



Transformation Of Islamic Education: Maintaining Local Wisdom Values In The Digital Era

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ABSTRACT

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The digital transformation in Islamic boarding schools (pesantren) has become an essential aspect of modernizing da'wah (Islamic preaching) while maintaining traditional values. This research examines how Nurul Jadid Islamic Boarding School has integrated digital platforms such as YouTube, Instagram, and its official website to disseminate Islamic teachings and engage with a wider audience. The study aims to explore how digital da'wah can be effectively implemented without compromising local wisdom and Islamic principles. A qualitative case study approach was used, employing in-depth interviews, non-participatory observation, and documentation of digital content. The findings reveal that Nurul Jadid has successfully embraced digital tools for preaching while preserving cultural and religious identity, with active student involvement as content creators under the supervision of kyai (Islamic scholars). Despite challenges such as limited resources and infrastructure, the school has adapted well to digital communication. The study contributes to the literature by highlighting the balance between innovation and tradition in digital da'wah and offers a model for other pesantren to navigate similar transformations.

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INTRODUCTION

Digital transformation has become an inevitable social reality, reshaping various sectors, including religious spaces such as Islamic boarding schools (Halimah et al., 2024; Mustofa et al., 2023). The integration of digital platforms such as social media, podcasts, and video streaming has revolutionized the way Islamic teachings are disseminated. This shift from traditional face-to-face interactions to digital media allows pesantren to reach a broader audience, especially the younger generation, who increasingly access religious information through digital devices (Naamy, 2023). The digital era offers new opportunities for da'wah (Islamic preaching) to become more widespread and accessible. However, this transformation must be managed wisely to preserve the

distinctive local wisdom and cultural values that define pesantren. Therefore, the importance of this research lies in its focus on how digital transformation can help preserve Islamic boarding schools' unique identity while modernizing their da'wah methods.

Despite the potential benefits of digitalization, Islamic boarding schools face the challenge of maintaining their local wisdom and traditional practices while adopting new technologies (Happyana et al., 2025; Taufik et al., 2024). While platforms like YouTube and social media offer an expanded reach for Islamic teachings, they also risk diluting the depth of traditional da'wah, which has historically been deep, contextual, and full of wisdom (Armita, 2025; Indriyani, 2023). Many pesantren, like Nurul Jadid Islamic Boarding School, face the difficulty of ensuring their digital content is not only relevant but also free from hoaxes, misinformation, and superficial interpretations of Islamic teachings. This presents a challenge in balancing the preservation of Islamic traditions with the need to adapt to digital communication trends (Zahraini et al., 2025; Atifnigar et al., 2025). Thus, the general problem addressed by this research is how pesantren can integrate digital platforms while safeguarding their cultural and religious values.

In the field, there is a clear phenomenon of Islamic boarding schools adapting to digital platforms. Nurul Jadid Islamic Boarding School, for instance, has started using digital media, including a YouTube channel and a website, to share religious study sessions and Islamic-themed articles (Huda, 2023). This transition to digital media reflects a broader trend where pesantren are embracing modern technologies to expand their reach (Azman et al., 2025; Achmadin et al., 2024). However, this shift is not without its challenges. Local wisdom, such as the use of regional languages, the tradition of teaching yellow books, and oral storytelling, faces the risk of marginalization in the digital space (Nugroho et al., 2025; Ajani et al., 2024). The lack of experienced human resources to filter content also leads to the spread of less informed or shallow interpretations of Islam. These issues emphasize the need for a strategic approach to digital transformation that respects traditional values while embracing modern technology.

Previous research on the digitalization of da'wah has mainly focused on the opportunities provided by technology, such as increased accessibility and the ability to reach a global audience (Huda, 2023). However, much of the existing literature overlooks the challenge of preserving local wisdom while adopting new technologies. Some studies have addressed the involvement of kiai and dai in social media, marking a new habitus in pesantren culture (Khamim, 2022), while others emphasize the pragmatic and instant nature of digital da'wah, which contrasts with the deep, contextual, and wisdom-filled da'wah

traditionally practiced in pesantren (Mabrur et al., 2022). However, there is a gap in research regarding how Islamic boarding schools can balance digital transformation with the preservation of their distinctive cultural and spiritual identity. This research aims to address this gap by focusing on how Nurul Jadid Islamic Boarding School has integrated digital transformation in a way that respects and promotes local wisdom.

The gap in the literature lies in the lack of detailed case studies on how pesantren like Nurul Jadid are adapting their da'wah strategies while maintaining local values. Previous studies have primarily focused on the use of digital platforms for spreading Islamic teachings, yet there has been little emphasis on how this integration can be achieved without compromising traditional values. This research will contribute to the field by providing a deeper understanding of how digital transformation can be strategically implemented in Islamic boarding schools, ensuring that local wisdom is preserved while engaging with modern communication methods. By examining the case of Nurul Jadid Islamic Boarding School, this study aims to offer a practical model for other pesantren facing similar challenges.

This study offers a novel perspective by examining the digital transformation of Nurul Jadid Islamic Boarding School as a dialectical process, balancing modernizing da'wah with the preservation of local wisdom. Unlike previous research that primarily focuses on the technological adaptation of da'wah, this study explores how digital platforms not only serve as tools for dissemination but also for preserving and revitalizing traditional Islamic values. The integration of local wisdom into digital da'wah is a key contribution of this research, demonstrating how pesantren can navigate the digital era without losing their identity. The main research problem investigates how Nurul Jadid has implemented digital transformation in its da'wah activities while safeguarding its distinct cultural values. This study argues that digital transformation is not just an adaptation to technology but a strategic effort to expand the reach of da'wah while preserving the pesantren's identity. By analyzing the integration of social media, online learning platforms, and multimedia-based da'wah content, this research offers a comprehensive model for other pesantren to balance innovation and tradition in the digital age.

RESEARCH METHOD

This study adopts a qualitative research design, specifically a case study approach, with the goal of providing a deep and comprehensive understanding of the process, meaning, and dynamics of digital da'wah practices at the Nurul Jadid Islamic Boarding School. The case study method is chosen because it allows for a focused exploration of the complexities and contextual factors involved in

the digital transformation of da'wah within the pesantren's organizational framework. By investigating a single case, this study can thoroughly examine how Nurul Jadid Islamic Boarding School adapts and responds to the challenges of the digital era through creative and adaptive da'wah strategies. The study aims to explore how these strategies are developed and implemented within the specific environment of the Islamic boarding school, offering valuable insights into the intersection of tradition and technology in religious outreach.

The research is conducted at Nurul Jadid Islamic Boarding School, located in Probolinggo, East Java, Indonesia. This location was selected due to the school's significant involvement in adopting digital platforms such as YouTube, Instagram, TikTok, and its official website for da'wah activities. As one of the pioneering Islamic boarding schools in embracing digital transformation, Nurul Jadid offers a unique opportunity to study the dynamics of digital da'wah in an environment that strives to balance modernization with traditional Islamic values. The school's Multimedia Division plays a pivotal role in integrating these digital tools while maintaining the core teachings and values of Islam, making it an ideal setting for this research.

Data were collected through three primary techniques: in-depth interviews, non participatory observation, and documentation. In-depth interviews were conducted with key informants, including Ahmad Faqihatus Sholeh, the Head of the Multimedia Division, Ponirin, the Head of Public Relations, and Alfian Wahidanto, the Head of the IT Team at Nurul Jadid Islamic Boarding School. These informants were purposively selected based on their roles and expertise in digital da'wah activities. The semi-structured interview format allowed for flexibility in exploring their views, strategies, and experiences with digital platforms. Additionally, non-participatory observation was conducted to follow the content production process, from planning to distribution. This provided insights into the workflows, challenges, and decision-making involved in creating digital da'wah content. Documentation was collected on the content published on digital platforms, including YouTube videos, Instagram posts, and TikTok videos, and analyzed from narrative, visual, and communication perspectives.

The data were analyzed using the Miles and Huberman model, which involves three main stages; data condensation, data presentation, and drawing/verifying conclusions (Miles et al., 2014). First, data condensation, this initial step involves reducing the data to focus on the most relevant information for the research questions. It includes selecting, simplifying, and transforming raw data into manageable categories. Second, data presentation, in this phase, the condensed data are organized and displayed in a way that facilitates understanding and comparison. This might include tables, matrices, and charts

that illustrate key patterns and relationships within the data. Third, drawing/verifying conclusions, in this final step, conclusions are drawn based on the presented data, and verification is conducted through member checking with key informants. This process ensures that the interpretations are accurate and reflect the informants' perspectives.

RESULT AND DISCUSSION

Result

Forms of Digital Transformation in Islamic Boarding Schools

The digital transformation at Nurul Jadid Islamic Boarding School reflects a strategic and adaptive response to the rapid development of information technology in modern society. The integration of digital media platforms such as YouTube, Instagram, TikTok, and the official website exemplifies how the pesantren has embraced these technologies not just as tools for learning, but also as powerful vehicles for preaching (da'wah). These digital platforms serve multiple purposes: distributing religious study recordings, facilitating interactive engagement with the broader community, and empowering students to become active participants in the digital da'wah process. The operational definition of this transformation highlights the shift from a traditional, face-to-face religious education system to one that embraces digital communication for both educational and socio-religious purposes (Pratiwi et al., 2022). This transition has enabled the pesantren to expand its reach and foster creativity among students, allowing them to engage with religious content in innovative and modern ways.

In an interview with Ahmad Faqihatus Sholeh, Head of the Multimedia Team at Nurul Jadid Islamic Boarding School, he explained, "We started using YouTube and Instagram to distribute recordings of religious studies, including yellow book studies. Now, students are not only listeners, but also content creators." This statement emphasizes a significant transformation in the role of students at Nurul Jadid, from passive consumers of knowledge to active creators and distributors of religious content. The use of digital platforms such as YouTube and Instagram aligns with the Uses and Gratifications Theory (Suwono, 2021), which explains that audiences actively select media to satisfy their needs, whether for information, entertainment, or social interaction. In this case, students are engaging with digital media not just to access information, but also to build their own identities and engage in social interaction, further extending the reach of the pesantren's da'wah efforts.



Figure 1: Nurul Jadid Islamic Boarding School Instagram
<https://www.instagram.com/pesantrennuruljadid>



Figure 2: Nurul Jadid Islamic Boarding School YouTube Channel
<https://www.youtube.com/c/PondokPesantrenNurulJadid>

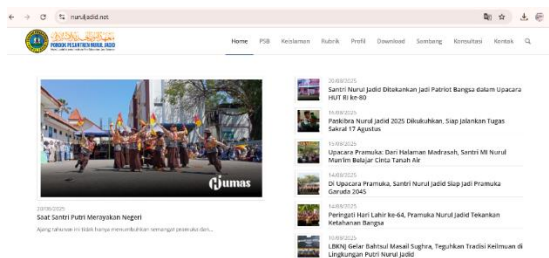


Figure 3: Official website of Nurul Jadid Islamic Boarding School
<https://www.nuruljadid.net>

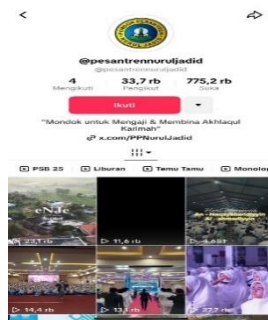


Figure 4: Official TikTok of Nurul Jadid Islamic Boarding School
<https://www.tiktok.com/@pesantrennuruljadid>

The challenges and opportunities in digital da'wah represent two sides of the transformation of Islamic preaching at Nurul Jadid Islamic Boarding School. Digital da'wah, as an operational strategy, involves utilizing platforms such as YouTube, Instagram, TikTok, and websites to spread Islamic teachings and engage with a wider audience. While digital transformation provides opportunities for the rapid and expansive dissemination of Islamic values, it also

introduces significant obstacles, including limitations in technological infrastructure, a shortage of skilled human resources, and the challenge of maintaining the authenticity and depth of religious content. To overcome these challenges and ensure the sustainability and credibility of digital da'wah, a well-thought-out strategy that includes technical upgrades and human resource development is required, ensuring alignment with the core values of Islamic boarding schools (Ihsan, 2025).

Alfian Wahidanto, Head of IT at Nurul Jadid Islamic Boarding School, explained, "We often have difficulty ensuring that all content is free from hoaxes or shallow religious understanding due to limited initial filtering human resources." This highlights a key challenge faced by the school: the lack of a robust system for filtering content, especially in the early stages of content creation. The absence of thorough content vetting increases the risk of misinformation, hoaxes, or simplified interpretations of Islamic teachings. This issue aligns with the theory of Abd. Syukur et al. (2025), which explains how the spread of hoaxes can lead to division and misunderstanding in the community, particularly when content cannot be adequately verified. Therefore, better-trained human resources and more effective systems are necessary to ensure that digital content remains accurate and in line with authentic Islamic values.

Observations of the digital da'wah processes at Nurul Jadid Islamic Boarding School reveal a commitment to overcoming challenges despite facing limitations in both human resources and infrastructure. While technical barriers such as slow internet connections and equipment malfunctions occasionally disrupt content production, the school is actively investing in technology and improving digital literacy to strengthen its digital presence. Content creation has become more dynamic with the involvement of students, allowing for diverse content that continues to preserve high quality and authenticity. This proactive approach demonstrates that, despite technical challenges, the pesantren is dedicated to maintaining the integrity of Islamic teachings while adapting to the digital era. The school's efforts reflect a balanced approach to digital transformation, embracing opportunities while addressing operational hurdles to ensure the continued success of its da'wah efforts.

Digital Preaching Strategy Based on Local Wisdom

A digital da'wah strategy based on local wisdom integrates modern digital tools with traditional Islamic cultural values to create preaching content that is both contemporary and rooted in local identity. At Nurul Jadid Islamic Boarding School, this strategy involves using platforms such as YouTube, Instagram, TikTok, and the official website to share religious content while incorporating elements like regional languages, student etiquette, and traditional

religious practices. This approach ensures that Islamic values stay relevant in the digital age while allowing the pesantren to preserve its cultural and religious identity amidst the pressures of globalization and modernization. Balancing modern media with local cultural elements, Nurul Jadid Islamic Boarding School ensures that its digital da'wah remains faithful to its roots while effectively engaging with the wider, digital audience.

In an interview with Ponirin, Head of Public Relations at Nurul Jadid, he explained, "In every piece of content, we continue to incorporate Islamic boarding school values, such as the distinctive language, the manners of the students, and local culture so that they are not lost amidst modernization." This statement highlights the pesantren's commitment to preserving its unique identity even as it embraces digital platforms for preaching. By incorporating local language, student etiquette, and cultural symbols into content creation, Nurul Jadid ensures its digital da'wah remains authentic, aligning with the concept of "digital glocalization," which blends global practices with local cultural frameworks (Hanafi et al., 2023). The integration of these local elements ensures that the content reflects the pesantren's traditions while making it accessible to a modern audience.

Similarly, Alfian Wahidanto, the Head of the IT Team at Nurul Jadid, stated, "We still ask for supervision from the kyai in compiling content, so that it is not only visually attractive, but also in accordance with the pesantren's manhaj." This emphasizes the critical role of the kyai (Islamic scholars) in ensuring that the digital content produced aligns with the school's scholarly tradition and adheres to Islamic teachings. The involvement of the kyai serves as a safeguard to ensure the content is not solely driven by visual appeal or popularity but remains true to the educational and religious principles of the pesantren. This reflects the structural role of the kyai in the digital da'wah process, ensuring that traditional Islamic scholarship is maintained alongside modern media (Mustofa et al., 2023).

The data gathered from interviews and observations indicates that Nurul Jadid Islamic Boarding School has effectively balanced digital media use with the preservation of local wisdom in its da'wah efforts. Despite embracing platforms like YouTube, Instagram, and TikTok, the pesantren continues to incorporate traditional elements such as regional languages, student etiquette, and the teachings from the yellowbooks in its content. This demonstrates the pesantren's commitment to maintaining its identity while engaging in digital da'wah. The active involvement of the kyai in supervising content production ensures that the digital content aligns with the pesantren's manhaj and Islamic teachings. These efforts reflect a balance between media innovation and the preservation of Islamic values, reinforcing the pesantren's role as both a center for traditional

religious education and a modern, digital engagement platform.

Challenges and Opportunities in Digital Da'wah

The challenges and opportunities in digital da'wah reflect the dual aspects of Nurul Jadid Islamic Boarding School's transformation in the modern era. Digital da'wah refers to the use of digital platforms, such as YouTube, Instagram, TikTok, and websites, to disseminate Islamic teachings and engage with a wider audience. While digital transformation provides opportunities for rapid and broad dissemination of Islamic values, it also introduces several obstacles. These include limitations in technological infrastructure, a lack of skilled human resources, and the challenge of maintaining the authenticity, accuracy, and depth of religious content. Thus, a well-planned strategy that addresses both technical and human resource needs is essential to ensure the sustainability and credibility of digital da'wah, while ensuring it aligns with the core values of Islamic boarding schools (Ihsan, 2025).

In interviews with key informants, Alfian Wahidanto, Head of IT at Nurul Jadid, mentioned, "We often have difficulty ensuring that all content is free from hoaxes or shallow religious understanding due to limited initial filtering human resources." This highlights a significant challenge in managing digital da'wah: the difficulty in filtering and ensuring the quality of content. The lack of comprehensive filtering systems, particularly during the initial stages of content creation, increases the risk of misinformation, hoaxes, or oversimplified interpretations of Islamic teachings. This is consistent with Abd. Syukur et al. (2025), who emphasize that hoaxes can lead to division within communities, especially when unverified content spreads. The absence of sufficient human resources for content verification underscores the need for better training and more effective content monitoring systems. Similarly, Ponirin, the Head of Public Relations, noted, "The challenge is consistency. Sometimes equipment breaks down, the internet is slow, or the team is incomplete. But the opportunity is great because our da'wah has a wider reach." This reveals operational challenges related to technical issues such as equipment malfunctions and slow internet connections, which hinder the consistent production and distribution of digital content. Despite these challenges, Ponirin recognizes the vast potential of digital da'wah in expanding the reach of Islamic teachings.

Observations of the digital da'wah processes at Nurul Jadid Islamic Boarding School confirm these challenges but also highlight the school's efforts to adapt. Despite operational and human resource limitations, the school strives to improve its digital presence. Content creation involves collaboration between the digital team and students, who are actively involved in the development and distribution of da'wah content. However, technical barriers like unreliable

internet connections and broken equipment have sometimes caused delays. Nonetheless, the school remains committed to overcoming these obstacles by investing in technology, enhancing digital literacy, and adapting to the evolving needs of the digital audience. The content produced, despite these setbacks, maintains high quality and authenticity, reflecting the pesantren's commitment to preserving Islamic values while embracing digital platforms. The school's proactive approach to integrating technology and improving infrastructure, coupled with its dedication to maintaining Islamic principles, demonstrates its balanced approach to digital transformation.

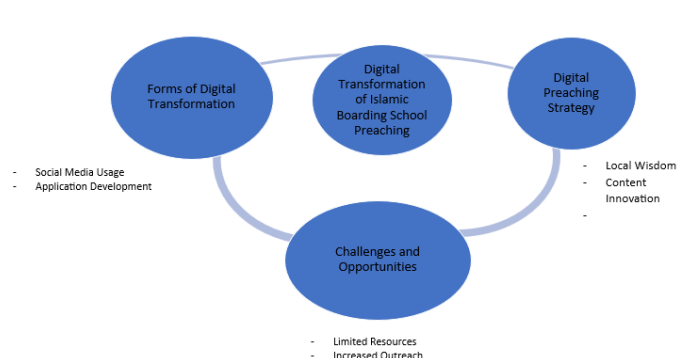


Figure 5: Research Findings

The data reveals several key patterns in the digital da'wah strategy of Nurul Jadid Islamic Boarding School. First, human resource limitations, the lack of sufficient personnel to filter and verify content reflects a need for better digital literacy and more trained staff to ensure that the content is accurate, credible, and in line with Islamic teachings. Second, operational challenges, technical issues such as broken equipment and slow internet connections hinder the consistency of content production and distribution. This highlights the need for better infrastructure and more efficient operational management to ensure smooth digital da'wah processes. Third, awareness of opportunities, despite these challenges, the school recognizes the significant potential of digital media to expand the reach of Islamic teachings. This awareness drives the pesantren to invest in technology and improve its digital infrastructure, aiming to overcome technical barriers and enhance the effectiveness of its da'wah.

Discussion

The research findings reveal that Nurul Jadid Islamic Boarding School's digital da'wah strategy aligns with, yet also diverges from, existing literature on the use of digital media in Islamic education. Similar to previous studies, the use of platforms like YouTube, Instagram, and TikTok is widely recognized as an effective means of extending the reach of religious teachings (Pratiwi et al., 2022;

Suwono, 2021). These platforms are integral to modern da'wah, enabling greater audience engagement and interaction beyond traditional classroom settings (Fatmawati, 2025). However, this study also highlights a critical challenge, which is the lack of adequate filtering systems to ensure the accuracy of content. While literature on digital media in religious contexts acknowledges the importance of content quality (Syukur et al., 2025), it often overlooks the specific issue of content verification within pesantren, a gap that this study directly addresses. Therefore, while the use of digital platforms is consistent with existing findings, the unique challenge of filtering content in the context of Islamic boarding schools requires more attention in the literature.

In contrast to general studies on digital da'wah, which often emphasize the technical aspects and benefits of digital tools Kahfi et al. (2024) this research brings a local perspective by focusing on how these tools are adapted to preserve local wisdom. The integration of regional languages, student etiquette, and traditional practices into digital da'wah content at Nurul Jadid resonates with the concept of "digital glocalization" (Hanafi et al., 2023). While global practices are adopted in the digital da'wah process, Nurul Jadid ensures that these practices are tailored to the cultural identity of the pesantren. This approach goes beyond the standard use of digital platforms seen in other educational institutions and instead incorporates a nuanced understanding of how local culture can be preserved in the face of technological advancements. The emphasis on local identity through digital media provides a novel contribution to the theory of glocalization, as it demonstrates how religious institutions can balance global and local values in digital communication (Manara et al., 2023; Hamdiah et al., 2024).

The theoretical implications of this study are significant in understanding the role of digital da'wah in the modernization of Islamic education. This research confirms that digital platforms can be used effectively for religious outreach, as suggested by previous studies, but also reveals the complexities involved in maintaining the authenticity and depth of Islamic teachings in a digital format (Hilman, 2025; Putra et al., 2024). The challenge of content verification and the need for human resource development suggest that more attention should be given to training religious educators in digital literacy. This has important theoretical implications for the field of religious education, highlighting the need to adapt traditional pedagogies to the digital era without compromising content quality. Moreover, the integration of local wisdom into digital da'wah challenges traditional notions of globalization in Islamic education, offering a model of digital integration that is rooted in cultural

authenticity.

From a practical standpoint, this study emphasizes the importance of investing in both human resources and technological infrastructure to ensure the success and sustainability of digital da'wah (Thoha et al., 2023; Kahfi et al., 2024). The operational challenges faced by Nurul Jadid, such as equipment malfunctions and slow internet connections, reflect common barriers to effective digital communication, as identified in the literature (Rani, 2023). To address these challenges, pesantren should prioritize the development of digital literacy programs for both staff and students, as well as invest in reliable technological infrastructure (Setiawan, 2024; Nikmatullah et al., 2023). Additionally, the active involvement of kyai in supervising digital content production is a key factor in ensuring that the content aligns with Islamic principles. This practical aspect of involving religious scholars in the digital process demonstrates how traditional authority can play a crucial role in modernizing religious education while maintaining its scholarly integrity (Mar et al., 2025; Wardiman et al., 2024).

The research also contributes to the practical understanding of digital da'wah as a tool for expanding the reach of Islamic teachings. As highlighted in the findings, the primary opportunity presented by digital platforms is their ability to connect with a wider audience, including those who may not have access to traditional forms of religious education. By leveraging technology, Nurul Jadid Islamic Boarding School has successfully expanded its influence beyond geographical boundaries, allowing it to engage with a global audience. This reflects the broader trend in digital da'wah, where technological tools are used to extend the reach of religious institutions and foster a sense of community among followers. The study demonstrates that while digital da'wah presents challenges, it also offers significant opportunities for Islamic institutions to adapt to the needs of the modern world and continue fulfilling their educational and religious missions.

CONCLUSION

The digital transformation at Nurul Jadid Islamic Boarding School highlights the critical balance between embracing modern technological advancements and preserving traditional values. The most significant finding of this research is that digital da'wah, when strategically implemented, can effectively expand the reach and impact of Islamic teachings without compromising the core identity of Islamic boarding schools. Platforms like YouTube, Instagram, and official websites provide innovative ways for pesantren to engage with both local communities and a global audience.

Moreover, the active involvement of students as content creators, under the supervision of kyai (Islamic scholars), reflects a model where technology and tradition coexist harmoniously. The key lesson from this study is that while digital tools offer vast opportunities for expansion, they must be used thoughtfully, with deep respect for the values and teachings that define Islamic education.

This study contributes significantly to understanding how digital transformation can be integrated into traditional religious institutions like Islamic boarding schools, filling a gap in the literature by emphasizing the preservation of local wisdom and Islamic teachings while embracing new technologies. It also highlights the pivotal role of kyai in maintaining the scholarly integrity of digital content and reinforces the importance of religious oversight in digital da'wah. The research provides valuable insights into how pesantren can adapt to the digital age while preserving their unique cultural and religious identity. However, the study has limitations, as it primarily focuses on one Islamic boarding school, and the findings may not be fully generalizable. Future research could compare multiple pesantren and explore the broader impact of digital da'wah on the community and religious practices, as well as the effectiveness of digital literacy programs and the long-term sustainability of digital da'wah initiatives.

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