RELEVANCE OF ICT-RELATED INSTRUCTIONAL MATERIALS IN THE TEACHING OF ISLAMIC STUDIES

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ABSTRACT

Islamic Education is as old as Islam itself because right from inception, it emphasizes the need to acquire education regardless of distance or source once such knowledge is considered lawful and a person is not expected to perform any religious functions unless he is fully aware of its legal injunctions. Hence, it is not a matter of coincidence that Islam and Islamic

INTRODUCTION

Islam as a way of life embraces all forms of scientific advancement that do not contradict its basic provision. Scientific inventions that promote the general well-being of humanity are permitted in Islam, and in fact, encouraged. One such invention is information and communication technology (ICT). Advancements in information and communication technology are among the ways and means through which modern man has turned the world into a global village. The siren of Information Technology is being heard loud and clear in every aspect of human exertions (Abubakar, 2010). Information Technology drives many of today's innovations, it offers enormous potential for further innovations and development and brings changes to social life. Information and Communication Technology (ICT) has become a global phenomenon of importance in all aspects of human development spanning education, entertainment governance,

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education go together. Islamic Education is a vast and continuous process for all ages. As an old institution, Islamic Education has passed through ages and stages from the Prophetic era to date in terms of development. On the other hand, through advancements in science and technology, modern man has turned the world into a global village and through advancement is Information and Communication Technology, information is disseminated far and wide within the shortest period. Since Islam does not oppose any modern inventions that are beneficial to mankind and since information and communication technological inventions can be used for either good or bad, this paper intends to identify the relevance of ICT-related instructional materials in the teaching of Islamic Studies. The paper however recommends among others, that Islamic studies teachers need to equip themselves with the knowledge of information and Communication technology which acts as the most powerful tools of instruction.

Keywords: ICT, Instructional materials, Islamic Studies

business, agriculture, commerce and others. The integration of ICT into Islamic Studies is critical since it has a role in enhancing the quality of students produced as it enables the teachers to perform their profession more effectively. A good deal of research has shown that effective integration of ICT into various subject areas in the curriculum supports instructions and learning; makes learning faster, and interesting, and accessing and retrieving information quickly; prepares students for innovative and productive activity (Emmanuel Chukwunweike Nwangwu, 2014).

Unquestionably, ICT has an impact on the effectiveness of knowledge of Islamic information dissemination among Muslims (Muhammad, nd). Thus, just as the other world religions, Islam is not exempted from utilizing the new medium for disseminating information and so, great efforts have been made by many Muslim scholars, scientists and intellectuals to promote Islamic knowledge and information using ICT. Consequently, we witness the proliferation of Islamic sites on the Internet as well as software devoted to Islamic Education.

Additionally, Islam does not oppose any modern inventions that are beneficial to mankind and since these modern technological gadgets can be used for either

good or bad objectives, depending on the decision of the user, their relevancy in the teaching and learning of Islamic Studies would not be out of place since teaching and learning are the backbone of any scholar specializing in Islamic studies. Thus, this paper is intended to discuss the relevance of ICT-related Instructional materials in the teaching and learning of Islamic Studies.

More so, the acclimatization of ICT in Islamic Studies has become a necessity due to the rapid globalization of information and communication technology (ICT). It is a known fact that information and communication technology provide boundless potential for improving the quality of learning. In addition, the role of technology in changing the way of learning and teaching, the use of e-learning applications and platforms has provided easy access and flexibility in learning. ICT provides a great opportunity to improve educational accessibility and provide flexibility for students and teachers. Through applications and e-learning platforms, for example, teachers and students can access learning materials, assignments and examinations from anywhere and at any time, without being limited by time and location. This allows students who are in remote areas or far from educational centres to continue to have access to quality education.

In addition, the era of the COVID-19 pandemic has opened our eyes to the importance of the use of ICT-related devices in the teaching of Islamic Studies. The effects that emerged during the pandemic are relevant in digging deeper into the adoption of technology in Islamic Studies. Thus, the incorporation of ICT in Islamic Studies can be well-directed to achieve long-term goals of improving the quality of education and the sustainability of Islamic religious values in this digital era. hence, the effects and values of ICT-related instructional materials in the teaching of Islamic studies cannot be denied nor underestimated. This, therefore, makes it one of the justifications for this paper.

The teaching of Islamic Studies was introduced in Nigeria between the 11th and 14th Centuries. However, the methods and instructional materials used in teaching in those days were so limited both in terms of quantity and in terms of quality. In contemporary times, the inventions in the field of Information and Communication Technology (ICT) have become an important instrument for teaching and learning. The importance of online technology in enhancing education, especially when it comes to teaching, cannot be over-emphasized. The paper, therefore, focuses on the relevance of ICT-related materials to Islamic

Studies largely because Islamic Studies is mostly conducted in an old-style way for centuries.

Literature Review

Hamzah et al. (2014) as quoted by (Sholeh, 2023) further reiterated that among the problems that are plaguing the effectiveness of Instructional and Multimedia Materials in teaching as applicable to countries including Nigeria as regards Islamic Studies are the lack of infrastructure multimedia equipment, inadequate numbers of multimedia software, and difficulty in accessing multimedia laboratory. The use of ICT in tertiary institutions by lecturers and students has become a necessity for the enhancement of quality teaching and learning. Sholeh (2023), examined the availability, accessibility and utilization of Information and Communication Technology (ICT) in Teaching-Learning Islamic Studies in Colleges of Education in North-East, Nigeria. His study adopts a multi-stage sampling technique in which Five (5) out of the eleven Colleges of Education (both Federal and State owned) were purposively selected for the study. Primary data was drawn from the respondents by the use of questionnaires, interviews and observations. The result of the study, generally, indicates that the availability and accessibility to ICT facilities in Colleges of Education in North-East, Nigeria, especially in teaching/learning delivery of Islamic studies are relatively inadequate and rare to lecturers and students. The study further reveals that the respondents' level of utilization of ICT is low and very few computer gadgets and internet services are in the ICT utilization which is yet to reach the expected demand of globalization and advancement in the application of ICT compared to other parts of the world as far as the teaching and learning of Islamic Studies is concerned.

In his work, Jami'u et'al (2021) on Secondary school teachers' awareness of information and communication technology tools for teaching Islamic studies in Kwara State, using a descriptive research method, with a population of all secondary school Islamic Studies teachers in Kwara State and target population of Islamic Studies teachers at SS I to SS III as well as purposive sampling technique to sampled 150 teachers, he study examined secondary school teachers' awareness of information and communication technology tools for teaching Islamic Studies in Kwara State, determined the available Information and Communication Technology tools in secondary schools in Kwara State, discovered the use of Information and Communication Technology tools by Islamic Studies teachers

based on gender, qualification and experience in Kwara State. The finding of his study revealed that there was a significant difference in the Islamic Studies teachers' use of Information Communication Technology tools based on gender and experience but there was no significant difference in the Islamic Studies teacher's use of information and communication technology tools based on qualification. Based on these findings, it was concluded that Islamic Studies teachers are aware of Information and Communication Technology for teaching Islamic Studies in Kwara State and recommended that government at all levels should assist in the provision of more modern Information and Communication Technology tools in secondary (MUHAMMAD-JAMIU, 2021).

Also, Olawale, (, ban2013) investigated the significance of Instructional materials in the effective teaching/learning of Islamic Studies in Nigerian Schools. The work sheds more light on the way teaching/learning of Islamic Studies should be made to benefit from the modern technological advancement at all levels of educational institutions as well as investigates the Islamic point of view on instructional materials in the teaching/Learning process. His work revealed that teaching/learning with instructional aids is not a new phenomenon in Islam, it has been traced to the Prophet of Islam who used Instructional materials on several occasions in the process of imparting knowledge to his followers as well discovered that Instructional technology or instructional media is introduced into Nigerian Educational system with a view of promoting effective teaching/learning (Olawale, 2013).

More so, Abdulganiy's work (2021) focused on the use of information and communication technology for teaching Islamic studies amidst of COVID-19 pandemic in Kwara state. Using a simple random sampling technique to sample 30 schools across the three senatorial districts of the state, 60 teachers and 300 students of Islamic studies, the work found that Smartphones, Radio, Television and several applications such as WhatsApp, zoom, telegram, Facebook, Google, 2go, Twitter, Instagram and host of others were majorly used for teaching and learning of Islamic studies in Kwara State during the Coronavirus lock-down. The researchers recommended that to enhance effective and efficient teaching and learning of Islamic studies through virtual learning, teachers and students need to undergo rigorous training on how to make maximum use of ICT tools (OWOYALE-ABDULGANIY, 2021).

Another work worthy of citation here is the work of Muhammad et'al (2018) titled "Effects and challenges of using instructional and multimedia materials in teaching Islamic studies in Nigerian schools: an analysis". The work enumerated numerous effects of multimedia in teaching Islamic Studies in Nigerian Schools as obtained in other parts of the world if properly utilized and integrated to include: the capacity to stimulate imagination and develop critical thinking skills while allowing students to take an active role in their learning, allows the teacher to possess digital command, critical thinking, and scientific approach to knowledge augmentation of learners' motivation through practical activity, visual demonstration, and improved modes of presentations. The author also identified some challenges such as inadequate multimedia equipment, lack of skills by teachers, and provision of up-to-date software and other needed materials in schools as problems facing the use of ICT-related instructional material in the teaching and learning of Islamic Studies. (Muhammad, 2018). He, concluded that as ICT is transforming the classrooms with the introduction of many innovations in teaching and learning, Nigerian Muslim children who are offering Islamic Studies in schools must be carried along in this multimedia revolution to be useful religiously, socially, academically, and ethically to themselves, Nigeria as a country and humanity as a whole (Muhammad, 2018).

In a similar work, Gyagenda (2021) analyzed the Integration of Modern ICTs as Modes of Instruction for Islamic Education in Higher Institutions of Learning. The researcher recommends a blend and balance between traditional methods and the use of modern technologies to enhance the instruction of Islamic education (Gyagenda, 2021). He further emphasized the need for Islamic education teachers and instructors to make a pedagogical shift from the traditional methods of teaching the subject to either moving towards the modern methods of instruction or integrating the two methods (Gyagenda, 2021).

The work of Usman (2013) examined how Information and Communication Technology (ICT) is used to enhance the teaching and learning of Arabic and Islamic Studies in Nigeria. He discussed the various ways in which the effective use of Information and Communication Technology (ICT) is used to enhance the quality of delivery in teaching and learning of Arabic and Islamic Studies in educational institutions in Nigeria. The major finding of his research work is that Information and Communication Technology (ICT) if properly harnessed and

utilized will go a long way in enhancing the quality of teaching and learning of Arabic and Islamic Studies. (Usman, 2013).

Sholeh (2023) conducted his research to find out how the strategy for implementing technology integration in Islamic education is effective and how to overcome the challenges of adopting technology integration in Islamic education. Using the descriptive method, the results of the study show that the strategy for implementing technology integration in Islamic education is through improving technology infrastructure, training and professional development for teachers and education managers, preparing relevant digital Islamic content, and a technology-based curriculum approach. The work also addressed the challenges of adopting technology integration in Islamic education through increasing the accessibility of technology, developing technology training and certification programs for teachers, diversifying funding sources for technology integration, and a flexible approach to curriculum development and evaluation (Sholeh, 2023).

Relationship between ICT and Islam

One of the unique features of Islamic society is how it combines the immutable and the flexible. It is a society that strictly adheres firmly to its fixed principles, but at the same time encourages its followers to adopt those things which are beneficial to the society. The Messenger of Allah (SAW) is reported to have said:

"Wisdom is the lost property of the believer, wherever he finds it, he has more right to it." (Ahmad 70)

In Islam all beneficial new developments in the fields of science and cultural achievements should be adopted, if they are not already present, and efforts should be made to bring them to the Muslim society, develop them and perfect them. Those who are unfamiliar with the Qur'an might, be questioning themselves about the relationship between the Qur'an, which is a book, revealed more than 1433 years ago and Information and Communication Technology, which is an invention of this century. Al-Qur'an is the book of knowledge and the first source of Islamic law, which contains general principles applicable to all times and places. As the Divine Guidance is related to faith and belief, it encompasses the practical sphere of human life as well as the spiritual aspect.

The Qur'an and Sunnah, therefore, have been provided with the principles as comprehensive as to offer the Muslims such solutions to their ever-emerging problems. Which on the one hand, are well-balanced and consistent with human

nature; and hold good and ensure real success for them on the other hand, apart from that those problems and issues are occasioned by circumstantial change or by the emergence of new means and hitherto unknown inventions. The Prophet (SAW) and early Muslim scholars have possessed an exemplary model of how one should deal with knowledge. They employed whatever means, were available at that time to access information, store, process and distribute their ideas and knowledge. Because of their positive attitudes towards knowledge, Islam emerged as a great civilization for centuries. Islam categorized knowledge into two. The first category of knowledge is that endeared by Allah to operate through revelation. This knowledge is regarded as the highest form of knowledge and eventually is made compulsory for every Muslim to learn, comprehend and implement. The second type of knowledge is that acquired by humans via rational inquiry based on experience and observation, which is normally concerned with worldly matter. This latter form of knowledge includes tanzur (observation), tadabbur (deliberation) tathakkur (recollection), takfakkur (consideration), tabassur (understanding) and ta'aqul (rationalization), all of which is mentioned in the Qur'an as mechanisms to gather knowledge. It is in the latter category that lies the field of ICT. In this respect, ICT is not alien to Islam. The technology has been adopted and used in a different way by Muslim scholars in early Islamic history. Hence, the usage of ICT to enhance the teaching and learning of Islamic Studies is merely not a new issue in Islam. Services and applications offered by the technology can efficiently be utilized to distribute and increase the level of understanding the Islamic knowledge.

Ways through which Islamic Studies can benefit from ICT
The ICT resources that can be used for the facilitation of Islamic Studies are assorted ranging from simply public address systems to complex computer networking. The following are some of the ICT resources which have been put to use by scholars in the advancement of Islamic Studies.

Internet
The Internet is a network of networks that links together several other networks of computers. It has a chain of interconnected computers each computer stores myriads of digitized information (Anyakoha, 2005). According to Ajala (2000), the internet is only one if not the most significant of the newer information retrieval

media. Information found on the internet has opened up numerous possibilities for resource sharing at local and global levels (Ajala, 2000). The Internet contains bundles of information that can be rapidly and easily accessed by users. A wide range of information can be obtained from online resources which are pleasantly presented through the use of World Wide Web (www) technology. The use of the internet as a medium of communication is dependent on how to use it. Today there are all sorts of different values being propagated through the internet. Many internet-related information and communication facilities are developed for information dissemination. Some of these facilities are:

a. **Websites:** Websites otherwise referred to as World Wide Wave (www) enable users to conveniently obtain and display textual information, recorded sounds or graphic images from a variety of sources on the Internet. Websites technology allows information to be conveyed in the most efficient scheme. Excellent Islamic homepages sprang up which opened opportunities for better ways of communication and providing references to both Muslims and non-Muslims about Islam, but so too did the deviant sects give blatantly false information and arguments. In this respect, a great number of Islamic websites have been developed to deliver information and knowledge on fiqh and fatwa by adopting ICT applications. For example, http://www.al-islam.com, http://www.harf.com, http://www.islamonline.net, http://www.islam-qa.com, http://www.qaradawi.net. These websites provide useful information on almost all aspects of Islamic disciplines such as the Quran, fiqh, usul fiqh, fatwa, qada', etc. Among the valuable resources of this website are the heritage books of fiqh that are available in the Encyclopedia of Islamic Jurisprudence software which amounts to about 750,000 Printed pages with full analysis and studies. Similarly, users can search for any fatwa from these web databases, and at the same time can compose and submit new problems or questions to the sites and receive intelligent and authoritative responses to any question about Islam, whether it comes from a Muslim or a non-Muslim, and to help solving general and personal social problems by eminent Islamic Jurists. There are also personal sites for Muslim scholars which enable them to put forward their ideas, opinions, lectures, khutbah and even fatwa on various current issues and problems faced by Muslims all over the world like human

cloning, dividends and interest, purchase of Israel's products, leadership of woman etc. In addition, we find out that each of the Islamic websites provides e-mail, mailing list and newsgroup applications. This can enrich users' choices to search, share and exchange information and knowledge available via the Internet.

b. **E-mails:** Another prominent application offered by the ICT is electronic mail (e-mail). Email enables users to electronically send, receive and read messages. Written messages are sent between individuals or groups of people to others who have internet services many kilometres away. (Fibbi, 2010). With e-mail, personal communication has been made faster, easier and cheaper. Together with e-mail, offers Newsgroup and Web-based Forum which allow Internet users to exchange and share information digitally. Assignments, lecture notes, tutorial questions and papers, projects, thesis and dissertation works, field trip materials, etc can be exchanged freely between the students and teachers using this means.

c. **Social Network:** This simply can be referred to as a world of visual communities, through which people tend to relate and interact more easily and exchange messages, pictures, videos etc. Examples include the very popular Facebook which currently has more than 1.06 billion active users, and most of them spend around 19 minutes per day for social networking. (Sakinah, 2012). Facebook has the largest number of users in the world and thus, one of the best mediums to spread information to all mankind. Twitter with up to 500 million users; YouTube for uploading and streaming videos which also reached a billion active user accounts in recent years. It enables billions of people to discover, watch and share originally-created videos. It provides a forum for people to connect, inform, and inspire others across the globe and acts as a distribution platform for original content creators. Instagram for sharing pictures, Nairaland, the largest online forum in Nigeria, WhatsApp, BBM, 2go, etc are other examples of social networks through which Islamic education can be impacted. (Adebajo). The social network is a viable medium for getting peoples' attention and sharing the message of Islam to an uncountable audience. This may be done through sharing Islamic updates, logical proof for the authenticity of Islam; info-graphics, etc.

d. **Multimedia:** Multimedia which encompasses animation, audio, video, and graphics (both two-dimensional (2D) and three-dimensional (3D)) is another most complex and rapidly changing area in ICT. Multimedia can be a useful tool in information distribution. For example, http://www.al-islam.com, http://www.islamicity.com http://www.islamonline.net are among the Islamic websites that enable users to listen to the khutbah or lectures conveyed by prominent Muslim scholars. (Muhammad, nd)

e. **Database:** Database systems are among the sophisticated applications which are offered by the advent of technology. It is simply a system that handles the process of centralizing the data, managing them efficiently, enables users to search for the information using the easiest and most effective way (Muhammad, nd). Islamic websites that adopt this approach provide Islamic information by linking their databases to the web. With the advancement of technology, these sources are now accessible via the internet and users can easily download and print out these materials freely without buying them in the market. For instance, http://www.al-islam.com allows Internet users to digitally read and even print out some prominent heritage books on fiqh and fatwa like Al-Fatawa Al-Fiqhiyyah Al-Kubra, Al-Fatawa Al-Hindiyyah, I'lam al-Muwaqqi'in 'an Rabbi al-'Alamin, Al-Turuq Al-Hukmiyyah, Al-Ahkam Al-Sultaniyyah, Al-Mughni, Al-Furuuq, Al-Mawsu'ah Al-Fiqhiyyah and others (Muhammad, nd)

f. **Blog:** A website containing a writer's view or a group of writers' own experiences, observations, opinions, etc. It also often has images and links to other websites. It is a discussion or informal site published on the World Wide Web and consisting of discrete entries or posts. (Syafiq, 2014). Many useful discourses on Islam can be found in blogs created by the concern Muslims today.

g. **Conferencing:** ICT also enables real-time communication among the users through either tele or video conferencing. For example, audio-conferencing allows them to hear what people are saying into a microphone during a chat, while video-conferencing allows them to see the people as well. The technology can facilitate the tasks of Islamic teachers and students in conducting research where they can find out lots of information through direct contact with many renowned Islamic Scholars as well as relate with those who are interested in sharing Islam with them.

h. **Software and Application Programmes:** Software is a computer programme – a set of commands or instructions that aims to perform a certain task or computation. These commands are written in a language that the computer can understand. They instruct the computer exactly what to do. In this respect, Muslim software developers have been proactive in developing such Islamic-based software, which can benefit the dissemination of Islamic information. Good examples here are soft wares developed to teach calculations of Nisab for Zakat, shares for inherited estates, calendars for sighting the moon, Adhan software for prayer time, Complete Qur'an with various recitations for Qur'aninc easy memorization, software for detecting or determining the Qiblah to mention but few. All these are rich teaching aid materials that can be utilised by Islamic teachers and students in their pursuit of Islamic Education.

i. **Television and Radio:** Television and radio channels are popular forms of communication where messages and news transmission reach a huge and diverse audience. Thus, they would be effective and efficient tools to be used as instructional materials in Islamic education. Today, we witnessed the proliferation of TV and Radio stations exclusively devoted to spreading Islam and Islamic knowledge. Good examples of such local television satellite channels that were established to transmit Islamic information and knowledge in Nigeria include; Sunnah TV, Faydha Tijdhaniyyah TV, Wisal Hausa TV, Al-Afrikiyy TV, Africa 3 TV etc.

j. **GSM Phones and Services:** Global System for Mobile Communication (GSM) is a digital mobile telephony system that is widely used in the world today. Mobile services based on GSM technology were first launched in Finland in 1991 (Rouse, 2007). GSM digitizes and compresses data, then sends it down a channel with two other streams of user data, each in its time slot. It operates at either the 900 MHz or 1800 MHz frequency band. (Rouse, 2007). Today, more than 690 mobile networks provide GSM services across 213 countries and it represents 82.4% of all global mobile connections with over 5 billion GSM mobile phone users worldwide (wikipedia.org, 2015). In addition to direct calls, short messages can be sent through SMS (Short Messaging Services and MMS (Multimedia Messaging Services). Also, some sophisticated cell phones carry assorted

social network packages like WhatsApp, Facebook, 2go, Youtube, Twitter etc which serve as means of knowledge acquisition and transmission.

Relevance of ICT-related Instructional materials in teaching Islamic Studies

Many reasons are bound as to the relevance of technological inventions even if simply for the fact that the inventions are not contrary to the teachings of Islam. However, considering the skyrocketing population of Muslims in pursuit of the knowledge of Islam all over the world which is not congruent with available learning facilities in most Muslim countries, it will be of great importance if information and technological gadgets are utilised in the teaching-learning process of Islamic Studies. For instance, the recommended class size of learners according to the National Policy on Education in Nigeria (FGN, 2004) is 30. But today, we find crowded classrooms in both formal and informal schools that teachers find difficult to handle, thus, the use of certain e-learn facilities can serve as a complement to the overcrowded physical structures.

Also, over the years, our schools have been facing the problem of inadequacy of educational infrastructures like physical facilities, and instructional materials, it is evident that no learning can effectively take place without due consideration of necessary equipment and materials. ICT instructional facilities can be of very great help to this effect.

Added to the above, is the problem of funding education. An average Nigerian Muslim parent spends heavily on Western education for their children but the reverse is the case when it comes to Islamic education which some take as secondary. The government that is sponsoring formal Islamic education is not adequately funding schools in general. Thus, unfortunately, there is a dearth of physical and instructional materials in our schools which makes learning unattractive.

More so, in our present contemporary society, our young learners seem to tilt towards ICT facilities and develop an interest in anything internet or electronic. If we don't introduce them to using modern electronic appliances to learn and appreciate their religion, there is a tendency that their attention would be diverted to other areas of ICT since ICT can be used in both good and bad ways depending on the user.

However, the following are some of the relevance of ICT-related instructional materials in the teaching of Islamic Studies that will justify the need for Islamic Studies to be ICT compliant.

1. Information and Communication Technology (ICT) inevitably brings a lot of programs for the advancement of Islamic Studies. For instance, there are lots of Islamic sites being developed to provide and disseminate Islamic information. The primary purpose of various Islamic websites is to inform and educate Muslims and clear misconceptions about Islam (Agboola, 2014). ICT has become a new mechanism for Muslims all over the world to collect, exchange, share and spread information about Islam. Through the websites, Muslims are given online access to Qur'anic recitations and their' translations, books of Hadith, books and problems of Islamic fiqh, fatwa and other numerous Islamic databases.

2. ICT is also a substance through which Muslims can network with each other stimulate debate and exchange data on matters of common interest. Muslim dialogue and activism on a broad range of other issues take place online. (Agboola, 2014).

3. ICT enables Muslim scholars located in different parts of the globe to interact, share and seek the latest information. For example, Yahoo operates a service called Groups, in which individuals as small as two to as many as over ten thousand can get together and exchange information, opinions, news and perspectives on any aspect of their lives. The Islamic community on Yahoo is centred on 'Islamic issues and values. Numerous versions of the translation of the meaning of the Quran can be found, linked into diverse commentaries and other materials, utilizing state-of-the-art technology. (Yakubu, 2015).

4. ICT facilities especially the internet provide opportunities for students and teachers to update their knowledge by visiting educative websites because there are a lot of forums online where intellectually lifting information is shared.

Recommendations

Muslims should establish numerous highly attractive websites for the teaching of Islam, to compete with the other websites which have different and perhaps more popular content.

As Muslims, we are responsible to preach and disseminate Islam. This process requires sophisticated tools so that it can meet the ever-changing requirements of today's dynamic society. Hence, Muslims need to equip themselves with the

knowledge of information and Communication technology which acts as the most powerful tool of instruction. Muslims should not be passive observers of this sophisticated technology but have to become major players in adapting whatever applications are invented to enhance and accelerate the studies of Islam.

The internet is nothing but a tool, and like a knife, can either be used for good or evil. We must all be careful how we go about using the things the virtual world has to offer, so that we may avoid hurting others, and at the same time avoid getting hurt by others.

Conclusion

ICT does not operate in a vacuum; it is a part and parcel of society affecting society in all spheres of life. In light of the issues raised in this paper, there are various facilities offered by ICT that can be efficiently utilized in advancing Islamic Studies. Thus, it is expected that Islam can benefit from such advanced technology. It, therefore, becomes the responsibility of Muslims to learn, master and use this new technology for the benefit of Islam and Muslims.

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