

---

# Early Childhood Care Education (ECCE) and National Security

*Nungala Usman Isaac*

School of Early Childhood Care and Primary Education, College of Education, Zing  
Taraba State, Nigeria.

[isaacnungala@gmail.com](mailto:isaacnungala@gmail.com)

Received August 29, 2024; Revised August 31, 2024; Accepted September 01, 2024

**Abstract:** *This study explores the critical link between early childhood care education (ECCE) and national security. Early Childhood care education lays the foundation for future cognitive, social, and emotional development, which in turn, shapes a nation's human capital, social cohesion, and economic prosperity. A comprehensive review of existing literature and empirical data reveals that high-quality ECCE programs can mitigate risk factors associated with national insecurity, such as poverty, inequality, and social unrest. Conversely, inadequate ECCE can perpetuate cycles of disadvantage, undermining national stability and security. This study argues that investing in ECCE is a strategic imperative for national security, as it fosters a skilled and productive workforce, enhances social cohesion and community resilience, supports early intervention and prevention of social ills, promotes inclusive and equitable development and encourages a culture of peace, tolerance, and understanding. The study recommends that policymakers prioritize Early Childhood Care Education as a critical component of national security strategies, ensuring that all children have access to high-quality early childhood care and education.*

**Keywords:** *early childhood education, national security, social cohesion, prosperity development, peace and development.*

## INTRODUCTION

Early childcare education as contained in the National Policy on Education Federal Republic of Nigeria (FRN), is the healthy development and education of children from birth to six years [1]–[3]. It is meant to give protection, supervision, and love to preschool pupils by caregivers [4]. In Nigeria, the National Policy on Education (NPE) recognizes pre-primary education for the various objectives it is expected to achieve before the pupils are applied to the actual pursuit of primary education. It should effect a smooth transition from the home to the school [5].

Agboabuch and Denco view pre-primary education as the type of education that usually makes provisions for children below primary school age to play under the supervision of adults [6]. Noriega, states that learning outside the home starts early in life, as such third of the children under the age of five are cared for outside their homes by individuals who are not related to them [7]. The environment also plays a vital role in the child's brain development. Secured parent and child attachment helps pupils to secure and regulate their cognitive, emotional positive social behaviors and language development. On the other hand, insecure and disorganized attachment makes pupils exhibit aggression, depression, and emotional deregulation, and this is a threat to future National security [8].

Evidence in the relationship between teacher and children creates high quality care environment thus creating positive child outcomes. High-quality early childhood education programs must promote the total child paying attention to his emotional social and academic development. It should be directed to give protection, supervision, and love to the preschool child by the caregivers [9]. These caregivers or teachers should be trained professionals to have a humane and personal connection to the children and ensure proper supervision of children against weapon assault, drug violations, and sexual incidents from time to time. The United States Department of Education defined school safety by taking cognizance in four distinct areas namely: the prevention and mitigation which concerns preventing things from happening or minimizing the impact of occurrences.

Secondly, it takes a stand in preventing things from happening making the school prepared for crisis in advance; the third plan is on recovery. This entails plans on how to address the recovery pattern when it happens, and fourthly it is made an imperative document, or else the school loses points from their rating scale [10]–[14].

Early Childhood Care Education (ECCE) is an important foundation in the development of individuals and society. ECCE not only focuses on children's cognitive, social, and emotional development but also plays a role in shaping the basic character and values that form the moral foundation for future generations. In many countries, ECCE is a priority on the development agenda because it has been proven to have a long-term impact on social and economic well-being. However, in a broader context, ECCE also has significant implications for national security. Strong character development from an early age can prevent the emergence of radicalization, violence, and actions that threaten the stability of the country. Therefore, it is important to explore the relationship between ECCE and national security to understand how early childhood education can contribute to the creation of safe and peaceful societies [10]–[14].

The problem is that although ECCE is recognized as an essential element in human development, its relationship to national security is often overlooked in public policy discussions. The lack of attention to character education from an early age can have an impact on increasing criminal behaviour, radicalization, and social instability in the future. Many countries still face challenges in integrating effective ECCE programs with national security strategies, especially in conflict-prone regions. In addition, limited resources and access to quality education for early childhood can widen social disparities, which in turn has the potential to become a source of insecurity. This problem requires further research to formulate a comprehensive approach to utilizing ECCE as a tool to strengthen national security through holistic and inclusive education.

## LITERATURE REVIEW

Our schools and societies have never been as challenged as they are about security as today. Early education is not just an educational imperative, but it needs to be a national security priority. Any capital we fail to invest in early education will cost us eight times in addressing other social needs. In Sweden and Nigeria, children from 0-6 years are considered to fall into the Early Child Education ground. The Minimum Standard for Early Childhood Care Education in Nigeria identifies three types of centres [15].

1. Daycare/Crèche for 0-2 years and
2. Pre-nursery/play group 3-4 years and
3. The nursery/Kindergarten for 3-5 years.

The Early Childhood Care Education facilities make provision for an international approach to child care in cognizance of health, stimulation, nutrition, development, and security protection and participation issues. However, these cannot be achieved without the use of language, literacy, and security [16]–[19]. Discussions in psycholinguistics also have shown that the eagerness and fast rate of learning that characterizes the first few years of life

is overwhelming. Noriega, in a recent report titled ‘Ready, willing and unable to serve’ by a non-profit organization mission has the opinion that readiness, military leaders for the children states that, ‘early education is an investment in National security as improved educational outcomes will increase the ability of the military to recruit officers needed to ensure security [20]. The recent societal phenomenon of terrorism, kidnappings, paedophiles, fire disasters in our society, and the like over the years is a great hazard to the learning experiences and environment; as such the need for school safety is very vital [21]. Therefore, school safety or security is a process of continuous education or schooling without disruption, harm, or danger. This could be said to be the first requirement for an excellent learning environment.

## METHODOLOGY

The research methodology adopted in this paper is a literature study approach [22], [23]. The study of literature is the same as research in general, but the data obtained by the researcher is secondary data using the literature study method. Some steps that the researcher will take in preparing this article include: first, the researchers search for and collect reference sources that are relevant to the theme of this research. Second, several scientific papers that have been collected are then processed and elaborated, to comprehensively explain the inter-sections of this article. Third is the early childhood care education (ECCE) and national security [24]–[26].

**Table 1. Research Methodology**

Step	Description	Details
1. Literature Search and Collection	Search for and collect relevant reference sources	<ul style="list-style-type: none"><li>- Focus on sources related to Early Childhood Care Education (ECCE) and national security.</li><li>- Utilize academic databases, journals, books, and credible online sources.</li></ul>
2. Data Processing and Elaboration	Process and elaborate on the collected scientific papers	<ul style="list-style-type: none"><li>- Analyze the relationship between ECCE and national security.</li><li>- Synthesize findings to explore intersections and implications.</li><li>- Identify patterns, themes, and gaps in existing literature.</li></ul>
3. Comprehensive Explanation	Explain the intersections between ECCE and national security	<ul style="list-style-type: none"><li>- Develop a comprehensive narrative based on the literature.</li><li>- Integrate insights to highlight the importance of ECCE in national security.</li><li>- Address potential challenges and propose recommendations.</li></ul>

## RESULTS AND DISCUSSION

### National Security

National security refers to a state or condition where the most cherished values and beliefs right to religion, cultural practice, association, economic activity, civil liberties, democratic way of life, the sanctity of institutions of governance and national unity, welfare, and well-being of the nation and the people] are permanently protected and continuously enhanced. According to Bellany, seven fundamental elements lie at the core of, and therefore further amplify the definition of national security. At the same time, they constitute the most important challenges faced by nations and peoples [27].

These are:

1. Socio-Political Stability
2. Territorial Integrity
3. Economic Solidarity and Strength
4. Ecological Balance
5. Cultural Cohesiveness
6. Moral-Spiritual Consensus
7. External Peace

### **Insecurity**

The term insecurity is a condition in which people have no confidence in the institutions and leadership that should protect their lives, and property and provide for their well-being. Consequently, they live in trauma, fear, anger, despair, suspicion, and mistrust. On the contrary, security is a cherished state of being that constitutes several values that people unavoidably desire [28]. It is a paramount condition required by humans whose satisfaction guarantees a feeling of well-being and survival. Paskins compares security and insecurity thus: Security is a value, one among ill-assorted and vitally important values; insecurity is a „disvalue“, a bad thing, one among several evils to which we are unavoidably averse. We want security and we fear and shun insecurity [29].

Early Childhood Care Education and the Challenges of Insecurity in Nigeria As earlier explained, early childhood Care education does not exist in isolation. As the other levels of education are negatively affected so, it is the first level. The children at this level are still young and tender [30], [31]. They require adequate attention for effective care and a successful transition from home to school. At this age, the children depend on adults for their livelihood. They are taken to and from school. While in school, they rely on adults for instructions on what to do and what they should not do. Report across the country indicates that insecurity is ruining early childhood education in Nigeria. In Cross River State, there are reports of abduction and kidnapping of children on various occasions [32]–[35]. Two instances are cited here. There is a report by Cross River Watch of a 4-year-old Effiong Edet who was abducted at the Ekorinim axis of Calabar when the children were playing outside [36]. Also, Edem, reported how two primary school pupils were abducted by unknown persons from Government primary school Ikot Efanga Mkpa in Calabar municipal council of Cross River State [37]. In Akwa Ibom State Onuegbu, reported in Vanguard how two pupils (two siblings of ages 4 and 3 years) were abducted from a primary school in Afia Nsit by an unknown woman suspected to be a child trafficker [38]. In River State, Ekeinde reports that a 3-year-old boy was kidnapped while he was being taken to school by the family driver in the morning [39]. Also in Ondo State Maryam Abdullahi, reported on how 2 nursery pupils were abducted by gunmen when their mother left them in the car to open the gate of her house. She couldn't find her children when she returned to the car [40]. In Kaduna State as in many other states in the north, it has been hail. Children are being kidnapped or abducted here and there; in short, it has become a lucrative business. They believe that money is made from kidnapping or abducting children more because the parents will run to several places to look for money to save the lives of their children. In Kaduna, a parent explained that she had five of her children in the school Salihu Tanko Islaamiyya Primary School Kaduna/Mina Junction Rafi Local Government Area Niger State [41]–[42]. All 5 were kidnapped but the two youngest were returned later ages 2 and 4 years leaving the ones of 6, 9 & 11 years. It is observed that abduction was carried out in secondary schools and tertiary institutions but recently it has extended to the nursery and primary schools. Ekeinde, meanwhile

these are the most delicate set of people going to school. What then should be done to ensure the safety of the Nigerian child? [43].

### **The Role of the Nation**

Hazards to school safety could cause death serious injury, or emotional trauma in children or staff. This could come in different ranges from inadequate provisions of security to lack of proper supervision [44]–[47]. This cannot be achieved with the recent development of insecurity in the country of Nigeria. Omede states that the most worrisome are the insurgencies rippling across the country, which come in the forms of kidnapping, arson, child disappearances, and ritual murders, corruption as spates of political violence and terrorism called the ‘Boko Haram.’ Hence education cannot be possible with these occurrences at our doorsteps [48].

The Minister of Defense and International Development Secretary Justine Greening said: Britain and the US have pledged to educate a million girls and boys in Northern Nigeria to boost development across the country. The Department for International Development will also assist the Nigerian Government’s plans for development in the north of the country. The abduction of the Chibok schoolgirls is a brutal reminder of the dangers faced daily by girls who simply want to go to school. We cannot allow Boko Haram to shut down education in northern Nigeria and snuff out the life chances of millions of Nigerians while they are still children [49]–[52]. This new partnership with the US will ensure a million more children receive an education and improve dramatically their chances of a better and healthier life. DFID and USAID will work to share resources and experiences to provide safe and effective learning in schools and the community. In partnership, the UK and US will work with the Nigerian government, parents, communities, and religious and civic leaders to develop opportunities for learning even where schools are known to be unsafe. (NPE) states that one of the major objectives of nursery education among other things is to offer a smooth transition from the home to the primary school [53]–[56]. This transition can be smooth and encouraging with the use of conventional technological devices such as computers, radio, DVD, and the telephone to mention but a few. But these conventional devices may also constitute a danger to the preschoolers; as such the need for caregivers is necessary to provide safety and security. This cannot be possible without the necessary security put in place [57].

Noriega et. al posits that inadequate education will lead to criminal and physical unfitness. Therefore, the sense of safety and security which teachers provide, will steady footing to support them through their developmental challenges [58]. Studies conducted by the United States Consumer Product Safety Commission (CPSC 1998) discovered that two-thirds of childcare outfits have at least one safety hazard that could potentially harm or injure children. Investigations carried out were the cribs, the safety gates, window blinds, and also the floor coverings. Education at an early age is also relative to the success of any Nation’s economic engines. The Nigerian nation should make it obligatory that all schools have legal requirements to protect children as they are much more vulnerable to litigation [59].

Evidence has shown that the necessary qualification needed by the caregivers to make them playful, loving, and more experienced in teaching children was absent. Akinola opined that these adults are expected to have an understanding of the child’s growth, child development, and child learning process [60]. Botton, explains that this was necessary to check much scolding, shouting, and sometimes flogging which inhibits learning. The environment also plays a vital role in the child’s brain development and secure parent and child attachment helps pupils to secure and regulate their cognitive, emotional positive social behaviours, and language development [61]. On the other hand, insecure and disorganized attachment makes pupils exhibit aggression, depression, and emotional deregulation, and this is a threat to future

National security. Evidence is the relationship between teacher and children creates high quality care environment thus creating positive child outcomes. High-quality early childhood education programs must promote the total child paying attention to his emotional social and academic development. It should be directed to give protection, supervision, and love to the preschool child by the caregivers [62]. According to Akinola, caregivers should be equipped with the necessary skills and abilities to teach children and to ensure a smooth transition to primary school in early childhood education is an investment for National security [63].

### **The Way Forward**

Parents, teachers' guidance, caregivers, students, children and many others who are concerned have been lamenting. Will the future of our children be blocked as a result of abduction/kidnapping? Education is said to be our key to success. Does it mean that our children will not succeed in life? In the words of Hawking "with increasing incidents of attacks on schools and kidnapping of students, the entire educational system in northern Nigeria is at serious risk if nothing is done urgently to put a halt to the attacks and abductions". We can't just fold our hands and allow our children to suffer [64]. Keeping them safe at home would not help them either. Something has to be done to save the Nigerian child. The family is always seen and noted as the child's first school. Parents have a responsibility to teach their children to be security conscious. Let the children know that any strange person around them should not be trusted, that while at home, in the market, or at school on the way, they could be attacked [65]–[68]. They should learn to raise alarm when they do not understand what is happening around them. They should call the attention of any adult around them for help. Adedeji and Marco suggest that an assessment should be done to find out schools that are prone to attacks so that the children in such schools will be relocated to safer schools. There should be a strong security network developed using the commentary youths, whenever children are in school, they should be taught security education. To Atakpo, the entire early childhood curriculum is built in such a way that when implemented the child will be equipped for future security challenges because the content is rich and involves the total development of the child with a lot of emphasis on social skills, relationships, and teamwork. Also, Romito, observed that stranger abductions are rare and that most abductions and kidnappings are carried out by family members or acquaintances. So, they suggest that children should be trained to be aware of their surroundings, how to identify a threat, and how to react. From the age of 3 years, they suggest that the children should be guided by the following tips by the Federal Bureau of Investigation (FBI) to prevent abduction.

- Stay away from strangers. Explain what makes someone a stranger. Note that even someone with a familiar face is a stranger if you do not know him or her well.
- Stay away from someone who is following you on foot or in a car. Don't get close to them or feel as though you must answer any questions they ask you.
- Run and scream if anyone tries to force you to go somewhere with them or tries to force you into a car.
- Memorize a secret code word. Tell your child not to go with anyone under any circumstances unless that person also knows this code word. - Adults shouldn't ask children for help for example a child shouldn't trust grown-ups who ask kids for directions or for help finding a pappy or latten a child who is approached in this way should tell the person wait here and I will check with my mom or Dad and then find his or her parents right away [69]–[70].

Always ask for help when you are lost. If you are lost in a public place, ask someone who works there for help. Always ask for permission before going, how you will get

there, who is going with you, and when you will be back. Be home at the agreed-upon time or else find a way to contact home directly [71]–[79].

If your child is lost or missing, being able to provide information quickly to the authorities will save them valuable time in searching for your child so parents/guardians/caregivers should be ready with: Be prepared with a good description of your child. Have a close-up photograph of your child taken every six months. Keep track of and write down details about your child's appearance, such as height and weight, eye colour, birthmarks, scars, and identifiable mannerisms such as hair-twisted [80].

Have your child fingerprinted. Check your local police department for instructions - Stay calm. You are more likely to remember helpful details if you can remain calm with a guide, many children will be saved from abduction/kidnapping [81]. Above all the federal government of Nigeria should re-assess the issue of security as Adedeji and Marco pointed out, they should address the long-term security threat in the country [82]. Security measures should be put in place as it is rightly observed by Lawal that the attacks on schools frequently have exposed the absence of security in the schools.

## CONCLUSION

It is observed that the greatest threat to life at the moment in Nigeria is the issue of insecurity. This is spreading to all other sectors of the bad that the federal government has to do something urgently to save the situation before it becomes unbearable. The early childhood care and education play a critical role in shaping the future of a nation and its security. By investing in high-quality early childhood education, we can foster a strong foundation for cognitive, social, and emotional development, leading to a more informed, empathetic, and engaged citizenry. This, in turn, can contribute to a more stable and secure society, better equipped to address the complex challenges of the 21st century. By prioritizing early childhood education, we can develop a more educated and skilled workforce, enhance national cohesion and social inclusion, reduce poverty and inequality, improve mental and physical health outcomes, and foster a culture of peace, tolerance, and understanding. Ultimately, early childhood care and education are essential components of a comprehensive national security strategy, one that recognizes the intricate links between human development, social cohesion, and global stability. By recognizing the significance of early childhood education, we can work towards a brighter, more secure future for all. Recommendations. The following recommendations are made: 1). The parents should continuously insist on security consciousness so that the children will know what to do at all times. 2). The teachers should implement the curriculum as it is observed that the curriculum content is rich enough to instil security consciousness in the children. 3). The government should supervise and ensure that appropriate content is taught to the children to ensure the acquisition of appropriate skills that will help the child to grow in the larger society and be safe. 4). The government should undertake the training of security guards in the community among the youth to avoid external attacks on communities.

## Acknowledgements

I would like to thank all Persons who have assisted in the course of writing this research including the anonymous reviewers for providing valuable input on this paper.

## Author Contribution

Nungala, Usman Isaac: Conceptualization, Methodology, Writing – review & editing.

## Conflicts of Interest

The author has declared no conflict of interest.

## REFERENCES

- [1] A. Endartingsih, S. Narimo, and M. Ali, "Implementation of Discipline Character and Student Responsibilities Through Hizbul Wathon Extra Curricular," *Solo Univers. J. Islam. Educ. Multicult.*, vol. 1, no. 01, pp. 42–49, 2023, <https://doi.org/10.61455/sujiem.v1i01.32>.
- [2] S. U. A. K. Mahmudhassan, Waston, Muthoifin, "Understanding the Essence of Islamic Education : Investigating Meaning, Essence, and Knowledge Sources," *Solo Univers. J. Islam. Educ. Multicult.*, vol. 2, no. 1, pp. 27–36, 2024.
- [3] H. Haerul, I. Iqra, B. M. A. Muhammad Hamad Al-Nil, and R. Mahmoud ELSakhawy, "The Role of the Teacher in Instilling Tauhid-Based Education in Students in the Perspective of the Qur'an," *Solo Univers. J. Islam. Educ. Multicult.*, vol. 1, no. 01, pp. 50–57, 2023, <https://doi.org/10.61455/sujiem.v1i01.35>.
- [4] Federal Republic of Nigeria, *The National Policy on Education Lagos: N E RC Press*, 1981.
- [5] Federal Republic of Nigeria, *The National Policy on Education Lagos: N E RC Press*, 1981.
- [6] Agboabuch B, O & Eze Denco "Pre-primary Education in Nigeria." *Conference Proceedings. Onitsha: Lincel Publishers*, 1998.
- [7] Noriega, R., Rivnay, J., Vandewal, K., Koch, F.P.V., Stingelin, N., Smith, P., Toney, M.F. and Salleo, A., "A General Relationship Between Disorder, Aggregation and Charge Transport in Conjugated Polymers," *Nature Materials*, 2013. <https://doi.org/10.1038/nmat3722>
- [8] Johnson, J.O., *Current Population Report: Who's Minding the Kids? Child Care Arrangements: Winter, 2002*. Washington, DC: U.S. Census Bureau, 2005. <https://www.census.gov/prod/2005pubs/p70-101.pdf>
- [9] Johnson, J.O., *Current Population Report: Who's Minding the Kids? Child Care Arrangements: Winter, 2005*. Washington, DC: U.S. Census Bureau, 2005. <https://www.census.gov/prod/2005pubs/p70-101.pdf>
- [10] A. A. Jabbar, M. Achour, M. B. Alauddin, T. Al Mutawakkil, I. Afiyah, and J. H. Srifyan, "The Existence of Multicultural-Universal Education Values in Pesantren," *Solo Univers. J. Islam. Educ. Multicult.*, vol. 1, no. 3, pp. 221–234, 2024.
- [11] S. Shobron, T. Trisno, M. Muthoifin, M. Mahmudhassan, and M. N. Rochim Maksun, "Humanist Education the Dayak of Kalimantan Indonesia Islamic Perspective," *Solo Univers. J. Islam. Educ. Multicult.*, vol. 1, no. 01, pp. 20–29, 2023, <https://doi.org/10.61455/sujiem.v1i01.27>.
- [12] N. Tattaqillah, M. Z. Lillah, B. Ali, and M. Sule, "The Existence of Education as a Rehabilitation, Preventive, Curative, and Moral Development Strategy in Madrasah," *Solo Univers. J. Islam. Educ. Multicult.*, vol. 2, no. 1, pp. 1–18, 2024.
- [13] M. Iqbal et al., "Jasadiyah Education in Modern Pesantren with Multicultural and Democratic Style," *Solo Univers. J. Islam. Educ. Multicult.*, vol. 1, no. 3, pp. 235–252, 2023.
- [14] T. Sanyoto, N. Fadli, R. Irfan Rosyadi, and M. Muthoifin, "Implementation of Tawhid-Based Integral Education to Improve and Strengthen Hidayatullah Basic Education," *Solo Univers. J. Islam. Educ. Multicult.*, vol. 1, no. 01, pp. 30–41, 2023, <https://doi.org/10.61455/sujiem.v1i01.31>.
- [15] L. Yafi, "Productive Waqf Development Strategy to Grow Community Economy in Selangor Malaysia," *Demak Univers. J. Islam Sharia*, vol. 2, no. 03, pp. 189–198, 2024, [Online]. Available: <https://journal.walideminstitute.com/index.php/deujis/article/view/111>
- [16] A. N. Putri, F. Husnayain, F. Fauziah, N. Q. A, and N. H. Al-atsariyah, "The Relevance of Weton Calculation Tradition in Javanese Culture in Determining Marriage Contracts : A Sharia Perspective," *Demak Univers. J. Islam Sharia*, vol. 2, no. 3, pp. 243–256, 2024.
- [17] A. S. Mainiyo and M. M. Sule, "Impact of Qur ' anic Moral Excellence on the Lives of Muslim Society : An Exposition," *Demak Univers. J. Islam Sharia*, vol. 1, no. 3, pp. 188–205, 2023.
- [18] M. Fatimah, Sutarna, and A. Aly, "Religious Culture Development in Community School: a Case Study of Boyolali Middle School, Central Java, Indonesia," *Humanit. Soc. Sci. Rev.*, vol. 8, no. 2, pp. 381–388, 2020, <https://doi.org/10.18510/hssr.2020.8243>.
- [19] I. Huda, "Pemberdayaan Masyarakat Berbasis Multikultural di Majelis Taklim An Najach Magelang," *INFERENSI J. Penelit. Sos. Keagamaan*, vol. 13, no. 2, pp. 253–278, 2020, <https://doi.org/10.18326/infsl3.v13i2.253-278>.
- [20] S. Arifin, Sutarna, S. A. Aryani, H. J. Prayitno, and Waston, "Improving The Professional Teacher Competence Through Clinical Supervision Based on Multicultural Values in Pesantren," *Nazhruna J.*

- Pendidik. Islam, vol. 6, no. 3, pp. 386–402, 2023, <https://doi.org/10.31538/nzh.v6i3.4037>.
- [21] Federal Republic of Nigeria, National Early Childhood Curriculum for Ages 0-5 Years, Lagos, NERDC Press, 2007.
- [22] F. Furqan and A. Hikmawan, "Reason and Revelation According to Harun Nasution and Quraish Shihab and its Relevance to Islam Education," *Al-Misbah (Jurnal Islam. Stud., vol. 9, no. 1, pp. 17–30, 2021, <https://doi.org/10.26555/al-misbah.v9i1.3890>*.
- [23] H. Hakiman, B. Sumardjoko, and W. Waston, "Religious Instruction for Students with Autism in an Inclusive Primary School," *Int. J. Learn. Teach. Educ. Res., vol. 20, no. 12, pp. 139–158, 2021, <https://doi.org/10.26803/ijlter.20.12.9>*.
- [24] M. Mahmudulhassan, W. Waston, and A. Nirwana AN, "The Rights and Status of Widows in Islam: A Study from the Perspective of Multicultural Islamic Education in the Context of Bangladesh," *Multicult. Islam. Educ. Rev., vol. 1, no. 1, pp. 01–14, Sep. 2023, <https://doi.org/10.23917/mier.v1i1.2674>*.
- [25] M. Fatimah, "Concept of Islamic Education Curriculum: A Study on Moral Education in Muhammadiyah Boarding School, Klaten," *Didakt. Relig., vol. 6, no. 2, pp. 191–208, 2019, <https://doi.org/10.30762/didaktika.v6i2.1103>*.
- [26] M. Munifah et al., "Tawhid Education in Overcoming Bullying Cases in Generation Z Adolescents : Prevention and Recovery Strategies," *Solo Univers. J. Islam. Educ. Multicult., vol. 2, no. 2, pp. 119–134, 2024*.
- [27] Noriega, R., Rivnay, J., Vandewal, K., Koch, F.P.V., Stingelin, N., Smith, P., Toney, M.F. and Salleo, A., "A General Relationship Between Disorder, Aggregation and Charge Transport in Conjugated Polymers," *Nature Materials*, 2013. <https://doi.org/10.1038/nmat3722>
- [28] Johnson, J.O., Current Population Report: Who's Minding the Kids? Child Care Arrangements: Winter, 2002. Washington, DC: U.S. Census Bureau, 2005. <https://www.census.gov/prod/2005pubs/p70-101.pdf>
- [29] R. F. Irmi, M. Al Farabi, and A. Darlis, "Technology Education in the Quran," *Solo Univers. J. Islam. Educ. Multicult., vol. 1, no. 01, pp. 01–09, 2023, <https://doi.org/10.61455/sujjem.v1i01.4>*.
- [30] S. Begum, "Artificial Intelligence in Multicultural Islamic Education : Opportunities, Challenges, and Ethical Considerations," *Solo Univers. J. Islam. Educ. Multicult., vol. 2, no. 1, pp. 19–26, 2024*.
- [31] A. Nurzannah, D. R. Munir, A. Fajar, and T. Luthfi, "The Influence of the Internet to Improve Students' Understanding of Arabic Vocabulary: A Semi-Experimental Study at Al-Mutahar Falyurid Islamic High School," *Solo Univers. J. Islam. Educ. Multicult., vol. 1, no. 1, pp. 58–83, 2023*.
- [32] M. Muthoifin and A. Y. Rhezaldi, "Community economic empowerment through mosque management to improve people's welfare," *Multidiscip. Rev., vol. 7, no. 8, 2024, <https://doi.org/10.31893/multirev.2024134>*.
- [33] S. Anwar et al., "Development of the concept of Islamic education to build and improve the personality of school-age children," *Multidiscip. Rev., vol. 7, no. 8, p. 2024139, May 2024, <https://doi.org/10.31893/multirev.2024139>*.
- [34] A. A. Astuti, S. A. Aryani, S. Hidayat, . W., A. N, Andri Nirwana, and . M., "Parent Practices of SMPIT Insan Mulia Surakarta in Implementing Sexual Education from An Islamic Perspective to Children in The Digital Era," *Int. J. Relig., vol. 5, no. 10, pp. 2092–2109, Jun. 2024, <https://doi.org/10.61707/6msvvh24>*.
- [35] A. D. Amri et al., "Development and Growth of Financial Sector Stock Market on Investment Climate : Study on Bank Syariah Indonesia and Bank Mandiri," *Solo Int. Collab. Publ. Soc. Sci. Humanit., vol. 2, no. 1, pp. 11–24, 2024*.
- [36] Bellany, I., *Towards a Theory of International Security*, Political Studies, Vol. 29, Issue 1, 1981, <https://doi.org/10.1111/j.1467-9248.1981.tb01276.x>.
- [37] Onuoha, J., *The National Question and Nigeria-United States Relations*, Nigerian Journal of Social Sciences, 3(1), 2005.
- [38] Paskins, V., "Security in a New Age?" in M Clarke (eds) *New Perspectives on Security*, London: Macmillan Publishing Company, 1993, 16.
- [39] D. R. Purwasari, W. Waston, and M. N. Rochim Maksum, "The Strategy of Islamic Education Teachers in Instilling Student Moral Values at State Vocational High School 6 Sukoharjo Indonesia," *Solo Int. Collab. Publ. Soc. Sci. Humanit., vol. 1, no. 01, pp. 12–23, 2023, <https://doi.org/10.61455/sicopus.v1i01.17>*
- [40] D. P. Faridti, N. D. Oktaviani, S. Baroroh, Z. Islah, M. Faqih, and M. Kusumawardani, "Islamic Business Ethics : Practice of Buying and Selling Antibiotics Without a Doctor ' s Prescription," *Solo Int. Collab. Publ. Soc. Sci. Humanit., vol. 1, no. 3, pp. 189–196, 2024*.
- [41] I. Trisakti et al., "Development and Thinking of Classical Islamic Pharmacy Towards a Progressive and

- Sustainable Pharmacy,” Solo Int. Collab. Publ. Soc. Sci. Humanit., vol. 1, no. 2, pp. 107–118, 2023.
- [42] Muthoifin, “The Performance of Sharia Financing Amid the COVID-19 Pandemic in Indonesia,” *Univers. J. Account. Financ.*, vol. 9, no. 4, pp. 757–763, 2021, <https://doi.org/10.13189/ujaf.2021.090421>.
- [43] S. Rochanah, A. R. Ridha, and A. Nirwana, “Development Teacher ’ s Performance of Construct Reliability and Avarice Variance Extracted Measurement Instruments of Certified Islamic Education Teacher ’ s,” *Int. J. Relig.*, vol. 3538, no. 10, pp. 3828–3849, 2024, <https://doi.org/10.61707/xzjvmb82>.
- [44] A. Nurrohim, A. H. Setiawan, and A. A. Sweta, “The Concept of Islamic Moderation in Indonesia : A Comparative Study in Tafsir An-Nur and Tafsir of the Ministry of Religious Affairs ( MORA ),” *Int. J. Relig.*, vol. 3538, no. 10, pp. 2110–2125, 2024, <https://doi.org/10.61707/5b1e9h02>.
- [45] Cross River Watch, Four-Year-Old Boy Kidnapped in Calabar, 2014, <https://www.google.com/amp/s/crossriverwatch.com/2014/02/four-year-old-boy-kidnapped-in-calabar/>.
- [46] Edem, E. (2018) How Two Pupils Were Abducted from Cross River Primary School. Daily post. ng. DD
- [47] Onuegbu, C., How Unknown Woman Abducted Two Siblings from Akwa Ibom Primary School, 2020. <https://www.google.com/amp/s/www.vanguardngr.com/2020/03/how-unknown-woman-abducted-two-siblings-from-akwa-ibom-primary-school/amp/>.
- [48] Ekeinde, A., Nigerian Three-Year-Old Abducted Lawless Niger Delta Reuter, 2007. <http://www.reuters.com/article/economy/nigerian-3-year-old-abducted-in-lawless-niger-delta-idUSL12872831/>.
- [49] Maryam, A., Gunmen Abduct Two Pupils in Ondo, 2021. <https://www.thecable.ng/gunmen-abduct-two-pupils-in-ondo/amp/>.
- [50] M. Muthoifin, “Islamic accounting : Ethics and contextualization of recording in Muamalah transactions,” *Multidiscip. Rev.*, 2024, <https://doi.org/10.31893/multirev.2024132>.
- [51] E. B. G. Suwoko, Waston, Bambang Setiaji, Muthoifin, Huda Kurnia Maulana, “Family Education To Improve The Quality Of Human Resources And Sustainable Development In Samarinda,” *Rev. Gestão Soc. e Ambient.*, vol. 18, no. 6, pp. 1–19, 2024, <https://doi.org/10.24857/rgsa.v18n6-011>.
- [52] Ekeinde, A., Nigerian Three-Year-Old Abducted Lawless Niger Delta Reuter, 2007. <http://www.reuters.com/article/economy/nigerian-3-year-old-abducted-in-lawless-niger-delta-idUSL12872831/>.
- [53] M. Muthoifin, “The phenomenon of the rise of online transactions : A case study Tokopedia. com and Bukalapak. com,” *Multidiscip. Rev.*, 2024, <https://doi.org/10.31893/multirev.2024133>.
- [54] M. Waston, Mahmudulhassan, Andri Nirwana, & Muthoifin, “Parenting problems in the digital age and their solution development in the frame of value education,” *Multidiscip. Rev.*, vol. 7, no. 8, pp. 21–91, 2024, <https://doi.org/10.31893/multirev.2024163>.
- [55] Muthoifin et al., “Profit-Sharing Practices To Increase Profits and Development of Indonesian Sharia Banking,” *Rev. Gest. Soc. e Ambient.*, vol. 18, no. 6, pp. 1–17, 2024, <https://doi.org/10.24857/rgsa.v18n6-005>.
- [56] A. N. Waston, Muthoifin, Soleh Amini, Roni Ismail, Sekar Ayu Aryani, “Religiosity To Minimize Violence : A Study Of Solo Indonesian 1 Introduction The Indonesian Child Protection Commission ( KPAI ) coordinated with the youth office of Gatot Bambang Hastowo Central Java regarding a viral video in 2020 showing a teacher in,” *Rev. Gest. Soc. e Ambient.*, vol. 18, no. 6, pp. 1–22, 2024, <https://doi.org/10.24857/rgsa.v18n6-089>.
- [57] Omede, J., “Reformatting Nigeria’s Secondary and Post-Secondary Education to Meet Unemployment and Security Challenges of the 21st Century,” *Research journal in Organizational Psychology and Education Studies*. 1 (4), 2012, 234-242.
- [58] W. Waston, S. Amini, and M. Arifin, “A moral-based curriculum to improve civilization and human resource development in Bangladesh,” *Multidiscip. Rev.*, 2024.
- [59] A. N. A.N. et al., “Examining Religious Coexistence: Perspectives from the Quran and Hadith in the Context of Bangladesh,” *Int. J. Relig.*, vol. 5, no. 10, pp. 718–731, Jun. 2024, <https://doi.org/10.61707/yvd0mm12>.
- [60] M. S. Apriantoro, M. Muthoifin, and F. H. N. Athief, “Advancing social impact through Islamic social finance: A comprehensive bibliometric analysis,” *Int. J. Adv. Appl. Sci.*, vol. 10, no. 11, pp. 81–89, 2023, <https://doi.org/10.21833/ijaas.2023.11.011>.
- [61] H. Huzaery, B. Sumardjoko, T. Kasturi, and A. Nirwana, “Enhancing Parent-Teacher Collaboration in Tahfidzul Qur ’ an Learning : Roles, Challenges, and Strategies,” *Int. J. Relig.*, vol. 3538, no. 10, pp. 3850–3874, 2024, <https://doi.org/10.61707/jxn48760>.
-

- [62] Waston et al., “Islamophobia and Communism: Perpetual Prejudice in Contemporary Indonesia,” *Rev. Gestão Soc. e Ambient.*, vol. 18, no. 2, p. e04875, Feb. 2024, <https://doi.org/10.24857/rgsa.v18n2-075>.
- [63] N. Y. Muthoifin, I. R. Isman, and M. Ishmah Afiah, “Fostering The Ummah ’ S Economy Through The Stock-investment System : The Views Of The Mui For Sustainable Development Goals (SDGs),” *J. Lifestyle SDGs Rev.*, vol. 4, pp. 1–19, 2024, <https://doi.org/10.47172/2965-730X.SDGsReview.v4.n00.pe01685>.
- [64] A. N. Suwarsono, Bambang Setiadji, Musa Asy’arie, Waston, Muthoifin, “The Future Of The Civilization Of The Ummah Is Reviewed From The Sociology Of Education For The Sustainable Development Goals ( Sdg ’ S ),” *J. Lifestyle SDGs Rev.*, vol. 4, pp. 1–19, 2024, <https://doi.org/10.47172/2965-730X.SDGsReview.v4.n00.pe01688>.
- [65] A. P. Santika et al., “Islamic Perspective in Administering the Covid-19 Vaccine to Children : A Literature Review,” *Solo Int. Collab. Publ. Soc. Sci. Humanit.*, vol. 2, no. 1, pp. 1–10, 2024.
- [67] Federal Republic of Nigeria, *The National Policy on Education Lagos: N E RC Press*, 1981.
- [68] Noriega, R., Rivnay, J., Vandewal, K., Koch, F.P.V., Stingelin, N., Smith, P., Toney, M.F. and Salleo, A., “A General Relationship Between Disorder, Aggregation and Charge Transport in Conjugated Polymers,” *Nature Materials*, 2013. <https://doi.org/10.1038/nmat3722>
- [69] United States Consumer Product Safety Commission (CPSC), 1998.
- [70] Akinola, B. M. A., “The Place of Pre-Primary Education in Nigeria National Policy Education,” *Nigeria Journal of Educational Studies in Research (NJER)* 2 (25), 2004.
- [71] Botton, E., “Parents and Nursery Schools,” *Study Bulletin of Institutions of Study. University of Toronto* 29, 1977, 2-4.
- [72] Botton, E., “Parents and Nursery Schools,” *Study Bulletin of Institutions of Study. University of Toronto* 29, 1977, 2-4.
- [73] Akinola, B. M. A., “The Place of Pre-Primary Education in Nigeria National Policy Education,” *Nigeria Journal of Educational Studies in Research (NJER)* 2 (25), 2004.
- [74] Hawking, P. in Kaalu, S. *Insecurity and Child Abduction the State of Education in Nigeria’s North*, UNICEF, 2021.
- [75] R. A. Syam, T. A. Hutama, I. Subekti, A. Nareswara, F. Bariyah, and R. Aulia, “The Relationship of Islamic Law and Ethics in Pharmacist Practice : A Literature Review,” *Solo Int. Collab. Publ. Soc. Sci. Humanit.*, vol. 1, no. 3, pp. 173–180, 2023.
- [76] S. A. F. Lingga, S. Salminawati, A. Mustaqim, and P. Kurniawan, “History of the Development of Philosophy and Science in the Islamic Age,” *Solo Int. Collab. Publ. Soc. Sci. Humanit.*, vol. 1, no. 01, pp. 01–11, 2023, <https://doi.org/10.61455/sicopus.v1i01.5>.
- [77] M. Sri Mega Indah Umi Zulfiani and I. Rosyadi, “Corporate Social Responsibility (CSR) Practices Of Shariacustomer Cooperatives For Sustainable Development Goals (SDGs) Ethical Perspective,” *J. Lifestyle SDGs Rev.*, vol. 4, pp. 1–20, 2024, <https://doi.org/10.47172/2965-730X.SDGsReview.v4.n00.pe01752>.
- [78] Adedeji, A. and Marco, C., *Student kidnappings, Threaten Collapse of Nigerian Education System*, 2021. [www.brookings.edu](http://www.brookings.edu)
- [79] Atakpo, T. E., “Early Childhood Development Experiences as a Tool for Combating Future Security Challenges in Nigeria,” *Journal of Educational and Social Research*, Vol 10 No, 2020, <https://doi.org/10.36941/jesr-2020-0018>.
- [80] Romito, M., “Why do Students Leave University? Qualitative Research at an Italian Higher Educational Institution,” *European Journal of Education*, Vol. 55, Issue 3, 2020, <https://doi.org/10.1111/ejed.12408>.
- [81] Adedeji, A. and Marco, C., *Student kidnappings, Threaten Collapse of Nigerian Education System*, 2021. [www.brookings.edu](http://www.brookings.edu).
- [82] Lawal, I., *How Insecurity is Ruining Education in Nigeria*, *The Guardian Nigeria*, 2018.

