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## Psychological support and its impact on the learners of the liberated areas in the Umayyad period

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### Abstract

There is no doubt that the inhabitants of the countries that conquered during the period of the Umayyad rule suffered a lot from psychological disorders and problems that were negatively reflected on the social, cultural and intellectual reality of the population as a result of the military and war operations that accompanied the conquests. The power of arbitrariness and mental and intellectual wandering led them to alienate the places of science and education, and since the military campaigns were accompanied by the participation of scholars, jurists and clerics, so it was necessary for the men of science, literature and thought accompanying the military campaigns to take the initiative to contain the educated and try to get them out of the circle of frustration that haunted them. As a result of what they witnessed of destruction, killing and sabotage, and this is what prompted us to study these events in order to know how scholars dealt with them, and the following is a simple summary of the subject of that study. The study was built on dividing the research into two chapters preceded by an introduction and followed by a conclusion, and then presented to the most important sources and references that were adopted in writing the research. In addition to the objectives, the second topic was devoted to knowing the definition of psychological attribution and the importance it enjoys. As for the second chapter, which was divided into two sections, the first topic was determined to talk about the Arab conquests in the Umayyad state, east and west, and the second topic was to talk about the impact of psychological attribution from the scholars accepted the learners of the liberated areas and how the support was provided to them in order to convince them to accept the new situation and return to education. The conclusion is a summary of the most prominent findings of the researcher.

**Keywords:** Psychological reference, liberated areas, the Umayyad period

### Introduction

What the Islamic conquests witnessed in the Umayyad era (41 AH \_ 132 AH / 662 AD \_ 750 AD), whether in the East or the West, of scenes of destruction, devastation, killing, the sounds of swords and the loss of families as a result of violent fighting left negative effects on the hearts of the residents of liberated countries, especially the educated group of them, and the accompanying fear, panic, disbelief and loss of concentration accompanied by severe tension, which made them live in isolation, anxiety and lack of integration into the educational reality, and this in itself requires great attention to treating their psychological conditions to contain them and work to create appropriate conditions for them, and instill confidence in them in order to accept the new situation, especially after the entry of new ideas into society, such as the idea of spreading the Islamic religion and embracing it by many of them, and the spread of the Arabic language as the language of the Noble Qur'an, and other ideas that have become nascent in their society.

Therefore, psychological and social support in times of stressful circumstances and major crises enhances a person's ability to confront the problems and obstacles he faces <sup>[1]</sup>, because it has a great role in relieving those who are under great psychological pressure, and support may be verbal or deed, and thus it is necessary to shed light on the relationship between the psychological pressures that individuals were exposed to on the one hand, and the process of psychological and social support on the other hand, by contributing to giving an idea of the pressures that individuals were exposed to to reach the importance of real support that qualifies them to get out of their crisis gradually and explicitly.

### The study problem can be identified by the following questions

- What are the most prominent problems and psychological pressures faced by individuals during the operations of the Islamic conquests?
- Did those wars and conquests directly affect the education process in the open Countries?

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- Did those interested in the scientific aspect in the open countries encountered difficulties between individuals while supporting and guiding them to go to places of education?
- Individual differences between individuals? How it was processed.

### Second, the importance of research

This topic is of great importance in the field of social psychology as it is closely related to the life of the individual and society, and through which a force is formed that removes the gap between the individual and his surroundings through psychological attribution and helps to remove and reduce isolation. And society, where there are many studies indicating that psychological and social support has been greatly affected to reduce the pressures of the individual [2].

Thus, it is necessary to know the extent of the psychological effects that accompanied the learners during the operations of conquest and liberation, and to seek solutions to address them in order to return them to their natural state by instilling confidence and tranquility in their souls, and making them feel safe and secure and removing the fear that was born in them as a result of the events that accompanied the conquests, and this The matter is through the teachers of the scribes and the scholars of hadith and jurisprudence accompanying the Islamic army during the conquests and working to prepare them in order to return to the catechetical schools and the role of science and mosques that were built in those countries later as one of the most prominent sites of education in the Islamic era in order to continue their education.

### Third / Research Objectives

Paying attention to the behaviors and emotions that cause psychological pain that can accompany the individual when trying to integrate into the educational reality

Attempting to provide advice and guidance services to students and assist them in making all decisions that contribute to their integration and return to education.

Work to find appropriate solutions in order to return learners to places of education spread in open countries

- Highlights the importance of the psychological aspect in building the integrated personality of individuals.
- Establishment of modern science houses such as mosques, schools, schools and scientific lessons circles.
- Overcoming all educational obstacles that stand in the way of learners, teachers, modernists and jurists.
- The use of the method of encouragement by teachers and encourage learners to join the places of education.
- Reducing the psychological pressure of individuals by supporting and encouraging them to overcome the obstacles that hinder their involvement in education. The individual who receives the attribution is more confident of himself than his peers.

### Literature review

#### About psychological reference

##### First, the definition of psychological reference

Before starting to refer to the definition of psychological attribution, we must mention the support and attribution from God Almighty to people. Possible psychological frustration is in itself a complete and detailed definition of the quality of support and support. As for the isnad

linguistically: it is what meets you from the mountain and rises above the slope [3], and its singular is a sanad. Attribution has a role around the support, assistance and support. Attribution in psychology: It is one of the branches of applied psychology whose mission is to reach individuals to a state of mental health through psychological and social adjustment [5].

### Definition of psychology in the view of scientists

**The Scientist Gud:** It means the assistance based on a personal and individual basis with regard to personal, professional and educational obstacles, through which all the facts related to the problems are studied and an attempt is made to find solutions to them [6].

**The world LIN:** It means that individuals obtain support through social ties with other individuals in society [7].

**The scientist Cobb:** GOBB defines it as the perception of individuals that they are loved, accepted, respected, and that they belong to a social network that provides them with reciprocal obligations and thus provide They have types of attribution such as emotional, social, and professional [8].

**The scientist gustad:** refers to it as an educationally oriented process that takes place through a social environment between two people. The mentor is a person specialized in psychological skills who tries to help individuals in ways that suit the needs of individuals within the framework of the mentoring program to learn more about themselves in order to achieve goals that make them more response and happiness [9]. Through the aforementioned definitions of psychological attribution, it becomes clear to us that they all share one goal, which is to provide support and attribution by the supportive and supportive to some individuals and groups to get them out of the psychological pressures and difficulties they face as a result of a particular event.

### Second/The importance of psychological attribution

Psychological attribution plays a prominent role in individuals in recovering from all psychological disorders to which they are exposed, and it can contribute to the positive compatibility and personal growth of individuals, as well as protect them from the effects resulting from stressful events so as to help them alleviate those Archaeology.

Thus, psychological and social support reduces the impact of psychological stress that strengthens the self-esteem of individuals, it also relieves symptoms of anxiety and depression, increases the feeling of self-satisfaction, and increases the positive aspects, which enhances mental health, contributes to positive compatibility and helps solve problems [10]. The functions through which the attribution process takes place can be identified, namely, behavioral support by participating in various tasks and actions, and support through intimate interaction such as undirected guidance and expression of care, appreciation and understanding, and attribution through guidance by providing advice and giving information that helps give individuals a return. Positively about some behaviors [11].

### A brief overview of the Islamic conquests in the Umayyad era

The rule of the Umayyad state began after the martyrdom of Imam Ali bin Abi Talib, peace be upon him, and lasted for nearly a century (41 AH - 132 AH, 662 AD - 750 AD), and it is the second caliphate after the Rashidun Caliphate. Kufa

to Damascus <sup>[12]</sup>, and perhaps the most prominent feature of the Umayyad dynasty is the many conquests that expanded to wide borders in the east and west, and its area extended from the wall of China in the east to the borders of France in the west, and this is what Ibn Kathir referred to in his writing by saying (it was the market of jihad They are standing among the Umayyads, and they have no job but that, and the word of Islam has prevailed in the east and west of the earth, its land and its sea, and they humiliated unbelief and its people, and there were scholars and righteous people in their armies, so the market for jihad existed from the first century after the migration until the end of the period of Banu Umayyah” <sup>[13]</sup> Thus, these conquests had a great impact in spreading Islam and the Arabic language in all the countries that the Muslim Arabs reached during that period. Among the most prominent Islamic conquests in the era of the Umayyad dynasty are :

### **First: the conquests in the East**

Muawiyah bin Abi Sufyan had many tours in the Islamic conquests when he was governor of the Levant before he assumed the leadership of the Umayyad state. Consolidating the pillars of his wisdom, after the Persians and the Romans tried to undermine his state and overthrow it, so his armies penetrated into many cities and regions that he wanted to make subject to his wisdom. Among the most prominent cities that were conquered during the era of the Umayyad dynasty was Bilad al-Qiqan <sup>[14]</sup>, where the commander Abdullah bin Siwar al-Abdi was able to enter and seize it and take many spoils, and that was in the year 44 AH <sup>[15]</sup>, and Muawiyah also sent an army to the country beyond the river in 55 AH, led by Ubaid Allah bin Ziyad, who was able to enter its most important cities (Bukhara and Samarkand) <sup>[16]</sup>, and also sent an army led by Al-Muhallab bin Abi Sufra, in order to control the country of Sindh <sup>[17]</sup>.

Despite the many invasions sent by the Umayyads to control the eastern countries, the inhabitants of those countries often broke the covenants and covenants, which led to their invasion many times, so that the matter remained this way for a long period of time. Al-Waleed bin Abdul-Malik bin Marwan ruled (86-96 AH / 705-715), when he re-conquered the country of Sindh through the military campaign he sent under the leadership of Muhammad bin Al-Qasim Al-Thaqafi in the year 93 AH, who entered their capital Al-Dibel at the age of seventeen <sup>[18]</sup>. He sent another military campaign to the country beyond the river led by the military commander Qutayba bin Muslim Al-Bahili, where he was able to control it completely and entered the most important cities of Bukhara and Samarkand <sup>[19]</sup>, then Qutaiba went to the city of Kashgar <sup>[20]</sup>, and was able with his great conquests to reach the borders of China <sup>[21]</sup>. Dr. Abdul Aziz Salem mentions (The conquests of Qutayba bin Muslim Al-Bahili in the country beyond the river opened the contact of the Arabs with the Turkish element, and his efforts had a great impact in opening new centers for Arabic culture and language in Central Asia) <sup>[22]</sup> which indicates that the scientific movement in those The period began to flourish and grow, and this helps the scientific and knowledge exchange between the center of the Arab state on the one hand, and between the open countries on the other.

### **Second: the conquests in the West**

Muawiyah bin Abi Sufyan was fond of the Arab conquests, and no sooner had the command of the state settled for him

than he began to move to continue the conquests in the west, so he began preparing military campaigns and assigned them to a number of his leaders, so he sent a military campaign in the year 42 AH led by his leader Uqbah bin Nafie Al-Fihri through which he was able to conquer The city of Wadan and Ghadames <sup>[23]</sup>, after killing a large number of them <sup>[24]</sup>, and after Africa was in chaos and turmoil, Muawiyah sent another military expedition in the year 45 AH, and it was led by Muawiyah bin Hadij al-Tajibi, who resided in a place called Qamuniyah near Carthage and clashed With the armies of the Byzantines and was able to defeat them and control the entire region <sup>[25]</sup>, then Muawiyah al-Tajibi continued his conquests of Africa until he reached Sicily, and then invaded the island of Djerba and that was in the year 47 AH <sup>[26]</sup>, and when Uqbah ibn Nafi' al-Fihri assumed the mandate of Africa he wanted to He establishes an Islamic base in it and makes it a headquarters for the insolvent and a point of departure for the armies, so he chose the city of Kairouan, so he abandoned it in the year 50 AH to be the capital of the Arab state in Morocco <sup>[27]</sup>. From the gate of the Arab Islamic army located in Morocco, the Umayyad Caliph Al-Walid bin Abdul-Malik bin Marwan decided to head towards Andalusia and conquer it, and that was in the year 91 AH, led by Tariq bin Ziyad and Musa bin Nusayr <sup>[28]</sup>.

### **The impact of psychological attribution on the learners of the liberated areas**

The scholars of Islamic sciences have a great influence on the Arab society during that period, if we take into consideration the size of the religious influence that prevailed in those societies, which in turn was reflected in the countries of the regions that were conquered by the Muslims, so we find it natural that they have the greatest role In the process of psychological support for the learners of the liberated areas, as they were transferring their knowledge with them in order to deliver it to its seekers, given that Islam is a global religion that urges seeking knowledge and a publication, so transferring knowledge is the greatest investment for it.

### **Among the most prominent attribution operations they took in the liberated countries are:**

#### **First/Opening places for education in the liberated countries**

There is no doubt that the opening of educational centers in the liberated countries greatly helps to contain the educated in those areas, as we find that when the Arabs arrived in the countries of the East and the Maghreb during the conquests, they worked to attract the educated in them by establishing the schools and the role of science represented in mosques and scientific circles that were held By scholars and jurists, so the Arab leaders were establishing mosques in every city they entered, where the leader Uqbah bin Nafie Al-Fihri established the Kairouan Mosque when it first opened to North Africa <sup>[29]</sup>, and the Bukhara Mosque in Transoxiana, which was built by the leader Qutaiba bin Muslim Al-Bahili <sup>[30]</sup>, in addition to the mosques that were established in open countries such as the Qarawiyy in Mosque in Morocco, the Granada Mosque in Andalusia and other mosques. In mosques, many scientific, literary and jurisprudential councils were held, and as is well known, the mosque, in addition to its religious function, which is worship, it was a scientific center in which reading and writing was learned,

and this is what the Messenger of humanity (Muhammad, may God's prayers and peace be upon him and his family) used to do in Al-Madinah Al - Munawwarah Mosque, as the Prophet was interested in knowledge and learning, and this was confirmed by the noble Qur'anic verse by the Almighty's saying: Books had an effective role in attracting learners in the liberated areas as one of the important scientific centers, as they were places for teaching boys to read, write and other sciences, and helped greatly in the spread of science in the open countries <sup>[32]</sup>. There was great interest in educating boys, and this was due to the large number of Islamic conquests and the increase in boys and children in the Arab countries, which led to the need to pay attention to the khateeb, so that some of the caliphs, in addition to building khateeb, used to inspect them and sometimes supervise them themselves <sup>[33]</sup>. Among the other scientific centers that contributed to the dissemination of science and the delivery of lessons are the circles and councils that were held by scholars and teachers in different places. By sitting around it in the form of rings, and perhaps this method was the most widespread in all the regions.

### **Second/Teaching Arabic language learners of the liberated areas**

The Islamic conquests in the East and West, specifically in non-Arabic speaking countries, contributed to their prosperity and development after they spread the Arabic culture and language and the people's interest in learning it, as the language of the Holy Qur'an on the one hand, and in order to facilitate the process of coexistence and integration among peoples on the other hand, and thus Ease of moral and psychological support among residents of open countries and their sense of reassurance. The Arabic language has played a significant and tangible role among many complex societies that have remarkably preserved the entity of Semitic languages closely related to the parts of speech, which raised its position among Islamic culture <sup>[34]</sup>. The migration of Arab tribes to countries that opened a great impact on the spread of the Arabic language among its inhabitants, as it became the language of communication and dialogue among them, which in turn contributed to the flourishing of the scientific movement among the educated <sup>[35]</sup>, as the number of Arab families that settled in Khorasan and beyond The river is about fifty thousand Arab families in order to Arabize them, and that was during the period of Muawiyah's rule between Abu Sufyan, which led to the emergence of generations of scholars and writers in those countries <sup>[36]</sup>.

### **Third/Involve learners in religious and scientific circles**

After the leaders and scholars tried to spread the Arabic language among the inhabitants of the open countries to attract them and support them in accepting the new situation, they worked to involve them in the scientific and religious seminars that were held in mosques and alleys to help them continue to receive science in its various forms. After mosques were built, scholars used to hold in them Religious and scientific sessions, as Abu Ayyub al-Ansari, who died in 55 AH, had built a mosque in the land of the Romans, and he would invite people to sit around it in order to learn hadith and other religious matters, as he was one of the prominent hadiths and companions of the Messenger of God (may God bless him and his family and grant them peace). <sup>[37]</sup> Also, the policy followed by the leader Qutaiba

bin Muslim Al-Bahili in the country beyond the river had a prominent effect in attracting the population to mosques to hear science and hadith, as when he built a mosque in the city of Bukhara, he started inviting them to meet in it every Friday and made it there A herald calls out saying (everyone who comes to the Friday prayer was given two dirhams.....) <sup>[38]</sup>, and what is noticed on this method is the call for education and attention to it on the one hand, and the temptation of the population to attend the councils that were held in the past. On the other hand, mosques. In the land of Andalusia, the Granada Mosque, which was established by Muslims during the Islamic conquest, became full of religious circles, where jurists, clerics and teachers were inviting boys to attend on Mondays and Thursdays of every week in order to benefit from the religious and scientific seminars that were held there <sup>[39]</sup>. The invitation that the scholars extended to the boys from the liberated country was sufficient to contain them and instill a spirit of peace in their souls, through their feeling of support and support from the scholars and jurists, which was positively reflected on the idea of their acceptance of the new situation and their desire to integrate into the educational reality, especially After learning the Arabic language and embracing the Islamic religion.

### **Conclusion**

In the light of the study and search for the support and attribution that the Muslim Arabs were providing to the residents of the open countries, we have many results that can be summarized as follows

- The spread of the Arabic language in the conquered countries and its people's eagerness to learn it as the official language on the one hand, and as the language of the Noble Qur'an on the other, especially after the spread of science and knowledge in those countries, which encouraged them to insist on learning the Arabic language.
- The turnout of many residents to convert to Islam at the hands of Muslims voluntarily, not forcibly, as a result of what they witnessed of human values and teachings that the Islamic religion calls for.
- The Islamic conquests of the East and the Maghreb greatly affected the flourishing of science in all its branches, which encouraged many of their residents to engage in learning those sciences.
- The intellectual, knowledge and cultural exchange between the Muslim Arabs and the inhabitants of the liberated countries led to the mixing of the different cultures between the two sides.

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