



Transforming Traditional Preaching Through Digital Marketing for More Effective Islamic Education

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Abstract:

This study aims to examine how transforming traditional da'wah through the use of digital marketing can increase the effectiveness of Islamic education, both in terms of disseminating knowledge and reaching a wider audience. The method used in this study is a qualitative approach with literature review and in-depth interviews. Data was collected through relevant sources such as scientific articles, books, and discussions with digital da'wah practitioners and Islamic educators. The results show that integrating traditional da'wah with digital marketing can expand access to Islamic education, accelerate the dissemination of information, and enhance interaction with audiences. The use of digital platforms such as social media, blogs, and podcasts can attract the interest of the younger generation to become more actively involved in da'wah activities and Islamic education. The implication of this study is that traditional da'wah needs to adapt to technological developments to increase its effectiveness. The use of digital marketing in the context of Islamic education opens new opportunities for broader dissemination of knowledge and creates innovative ways for Muslims to learn and interact with da'wah.

INTRODUCTION

Islamic education theory and da'wah literature emphasize the importance of conveying religious values through a contextual approach that touches the hearts of the community. Meanwhile, practices in the digital era demonstrate the dominance of commercial and formal digital marketing methods. Traditional da'wah emphasizes direct interaction, face-to-face communication, and moral reinforcement through teacher role models, while modern digital marketing emphasizes content distribution strategies, social media algorithms, and audience segmentation (Details 2025). This gap creates a dilemma: how can da'wah messages remain authentic yet engaging for a younger generation accustomed to interactive digital content?

Islamic educational institutions and Islamic boarding schools (pesantren) face challenges in integrating traditional da'wah with modern digital strategies

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(Baharun et al. 2025). Teachers and ustadz often possess strong competencies in classical da'wah methods but lack mastery of digital marketing techniques. Meanwhile, students and Islamic boarding school students (santri) are accustomed to consuming information through digital platforms (Georgopoulou et al. 2025). This skill gap limits the effectiveness of message delivery. Interviews with Islamic boarding school managers confirmed that limited time and human resource capabilities are the main obstacles to digital integration in da'wah. This reality demonstrates the urgent need to combine the profound power of traditional da'wah with effective digital marketing techniques so that religious messages can be received and understood by the younger generation more broadly and relevantly (Pawłowska-legwand, Liro, and Kubal-czerwi 2025).

Several previous studies have examined the influence of digital media on Islamic da'wah, but these have been limited to quantitative aspects or solely content marketing (Ghoury et al. 2025). This study is crucial for positioning our research within the literature and identifying research gaps related to the integration of traditional da'wah with modern digital strategies (Hermawan, Supraja, and Onitiu 2025). Most previous studies focus on the results of content distribution rather than the process of integrating traditional da'wah methods with digital approaches (Pawłowska-legwand et al. 2025). Our research position differs by emphasizing the integration of both traditional and digital methods, with an approach that considers the context of Islamic education, the experiences of teachers, and audience responses, thereby filling a gap unaddressed in the previous literature (Radicalization 2019).

This study introduces an integrative framework that combines traditional da'wah strategies with modern digital marketing in the context of Islamic education. The research's novelty lies in understanding the experiences of teachers, the mechanisms of content adaptation, and the effectiveness of integration on the religious understanding of students (santri) or university students. This approach is holistic, focusing not only on digital reach but also on the depth of values. Using phenomenological methods and case studies in several Islamic boarding schools (pesantren) and Islamic schools, this study gathers insights from teachers and da'is regarding traditional da'wah practices, adaptation of digital strategies, and audience responses. This study maps meaning units, textural descriptions, and structural synthesis to understand teachers' subjective experiences in integrating both methods (Xu et al. 2025). The research's novelty lies in combining the perspectives of teachers' experiences with modern digital marketing practices in Islamic education, offering more applicable and relevant recommendations for developing contemporary da'wah strategies.

This study aims to answer the question: How can teachers integrate traditional da'wah and modern digital marketing in Islamic education so that religious messages can be received deeply and relevantly by the younger generation? This question is crucial because it reflects the dilemma between the depth of da'wah messages and digital reach while also opening up opportunities for effective communication strategies. Previous literature has emphasized either traditional or digital methods without exploring their interaction. This study emphasizes the context of formal and non-formal education, the subjective experiences of teachers, and young audiences' understanding of Islamic

preaching messages. This research question guides the analysis' focus on the integration process of the two methods, the obstacles, adaptation strategies, and their impact on the understanding and internalization of Islamic values, while also providing an empirical basis for innovation in modern educational Islamic preaching. The initial argument of the study is that integrating traditional Islamic preaching with modern digital marketing strategies can increase the effectiveness of message delivery, both in terms of reach and depth of audience understanding. Teachers' competence in traditional methods provides a valuable foundation, while the use of digital marketing strategies adapts content to young audience preferences, utilizing interactive media, storytelling, and audience segmentation.

RESEARCH METHOD

This study employed a qualitative design with a phenomenological approach. This approach was chosen to deeply understand the experiences, understandings, and perceptions of teachers and administrators of Ma'had Aly Nurul Jadid in integrating traditional da'wah with modern digital marketing strategies. The primary focus is on how traditional da'wah practices are combined with the use of digital media for Islamic education, as well as the challenges, adaptation strategies, and impacts on student audiences. The qualitative approach allows researchers to capture subjective meanings, contexts, and interactions occurring in the field, resulting in a rich and holistic understanding (Tran et al. 2025).

The research location was chosen at Ma'had Aly Nurul Jadid in Paiton, Probolinggo, because this institution has strong formal Islamic education practices and is also beginning to adopt digital media to disseminate da'wah content. The selection of this location was based on several considerations: (1) Ma'had Aly Nurul Jadid has a long history of consistent traditional da'wah (Islamic outreach), (2) the institution actively uses social media and its official website to publish educational materials, and (3) it is representative of an Islamic educational institution that attempts to combine traditional and modern methods, making the data obtained relevant for exploring the integration of both methods (Cabanillas-garcía and Sánchez-gómez 2025).

The research information sources consisted of several categories. First, respondents and informants, including teachers, preachers, Ma'had Aly Nurul Jadid administrators, and students participating in educational programs. Second, relevant text documents, such as religious manuscripts, books, teaching modules, digital da'wah content (videos, articles, social media posts), and online news related to digital da'wah practices at the institution. The selection of these information sources allowed for data triangulation, ensuring greater validity and reliability of the research findings.

Data were collected through several stages. First, a desk review, which involved reviewing literature and documents to understand the theory, literature, and context of traditional da'wah and digital marketing. Second, field observations included observations of teaching and learning activities, religious studies, and the use of digital media by teachers and students. Third, in-depth interviews using semi-structured interview guidelines were conducted to uncover experiences, adaptation strategies, and challenges of da'wah integration.

Additionally, questionnaires were administered to students to elicit their perceptions of the effectiveness of integrating traditional and digital methods. This combination of techniques ensured rich, multi-perspective data (Diao et al. 2025).

RESULTS AND DISCUSSION

Transforming Islamic Da'wah Content From the Yellow Book to Micro Content

The transformation of Islamic da'wah content from traditional Islamic da'wah texts to digital micro content at Ma'had Aly Nurul Jadid reflects a significant shift in religious knowledge delivery strategies (Diao et al. 2025). Traditional Islamic da'wah literature emphasizes the depth of teacher-interpreted texts and face-to-face interaction to ensure comprehensive understanding (Manousou 2025). This study found that teachers adapted the principles of the yellow book to digital formats in the form of short videos, infographics, and social media content that are easily consumed by students. Digital da'wah must be designed with pedagogical strategies to maintain the depth of the material while increasing accessibility for the younger generation (Kolajo 2025).

The use of micro content serves a strategic function in expanding the reach of Islamic da'wah and increasing student participation (Khozaini and Mundiri 2024). (Aini et al. 2024) However, dysfunction arises when the simplification of content reduces the complexity of interpretation, resulting in the distortion of some moral messages. This correlation suggests that the effectiveness of micro-content depends on the balance between accessibility and depth of the material, which forms an underlying structure that needs to be considered in digital da'wah design (Movement 2025).

A comparison with previous literature shows that most studies emphasize one aspect: the depth of traditional material or digital effectiveness. At Ma'had Aly Nurul Jadid, the transformation of micro-content demonstrates the integration of tradition and digital innovation. The material remains based on the yellow book but is presented in a concise, visual, and interactive format. The implications of this finding emphasize that successful content transformation is not simply a matter of distribution but also of managing the quality of the message (Conservancy and Berglund 2025).

Micro-content can increase student participation and retention, but without traditional material reinforcement strategies, the depth of understanding can decrease. The underlying structure that emerges is a complex interaction between content format, teacher competency in digital storytelling, and student readiness to receive information (Aleksieva 2025). An imbalance between ease of consumption and material complexity has the potential to create dysfunction, such as shallow interpretation or distortion of moral messages. Conversely, an integrative strategy that prioritizes teacher control and interpretive guidance helps maintain teaching quality while leveraging the advantages of digital media (Amemasor et al. 2025).

The transformation of Islamic preaching content from the Yellow Book to micro-content at Ma'had Aly Nurul Jadid demonstrates the harmony between tradition and digital innovation. These findings emphasize the importance of balancing material depth, teacher competency, and interactive digital formats to ensure the authenticity and relevance of Islamic preaching messages. Practical

implications include the need for digital literacy training for teachers, content development that remains grounded in the Yellow Book, and interaction design that encourages the internalization of religious values. Theoretically, this research enriches the literature on digital Islamic preaching by emphasizing the relationship between content format, engagement, and the quality of religious understanding as underlying structures for the success of modern Islamic preaching (Amemasor et al. 2025).

Balancing traditional teacher authority and digital visibility.

The transformation of Islamic education at Ma'had Aly Nurul Jadid demonstrates a new dynamic between traditional teacher authority and digital visibility generated through social media. Islamic education literature emphasizes the importance of teachers as authoritative figures in the transmission of knowledge and interpretation of Islamic texts, while digital literature highlights reach, interactivity, and engagement through online platforms (Nurfazri et al. 2025). Fieldwork found that teachers maintain an authoritative position in tutoring, but their published digital content enhances the visibility of the institution and its teaching materials. Five encounters were identified, as presented in the following table.

Table 1. Traditional Authority and Digital Visibility Table

Aspects	Findings	Implications
Traditional Authority.	Teachers maintain authority in tutoring.	The balance between teacher authority and digital visibility is crucial.
Digital Visibility.	Digital content increases student engagement.	Digital visibility needs to be managed to prevent the decline of teacher authority
Digital Engagement	Interaction with digital content strengthens understanding.	Digital strategies must support students' understanding of Islamic preaching messages.
Balance.	The integration of digital content and teacher authority can be mutually supportive	Teachers must manage digital content and interactions to maintain the quality of Islamic preaching.
Literacy Training	Digital literacy training is needed for teachers.	This training is crucial for teachers to manage digital content wisely

The table 1 presented summarizes the findings and implications of research on the integration of traditional da'wah and digital marketing in Islamic education at Ma'had Aly Nurul Jadid. The following is an explanation of each aspect in the table.

Traditional Authority

Teachers at Ma'had Aly Nurul Jadid maintain their authoritative role in the tutoring process, which is part of traditional da'wah (Syakhrani 2025). Despite the use of digital media, the teacher's position of authority is irreplaceable (Firnando and Abisiyiwih 2025). In conclusion, despite the use of digital media, the teacher's role as an authoritative figure must still be maintained (College 2011).

Digital Visibility

The use of digital media, such as videos, articles, and infographics, has increased student engagement in online discussions and offline activities. Digital

content also increases the visibility of da'wah materials. While digital visibility increases student participation, it is important to manage digital media use wisely (Harefa et al. 2025). If not managed properly, digital usage can reduce teacher authority and create a perception of equality between teachers and students (Rolling 2025).

Digital Engagement

Interaction with digital content strengthens students' understanding and helps internalize Islamic preaching messages. This demonstrates that digital content can be used to deepen their understanding of the material being taught. Digital marketing strategies must be designed wisely to support students' understanding of the Islamic preaching messages, not simply to attract their attention (Khoiroh, Arifin, and Mundiri 2025).

Balance.

Teachers at Ma'had Aly Nurul Jadid have integrated traditional Islamic preaching with digital marketing in a mutually supportive manner. The digital content provided by teachers aims to enrich students' understanding while maintaining traditional authority. For this strategy to be effective, teachers need to control and regulate digital content and interactions (Uribe, Anitsal, and Anitsal 2025). This is crucial to ensure the content remains relevant to Islamic preaching values and does not diminish the teacher's authority as an educator (Ma'isyah et al. 2024).

Digital Literacy Training

Teachers need digital literacy training to effectively utilize digital media in the learning and Islamic preaching process. Digital literacy training for teachers is very necessary so that they can manage digital content and interactions with students wisely while still prioritizing traditional values in preaching (Corrado 2025).

Leveraging Social Media for Islamic Propagation and Blessings.

The use of social media for Islamic propagation at Ma'had Aly Nurul Jadid demonstrates a significant transformation in modern Islamic preaching strategies, where religious content is not only delivered face-to-face or through Islamic books, but is also packaged in interactive and easily accessible digital formats (Yafi 2025). Previous literature emphasizes the potential of social media as a means of expanding the reach of Islamic propagation and increasing engagement. Field research aligns with this literature: content uploaded by teachers and Islamic boarding school administrators can reach students and the public on a national scale, encouraging active participation through comments, online quizzes, and online discussions. However, unlike some previous studies that emphasize the virality of content, these findings confirm that at Ma'had Aly Nurul Jadid, content is still managed to contain traditional values, maintain the blessings of the message, and remain authentic. The implications of these findings suggest that social media is not simply a communication tool, but a strategic tool that can enhance the quality and impact of Islamic propagation if managed with pedagogical control (Warisno 2025).

Further analysis shows that social media has a dual function: expanding the

reach of Islamic propagation while simultaneously fostering blessings for administrators and students. Field observations revealed that students who follow Islamic boarding school social media accounts are more active in attending offline religious study groups, participating in online interpretation quizzes, and reviewing material through video content (Meyer 2025). Digital engagement literature supports this finding, stating that the interactivity of digital content can enhance message internalization. However, potential dysfunction arises when content is simplified for the sake of virality, thereby diminishing the depth of the message or interpretation. This correlation suggests that the success of digital propagation depends on the balance between content quality and teacher control, which form the underlying structure that is key to the effectiveness of social media for da'wah (Choi 2025).

A comparison with previous literature shows that most studies emphasize digital reach or engagement, but rarely discuss the blessings of the message or the integration of traditional values. Findings at Ma'had Aly Nurul Jadid indicate that the blessings of digital propagation can be maintained if the content is teacher-directed and structured based on traditional principles while utilizing interactive features to increase participation (Mille 2025). The implications of these findings emphasize that the success of digital preaching is not only about broad reach but also the quality of the message and the legitimacy of the teacher's authority.

Social media has strategic potential for spreading da'wah, increasing participation, and maintaining the message's blessings. However, without pedagogical control, content can lead to dysfunction, such as shallow understanding or mere entertainment. The underlying structure that emerges is a complex interaction between digital content, teacher authority, and audience engagement. Structured content development, grounded in the values of the yellow books, and supported by interactive interactions, helps students understand the material more deeply and internalize da'wah messages optimally (Oji 2023).

The use of social media for Islamic propagation at Ma'had Aly Nurul Jadid confirms that digital content can reach a wider audience while maintaining the message's blessings, provided it is integrated with traditional values and controlled by teachers as authoritative figures. Practical implications include the need for digital literacy training for teachers, content planning guided by the principles of Islamic propagation, and interaction design that encourages active student engagement. Theoretically, this study enriches the literature on digital Islamic propagation by emphasizing blessings as an important dimension of online Islamic propagation in the context of Islamic education and highlighting the interaction structures that underlie message effectiveness (Zhang et al. 2023).

CONCLUSION

The results of this study indicate that the integration of traditional da'wah and modern digital marketing at Ma'had Aly Nurul Jadid is able to expand the reach of Islamic propagation while maintaining the depth of religious values. The most important finding is that da'wah content packaged in a micro-format through digital media can still be based on the principles of the yellow book and the teacher's authority, allowing students to receive the message more effectively

and meaningfully. The lessons learned from this study demonstrate that transforming da'wah content is not simply a matter of digital format, but requires pedagogical strategies, control over traditional authority, and interaction design that encourages the internalization of values. The key lesson for Islamic education administrators is that the blessing of the message and the effectiveness of digital da'wah can be achieved through a balance between tradition and modern innovation.

The strength of this paper lies in its scholarly contribution, namely updating the perspective of the literature on digital da'wah and Islamic education by emphasizing the integration of traditional methods and modern digital marketing. This study introduces a phenomenological approach to understanding teachers' experiences, content adaptation strategies, and students' responses to digital content, while also highlighting new variables such as the balance between traditional authority and digital visibility. The proposed research questions also broaden the scope of the literature, not only highlighting digital reach or engagement but also considering aspects of quality, blessings, and message depth. Thus, this study provides a conceptual and practical basis for developing relevant Islamic educational da'wah strategies in the digital era.

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