

Recontextualizing Hadith in the Digital Era: A Content Analysis of the Mata Naqra YouTube Channel

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Abstract: The rapid development of information technology and globalisation has transformed social interactions and knowledge dissemination, with social media becoming a central platform in religious communication. This study aims to explore the role of social media, particularly the Mata Naqra YouTube channel, in disseminating the hadiths of the Prophet Muhammad (peace be upon him). Employing a qualitative method with a library research approach, the research analyses the Arba'in Nawawi playlist managed by Husain Basyaiban. The findings indicate that the channel provides a systematic model of hadith education, integrating textual and contextual approaches through clear language, visual engagement, and structured content delivery. Audience responses reveal a positive reception, with viewers acknowledging the accessibility and applicability of the content in daily life. The study also identifies opportunities such as accessibility, interactivity, and flexibility, as well as challenges including oversimplification, influencer authority, and misinformation risks. Theoretically, this research contributes to the discourse on digital *dakwah* by highlighting how recontextualisation of hadith through social media can bridge classical scholarship and contemporary needs. Practically, it underscores the importance of enhancing digital religious literacy and encourages further research on platform-based dynamics of hadith dissemination.

Keywords: Hadith, social media, YouTube, digital *dakwah*, Mata Naqra

Abstrak: Perkembangan teknologi informasi dan globalisasi yang pesat telah mengubah pola interaksi sosial dan penyebaran pengetahuan, di mana media sosial menjadi platform utama dalam komunikasi keagamaan. Penelitian ini bertujuan untuk mengkaji peran media sosial, khususnya channel YouTube Mata Naqra, dalam menyebarkan hadis Nabi Muhammad Saw. Metode yang digunakan adalah kualitatif dengan pendekatan kajian pustaka, dengan fokus pada playlist Arba'in Nawawi yang dikelola oleh Husain Basyaiban. Hasil penelitian menunjukkan bahwa channel ini menyajikan model pendidikan hadis yang sistematis dengan mengintegrasikan pendekatan tekstual dan kontekstual melalui bahasa yang komunikatif, tampilan visual, serta penyampaian konten yang terstruktur. Respons audiens menunjukkan apresiasi positif, di mana materi dianggap mudah dipahami dan aplikatif dalam kehidupan sehari-hari. Penelitian juga menemukan peluang berupa aksesibilitas, interaktivitas, dan fleksibilitas, serta tantangan seperti penyederhanaan berlebihan, otoritas influencer, dan risiko informasi yang tidak terverifikasi. Secara teoretis, penelitian ini memperkaya diskursus *dakwah* digital dengan menunjukkan bagaimana rekontekstualisasi hadis melalui media sosial mampu menjembatani khazanah klasik dengan kebutuhan kontemporer. Secara praktis, penelitian ini menegaskan pentingnya literasi keagamaan digital serta mendorong penelitian lebih lanjut terkait dinamika platform dalam penyebaran hadis.

Kata kunci: Hadis, media sosial, YouTube, *dakwah* digital, Mata Naqra.

Introduction

In the current era of rapid advances in information technology and globalisation, digital media and social networking platforms have become an inseparable part of people's daily lives. Social media functions as a communication channel that enables individuals to access information, exchange ideas, and interact with others without the limitation of time and space (Darwin et al., 2024). This technological shift has gradually transformed patterns of social interaction, with many aspects of communication, education, and even religious practice moving into digital spaces (Kasir & Awali, 2024). The latest survey by the Indonesian Internet Service Providers Association (APJII) reported that the number of internet users in Indonesia in 2024 reached 221,563,479 out of a total population of 278,696,200, indicating a penetration rate of 79.5%.

Within this context, the dissemination of religious knowledge is no longer confined to traditional face-to-face learning or gatherings in mosques and study circles. Instead, it has increasingly shifted to digital platforms such as YouTube, TikTok, Instagram, podcasts, and other online communities. Religious figures and preachers now utilise these platforms to reach wider audiences, with influences emerging as key actors in shaping religious discourse online. This development highlights the dual nature of social media: while it offers speed, accessibility, and interactivity, it also presents risks such as misinformation, superficiality, and the commodification of religious teachings (Dwi Arista et al., 2025).

Several issues arise from this phenomenon. First, the growing number of internet users has created new habits and trends in the ways communities' access and transmit information, particularly in religious matters. Second, although social media is commonly associated with entertainment and lifestyle content, it also serves as a bridge for those seeking scientific and religious knowledge. Third, the role of influencers has become central, as their popularity and digital authority significantly shape public perception of religious messages. This highlights the importance of analysing not only the content disseminated but also the reception of audiences through comments, interactions, and engagement levels.

Based on these considerations, this study aims to explore the influence of social media and influencers in disseminating the hadiths of the Prophet Muhammad (peace be upon him). Specifically, the research focuses on two objectives. First, to investigate how social media can be utilized effectively in spreading hadith knowledge as a secondary source of Islamic teaching after the Qur'an. Second, to analyze the Mata Naqra YouTube channel, a platform developed by Husain Basyaiban, which offers playlists dedicated to hadith studies and has attracted a significant following among young audiences. His position as a young influencer illustrates how digital charisma and competence can affect the effectiveness of religious knowledge transmission.

Previous studies have addressed related themes, such as the work of Sajida et al. (2023), which examined the effect of TikTok *dakwah* influencers on the religious practices of young Muslims. Their findings revealed that social media influencers significantly impact the behaviours and consumption patterns of Muslim youth, with both positive and negative implications. While such studies have provided valuable insights into the general role of influencers, they remain limited to

specific platforms, particularly TikTok. In contrast, the present study contributes by shifting the focus to YouTube as a more content-oriented platform and by narrowing its scope to the dissemination of hadith knowledge. Thus, this research not only enriches the growing literature on digital *dakwah* but also highlights the strategic role of influencers in bridging Islamic teachings and contemporary digital culture.

Based on the background and research gap that have been described, this study is structured to analyze the use of social media in the dissemination of hadith knowledge, with a particular emphasis on the *Mata Naqra* YouTube channel. The research begins by identifying the rapid increase in internet usage in Indonesia and the subsequent transformation of communication patterns, especially in the way religious knowledge is accessed and transmitted. This transformation raises important questions regarding the extent to which digital platforms and influencers shape public understanding of Islamic teachings, particularly hadith.

The analysis is then directed towards exploring the *Mata Naqra* channel as a case study. This stage involves examining how Husain Basyaiban, as a young influencer, delivers hadith-related content through structured playlists and interactive communication with his followers. The research also considers the dynamics of audience responses, which are visible through engagement indicators such as comments, likes, and shares. Such responses serve as empirical evidence of how social media not only disseminates knowledge but also fosters dialogical interaction between preachers and audiences.

Finally, the findings are synthesized to evaluate the effectiveness of social media as a medium for disseminating hadith knowledge and to identify both the opportunities and challenges inherent in this process. By focusing on YouTube, this study seeks to enrich scholarly discussions that have previously concentrated more on platforms like TikTok or Instagram. At the same time, the research contributes practically to understanding how religious education can adapt to the digital era, offering new perspectives on the role of influencers in bridging Islamic tradition with contemporary media culture

Literature Review

The study of digital media and its role in disseminating religious knowledge has increasingly attracted scholarly attention in recent years. Various researchers have highlighted how social media platforms, with their broad accessibility and interactive features, have transformed the landscape of religious communication. Sajida et al. (2023), for instance, analysed the role of TikTok *dakwah* influencers in shaping the religiosity of Muslim youth. Their findings showed that the interactive nature of TikTok provides a dynamic avenue for transmitting religious messages, although it also raises concerns regarding the superficiality of content and the risk of fostering consumptive behaviour among younger audiences. Similarly, Muliana et al. (2025) emphasised that social media provides opportunities for dialogical preaching, enabling questions and discussions that extend beyond traditional learning spaces.

Other studies have focused on the dual role of social media, both as a medium for religious education and as a potential source of distraction. Dwi Arista et al. (2025) argue that the increasing use of social media presents two sides: on the one hand, it accelerates the dissemination of knowledge, but on the other hand, it can also lead to misinformation, over-simplification, and dependence on popular figures rather than authoritative scholars. This duality is particularly important in the context of hadith studies, where authenticity and methodological rigour are central. The ease of access to religious information online has made it possible for the wider public to engage with hadith knowledge, but at the same time, it necessitates a more critical assessment of content credibility and influencer authority.

In addition, several Indonesian scholars have examined how platforms like YouTube function as alternative learning environments. Research by Kasir and Awali (2024) shows that the shift from face-to-face to digital learning has altered patterns of interaction in religious education, especially among younger audiences who are more digitally literate. Their study suggests that the credibility of content creators significantly influences audience trust, with popular influencers often serving as role models for their followers. This finding resonates with Darwin et al. (2024), who argue that social media platforms are not only communication tools but also social spaces where identity, authority, and religious understanding are negotiated.

Method

This study employs a qualitative research method with a descriptive-analytical approach. The main object of analysis is the Mata Naqra YouTube channel, which is widely recognised as a platform for disseminating religious knowledge, particularly hadith studies. The qualitative design is considered appropriate because it allows for an in-depth exploration of the content, context, and meaning contained in the channel's presentation of hadith material.

The research approach is library research, combining primary and secondary sources to build a comprehensive analysis. The primary source in this study is the Mata Naqra YouTube channel itself, specifically the playlist dedicated to Hadith Arba'in an-Nawawi. The content of this playlist is examined in terms of how the hadith are presented, interpreted, and communicated to the audience. The focus is on Husain Basyaiban's role as an influencer and his strategies in conveying hadith knowledge through digital media.

Meanwhile, secondary sources include scholarly works such as journal articles, academic books, and credible online resources related to social media, digital *dakwah*, and hadith studies. These references provide theoretical grounding as well as comparative perspectives that support the analysis of the primary data. The combination of these two types of sources ensures that the study is both contextually relevant and academically rigorous.

Data collection is carried out through documentation and observation of the selected YouTube content, followed by critical analysis using thematic categorisation. This involves identifying recurring themes, audience engagement patterns, and the communicative strategies employed in the channel. By applying this method, the research seeks to reveal how social media

through the case study of Mata Naqra functions as an effective medium for disseminating the hadith of the Prophet Muhammad (peace be upon him), while also highlighting its opportunities and challenges in the contemporary digital era.

Results and Discussion

Analysis of the Mata Naqra Channel

Contemporary *dakwah* has decisively moved onto social platforms, and young preachers like Husain Basyaiban (Kadam Sidik) illustrate how reach, rhetoric, and religious grounding can align online. Studies show Basyaiban's cross-platform presence has amassed multi-million followings, with TikTok alone reported at >5.5 million followers in 2024 (with youth-focused themes and consistent posting) (Rakinten, 2024). His delivery blends accessible wording, calibrated voice, and expressive gestures classic persuasive resources that help him connect with Gen-Z/Gen-Alpha audiences (Kurniawan & Fadilah, 2024). Content analyses of his TikTok explainers find messages designed for quick uptake (short, denotative–connotative layering, and myth framing) while keeping Qur'an–Hadith anchoring explicit (Walisongo ICJ, 2024; Satria et al., 2023).

Methodologically, researchers often read his approach through the triad in Q 16:125 *al-ḥikmah* (wise, evidence-based counsel), *al-mau'izah al-ḥasanah* (kind exhortation), and *al-mujādalah* (civil, reasoned argument). That frame dovetails with broader digital-*da'wah* guidance about matching tone, medium, and verification to the audience's literacy and context (Nurhasanah, 2023). Parallel studies on Basyaiban's content emphasize reasoned appeals (rational–intuitive–emotional balance) and show positive attitude shifts among viewers, underscoring how delivery technique and platform-native packaging can reinforce scriptural substance (Karnelia, 2024; Al-Hikmah Jurnal, 2023). In short, Basyaiban's case embodies a successful translation of traditional methods into the aesthetics and tempos of today's feeds credible sources, wise counsel, and dialogic style delivered with strong on-screen craft

One of the most notable contributions of the Mata Naqra channel is its systematic treatment of *Arba'in Nawawi*, a compilation of forty foundational hadiths collected by Imam Nawawi that outline the essential teachings of Islam (Oktariani, 2022). In this playlist, Husain structures his content methodically: beginning with the recitation of the Arabic text, followed by literal interpretation, assessment of the *sanad*, exploration of historical context, and finally moral reflection and practical relevance for contemporary life. This comprehensive approach combines textual and contextual methods, enabling audiences including both students and the wider public—to engage critically and explicatively with hadith scholarship.

From a presentational standpoint, Husain employs clear and communicative Indonesian, ensuring accessibility for non-academic audiences, particularly millennials and members of Generation Z. Each video typically ranges from 30 to 60 minutes, striking a balance between scholarly depth and practical comprehensibility. Importantly, the inclusion of the Arabic text on-screen enhances audience engagement, aligning with Jasafat's (2020) principle that digital visual-verbal interaction strengthens educational achievement. While early recordings occasionally

revealed minor technical shortcomings, such as inconsistent audio quality, overall production standards remain adequate to support effective digital preaching.

Audience responses further reinforce the channel's impact. Comments on the videos demonstrate significant appreciation for Husain's ability to combine theoretical and practical dimensions of hadith learning. Many viewers note that the content is easy to understand and applicable to everyday life, an important indicator of digital religious literacy. The relative absence of negative criticism suggests a dominance of positive engagement and indicates that the content resonates with its intended audience. This reception highlights Husain's success in contextualising religious messages without compromising academic rigour.

Therefore, the Mata Naqra playlist on Arba'in Nawawi represents more than just an introductory exploration of hadith theory. It actively contributes to the internalization of Islamic moral values among its viewers by bridging classical scholarship and modern digital media practices. Through this synthesis, Husain has positioned himself not only as a digital influencer but also as a transmitter of Islamic tradition in ways that are both authentic and relevant to contemporary society.

The Role of Influencers in Recontextualising Hadith

The digital transformation of Islamic preaching has fundamentally altered how hadith and religious discourse reach contemporary audiences. Digital platforms have democratized Islamic discourse, disrupted traditional religious authority structures and enabled more inclusive participation, including marginalized voices such as women and minority groups (Mohammad 'Ulyan, 2023). This shift has transformed hadith from static religious texts into living discourse within Muslim culture, with technology reshaping understanding, dissemination, and integration of prophetic values into daily life (Abdul Matin bin Salman, 2024).

Digital tools like mobile applications and online repositories have broadened access to canonical texts and enhanced educational outreach, though they raise concerns about authenticity and the marginalization of traditional scholarly authority (Akbar et al., 2024). The transformation has facilitated a shift from monologic to dialogic communication, with visual media and social platforms effectively engaging younger audiences through interactive and emotionally resonant content (Nuriana & Salwa, 2024). However, these developments present challenges including misinformation, loss of scholarly oversight, and ideological polarization (Mohammad 'Ulyan, 2023).

In this regard, Husain Basyaiban exemplifies the dual authority of religious legitimacy and digital relevance. As the founder of the *Mata Naqra* channel, he combines his background as the son of a respected cleric and his academic training at UIN Sunan Ampel, Surabaya, with an adept command of social media communication. This dual positioning enhances both his credibility and his appeal to younger generations, particularly millennials and Generation Z, who dominate digital spaces. His presence illustrates how authority in religious discourse is no longer derived solely from lineage or formal scholarship but increasingly from the ability to contextualise teachings within the language and medium of contemporary culture.

Husain's communication strategies play a vital role in this process. By employing clear and straightforward Indonesian, he makes complex hadith concepts accessible to non-specialist audiences. The visualization of Arabic texts within his videos further strengthens audience engagement, providing both authenticity and clarity. Moreover, the interactive features of YouTube—such as comment sections and likes—enable dialogical communication, where viewers can pose questions, share reflections, and offer feedback. This participatory model reflects a shift from one-way preaching to a more collaborative form of religious learning, aligning with broader trends in digital pedagogy.

Nevertheless, the role of influencers in recontextualizing hadith is not without its risks. High engagement levels may prioritise popularity and entertainment value over depth of substance, raising concerns about the dilution of scholarly rigour. The very features that make digital preaching attractive—brevity, accessibility, and interactivity—can also lead to oversimplification of complex theological and methodological issues. Consequently, while influencers like Husain Basyaiban play a critical role in bridging hadith with contemporary life, there remains a pressing need for ongoing collaboration with established hadith scholars. Such partnerships can ensure that digital dissemination maintains fidelity to Islamic epistemological principles while responding to the communicative demands of the digital age.

Through this balance, influencers can effectively contribute to the renewal of hadith studies in a way that resonates with current generations while safeguarding scholarly authenticity. The case of Husain Basyaiban demonstrates that recontextualisation is not merely about repackaging content for digital consumption but about sustaining the intellectual and spiritual integrity of the prophetic tradition within a rapidly evolving media environment.

Opportunities and Challenges of Digital Dakwah

The expansion of digital platforms has opened unprecedented opportunities for the dissemination of Islamic teachings, particularly in the field of *dakwah*. One of the most significant opportunities is global accessibility. Through platforms such as YouTube, TikTok, and Instagram, religious content can transcend geographical and cultural boundaries, reaching audiences that would otherwise remain beyond the scope of traditional *majlis ta'lim*. This allows hadith knowledge, once confined to limited circles of study, to become accessible to diverse groups of learners across the globe. Furthermore, the interactive nature of social media fosters dialogical learning environments. Comment sections, live-streamed discussions, and private messaging provide opportunities for audiences to ask questions, express reflections, and engage in debates that enrich the learning process. In addition, digital platforms offer a flexible mode of learning, enabling users to access hadith lessons at their own pace and revisit materials whenever necessary, thus accommodating varied schedules and learning styles.

Digital *dakwah* faces significant challenges despite its transformative potential for Islamic education. A primary concern is the oversimplification of complex theological concepts due to demands for brief, audience-friendly content, which can undermine scholarly depth (Firma Maulidna et al., 2025). The authority of digital preachers presents another challenge, as

popularity does not necessarily correlate with scholarly expertise, creating an imbalance where charisma may overshadow academic rigor (Ari Prima et al., 2025). The unregulated nature of social media platforms facilitates the spread of misinformation, including unauthenticated hadith and misinterpretations that can distort public understanding of Islam (Naamy, 2023). These platforms also risk disseminating extremist views and unverified religious content (Naamy, 2023). However, the internet offers unprecedented opportunities for *dakwah* through efficiency, accessibility, and global reach (Arifuddin, 2016). Addressing these challenges requires strengthening digital religious literacy among both audiences and content creators, establishing ethical standards for online *dakwah*, and maintaining accuracy and responsibility in religious communication (Firma Maulidna et al., 2025).

Implications for Hadith Education and Research

The findings of this study carry significant implications for both the practice of hadith education and the direction of future research in digital *dakwah*. From an educational perspective, the case of the *Mata Naqra* YouTube channel illustrates how classical hadith scholarship can be adapted into a format that resonates with contemporary learners. By combining systematic explanations of *Arba'in Nawawi* with clear language and visual reinforcement, the channel demonstrates that hadith education can be effectively integrated into digital pedagogy. This integration offers a complementary alternative to traditional face-to-face learning, particularly for younger generations who are more engaged with social media. Thus, the use of digital platforms should not be seen merely as a technological adaptation but as a pedagogical innovation that enhances inclusivity, flexibility, and interactivity in religious education.

The digital transformation of hadith studies presents both significant opportunities and challenges for Islamic scholarship. Digital platforms have revolutionized access to hadith collections through applications and online repositories, making prophetic traditions more accessible to wider audiences (Akbar et al., 2024; Abdulrahman, 2024). These technologies enable efficient preservation of manuscripts, comprehensive database searches, and enhanced educational outreach (Abdulrahman, 2024; Majid et al., 2024). However, serious concerns have emerged regarding authenticity and verification. Many digital platforms lack proper mechanisms to verify hadith authenticity, leading to widespread dissemination of weak or fabricated narrations (Pascasarjana & Parepare, 2024). The proliferation of unqualified digital preachers and algorithm-driven content visibility has contributed to the fragmentation of traditional scholarly authority (Akbar et al., 2024; Majid et al., 2024). Scholars emphasize the need for collaborative frameworks between academic institutions, religious authorities, and digital developers to maintain authenticity while embracing innovation (Akbar et al., 2024; Pascasarjana & Parepare, 2024). Success requires integrating traditional hadith methodology with modern technology while establishing ethical standards and verification mechanisms (Abdulrahman, 2024).

Conclusion

This study concludes that the Mata Naqra YouTube channel represents an effective model of digital religious education, particularly in the dissemination of hadith knowledge. Through its playlist on Arba'in Nawawi, the channel integrates textual and contextual approaches, utilises clear and communicative language, and employs visual reinforcement of the Arabic texts. These strategies make hadith knowledge more accessible, especially for younger generations who are highly engaged with social media platforms. Audience responses indicate that the content is not only well received but also considered applicable to everyday life, reflecting the success of digital platforms in facilitating the internalization of Islamic values.

Theoretically, the research contributes to the discourse on the recontextualization of hadith in the digital era by demonstrating how classical traditions can be transmitted through contemporary media without losing their scholarly depth. The case of Husain Basyaiban shows how influencers can bridge the gap between traditional hadith scholarship and modern digital culture, making prophetic traditions both relevant and relatable today.

Practically, this study highlights the importance of developing digital religious literacy and ethical standards for online *dakwah*. Platforms such as YouTube can serve as complementary tools to traditional learning methods, enhancing inclusivity, flexibility, and interactivity in hadith education. At the same time, collaboration between academic scholars and digital influencers is necessary to ensure that the dissemination of hadith remains authentic and academically rigorous.

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