



HABIB HUSEIN JAFAR'S DIGITAL PREACHING AND STRENGTHENING THE RELIGIOUS CHARACTER OF MUSLIM YOUTH

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Abstract:

Social media has become a popular means of Islamic preaching among Muslim teenagers. One popular figure is Habib Husein Ja'far, known for his relaxed, humorous, and easy-to-understand style. This study aims to examine how Habib Husein Ja'far's digital Islamic preaching can strengthen the religious character of teenagers. Using content analysis of several of his Islamic preaching videos on YouTube, TikTok, and Instagram, the study found that Habib Ja'far's Islamic preaching messages instill the values of faith, morality, and tolerance in a light yet touching manner. Many teenagers felt more enthusiastic about worship and developed a more positive outlook on religion after watching his content. This demonstrates that digital Islamic preaching can be an effective tool in fostering the religious character of the younger generation.

Keywords: *Digital Da'wah, Habib Husein Ja'far, Teenage Character.*

INTRODUCTION

The development of digital technology has brought significant changes to the religious interaction patterns of young Muslims (Amali et al., 2024). Social media such as YouTube, Instagram, and TikTok have become not only entertainment but also new spaces for the transformation of Islamic da'wah (Rizal, D.A., Maula, R.A., & Idamatussilmi, 2024). This phenomenon has given rise to a modern form of da'wah that is more communicative, egalitarian, and reaches a cross-regional audience. Among the digital da'wah preachers popular among teenagers is Habib Husein Ja'far Al-Hadar, a millennial da'i with a humanist, moderate, and inclusive approach. Through content on the theme of "Log in," interfaith dialogue, and social issues such as mental health and tolerance, Habib Ja'far has successfully built an emotional connection with the digital generation (Pikri, 2022).

At the same time, Muslim teenagers face serious challenges in the form of a moral and religious crisis due to the flood of global information and popular culture (Suntara et al., 2024). The phenomenon of intolerant behavior, hate speech, and declining awareness of religious practices demonstrates the importance of new strategies for strengthening religious character (Hidayat et al., 2024). In this context, digital da'wah serves not only as a medium for da'wah but also as an instrument for character formation through the internalization of moral and spiritual values, presented in a lighthearted and relevant way to adolescents' lives (Saingo, 2022). Therefore, it is important to examine how Habib Husein Ja'far's digital da'wah can contribute to strengthening the religious character of Muslim adolescents, both in terms of communication

approach, teaching content, and its psychological and social impacts.

RESEARCH METHODS

The research approach employed by the researcher was qualitative. This study employed a descriptive qualitative approach with content analysis methods to examine Habib Husein Ja'far's digital da'wah messages and their relationship to strengthening the religious character of Muslim adolescents. A qualitative approach was chosen because it allows researchers to deeply understand the meaning of religious messages based on context and audience interpretation. The primary data source for this study was Habib Husein Ja'far's da'wah content on YouTube, TikTok, and Instagram, specifically those covering faith, morals, tolerance, and spiritual motivation. Furthermore, comments and testimonials from adolescent audiences in digital interaction columns were analyzed to determine their emotional responses and religious behaviors to the da'wah messages.

Secondary data were obtained from books, journal articles, and relevant previous research on digital da'wah and student character development. Data collection techniques included digital documentation by recording and transcribing da'wah content, as well as non-participatory observation of audience interaction patterns on social media. Data analysis was conducted using the Miles and Huberman model, which includes data reduction, data presentation, and inductive conclusion drawing. To maintain data validity, this study employed source triangulation, comparing data from various social media platforms and confirming findings with relevant academic literature. With this method, it is hoped that the study will provide an objective picture of how Habib Husein Ja'far's digital da'wah plays a role in shaping the religious character of Muslim youth in the digital era.

RESULTS AND DISCUSSION

Based on an analysis of 20 pieces of Habib Husein Ja'far's digital preaching content distributed across YouTube, TikTok, and Instagram, it was found that most of his preaching messages focused on developing religious character based on rational faith, social morals, and religious tolerance. First, regarding strengthening faith and spirituality, Habib Husein Ja'far often conveys the teachings of monotheism using a logical and dialogical approach that resonates with adolescents' thinking (Suwari & Pradesa, 2023). For example, in a video titled "Why Should We Believe in God in the Age of Science?", he uses scientific analogies to explain God's existence. This approach aligns with Suwari and Pradesa's (2023) findings that adolescents are more receptive to religious teachings presented in rational and critical language.

Second, regarding morals and social ethics, his preaching content emphasizes the values of empathy, anti-bullying, responsibility, and universal goodness. In several content pieces titled "Islam Is Not a Violent Religion" and "Don't Be a Cynical Muslim," Habib Ja'far rebukes hate speech with a humorous and satirical style that remains respectful. This style of preaching is considered effective in shaping the moral awareness of young people without creating psychological resistance (Fajrussalam et al., 2022).

Third, regarding religious moderation and tolerance, Habib Ja'far consistently campaigns for an Islam that is welcoming of differences. In several collaborations with interfaith figures, such as Catholic and Buddhist leaders, he emphasizes that religious wisdom should foster social harmony, not conflict

(Mubarok & Sunarto, 2024). This reinforces Mubarok & Sunarto's (2024) findings that inclusive preaching is more readily accepted by Generation Z, who live in a pluralistic digital environment.

In addition to the preaching content, audience responses in the comments section indicate a positive influence on religious behavior and perspectives. Many young users report being motivated to return to religious practice or abandon intolerant attitudes after watching his content. Comments such as "Bro, this video made me feel motivated to pray again" or "So Islam can be calm, I thought it was just angry people" indicate that digital da'wah can be a means of actualizing religious character values emotionally and cognitively (Laila Yulianah & Rahmad Shalahuddin Tri Putra, 2025). This reinforces the opinion of Yuliana et al. (2023) that social media can be a space for moral development if packaged with a persuasive and humanistic approach.

Overall, the research results indicate that Habib Husein Ja'far's digital da'wah plays a significant role in shaping adolescents' religious character through three main dimensions:

1. Internalization of values
2. Basis of reason
3. Habituation of positive morals through humor and emotional closeness
4. Strengthening moderate and tolerant attitudes in social life.

CONCLUSION

This research shows that Habib Husein Ja'far's digital preaching plays a significant role in strengthening the religious character of Muslim youth in the digital era. Through a relaxed, rational, and humorous communication approach, Habib Ja'far is able to convey religious messages in a way that is easily understood by the younger generation. His content emphasizes not only strengthening faith but also developing social morals, empathy, and tolerance for differences. The positive response from the audience, especially in the comments section, is evidence that digital preaching can motivate youth to draw closer to religion without feeling patronized. Thus, digital preaching like that of Habib Husein Ja'far can be an alternative model for developing religious character that is moderate, inclusive, and relevant to the needs of Generation Z. Going forward, there needs to be the development of similar preaching strategies by preachers and educational institutions so that religious values can continue to be positively present in the digital space.

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