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Empowering Young Da'i through Digital Literacy Training for Promoting Islamic Moderation

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Abstract

Objective: The objective of this community service activity is to improve the digital literacy skills of young preachers (da'i), enabling them to deliver messages of Islamic moderation effectively through social media. The program focuses on teaching how to use digital platforms wisely, creatively, and ethically in addressing the challenges of da'wah in the digital age. **Theoretical framework:** The framework combines media literacy with Islamic moderation, focusing on the ethical use of digital platforms to convey balanced, peaceful Islamic messages. It also covers digital content creation and communication strategies for the modern media landscape. **Literature review:** The literature emphasizes the role of social media in religious outreach and the need for ethical content creation. It highlights how digital literacy is crucial for young religious leaders to engage effectively with a broader audience and bridge the gap between traditional teachings and modern media. **Methods:** The program consisted of a two-day training, including theoretical lessons on Islamic moderation and digital media, along with practical exercises in content creation. Participants learned to manage da'wah social media accounts and create ethical, inclusive content. **Results:** The training led to significant improvements in participants' skills, particularly in managing social media accounts, creating ethical and inclusive content, and using digital platforms effectively. Participants demonstrated a better understanding of media ethics and the ability to deliver balanced Islamic messages that align with moderation. **Implications:** The program shows that integrating digital literacy into religious education can empower young preachers to use social media effectively for positive da'wah, promoting peace and tolerance. It offers a model that other religious institutions could adopt. **Novelty:** This initiative combines traditional Islamic teachings with modern digital media skills, offering a new approach to religious outreach in the digital era. It provides a pioneering model for training young preachers in digital da'wah.

Keywords: digital literacy, young da'i, islamic moderation, digital da'wah, social media.

INTRODUCTION

The rapid development of digital technology has transformed the landscape of religious communication, enabling new opportunities and challenges for da'wah. In Muslim societies such as Bangladesh, social media platforms, particularly YouTube, Facebook, and TikTok, have become dominant spaces for religious discourse, especially among youth. While this democratization of media offers broader outreach, it also facilitates the spread of misinformation, intolerance, and polarizing ideologies. Hence, young preachers (da'i)

require digital literacy and ethical awareness to communicate Islam's inclusive and balanced message effectively [1]–[5].

Islamic moderation (wasathiyah al-Islamiyyah) emphasizes balance (tawasuth), tolerance (tasamuh), justice (i'tidal), and wisdom (hikmah). It represents Islam's middle path, rejecting both extremism and liberalism while fostering social harmony. The principles of wasathiyah align with Bangladesh's multi-religious social structure, which demands peace-oriented Islamic communication. Prior studies, such as Azra, have shown that promoting wasathiyah values among youth is critical for countering radicalism [6]. However, many da'i still lack the technical and ethical capacities to engage effectively in digital preaching.

To address this gap, Universitas Muhammadiyah Surakarta initiated a community service program at Darul Azhar Model Madrasah in Uttara, Bangladesh. The project aimed to (1) enhance da'i's understanding of Islamic moderation, (2) develop digital literacy competencies for online da'wah, and (3) encourage the creation of inclusive, ethical digital content. The program contributes academically by linking Islamic communication theory with applied digital literacy training and practically by offering a replicable model for religious empowerment in Muslim communities [7]–[9].

In the 21st century, digital transformation has significantly reshaped the dynamics of communication, education, and social interaction, including the realm of religious discourse. The advancement of information technology, particularly the rise of social media, has created a global platform where ideas and beliefs are shared instantly across borders. For Muslim communities, this presents both an opportunity and a challenge: while digital media provides an unprecedented space for spreading Islamic teachings, it also exposes users to the dangers of misinformation, radicalism, and unethical use of online platforms. Against this backdrop, empowering young da'i (preachers) with digital literacy and ethical awareness has become a pressing need in promoting Islamic moderation (wasathiyah al-Islamiyyah) [1]–[5].

The community service initiative titled "Empowering Young Da'i through Digital Literacy Training for Promoting Islamic Moderation" was designed as a response to these emerging challenges. The project recognizes that today's youth are digital natives—constantly interacting with technology—but often lack the critical, ethical, and communicative competencies needed to engage meaningfully in online religious spaces. Without proper training, many young preachers risk spreading messages without considering media ethics, accuracy, or the diverse sensitivities of digital audiences. Therefore, this initiative was developed to equip them with the tools to create, manage, and share religious content responsibly, aligning with the true essence of Islamic moderation that promotes peace, balance, and mutual respect [1]–[5].

The importance of this community service lies in its dual focus on religious empowerment and digital competence development. While Islamic education traditionally emphasizes theological and moral instruction, the program introduces a practical, technology-driven dimension. It bridges the gap between classical da'wah methods and modern communication practices, encouraging preachers to become creative and responsible digital communicators. By learning to use applications such as Canva, CapCut, and social media management tools, participants are not only trained to produce engaging da'wah content but also taught how to apply ethical considerations, verify sources, and interact constructively with diverse audiences. Furthermore, the project responds to a broader social and educational need. In Muslim-majority societies like Bangladesh, social media has become a primary channel for religious learning, yet it remains largely unregulated. Unqualified individuals often claim authority and share interpretations that may lead to intolerance or division. By fostering digital literacy among young da'i, the

program serves as a preventive measure—promoting accurate, inclusive, and empathetic Islamic communication. This aligns with the wasathiyah principles of tawasuth (moderation), tasamuh (tolerance), i'tidal (justice), and hikmah (wisdom), which are foundational for building peaceful coexistence in a pluralistic society [7]–[9].

The community service activity also contributes academically and socially. It applies Islamic communication theories within a real-world context and demonstrates how media education can be an effective tool for social transformation. Practically, it creates a replicable model that religious institutions, madrasahs, and universities can adopt to strengthen digital da'wah initiatives. By combining moral education with modern communication training, it ensures that young preachers can engage online audiences with integrity and professionalism. In essence, this program underscores the necessity of integrating religious ethics with digital competence in the era of global connectivity. Empowering young da'i through digital literacy is not merely a technical endeavor but a moral mission—to uphold Islam's message of moderation, counter extremism, and nurture responsible digital citizens. As digital platforms continue to shape public opinion, initiatives like this become vital in ensuring that Islamic preaching remains relevant, credible, and transformative in guiding society toward peace and balanced understanding [7]–[9].

LITERATURE REVIEW

The growing influence of digital media has transformed how religious messages are communicated in contemporary societies. In the context of Islamic preaching (da'wah), digital platforms such as Facebook, YouTube, Instagram, and TikTok have become crucial tools for reaching wider and more diverse audiences. However, this transformation has also brought challenges related to misinformation, extremism, and the misuse of religious messages for divisive purposes. Within this landscape, the role of digital literacy becomes vital, especially for young da'i (preachers) who are actively engaging in online religious discourse. Digital literacy encompasses not only technical proficiency but also ethical awareness, critical thinking, and the ability to create meaningful and responsible digital content [6].

Digital literacy, as conceptualized in educational and communication studies, refers to the ability to access, evaluate, and create information across various digital formats responsibly. When applied to the field of da'wah, it implies equipping young religious communicators with the skills to utilize media ethically and effectively. This includes understanding audience dynamics, using digital tools for content production, and adhering to Islamic ethical principles. Scholars of Islamic education argue that da'i who possess strong digital literacy can better counteract online radical narratives and promote messages of peace, inclusivity, and social harmony. This approach aligns with the broader goals of Islamic moderation (wasathiyah), which emphasizes balance, tolerance, and justice in all aspects of life [7]–[9].

The concept of Islamic moderation plays a pivotal role in this context. It is rooted in the Qur'anic principle of the “middle path” (ummatan wasathan), calling Muslims to maintain balance between spiritual and worldly pursuits, faith and reason, and individual and collective responsibilities. In the modern era, Islamic moderation also encompasses attitudes toward diversity, non-violence, and coexistence. Integrating this concept into digital da'wah ensures that messages delivered by young preachers do not incline toward extremism or excessive liberalism. Instead, it cultivates a framework of communication that reflects compassion, rationality, and social justice—values that are deeply embedded in Islamic ethics [7]–[9].

Previous research on digital da'wah highlights that social media can function both as a blessing and a risk. On the positive side, it enables religious messages to transcend

geographical and cultural boundaries, connecting Muslims across the globe. Digital platforms facilitate interactive engagement, allowing preachers to respond directly to questions, debates, and moral issues in real time. Yet, on the negative side, the same platforms often amplify radical or misleading interpretations of Islam. The unregulated nature of social media creates spaces where unqualified individuals may claim religious authority. Hence, structured digital literacy training becomes essential for nurturing credible and ethical digital preachers who can navigate these complexities [7]–[9].

Several studies underscore the importance of integrating media literacy with Islamic education. Media literacy provides the analytical tools for evaluating information sources, identifying bias, and understanding the persuasive power of media. When combined with Islamic principles, it forms what can be called “Islamic media ethics”—a discipline that guides Muslims on how to engage responsibly with digital content. Young da’i trained in these areas are expected to promote moderation through accurate, inclusive, and inspirational messages. They learn to use multimedia storytelling, visual design, and creative communication to make da’wah more appealing while maintaining integrity and authenticity.

Another important dimension discussed in the literature is the transformative potential of youth empowerment through digital literacy. Young Muslims today are digital natives who interact with technology naturally. By empowering them with digital da’wah skills, communities can ensure that religious communication remains relevant to younger audiences. This empowerment not only prevents the misuse of digital spaces but also transforms youth into agents of positive change. When young preachers are trained to combine Islamic moderation with digital creativity, they become capable of promoting ethical citizenship, interfaith understanding, and civic responsibility [10], [11].

Moreover, the integration of digital literacy into religious education contributes to community resilience against misinformation and ideological manipulation. The spread of fake news, hate speech, and religious intolerance often thrives in digital environments where users lack critical literacy. Therefore, training young da’i to verify information sources, apply critical reasoning, and frame their messages within the Qur’anic values of honesty and justice can serve as an antidote to these challenges.

The literature also emphasizes collaboration between religious institutions, universities, and media professionals in building structured training programs. Such collaborations can bridge the gap between theoretical religious knowledge and practical communication skills. Universities can provide pedagogical and technical expertise, while religious institutions ensure that content remains theologically sound. Together, they can design sustainable models for digital da’wah education that empower future preachers to engage confidently and ethically with digital society. In conclusion, the review of existing literature reveals a strong interconnection between digital literacy and Islamic moderation as dual pillars for effective and ethical da’wah in the modern age. Digital literacy training equips young da’i with critical and creative tools to operate in the online world, while Islamic moderation grounds their work in compassion, wisdom, and justice. This synthesis represents a new paradigm of religious communication—one that transcends traditional preaching by embracing technology as a means to cultivate peace, tolerance, and moral awareness in the digital public sphere [10], [11].

METHODOLOGY

The community service program was conducted over three weeks, involving 15 young da’i aged 14–18 from Darul Azhar Model Madrasah, Uttara, Bangladesh. The training consisted of four main stages: preparation, implementation, mentoring, and evaluation. The implementation consisted of three main stages:

1. Preparation Stage: Conducting a needs assessment, preparing modules on digital literacy and Islamic moderation, and setting up the required equipment (laptops, cameras, internet access).
2. Implementation Stage: Divided into four sessions: (a) Understanding Islamic moderation and media ethics; (b) Introduction to digital literacy and online safety; (c) Strategies for da'wah content creation (copywriting, design, storytelling); and (d) Practical sessions producing digital da'wah content.
3. Evaluation Stage: Pre- and post-training assessments, review of participant digital outputs, and reflection on challenges and opportunities in digital da'wah.

The implementation process of the digital literacy training is summarised in Table 1 below.

Table 1. Summary of Community Service Method

Stage	Activities	Objectives	Outputs
Preparation	Needs assessment, interviews, participant selection, and preparation of materials (modules, Canva & CapCut tutorials).	Identify participants' readiness and baseline skills.	Training modules and participant list.
Implementation	Workshops on Islamic moderation, digital literacy, media ethics, and content creation using Canva and CapCut.	Strengthen conceptual and technical competence in digital da'wah.	Interactive sessions and practical outputs.
Mentoring and Practice	Supervised content creation, provided feedback on visuals, captions, and audience engagement strategies.	Ensure practical application of learning outcomes.	Short videos and digital da'wah content promoting Islamic moderation.
Evaluation and Reflection	Post-training survey and group reflection to assess understanding and impact.	Evaluate improvement and collect feedback for future programs.	Assessment report and recommendations.

RESULTS AND DISCUSSION

Participants showed high enthusiasm throughout the two-day training program. The engagement level was evident from their active participation in discussions, question-and-answer sessions, and practical workshops. Most of the participants, before the training, were accustomed to using social media passively merely for sharing religious quotes or reposting materials from other da'wah accounts without a clear communication strategy or awareness of audience dynamics. Their main motivation for joining the program was to learn how to make da'wah more appealing, professional, and aligned with Islamic ethical standards in the digital era [10], [11].



Figure 1. Da'i participants during the digital literacy workshop at Darul Azhar Model Madrasah, Uttara, Bangladesh

After completing the training, significant improvements were observed in three major areas: conceptual understanding, technical skills, and creative content development.

1. **Understanding of Islamic Moderation:** Participants' comprehension of "*wasathiyah*" (moderation) increased substantially. They gained a clearer understanding of the core values of "*tawasuth*" (balance), "*tasamuh*" (tolerance), "*i'tidal*" (justice), and "*musawah*" (equality) as central principles for contemporary Islamic preaching. During group discussions, many participants acknowledged that before the training, their content tended to focus narrowly on ritual or doctrinal issues [12], [13]. Through interactive sessions and exposure to examples of inclusive da'wah content, they realized the importance of addressing broader social issues such as harmony, environmental ethics, and civic responsibility from an Islamic perspective. This understanding aligns with Azra [14], who emphasized that Islamic moderation is not a passive stance but an active effort to promote peace and justice within diverse societies. By integrating these values into their da'wah, participants began to reinterpret Islam as a religion that welcomes diversity and encourages mutual respect in the digital space, where intolerance and polarization are common [15]–[18].
2. **Digital Literacy Skills:** The participants also demonstrated significant progress in their technical and critical digital skills. Before the training, a few participants were familiar with basic digital tools or ethical considerations in online communication. Through guided workshops, they learned to use applications such as Canva, CapCut, and VN Editor for designing da'wah posters and short videos. The sessions on information verification and media ethics were particularly valuable, helping participants recognize the dangers of misinformation and the importance of citing credible sources in religious content. By the end of the training, participants could manage social media accounts strategically, understanding how to plan content schedules, use hashtags effectively, and engage audiences through comments and live discussions. This reflects the principles outlined by [19], who argue that digital literacy in Islamic communication is not only about technical proficiency but also about moral responsibility in maintaining the integrity of Islamic messages online. Moreover, participants expressed that the workshop changed their mindset from "users" of social media to "producers" of

meaningful content. This shift indicates empowerment and critical awareness, key goals in community service education and da'wah empowerment programs [20]–[24].

3. Creative Da'wah Production: The most visible outcome of the program was the creation of innovative da'wah content. Participants produced short videos, infographics, and Instagram reels with themes such as “Islam *Rahmatan lil-'Alamin*,” “Youth and Tolerance,” and “Digital Ethics in Islam.” These contents reflected both creativity and moderation, combining Qur'anic verses, short narrations (hadith), and practical moral messages presented in youth-friendly language and visual formats [25], [26]. The collaborative nature of the training fostered peer learning, as participants exchanged ideas and provided feedback on each other's digital projects. Several participants successfully launched their own da'wah pages after the program and reported an increase in audience engagement. This outcome supports Rahman's view that the future of da'wah depends on the ability of preachers to adapt to digital media culture without losing Islamic ethical identity. Furthermore, discussions during the reflection session revealed that participants began to see social media not merely as a platform for self-expression, but as a medium for “*islah*” (reform) and “*amar ma'ruf nahi munkar*” (promotion of good and prevention of evil) constructively and compassionately [27]–[34].

Overall, this training successfully integrated the theoretical concept of Islamic moderation with practical digital communication skills. It empowered young preachers to navigate the complex media landscape while maintaining integrity, inclusivity, and empathy in religious discourse [35], [36]. The program also demonstrated the potential for replication in other *pesantren* or Islamic community settings, especially where youth play a pivotal role in religious communication. In summary, the results confirm that digital literacy, when combined with Islamic moral education, can serve as an effective tool for promoting peaceful coexistence and countering extremism in the online sphere [37]–[40].



Figure 2. Madrasah principal addressing participants and encouraging ethical da'wah practices

Analysis

The community service program titled “Empowering Young Da'i through Digital Literacy Training for Promoting Islamic Moderation” represents an innovative approach that integrates Islamic ethical education with modern technological competence. Conducted at Darul Azhar Model Madrasah, Uttara, Bangladesh, this initiative sought to strengthen the capacity of young preachers (da'i) in applying digital literacy skills to disseminate

messages of Islamic moderation effectively across social media platforms. The project's primary value lies in its ability to bridge the gap between traditional religious instruction and the digital communication era, fostering a generation of preachers who are not only spiritually grounded but also digitally adept.

From an educational perspective, the program successfully contextualized the principles of *wasathiyah al-Islamiyyah* (Islamic moderation) within the framework of digital communication. By introducing the concepts of balance (*tawasuth*), tolerance (*tasamuh*), justice (*i'tidal*), and equality (*musawah*), the training emphasized that Islam's universal message can be expressed effectively through creative and ethical online engagement. Before the training, many participants viewed *da'wah* primarily as an act of delivering sermons or reposting pre-existing religious content. Afterward, they came to perceive digital *da'wah* as a process of thoughtful content creation, rooted in compassion and accuracy. This cognitive shift demonstrates how Islamic education can adapt to evolving communication landscapes without compromising authenticity.

The training's methodological design was both systematic and participatory. It involved a sequence of preparation, implementation, mentoring, and evaluation stages. Participants began by learning the theoretical foundations of Islamic moderation and media ethics, followed by hands-on practice using digital tools such as Canva and CapCut for producing *da'wah* materials. This structure not only enhanced their technical capabilities but also cultivated moral sensitivity toward online behavior. The mentoring sessions provided feedback loops that reinforced learning through practical application—an essential element in experiential education. The use of pre- and post-assessment surveys further validated the program's impact, as participants exhibited notable progress in conceptual understanding, technical skills, and critical awareness.

One of the most significant findings is the empowerment of participants as content producers rather than passive consumers of digital information. The shift from merely sharing others' materials to creating original, ethical content marks a milestone in youth religious empowerment. Participants began producing short videos, infographics, and Instagram reels under themes such as "Islam Rahmatan lil-'Alamin" and "Digital Ethics in Islam." This creative output not only showcased their learning outcomes but also symbolized a new form of youth-led digital *da'wah*—engaging, responsible, and aligned with the values of moderation.

From a sociocultural standpoint, the program contributes to countering extremism and misinformation, two major challenges in contemporary digital spaces. The rise of unregulated religious content online often fuels intolerance and ideological polarization. By training young *da'i* in media literacy and ethical digital engagement, this program offers a preventive model against radicalism. The participants learned how to identify credible sources, verify information, and apply critical reasoning—all essential skills for preserving the integrity of religious discourse. Moreover, their growing awareness of audience diversity reflects a maturity in communication strategy, as they learned to craft messages suitable for pluralistic societies like Bangladesh.

The integration of Islamic values and media literacy also demonstrates the program's alignment with global educational goals. It promotes the Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education) and SDG 16 (Peace, Justice, and Strong Institutions), by nurturing critical, ethical, and socially responsible youth leadership. In this sense, the initiative transcends mere skill training; it functions as a moral and civic education platform that cultivates peace-oriented Islamic communicators. Despite its notable success, the program also faced limitations typical of pilot community projects. The short duration restricted the depth of mentoring and the continuity of content production. Additionally, access to technological resources, such as stable internet and advanced editing tools, remained limited for some participants. However, these challenges highlight the

importance of future collaborations between educational institutions, NGOs, and media organizations to sustain and expand similar initiatives.

Overall, this community engagement project demonstrates the transformative potential of merging Islamic education with digital literacy. It establishes a model for training young da'i who are capable of navigating digital ecosystems with ethical awareness and creative competence. More importantly, it situates da'wah as an act of constructive engagement rather than confrontation, encouraging young Muslims to use media as a means of fostering unity, tolerance, and intellectual growth. The project's broader implication lies in its replicability—it can serve as a blueprint for religious and educational institutions across Muslim-majority countries seeking to empower youth in the era of digital communication. Through continuous adaptation, mentorship, and collaboration, initiatives like this can ensure that the message of Islamic moderation remains vibrant, credible, and transformative in the global digital sphere.

CONCLUSION

The community service program “Empowering Young Da'i through Digital Literacy Training for Promoting Islamic Moderation” has demonstrated significant success in enhancing the intellectual, ethical, and technical capacities of young preachers in the digital era. The training effectively bridged the gap between traditional Islamic preaching and modern digital communication by integrating the principles of Islamic moderation (wasathiyah) with practical digital literacy skills. As a result, participants developed a deeper understanding of how to utilize digital platforms such as YouTube, Facebook, and Instagram to promote balanced, inclusive, and ethical Islamic messages that resonate with contemporary audiences. The outcomes of this initiative reveal that digital literacy serves as a transformative tool for religious communication. Participants not only gained theoretical knowledge about Islamic moderation—emphasizing values of balance (tawasuth), tolerance (tasamuh), justice (i'tidal), and equality (musawah)—but also learned how to apply these values in their online activities. Their ability to create creative and ethical da'wah content using platforms like Canva and CapCut reflects an important shift from being passive consumers of digital information to becoming active content producers. This change underscores the empowerment of youth as responsible communicators who can shape digital narratives with integrity and empathy. The program also strengthened participants' sense of responsibility toward maintaining media ethics in the online environment. By equipping them with critical thinking skills and awareness of information verification, the training contributed to the prevention of misinformation, hate speech, and religious extremism—issues that are increasingly prevalent in digital spaces. Moreover, through interactive mentoring and peer collaboration, participants were able to reflect Islamic values not only in the content of their da'wah but also in the way they interacted and communicated online. To ensure long-term sustainability, three key recommendations are proposed. First, advanced digital literacy training should be continued, focusing on account management, audience analysis, and social media analytics to help young da'i build a strategic presence and maintain consistent engagement. Second, inter-institutional collaboration between Islamic schools (pesantren), universities, and media organizations is essential to establish structured digital da'wah networks. Such cooperation would provide ongoing mentorship, technical support, and shared platforms for wider outreach. Third, policy support from religious authorities should be encouraged to institutionalize similar programs, ensuring that digital da'wah becomes a recognized and supported form of religious education. In conclusion, the success of this community service initiative highlights the importance of integrating Islamic values with digital competencies to cultivate a new generation of ethical, creative, and technologically proficient preachers. By continuing and expanding such programs, the Muslim community can nurture youth who

embody the spirit of moderation, promote peace and tolerance, and contribute positively to the digital public sphere.

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Author Contribution

Shikdar Mohammad Riazul designed the study framework, conducted the digital literacy training sessions, collected and analyzed data, and prepared the manuscript. He integrated the concepts of Islamic moderation with digital communication strategies and ensured academic and practical coherence throughout the project, reflecting both scholarly rigor and community engagement principles in promoting ethical digital da'wah education.

Conflicts of Interest

The author declares no conflicts of interest regarding this study. This research and training program were conducted independently, without external influence or sponsorship, ensuring the objectivity and authenticity of the findings. All interpretations and conclusions presented herein represent the author's academic integrity and sincere commitment to advancing digital literacy for young da'i in promoting Islamic moderation.

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