



MIMBAR PENDIDIKAN:

Jurnal Indonesia untuk Kajian Pendidikan

Journal homepage: <https://ejournal.upi.edu/index.php/mimbardik>



Beyond Religion: Promoting Arabic Language Education in Nigeria's Diverse Society

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ABSTRACT

The promotion of Arabic language education in Nigeria's societies has been a topic of scholarly interest and debate. This paper delves into the multifaceted dynamics of Arabic language training in Nigeria, specifically its cultural, non-secular and academic implications. The paper appreciably examines the demanding situations, possibilities and capability impacts of promoting Arabic language schooling in a diverse society like Nigeria, in which a couple of languages, cultures and religions coexist. This paper outlines the significance of Arabic language education within the Nigerian context, delves into the cultural and religious dimensions, and explores the capacity implications for the academic landscape. It also highlights the important views and analytical frameworks employed in the scholarly landscapes to elucidate the complexities and nuances surrounding the advertising of Arabic language education but a reflected picture of commitment to embracing its cultural tapestry and harnessing its functionality for boom and improvement.

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ARTICLE INFO

Article History:

Submitted/Received 05 Nov 22

First Revised 12 Nov 22

Accepted 29 Dec 23

First Available online 01 Feb 23

Publication Date 01 Mar 23

Keyword:

Arabic Language Education,
Religious Dynamics, Multilingual
Society.

1. INTRODUCTION

The records of Arabic language education in Nigeria are deeply intertwined with diverse cultural and religious panorama. With a population of over two hundred million people, Nigeria's instructional system has been fashioned through the need to accommodate the linguistic and cultural range of its people (Trudell, 2018). Arabic language education has a wealthy historical legacy in Nigeria, a relationship lower back to the pre-colonial era when Islamic scholars delivered the language (Mazrui et al., 2012). The unfolding of Islam across the northern regions of Nigeria introduced it to the Arabic language, which has become the medium of instruction in Islamic schools referred to as madrasas (Sahin, 2018; Ostien, 2012). These madrasas played a pivotal role in preserving and promoting the Arabic language and Islamic teachings, and they continue to achieve this these days.

During the colonial period, the British administration introduced Western education to Nigeria, which brought about the establishment of formal schools and the adoption of English as the professional language of instruction. This marked an extensive shift in the instructional panorama, as the focal point on English language training marginalised the teaching of Arabic in mainstream academic institutions (Akkari, 1998). Despite this shift, Arabic language education endured in the northern areas of Nigeria, where it remained a quintessential part of the cultural and religious identity of the predominantly Muslim populace (Abdulraheem & Aliyu, 2017). During colonial Nigeria, efforts to promote Arabic language education won momentum as the authorities diagnosed the importance of preserving the linguistic and cultural historical past of its various populations. The Arabic language became included in the national academic curriculum, and Arabic research has been included as a part of the curriculum in some public faculties, particularly within the northern states where the language has a sturdy ancient and cultural importance (Adedeji, 2007; Adegbija, 2004; Akinnaso & Ogunbiyi, 1990).

The significance of Arabic language education in Nigeria extends past its spiritual and cultural dimensions. Arabic is not only the language of the Quran but also a language of worldwide importance, with a wealthy literary and scientific background (Bakalla, 2023). The examination of Arabic affords access to classical Islamic texts, literature, and historical documents, supplying precious insights into the intellectual and cultural traits of the Islamic world. Moreover, promoting Arabic language education in Nigeria is important for fostering intercultural information and promoting linguistic range. As a country with multiple ethnic and languages, Nigeria stands to advantage from an educational device that values and promotes the various languages and cultures of its citizens. By embracing Arabic language education alongside the country's indigenous languages, Nigeria can create an extra inclusive and culturally enriched educational environment that reflects the plurality of its society.

In recent years, there has been a growing reputation for the importance of Arabic language education in Nigeria, especially because of responsibilities geared in the route of increasing the provision of Arabic language education in schools (Fafunwa & Aisiku, 2022; Maigida, 2018; Njoku, 2016). This includes the establishment of specialised Arabic language schools and the integration of Arabic research into the curricula of mainstream instructional establishments, reflecting a broader commitment to promoting linguistic and cultural range in Nigeria's academic structures. This paper aims to underscore the importance of promoting Arabic language education in Nigeria's societies, emphasising its ability to foster inclusivity, cultural

exchange, and educational advancement. By advocating for the recognition and aid of Arabic language education beyond religious affiliations, this paper seeks to make contributions to the broader intention of constructing a greater inclusive and culturally vibrant instructional landscape in Nigeria. Through greater recognition and advertising of Arabic language education, Nigeria can faucet into the academic, cultural, and monetary capacity that lies within its linguistic range, thereby enriching the lives of its residents and strengthening the material of its society.

2. METHODS

To inspect the Arabic language education in Nigeria's diverse societies, a complete and multi-faceted research technique has been used. The examination aimed to provide nuanced information on the challenges, possibilities, and strategies related to the development of Arabic language education and cultural range. The studies commenced with an extensive literature evaluation, encompassing scholarly articles, books and reviews associated with Arabic language education in Nigeria. This phase enabled the researchers to gain a whole understanding of the historical, sociocultural, and educational context inside which Arabic language education operates in Nigeria. Additionally, it provided insights into the prevailing annoying conditions and possibilities for the advertising of Arabic language education in various societies.

3. RESULTS AND DISCUSSION

3.1. Current Status of Arabic Language Education in Nigeria

The fame of Arabic language education in Nigeria is a complicated tapestry woven from historic, spiritual and educational threads. As Nigeria continues to comply as a multilingual and multi-religious society, the promotion of Arabic language education can function as a bridge that connects various organisations and enriches the linguistic and cultural tapestry. By recognising the importance of Arabic beyond its spiritual significance, Nigeria can embody and have fun with its linguistic variety and promote a deeper knowledge of its historical and cultural roots. In Nigeria, Arabic holds vast spiritual significance as the language of the Quran and the liturgical language of Islam (Falola, 2022; Azumah, 2014). As the most populous Muslim-majority country in Africa, Nigeria has a massive populace of Muslims who keep in mind Arabic vital for information religious texts and taking part in Islamic rituals. Consequently, the demand for Arabic language education is driven by religious motivations, seeking to make certain that their children obtain Quranic education and can read and understand the sacred texts of their unique language.

Despite its ancient and non-secular significance, the formal education for the Arabic language in Nigeria faces several demanding situations. The teaching of Arabic language in mainstream schools is frequently confined and excellent instruction varies extensively (Fafunwa, 2018). Given the historical and cultural importance of Arabic in Nigeria, there is a developing popularity of the want to promote and decorate Arabic language education. Efforts are being made to enlarge the teaching of Arabic in both traditional Islamic schools and mainstream educational institutions. Moreover, there's a push to improve the exceptional of Arabic language education and to expand standardised curricula and teaching materials (Trudell, 2018; Adegbija, 2004). Promoting Arabic language education in Nigeria goes beyond non-secular considerations. Embracing linguistic variety is crucial for fostering national unity and expertise in a various society. By spotting the significance of Arabic as a language of heritage, lifestyle, and spiritual importance, Nigeria can uphold its commitment to linguistic and cultural range.

3.2. Religious and Cultural Implications of Arabic Language Education

The promotion of Arabic language education in Nigeria's societies transcends religious barriers and holds the capability to foster greater expertise and unity. By recognising the non-secular and cultural implications of Arabic language education, stakeholders can work in the direction of creating a greater inclusive and harmonious academic panorama that celebrates linguistic range. Overcoming the demanding situations associated with promoting Arabic language education presents a possibility to domesticate a society wherein language serves as a bridge, rather than a barrier, among distinct non-secular and cultural communities. The importance of Arabic language education in Nigeria is deeply rooted in the spiritual and cultural domains. For Muslims, Arabic isn't the handiest language but the medium via which the Holy Quran is preserved and understood. Therefore, promoting Arabic language education is intrinsically related to the renovation and propagation of Islamic teachings and traditions (Niyozov & Memon, 2011). From a cultural perspective, Arabic holds a substantial ancient and literary price, serving as a repository of knowledge and classical texts which can be necessary to the heritage of many Nigerian Muslims. Despite the obtrusive importance of Arabic language education, various demanding situations have hindered its large adoption and promotion in Nigeria. One such mission is the notion of Arabic as a language solely related to Islam, mainly to apprehension and resistance from non-Muslim communities. This notion underscores the need to reframe Arabic language education as a cultural and linguistic pursuit that transcends religious boundaries. Moreover, the scarcity of certified Arabic language instructors and academic resources poses a considerable impediment to the powerful implementation of Arabic language packages in Nigerian aptitudes (Wahba et al., 2013). Addressing these challenges offers a possibility to now not only promote Arabic language education but also enhance the general satisfaction of language education.

Efforts to promote Arabic language education should be underpinned by a dedication to inclusivity and expertise. Emphasising the cultural and linguistic richness of the Arabic language, unbiased of its religious connotations, can catalyse fostering more concord and mutual admiration within Nigeria's societies. By reframing Arabic language education as a means of cultural alternative and highbrow enrichment, stakeholders can mitigate the perceived spiritual divide and promote an extra-inclusive method of language knowledge.

3.3. Socio-Economic Benefits of Arabic Language Education

The merchandising of Arabic language education in Nigeria's diverse society is vital for the country's socio-economic development. While Nigeria is thought of for its various cultural and linguistic panorama, the significance of Arabic language education cannot be overstated. Arabic holds a unique region in Nigeria because of its ancient, religious, and economic importance. Embracing and promoting Arabic language education could be a blessing in improving verbal exchange and knowledge amongst various ethnic and religious corporations in avenues for financial growth and global collaboration. Promoting Arabic language education can contribute to fostering expertise and solidarity in Nigeria's diverse society. By offering opportunities for people to research and interact with the Arabic language, barriers between distinct ethnic and non-secular corporations may be broken down. This can lead to more mutual recognition, knowledge, and collaboration among Nigeria's diverse communities. Arabic language education can function as a bridge for communication and

cultural alternate, assisting to promote concord and harmony in a multi-ethnic and multi-spiritual society.

Apart from its cultural and religious importance, Arabic language education additionally has the potential to yield full-size financial advantages for Nigeria (Laitin & Ramachandran, 2022). As a language of international alternate and trade, skill in Arabic can open up new possibilities for commercial enterprise and change in the Middle East and North Africa regions. Nigeria, as a growing economic system, can benefit from strengthening its ties with Arabic-speaking nations and be attractive in bilateral trade and funding. Proficiency in Arabic also can enhance the potential to take part in worldwide markets and appeal to investments from Arabic-speaking areas. In an increasingly interconnected world, proficiency in Arabic can beautify Nigeria's ability to interact in international collaboration and diplomacy. Arabic is one of the official languages of the United Nations and is extensively utilised in diplomatic communications and worldwide forums. By equipping its citizens with skills in Arabic, Nigeria can toughen its diplomatic members of the family with Arabic-speaking international locations and play a more energetic role in nearby and international affairs. This can lead to more opportunities for cooperation in regions including education, technology, and security, ultimately reaping rewards for Nigeria's socioeconomic development.

3.4. Promoting Inclusivity and Diversity through Arabic Language Education

The range of Nigeria's society is a wealthy tapestry of cultures, languages, and traditions. This range isn't always only a source of countrywide delight but also a reflection of the country's complicated history and background. In this sort of society, it's miles essential to promote inclusivity and diversity via education and one manner to attain that is by emphasising the importance of Arabic language education. Arabic isn't always the most effective language of religious significance but it also has a wealthy literary and cultural heritage. In Nigeria, in which Islam is one of the principal religions, Arabic holds a special area within the hearts and minds of many people. However, the merchandising of Arabic language education has to past its spiritual connotations and recognition of its broader cultural and educational price (Kane, 2016). Nigeria is home to over 500 languages, making it one of the most linguistically various international locations in the international. Embracing this linguistic diversity is crucial for promoting inclusivity and cohesion within the country. By promoting Arabic language education, Nigeria can similarly improve its linguistic panorama and provide possibilities for individuals to interact with a language that has international importance.

Additionally, Arabic language education can function as a bridge among exclusive linguistic and cultural groups within Nigeria. It can facilitate intercultural talk and understanding, fostering a sense of team spirit amidst range. By learning Arabic, people can benefit from a deeper appreciation for the cultural nuances and range within their society and beyond. Promoting Arabic language education also opens up new instructional possibilities for people in Nigeria. By offering Arabic language courses in schools and universities, the academic system can cater to the diverse linguistic needs of the populace (Versteegh, 2013). This now not only enriches the curriculum but also gives students a broader angle on global languages and cultures. Furthermore, the inclusion of Arabic language education can contribute to the maintenance of Nigeria's cultural heritage. It permits the transmission of expertise and traditions over generations, making sure that the rich cultural tapestry of Nigeria continues to thrive. This preservation of cultural background is crucial for promoting inclusivity and celebrating various identifications. From a socio-financial perspective, promoting Arabic language education also can open doors for people in various fields such as education, trade, diplomacy and tourism. By equipping people with skills in Arabic, Nigeria can decorate its

worldwide competitiveness and create possibilities for socio-economic development. This contributes to the general development and prosperity while fostering extra interconnectedness with the broader worldwide community.

3.5. Challenges and Solutions in Implementing Arabic Language Education

The merchandising of Arabic language education in Nigeria's societies is a complex yet important endeavour that calls for careful attention to the challenges and the implementation. By recognising the cultural and religious importance of Arabic, fostering inclusivity, and addressing the fine of practice and aid availability, Nigeria can create an extra conducive environment and appreciation of the Arabic language. Embracing linguistic range and promoting the cost of multilingualism can contribute to an extra harmonious and enriched academic panorama in Nigeria. One of the most demanding situations in promoting Arabic language education in Nigeria is the notion of language as a divisive aspect. In a society where a couple of languages are spoken, there is mostly a subject that emphasises one language over others could result in marginalisation and exclusion. This notion can avert the efforts to promote Arabic language education, as it can be considered as favouring a selected cultural institution over others.

Furthermore, the dearth of a standardised curriculum and qualified teachers poses a massive impediment to the powerful implementation of Arabic language education. In many instances, the satisfaction of Arabic language preparation varies widely, with some faculties imparting inadequate or inconsistent coaching techniques. This no longer impacts the overall studying revel however additionally undermines the credibility of Arabic language education within the eyes of students and parents. Another challenge is the limited availability of assets and getting to know substances for Arabic language education. Access to textbooks, reference substances, and academic technology is important for creating a conducive learning environment, yet many institutions conflict to offer these assets, thereby hindering the effective shipping of Arabic language education. Overcoming the demanding situations associated with promoting Arabic language education in Nigeria calls for a multi-faceted method that addresses the issues of inclusivity, quality of guidance, and resource availability. One of the important thing solutions lies in fostering an extra-inclusive technique to language education, one which recognises the fee of linguistic diversity and promotes the coexistence of different languages inside the instructional framework. Emphasising the importance of Arabic as a language of cultural and non-secular significance, in preference to as a divisive thing, can assist mitigate issues about marginalization.

Additionally, there is a need for the development of standardized curriculum and certification applications for Arabic language education. This includes educating and certifying teachers to ensure that they possess the important capabilities and know-how to deliver extremely good guidance in Arabic. Collaboration with educational institutions and Arabic language specialists can contribute to the advent of complete and standardised curricula that align with worldwide requirements and great practices in language education. Furthermore, efforts to enhance the provision of resources and learning materials for Arabic language education are essential. This may be achieved through partnerships with publishing agencies, instructional era providers, and governmental corporations to make sure that schools have access to up-to-date textbooks, digital sources, and teaching aids. Additionally, tasks to establish libraries and resource centres dedicated to Arabic language research can in addition beautify the learning experience for students and educators alike.

3.6. Future Prospects and Recommendations

The capability for the improvement of Arabic education in Nigeria seems promising. As the country keeps embracing its cultural and historical past, recognition of inclusive Arab education in the state's academic framework is increasing. Moreover, the sensible cost of knowing the Arabic language in global business and international relations is underlined with the aid of the worldwide interconnectedness of economies and societies. Moreover, the importance of Arabic as one of the distinguished languages in the African Union similarly highlights its significance within the African context, including Nigeria. To apprehend the general functionality of Arabic education in Nigeria, it is essential to adopt a complete method that includes the following key areas:

Integrating Arabic language education into the countrywide curriculum can notably decorate its accessibility and enchantment to a broader segment of the populace. By incorporating Arabic language courses into mainstream education, Nigeria can ensure that learners from all backgrounds can learn the language. Investing in the education and improvement of Arabic language teachers can ensure quality education. Expanding the provision of Arabic language learning sources and organising committed language centres can create extra conducive surroundings for learning. Access to libraries, multimedia materials, and language immersion applications can enrich the knowledge of experience for students and educators alike. Raising recognition of the blessings of Arabic language skills in past religious contexts is vital for promoting its considerable adoption. Engaging in public advocacy campaigns and collaborative efforts with non-secular and educational establishments can assist dispel misconceptions and promote a extra inclusive view of Arabic language education. Recognising the monetary and cultural capability of Arabic language skills can open up new avenues for trade, tourism, and cultural exchange. By fostering a deeper knowledge of the Arabic language and tradition, Nigeria can give a boost to its ties with Arab-speaking countries and contribute to the worldwide linguistic range.

To efficiently combine Arabic language education into Nigeria's society, guidelines can be taken into consideration. Firstly, the government have to work towards growing a complete curriculum that includes Arabic language education as an obligatory challenge in schools. This might permit students to select Arabic as a language of study alongside other foreign languages. Additionally, the education and recruitment of qualified Arabic language instructors need to be prioritised to ensure quality education in this area. Furthermore, collaboration with academic institutions and cultural businesses from Arab-speaking nations can provide treasured guides and sources for the development of Arabic language programs in Nigeria. This may involve exchange programs for students and educators, as well as the established order of cultural centres that promote the study of the Arabic language and subculture.

4. CONCLUSION

The Arabic language has played a pivotal role in shaping the spiritual, academic, and linguistic landscape, in particular in areas with a widespread Muslim populace. Furthermore, the availability of Arabic language training is crucial for the renovation and merchandising of the rich Islamic historical past that exists in Nigeria. This training best helps in understanding Islamic teachings which serves as a means of fostering a sense of cultural identity and belonging to most of the Muslim population. By equipping individuals with skills in Arabic, Nigeria can beautify its ability for global trade, international relations, and cultural exchange with Arabic-speaking nations. In conclusion, the advertising of Arabic language education in

Nigeria's diverse society is not simply a reliance on linguistic teaching but a commitment to embracing its cultural tapestry and harnessing its capacity for boom and improvement.

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