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Evaluation of Collection Management and Student's Use of Arabic Materials in Selected Nigerian Academic Libraries

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Abstract

The paper examines the evaluation of collection management and student's use of Arabic materials in the four selected Academic Libraries in Nigeria. A descriptive survey research was used to carry out the investigation. The population was randomly sampled and covered all the matriculated student of the selected institutions that were registered as a library user. The questionnaires were thereafter sent to each of the institutions surveyed to facilitate prompt, high and accurate response from target population. Data were analyzed using frequency and percentages. Findings of the study showed that all the tertiary institutions libraries under study found Arabic materials readily available. Another finding in this study showed that students use the library for seeking their information needs. It has been revealed that facilities are organized for easy use. The finding showed that acquisition and collection polices were evaluated mainly to cater for students information needs. In addition, Arabic students were significantly satisfied with the library collection policy. There is a significant relationship between the libraries Arabic based services/facilities and students educational development. The study concludes that Arabic based services/ facilities can, to a considerable extent, satisfy the information needs of users. The study will benefit researchers, Arabic studies teachers, students and Islamic organization, nation-wide and internationally.

Keywords: Collection management, Arabic materials, academic libraries and Nigeria, Evaluation of Arabic collection, Higher Institution

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Introduction

Arabic has long tradition of scholarship. Arabic language knowledge attracted great importance across the middle ages especially for trading purposes, the holy pilgrimage and Muslim Jihad (Hunwick, 1965). Arabic and Islamic studies expanded substantially during the 19th and the 20th centuries, with a remarkable increase in the number of students, a broad



scope of subjects studied, and an extra ordinary growth in the number of publications written in Arabic is used in many countries, including in Nigeria.

According to (Ojo-Igbinoba, M.E., 1995), two factors facilitated the development of Muslim libraries and scholarship in Arabia and Islamic empire. First, Muslims established schools in conquered territories to teach reading and writing in Arabic language. Literates were then able to read the Quran. Literacy thus increased the production of books on Arabic grammar, dictionaries and textbooks. The second factor was the invention of papers a writing material. Initially, the Arabs wrote on palm leaves, stones and shoulder blades of animals.

The study of Arabic in Nigeria has become increasingly important for a variety of political, economic and religious reasons. According to (Ahmad, M.K., t.t.), Arabic today is a universal language of political, economic and diplomatic interactions. He emphasized that owing to the language's popularity, learning and teaching of Arabic can promote Nigerian diplomatic relationship with sister nations in international organizations like the African Union (AU), Organization of Petroleum Exporting Countries (OPEC), and United Nations Organization (UNO).

(Abdulraheem, H.I., 2004) gave religious factors as the major reason why Arabic is studied in Nigeria. In his explanation, he said that Nigerian Muslims passively or actively use Arabic Qur'an during five times daily prayer. In addition, the bulk of Islamic knowledge and traditions is recorded in Arabic. Therefore, it is of immense importance to them in order to appreciate the culture of the religion they profess.

From the historical review of the language in Nigeria, we can see that Arabic served as the custodian of world civilization in the pre-colonial Nigeria. Library and collections are almost synonymous. One tends to visualize libraries as collections with rows upon rows of shelves the most prevalent indicator of how good a library is. Assembling and maintaining collections accounts for much of libraries' budgets, labour costs and space needs. The purpose of collections of library materials is that they support the purpose of the community served and those served use the materials in the collections (Berkeley, 1710).

Islamic Religious studies and Islamic legal studies were found to have excellent quality of library provisions based on Nigerian University Commission (NUC) and Nigeria Commission for Colleges of Education (NCCE) assessment in the year under review-2006 -2011. The quality assessment measures the extent to which each subject provider is successful in achieving its aims and objectives. The NUC reports covers the full range of teaching and learning activities within the set standards, one of which is learning materials, while the Nigerian Commission for Colleges of Education (NCCE) emphasizes that libraries should complement the education offered in the Colleges.

Many higher institutions in Nigeria have libraries facilities that contain research materials for Arabic and Islamic education. The importance of these libraries to the academic activities of students and lectures cannot be over emphasized. The libraries are not only used for personal research and information sourcing. Students in particular are expected to prepare their assignments and use the materials in the libraries for examination purposes and develop themselves for future challenges. From the foregoing, a very good Arabic library is very critical in academic institutions that want to pride itself as a centre of excellence.

An academic library is a library established in tertiary or post – secondary institution to support the objectives of the parent institution in the area of teaching, learning and researches (Oyelude, 2004). According to (Dina, E. A., 2001, hlm. 79–86) Academic library

helps in promoting high standard of educational attainment. He believed that:

- (a) Students are exposed to different sources and forms of information materials, which are made available in the library from which students can choose according to their interest.
- (b) It stimulates reading habits, reading interest and recreational reading.
- (c) It develops the students' ability to learn from books when teacher is not around.
- (d) It provides opportunity for students to learn as recreation because they have access to such reading materials as newspaper, magazines, non-book materials like TV, computer games, video cassettes player, etc. with these materials students are encouraged to use their leisure time judiciously and enjoy the period while they continue to learn.
- (e) It serves as information center for both teachers and students.
- (f) It makes available reading opportunities for stimulating creative ideas, creative actions and providing reading experience which will arouse and satisfy intellectual curiosity. A college library in the view of National Commission for Colleges of Education (2004) is there to strive for the fulfillment of instructional and research needs of the institution and therefore have to do the following:
 - (a) Ensure that its collections and services are designed to meet the objectives and information requirements of college of education.
 - (b) Ensure that the resources and facilities provided are maximally used through proper organization and dissemination.
 - (c) Give qualitative reference and information services for study, teaching and research needs in the college community.
 - (d) Evaluation from time to time the success of the library in meeting the needs of its users.
 - (e) Cooperate with sister library as a way of enhancing its services.

Academic library plays a role of critical importance in the instructional and scholarly life of the educational institution, Moshun (1999). According to (Makooi, A, 1994), the library is supposed to provide materials and services specifically designed to meet users requirements, while for the post graduates, teaching staff and other research fellows it provides resources and services to support each of the research projects and materials of sufficient quality and diversity to support researcher of whatever kind in very subject. It also provides materials for teaching and serves as depository of the schools publications or in some cases national publications. Today, Arabic Books and Resources as manuscripts in Arabic and on the Arabic world are available in numerous libraries the world over. Arabic, Persian, Urdu and Pashto according Labib (2007), have received considerable attention in the United States and globally, especially after the September 11, 2001, attacks. The FBI, for instance, she says, has shifted its focus since then towards preventing future terrorist attacks, rather than solely investigating crime.

According to (Abdulraheem, H.I., 2004) Arabic is probably the most popular foreign language apart from English in Nigeria. He added that its popularity stems from the fact

that it is used by all Nigerian Muslims passively or actively. The government of Nigeria has not directly appreciated the importance of Arabic in unequivocal terms. None the less, the integration of basic education in the programme of Qur'anic schools to ensure equal opportunities in effective implementation of Universal Basic Education (UBE) is the last attention given to the language.

Olayiwola (2007) aptly cited from history that, Arabic served as the custodian of world civilizations between the sixth and fourteenth countries. He said that in fact it enhanced the religious and socio-cultural recognition of Latin and European languages. (Hunwick, 1965) added impetus to this argument thus: "it is an undisputed fact if not for Arabic through which the history of west Africans was first written, the West Africans would have been ignorant of many important events of their past."

The challenges of Arabic collection management in Nigerian academic libraries are many and complex. A major challenge is to determine which part of a conglomeration of names, entries and epithets to choose as the main entry. This technicality is exhaustively studied by Labib (2007), upon the background that ordinarily, a book by John Jones is entered under Jones, John, but the perplexing thing about Arabic names is the lack of a last name. She observed that, since the inception of their history, Arabs seem to have taken pride in being known chiefly as sons of their fathers or fathers of their sons. Even today a man may be known as Abu Ahmad or Abu Abdullah where Abu stands for "father of".

According to the ALA rule, this author would be entered under "his given name compounded with the patronymic, as well as with the surname and nickname." The name would then be entered under Ahmad with a series of other names following it to a user of the Arabic catalog this is like filling entries under John in the Western catalog. There are also annoying exceptions to this rule. Authors who are known under some Western forms are entered under these forms, e.g., Avicenna; others who are well known to the Western would under one Arabic form are entered under that, even though it is not the given name, e.g. al Ghazzali, (Labib, Z, 2007).

These challenges need evaluation for library collection. Fleet and Durrance (1994) stated that evaluation refers to tools that explain what librarians do and what impact libraries have on the future. It provides explicit expectation for management at each level along with explicit description of the holdings, users, and services that are required. Librarian who must discharge his professional responsibilities within the framework of an academic institution is dependent on the level of support he receives from the institution's administration for the implementation of the library programmes he plans.

Collection evaluation is concerned with determining the strengths and weaknesses of a collection of library materials in terms of the level of intrinsic quality, the extent to which that collection supports and furthers the library's mission and goals, and the value of that collection to the library's users and potential users. Collection evaluation is an integral part of the broader collection development process, which includes policy formulation, acquisition, selection, arrangement, processing, and deselection. Further, collection development includes applying those processes equally to print, audiovisual materials, digital materials, commercial online access services, and internet sites.

Libraries are meaningful only if they are well stocked. The importance of this reasoning to librarians has resulted in regular review of stock of available academic materials. A critical factor for good stocking and restoring is a proper evaluation of collection and

management of library facilities including Arabic collection. However, studies of (Adedibu, L, 1985), Ango (2001), Ayodele (2003), (Awolola, J.O, 2004), (Ahmed, Z.A, 2003) carried out before this, close as they are to this title, did not evaluate the library materials collections, with particular focus on Arabic materials or its use by Arabic student in our institution of learning.

Therefore, this study would attempt to evaluate the library Arabic materials through their use by students, in the four institutions, namely; university of Ilorin, Ilorin, AL-Hikmah University, Ilorin, college of Arabic and Islamic legal studies, Ilorin and kwara state college of education, Ilorin. The objectives of the study are to; examine library materials in academic libraries within the context of Arabic studies, evaluate the existing acquisition and collection development policy of four libraries of study within the context of effective collection management, evaluate the collection and services of the four academic libraries through a survey of studies of Arabic studies use of the library Arabic materials, document the development of Arabic materials collection of the four academic libraries, assess the role and objectives of the libraries and their validity in light of effective collection management, and examine the scope and organization of the collection.

In order to achieve the identified objectives of the study, the following questions need to be answered; what kinds of Arabic materials are in the academic libraries, what are the existing acquisitions and collection development policies of the four libraries of study that caters for information needs of user?, what are the information needs of Arabic studies undergraduate in Nigeria higher institutions?, how are the facilities organized for easy use?, what is the level of satisfaction of collection user? This study will explore the quality of library collection in a particular subject, especially Arabic studies is necessary.

The study will benefit researchers, Arabic studies teachers, students and Islamic organization, nation-wide and internationally. It will also highlight ways by which the schools authorities could strengthen the academic libraries. More over, the librarians in the various institutions will use the outcome of the study as a tool in strategic planning of their services towards meeting the needs of Arabic resources users of their libraries.

Method

The study aimed at evaluating the collection management and use of Arabic Materials by student, in the University of Ilorin, Ilorin, Al-Hikmah University, Ilorin, College of Arabic and Islamic legal studies, Ilorin and kwara state college of education,

A descriptive survey research was used to carry out the investigation. The population of the study covered all the matriculated (undergraduate) student of some Nigeria tertiary institutions who are registered as a library user specifically within the faculty of Art Humanities. The population used was random sampled. The questionnaires were thereafter sent to each of the institutions surveyed to facilitate prompt, high and accurate response from target population. Data for this study were collected using descriptive survey method. The study covered some selected tertiary institutions. Data were analysed using frequency and percentages. The subject of the study constituted of 500 students out of 1, 250 students of the total registered Arabic library users in the aforementioned selected population. This figure (500) represents 42% of the total target population (1,250). The researchers liaised with the various Heads of Department and class representative in the selection of the respondents and distribution of questionnaire. The questionnaires were collected back through the cooperation of the class representatives and the entire questionnaire were dully filled and returned.

The questionnaire contained four-point scale (That is, Strongly Agreed, Agreed, Disagreed and Strongly Disagreed point scale). The questionnaire is divided into two sections. The section A contain the personal data of the respondent while the section B consists the question that are mean to answer the research questions that this research question is set to unravel and answer in addition, the researcher also gained access to detail information on the collections management through the staff of the Arabic and libraries departments.

Table 1: Name of the institution, population of students, population of staff and number of respondents selected from each institution

S/ N	Name of institution	Year of study	Population of students	Staff of Arabic	No of respondents selected
1	University of Ilorin	2006-2011	212	7	75
2	Al-Hikmah University	2009-2011	538	13	150
3	Kwara State College of Education, Ilorin	2006-2011	300	6	250
4	College of Arabic and Islamic legal Studies, Ilorin	2009-2011	200	4	25`
	Total		1250	30	500

Sources: Research Filed work 2011

Result and Discussion

This study presents the analysis of data and discussion of result on evaluation of collection management and student's use of Arabic materials in University of Ilorin, Al-Hikmah University, Kwara State College of education Ilorin, and College of Arabic and Islamic Legal Studies Ilorin.

Demographic Information of Respondents

Table 2: Distribution of Respondent by Department

Discipline	Frequency	Percentage
ISS	180	36
Law	97	19.4
Arabic	223	44.6
Total	500	100

Table 2 shows that respondents from Islamic Law have lowest representation with 19.4%, followed by Islamic studies with 36% of the total sample, while students from Arabic Department have the highest representation with 44.6%. This result indicates that student from Arabic Department have the highest frequency.

Table 3: Distribution of Respondents by Academic level

Levels	Frequency	Percentage
100L	148	29.6
200L	87	17.4
300L	72	14.4
400L	170	34
Others (specify)	23	4.6
Total	500	100

Table 3 shoes that respondents who ticked others (specified) like spill over students have the lowest representation with 4.6%, 200 students have 17.4% and 400L students have the highest representation with 14.4%. The 100L students have 29.6%, 200 students have 17.4% and 400L students have the highest representation with 34%of total sample. This implies that a vast majority of respondents are 400L student.

Table 4: Distribution of Respondents by Gender

Sex	Frequency	Percentage
Male	324	64.8
Female	176	35.2
Total	500	100

Table 4shows that male respondents have the highest representation with 64.8% of the total sample, while female have 35.2%. this implies that a vast majority of the respondent are male

Research Question 1: What kind of Arabic materials are available in the library?

Responses to this research question are shown in the table 5.

Table 5: frequency count of respondents to the question on availability of materials in library

S/ N	Items	SA	%	%	A	%	D	S D	%
1.	Textbooks written in Arabic are available in the library	315	63	85	18	60	12	40	8
2.	Serial materials in Arabic are acquired in the library	300	60	180	36	16	3. 2	4	0. 8
3.	Arabic research materials are keeps for use in the library	120	24	110	22	170	34	10 0	20
4.	Library acquired recent reference materials in Arabic	219	43. 8	189	37 .8	65	13	27	5. 4
5.	Arabic audio – visual materials are available in the library.	182	36. 4	210	42	70	14	38	7. 6
6.	Electronic facilities are available in the university/college library.	210	42	185	37	55	13	40	8

Table 5 shows that, 63% of the total respondents strongly agreed that textbooks written in Arabic are available in the library and 17% respondents agreed. This was followed by 12% and 8% respondents who disagreed and strongly disagreed with the view respectively.

Similarly, 60% of the total respondents strongly agreed that serial materials are acquired in the library and 36% respondents agreed with same. This is weakly opposed by 3.2% and 0.4% respondent who, respectively, disagreed and strongly disagreed. Also, 24% of the total respondents strongly agreed that Arabic research materials and kept for use in the library as 22% respondents agreed with the view. This is followed by 34% and 20% respondents who, respectively, disagreed and strongly disagreed with the view. Equally, 36.4% of the total respondents strongly disagreed that three are recent reference materials and 42% agreed with the view. Fourteen percent and 7.4% respondents respectively disagreed and strongly disagreed with the view that there are recent reference materials written in Arabic in the library.

More so, 43.8% of the total respondents strongly agreed that electronic facilities are available in the library and 37.8% respondents agreed with the view; while 13% and 5.4% respondents, respectively, disagreed and strongly disagreed with the view.

Research question 2: what are the information needs of Arabic students? Responses to this research question are shown in table 5.

Table 6: Frequency count of responses to the question on the information needs of Arabic students.

S/N	Items	SA	%	A	%	D	%	SD	%
1.	I read in the university/college library.	290	58	150	30	40	8	20	4
2.	I carry out my assignment by using the library.	241	48.2	176	35.2	68	13.6	16	3
3.	I prepare for examination in the University/College Library	110	22	105	21	170	34	115	23
4.	I conduct Arabic research using University/College Library	220	44	190	38	63	12.6	27	5.4

Table 6 shows that, majority of the respondents numbering 440 or 88% gave non-affirmative to the question on use of library for reading. The remaining 60 or 12% gave non-affirmative response.

Similarly, 48.2% of the total respondent strongly agreed with the view that, I carried out my assignments using the library while 35.2% agreed. These joined together to make 417 or 83.4%. However, 13.6% disagreed while 3% strongly disagreed.

More so, 22% of the total respondents strongly agreed with the view I prepare for my examination by using the library while 21% respondents agreed. On the other hand 34% and 23% respondents disagreed and strongly disagreed with the view, respectively.

Largely, students conduct Arabic research using the library as typified by 410 or 82% score. Although, 12.6% and 5.4% respondents disagreed and strongly disagreed with the view, respectively, it is apparent that the information needs of student centre on reading by using the University/college library.

S/N	Items	S A	%	A	%	D	%	SD	%
1.	I rely on library staff while seeking for information in the library	40	8	55	11	21	42	185	47
2.	I use the library catalogue	110	22	105	21	170	34	115	23
3.	I look for the library materials on the shelves	290	58	150	30	40	8	20	4
4.	I refer to GSE/GNS 101 Course work (i.e. Use of Lib. course Work)	150	30	124	24	180	36	50	10
5.	Arabic reading materials can be obtained from other sources	241	48.2	176	35.2	68	13.6	16	3
6.	I can find Arabic materials by using internet resources	110	22	105	21	170	34	115	23

Research question 3: How are the facilities organized for easy use? Responses to this research question are shown in table 6.

Table 7: Frequency count of respondents to the questionnaire on how facilities in the library are organized for easy use?

Table 7 above shows that 25% of the respondents rely on library staff assistance when seeking for information in the library. The main question on how student retrieves information resource is answered by 340 or 80%, look for library materials on the shelves. Another 417 or 83.4% believe reading materials can be obtained from sources other than the library, 270 or 54% refer to course work and 215 or 43% use the library catalogue. Nevertheless, 245 or 49% of the respondents believe e-library or the internet resource is very crucial to information sourcing.

Research Question 4: What collection policies cater for student information need?

Responses to this research question are shown in the table 7.

Table 8: frequency count of respondent to the questionnaire on evaluate of the acquisition and collection policy

S/N	Items	SA	%	A	%	D	%	SD	%
1.	I usually express my information needs to the staff in the library	210	42	50	30	79	15.8	61	12.3
2.	Arabic is fairly treated as other discipline in the library	230	46	180	36	66	13.2	24	4.8
3.	The library provides relevant materials to satisfy my information needs	120	24	110	22	170	34	100	20
4.	The library provides standard materials to satisfy my information	316	63.2	84	16.8	63	12.6	37	7.4
5.	The library provides enough materials to satisfy my information needs	110	22	176	35.2	107	21.4	107	21.4
6.	The library regularly repairs bad materials.	190	38	185	37	101	20.2	24	4.8
7.	The library regularly renews the materials.	189	37.8	263	52.6	48	9.6	-	-
8.	Experts are employed to manage Arabic facilities in the library.	66	13.2	140	28	254	50.8	40	

Table 8 above, shows that, 42% of the total respondents strongly agreed that I usually express my view. This followed by 15.8% respondents who disagreed and strongly disagreed with the view respectively. Similarly, 46% of the total respondents strongly agreed that Arabic is fairly treated as other disciplines in the library while 36% respondents agreed with the view. This is followed by 13.2% and 4.8% respondents who respectively disagreed and strongly disagreed. Also, 24% of the total respondents strongly agreed that the library provides relevant materials to satisfy my information needs while 22% respondent agreed with the view. This is followed by 34% and respondent who respectively disagreed and strongly disagreed with the view. More so, 63.2% of the total respondents strongly agreed that expert are employed to manage Arabic facilities in the library, while 16.8% respondent agreed with the view, 12.6% and 7.4% respondents respectively disagreed and strongly disagreed. Also, students were almost unanimous on library environment aids acquisition of knowledge (400 or 80%) and another opinion totaling 480 or 96% concurred to expert staff man the collections.

The purpose of this research as clearly stated at the beginning of the work, was to evaluate the library Arabic based facilities/ services using in University of Ilorin, and Kwara State College of Education, Ilorin, Ali-Hikmah university Ilorin and Kwara State College of Arabic and Islamic Legal Studies.

The findings revealed that many Arabic Students in the institution of higher learning under study found Arabic materials readily materials available. This might have been influenced by long age tradition of Arabic scholarship as opined by (Hunwick, 1965). Table 4.2.4 (items 1-6) showed that textbooks written in Arabic, seril materials in Arabic, research materials as well as research reference materials were acquired in the academic libraries of study. Other materials available there include audio-visual and electronic facilities. It could be deduced from the above that the range of materials in the Arabic collection of the institutions are very important for Arabic students' educational development. This finding corresponds with Dina (2000) who believe that Academic library help in promoting high standard of education attainment. So the contribute greatly to the students' academic development.

Another finding in this study shows that students use the library for seeking their information needs. This serves as mirror from were information needs of Arabic students could be get for their educational development as indicated by the findings. The students agreed that they use library for reading, carrying out assignment, preparing for their examination as well as conducting Arabic research. This is in line with the submission of (Singh,S.P., 2004) that selection and acquisition of library materials is done by considering users current needs and future requirements.

It has also been revealed in the finding that facilities are organized for easy use. This can be seen in Table 4.6 (items 11-16). The respondents indicated that staff were relied on while seeking for information in the library or use the library catalogue. It was also found that uses look for the library materials on the shelves or refer to course work materials are obtained from other sources or by using library internet resources. The finding is supported by (Omoniyi, J.O, 2005) comprehensive list of information sources.

This study is an evaluation of collection management and student's use of Arabic materials in selected Nigerian academic libraries. In order to achieve the objectives of the study, five research questions were formulated and three hypotheses were tested. The findings of the study are summarized below. The study also found out that the students of the selected institutions in their majority used library for reading. Some used library for carrying out assignment, research, while a very low percentage used library in preparation for examination. Reliance on library staff low with respect to information seeking on the use of Arabic materials in the library by the students of the selected institutions. A considerable size among the students used shelves, some made use of the library catalogue to retrieve the needed Arabic materials, few used library internet resources while others used other sources for needed Arabic information materials

The study found out that on the evaluation of the acquisition and collection policy, majority of the respondents of the selected institutions found the materials provided to satisfy their information needs. Some students found Arabic materials in the library as fairly treated as materials of other disciplines. It was also discovered from the study that there were provision of enough materials, regular repairs of materials, new of Arabic materials, and employment of personnel to manage Arabic facilities in the library.

More so, the discovered that the range of collection in the libraries of the selected universities influence academic performance. The library environment aided information acquisition of knowledge and educational development. The study found that there were a significant relationship between the libraries Arabic based services/facilities and students educational development. It was also revealed that there was a very strong correlation between Arabic based services/facilities and student education development. This implies that the more the library Arabic based services/facilities are available, the better the students educational development. The study also found that Arabic students were significantly satisfied with the library collection policy. Arabic students' information needs were also found to be significantly satisfied by library Arabic collection.

Conclusion

Based on the summary of the study's finding, as presented above, one cannot help but conclude that the academic library is important in institutional degree programmes. In fact, this is in line with Oyelde's (2004) view that "the academic library is a medium of learning and it plays similar role in our degree programmes as the science or language laboratories". However, based on the study's findings there were not virtual library/e-library services in the two college libraries surveyed, as recommended by Mohammed (2004). Thus, the conclusion is right that the higher institution libraries Arabic based services/facilities can, to a considerable extent, satisfy the information needs of users.

The availability and utilization of Arabic students in the institutions. The electronic information resources, particularly the internet and databases etc are important sources of information for the Arabic students of the selected institutions. This is evident in the study as the students continuously used these resources for various activities like writing assignments, research/project writing, term paper and class works usually on daily basis and sometimes. Based on the study of the findings of this study the following recommendations were made: first, The institutions should provide more relevant, adequate and up-to-date information resources to the Arabic library users to satisfy their information needs always. Second, Specific attention should be given to Arabic language such that will make it compete with other disciplines in the studied institutions. Third, the institutions library management can improve on the bandwidth to enhance the internet connectivity so as enable the Arabic students have easy access to Arabic electronic resources. Alternative source of power generation should also be provided in order to solve the problem of epileptic power supply to enhance the effective use of the Arabic electronic resources in the institutions. Fourth, Level of awareness of the availability of Arabic material resources to the Arabic students should be increased. Last, encourage Arabic language by embarking on programmes for training experts in management of Arabic collections.

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Writing Guidelines

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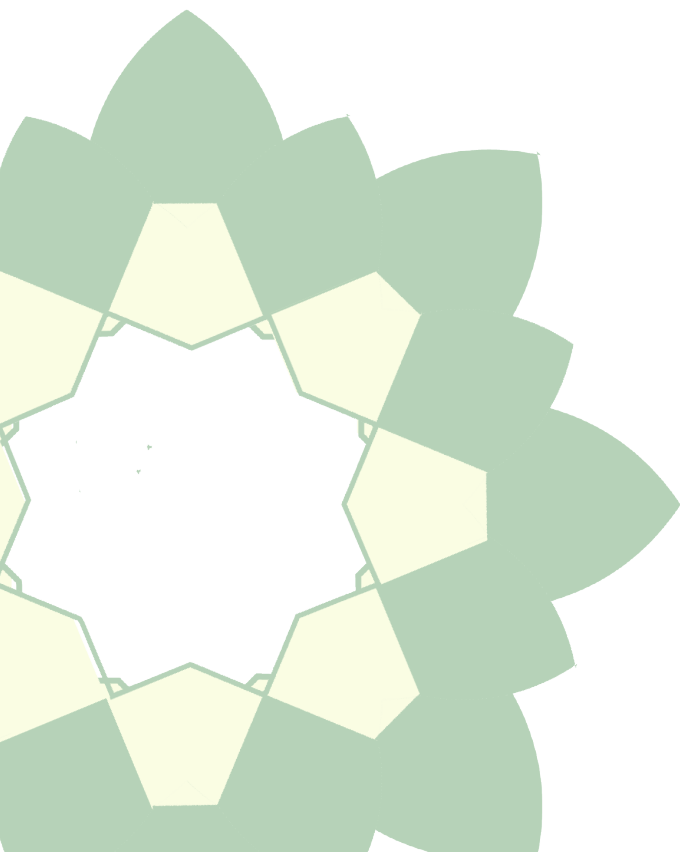
Guidelines

1. It has not been published elsewhere.
2. The paper is research findings, conceptual idea, science development on a certain field, and theory application study.
3. The Manuscript typed with Microsoft Word, Font Times New Roman size 12, spacing 1 on A4 size paper with a margin of 3.5 cm from the left edge, 3 cm from the right edge, 3 cm from the top and bottom edges. The length of 15-20 manuscript pages including a list of references. Writer (s) must follow the journal template that can be downloaded at Insaniyat Open Journal System <http://journal.uinjkt.ac.id/index.php/insaniyat>
4. The article should be written in Arabic or English.
5. Article contains title; writer's name, author affiliation (department, faculty, university / or institution), complete address of the affiliation and Author's corresponding email.
6. Abstract is written for about 250 words. It pervaded research objectives, methodology, discussion and result, and conclusion with maximum 5 keywords that represent the research core.
7. The article consists of **Introduction** (background of study, research problem, research purposes, significance of the research and theoretical basis). **Method** (explaining the chronological research). **Discussion and Result** (containing analysis and result of the research), and **Conclusion**.
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Letters: ʾ, b, t, th, j, h, kh, d, dh, r, z, s, sh, s,d, t,z, ʿ, gh, f, q, l, m, n, h, w, y. Short vowels: a, i, u. long vowels: ā, ī, ū. Diphthongs: aw, ay. Tā marbūṭā: t. Article: al-.
For detail information on Arabic Romanization, please refer the transliteration system of the Library of Congress (LC) Guidelines



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