As a result, it is easy to remember the knowledge learned.

- ix. Cartoons improve the learners' abilities to comment. Learners' perspectives for cartoons will be different and interpretations will emerge on the same subject. In addition to this it shows the richness and diversity of ideas among learners, group discussions and finding as the most accurate results together.
- x. Bringing cartoon lesson into the classroom will help the learner who is interested in learning learns faster.

Comic Cartoons

Comic cartoons have only recently been acknowledged as a serious art form, but in both mainstream and underground culture, they have served for decades as a powerful tool of satire and humor; and in their representation of people, they also serve as a barometer of shifting attitudes toward people subcultures. Comic cartoons remain an important contribution of the alternative print media to popular culture.

Today numerous queer comic artists create strips, books, collections, and graphic novels that are available through both mainstream and underground channels in both printed and electronic media. Nearly every newspaper features at least one comic strip that chronicles the joys and pain, the dilemmas and delights of daily life for ordinary people.

Comic Strip Cartoons have more than one panel. They usually are a series of humorous drawings put together to make a funny plot. The last panel usually has the punch line. Animation is kind of like a Comic Strip Cartoon, because Animation is basically defined as a series of pictures put together one after the other to make it seem as if the characters are in motion. Below are the examples of comic strip cartoon,

Fig. 1: Comic Strip Cartoon



Source: Teresa, 2015

Political Cartoons

The beginning of the new millennium (the year 2000 to 2010) has witnessed a dramatic increase in the political cartoons' research. By their nature, political cartoons constitute a specific genre of political reporting in that they are pictorial representations which depict political and social issues and events, as well as the parties involved, in an immediate and condensed form. The genre is characterised by humorous depiction of events, exploiting the ability of irony and satire to unravel, ridicule and attack in a playful, witty and artful fashion. They project a particular point of view and enlighten readers on public issues while exposing wrong practices. Due to the increasing research on political cartoons, this study reviews previous studies conducted in the area from the beginning of the millennium (2000) to the year 2010 that marks the first decade of the 21st century millennium. It is hoped that the review will highlight how the genre contributes to social and political commentary and to provide an inspiration for further research in political cartoons, (El Refaie, 2009).

Political Cartoons usually serve as a visual commentary on current events. Usually satirical rather than just funny, they may say the political viewpoint of the cartoonist or an addition to an editorial opinion article in a newspaper or magazine. In other words, they show the Cartoonists view of the Politics that they are drawing about. But, sometimes

Political Cartoons may express an idea that the Government is trying to stop. Below is an example of a political cartoon,

Fig. 2: Political Cartoon



Source: El Refaie, 2009.

Gag Cartoons

Gag Cartoons usually consist of just one panel. This one panel shows the humor in, or makes fun of a certain group of people, rather than just a single person. Gag cartoons are usually found on greeting cards or magazines.

2.7 Concept of Performance

Performance is defined as the observable or measurable behaviour of a person. Performance of a student can be regarded as the observable and measurable behaviour of a student in a particular situation. It can also be seen as how one performs in school or the level of attainment in an examination. Howy, (2005) defined students' performance as the ability of students to do something. While, academic performance refers to the quality and quantity of knowledge, skills, techniques and positive attitudes, behaviour and philosophy that learners achieve or acquire (Forguson, 2006). The scores and grades that each student obtains measures the degree of achievement. For example, the academic performance of a student in civic education includes observable and measurable behaviour of a student at any point in time during a course. In civic education students'

academic performance consists of his scores at any particular time obtained from a teacher-made test. Therefore, we can equate academic performance with the observed behaviour or expectation of achieving a specific statement of or statement of educational intention in a research. Academic performance of students consists of scores obtained from teacher-made test, first term examination, mid-semester test, George, (2001).

Academic performance of students is challenging since students' performance is a product of socio-economic, psychological and environmental factors. Performance is not stable over time. Variability in a performance over time reflects learning processes and other long-term changes and temporary changes in performance. Student performance changes as a result of learning. Studies showed that performance initially increases with increasing time spent in a specific learning situation. Moreover, the processes underlying performance change over time. During early phases of skill acquisition, performance relies largely on controlled processing, the availability of declarative knowledge and the optimal allocation of limited attentional resources. Whereas, later in the skill acquisition process, performance largely relies on automatic processing, procedural knowledge, and psychomotor ability to identify the processes underlying changes of job performance. George, (2001).

2.8 Concept of Islamic Studies

Islam as a religion appreciates and recommends knowledge acquisition for human development and recognition of Almighty Allah as the creator of the cosmos. This is why the very first revelation to prophet Muhammad (S.A.W) was specifically on seeking for knowledge thus: "Read in the name of your Lord who creates. He creates man out of a (mere) clot of congealed blood. Read! Your Lord is most bountiful. He who teaches (the use of pen) He teaches man that which he knows not" (*Qur'an 96:1-5*).

It can be referred as a religious education in which the person studies religious knowledge, starting with the Qur'ân and matters of worship like purification, prayer, Zakâh, fasting and Hajj. He may also learn other matters like the etiquettes of eating and drinking, Islamic dress, family relations, business transactions, criminal law, and inheritance. All of this knowledge is drawn from the Qur'ân and Sunnah and from the writings of Islamic scholars. The term 'Islamic studies' can have a broader meaning, embracing knowledge in general in a framework where the teacher, the student, the school, and the syllabus all comply with Islamic values and teachings.

In this environment, the student learns whatever he needs to learn of reading, mathematics and the various sciences. The syllabus will include a generous amount of coursework devoted to Islamic studies. Moreover, the syllabus would not include any texts that contradict with Islamic beliefs and teachings. For example, in studying Biology it should not be said that nature is the Creator of life. Likewise, in talking about eating behavior, it will not be said that the left hand is preferred to the right. It should not be taught that relationships between the opposite sexes are permissible before marriage.

Morality in Islam centers on the theory of what is allowed and what is forbidden (*al-halal wal-haram*) in accordance with Islamic law (shari,ah), the primary sources of which are Qur'an and Hadith. The above statement is confirmed thus: Moral laws are absolute, eternal and unchanging. They are given by God and laid down in the scripture, which thereby, become a moral manual. (Bull 1973) In Islam, Qur'an is the moral manual that contains all the dos and don'ts. Its moral instructions are believed to be universal without boundary of time or space. It is believed that religion especially Islam cannot be completely detached from morality. Religion claims to be mother of morality and that is why Islam claims to be a complete way of life. Abd al „Ati (1996).

Islam has put greater emphasis on the importance of acquisition and dissemination of knowledge (*'ilm*) than any other human activities. In fact, it makes it compulsory upon its adherents, regardless of gender, to learn and disseminate knowledge. The obligation of seeking out knowledge is binding upon every Muslim by the command of the Qur'an and Sunnah of the Prophet (PBUH). Education from Islamic perspective is often defined by Muslim scholars from three different dimensions which are reflected in different concepts introduced, important among them are; *tarbiyyah* – the process of education that gives emphasis on physical and intellectual development of an individual; *ta'dīb* – the process of education that gives emphasis on nurturing good human beings with noble codes of conduct/ethics approved by Islam, so that he may conduct and position himself in society with justice; and *ta'līm* – the process of education that is based on teaching and learning.

2.8.1 Scopes of Islamic Studies Curriculum

The scope of Islamic studies curriculum gives a brief overview of the breadth and depth of topics covered in the Ad-Duha Islamic Studies and Arabic Program. However, it is essential to understand the overall goals of the program. All subjects taught in the Ad-Duha curriculum and what goals students should accomplish after completing all levels of the program, insha-Allah. The Scope gives detail of the manner in which these goals are addressed in each level of the Islamic studies. Also, the Methodology and Educational Philosophy provide how and why of the development process used to formulate the Ad-Duha curriculum. Ad-Duha Institute Islamic Studies, (2003).

Educational Philosophy, the Ad-Duha Educational Philosophy is that students should follow a traditional (also known as classical) approach to home schooling. The traditional approach means that the students have daily lesson manuals, textbooks, workbooks, software, and enrichment materials (similar to what they would receive in a brick and mortar school). These materials are used following a schedule of lessons/units

and include tests and evaluations to demonstrate progress over the course of the program. Ad-Duha has chosen this methodology based on experience with home scholars and the nature of teaching Islamic Studies by parents who may not had previous experience with Islamic Studies and Arabic. Bidmos, M.A. (2003).

2.8.2 Objectives of Islamic Studies

The Arabic language has three terms for education, representing the various dimensions of the educational process as perceived by Islam. The most widely used word for education in a formal sense is *ta'līm*, from the root *'alima* (to know, to be aware, to perceive, to learn), which is used to denote knowledge being sought or imparted through instruction and teaching. *Tarbiyah*, from the root *raba* (to increase, to grow, to rear), implies a state of spiritual and ethical nurturing in accordance with the will of God. *Ta'dīb*, from the root *aduba* (to be cultured, refined, well-mannered), suggests a person's development of sound social behavior. What is meant by 'sound' requires a deeper understanding of the Islamic conception of the human being.

Education in the context of Islam is regarded as a process that involves the complete person, including the rational, spiritual, and social dimensions. As noted by Syed Muhammad al-Naqib al-Attas in 1979, the comprehensive and integrated approach to education in Islam is directed toward the balanced growth of the total personality; through training Man's spirit, intellect, rational self, feelings and bodily senses; such that faith is infused into the whole of his personality. In Islamic studies, knowledge is gained in order to actualize and perfect all dimensions of the human being. From an Islamic perspective the highest and most useful model of perfection is the Prophet Muhammad (S.W.A), and the goal of Islamic studies is that people be able to live as he lived. Seyyed Hossein Nasr wrote in 1984 that while education does prepare humankind for happiness in this life, its ultimate goal is the abode of permanence and all education points to the

permanent world of eternity. To ascertain truth by reason alone is restrictive according to Islam, because spiritual and temporal realities are two sides of the same sphere. Many Muslim educationists argue that favoring reason at the expense of spirituality interferes with balanced growth. Exclusive training of the intellect, for example, is inadequate in developing and refining elements of love, kindness, compassion, and selflessness, which have an altogether spiritual ambiance and can be engaged only by processes of spiritual training.

Studies in Islam are of two fold: acquiring intellectual knowledge through the application of reason and logic and developing spiritual knowledge derived from divine revelation and spiritual experience. According to the worldview of Islam, provision in Islamic studies must be made equally for both. Acquiring knowledge in Islam is not intended as an end but as a means to stimulate a more elevated moral and spiritual consciousness, leading to faith and righteous action. Cook, (1999).

2.9 Islamic Studies Curriculum for primary school

The Islamic Studies curriculum has been prepared to reflect as broad concern, so as to inculcate true and balanced values in the young Nigerian at an age when his mental and moral development is at a formative stage. The inner stability so obtained and guiding principles so learned will help him or her to stand firm in the midst of the crosscurrents of ideas and rapid social change which are features of our age.

Islamic Studies can be defined as the totality of learning experiences, which centers on the relationship between man and his Creator and between man and his fellow men. In selecting topics and contents of this curriculum the goal and objective of Federal Government of Nigeria on National Economic Empowerment Strategies and Millennium Development Goals (NEEDSMDG) are taken into consideration.

Islamic studies curriculum therefore aims at the following:

- 1) Recognition of Allah as the Creator and Sustainer of the universe and the Sole Source of values.
- 2) Cultivation of the sense of gratitude to Allah and submission to His guidance and moral law, both in our worship of Him and in our behaviour towards our fellow-man.
- 3) Awakening of the faculty of intellect and reasoning in accordance with the Qur'anic injunctions: "Will you not use your reason?" and "Will you not ponder and reflect?"
- 4) Encouragement of the pursuit of useful knowledge in accordance with the saying of the Prophet Muhammad (Peace be upon him): "the search for knowledge is a duty for every Muslim, male or female" and the application of such knowledge for the benefit of humanity in the fields of science, technology, medicine etc.
- 5) Attainment of balanced development of the individual and community by giving due weight to the physical, social, intellectual, moral and spiritual needs of man;
- 6) Realization of human rights, equality and brotherhood, with emphasis on practical means of achieving social solidarity and ethnic harmony in place of greed and selfishness.
- 7) Awakening in the heart, the consciousness of the presence of Allah as a witness of all our actions, thoughts and behaviour, acting as a restraint on wrong doing, whether public or private, and as an incentive to good behaviour.

Education in the Islamic sense produces a cultured, well-behaved, considerate, reasonable and God-fearing man or woman in other words, a disciplined person. Every branch of Islamic Studies has specific contribution to make to the emergence of disciplined persons, which is why moral education cannot be detached from Islamic

Education. It will be observed that the aims of the Islamic studies curriculum and the National Policy on Education are substantially the same.

2.9.1 Resources for Implementing Islamic Studies Curriculum

The following are recommendations for effective implementation of the curriculum:

- 1) Medium of Instruction: English is proposed to be the Medium of Instruction for Primary level and Arabic is proposed to be the Medium of instruction for Secondary level. However, there are choice to opt for another language depending on its context and needs.
- 2) Streaming Issues: Streaming is proposed for the students at the secondary level in order to cater for the different needs of different group of students.
- 3) Curriculum Time: It is recommended that the schooling hours be extended and standardized. This is to give students additional learning inputs to help them in their overall character development.
- 4) Educational Progression: Educational Pathway for the learners to the higher institutions and universities is introduced.
- 5) Human Resource Development: The quality of teachers is a critical factor in the future of the learners; the training and professional development of the Asatizah is one of the determining factors in the successful implementation of the curriculum. Therefore there is the need to prepare the Training Need Analysis, Competency Gap Analysis and the Training Road Map for the respected Astizah. There should be designed and conducted special courses for the teachers to develop in order to carry on the successful implementation of the new Curriculum. Teachers and pupils will be excited to use new curriculum, textbooks and workbooks in their

classrooms. The developments of the Curriculum for remaining levels/grades should be considered.

- 6) Production of the Materials: Based on the syllabus the production of textbooks, workbooks and teacher's manual for each recommended subject (Qur'anic Studies, Sirah and Hadith, Aqidah, Fiqh and Akhlaq and Islamic Social Studies and Arabic Language) with the consultation of the Community and Islamic organizations.
- 7) Subject/Course Structure: The subject/course structure refers to the selected subjects or course offerings based upon the framework of the curriculum. The subjects/course structure are designed to be integrated so that students are given opportunities to acquire knowledge of Din of Allah (Religious Knowledge), knowledge of the things created by Allah (Academic Subjects) with emphasis on language acquisition at each grade level. It is inclusive and flexible so that each learner can adopt the curriculum according to its needs and resources.
- 8) Adaptive Methodological Approach: This is a model that is developed to ensure the translation of the conceptual design into practical realities at the classroom level. It explains the interplay of four important components that take place in delivering the subjects/courses outlined in the syllabus. The approach provides a guideline for the delivery of quality teaching and ensuring that all aspects of learning are considered. It is characterized by a flexible yet focused approach towards teaching and learning to ensure optimum results.
- 9) The Student: The student determines the extent of adaptation to be made. Since the learner is the central focus in the overall educational goal, all aspects or domain of learner's development, styles of learning, level of interest should be considered in the development and implementation of the lesson.

10) **The Teacher:** Teachers play important roles in curriculum implementation. They use a variety of instructional strategies from discovery learning to direct instructions in planning and executing the lessons each day. The result of such teaching-learning environment is true learning experience, which manifests in the development of thinking skills in the students. This approach help students develop the ability to use the transferred knowledge in new situations.

2.9.2 Problems in Implanting Islamic Studies Curriculum

- a) **Poverty:** Curriculum implementation is very costly, capital can hinder the curriculum implementation of a given schools.
- b) **Poor Infrastructure:** Students sometimes stand or sit on bear floor to receive instructions. It is muddy background classroom which makes the lesson tricky.
- c) **Medium of communication:** Language is a basis for passing instruction or teaching and learning. Poor language of instruction can complicate effective message between a teacher and pupils. The curriculum instruction must be well understood and implemented.
- d) **Poor Staff Remuneration:** Right from primary to higher level of education, instructors are supposed to be expert in their own right but if they are not effectively groomed; their efficiency will be put at risk. Poorly remunerated teachers and as a result, many of them abandon their professions of teaching to go into other fields of endeavor which will give them better recognition and income. This certainly affects curriculum implementation.
- e) **Model Implementation:** Diverse process of implementations has been applied in implementing the given curriculum in a country like Nigeria. For example model like proliferation of centre model and stuffing centre model, they have been series

of fluctuation between these models, and such is not fit for curriculum implementation.

- f) **Inexperienced Teachers:** Most of our schools today from primary to tertiary level employ unqualified instructors to pass instructions in the class. Some of such instructors some times know what to teach but find it difficult to deliberate on it while other do not know what to do nor how to teach.
- g) **Lack of commitment:** Teachers are not committed, most especially in our primary schools today; they shy away from their responsibilities to engage themselves in other aspect of earning. As a result of that pupils are handled with a relaxed attitude as if they were forced to accept the teaching responsibility.

2.10 Effects of Cartoons on Child's Development

From the time children learn to talk, they are captivated by the sounds and moving images of Sesame Street” (Baran & Davis, 2009:87). Meyrowitz cited in Buonanno (2008, p.19) says television escorts children across the globe before they have permission to cross the street. This underscores the role that television plays in the life of a child. Cartoons have been the favorite viewing choice of kinds. Cartoons are very entertaining and children do not like to be bored, so that is a good match. Cartoons also provide opportunity for children to learn so many things, and if fact expand children's imagination. Besides, many cartoon contents are fantastic, this makes children get carried away by what they see though far from reality.

Cognitive behaviour refers to the ability to judge and reason effectively and having a perception of surroundings. Children's cognitive ability is not as developed as that of adults, this has implication on the meaning that they make out of the things they watch on television.

The age of the child is another factor that differentiates how television impacts on the child. Wartella & Robb (2007, p.42) note that children under two years of age are less able to systematically learn as much from television as they do from human interaction. Studies have shown that television has an impact on children's cognitive behaviour. The kind of impact television has however depends on the kind of content the children are exposed to. Children who watch educational programmes are more likely to have higher grades, read more books, place greater value on achievement, and show more creativity than children who watch more violent or purely entertainment television (Diehl and Toelle, 2011, p.3).

While children are watching cartoons, there is a form of learning process that is going on. Whatever children learn while watching cartoons, they tend to act out thereby influencing their mode of socializing with other children and with the world in general. Baran and Davis (2009, p.217) citing Horace Newcomb's book *Television: The Critical View* said this book has useful insights produced by researchers in popular culture, emphasizing that popular media content generally, and television programming specifically are much more complex than they appear on the surface. Multiple levels of meaning are often present.

The above means that there is a lot more that goes on when a child is watching a cartoon. Some level of learning is going on which may in turn affect the development of the child's social behaviour as a whole. Baran and Davis (2009:200) argue that "Media have become a primary means by which, many of us experience or learn about many aspects of the world around us. Even when we do not learn about these ideas of the world from the media, we learn from other people who got their ideas of the world from the media".

Wilson (2008) also explores how media exposure affects children's social development. It was established that violent television programming contributes to children's aggressive behavior. There is also an indication that playing violent video games can have similar harmful effect on children. Invariably, if children spend time with educational programs and situation comedies targeted to youth, such media exposure can have more prosocial effects by increasing children's altruism, cooperation and even tolerance for others.

Table 1. Myths and facts of human development studies

Myth	Facts
At birth the brain is fully developed, just like heart or stomach.	Most of the brain's cells are formed before birth, but most of the connections among cells are made during infancy and early childhood.
The brain's development depends entirely on the genes with which you are born.	Early experience and interaction with the environment are most critical in a child's brain development.
A toddler's brain is less active than the brain of a college student.	A 3-year-old toddler's brain is twice as active as an adult's brain.
Talking to a baby is not important because he or she can't understand what you are saying.	Talking to young children establishes foundations for learning language during early critical periods when learning is easiest for a child.
Children need special help and specific educational toys to develop their brainpower.	What children need most is love, care and new experiences, not special attention or costly toys. Talking, singing, playing and reading are some of the key activities that build a child's brain.

Each cell can connect with about other 15,000 Cells, this network is scientifically called the brain's Circuitry or the brain's wiring. Experiences aid in forming the shape of this network a noticeable development if the synapses occurs during the first year after birth. The brain then develops architecture through the increase of these Synapses Sean Brotherson mentions in his research if a parent repeatedly calls a child a certain name, then connections will form that allow the child to recognize that name over time as referring to him and he will learn to respond.

These connections that are formed by the brain create our habits, way of thinking, memories and mind. At the age of 3, a toddlers brain would have created about thousand trillion Synapses, which is nearly double what he would have when he grows to an adult.

The connections that are created in children's brain are wider strengthened by repeating experience, or are weakened by not being used. Starting at the age of 11, kids start losing the connections that are not used. The ones that are enforced through repeated experiences, does affect the child's brain structure and sculpture his way of thinking.

From the above facts we conclude that:

The first experience has its mandatory stamp in the Children's Brain Structure, and consequently the Child's way of thinking and behaviour.

Any experience however less frequent still has its effect on the brain structure, however repeated actions till the age of 12 are highly effective and leave their life time effect. Experience to the child is what he watches with his eyes, hear with his ears and live through his feelings. Concluding the above three facts, and the fact that till the age of 12 a child would have watched about 18,000 Hours of Cartoon, it means that the cartoon is one of the main factors that sculpture the human brain, resulting in a predetermined set way of thinking and behavior.

In the research it can deduce that children are attracted to the cartoon content much more than the academic traditional ways of learning, due to the well written scenarios, audio & visual effects and colors. These factors are enough to cause the child to absorb informations much better than that absorbed from a teacher in a classroom.

Child's brain at early ages always seek new experiences, that is why what is delivered in cartoon gets toddlers glued to their chairs while watching Animated Series. A well written scenario, right audio and Visual effects and a descent looking character, are all the main factors for the child to get stuck for the cartoon's hero, and enough for his brain to begin automatically following its path and trying to be a copycat even for the finest details, including the way of speaking, thinking, body language and even the way of dressing up.

These are the factors that Traditional schools lack in delivering the academic content, even when a teacher tries to explain a part that children failed to understand, he uses facial expression, acting and vocal effects for the children to imagine the content. In Animated Series these are the backbones of the show that is why children choose their best TV series among channels and can sit still for long hours watching TV easily absorbing the included content.

Not even among the children, you can imagine watching a documentary with an academic content on certain subject areas, you can easily recall the scenes and the situations that you have watched, much better than a situation that was told with no Visual or Vocal effects.

Consequently, Children who watch educational programming are more likely to have higher grades, read more books, place greater value on achievement, and show more creativity than children who watch more violent or purely "entertainment" television (Diehl and Toelle, 2011, p. 3).

So, while children are watching cartoons, there is a form of learning process that is going on. Whatever children learn while watching cartoons, they tend to act out thereby influencing their mode of socializing with other children and with the world in general. Baran and Davis (2009, p. 217).

Visual learning through cartoons

Visual learning is a teaching and learning style that enhances thinking skills. By representing information with images, pupils are able to focus on meaning and reorganize ideas easily through their visual memory.

Visual materials have been, and continue to be, the single, most common category of teaching support materials. With the currently spreading trend towards electronic communication, it has added several new media of transmission for printed messages and is thus contributing to the overall amount of reading and learning. In this study the researcher used cartoons from print and digital media incorporated with classroom activities, (Anderson and Schwager, 2005).

Science teachers continually search for effective ways to help pupils make sense of science concepts and principles. For pupils to learn to think more, science teachers must decrease the number of lectures and increase the use of activities that incorporate pupils inquiry. The use of cartoons can be used as an instructional tool that provides the structure necessary for pupils to engage in high-level inquiry.

Newspaper in Education (NIE) is an international program that advances the use of newspaper in schools. As stated by NIE, newspapers are considered the most up-to-date, inexpensive textbook that develops skills, making each student a better learner, better problem solver, and better leader in a medium that bridges the gap between the classroom and the real world. As part of everyday newspaper, editorial cartoons can be

utilized as an additional learning tool in educating students and providing motivation for discussion.

In a recent competition “Wordless Editorials, A Lesson Plan on Critical Reading organized by Philippine’s Daily Inquirer November 2008, teachers were encouraged to submit sample lesson plans that make use of clippings of editorial cartoons from the newspaper’s opinion section. As indicated in the competition’s objective, newspapers can be an effective, valuable resource material for teaching and learning in the classroom. It is a permanent feature of the editorial page which expresses comments on current issues and seeks to influence public opinion. The submitted lesson plans focused on the use of editorial cartoons in developing critical thinking skills among students. Through editorial cartoons, students’ evaluated information shown in the cartoons, reflected on the different viewpoints and analyzed as to the issue presented and symbols used, and voiced out their own opinion about the issue.

Leonila Liberato, a teacher in Talomo Central Elementary School and winner in the Lesson Plan Contest, commends the lessons and valuable information drawn from editorial cartoons and the accessibility of newspapers as a rich resource material in promoting higher order thinking and student awareness of current issues in the country (Philippine Daily Inquirer, February 23, 2010).

Cheesman (2006) describes the use of comics and cartoons as a classroom strategy. The use of comics falls into two broad categories; attention getters and critical thinking stimulants. Attention is one of the most important factors in learning, as students must first pay attention to something in order to remember it. Displaying comic strips at the start of the class helps focus students’ attention and sets the tone for the lesson that follows. As a tool to concretize critical thinking, comic strips can be used as a starting point for discussion or a technique to probe understanding of a concept.

Cartoons combined with student-centered teaching strategies can produce powerful learning experiences in our classrooms. It helps teachers avoid talking too much and enables interaction among students in a more educationally meaningful way (Scanlan, 2000). Ostrom (2004) developed an active learning strategy for integrating editorial cartoons as a teaching strategy. With the results of the study, students found the use of editorial cartoons as “intellectually satisfying” and extremely useful for stimulating enthusiastic classroom discussions and debates. A number of educators have listed ways of how to utilize cartoons in classrooms. These include:

- i. Pretest to assess knowledge about the subject matter
- ii. Part of a short context-setting presentation (*i.e.*, to set the learning atmosphere)
- iii. Assessment to determine whether the students can apply a general concept to the specific examples presented by the cartoon
- iv. Stimulus for the whole class discussion of a concept, issue, or event.

Morris, *et al.* (2007) describe cartoons as a highly visual and stimulating approach to science teaching and learning. In their study “Cartoons in Teaching and Learning Science,” they cited that cartoons provide an opportunity to explore a concept and provide stimulus for discussion without restricting the students’ ideas to only those related in the cartoons.

Moreover, teachers who used cartoons as an instructional strategy found that the use of common everyday experiences presented in the cartoons allowed the students to readily link them to their everyday life. Thus, the cartoons provided both a context and a purpose for discussion, which established a real need for investigation.

Furthermore, the use of cartoons allows the integration of environmental education and art. As students grasp the meaning and symbolism of the cartoons, art can be thought of as a powerful tool in enhancing environmental education among pupils.

There is potential in the linkage between public environmental art and environmental education. It can help pupils develop awareness of the environment, create new conceptual patterns, and motivate students in resolving an issue (Young, 2008).

Both environment and art educators have developed approaches that unite these fields to foster powerful cognitive, personal, and moral development in exciting, innovative ways (Blandy *et al.*, 1998).

Cartoons as a springboard for discussion can be guided with its elements and composition.

Ostrom (2004) cited the following elements:

- i. The main purpose is to offer an opinion or point of view about the problem in the news.
- ii. Symbol any object or design that stands for a person, thing or idea.
- iii. Exaggeration and Distortion features that appear much larger or smaller or a change that adds to the cartoon's point.
- iv. Stereotypes simplistic view of the issue or characters that is often insulting, but it can also help the cartoon make its point quickly.
- v. Caricature portrayal of an individual's features in an exaggerated or distorted way.
- vi. Humor and Irony a viewpoint that is expressed in such an odd way as to make the view actually seem ridiculous.
- vii. Background Knowledge refers to certain things about an issue in order to understand an editorial cartoon of that issue.

Cartoons generate personal and intellectual growth allowing students to reevaluate their own beliefs about the cartoons. On the other hand, art encourages students to question conventional thinking and create new conceptual patterns.

Vogler (2004) claimed the improvement of verbal questioning through the use of editorial cartoons. As an aid to pupils learning, cartoons require students to use lower and higher level thinking skills such as identifying the subject or issue, explaining the use of images and interpreting the message or viewpoint. Moreover, he added that cartoons can also be a resource to enhance teachers' instructional practice. Teachers find that cartoons when combined with a specific taxonomy, questioning pattern, and sequence, help them develop and improve their verbal questioning.

In order to make education attractive, caricatures as part of editorial cartoons can teach important lessons in teaching process. Cartoon technique is said to be efficient in teaching and improving the quality of learning in a constructive structural approach (Kabapinar, 2005).

McCammon, *et al.* (2007) described that concept of creativity plays a role in developing the student's capacity to learn in a wide range of educational subjects. Glynn and Muth (2008) emphasized that drawing activities in science help students conceptualize and reflect on their experiences. Drawing is inherently constructive and motivating because it is both a hands-on and minds-on activity. Cartoonists also use the element of humor in every cartoon and comic strip. Humor in the classroom has been shown to have many positive effects on attention, attitude, and engagement in higher order thinking skills (Rule & Auge, 2005).

Snell (2000) observed that attention spans of today's students are shorter than previous generations, owing in part to long-term exposure to rapidly changing electronic media images. Education methods may also need to change to include new ways to engage students. With these findings, media cartoons can be used as a way to enhance positive attitude toward environmental education. Cartoon strategies for assessment where students discuss, draw, and write their own cartoons provide science teachers with

a more complete picture of how their students understand scientific ideas. It can function as a powerful tool for students to interpret and synthesize scientific knowledge (Krumenaker, 2008).

The digital age, where downloading, uploading, and streaming are part of our students' everyday conversation, implies that print media is just one of the many options in making appealing and interesting instructional materials. YouTube and other video sharing websites are good repositories of instructional cartoon videos that present science concepts in less than five minutes.

2.11 Pupils Performance in Islamic Studies

Islamic Studies as a subject is made mandatory on Muslim pupils and was incorporated into the school. It was enforced pursuant to the provisions of the Education Act 1961 which was based on the reports of a study conducted by the Education Committee 1960 which states rules should be made to teach Islam to assisted schools with not less than 15 Muslim students, Hashim (2000).

Interest has been considered a tool that promotes students' performance. If a person is interested in a subject matter, he will have a positive attitude towards it. This will produce something meaningful and effective. However, sometimes interest does not correlate to a person's attitude. (Syed Hashim and Sharipah Khadijah 2001). A student who is interested in science but too lazy to do any science experiments would not succeed in becoming a scientist. Interest is also closely connected to self-motivation. Hashim (2000) held that overall, interest is a motivational variable. Interest is vital to learning as interest may lead to motivation driving the student in the classroom.

The study by Abd Halim Mohamad and Wan Mohamad Wan Sulong (2003) on the response and effectiveness of Islamic studies at the Sultan Abdul Halim College, Jitra, Kedah had found that 77.7 percent of students had shown a positive attitude and interest

in the subject of Islamic studies. Only a small number of students were absent from class due to their involvement in outside activities. Most study and teaching programmes were produced more as a result of the earnestness and attitude of the students learning, that what is taught formally. A good student in the aspect of his reflexes, intelligence, energy

2.12 Cartoons and child's Literacy

Child literacy is one of the main priorities of both federal and private organizations around the world. Literacy among children holistically involved the ability to use language for communication and interaction with other people. Communication may be in the form of reading and writing. Such capability in every individual is important for daily social living, since language is the prime tool for an understanding between two minds. Studies have shown that literacy influence an individual's future, because it plays a major role in an individual's employment and opportunity for personal and professional development through basic and higher education. Literacy also influences the economic status of a country because citizens better understand the relationships between industry and commercialization. The health condition of a country has also been observed to be positively correlated with literacy rates because individuals are generally taught of the principles of personal hygiene and healthy living through communication in schools through health and science subjects, and in communities through the use of health-related flyers leaflets and brochures.

Also, religion has been the major tools towards the conduct of a country's leaders said to be morally sound and God fearing as a result of practice of religions. Literacy among children is continuously being evaluated among children and in the recent years, cartoons have been identified as a possible tool that may be employed to promote child's literacy. Cartoons have been traditionally considered as a form of entertainment and have long been enjoyed by children. Cartoons are diagrammatic portrayals of stories or issues

that the cartoonist wants to express. Currently, cartoons are considered as a tool for visual literacy or the learning through vision of actions, objects and symbols (Fransecky and Debes, 1972). Cartoons serve as a means of communication that involve both language and drawings that were meant to convey a certain message to its readers.

The possibility of using cartoons in promoting child literacy is currently being investigated around the world. Cartoons may possibly serve as an alternative way to educate children because such type of drawings inherently include some sense of humor, which is essential to a child's learning and development. It has been determined that teaching students using an extremely serious attitude generally results in students that are tense and intimidated (Flannery, 1993). Cartoons usually present stories and concepts in a happy tone, unless necessary that certain sections of a cartoon show some melancholy situations, and this setting lightens up and brightens almost any or concept that is presented to a student. More importantly, the inherent feature of humor in cartoons facilitates child literacy by attracting students to have confidence in tackling difficult subjects such as science and math (Ulloth, 2002). It has been determined that humor itself, presented singly or in combination with drawings such that is found in cartoons abolishes the gap between the teacher and the student and promotes cooperation between the two parties (Flowers, 2001).

It has been observed that students enjoy learning almost any subject if presented through the use of cartoons Rule and Auge, (2005). The enjoyment among students is represented by their enthusiasm during class.

2.13 Importance of Cartoons in teaching and learning of Islamic Studies

Child is like a white paper, which you can draw on it his personality and behavior. A child is accepting any outer influence and information affecting his character in the future. Since any behavior or action the child sees may affect his personality, grownups

must be careful with what the children watch, especially on television. Television is what attracts the children most, and shapes their behaviors. Usually most of the shows that children from the age 6 months till 3 years watch are cartoons, and that is why parents should be totally aware of the type of the cartoons their children are watching.

The importance of cartoons can not be over emphasized, cartoons are effective tools which are used in order to teach and advise in addition they are funny and can be easily detected by children. In the process of signification of the cartoons, students first concentrate on the line in the cartoon, then think over every detail, make comments by establishing connection and weave a story in minds putting out the contrast and associations between objects. Thus, the students think in creative and critical manner (Özalp, 2006).

With this aspect, cartoons are improving the learners' critical thinking and problem solving skills and they also allow them to express themselves, to think freely and imagine to tell their thoughts and feelings orally and in writing. Cartoons permit the students to comprehend the events in different aspects while they make them smile. In the course, not only making the students laugh but also make them think is one of the main objectives of the cartoon.

In cartoons, there is usually a critical perspective. The topic discussed with the creativity is requested to be examined with a critical perspective by the reader (Topuz, 1986). Course connotations which are taught in cartoons which is suitable with its subject are effective and memorable. It is an alternative for education system based on rote training with bleeding wounds. In the meantime, classes are both fun and develop the intellectual sphere of the mind. It increases the ability to comment on a topic. According to Efe (2004), a teacher who knows cartoon and can use the best save today's youth from the cartoons which are distasteful, and only include elements of humor. Instead of this, it

provides visibility by offering intellectual lines motivates the students and creates the opportunity of discussion (Özer, 1994).

In another dimension, taking advantages of cartoons in education has not been sufficiently preferred today. However, no tool can make teaching as interesting as a cartoon. So, cartoon visual aids, it motivates the students and creates opportunity for discussion. Communicating with cartoon is an easy communication which is not complicated. It is noteworthy and surprising that it will be a part which is memorable. The warmth and the charm of the cartoon, and the comfort, which laughing and smiling have given make the desired message by utilizing relaxation easier to facilitate insertion into the memory (Özer, 2005).

When the students are given lesson by taking advantage of cartoon, those ones will better understand the fact and especially the knowledge about that subject. (Grünwald, 1979).Cartoons are examined by observing the fine details and then they contain crucial messages which are generated with the way that events are defined by being simplified details. Therefore, the function of the cartoons which press firmly on the ground of getting the students to instruct and to think increases the effect of cartoon in education (Özer, 1998). In this sense, the cartoon has great importance in terms of education. The importance of benefiting from cartoons in the process of education and instruction can be summarized as follows: (Holliday, Grskovic, 2002; Brummett, 2003; Kleeman, 2006; Uslu, 2007).

- i. Students want entertainment during lesson. Cartoon has the power to achieve it through the language of humor. This language of humor learning leads the student to learn. This enables the students to participate more in class without getting bored and will provide the lessons with a fun dimension. Because a positive

classroom environment created in the course by smiling is more beneficial than the lesson taught by the method of narration.

- ii. It is effective in terms of learning the skills and abilities of the students. The teachers attract the student's attention and help them to learn the subject by asking question about cartoon drawn in the lesson. In addition, the students develop oral and written skills by examining the cartoon which they draw.
- iii. Cartoons are important in terms of that the fact that students establish a relationship between the subjects and they contribute in making learners develop problem solving skills. Students' perspective for cartoon will be different and it will bring a wealth of ideas. Thus, it will be easier to capture the details from the information.
- iv. Children's attention span is very limited. The student's attention is quickly distracted in the class and they quickly get bored. Teaching the subjects with cartoons will prevent them from getting bored and will provide the focus on lesson for a long time. At the same time, it will be a significant contribution to like the course.
- v. Cartoon has an important role on motivating the student to the lesson for a long time. When introductory knowledge is given and their interests decline during lesson, it is effective for focusing on the lesson again. This situation will get them to retention.
- vi. Cartoon makes a positive contribution to the development of the students' thinking and comprehension skills. Therefore, they have a role in the formation of a ready audience as the objectives set are effective in teaching them well.
- vii. Cartoon is effective to communicate with the students. It makes the students easier to memorize the messages related with the goals. It can be mentioned that humour

approach is attractive while communicating with the students. Communicating with the cartoon is an easy way that is not complex, there is a side kept in mind.

- viii. Education with cartoon has no memorizing. Since cartoons are composed of different, interesting, images and symbols, they remain in the minds of individuals for a long time. As a result, it is easy to remember the knowledge learned.
- ix. Cartoons improve the students' abilities to comment. Student's perspectives for cartoons will be different and interpretations will emerge on the same subject. In addition to this case show the richness and diversity of ideas among students, group discussion and finding the most accurate results together brings.
- x. Drawing cartoon in the classroom will help the students who are interested in cartoon.

Even if cartoon is common in our books and schools in recent years, it has been effective on education which doesn't depend on memorization. As a result of this effect, the importance of cartoon in instruction has been emphasized by taking place the acquisition expression students will perceive the message in the cartoon in the field of the visual reading and visual presentation in different lessons in the primary school.

Positive effects of cartons on a child could be analyzed in a different aspect; socially a positive cartoon could be used to teach a child on how to control his/her temper, obey his parents, speak in a polite way, help the poor, aid the old, lend hand to the young and to work in a group without feeling hatred or jealous from his colleagues. Skillfully, a positive cartoon content could teach a toddler how to be a leader, how to analyze problems in a scientific manner, how to manage a risk, think about acting and eve to cause a kid to love a sport. Concerning life experience, a well built cartoonish scenario could teach a child about dangers of the surrounding environment like the heights, fire of the oven, danger of electricity, crossing the streets etc also, could teach him scouts skills,

like how to act in the wild, heal a wound, deal with a broken arm, know the way of the wind, make a compass, build a small boat, set a tent and correctly tangle a rope. All these and much more are skills that could be filled in a cartoon and absorbed by the child's brain if it is delivered in a correct and attractive way. A Cartoon hero could be the child's model for years. A cartoon hero is built by an illustrator as well as the scenario, so all negative side effects that could occur in a real life that could be presented in a character or in a situation could be evaded, causing the child to receive a pure content of good deeds and messages to correctly sculpture his brain, (Cepai and Kose, 2006).

Unfortunately, some of the cartoon movies and episodes have violent figures, but parents do not always look for the violent cartoons as bad thing. In fact, violent cartoons have a huge negative effect on the children's personalities and behaviors, and in some cases they put the children's lives in to risk.

Violent cartoons affect children's behavior negatively, as the children watch the cartoons on the television and they see material that is not appropriate for their age. The Children who watch violent cartoons on television are more likely to have mental and emotional problems, and unexpectedly the risk of a physical problem increases. In year 2000, a report on teenager's violence, the U.S. Surgeon General David Satcher stated that children behave more aggressively, because they frequently watch cartoons that contain violence in it. Research states that children spend thirteen thousand hours (13000) at school from the time they start going to it till they graduate, and they spend nearly eighteen thousand hours (18000) watching television from the time they start school till they graduate. Comparing the two number of hours shows how the children spend a lot of time watching television, which makes it a must for parents to pay more attention on what their children watch, so that it do not negatively affect the children's emotions and their sense to feel pain.

Who can forget watching Looney cartoons or Tom and Jerry. Cartoons have changed drastically over the years but still have their lasting effects on children. Typically, children begin watching cartoons on television at an early age of six months, and by the age of two or three children become enthusiastic viewers. This has become a problem because too many children around the world are becoming addictive to television and the shows that they have been watching have become violent. Violence on TV is an issue which has recently been growing in importance. These days it is extremely like difficult to find a TV channel that is 100% children friendly. Most channels have children's programs mixed with commercials or movie previews that are inappropriate for children to view.

But it's not that cartoons have only negative impacts on children. Cartoons are the central focus of many children's lives that parents manipulatively use to help keep the children occupied while they are busy with their office schedules. Many parents also express satisfaction with the educational benefits of TV and how it can teach positive behaviors. Children at every age learn a variety of things easily by watching educational cartoon films. Infants and toddlers start learning different words, and their meanings. Also, cartoons have a tremendous impact on improving the cognitive aspects among young children. Children become more creative by watching cartoon films. They try to do things in different ways so their imagination and creativity is enhanced. When parents buy different storybooks, watch different cartoons and children programs with their children or let their children to cinemas for watching movies. When we are born we have the capacity for motivation, experience, and training, and because of this our minds are very impressionable.

Therefore, our brains' development is a dynamic mix of nature and nurture, so it is important to choose a healthy environment for all children. It is good to know that the

leaders of our medical professions feel that parents and supervisors of children are able to help slow the information down, and explain what the messages really mean, so as to have a more positive effect on our children. Watching cartoons is already a habit for most children, and it will be a part of their lives. Parents should think about how to prevent their children from the bad effects of cartoons. First of all, parents should spend time with their kids as much as they can. If they do not have enough time to spend with their children, they should know that the kind of cartoons their children can be allowed to watch every day.

2.14 Empirical Studies

This research is built on the past studies conducted by others regarding the assessment of the effects of cartoons. The researcher compared the past and present studies to sort out their differences and similarities in the following; the objectives, research questions, location of the studies, study populations, and others.

Khaled, and Tarek, (2015). Conducted a research in related topic; the Cartoons' Effect in Changing Children Mental Response and Behavior. The objectives of the study were; to determine the effect of specific cartoon TV shows (Ben Ten and Doramaan) on the behaviour of school going children, to determine the time that children pass watching these TV series, to determine the increase in the children's behaviour Aggression after watching these TV series. The population of the study encompasses of 100 Male & Female School-going Children. Research Design was experiment and survey. The location of the study was in India, Gujrat City. The findings of the study revealed that Cartoon TV Series has great influence over the children. A cartoon has the major portion of the children's attention and time more than any activity the child performs. In modern life, where the parents are busy with their work, less portion of their time is given to their children, so mostly this time is passed in front of a cartoon TV series. The survey also

proves the great effect of cartoon on children's behavior as well as changes the children's behavior. It also change their spoken language, as they intend to intimate the cartoons character.

The present research will be carried out using 3 research objectives which makes it with the study carried out by Khaled 3 research questions and four research hypotheses. Also the research will build on 3 research assumption. The population will comprise all primary six pupils as compared with Khaled study on school-going children, and teachers in Niger State. In the present study experimental research design which is different from Khaled research which comprised of both experimental and survey design. This study was carried out in Nigeria as compared to Khaled study which was located in India Gujrat City. Their relationship indicate that the past and present topics concern with cartoons in teaching and learning processes, both deal pupils at the lower level of education. Descriptive statistics were applied, where mean and standard deviation were used to answer the research questions. Inferential statistics were applied using independent sample t-test to assess the significant differences between experimental and control group, and to analyse the research hypotheses at 0.05 level of significance. The findings showed that ppils taught Islamic studies using Ali and Sumayyah cartoon performed significantly better, pupils taught Islamic studies using Zaki Kids cartoon had significant performance than those taught using lecture method, and pupils taught Islamic studies using motion cartoons performed significantly better than those taught using lecture method.

A study was conducted in 2014 by Cevat on the topic "The Effects of Educational Practice with Cartoons on Learning Outcomes". The research has five research objectives and five research questions, among which were; is there a significant difference between the academic achievement pre-test scores of the students in the experimental group and academic achievement pre-test scores of the students in the control group. Is there a

significant difference between the academic achievement pre-test and last-test scores of the experimental group. The research design was experimental research using pre-test-post-test control group model. The statistical analysis used was SPSS 15 and level of $p < .05$ significance was used. The populations were all male and female grade 4 schooling – going children. The location of the study was Zonguldak, Turkey. This result illustrated that the teaching done with cartoons affects students' achievements and knowledge retention positively. Findings indicated that the teaching practices done by using cartoon provided significant differences in increasing students' academic achievement and the level of knowledge retention in favor of the experimental group. It has also revealed that teaching done with cartoons affects students' achievements and knowledge retention positively.

The similarity of the past and the present research is that both emphasized on the cartoon usage in the classroom interaction. They are both based on research objectives and research question. They also used experimental research design. The population of the studies were school going children. While the differences are; no hypothesis was drawn in later research while the present will be analysed by the use of hypotheses. The location of the researches differ, the past research was done in Zonguldak, Turkey while the present study was carried out in Niger State-Nigeria. Five research objectives and research questions were adopted in the past research while the present was carried out using 3 research objectives and 3 research questions. SPSS statistical tools were used where descriptive and inferential statistics were applied, and to analyse the research hypotheses at 0.05 level of significance use and tests will be the instruments for data collection. The findings revealed that pupils taught Islamic studies using Ali and Sumayyah cartoon performed significantly better, pupils taught Islamic studies using Zaki Kids cartoon had significant performance than those taught using lecture method, and

pupils taught Islamic studies using motion cartoons performed significantly better than those taught using lecture method.

In another study carried out by Sofowora, (2014) on a topic “Innovative Method of Teaching English Language in Primary Schools Using Adaptive Interactive Animated Cartoons”. The research was conducted in Osun State. The population for the study was made of all pupils in primary schools in Ife East Local Government Area of the State. Two research objectives and two research hypotheses were adopted for the study. The study employed pretest, posttest control group research design i.e. experimental research. The data collected were analyzed using t-test.

The similarities here are both studies are on cartoon in teaching primary school going pupils. The populations are primary school pupils experimental research design is the design for the two studies. Both studies were designed on research objectives and hypotheses. 2 research objectives and 2 research questions were used for the past research while the present research was carried out using 3 research objectives, 3 research questions and 3 research hypotheses. The past study was carried out on English subject while this research was conducted on Islamic studies subject. The past and this study used t-test where the hypotheses were analysed at 0.05 alpha level of significant. The study reviewed was conducted in Osun State while this study was carried in Niger State Nigeria

Bankole and Oladunni, (2013) on a topic; The Effect of Animated Cartoons on Teaching English Grammar: A Study of St Louis Nursery and Primary School, Ikere - Ekiti, Nigeria. The location of the study is Ekiti State Nigeria. Two research objectives and two research questions were answered. Two research hypotheses was statistically analysed. The study utilized the experimental design involving the experimental group and control group. The population of this study consisted of 103 primary three pupils in

St. Louis Nursery and Primary School, Ikere-Ekiti during the 2010/2011 academic session.

The studies emphasized on primary school pupils and the bases of the studies are on cartoons usage. Experimental research design is the design for the two research studies. Their relevance on pupils' performances, research objectives, research questions and research hypotheses are formulated for the studies. In present study 3 research objectives were used while 2 research objectives were formulated in the past research. The present research is carried out on impact while the past research was carried out on effect of cartoons. Population of the past study was nursery and primary school pupils in Ikiti State while the present studies will be only primary school pupils in Niger State. The research study concerned with Islamic studies subject while the past study was carried out on English language subject. The instrument of the study is Islamic studies tests instrument. The study used Descriptive statistics were applied where mean and standard deviation were used to answer the research questions. Inferential statistics were applied using independent sample t-test to assess the significant differences between experimental and control group, and to analyse the research hypotheses at 0.05 level of significance.

Omid and Bahman, (2016) The Effect of Listening to Comic Strip Stories on Incidental Vocabulary Learning among Iranian EFL Learners. The objectives of the study were; to examine the effect of incidental vocabulary learning on listening through comic strip stories which it is an attractive technique to learn vocabulary to investigate the role of listening to comic strip books on incidental vocabulary learning, the research question aimed to discover whether listening to the comic strip books affect the incidental vocabulary learning. The populations of the study were 40 pre-intermediate level EFL learners from Rahyan-Danesh Institute of Ahvaz. The research design was experimental test. The results showed that both groups had a significant improvement after treatment,

and listening to stories had an effect on vocabulary learning. In addition, to compare both groups' performance on post-test, an independent *t-test* was administered which indicated that there was a significant difference between experimental group and control group whilst, experimental group learners performed better than control group learners which conveys watching stories comic photos can affect incidental vocabulary learning remarkably.

This study was carried on cartoon in classroom interaction learning Islamic studies, while the past study was conducted on comic strip story in learning grammar. 2 research objectives were formulated in previous study while 3 research objectives is formulated in the present study. 3 research questions is used as compared to 1 research question in the previous research. An independent *t-test* were administered in both studies. The previous study was on effect of listening to comic stories while present research is on impact of cartoon in classroom interaction. The location of the present research is in Niger State Nigeria while the previous research was conducted in Rahyan-Danesh Institute of Ahvaz.

Taher and Tam, (2012).Audiovisual news, cartoons, and films as sources of authentic Language input and language proficiency enhancement. In line with this view, the research aimed at discovering the effectiveness of exposure to news, cartoons, and films as three different types of authentic audiovisual programs on improving the language proficiency of low level language learners. The population of the study was 60 low level language learners were selected based on a language proficiency test and were assigned into three groups as group one, two, and three randomly. The questions were; to what extent does exposure to audiovisual news improve low level language learners' language proficiency, to what extent does exposure to cartoons improve low level language learners' language proficiency to what extent, does exposure to films improve

low level language learners' language proficiency. The population of the study was, 107 language learners aged from 18 to 23 majoring in teaching English as a second language (TESL) including both males and females went through the research voluntarily. The research design was experimental. The instrument for data collection was a set of two parallel IELTS language proficiency tests. The findings of the post-test were indicative of the fact that group one (news) failed to improve its language proficiency. In contrast, groups two (cartoons) and three (films) could improve their language proficiency. More importantly, the cartoon group participants' improvement was more significant than that of the film group. The results showed that audiovisual programs generally are a great source of language input for teaching purposes.

This study is concerned with the assessment of the effects compared to the other study carried was on method of teaching using cartoon. This study is having three research objectives, three research questions and three hypotheses compared to the study carried out by Taher Bahrani, and Tam Shu Sim, (2012). The study used quasi-experimental research design similar to the above study carried out which used experimental survey design. The population comprises of all primary school grades six and their teachers. The present study is related by using school learners. The present study is concern with classroom interactions using cartoon. The location of the present study is Niger State. Structured treatment tests will be the instruments for data collection. The statistical tool used was deferential and inferential statistical tools, t-test was also used to analysed the research hypotheses.

Ali and Muhammad, (2013). Cartoon Network and its Impact on Behavior of School Going Children: A Case Study of Bahawalpur, Pakistan. The objective of this study was to trace the impact on the behavior of the children after watching cartoon programs. The study design is survey research and non-parametric statistics is used for

data analysis. The study location was in Paksitan, and the population of the study encompasses of school children in Bahawalpur, Pakistan. The findings revealed that, the impact of violence presented in cartoons has effect on children behavior. They not only imitate their favorite cartoon characters but even force their parents to buy the same costumes or accessories as displayed by different cartoon characters. This study also depicts the fact that the behavior of the children in class is influenced by watching different cartoon programs.

The study was conducted on the assessment of the effects of cartoon on pupils' behaviour in classroom interaction. The past study was based on only objective while the present is rounded with 3 objectives. The past study was done using survey research design, while the present study will be based on experimental research design. The population of the past and present encompass on the primary school going children. The location of the past study was Bahawalpur, Pakistan while the present study is carried on in Niger State. The past study was on English language subject while the present study is Islamic studies subject. The instrument of the past study was questionnaire and interview. The instrument of the present study is Islamic Studies Tests Instrument (ISTI). Past study used table and percentage count to analyse the data. Descriptive statistics were applied where mean and standard deviation were used to answer the research questions. Inferential statistics were applied using independent sample t-test to assess the significant differences between experimental and control group, and to analyse the research hypotheses at 0.05 level of significance.

Yayina, (2013). Conducted a research on "Effects of cartoons on students' achievements and attitudes in biology teaching (endocrine system)". One objective was adopted for the research which was to determine effect of cartoons as a teaching tool towards student's achievement and attitudes about endocrine system. For this objective,

achievement and attitudes of students who have followed cartoon-based courses and who have followed more conventional courses were compared. 3 research hypotheses were formulated. The design of the study was mixed research design which consists of interview form with open ended questions and quasi-experimental non-equivalent pretest-posttest control group was used. The population of the research was 55 students in secondary school at the first semester of 2011-2012 education years. The data collected was analyzed using Statistical Package for the Social Sciences (SPSS) Release 16.0 for Windows t-test were chosen as statistical analysis techniques. The findings show that; teaching biology by showing cartoons constituted a clear incentive in the students' academic achievement towards the subject. It can supply improved transfer of learning and peer interaction support and teaching biology by showing cartoons accommodate student learning styles. The location of the research was Kastamonu.

The study was conducted on biology subject while this study is on Islamic study. The past study was based on one objective while the present study revolves around 3 objectives. 3 research hypotheses were formulated in the past study so also the present study. The design of the past study was mixed research design which consists of interview form with open ended questions and quasi-experimental non-equivalent pretest-posttest control group was used while the present study will based on only experimental research design with Islamic Studies Test will serve as instrument for data collection. The population of the past study was 55 secondary school at the first semester of 2011-2012 education years while the present study population will be all primary 6 Islamic studies pupils. Statistical Package for the Social Sciences (SPSS) Release 16.0 for Windows. *t* test were chosen as statistical analysis techniques for the past study. While this study was adopted descriptive and inferential statistics using independent sample t-test to assess the

significant differences between experimental and control group, and to analyse the research hypotheses at 0.05 level of significance.

Ali and Arif, (2012). The impact of watching subtitled animated cartoons on incidental vocabulary learning of ELT students. The objective of the study was to find out whether watching subtitled cartoons influences incidental vocabulary learning. The population of the study was conducted with 42 first grades English Language Teaching (ELT). Quasi-experimental research design was adopted for the study. The findings of study did not support the assumption that the subtitle group would outperform the no-subtitle group, since there were no significant differences between two groups according to t-test results. The location of the study was University of Mehmet Akif Ersoy, Burdur

The objective of the past study was to find out whether watching subtitled cartoons influences incidental vocabulary learning. This study revolves around with 3 objectives which include among others to assess the effects of cartoon in classroom interaction in the performance of Islamic studies pupils in Niger State. The population of the study was conducted with 42 first grades English Language Teaching (ELT). While this study population were primary 6 pupils offering Islamic studies. Both studies adopted quasi-experimental design. The findings of the past study revealed that; the study did not support the assumption that the subtitle group would outperform the no-subtitle group, since there were no significant differences between two groups according to t-test results. While the present findings is yet to be revealed, the location of the past study was University of Mehmet Akif Ersoy, Burdur, while the present study will be conducted in Niger State, Nigeria. This study adopted independent sample t-test to analyse the data collected.

Olusola and Kehinde, (2014). Perceived Influence of Television Cartoons on Nigerian Children's Social Behaviour. 1 research objective was adopted to examine the

influence of cartoons on Nigerian children's social behaviour from the perspective of the parents and the children. Survey design was adopted. The population of the study 100 pupils and 50 parents through. The instrument used for data collection were questionnaire, interviews and focus group discussion. The data were analyzed using Percentages and Chi-square statistical package. The findings show that both children and parents share similar understanding on the influence of cartoons on children as being positive. While cartoons are said to help children's spoken English, learning inventions and good morals, as well as keep children busy among other benefits, some parents expressed that some influence of cartoons could be negative and therefore some regulations required in mitigating those negative aspects of cartoons. The location of the research was Covenant University, Ota, Nigeria.

The past study was on influence television cartoons on children behaviour while this study is on effects of cartoons in classroom interaction on pupils' performance. Survey research design was adopted for the past study while the present study adopts quasi-experimental research design. The population of the past study was 150 respondents which include both school going children and their parents. The instrument used for data collection was questionnaire, observation and interview, while this study adopted Islamic Studies Test as instrument for data collection. The data were analyzed using descriptive statistics were applied where mean and standard deviation were used to answer the research questions. Inferential statistics were applied using independent sample t-test to assess the significant differences between experimental and control group, and to analyse the research hypotheses at 0.05 level of significance. The findings show that both children and parents share similar understanding on the influence of cartoons on children as being positive, while this study revealed that; Pupils taught Islamic studies using Ali and Sumayyah cartoon performed significantly better, pupils taught Islamic studies using Zaki

Kids cartoon had significant performance than those taught using lecture method, and pupils taught Islamic studies using motion cartoons performed significantly better than those taught using lecture method. The location of the research was Covenant University, Ota, Nigeria, while this study was conducted in Niger State, Nigeria.

Abdullah, (2015), the effect of Concept Cartoons to Academic Achievement in Instruction on the Topics of Divisibility. The objective of this study was compared to the effect of academic achievement of concept cartoons and activity based instruction in instruction on the topics of divisibility rules and prime number. The matching- only design, which is quasi experimental design, is used in this study. It is applied to sixth grade (N=42) students at a middle school in Gümüşhane in autumn term in academic year 2012- 2013. Different two groups participate for this study. One of the groups is selected control group, which is used activity based teaching, and another group is experimental group, which is used instruction by concept cartoon. SPSS 16.0 packet program is used in the analysis of the data in this study. The first test to the normality, within pretest and posttest, is applied and was found that the data is suitable normality. Then t- test is applied between pretest data to reveal whether there is different significant or not. ANCOVA is applied covariate pretest results to post test data. The study reveals that there was a significant difference in academic achievement between those students taught with the two methods in favor of concept cartoon which means those students taught by concept cartoon performed better than those taught with activity based instruction. The finding also shows that concept cartoon method is an effective method of teaching topics of divisibility rules and prime numbers.

This study is also concerned with effects of cartoon, 3 research objectives were used for the study compared to the previous research which adopted only research objective. The sampled population for the study were 270 primary school pupils offering

Islamic studies while the past studies adopted only 42 students at middle school. The study was conducted in Niger State, Nigeria while the past study was done in Gümüşhane in autumn. The study revealed that; Pupils taught Islamic studies using Ali and Sumayyah cartoon performed significantly better, pupils taught Islamic studies using Zaki Kids cartoon had significant performance than those taught using lecture method, and pupils taught Islamic studies using motion cartoons performed significantly better than those taught using lecture method.

Verma and Sunita, (2014). Effect of Animation cartoon on Behavior of students from Government and Private Schools. The Sample Size was 100 girls and boys from private and government school. Sample Area was Lucknow city. Study Period was 2013 – 2014. This study is conducted with the following objectives, to assess the effect of animation cartoon and videos on behavior of the school going children between age group of 7-11year. The findings comes, children love cartoon so they observe there activity and they learn their behavior, they like everything that is liked by their favorite cartoon. Boys like action and girls like fairy tales mostly. Most of the private school students act like cartoon rather than government school students, while this study revealed that Pupils taught Islamic studies using Ali and Sumayyah cartoon performed significantly better, pupils taught Islamic studies using Zaki Kids cartoon had significant performance than those taught using lecture method, and pupils taught Islamic studies using motion cartoons performed significantly better. This study was conducted in Niger State, Nigeria with 270 primary school pupils were sampled. Three objectives were adopted for the study compared to the past study.

Micheal, (2011), the Use of Cartoons as a Teaching Tool to Enhance Student Learning in Economics Education. This paper investigates why Economics subject didactics students prescribed to cartoons as a teaching tool to enhance their learning. This

study adopted three research objectives, while past study used one research objective to conduct the study. A survey research design was conducted to determine the use of cartoons as an effective teaching tool in Economics education while this study was conducted using experimental research design. The results of the confirmatory factor analyses indicated that the six-factor-model shows a reasonable fit, since the two out of three conditions were consistently satisfied for the six-factor-model of this study, while this study revealed pupils taught Islamic studies using cartoons such as Ali and Summaya, Zaki Kids and Motion cartoons significantly performed better. Further, interviews revealed that cartoons positively enhanced constructive learning, cooperative learning and collaborative learning amongst peers. This study was conducted in Niger State Nigeria while the past study was conducted in Free State, Bloemfontein, South Africa.

Özge, (2016). The effect of concept cartoons on academic achievement and inquiry learning skills. The aim of this study is to determine the effects of concept cartoon supported learning activities on academic achievement about “Chemistry and Energy” and perception of inquiry learning skills. While the objectives of this study was amongst other to assessed the effect of Ali and Summaya cartoon on Islamic studies pupils. The sample of the study is 100 students attending to the 11th class of Amasya Social Sciences High School in 2015-2016 spring semester, and this study sampled 270 primary school pupils offering Islamic studies in 2017-2018 session. As data collection tools, Academic Achievement Test developed by researchers and Inquiry Learning Skills Perception Scale developed was used, while this study used descriptive and inferential statistical tools to analyze the collected data. At the beginning of the study Inquiry Learning Skills Perception Scale was used as pre-test. While the "Chemistry and Energy" unit will be studied with the aid of concept cartoons in the experiment group, it will be studied using the present curriculum in the control group. At the end of the study Inquiry Learning

Skills Perception Scale will be used as post-test, also this study used pre-test and post-test for data collection. Both studies results used SPSS programme to analysed the data collected from the respondents. This study was conducted in Niger State, Nigeria while the past study was conducted in Turkey.

Cevat and Oğuzhan., (2014). The Effects of Educational Practice with Cartoons on Learning Outcomes. This study aims to determine the effects of teaching practices done by using cartoon on students' achievement and knowledge retention, it was used to examine the effects of cartoons on pupils' performance in Islamic studies in primary school. Both studies used pretest, posttest control group and experimental research design was used on a group of 56 and 270 respectively. Both the studies were conducted using primary school pupils. The past study was conducted within six-weeks while this study was conducted within eight-weeks. Achievements test developed by the researchers were administered three times as pre-test, post-test and retention test for the two studies, respectively. The achievement scores gathered from the experiment and control groups were compared with t-test to examine whether there are significant differences between the groups. Both studies revealed that the teaching practices done by the use of cartoon provided significant differences in increasing students' academic achievements and the level of knowledge retention in favor of the experimental group. This result illustrated that the teaching done with cartoons affects students' achievements and knowledge retention positively. This study was conducted in Niger State, Nigeria while the past study was conducted in Zonguldak, Turkey.

2.15 Summary

The use of Cartoon interactive in classroom interaction is very effective in teaching Islamic studies in the primary schools. Cartoon interaction also improves significantly pupil's attitude towards Islamic studies in the primary schools. The improvement in pupils' performance may be hinged on fact that the package used can be motivating, flexible, safe, engaging and the fact that it eliminated frustration.

Cartoons represent an attempt to ask some of the questions that students might like to ask, if they would think in terms of everyday life situations/ideas, and actually get some answers. Through these cartoon situations, Islamic concept can be given a breath of life and realism. And most importantly is that cartoons attempt to provide learning opportunities such as to facilitate the differentiation of concepts, to recall effectively the prior knowledge and therefore, promote the process of conceptual development.

In addition, using cartoon in classroom interaction, learner-friendly approach to learning Islamic studies, especially at the primary school level, is expected to make the pupils eager to attend classes. Resultantly, the communicative competence level of the learners in the use of Islamic studies will be improved.

CHAPTER THREE METHODOLOGY

3.1 Introduction

This chapter deals with the research design, population of the study, sample and sampling techniques, research Instrument, validity of the instrument, pilot study, reliability of the instrument, procedure for data collection, and procedure for data analysis.

3.2 Research Design

This research study adopted quasi-experimental research design, two groups experimental and control groups were used. This entails that, intact classes were used for this research. Edu, (2011). define quasi-experimental study as a study in which some threats to validity cannot be properly controlled because of unavoidable situations associated with the study when human beings are used for experimental study''. Dinardo (2000) observed that, among other conditions when subjects for a study are selected and randomization of subjects are not feasible, rather intact classes are used such is quasi-experimental study. This design was implemented as it is appropriate for this research and was not easy for the researcher to randomly sample the subject matter and assign them to groups without tempering with the academic programme and the time table of the school programmes involved in this research study. Experimental groups were exposed to cartoons in classroom interaction while control group were exposed to only conventional method of teaching.

3.3 Population of the Study

The population for this research contains all primary school pupils in Niger State, Nigeria. The total population is seventy-eight thousand, six hundred and fifty-one

(78,651) primary schools pupils in the three zones. The table shows the total population of the primary schools pupils in all the educational zones in Niger State.

Table 1: Population of the Study

S/N	Educational Zones	Number of Primary Schools	Total Number of Pupils
1.	Zone A	1,296	30,450
2.	Zone B	982	27,221
3.	Zone C	738	20,980
Total		3,016	78,651

Source: Niger State Primary Educational Board (2018)

3.4 Sample and Sampling Techniques

The study has sample size of two hundred and seventy (270) pupils from an intact class drawn in the four primary schools in one (1) educational zone A of Niger State. The simple random sampling technique was used in selection of four primary schools from one educational zone A in Niger State. The two hundred and seventy (270) pupils' samples were selected from the following schools; Hassan Danlatu and Maje primary school were experimental group, while Numba Koro Primary and Halidu Adamu Primary school were control group. The possibility of the study pointed out that the population size of seventy eight thousand, six hundred and fifty-one (78,651) were given a sample size of two hundred and seventy (270).

Table 2: Sample Size Distribution

	Sample Primary Schools	Total number of primary pupils
1	Hassan Dalatu primary School	90
2	Maje Primary School	50
3	Numba Koro Primary School	70
4	Halidu Adamu Primary school	60
	TOTAL	270

3.4.1 Determination of Homogeneity of the Sample

There are one thousand two hundred and ninety-six (1,296) primary schools in the area of the study where only four (4) primary schools were purposefully sampled based on their homogeneity in terms of:

- i. Availability of facilities
- ii. Use of the same national curriculum
- iii. Teachers' qualification

In the determination of the homogeneity of sample for the study, the researcher picked the primary schools for the research from two different educational zones. The selected primary schools in the two zones must be exposed to the same curriculum. The availability of infrastructures for the pupils for teaching and learning were equally supplied. The two primary schools were well-equipped Islamic studies classes. The teachers' qualities to teach in the primary schools must be similar. Islamic studies teachers of the primary schools to be used must have same qualification as this make the research fair to avoid any bias.

3.5 Instrumentation

Two tests were used to measure performance, one pre-test which was used to test pupils' pre-requisite knowledge in topics related to the ones covered during the study. The post test was used to measure students' performance at the conclusion of the research work. The topics were drawn from primary 5 and 6 syllabuses. The instrument consists of thirty (30) items designed to measure the level of the pupils' performance. These questions were drawn from questions developed by Educational Resource Centre (ERC) for promotion and common entrance examination from 2014 and 2015. These items were circulated among the pupils for measuring, classifying, observing and communicating. This was made up of two (2) sections (A and B) Section A was on teaching method consisting of cartoons interaction work while section B consists of multiple choice

questions with four options a, b & c. In this section, the pupils were required to demonstrate behaviours such as making careful and accurate measurements, observations, classifications and communications. For example, items on cartoons interaction test in section A are:

- 1) Wudu'u means?
- 2) Washing of hands from up to the wrist is part of the _____ act of ablution

The question that was used in the pre-test will be re-numbered for the post-test and the question retention to the topics taught in the first two week was extracted for retention test. The pupils' pre and post and retention test question was score.

Lesson Plan

Lesson plans were constructed by the researcher and were used by the regular Islamic studies teacher that was the research assistants for standardization. The lesson plan for each objective was prepared and the research assistants matched them to their respective instructional guide. The topics were broken down into achievable behavioural objectives. The lesson plans were given to two experienced Islamic studies teachers for validation. The instrument was also given to the researcher's supervisors who are experts in the Department Educational Foundations and Curriculum in the Faculty of Education, Ahmadu Bello University, Zaria. These items were subjected to painstaking and proof-reading by these experts to ensure that its contents are properly designed, its clarity and suitability of the lesson objectives for the pupils, and consistency of the instructional methods and suitability of the instructional materials.

Table 3: Table of Specifications for Civic Education

Units/Content	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
Tawhid and Fiqh	2	2	2	1	2	1	10
Wudu - Ablution	3	2	2	1	2	1	10
Purification Dahara	2	2	2	1	1	2	10
Total							30

Source: Bloom, B.S. (1956).

The above table showed the topics discussed, questions were written at the different stage under the Benjamin Bloom's (1956) taxonomy. This identified the projected knowledge, comprehension, application, analysis, synthesis and evaluation for teaching and learning situation.

3.5.1 Validity of the Instrument

The researcher submitted the drafted instrument to the supervisors in Curriculum and Instruction Section and experts in the field of measurement and evaluation, Faculty of Education, Department of Educational Foundations and Curriculum, Ahmadu Bello University, Zaria. These items were subjected to scrutiny and proof-reading by these experts to ensure that its contents are properly designed. This observation is supported by Alasoluyi (2015) who stated that to ascertain the validity of any instrument it should be given to a panel of experts to determine if its contents can elicit the desired data they are intended to elicit and this in essence is to ensure its content validity and to make sure that the necessary adjustments are made thereafter.

3.5.2 Pilot Study

Pilot testing was conducted at Angwan Iya Primary and Madala Primary, all in Suleja LGA in Niger State. The reason for the choice of this primary school is that the

primary schools are believed to be more or less equivalent in standard and characteristics to the primary schools that were used for this study were not in any way be involved in the main study. The Islamic studies test which were ten (10) items of objectives exercise were administered to twenty (20) primary 6 pupils, ten (10) pupils from Anwan Iya primary school which was experimental school and Madala Primary school which served as the control group using one double period of 80 minutes, pre-test was administered then after the lesson post test was conducted base on the contents taught. The field testing of the instrument enabled the researcher to acquaint herself with some practical problems which may expose the validity and reliability of the test during the actual exercise.

3.5.3 Reliability of the Instrument

The data collected from pilot study was statistically analyzed in order to determine the reliability coefficient, using Pearson product moment correlation coefficient (PPMCC) at 0.05 significance level and the result obtained is 0.78. The result indicated that the items were reliable within the acceptable limit and the reliability coefficients were considered adequate for internal consistencies of the instrument.

3.6 Procedure for Data Collection

The procedure to be used for data collection involved the use of pre-test and post-test. The researcher and the trained Islamic studies teacher administered the pre-test to the experimental and control groups respectively. In the pre-test, the Islamic studies test was administered to the two groups. Answer sheets were provided for the pupils to write the correct answers for the exercise. The researcher marked them to obtain the pupils' score on cognitive achievement before the treatment. The exercise provided the baseline data on pupils' performance using cartoons interaction before the treatment.

The exercise for the groups was last for eight (8) weeks. After the test of pre-test, the experimental group was exposed to cartoon interaction exercises in the school. The pupils in the experimental group were exposed to teaching format under teacher's

supervision long enough for them to be familiar with the equipments on their own. They were encouraged to use more on what they have been taught independently and to take enough notes that could be useful for them in the post-test. The control group students were exposed to the conventional lecture method of teaching on the same content used for experimental groups. This was done by the regular Islamic studies teachers who are specially trained in Islamic studies filed, teaching and learning.

At the end of the experimental period of six week the two groups were exposed to Islamic studies test as post-test. The experimental group takes their lessons using carton interactions method in the teaching process, the control group was tested using conventional teaching method without cartoons interaction. The results of each test for the groups were collected separately and then subjected to statistical analysis. The performance of the experimental group members who were taught using cartoons were compared with the performance of the control group who were taught using only teaching method without the aid of cartoons in classroom interaction. Two different learning processes were employed; the teaching method using cartoons and the traditional method of teaching without cartoons. After the treatment, the post test was administered to the subjects (both the control and experimental groups). The scripts (both pre – and post tests) were marked by the researcher and the students’ scores were recorded.

3.6.1 Treatment Procedure

As regards to the research titled “assessment of the effects of cartoons on classroom interaction and performance of pupils in Islamic studies in primary schools in Niger State, Nigeria adopted the administration of treatment procedures which lasted for eight (8) as follows:

1st Week: The researcher reported to the sampled schools with introductory letter from the Department of Educational Foundation and Curriculum, Faculty of Education,

Ahmadu Bello University, Zaria. These sampled schools include the experimental and control groups. Pre-test was conducted to the two groups under study in the first week.

2nd and 3rd Week: The experimental and control groups were taught the concept of Faraid and Sunnah of Wudu'u or ablution using Ali and Sumayyah, Picture, Kettle, Water under demonstration method respectively. The groups had three periods in each of the schools covering the duration of the two weeks with 40 minutes per period.

4th and 5th Week: The experimental group pupils and that of control group were taught the concept of Mustahabbat of wudu using Zaki Kids cartoon, Picture, Kettle, Water and Demonstration Method respectively. The groups had three periods in every schools covering the duration of the two weeks with 40 minutes per period.

6th and 7th Week: Also, the experimental groups were taught the concept of Fara'id Salat and Voluntary Salat using motion Cartoon, Picture, Kettle, Water and Demonstration Method respectively. The control groups were taught the same concept but using lecture method of teaching. The groups had three periods each in the four schools with the duration of two weeks with 40 minutes per period.

8th Week: The groups were taught the concept of Meaning of Ghusl, reasons for its performance and sequence of washing using motion Cartoon, Picture, Kettle, Water and lecture methods correspondingly. The groups had three periods each from the four schools under the duration of two weeks with 40 minutes per period.

9th Week: It was the last stage; post-test was given to both groups. The researcher and the four assistants (Islamic Studies Teachers) trained by the researcher contributed in this process.

Tables 4: Experimental and Control Groups Treatment Procedure

Weeks	Topics	Method of Treatment		Periods
		Experimental Group	Control Group	
1	Training of Research Assistant and pre-test			2 nd (1)
2 – 3	Tawhid and Fiqh	Ali & Summaya Cartoon, Picture, Kettle, Water & Demonstration Method	Conventional Method	Five
4 – 5	Wudu - Ablution	Zaki Kids Islamic cartoon, Picture, Kettle, Water & Demonstration Method	Conventional Method	Five
6 – 7	Purification (Dahara)	Motion Cartoon, Picture, Kettle, Water & Demonstration Method	Conventional Method	Five
8	Post-Test			

3.7 Procedure for Data Analysis

At the end of the exercise, the researcher assessed the pre-test and post-test given to the experimental and control groups in order to determine the efficiency or success of the various cartoons in teaching and learning of Islamic Studies. Descriptive statistics were applied where mean and standard deviation were used to answer the research questions. Inferential statistics were applied using independent sample t-test to assess the significant differences between experimental and control group, and to analyse the research hypotheses at 0.05 level of significance.

CHAPTER FOUR DATA PRESENTATION, RESULTS AND DISCUSSIONS

4.1 Introduction

This study was carried out with the aim of assessing the effects of cartoons on pupils' performance in Islamic studies in primary schools in Niger State. This was done by examining 270 pupils shared into experimental group of (140) and control group of (130). Pre-test and post-test were which were subjected to statistical analysis using differential and inferential statistical. The results are presented as follows:

Table 5: Distribution of Participants in Groups

Groups	Frequency	Percentage
Experimental	140	51.9
Control	130	48.1
Total	270	100

Table 4.1 indicated that 140(51.9%) were experimental group and 130(48.1%) respondents were in the control group. The distribution for both experimental and control groups was fairly done in the study, and any form of bias that could have been credited to group opinion were gotten rid of.

4.2 Response to Research Questions

The results of the analysis of pupils' performance from both pre-test and post-test, analyzed using descriptive statistics, which includes mean and standard deviation.

Research Question One: What are effects of cartoon on pupils' performance in Islamic studies in primary schools in Niger State?

To answer this research question, the pre-test and post-test administered on students were analysed using mean and standard deviation. The summary of the analysis is presented in Table 4.2.

Table 6: Mean score and standard deviation of pupils that were taught Islamic studies using cartoon

Group	N	Mean	SD
	270		
Pre-test		23.89	5.478
Post-test		35.89	9.105

Table 4.2 shows that the performance of pupils taught Islamic studies using cartoon in their pre-test score have a mean score of 23.89 and standard deviation of 5.478, while the post-test score have a mean score of 35.89 and standard deviation of 9.105. This revealed that pupils taught Islamic studies using cartoon in the post-test have higher mean score compared to the pre-test mean score in primary schools in Niger State, Nigeria.

Research Question Two: What is the difference between pre-test and post-test performances of pupils taught Islamic studies using Ali and Sumayyah Cartoons in primary schools in Niger State?

To answer this research question, the pre-test and post-test administered on students were analysed using mean and standard deviation. The summary of the analysis is presented in Table 4.3.

Table 7: Mean score and standard deviation of pupils taught Islamic studies using Ali and Sumayyah cartoon

Group	N	Mean	SD
	140		
Pre-test		23.74	5.727
Post-test		34.59	7.936

Table 4.3 shows that the performance of students taught Islamic studies using Ali and Summayyah in pre-test scored a mean value of 23.74 and standard deviation of 5.727, while the post-test had the mean score of 34.59 and standard deviation of 7.936. The mean difference is 10.85. This indicated that students taught Islamic studies using Ali and

Summayyah in post-test had higher mean score compared to their pre-test score in primary schools in Niger State.

Research Question Three: What is the effect of motion cartoon cartoons on pupils' performance in Islamic studies in primary school in Niger State?

To answer this research question, the pre-test and post-test administered on students were analysed using mean and standard deviation. The summary of the analysis is presented in Table 7.

Table 8: Mean score and standard deviation of pupils that were taught Islamic studies using motions cartoon

Group	N	Mean	SD
Pre-test	270	23.74	5.568
Post-test		34.52	6.679

Table 4.4 shows the summary results for pupils' performance taught motion cartoons in Islamic studies; this revealed that pupils exposed to motion cartoons had a pre-test mean score of 23.74 and standard deviation of 5.568 while the post-test mean value of 34.52 and standard deviation 6.679. It is clear that the differences in the mean score revealed pupils that were taught Islamic studies using motions cartoons in the post-test had significant effects compared to the pre-test mean score in primary schools in Niger State, Nigeria.

Research Question Four: What are the effects of Zaki Kids Islamic cartoon on pupils' performance in Islamic studies in primary school in Niger State?

To answer this research question, the pre-test and post-test administered on students were analysed using mean and standard deviation. The summary of the analysis is presented in Table 6.

Table 9: Mean score and standard deviation of pupils that were taught Islamic studies using Zaki Kids cartoon

Group	N	Mean	SD
Pre-test		14.32	5.347
	270		
Post-test		22.39	6.240

Table 4.5 indicates that the pre-test mean scores for pupils taught Islamic studies using Zaki Kids cartoon was 14.32 and standard deviation was 5.347 while the post-test means score was 22.39 and standard deviation was 6.240. In the same veins the pupils taught Islamic studies using Zaki Kids cartoons in the post-test have higher mean score compared to the pre-test mean score in primary schools in Niger State, Nigeria.

4.3 Hypotheses Testing

Hypothesis One (H₀₁): There is no significant effect of cartoon on pupils' performance in Islamic studies and those taught without cartoons.

Table 10: Paired sample t-test results of pupils that were taught Islamic studies using cartoons

Group	N	Mean	SD	Df	α	t-cal	t-crit	P-value	Decision
Pre-test		23.89	5.478						
	270			268	0.05	8.201	1.96	.000	Rejected
Post-test		35.89	9.105						

The Paired sample t-test used to test the hypothesis as indicated and results revealed that there is a significant effect in the pre-test and post-test score of pupils who were taught Islamic studies using cartoons. This is as a result of the calculated t-statistics value (8.201) which is greater than the critical value (1.96) and the p-value is $0.000 < 0.05$, the null hypothesis therefore was rejected.

Hypothesis Two (H0₂): There is no significant effect of Ali and Sumayyah cartoon on pupils' performance in Islamic and those taught without Ali and Sumayyah cartoons.

Table 11: Paired sample t-test results of pupils that were taught Islamic studies using Ali and Sumayyah cartoons

Group	N	Mean	SD	Df	α	t-cal	t-crit	P-value	Decision
Pre-test	140	23.74	5.727	138	0.05	13.12	1.96	.000	Rejected
Post-test		34.59	7.936						

The Paired sample t-test used to test the hypothesis as indicated and results revealed that there is a significant difference in the pre-test and post-test score of pupils who were taught Islamic studies using Ali and Sumayyah cartoons. This is as a result of the calculated t-statistics value (13.12) which is greater than the critical value (1.96) and the p-value is $0.000 < 0.05$, the null hypothesis therefore was rejected.

Hypothesis Three (H0₃): There is no significant effect of motion cartoons (Dahara) on pupils' performance in Islamic studies and those taught without motion cartoon.

Table 12: Paired sample t-test results of pupils that were taught Islamic studies using motion cartoons

Group	N	Mean	SD	Df	α	t-cal	t-crit	P-value	Decision
Pre-test	270	23.74	5.568	268	0.05	9.082	1.96	.000	Rejected
Post-test		34.52	6.679						

Hypothesis 3 indicated that, the pre-test mean score of 23.74 and standard deviation of 5.568 and post-test mean score of 34.52 and standard deviation of 6.679. The p-value is $0.000 < 0.05$. The null hypothesis which state that there is no significant effects of motion cartoons on pupils' performance in Islamic Studies and those taught using lecture method was rejected.

Hypothesis Four (H0₄): There is no significant effects of Zaki kids cartoon on pupils' performance in Islamic studies and those taught using lecture method.

Table 13: Paired sample t-test results of pupils that were taught Islamic studies using Zaki Kids cartoons

Group	N	Mean	SD	Df	α	t-cal	t-crit	P-value	Decision
Pre-test	270	14.32	5.347	268	0.05	11.425	1.96	.000	Rejected
Post-test		22.39	6.240						

From table 4.6, it is clearly seen that there is a significant effect on pupils' performance taught Islamic Studies using Zaki Kids cartoon and those taught by lecture method, as the calculated t-value (11.425) is greater than the critical value (1.96), which leads to the rejection of the null hypothesis.

4.4 Summary of Major Findings

This study was able to make the following findings:

1. Pupils taught Islamic studies using cartoon performed significantly better with p-value $0.00 < 0.05$ alpha level of significant.
2. Pupils that were taught Tawhid and Fiqh using Ali and Sumayyah cartoon performed significantly better. P. value is $0.00 < 0.05$ alpha level.
3. Pupils that were taught Purification (Dahara) using motion cartoons performed significantly better. P-value $0.00 < 0.05$.
4. Pupils that were taught Ablution (Wudu) using Zaki Kids cartoon had significant Performance p-value of $0.00 < 0.05$.

4.5 Discussion of findings

From the results presented above, pupils taught Tawhid and Fiqh using Ali and Sumayyah Cartoon performed better, as there is a great significant effect in the mean scores. This shows that Ali and Sumayyah cartoon is greatly enhancing pupils'

performances. It is therefore indicated that, using cartoons in teaching is better for pupil's performance as agreed by Khaled & Tarek, (2015). The finding also reveals that Cartoon TV Series has great influence on the children. A cartoon has the major portion of the children's attention and time more than any activity the child performs. In modern life, where the parents are busy with their work, less time portion of their time is given to their children, so mostly; this time is passed in front of a cartoon TV series. The survey also proves the great effect of cartoon on children's behavior. As well as cartoons do change the children behavior, it also changes their spoken language, as they intend to intimate the cartoons character. Also, Cevat, (2014) illustrated that the teaching done with cartoons affects students' achievements and knowledge retention positively. The author further indicated that the teaching practices done using cartoon provided significant effects in increasing students' academic achievement and the level of knowledge retention in favor of the experimental group. It has also revealed that teaching done with cartoons affects students' achievements and knowledge retention positively.

Pupils taught Wudu - Ablution using Zaki Kids cartoons performed effectively than pupils taught using lecture method in Islamic studies among primary schools located in Niger State. The result reveals that there is a significant effect on the pupils' performance. From the mean score, it was observed that pupils who were exposed to Zaki Kids cartoons have performance significantly higher compared to pupils not exposed to such cartoons but only lecture method. The null hypothesis was rejected.

It is important to state that a pupil's memorization level can also be based on the pupil's skills. This was confirmed by Taher and Tam, (2012). Whose study indicated that group one (news) failed to improve its language proficiency. In contrast, groups two (cartoons) and three (films) could improve their language proficiency. More importantly, the cartoon group participants' improvement was more significant than that of the film

group. The results showed that audiovisual programs generally are a great source of language input for teaching purposes. Also, Ali and Muhammad, (2013) in their study revealed that, the impact of violence presented in cartoons on children behavior. They not only imitate their favorite cartoon characters but even force their parents to buy the same costumes or accessories as displayed by different cartoon characters. The study also depicts this fact that the behavior of the children in class is influenced by watching different cartoon programs.

In another study conducted by Yayına, (2013) shows that teaching biology by showing cartoons constituted a clear incentive in the students' academic achievement towards the subject. It can supply improve transfer of learning and peer interaction support and teaching biology by showing that cartoons accommodate students learning styles.

The uses of Purification (Dahara) using motion cartoons in teaching Islamic studies have proven to be more effective on pupils' performance than the use of conventional teaching method in primary schools in Niger State. This finding is supported by Omid and Bahman, (2016) which showed that both groups had a significant improvement after treatment, and listening to stories had an effect on vocabulary learning. In addition, to compare both groups' performance on post-test, an independent *t-test* was administered which indicated that there was a significant difference between experimental group and control group whilst, experimental group learners almost performed better than control group learners which conveys watching stories' comic photos can affect on incidental vocabulary learning remarkably.

Olusola and Kehinde, (2014) in their study also supported this study which shows that both children and parents share similar understanding on the influence of cartoons on children as being positive. While cartoons are said to help children's spoken English,

learning inventions and good morals, as well as keeps children busy among other benefits. Some parents expressed that some influence of cartoons could be negative and therefore some regulations are required in mitigating those negative aspects of cartoons. The location of the research was Covenant University, Ota, Nigeria.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The study of Islamic studies in primary schools can help equip pupils with useful moral concepts, principles and attitudes that will enable them face challenges at home and in the society as a whole. This can only be attainable when proper and useful materials are applied in teaching and learning of Islamic studies. Therefore, this study is concerned with the assessment of the effect of cartoons on pupils' performance in Niger State Nigeria. To achieve this, a comparison was made between the pupils' performance in pre-test and post-test, their performance indicated significantly better. The performance of mean score of pupils taught Islamic studies using cartoons and those taught using conventional method was compared.

Different related literatures on the concept of Islamic studies, Islamic curriculum and its implementation and challenges were reviewed in which it was discovered that poor quality and inadequate number of teachers, poor funding, culture and ideology militate against the implementation of Islamic studies curriculum.

Quasi-experimental research design was used where experimental and control groups were established specifically, the pre-test and post-test were used for data collection in which primary schools pupils were selected from four different schools. The schools were divided into controlled and experimental groups with a total of 270 pupils and the Islamic Studies Test was used to examine the pupils. Data for analysis were obtained using the pre-test and post-test treatment for eight weeks. The data were analyzed using differential and inferential statistics. Differential statistic was used to analysed the research questions where mean and standard deviation were obtained, and inferential statistics was used to assess the differential between the control and

experimental groups. The null hypotheses were tested using the paired t-test at 0.05 alpha level of significant.

The findings showed that pupils taught Tawhid and Fiqh using Ali and Sumayyah cartoons performed significantly better than in the post-test compared to the pre-test score as there is a significant effects in the mean score. The performance of pupils taught Purification (Dahara) using Zaki kids Islamic cartoons performed better than that of the pupils in the conventional classes, considering their mean score. It is noteworthy that cartoons plays a significant role in the performances of pupils as this finding indicate that using cartoons in teaching, pupils' performance in either experimental or control groups have no significant difference.

5.2 Conclusion

Considering the findings of this study, the performance of pupils that were taught Islamic studies in primary schools in Niger state using cartoons is very effective giving credence to their pre-test and post test performances. The pupils that were taught using lecture method of teaching scored below score level, which is a low performance. The study also concludes that pupils' retention levels are influenced when they are generally involved in the learning process than when they are being lectured. This is true as other factors contribute to the learning and performance of pupils such as social factors. Real object stimulates the interest of pupils to learn more in which it can be stated categorically that, the use of cartoons in teaching Islamic studies at primary schools level improves pupils' performance better than the use of just textbooks. Pupils hardly forget what they see compared to illustrations that may not be real.

5.3 Recommendations

1. The use of Ali Sumayyah in teaching Islamic studies should be encouraged it enhance pupils' performance in primary schools in Niger State.

2. Zaki Kids cartoons should be used by Islamic Studies teachers when teaching pupils the basic concepts in Islamic Studies for it enhances retention level.
3. Government and Schools authority should encourage the application of motion cartoons in teaching and learning of Islamic Studies in Niger State and Nigerian primary schools as a whole.

5.4 Contribution to Knowledge

The study contributes to knowledge in the following areas:

1. Cartoons can identify a solution to many learning difficulties, especially in Islamic Studies education in Niger state.
2. Cartoons motivate pupils to learn and improve on their performance with regards to Islamic Studies education.
3. The use of motion cartoons alongside with other teaching materials provides a conducive practical teaching for high retention level of primary schools pupils in Islamic studies.

5.5 Suggestion for further research

- 1) Impact of cartoons on moral and social development on the pupils' academic performance in Islamic Studies pupils in Niger state
- 2) Effects of study ability in Islamic Studies using social media on the pupils' academic performance in primary school in Niger state

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APPENDIX A

ISLAMIC STUDIES PERFORMANCE TEST (ISPT)

PRE-TEST AND POST-TEST FOR EXPERIMENTAL AND CONTROL GROUPS

1. School: _____

2. Class: _____

3. Sex: _____

Instruction: Please attempt all questions by ticking (√) only one correct option.

- 1) Wudu'u means; a. purification b. Ablution c. Ritual bath
- 2) Washing of hands from up to the wrist is part of the _____ act of ablution
a. voluntary b. obligatory c. disliked
- 3) Ablution consist of _____ obligatory act a. 17 b. 7 c. 5
- 4) A person will remain in a state of ablution until any of the following is committed
a. intentional drinking of water b. recitation of the holy Qur'an c. passing of
wind, stool, or urine.
- 5) _____ is one of the important act during ablution a. brushing the teeth
b. minimizing the use of water for ablution, c. taharah
- 6) Ablution can only remain valid when _____ is used a. pure water
b. milking water c. sweet water
- 7) Ablution is categorised into three (3) different act;
a. fara'id sunnah and mustahaba b. Fara'id only c. sunnah and fara'id
- 8) Sallat consist of two (2) category these are _____ a. fara'd and sunnah b.
mustahaba and sunnah c. sunnah only
- 9) Five daily Salat are the ___ prayers; a. obligatory b. voluntary c. sunnah
- 10) _____ is obligatory before prayer; a. intention b. imam c. followers

- 11) Shaf'i and witr are part of _____ prayer; a. obligatory b. sunnah and voluntary c. mustahaba
- 12) Zuhur, abr and isha consist of _____ Raka'at each a. 6 b. 4 c. 8
- 13) Facing _____ in salat is one of the most important act; a. picture b. kibla c. media
- 14) In every salat _____ must be recited for the salat to become valid a. any sura from the qur'an b. suratul fatiha c. Ahadith of the prophet
- 15) Witr prayer is performed immediately after _____ a. zuhur, prayer b. Isha'i prayer c. subhi prayer
- 16) Raka'a taihi fijr salat comes up before the _____ a. islai b. abr c. subhi
- 17) Salatul zuhr and Afr recommend the recitation of Fatiha and sura _____ a. opening b. silently c. loudly
- 18) _____ is invalid and it spoiled salat a. talking b. silence c. coughing
- 19) Idil fitr is perform after the end of a. muharam b. ramada c. safar
- 20) Salat consist of the following faraid a. 10 b. 15 c. 20
- 21) The salat that is said after the Islam prayer is called _____ a. salatul janaza b. salatul rahaatul faju c. salatul salat
- 22) To pray is better than to sleep. Simply means _____ a. assalatin watilrar munal nauhit b. allahu acbar c. hayyialal salat
- 23) I don't worship what you worship is a translation of a verse in the Holy Quaran what sural is that _____ a. suratul fil b. suratul nas c. suratul maun d. suratul ikhlas
- 24) The total submission to the will of Al;lah (SWA) and obedience to his laws is referred to a _____ a. salat b. fasting c. hajj d. Islam

- 25) How many verse are in Holy Quran
a. 6235 b. 6666 c. 6665 d. 6327
- 26) Believe in the laws angels and day of judgment are
a. Pillars of islam b. names of Allah c. articles of faith
- 27) The salat that have no jugid or ruku'al is _____
a. the daily prayer b. the juma'a prayer c. the funeral prayer
- 28) _____ is the Islamic name of dry ablution
a. qabli b. hijrah c. badi d. tayyamum
- 29) The word shirk simply means _____
a. believing in Allah b. Allah is one c. association d. fasting in the month
of Ramadan
- 30) The most beautiful names of Allah are _____
a. 100 b. 99 c. 98 97.

APPENDIX B

MARKING SCHEME FOR ISLAMIC STUDIES PERFORMANCE TEST (SSPT)

1.	A	B	C	D		11.	A	B	C	D
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	A	B	C	D		12.	A	B	C	D
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	A	B	C	D		13.	A	B	C	D
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	A	B	C	D		14.	A	B	C	D
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.	A	B	C	D		15.	A	B	C	D
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	A	B	C	D		16.	A	B	C	D
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7.	A	B	C	D		17.	A	B	C	D
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	A	B	C	D		18.	A	B	C	D
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	A	B	C	D		19.	A	B	C	D
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	A	B	C	D		20.	A	B	C	D
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.	A	B	C	D		22.	A	B	C	D
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.	A	B	C	D		24.	A	B	C	D
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
25.	A	B	C	D		26.	A	B	C	D
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27.	A	B	C	D		28.	A	B	C	D
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29.	A	B	C	D		30.	A	B	C	D
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX C

LESSON PLAN FOR EXPERIMENTAL GROUP LESSON PLAN ONE

SCHOOL:	Hassan Dallatu/Maje Primary School
CLASS:	Primary
SUBJECT:	Islamic Studies
TOPIC:	Tawhid and Fiqh
SUB-TOPIC:	Fara'id and Sunnah of Wudu'u or ablution
GROUP:	Experimental Group
DURATION:	35 Minutes
PERIOD:	4 th Period
CLASS:	Primary 6
AGE:	10-12 years
SEX:	Mixed (Boys and Girls)
INSTRUCTIONAL OBJECTIVES:	By the end of the lesson pupils should be able to; i. Mention the Fara'd and the sunan of abolution ii. State what to do if one omits Fara'id or sunan step of wudu'u
METHOD:	Demonstration
INSTRUCTIONAL MATERIAL:	Laptop or projector and CD Plate.
PRE-REQUISITE KNOWLEDGE:	Pupils have been performing ablution or they are familiar with the concept of ablution.
RATIONAL:	The knowledge of this lesson will help the pupils to develop their character towards Islamic injunction.

LESSON DEVELOPMENT			
STAGES	Teachers Activities	Pupil Activities	Learning Point
INTRODUCTION	The teacher introduces the lesson by asking questions based on the pre-requisite knowledge: (i). What is ablution? (ii). What do we use?	The pupils respond to the teacher's questions e.g. (i). Is the process of purifying oneself before salat.	
II	Play recorded cartoon performance of ablution	We use water kettle or sand. Listen and watch or observe the cartoon.	Reviewing the pre-requisite knowledge.

III	Guide the pupils to follow the simple directives of ablution. In identifying the Fara'id and Sunnah of ablution.	Pupils demonstrate the steps of ablution while identifying the sunnah and dara'id of wudu.	Identifying the fara'id and sunnah of wudu.
IV	Allow pupils to ask questions where necessary and respond	Pupils ask questions based on the topic taught	
EVALUATION	The teacher evaluates her lesson by asking questions base on what has been learnt e.g (i). how many steps are in fara'id and sunnah of wudu	The pupils respond to teacher's questions e.g. Fara'id – 7 steps, sunnah – 8 steps	Measuring the learning objective.
CONCLUSION	The teacher summarise the lesson	The pupils further listen	Summarizing the instructional content.

LESSON PLAN TWO

SCHOOL: Hassan Dallatu/Maje Primary School
CLASS: Primary
SUBJECT: Islamic Studies
TOPIC: Wudu - Ablution
SUB-TOPIC: Mustahabbat of wudu
GROUP: Experimental Group
DURATION: 35 Minutes
PERIOD: 4th Period
CLASS: Primary 6
AGE: 10-12 years
SEX: Mixed (Boys and Girls)

INSTRUCTIONAL OBJECTIVES: By the end of the lesson pupils should be able to;

- i. Mention the mustahabbat of wudu'u

METHOD: Demonstration

INSTRUCTIONAL MATERIAL: Laptop or projector and CD Plate. Pupils have

PRE-REQUISITE KNOWLEDGE: Pupils are familiar with the concept of mustahabbat.

RATIONAL: The knowledge of this lesson will help the pupils to develop their character towards Islamic injunction.

LESSON DEVELOPMENT			
STAGES	Teachers Activities	Pupil Activities	Learning Point
INTRODUCTION	The teacher introduces her lesson by asking question based on the pre-requisite knowledge: (i). What are Fara'id, sunnan of Wudu? (ii). What are the things to do if you omitted Fara'id or sunnan Wudu?	The pupils respond to the teacher's questions e.g. (i). _____	Reviewing the pre-requisite knowledge.
II	Play recorded cartoon performance of mustahabbat of wudu'u	We use water kettle or sand. Listen and watch or observe the cartoon.	Observes the steps of ablution
III	Guide the pupils to follow the simple directives of ablution. In identifying the Fara'id and Sunnah of	Pupils demonstrate the steps of ablution while identifying the sunnah and dara'id of	Identifying the fara'id and the sunnah of wudu

	ablution.	wudu.	
IV	Allow pupils to ask questions where necessary and respond	Pupils ask questions based on the topic taught	
EVALUATION	The teacher evaluates the lesson by asking the pupils to mention and itemize the mustahabbat of wudu'u.		Measuring the learning objectives
CONCLUSION	The teacher concludes the lesson by copying all the steps of mustahabbat of wudu'u in exercise book	The pupils further listen	Summarizing the instructional content.

LESSON PLAN THREE

SCHOOL: Hassan Dallatu/Maje Primary School
 CLASS: Primary
 SUBJECT: Islamic Studies
 TOPIC: Tawhid and Fiqh
 SUB-TOPIC: Fara'id Salat
 GROUP: Experimental Group
 DURATION: 35 Minutes
 PERIOD: 4th Period
 CLASS: Primary 6
 AGE: 10-12 years
 SEX: Mixed (Boys and Girls)

INSTRUCTIONAL OBJECTIVES: By the end of the lesson pupils should be able to;

- i. State the fara'id salat
- ii. Demonstrate how to perform the obligatory prayers

METHOD: Demonstration

INSTRUCTIONAL MATERIAL: Laptop or projector and CD Plate. Pupils have

PRE-REQUISITE KNOWLEDGE: Pupils are use to prayers.

RATIONAL: The knowledge of this lesson will help the pupils to develop their character towards Islamic injunction.

LESSON DEVELOPMENT			
STAGES	Teachers Activities	Pupil Activities	Learning Point
INTRODUCTION	The teacher introduces the lesson by asking question base on the pre-requisite knowledge: i. What is salat? ii. What are the things we used in salat?	The pupils respond to the teacher's questions e.g. (i). _____	Reviewing the pre-requisite knowledge.
II	The teacher will use television cartoon to explains the fara'id salat. Fara'id salat means obligatory prayers.	We use water kettle or sand. Listen and watch or observe the cartoon.	Observes the steps of ablution

III	The teachers will explain and demonstrate to pupils how each of the fara'id is performed, while using cartoons.	The teacher asked pupils to demonstrate using cartoons to perform fara'id salat .	Identifying the fara'id and the sunnah of salat
IV	Allow pupils to ask questions where necessary and respond	Pupils ask questions based on the topic taught	
EVALUATION	The teacher evaluates the lesson by asking the pupils questions based on the topic taught.		Measuring the learning objectives
CONCLUSION	The teacher concludes the lesson by summarizing the topic.	The pupils further listen	Summarizing the instructional content.

LESSON PLAN FOUR

SCHOOL: Hassan Dallatu/Maje Primary School

CLASS: Primary

SUBJECT: Islamic Studies

TOPIC: Tawhid and Fiqh

SUB-TOPIC: Voluntary Salat

GROUP: Experimental Group

DURATION: 35 Minutes

PERIOD: 4th Period

CLASS: Primary 6

AGE: 10-12 years

SEX: Mixed (Boys and Girls)

INSTRUCTIONAL OBJECTIVES: By the end of the lesson pupils should be able to;

- i. State the voluntary salat
- ii. Demonstrate how to perform the voluntary salat

METHOD: Demonstration

INSTRUCTIONAL MATERIAL: Laptop or projector and CD Plate. Pupils have

PRE-REQUISITE KNOWLEDGE: Pupils are use to prayers.

RATIONAL: The knowledge of this lesson will help the pupils to develop their character towards Islamic injunction.

LESSON DEVELOPMENT			
STAGES	Teachers Activities	Pupil Activities	Learning Point
INTRODUCTION	The teacher introduces the lesson by asking question base on the pre-requisite knowledge: i. What is salat? ii. What are the things we used in salat?	The pupils respond to the teacher's questions e.g. (i). _____	Reviewing the pre-requisite knowledge.
II	The teacher will use printed cartoon to explains the voluntary salat which means sunna prayers.	We use water kettle or sand. Listen and watch or observe the cartoon.	Observes the steps of salat

III	The teacher explains and demonstrate how to perform the voluntary prayers	The teacher asked pupils to demonstrate using motion cartoons to perform voluntary salat	Identifying the fara'id and the sunnah of salat
IV	Allow pupils to ask questions where necessary and respond	Pupils ask questions based on the topic taught	
EVALUATION	The teacher evaluates the lesson by asking the pupils questions based on the topic taught	i. What is salat? ii. What are the steps of salat?	Measuring the learning objectives
CONCLUSION	The teacher concludes the lesson by summarizing the topic.	The pupils further listen	Summarizing the instructional content.

LESSON PLAN FIVE

SCHOOL: Hassan Dallatu/Maje Primary School

CLASS: Primary

SUBJECT: Islamic Studies

TOPIC: Purification (Dahara)

SUB-TOPIC: Meaning of Ghusul, Reasons for its performance

GROUP: Experimental Group

DURATION: 35 Minutes

PERIOD: 4th Period

CLASS: Primary 6

AGE: 10-12 years

SEX: Mixed (Boys and Girls)

INSTRUCTIONAL OBJECTIVES: By the end of the lesson pupils should be able to;

- i. Define Ghusul
- ii. States the reasons for its performance

METHOD: Demonstration

INSTRUCTIONAL MATERIAL: Laptop or projector and CD Plate. Pupils have

PRE-REQUISITE KNOWLEDGE: Pupils are use to bathing.

RATIONAL: The knowledge of this lesson will help the pupils to develop their character towards Islamic injunction.

LESSON DEVELOPMENT			
STAGES	Teachers Activities	Pupil Activities	Learning Point
INTRODUCTION	The teacher introduces the lesson by asking question base on the pre-requisite knowledge: i. What is ablution?	The pupils respond to the teacher's questions e.g. (i). _____	Reviewing the pre-requisite knowledge.
II	The teacher defines and explains the meaning of ghusl, which means ritual bath.	We use water kettle or sand. Listen and watch or observe the cartoon.	Observes the steps of Ghusul
III	The teacher states and explains reasons for performing ghusl. Such as janabah, menstrual bath and funeral bath		Identifying the reasons of ghusul
IV	The teacher demonstrate	The teacher asked	

	using kettle and water on how to perform the ghusl	pupils to demonstrate using cartoons to perform Ghusl	
V	Allow pupils to ask questions where necessary and respond	Pupils ask questions based on the topic taught	Measuring the learning objectives
EVALUATION	The teacher evaluates the lesson by asking the pupils questions based on the topic taught.	i. What is ghusil? ii. List 2 reason for performance of ghusil?	Summarizing the instructional content.
CONCLUSION	The teacher concludes the lesson by giving home to the pupils.	The pupils further listen	

LESSON PLAN SIX

SCHOOL: Hassan Dallatu/Maje Primary School
CLASS: Primary
SUBJECT: Islamic Studies
TOPIC: Ghusul
SUB-TOPIC: Sequence of washing
GROUP: Experimental Group
DURATION: 35 Minutes
PERIOD: 4th Period
CLASS: Primary 6
AGE: 10-12 years
SEX: Mixed (Boys and Girls)
INSTRUCTIONAL OBJECTIVES: By the end of the lesson pupils should be able to;

- i. Identify areas that must be wash first
- ii. Quantity of water required

METHOD: Demonstration
INSTRUCTIONAL MATERIAL: Laptop or projector and CD Plate. Pupils have
PRE-REQUISITE KNOWLEDGE: Pupils are use to bathing
RATIONAL: The knowledge of this lesson will help the pupils to develop their character towards Islamic injunction.

LESSON DEVELOPMENT			
STAGES	Teachers Activities	Pupil Activities	Learning Point
INTRODUCTION	The teacher introduces the lesson by asking question base on the pre-requisite knowledge: i. What is ghusul?	The pupils respond to the teacher's questions e.g. (i). _____	Reviewing the pre-requisite knowledge.
II	Play recorded cartoon on performance of ghusul	The pupils observe the motion cartoon from the laptop.	Observes the sequences of ghusul
III	The teacher guides the pupils to follow the simple directive of sequence of ghusul.	Pupils demonstrate the sequence of ghusul	Identifying the sequence of ghusul
IV	Allow pupils to ask questions where necessary and respond	Pupils ask questions based on the topic taught	
EVALUATION	The teacher evaluates the lesson by asking the pupils questions based on the topic taught.		Measuring the learning objectives
CONCLUSION	The teacher concludes the lesson by giving home to the pupils.	The pupils further listen	Summarizing the instructional content.

APPENDIX D

LESSON PLAN FOR CONTROL GROUP

LESSON PLAN ONE

- SCHOOL:** Numba Koro/Halidu Adamu Primary School
SUBJECT: Islamic Studies
TOPIC: Tawhid and Fiqh
SUB-TOPIC: Faraid and Sunnah of Wudu'u or ablution
GROUP: Control Group
DURATION: 35 Minutes
PERIOD:
CLASS: Primary 6
AGE: 12 years
SEX: Co-educational
INSTRUCTIONAL METHOD: Child Centered
INSTRUCTIONAL MATERIALS: Cardboard paper carrying Diagrams
OBJECTIVE: At the end of the lesson pupils should be able to:
i. Mention the Fara'd and the sunan of abolution
ii. State what to do if one omits Fara'id or sunan step of wudu'u
iii. Demonstrate the Fara'id and Sunnah of Wudu'u
PREVIOUS KNOWLEDGE: Pupils are familiar with the concept of wudu'u.
INTRODUCTION: The teacher introduces the lesson by asking the pupils questions based on their previous knowledge:
i. What is ablution?
ii. What do we used in ablution?
PRESENTATION: The teacher presents the lesson in the following:
STEP 1: The teacher guide the pupils to explains the ways in performing fara'id steps of wudu'u, the sunan steps of wudu'u using Cardboard paper carrying Diagrams
STEP 2: The teacher guide the pupils to mention and demonstrate how to perform the fara'id steps of wudu'u and the sunnan steps of wudu'u.
STEP 3: The teacher guide the pupils to mention and demonstrate how to perform the fara'id step and sunna of wudu'u.
PUPILS ACTIVITIES: The pupils demonstrate the steps in Fara'd and the sunan of abolution
EVALUATION: The teacher ask the pupils the following questions based on the topic taught:
i. Mention the Fara'id and sunnan of wudu'u
CONCLUSION: The teacher concludes the lesson by summarizing the topics.

LESSON PLAN TWO

SCHOOL: Numba Koro/Halidu Adamu Primary School

SUBJECT: Islamic Studies

TOPIC: Wudu - Ablution

SUB-TOPIC: Mustahabbat of wudu

GROUP: Control Group

DURATION: 35 Minutes

PERIOD:

CLASS: Primary 6

AGE: 12 years

SEX: Co-educational

INSTRUCTIONAL METHOD: Child Centered

INSTRUCTIONAL MATERIALS: Cardboard paper carrying Diagrams

OBJECTIVE: At the end of the lesson pupils should be able to:

- i. Mention the mustahabbat of wudu'u

PREVIOUS KNOWLEDGE: Pupils are familiar with the concept of mustahabbat.

INTRODUCTION: The teacher introduces the lesson by guiding the pupils to answer the following questions to arouse their interest in the lesson.

i. What are Fara'id, sunnan of Wudu?

ii. What are the things to do if you omitted Fara'id or sunnan Wudu?

iii. the pupils demonstrate the Fara'id and Sunnah of Wudu'u

PRESENTATION: The teacher presents the lesson in the following steps:

STEP 1: The teacher guide the pupils to explains the mustahabbat of wudu'u to the using cardboard paper

STEP 2: The teacher grouped the pupils into four for the performance of wudu'u while using cartoon.

STEP 3: The teacher guide the pupils to demonstrate the Fara'id and Sunnah of Wudu'u

PUPILS ACTIVITIES: The pupils demonstrate the steps in mustahabbat of wudu'u using cardboard paper.

EVALUATION: The teacher asked the pupils to mention and itemize the mustahabbat of wudu'u

CONCLUSION: The teacher concludes the lesson by copying all the steps of mustahabbat of wudu'u in exercise book

LESSON PLAN THREE

SCHOOL:	Numba Koro/Halidu Adamu Primary School
SUBJECT:	Islamic Studies
TOPIC:	Tawhid and Fiqh
SUB-TOPIC:	Fara'id Salat
GROUP:	Control Group
DURATION:	35 Minutes
PERIOD:	
CLASS:	Primary 6
AGE:	12 years
SEX:	Co-educational
INSTRUCTIONAL METHOD:	Child Centered
INSTRUCTIONAL MATERIALS:	Cardboard paper carrying Diagrams
OBJECTIVE:	At the end of the lesson pupils should be able to: <ol style="list-style-type: none">State the fara'id salatDemonstrate how to perform the obligatory prayers
PREVIOUS KNOWLEDGE:	Pupils are use to prayers
INTRODUCTION:	The teacher introduces the lesson by guiding the pupils to answer the following questions to arouse their interest in the lesson. <ol style="list-style-type: none">What is salat?What are the things we used in salat?
PRESENTATION:	The teacher presents the lesson in the following steps:
STEP 1:	The teacher guide the pupils using Cardboard paper carrying Diagrams to explains the fara'id salat. Fara'id salat means obligatory prayers.
STEP 2:	The teacher guide the pupils to explains and demonstrate how each of the fara'id is perform
PUPILS ACTIVITIES:	The pupils demonstrate the steps in fara'id salat using cardboard Paper.
EVALUATION:	The teacher evaluates the pupils based on the topic taught.
CONCLUSION:	The teacher concludes the lesson by summarizing the topic.

LESSON PLAN FOUR

SCHOOL: Numba Koro/Halidu Adamu Primary School

SUBJECT: Islamic Studies

TOPIC: Tawhid and Fiqh

SUB-TOPIC: Voluntary Salat

GROUP: Control Group

DURATION: 35 Minutes

PERIOD:

CLASS: Primary 6

AGE: 12 years

SEX: Co-educational

INSTRUCTIONAL METHOD: Child Centered

INSTRUCTIONAL MATERIALS: Cardboard paper carrying Diagrams

OBJECTIVE: At the end of the lesson pupils should be able to:

- i. State the voluntary salat
- ii. Demonstrate how to perform the voluntary salat

PREVIOUS KNOWLEDGE: Pupils are use to prayers

INTRODUCTION: The teacher introduces the lesson by guiding the pupils to answer the following questions to arouse their interest in the lesson.

- i. What is salat?
- ii. What are the things we used in salat?

PRESENTATION: The teacher presents the lesson in the following steps:

STEP 1: The teacher guide the pupils using Cardboard paper carrying Diagrams to explains the voluntary salat which means sunna prayers

STEP 2: The teacher guide the pupils to explains and demonstrate how to perform the voluntary prayers

PUPILS ACTIVITIES: The pupils demonstrate the steps in salat using cardboard Paper.

EVALUATION: The teacher evaluates the pupils based on the topic taught.

CONCLUSION: The teacher concludes the lesson by summarizing the topic.

LESSON PLAN FIVE

SCHOOL:	Numba Koro/Halidu Adamu Primary School
SUBJECT:	Islamic Studies
TOPIC:	Purification (Dahara)
SUB-TOPIC:	Meaning of Ghusl, Reasons for its performance
GROUP:	Control Group
DURATION:	35 Minutes
PERIOD:	
CLASS:	Primary 6
AGE:	12 years
SEX:	Co-educational
INSTRUCTIONAL METHOD:	Child Centered
INSTRUCTIONAL MATERIALS:	Cardboard paper carrying Diagrams
OBJECTIVE:	At the end of the lesson pupils should be able to: <ol style="list-style-type: none">i. Define Ghuslii. States the reasons for its performanceiii. Demonstrate how to perform Ghusl
PREVIOUS KNOWLEDGE:	Pupils are use to bathing
INTRODUCTION:	The teacher introduces the lesson by guiding the pupils to answer the following questions to arouse their interest in the lesson. <ol style="list-style-type: none">i. What is ablution?
PRESENTATION:	The teacher presents the lesson in the following steps:
STEP 1:	The teacher guide the pupils to define and explains the meaning of ghusl, which means ritual bath.
STEP 2:	The teacher guide the pupils to states and explains reasons for performing ghusl. Such as janabah, menstrual bath and funeral bath.
STEP 3:	The teacher guide the pupils to demonstrate using kettle and water how to perform the ghusl
EVALUATION:	The teacher evaluates the pupils based on the topic taught.
CONCLUSION:	The teacher concludes the lesson by giving home to the pupils.

LESSON PLAN SIX

SCHOOL: Numba Koro/Halidu Adamu Primary School

SUBJECT: Islamic Studies

TOPIC: Ghusul

SUB-TOPIC: Sequence of washing

GROUP: Control Group

DURATION: 35 Minutes

PERIOD:

CLASS: Primary 6

AGE: 12 years

SEX: Co-educational

INSTRUCTIONAL METHOD: Child Centered

INSTRUCTIONAL MATERIALS: Cardboard paper carrying Diagrams

OBJECTIVE: At the end of the lesson pupils should be able to:

- i. Identify areas that must be wash first
- ii. Quantity of water required
- iii. Demonstrate the Fara'id and Sunnah of Wudu'u

PREVIOUS KNOWLEDGE: Pupils are use to bathing

INTRODUCTION: The teacher introduces the lesson by guiding the pupils to answer the following questions to arouse their interest in the lesson.

- i. What is ghusl?

PRESENTATION: The teacher presents the lesson in the following steps:

STEP 1: The teacher guide the pupils to gives descriptions of how its perform using Cardboard paper carrying Diagrams kettle and water.

STEP 2: The teacher guide the pupils using Cardboard paper carrying Diagrams to highlight the position, bowl and the parts to start with.

STEP 3: The teacher guide the pupils to demonstrate the Fara'id and Sunnah of Wudu'u

PUPILS' ACTIVITIES: The pupils demonstrate the Fara'id and Sunnah of Wudu'u

EVALUATION: The teacher evaluates the pupils based on the topic taught.

CONCLUSION: The teacher concludes the lesson by giving home to the pupils.

APPENDIX E

SCORES OF PRE-TEST EXPERIMENTAL AND CONTROL GROUP

Experimental Group Result: Islamic Studies Pre-Test

S/N	NAMES	Sex	Pre-Test	Post-Test	Total
1.	Adamu Muhammad	M	25	30	55
2.	Ibrahim Sani	M	20	35	55
3.	Musa Ibrahim	M	24	31	55
4.	Yusuf Isah	M	20	30	50
5.	Yunusa Zakari	M	25	30	55
6.	Yunusa Mohammed	M	25	25	50
7.	Usman Haruna	M	15	30	45
8.	Abdullakeem Abdul	M	24	31	55
9.	Jafar Alhassan	M	20	35	55
10.	Umar Bala Tmabai	M	26	24	50
11.	Yusuf Zakari	M	25	25	50
12.	Mustapha Muhammed	M	25	35	60
13.	Muhammed Yahaya	M	23	32	55
14.	Jibrin Yusuf	M	20	30	50
15.	Isah Ibrahim	M	20	25	45
16.	Abdullahi M. Sani	M	20	35	55
17.	Abubakar Ibrahim	M	25	25	50
18.	Abubakar Abdullahi	M	15	15	30
19.	Abdulkibir Mudansiun	M	22	28	50
20.	Abdulkobio Mudasiun	M	25	40	65
21.	Ahmad Jibrin	M	28	27	55
22.	Hamza Umar	M	20	35	55
23.	Hafisu Aliyu	M	25	35	60
24.	Mohammed Idris	M	30	40	70
25.	Yusuf Ibrahim	M	35	45	80
26.	Yahaya Abdurahaman	M	32	38	70
27.	Yunusa Haruna	M	-	15	15
28.	Yakub Mohammed	M	25	35	60
29.	Usman Lawal	M	25	45	70
30.	Umar Isah	M	30	45	75
31.	Zulkifilu Salah	M	10	30	40
32.	Abdulhamid Yusuf	M	15	20	35
33.	Abubakar Aminu	M	30	35	65
34.	Abubakar Ismail	M	25	35	60
35.	Abdulsalam Alhasan	M	15	30	45
36.	Abubakar Sani	M	22	28	50
37.	Faruq Isah	M	30	40	70
38.	Yahaya Shittu	M	25	30	55
39.	Zakari Musa	M	30	30	60
40.	Ibrahim Ibrahim	M	25	35	60
41.	Saifullah Aliyu	M	20	30	50
42.	Suleiman Ibrahim	M	22	38	60
43.	Yahuza Yusuf	M	30	35	65

44.	Adamu Umar	M	13	22	35
45.	Adamu Salisu	M	30	35	65
46.	Adamu Murtala	M	10	20	30
47.	Abubakar A. Abubakar	M	25	40	60
48.	Abdullahi Saidu	M	30	35	65
49.	Awwal Garba	M	25	40	65
50.	Andullahi Ibrahim	M	25	50	75
51.	Abdulrahman Aliyu	M	30	50	80
52.	Abdulsamad Labaran	M	20	20	40
53.	Bello Idris	M	30	40	70
54.	Imrana Umar	M	28	32	60
55.	Basiru Abdulamin	M	30	30	60
56.	Abdulrauf Shehu	M	25	30	55
57.	Hassan Lawal	M	30	30	60
58.	Muhammed Rabi'u	M	25	45	70
59.	Shafi'u Ibrahim	M	30	35	65
60.	Aminu Muhammed	M	20	40	60
61.	Abdulfatai Aminu	M	25	35	60
62.	Hassan Haruna	M	30	35	65
63.	Bilya Ibrahim	M	25	40	65
64.	Usman Danjuma	M	20	45	65
65.	Idris Saidu	M	30	35	60
66.	Isah A. Isah	M	25	40	65
67.	Lukman Abubakar	M	25	30	55
68.	Rabiu Kabiru	M	15	30	45
69.	Kabiru Zaharadin	M	20	35	55
70.	Umar Saleh	M	30	40	70
71.	Mubarak Kabiru	M	15	35	50
72.	Nabila Musa	M	35	45	75
73.	Nana K hadijat Idris	M	35	45	80
74.	Hafsat Abdu;rauf	M	25	35	60
75.	Amina Abdullahi	F	25	30	55
76.	Zainab Haruna	F	30	35	65
77.	Hannatu Hussaini	F	25	45	70
78.	Zainab Ibrahim	F	15	35	50
79.	Umulkhairi Muhammed	F	20	40	60
80.	Farida Ismail	F	25	50	75
81.	Hauwa Isyaku	F	30	30	60
82.	Zainab Mamman	F	15	35	50
83.	Saudat Suleiman	F	20	25	45
84.	Khadijat Mashio	F	30	40	70
85.	Khafilat O. Teslim	F	25	30	55
86.	Hauwa Sani	F	25	40	65
87.	Hafsat Sani	F	20	40	60
88.	Murjanatu Umar	F	21	34	55
89.	Rashidatu Umar	F	25	35	60
90.	Rashida Yusuf	F	20	35	55
91.	Hafsat Hamza	F	25	30	55
92.	Hassana Alhassan	F	23	27	50
93.	Fatima Lawal	F	25	25	50

94.	Hafsat Muhammed	F	20	30	50
95.	Sabila Alhassan	F	20	35	55
96.	Zainab Murtala	F	20	40	60
97.	Maryam Isah	F	20	25	45
98.	Zulai Abdullyakeen	F	15	30	45
99.	Amina Abdullahi	F	23	32	55
100.	Amina Ahmed	F	15	30	45
101.	Amina Hassan	F	30	30	60
102.	Faiza Salisu	F	20	40	60
103.	Fatima Yahaya	F	25	30	55
104.	Hajara Abubakar	F	30	20	50
105.	Hadiza Umar	F	25	25	50
106.	Husna Haruna	F	25	35	60
107.	Hulera Haruna	F	10	25	35
108.	Rukaiya Gambo	F	20	30	50
109.	Sa'adatu M. Sani	F	20	40	60
110.	Zara'u Ahmed	F	15	30	45
111.	Maryam Ishaku	F	30	50	80
112.	Rahanatu Ahmed	F	30	35	65
113.	Karima Ibrahim	F	25	45	70
114.	Amatullah Abdulwasiu	F	35	40	75
115.	Khadijat Muhammed	F	25	30	55
116.	Aisha Musa	F	25	50	75
117.	Sa'adiya Zubairu	F	30	45	75
118.	Amina Abdullhameed	F	30	50	80
119.	Farida Oyiza Ibrahim	F	30	45	75
120.	Firdausi Hassan	F	25	55	80
121.	Hafsat Idris	F	20	20	40
122.	Zainab Haruna	F	25	35	60
123.	Fatima Umar	F	21	34	55
124.	Alawiya usa	F	18	27	45
125.	Lawiza Ibrahim	F	30	35	65
126.	Binta Ahmed	F	25	40	65
127.	Abida Isah	F	20	50	70
128.	Nafisa Hassan	F	18	22	40
129.	Zainab Haruna	F	15	30	45
130.	Farida M. Salisu	F	30	30	60
131.	Nabila Abdullahi	F	25	35	60
132.	Rabiat Abdullahi	F	20	45	65
133.	Aishatu Haruna	F	20	35	55
134.	Hamida Abdullahi	F	30	50	80
135.	Naima T. Abdurahman	F	25	35	60
136.	Mansurat Jimoh	F	20	45	65
137.	Hauwa Suleiman	F	20	35	55
138.	Maryam Adamu	F	30	35	65
139.	Fauziya Aminu	F	25	55	80
140.	Zalihat Abubakar	F	30	30	60
	Total		3323	4842	8150
	Average		23.90	34.58	58.21

Control Group Result: Islamic Studies Pre-Test and Post-Test

S/N	NAMES	Sex	Pre-Test	Post-Test	Total
1.	Abdulmutalib Suleiman	M	10	15	25
2.	Jibrin Abdurrahman	M	05	20	25
3.	Isah Yusuf	M	10	20	30
4.	Suleiman Yahuza	M	15	10	25
5.	Dauda Isah	M	10	10	20
6.	Usman Shafi'u	M	15	10	25
7.	Abubakar Haruna	M	15	20	35
8.	Abubakar Abdul Bashir	M	10	15	25
9.	Musa Aminu Umar	M	15	15	30
10.	Ibrahium Yunusa	M	10	15	25
11.	Bala Umar Idris	M	15	10	25
12.	Kasir Bala	M	15	20	35
13.	Alhassan Idris	M	10	25	35
14.	Akilu Kabiru	M	10	15	25
15.	Shuaibu Aliyu	M	15	25	40
16.	Muhammad Jabir Salihu	M	10	15	25
17.	Usman Sani	M	20	15	35
18.	Dalhatu Ibrahim	M	15	20	35
19.	Mahmud Ibrahim	M	10	15	25
20.	Jibrin Yunusa	M	15	25	40
21.	Abdullahi Muhammed	M	10	20	30
22.	Salisu Umar	M	20	15	35
23.	Halidu Musa	M	20	20	40
24.	Musa Sabi'u	M	10	25	35
25.	Isah Naziru	M	20	15	35
26.	Nuruddin Hussaini	M	15	10	25
27.	Ayuba Shehu	M	20	15	35
28.	Ibrahim Muh'd Nura	M	10	15	25
29.	Bilyaminu Shehu	M	05	20	25
30.	Shehu Ismaila	M	20	25	45
31.	Abubakar Umar	M	15	20	35
32.	Abubakar Ahmed	M	10	25	35
33.	Aliyu Suleiman	M	20	35	55
34.	Suleiman Musa	M	20	20	40
35.	Aminu Zaharadeen	M	10	15	25
36.	Abdulsamad Faruq	M	15	20	35
37.	Abdulsalam Musa	M	15	25	40
38.	Musadiq Mohammed	M	20	15	35
39.	Abdullahi M. Yusuf	M	20	20	40
40.	Abubakar S. Alhassan	M	10	25	35
41.	Andurahman Aliyu	M	15	25	40
42.	Alhassan Shuiabu	M	10	20	30
43.	Abubakar Jibrin	M	25	30	55
44.	Usman Alhasan	M	20	35	55
45.	Abdullahi Salisu	M	15	35	50
46.	Ismail Abubakar	M	25	25	50
47.	Isyaka Abdullahi	M	10	20	30

48.	Muhammed Awwal	M	15	15	30
49.	Zayyanu Ahmed	M	05	10	15
50.	Mohammed Ibrahim	M	25	20	45
51.	Yusuf Shuaibu	M	15	30	45
52.	Abubakar Mukhtar	M	10	25	35
53.	Ibrahim Ahmad	M	20	20	40
54.	Yahaya Yusuf	M	15	20	35
55.	Mohammed Yahaya	M	05	15	20
56.	Haruna Usman	M	20	25	45
57.	Yahaya Abubakar Nda	M	10	20	30
58.	Tahir Idris	M	15	15	30
59.	Habibate Shuaibu	F	15	15	30
60.	Usamatu Usman	F	15	25	40
61.	Iklima Suleiman	F	10	25	35
62.	Jamila Jibrin	F	10	20	30
63.	Karimat Isah	F	10	20	30
64.	Ja'arat Muhammad	F	15	20	35
65.	Sumaiya Mahmud	F	10	15	35
66.	Asabe Musa Umar	F	10	25	35
67.	Amina Abubakar	F	15	20	35
68.	Maryam Hussaini	F	05	05	10
69.	Hammamatan Musa	F	15	15	30
70.	Farida Usman	F	05	20	25
71.	Khadijat Ibrahim	F	15	25	40
72.	Aisha Yunusa	F	10	15	25
73.	Asma'u Akilu	F	15	20	35
74.	Hajara Bala	F	20	20	40
75.	Rukayya Abdullahi	F	15	30	45
76.	Habibat Shuiabu	F	15	10	25
77.	Samara Dalhatu	F	10	20	30
78.	Fatima Halidu	F	15	25	40
79.	Hamdala Abdulkarim	F	10	20	30
80.	Lubabatu Adamu	F	15	10	25
81.	Zainab Abdulmumin	F	20	20	40
82.	Samiratu Usman	F	15	20	35
83.	Salihatu Isyaku	F	10	35	45
84.	Nazifa Ahmad	F	15	25	40
85.	Fauziya kilu	F	10	20	30
86.	Sumayya Zakariya'u	F	15	15	30
87.	Mustapha Yusuf	F	20	30	50
88.	Sha'iawanatu Awwal	F	25	25	50
89.	Sadiya Mohammed	F	10	20	30
90.	Fatima hmed	F	15	30	45
91.	Fatima Aliyu	F	10	25	35
92.	Umukursum Idris	F	20	25	45
93.	Hajara Nasir	F	15	25	40
94.	Amina Zaharadeen	F	15	30	45
95.	Zulai Abubakar	F	20	20	40
96.	Salamatu Mohammed	F	25	25	50
97.	Yahaya Ibrahim	F	15	30	45

98.	Hafiz Adamu	F	10	25	35
99.	Abubakar Sale	F	15	20	35
100.	Suwaiba Abdul	F	15	20	35
101.	Shukuriya Hashim	F	10	25	35
102.	Taiye A. Lawal	F	15	15	30
103.	Khadijat Suleiman	F	10	20	30
104.	Nabila Idris	F	15	20	35
105.	Maryam Abubakar	F	10	20	30
106.	Aisha Usman	F	10	20	30
107.	Salamatu Shuiabu	F	05	25	30
108.	Zainab Shittu	F	15	30	45
109.	Nuriat Olawale	F	20	30	50
110.	Halima Tanko	F	10	20	30
111.	Maryam Bassalla	F	25	10	35
112.	Rakiya Abubakar	F	10	25	35
113.	Fati Alhassan	F	15	35	50
114.	Rahamatu Saidu	F	10	15	25
115.	Rabi Nuhu	F	10	20	30
116.	Naimatu Tahiru	F	15	15	30
117.	Sahafa'atu Aliyu	F	10	20	30
118.	Mustabshira Hassan	F	20	20	40
119.	Salamatu U. Faruq	F	10	20	30
120.	Ladidi Gmabo	F	05	10	15
121.	Ummu Kasim	F	10	25	35
122.	Amina Galadima	F	10	15	25
123.	Rashidatu Bello	F	20	20	40
124.	Idayatu Jimoh	F	15	20	35
125.	Riezkatu Adebawale	F	10	25	35
126.	Maimunatu Salihu	F	05	25	30
127.	Wasila Jibrin	F	15	25	40
128.	Habiba Salau	F	20	20	40
129.	Rahinatu Aliyu	F	15	30	45
130.	Aishatu Mubarak	F	20	20	40
	Total		1810	2685	4505
	Average		13.92	20.65	34.65

APPENDIX F: ALI AND SUMAYYAH CARTOONS



APPENDIX G: ZAKY KIDS CARTOONS

