

Research Article

Development of a Social Media–Based Digital Da’wah Training Model for Enhancing Teachers’ Professional Development

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Abstract

The rapid expansion of social media has significantly transformed the landscape of da’wah and educational practices, requiring teachers to develop professional competencies that are responsive to digital environments. Despite this shift, systematic training models that integrate digital da’wah with teacher professional development remain limited. This study aims to examine and formulate a conceptual model of social media–based digital da’wah training to support the professional development of teachers. The research employs a qualitative approach using a literature study design (library research). Data were collected from relevant academic sources, including peer-reviewed journals, scholarly books, and authoritative documents related to digital da’wah, media literacy, and teacher professional development. Data analysis was conducted through content analysis to identify key themes, conceptual patterns, and theoretical linkages across the literature. The findings indicate that an effective digital da’wah training model for teachers encompasses several core components: digital literacy, da’wah content creation skills, audience engagement strategies, integration of digital da’wah into pedagogical practices, and ethical awareness in the use of social media. Furthermore, the training model should be structured in a gradual and sustainable manner and supported by institutional policies and a conducive organizational culture. This study contributes to the theoretical discourse on digital da’wah by offering a structured

conceptual framework that can serve as a reference for developing contextually relevant teacher training programs in the digital era.

Keywords: Digital da'wah; social media; teacher professional development; digital literacy; qualitative study.

INTRODUCTION

The rapid advancement of digital technology and the widespread use of social media have significantly transformed communication patterns in education and religious outreach. Teachers are increasingly required to possess not only pedagogical competence but also digital literacy skills that enable them to communicate effectively through online platforms (Purba et al., 2024). In contemporary educational contexts, social media has become an influential medium for sharing knowledge, values, and moral messages, including religious teachings. This transformation encourages educators to adapt their professional practices to align with digital communication trends in order to remain relevant and impactful in both educational and social spheres (Almakaty, 2024).

Digital da'wah refers to the utilization of digital platforms to disseminate Islamic teachings and values. Recent studies indicate that digital da'wah has grown rapidly due to its ability to reach broader and more diverse audiences through social media, multimedia content, and interactive communication formats (Afsinatun et al., 2025). However, effective digital da'wah requires specific competencies, including content creation, ethical communication, audience engagement, and digital responsibility. Teachers, as moral agents and educators, hold a strategic position in integrating educational objectives with value-based communication. Nevertheless, many teachers lack structured training that equips them with the necessary skills to conduct digital da'wah professionally within their educational roles (Irbathy et al., 2025).

Existing literature has extensively discussed digital literacy training for educators and community leaders. Research by Purba et al. (2024) demonstrates that digital literacy programs can enhance teachers' technological competence and instructional effectiveness. Similarly, studies focusing on Muslim community leaders reveal that digital literacy training improves communication skills and confidence in delivering religious messages through digital platforms (Irbathy et al., 2025). Although these studies provide valuable insights, they predominantly address general digital skills or focus on religious leaders outside the formal education system. Consequently, limited attention has been given to teachers as key actors in digital da'wah within educational institutions.

This condition reveals a clear research gap in the literature. There is a lack of empirical studies that specifically develop and examine a structured training model integrating digital da'wah and teacher professional development through social media platforms. Most existing research treats digital literacy, teacher professionalism, and digital da'wah as separate domains. As a result, there is insufficient understanding of how an integrated training model can systematically enhance teachers' professional competencies while simultaneously strengthening

their capacity for value-based digital communication. Addressing this gap is essential to support teachers in navigating the complex demands of digital-era education.

The urgency of this research is further reinforced by the increasing influence of social media on students' attitudes, beliefs, and learning behaviors. Teachers who are not adequately prepared to engage in digital spaces risk losing their professional influence and moral authority in online environments (Zuhdi et al., 2024). Furthermore, without appropriate training models, digital da'wah activities may lack pedagogical depth, ethical sensitivity, and professional standards. Therefore, developing a structured and contextually relevant training model becomes crucial to ensure that teachers can utilize social media effectively, responsibly, and professionally in their educational and religious outreach activities.

The novelty of this study lies in its focus on developing a social media-based digital da'wah training model specifically designed for teachers' professional development. Unlike previous studies that emphasize general digital literacy or focus on non-teacher religious actors, this research integrates pedagogical competence, professional ethics, and digital religious communication into a unified conceptual framework. By positioning teachers as central actors in digital da'wah, this study contributes a new perspective to the discourse on teacher professionalism in the digital age.

The objectives of this research are threefold. First, it aims to develop a conceptual model of social media-based digital da'wah training tailored to teachers' professional needs. Second, it seeks to analyze the effectiveness of the proposed training model in enhancing teachers' professional competencies. Third, it aims to describe the impact of the training on teachers' overall professional development. These objectives are expected to generate practical and theoretical contributions to the field of education and digital religious communication.

The findings of this study are expected to offer several benefits. For educational institutions and policymakers, the proposed model can serve as a reference for designing professional development programs that integrate digital competence and value-based communication. For teachers and educators, the model provides guidance for enhancing professional skills in digital environments. Academically, this study enriches the literature on teacher professional development by introducing an integrated approach to digital da'wah training within formal education contexts.

METHODS

This study employed a qualitative research approach with a literature study design. Qualitative research is appropriate for exploring concepts, frameworks, and meanings embedded in existing scholarly works, particularly when the objective is to develop and conceptualize a model based on theoretical and empirical insights rather than numerical measurement (Creswell & Poth, 2016). A literature study enables researchers to synthesize findings from previous studies systematically in order to construct a comprehensive understanding of a research phenomenon. In the context of this study, the literature study approach was used to examine and integrate scholarly discussions related to digital da'wah, social media utilization, and teacher

professional development in order to formulate a conceptual training model relevant to contemporary educational contexts.

The data sources for this study consisted of secondary data obtained from academic publications, including peer-reviewed journal articles, research reports, and scholarly books that discuss digital literacy, digital da'wah practices, social media in education, and teacher professional development. These sources were selected because they provide theoretical foundations and empirical evidence relevant to the research focus. The literature was accessed through reputable academic databases such as Scopus-indexed journals, Google Scholar, and national accredited journals. To ensure the credibility and relevance of the data, only publications published within the last ten years and originating from recognized academic outlets were included in the analysis, in line with established guidelines for qualitative literature research (Snyder, 2019).

Data collection was conducted through systematic literature searching and documentation. Relevant keywords such as digital da'wah, social media-based learning, teacher professional development, and digital literacy training were used to identify appropriate sources. Each selected publication was carefully reviewed to extract key information related to research objectives, theoretical frameworks, methodologies, and findings. The documentation technique allowed the researcher to organize and categorize the collected data thematically, ensuring that all relevant concepts related to training models, professional competencies, and digital communication practices were comprehensively captured. This systematic approach supports transparency and replicability in qualitative literature-based research (Xiao & Watson, 2019).

The data analysis method employed in this study was qualitative content analysis. Content analysis is widely used in qualitative research to interpret textual data through systematic coding, categorization, and theme development (Miles et al., 2014). In this study, the analysis process involved several stages. First, the collected literature was read repeatedly to gain an overall understanding of the content. Second, meaningful units of information related to digital da'wah training, social media utilization, and teacher professionalism were identified and coded. Third, these codes were grouped into broader themes representing key dimensions of a social media-based digital da'wah training model. Finally, the themes were synthesized into a conceptual framework that reflects the relationships between training components and teacher professional development outcomes. This analytical process enabled the researcher to construct a theoretically grounded and contextually relevant training model.

To ensure trustworthiness, this study applied credibility and dependability strategies commonly used in qualitative research. Credibility was enhanced by using multiple sources and comparing findings across different studies to identify consistent patterns and perspectives. Dependability was supported through a transparent documentation of data selection, collection, and analysis procedures. By adhering to systematic qualitative research procedures, this study aimed to produce findings that are conceptually robust and academically reliable (Lincoln & Guba, 1985).

RESULT AND DISSCUSSION

Based on the qualitative literature analysis, the findings of this study reveal several interrelated dimensions that are essential for developing a social media-based digital da'wah training model aimed at enhancing teachers' professional development. The analysis demonstrates that digital da'wah training is not merely a technical skill-building activity but a multidimensional professional development process that integrates digital competence, pedagogical expertise, ethical awareness, and institutional support. These dimensions collectively shape a comprehensive and sustainable training model suitable for contemporary educational contexts.

The analysis indicates that the core components of an effective social media-based digital da'wah training model are fundamentally interconnected. Digital literacy competence emerges as the most essential foundation, as teachers must be capable of accessing, evaluating, and utilizing digital information critically and responsibly. This competence enables teachers to navigate digital environments safely while maintaining professional integrity. In addition to digital literacy, content creation skills are identified as a critical component of the model. Teachers are required to design educational and religious content that is not only technically appealing but also pedagogically meaningful and ethically sound. The literature further emphasizes communication and audience engagement strategies as indispensable elements, since digital da'wah relies on interactive and dialogical communication rather than one-way information delivery. Together, these components form the structural backbone of the proposed training model and define the competencies teachers must acquire to perform effectively in digital spaces.

The findings further reveal that social media platforms play a strategic role in supporting digital da'wah training beyond their function as dissemination tools. Social media operates as a dynamic learning environment where teachers can experiment with diverse communication formats, including short-form videos, visual storytelling, and interactive discussions. These platforms enable teachers to engage audiences more actively and to adapt their communication styles to different digital contexts. The literature highlights that each social media platform possesses distinct characteristics, user behaviors, and communicative norms. Therefore, teachers' familiarity with platform-specific features and algorithms becomes crucial for effective digital da'wah. As a result, the training model must incorporate platform-sensitive strategies that allow teachers to optimize content delivery and engagement according to the unique affordances of each social media platform.

Another significant finding concerns the integration of pedagogical competence with digital religious communication. The literature consistently emphasizes that teacher-led digital da'wah must be grounded in sound educational principles, including clear learning objectives, learner-centered communication, and contextual relevance. Teachers are expected to translate religious messages into forms that are accessible, meaningful, and appropriate for learners' cognitive and social development. This pedagogical integration distinguishes teacher-led digital da'wah from general religious content creation conducted by non-educators. By embedding pedagogical considerations into digital da'wah practices, teachers

reinforce their professional identity and ensure that digital religious communication contributes positively to educational outcomes.

The analysis also highlights several professional development outcomes associated with participation in structured digital da'wah training. Teachers who engage in such training demonstrate enhanced digital competence, improved communication skills, and increased professional confidence in online environments. These outcomes reflect not only technical skill acquisition but also the development of professional self-awareness and adaptability. The literature suggests that digital da'wah training encourages continuous professional learning by fostering reflective practices and peer collaboration through digital platforms. As teachers become more confident in navigating digital spaces, they are better equipped to respond constructively to online interactions and challenges, thereby strengthening their overall professional performance.

Ethical and professional standards emerge as a central theme within the findings. The literature underscores the importance of ethical responsibility in digital da'wah practices, particularly regarding content accuracy, respectful communication, and awareness of the social impact of digital messages. Teachers are expected to uphold professional ethics when engaging in digital spaces, as their online presence reflects their professional credibility and institutional affiliation. Consequently, the proposed training model must incorporate ethical guidelines and reflective activities that enable teachers to critically evaluate their digital practices. This emphasis on ethics enhances the sustainability and legitimacy of teachers' professional engagement in digital da'wah.

The findings further suggest that the digital da'wah training model can be effectively structured into sequential stages that support progressive professional development. These stages include an initial needs analysis to identify teachers' existing competencies, followed by foundational digital literacy training, content development workshops, supervised practice on social media platforms, and reflective evaluation. Each stage contributes incrementally to teachers' professional growth and ensures alignment between training objectives and educational as well as religious communication goals. The staged structure also increases the model's flexibility and applicability across diverse educational settings.

Institutional and systemic support is identified as a crucial factor influencing the successful implementation of the digital da'wah training model. The literature indicates that school leadership, supportive policy frameworks, and adequate digital infrastructure significantly affect teachers' ability to sustain digital practices. Institutional support facilitates collaborative learning, provides opportunities for professional experimentation, and integrates digital da'wah activities into broader educational programs. Without such support, the impact of training initiatives may remain fragmented and short-lived, limiting their contribution to long-term professional development.

Finally, synthesizing all identified dimensions, the analysis results in a conceptual framework that positions social media-based digital da'wah training as a catalyst for teachers' professional development. The framework illustrates how digital competence, pedagogical integration, ethical practice, and institutional support

interact dynamically to enhance teachers' professional capabilities. This conceptual framework offers a theoretical foundation for future empirical research and provides practical guidance for designing and implementing digital da'wah training programs within formal educational contexts.

Discussion

The findings of this study indicate that the development of a social media-based digital da'wah training model is highly relevant to contemporary educational and social realities. In the current digital era, teachers are increasingly positioned not only as classroom educators but also as public intellectuals and moral agents who engage with learners and communities through online platforms. The growing dominance of social media as a primary source of information and value formation among students highlights the urgency for teachers to actively participate in digital spaces in a professional and ethically responsible manner. This condition aligns with broader educational discourses emphasizing that teacher professionalism must evolve in response to technological and societal transformations (Koehler & Mishra, 2009).

The findings related to the core components of the training model reinforce existing theories of teacher professional development, particularly those emphasizing the integration of knowledge, skills, and attitudes. Digital literacy competence, as identified in this study, corresponds with the concept of technological knowledge within the Technological Pedagogical Content Knowledge (TPACK) framework, which underscores the necessity of integrating technology with pedagogy and content knowledge (Koehler & Mishra, 2009). The emphasis on content creation and audience engagement further reflects contemporary views that professional teachers must be capable of designing meaningful learning and communication experiences across multiple platforms. From the author's perspective, this integration is essential to prevent digital da'wah practices from becoming superficial or detached from educational objectives.

The role of social media as a learning environment, rather than merely a communication tool, is strongly supported by current digital learning theories. Social media platforms enable participatory learning, peer interaction, and reflective practice, which are central to social constructivist approaches to professional learning (Vygotsky, 1978). The findings suggest that teachers who engage in digital da'wah through social media are able to experiment with diverse communicative strategies and receive immediate feedback from their audiences. However, the author argues that without structured training, such experimentation risks reinforcing uncritical content production or ethical missteps. Therefore, guided training is necessary to transform social media engagement into a meaningful professional learning process.

The integration of pedagogical competence and digital religious communication identified in this study reflects a critical response to current challenges in online religious discourse. Contemporary digital spaces are often characterized by fragmented information, polarization, and the spread of unverified religious content. Teachers, by virtue of their pedagogical training and professional ethics, are uniquely positioned to offer balanced, contextualized, and educationally

grounded digital da'wah. This finding aligns with scholarly arguments that educators play a crucial role in fostering critical thinking and ethical awareness in digital environments (Redecker, 2017). The author contends that positioning teachers as digital da'wah actors strengthens both educational integrity and the credibility of religious communication online.

The professional development outcomes identified in the findings resonate with theories of lifelong learning and reflective practice. Enhanced digital competence and professional confidence reflect the characteristics of adaptive professionals who continuously update their skills in response to changing contexts (Schön, 2017). The literature suggests that digital engagement can foster reflective practice when teachers critically evaluate their online interactions and content impact. From the author's viewpoint, digital da'wah training offers a unique opportunity to cultivate reflective professionalism by encouraging teachers to assess not only instructional effectiveness but also moral and social implications of their digital presence.

Ethical considerations emerge as a particularly significant aspect of the discussion, given the current prevalence of ethical challenges in digital communication. Issues such as misinformation, online hostility, and the commodification of religious content highlight the need for strong ethical frameworks guiding digital da'wah practices. The findings support existing research emphasizing that digital competence must be accompanied by ethical awareness and responsibility (Floridi, 2013). The author emphasizes that embedding ethical reflection within training models is not optional but fundamental to sustaining professional credibility and public trust in teachers' digital roles.

The staged structure of the proposed training model aligns with established models of professional learning that emphasize gradual skill development and experiential learning. The sequence from needs analysis to reflective evaluation mirrors experiential learning theory, which posits that learning is a cyclical process involving experience, reflection, conceptualization, and application (Kolb, 2014). In the author's assessment, this structured approach enhances the practicality and scalability of the training model, allowing it to be adapted across diverse educational contexts without losing conceptual coherence.

Institutional support, as highlighted in the findings, reflects broader organizational theories that view professional development as a systemic rather than individual endeavor. Schools and educational institutions play a decisive role in shaping teachers' opportunities to innovate and sustain digital practices. Research indicates that supportive leadership and policy alignment significantly influence the success of professional development initiatives (Fullan, 2016). The author argues that without institutional commitment, digital da'wah training risks becoming an isolated activity that fails to produce long-term professional impact.

Overall, the discussion underscores that social media-based digital da'wah training represents a strategic response to contemporary educational and societal challenges. By integrating digital competence, pedagogical expertise, ethical responsibility, and institutional support, the proposed model contributes to a more holistic understanding of teacher professional development in the digital age. This

study extends existing scholarship by positioning digital da'wah not as a peripheral activity but as a legitimate and meaningful domain of teacher professionalism.

CONCLUSION

This study concludes that the development of a social media-based digital da'wah training model constitutes a strategic and relevant approach to enhancing teachers' professional development in the digital era. The findings demonstrate that digital da'wah training is a multidimensional process that integrates digital literacy, pedagogical competence, ethical responsibility, and institutional support. By positioning social media as both a communication platform and a professional learning environment, the proposed model responds effectively to contemporary challenges faced by teachers in navigating digital spaces. The integration of pedagogical and religious communication competencies reinforces teachers' professional identity and enables them to engage more meaningfully and responsibly with learners and wider communities.

Furthermore, the study highlights that structured and staged training processes contribute significantly to sustainable professional growth. Teachers who engage in digital da'wah training are better equipped to design contextually relevant content, maintain ethical standards, and adapt to rapidly evolving digital communication practices. Institutional support emerges as a critical factor in ensuring the long-term effectiveness of such training initiatives, emphasizing that teacher professional development in digital contexts must be supported by coherent organizational policies and leadership commitment.

Based on these conclusions, several recommendations for future research are proposed. First, empirical studies employing qualitative fieldwork or mixed-methods designs are recommended to validate and refine the proposed training model in diverse educational settings. Second, future research could explore teachers' and students' perceptions of digital da'wah practices to better understand their educational and social impact. Third, comparative studies examining different social media platforms may provide deeper insights into platform-specific strategies and outcomes. Finally, longitudinal research is needed to assess the long-term influence of digital da'wah training on teachers' professional identity, instructional practices, and ethical engagement in digital environments.

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