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**INTEGRATION OF TECHNOLOGICAL INNOVATION (ICT)
INTO ISLAMIC EDUCATION IN NIGERIA**

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INTEGRATION OF TECHNOLOGICAL INNOVATION (ICT) INTO ISLAMIC EDUCATION IN NIGERIA

Abstract

Islam is a religion with guiding principles. Thus, from its advent, it commands Muslims to seek for purposeful knowledge in order to enhance their economic, social and spiritual status. The first divine revelation to the messenger of Allah, Muhammad (SAW) enjoins mankind to seek for knowledge, hence, the Prophet (SAW) detailed that, seeking knowledge is obligatory upon every Muslim. He also mentioned that one can go as far as China to seek for inclusive and beneficial knowledge. As such, Islam welcomes the use of technological innovation to teach, learn and explore the treasures of Allah on earth and in heaven for sustainable development. Furthermore, Islam through its principles (Shari'ah) handles all the ill effects surrounding such innovations. The article therefore discusses the meaning of technology, its position in Islam, the benefit of ICT to Muslims. The study adopts survey methods; hence, materials were sourced from libraries and personal observations. The study discovered some negative impacts of ICT to social and spiritual life of people in the society. Also, it realized that ICT aids quick and easy way of disseminating information in teaching and learning. Finally, the paper recommends among

others that while using technological innovations, Muslims should be guided by the context of the divine revelation. Also, the government should control or curb the misuse of innovative technology by the people in the society.

Keywords: Integration, Technology, ICT, Islamic Education, Nigeria

Introduction:

In the early days of Islam down to the period before the advent of social media, the spread of Islamic message was limited to primary and orthodox methodology. Teaching and learning were based on memorization, and the available written and printed materials in form of text books and manuscripts. This was because the communication tools such as television, mobile phones, computer and the like were yet to be discovered. The written text of the Qur'an, hadith, Islamic Jurisprudence, Islamic history and others were available in few hard copies which could not go round the Muslims. The most widely used means of transmission of knowledge at that time was through memorization carried out by scholars and students of knowledge. Gyayenda (2021) noted that there was little reading and writing because there were fewer writing supplies available and fewer literate individuals. However, with the advent of Information Communication Technology (ICT), learning, preaching and teaching became improved, easier and faster which makes one to have access to internet services without much stress. As such, Islamic materials were quickly converted into

digital formats and disseminated globally with ease using information and communication technology (ICT). (<https://edubirde.com> ---Muslim and Shuhari, Ismail, Ali, Al-Shafi'i and Akib, 2020). More so, with this new technology, the Muslim Ummah find it easy in communicating and interacting with each other. This made it easy to teach, learn, exchange ideas and clarify issues by means of social media platform, programs and Applications such as WhatsApp, Facebook, you tube, Instagram and many other. Yasmansyah, Lainah, Zulfam and Sesmiarni (2021) submitted that no one can escape the influence of technological development because it is not only felt by individuals, but also by the community, state, nation and the world at large.

The Concept of Technology

Ramey (2013), described technology as a process and product used to simplify our daily life errands. According to him, technology is used in practically every aspect of our everyday life, including communication, transportation, education, manufacturing, security, data, scaling, and business, among many other things. According to Shuhari et al. (2020), technology is the actual application of scientific knowledge.. They further affirmed that technology can also mean applied science, and a manifestation of knowledge that is developed by man in order to bring simplicity into the life of man.

From the above definitions of technology, it is clear that technology is important and necessary in daily activities of man because it simplifies the ways through which information and communication is disseminated. Therefore, it is impossible to overstate the significance of ICT use in Islamic education.

Position of Science and Technology in Islam

Islam supports scientific study that benefits humanity and other creatures of Allah, according to Kamali (2017). However, Islam discourages knowledge of science and technology that is primarily destructive. Therefore, in Islam, technology and science is condoned so long as it is beneficial to mankind. Jarir reported that the Prophet (SWA) said that:

Whoever institutes a good practice in Islam will have its reward and that of whoever acts upon it without diminishing their rewards in slightest way (Muslim 1017).

According to Kamali (2017), technology and science are permissible in Islam as long as they support improved approaches to discovering the truth without going against Islamic law. Leli, Sunarya, Lutfan, Santoso and Toyiba (2021) also assert that Islam encourages Muslims to study science and spread technology. They stated further that in Islam, technology embodies the components of the verses that enjoin Muslims to explore and seek the truth. As a result of these injunctions, there were great Muslim intellectuals that

were competent in the field of science and technology. Long before the philosophy of science was developed, Muslim scientists were trailblazers in all scientific domains for the growth of Islamic civilization, according to Yasmansyah, Lainah, and [Sesmiarni \(2021\)](#). This progress in sciences was attained as at the time, Europe was in dark ages. "Using technology to advance knowledge and scientific thinking has always been the tradition of Islam," according to Zedan, Yusoff, and [Mohamed \(2015\)](#). The Qur'an continuously commends individuals who reflect and examine nature in order to become aware of Allah's power and the magnificence of His creations. Some of the verses that encourage the pursuit of science and technology include:

Verily, in the creation of the heavens and the earth, and in the alteration of night and day, there are indeed signs for men of understanding those who remember Allah (always and in prayers) standing, sitting and lying down on their sides and think deeply about the creation of the heavens and the earth, (saying) 'Our Lord, You have not created (all) this without purpose, glory to You, (exalted are you above all that they associated with you as partners). Give us salvation from the torment of fire. ([Q 3: 190-191](#))

And He also says:

O Assembly of jinn and men, If you have power to pass beyond the zones of the heavens and the earth, then pass beyond (them) but you will never be able

to pass them except with the authority (from Allah) ([Q 55: 33](#)).

Yasmansyah, Laninah and [Sesimiarni \(2021\)](#) confirmed that there are several verses in the Qur'an that enjoin Muslims to think, observe, look, contemplate and study the creations of Allah. Thus, man is enjoined to use his mind and senses correctly about the reality around him in order to live in peace and be grateful to Allah over His bounties on man. This is due to the fact that education in Islam is a process that imparts knowledge and moral ideals that will help people reach their full potential and become balanced so they may behave in a way that complies with Shari'ah. According to Ismail, Abdullatiff, Yacob, L. Ismail, and [Kandil \(2016\)](#), thinking enables people to form concepts, ideas, opinions, and perceptions about many topics, which in turn helps them learn science and other things.

Benefits of ICT to the Muslims

From our discussion, Islam encourages anything that improves the quality of life of man, thus, it has encouraged the use of technology because it enhances the life of man. However, technology has brought both benefit and harm to man, although the benefit is more than the harm. [Ismail et al \(2016\)](#) observed that integration of ICT to the curriculum of Islamic education is not only essential but it serves as an easy means to understanding current global issues and challenges; and as well offers new ways of getting over them. [Gyagenda \(2021\)](#) is also of the opinion that, the traditional methods of

teaching Islamic education need to be reinforced with ICT. As a result, curricula and syllabi ought to be created with the integration of ICT into the teaching and learning process in mind. This is a result of the younger generation of students' embrace of technology, which includes social media, computers, Android phones, and the internet. Additionally, ICT helps teachers establish a strong connection and rapport with their students.

[Jusoh and Jusof \(2009\)](#) mentioned that educational technology and multimedia would only be a valuable means of attaining set goals only if it is integrated into the curriculum appropriately. They continued that it aids an exciting learning environment and motivate the interest of the students. But this depends on the type of method the teacher uses to disseminate knowledge to the students.

As was already noted, the use of ICT to promote Islamic education is crucial since it facilitates and speeds up teaching and learning. Muslims from all over the world can join in the virtual lectures or online classes led by respected academics. Nowadays, ICT makes fiqh, sirah and other aspects of Islamic education more effective. ([Edubirdie 2024](#)).

ICT is used to increase our knowledge and awareness which the Qur'an has emphasized in [Q96: 1-5](#) Allah says:

Read in the Name of your Lord Who has created (all that exists) He has created man from a clot (a piece of thick coagulated blood) Read! And your Lord

is the Most Generous. Who has taught (the writing) by the pen. He has taught man that which he knew not.

The Noble Prophet enjoins that seeking for knowledge is compulsory on every Muslim (Ibn Majah). The Prophet also advised Muslims to go as far as China in order to seek for purposeful knowledge. With these prophetic inspirations, Muslims embrace new technology that does not contradict the shari'ah because of its benefits to humankind.

With the use of ICT, conferences and symposia are conducted virtually thereby making it easy for all those that are interested to participate ([Rosenberg 2004](#)). [Hossein, Ramchahi, Jamilah and Yusuf \(2014\)](#) stated that the Qur'an, hadith, fiqh, and other Islamic disciplines are now more easier to access because to the creation of Islamic software and programs, such as Islamic Finder, Shamilah software, Qur'an and Hadith software, and others. Technology also helps the Muslims in the non-Muslim areas to have access to Islamic learnings, teachings and information. To a greater extent, some misunderstanding and misconception on Islam and Islamic education were clarified online by notable scholars throughout the world by means of social media platforms, video clips, virtual lectures etc. ([Rosenberg 2004](#)). As a result of this conversation, ICT has opened a channel for the quick and easy digital transformation and global distribution of Islamic resources.

Sorooshian and Teck (2020), assert that the technological growth and internet services such as YouTube, Facebook, WhatsApp, Instagram, Pdf and Microsoft are sources of software information which have enabled users, especially the students, to have easy means of accessing online information, and enabling learning and teaching. Thus, the use of technology is so necessary and important in our daily activities. According to Hussein et al. (2014), ICT resources have eliminated linguistic, geographic, and educational obstacles so that people can communicate with academics and other students throughout the world and obtain Islamic education in their native tongues.

The relevance of ICT to spreading Islamic education is highly imperative because it helps in molding / guiding the behaviors of man through online lectures and explanation of the Sunnah of Prophet Muhammad (S). It also aids self-study and learning. Thus, it becomes a better, easy and faster way of transmitting knowledge globally through preaching and enlightenment classes online.

ICT helps in solving educational, social and spiritual problems. It gives much motivation to students because they have easy access to information on their smartphones, android phones IOS applications and others. Apart from all these, it replaces huge number of books that are kept in book shelves because it occupies small space. For example, Al-Maktabah Ash-Shamilah is an application that has full information on materials in

every aspect of Islamic education and it occupies small space on the computer when compared to the hardcopies of such materials on the book shelves.

Furthermore, the Qur'an and other facets of Islamic education can be readily taught using contemporary ICT, including the internet, iPad, mp3 players, some websites, and software programs. Although, this is not so in the rural areas because of non-accessibility to these technologies due to poor internet, illiteracy, poor ICT provision and poverty (Tayan & Alghinah 2014).

As earlier mentioned, there are some few harms or negative impacts of ICT. Some of such harms are; it sometimes serves as threat to the privacy of user. On the other hand, Islam highly respects people's privacy. Third parties jeopardize people's information, private communications, and discussions without the consent or consent of the individuals involved.

Also, morality is compromised with the new technology because it is easy to access all forms of information (good or bad) through the internet. Many bad behaviors are promoted on the internet such as gambling, fraud, hate speech, cultism, illicit relationship etc. (Hossain et al. 2014).

Additionally, if Islamic educators do not occupy this area, students will occasionally come across misleading knowledge about Islam via various types of ICT. Orientalists and Islam o phobes use this same technology to spread

incorrect information and instructions about Islam (Haque 2016). Another harm associated with ICT is that improper implementation of policies and reluctance to movement from the traditional methods of teaching and learning hinder the wide use of ICT in the process of teaching and learning in Nigerian schools (Ogbomo, 2011). Bakaul (2018) noted that in order for ICT integration into teaching and learning to be successful, both teachers' and students' mindsets need to change.

The improper implementation of policy could be seen in lack of enough provision and installation of ICT facilities in schools for teachers of Islamic Studies and other teachers as well. Moreover, there is lack of funds for the teachers to purchase the necessary hard and soft wares that are needed in the teaching and learning process. In addition, at times even when there are there skilled personnel realm of IC, the requisite ICT facilities are not made available. Therefore, having access to ICT resources will promote the use of ICT in Islamic Studies instruction and learning (Muntazi, 2000).

Conclusion

Islam emphasizes the correct use of our senses for the benefit of humanity. The Qur'an enjoins that man should think and reflect on the creation of Allah. During Europe's dark ages, the early Muslim academics were highly accomplished in the scientific domain. However, ICT is very crucial in the life of everyone because it simplifies the ways to acquire

and disseminate knowledge worldwide through the use of android phones, Instagram, you tube, software applications etc. Never the less, most people in the rural areas are yet to gain much from ICT because of either failure of network, illiteracy, poverty, lack of computer or carefree attitudes towards adopting its use.

Recommendation

According to this study, the government ought to create useful regulations on the use of ICT in the teaching and learning process and put them into effect in educational institutions. In order to enhance quick and easy way to teaching and learning Islamic Studies, ICT facilities need to be provided and installed by the government.

Also, the government should curb the misuse of innovative technology by the masses through restricting the use of those apps that encourage immorality and deviant practices.

In addition, educators should guide the learners on effective use of ICT so that they do not waste their time on the ICT.

The people in the rural areas should be provided with good network, enlightenment and training on basic ICT skills. This could be done by organizing workshop, seminar and other trainings so that they could make good use of ICT.

More so, the educators and learners should be provided with adequate skills on the use of ICT through regular training

and retraining in order to have effective teaching and learning situation.

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