

ASSESSMENT OF CYBER SECURITY ON ISLAMIC EDUCATION IN
EXPLORING THE FUTURE OF EDUCATION IN NIGERIA

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Abstract

The rapid advancement of technology has significantly influenced the landscape of education, including Islamic education in Nigeria. This study undertakes an assessment of cyber security in the context of Islamic education, aiming to understand the challenges, vulnerabilities, and potential solutions that impact the future of education in the country. The research focuses on the intricate interplay between technological advancements and the preservation of the integrity and sanctity of Islamic educational content. The paper further discussed the current state of cyber security within Islamic educational institutions in Nigeria. The study also considers the impact of cyber threats on the trustworthiness of online Islamic educational content and the implications for the future of education in Nigeria. In exploring the future, the research identifies opportunities for leveraging cyber security measures to enhance and expand Islamic education. Strategies for fortifying digital platforms, ensuring data privacy, and implementing secure communication channels are considered. The findings from this research aim to provide insights for educators, policymakers, and technologists working towards the advancement of Islamic education in Nigeria. The paper recommends that ways of integration of emerging technologies, such as artificial intelligence and block chain, to safeguard the authenticity and reliability of Islamic educational content.

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Introduction

The challenges imposed by cyber security issues globally have increased the demand for cyber security education as a way to help educate people about cyber threats and precautions to take to minimize the risks. Cybersecurity education aims to improve people's awareness of cyber security dynamics and provide them with the necessary skills to defend themselves, their assets, and their infrastructures from cyberattacks. The U.S. National Initiative for Cyber-security Education (NICE) proposes that cyber security education should encompass the core knowledge consisting of Secure Provision (SP) (i.e.,

securing IT infrastructure), Operating and Maintaining (OM) (i.e., system administration), Oversee and Govern (OG) (i.e., leadership and management of information security), Protect and Defend (PR) (i.e., mitigating cyber threats), Analyse (AN) (i.e., specialized reviews of IT infrastructure for cyber intelligence), Collect and Operate (CO) (i.e., adopting deception operation for developing cyber intelligence), and Investigate (IN) (i.e., investigating cybercrimes through digital forensic). Cyber security education affords students the opportunity to understand, recognize, and prevent security problems, but most educational institutions do not have an active cyber security awareness programme.

Concept of Cyber Security

Cybersecurity is the umbrella term for a group of resources that can be used to safeguard an organization's and its users' assets as well as the cyber environment. These resources include tools, policies, security concepts, safeguards, guidelines, risk management techniques, actions, training, best practices, assurance, and technologies. Organization and user's assets include connected computing devices, personnel, infrastructure, applications, services, telecommunications systems, and the totality of transmitted and/or stored information in the cyber environment. Cyber security strives to ensure the attainment and maintenance of the security properties of the organization and user's assets against relevant security risks in the cyber environment. The set of regulations pertaining to cyberspace protection is known as cyber-security. However, we surely confront new threats as our reliance on the internet grows. Cybercrime is the term for a group of organized crimes that target cyberspace as well as cybersecurity. Nation-states and skilled cybercriminals are among the threats to our national security and economy. Nigeria's national security and economic health are dependent on a wide range of crucial and interconnected cyberspace networks, systems, services, and resources. The techniques in which we communicate, travel, power our houses, manage our economies, and access government services have all been revolutionized by cyberspace. The collection of tools, procedures, and practices known as "cyber-security" are intended to guard computers, networks, software, and data from damage, intrusion, and unauthorized access. In the computing or cyber context, the word security simply implies Cyber-security. Coordination between the nation's information system and its citizens is necessary to ensure cyber-security. Our ability

to keep up with the threat posed by breaches in our cyber-security is failing us. One part of the breach cannot be the focus of all efforts since doing so would be negligent and allow other aspects of the breach to flourish. This brings us to the conclusion that we need to address all cyber security breaches.

Concept of Education

The act of providing or gaining general information is known as education, developing the powers of reasoning and judgment, and generally of preparing oneself or others intellectually for a mature life. Education may also be defined as a positive, conscious or unconscious psychological, sociological, scientific, and philosophical process which brings about the development of the individual to the fullest extent and moreover, the fullest possible development of society in a way that maximizes happiness and prosperity for everyone. Education is a process of development from infancy to maturity, the process by which he adapts himself gradually in various ways to his physical, social, and spiritual environment. Education is the field that deals with teaching and learning strategies in schools. Education is the process of making learning easier, or gaining information, abilities, morals, values, beliefs, and habits. The Nigerian educational system has undergone major structural changes over the past 30 years. Before and after the 1960 Nigerian independence, the educational system at the primary and secondary levels mirrored the British system, i.e., 6 years of primary education, 5 years of secondary education, and 2 years of higher level/A levels. In 1973, the educational system was updated to the 6-3-3-4 (6 years of primary, 3 years of junior secondary, and 4 years of tertiary education), similar to the American system. The first national education policy was created in 1982 and adopted. Since this period, the educational system has witnessed a lot of changes and

modifications at various levels. The following section gives a narrative of the educational system in Nigeria, which also applies to Niger state. The scope of the educational transformation proposed in the state is limited to the primary and secondary schools. With the introduction of the 6-3-3-4 system of education in Nigeria, the recipient of the education would spend six years in primary school, three years in junior secondary school, and four years in a tertiary institution.

Concept of Islamic Education

Dan-Asabe (2006) asserted that Islamic education refers to the process involving three references: the individual, the society or national community and the whole content of reality, both material and spiritual, which play a dominant role in determining the nature and destiny of man and the society. This signifies that Islamic education is the study of mankind and the social, economic, and political behaviour of a place where people live or have lived. According to Haslsted (2004), education is the most effective way to raise a new generation of young people who will not lose connection with their own culture. But who will not at the same time become intellectually retarded or educationally backward or unaware of development in any branch of human knowledge; since education is described in this manner and it placed a strong emphasis on achieving success in all facets of life. To this extent, Islamic education is not any different; in fact, it even lays emphasis on education from a dual point of view, as rightly pointed out by some authorities in the field. For example, Halsted (2004) stated that Islamic education is an education which trains the sensibility of people in such a manner that is their attitude to life, and their actions, all knowledge-related decisions and methods are guided by the

spiritual and deeply felt ethical values of Islam. This was further analysed by Halliru (2000), who sees Islamic education as training that aims at the balanced growth of the total personality of man through training of man's spirit, intellect, self-freeing and bodily senses.

The actual dual character of Islamic education can be discovered in another literature by Baghani (2001), who opines that Islamic education is the creation of a good and righteous sense of the term, building up the structure of man's earthly life according to the Shari'ah law and employs it to serve his faith. This was rightly summarized by Atiku (1996), who defines Islamic education as a system of solving all problems by giving the spirit (heart) its supreme position in the body system. In this study, the concept of Islamic Education refers to the process of learning Ibadah (worship) and how to worship and other practices for the betterment of one self and the society and in the hereafter.

Cyber Security and the Future of Islamic Education in Nigeria

Cybersecurity has threatened and challenged the Islamic world on several grounds: Cybersecurity threats have popularised consumerism and materialism, where people in society are more concerned with the worldly material they can acquire rather than the essential aspects of humanity. Put another way, globalization gives new life to the notion of "survival of the fittest," according to which a rich individual takes advantage of a less fortunate one for financial and personal gain. This has given birth to a valueless society. For complex reasons, our culture allows "economy" to mean only "money economy. Because it lacks any alternative benchmark, it equates goodness and success with financial gain. Although I'm not an economist, I'd

venture to guess that one of these economies' laws is that a farmer is worth more when he's dead than when he's alive. A second law is that anything diseased is more profitable than anything that is healthy. What is wrong with us contributes more to the "gross national product" than what is right with us" (Berry, 1981, p. xiii). In the education sector, the cyber security threat has created a new mindset regarding the content of education and teaching methods. Influenced by materialism, the formal education system is now emphasising science, technical, financial, and managerial skills more in response to market demands and attaching less importance to traditional academic subjects and moral education, such as Islamic education. This means that education is nothing more than acquiring specific skills and techniques to create more job seekers for capitalist industries to exploit more and more. The main tool of globalization that paves way for easy penetration of others' barriers is the Information and Communication Technology (ICT) tools. The ICT boom has given rise to the expansion, dissemination, and ease of access to information. These features of IT tools have been maximally utilised and, unarguably, gained ground in the education industry. Information and Communication Technology (ICT) tools are gradually taking the role of teachers and parents when information is needed or a personal problem to be solved (Purcell, 2011; Zakaria, et al., 2014). With this, the role of Islamic education teachers and parents as sources of moral teachings and role models is diminishing, while youngsters are exposed to a junk of information which are anathema to Islamic teachings. Furthermore, the internet is giving ignorant and credulous young Muslims a safe haven where they can question the status quo of religion and undermine religious authority (Solahudin &

Fakhuroji, 2019; Whyte, 2022). Some studies suggest ICT has a tremendous influence on religious beliefs. This area of research is called the digital religion studies. The idea of "digital religion" recognizes how culture and digital technology influence religious practices and beliefs and how religion tries to install established ways of being and beliefs about the nature of reality and the wider universe in new media environments. This buttresses the fact that religious experts must rise to the impending challenges that are posed by the advent of ICT tools.

To save their societies from the waves of neo-colonization and the vices of globalization, the Muslim around the world has taken several steps. Here researchers shall be concerned with two major defensive steps taken: the first was reformation and re-engineering of Islamic education and the second are policies that were made as preventive measures against the vices of globalization tools. Reformation of Islamic Education System.

Following an intellectual awakening among Muslim thinkers in the late 1970s, Muslims endeavoured to safeguard their societies and communities against the neo-colonialist waves. In 1977, Muslims organized the first world conference on Islamic education, emphasising that Muslim thinkers and educationists must devise plans and programs to inspire Muslim children with a noble ideal of Islam. This plan has been a proactive step; so that the upcoming Muslim children may know not only that they should resist the influences that make the individual the slave of external forces, but also that they should strive for the establishment and maintenance of God-given values and re-direct technology, science and other concomitant forces for the benefit of humanity. Attempts were made to establish

Islamic model schools whereby the operating system follows the dictates of Islam, while some Madrasahs (traditional Islamic schools) also introduced some western subjects into their school curricular. What is obvious to whomever that may be following the development of Islamic education in the world scene is that there is a lack of synergy among Islamic countries on reforming the education system to reflect Islamic epistemology, pedagogy and values. Since the weakening of OIC as a leading organization in this respect and the subsequent conversion of Islamic education centre in Makkah to a national University (a centre which was earlier established to serve as a major think-tank for Islamic education), most of the efforts made so far have been individual-based which may not be applicable to other Islamic countries and societies. Although the Islamic Educational, Scientific and Cultural Organization (ISESCO) is making tremendous efforts in this regard, there has not been a unified and sophisticated Islamized curricular and tangible school textbooks and materials designed for all the secular subjects.

Conclusion

This study undertakes an assessment of cyber security in the context of Islamic education, aiming to understand the challenges, vulnerabilities, and potential solutions that impact the future of education in the country. The research focuses on the intricate interplay between technological advancements and the preservation of the integrity and sanctity of Islamic educational content. The study also considers the impact of cyber threats on the trustworthiness of online Islamic educational content and the implications for the future of education in Nigeria. In exploring the future, the research identifies opportunities for leveraging cyber security measures to enhance

and expand Islamic education. Strategies for fortifying digital platforms, ensuring data privacy, and implementing secure communication channels are considered.

Recommendations

1. The government should strengthen its security agencies, loaded with the arduous responsibility of fighting cybercrimes in Nigeria.
2. The government should set up a mechanism to track and investigate the menace of cyber criminals within and outside institutions.
3. The government should intensify campaigns on cybercrime awareness among Nigerian students to make them understand that cybercrime is a criminal offence punishable under the criminal act, with the attendant adverse consequence of jeopardizing their educational accomplishments when convicted.

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