



TikTok's Religious Content and Its Influence on Young Users' Religious Literacy

M. Aqil Fahmi Sanjani^{1*}, Zamroni², Shobihatul Fitroh Niviyanti³, Zohaib Hassan Sain⁴, Ihsan Zikri Ulfiandi⁵

^{1,3,5} Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia

² Universitas Islam Negeri Sultan Aji Muhammad Idris Samarinda, Indonesia

⁴ The Superior University, Pakistan

DOI: <https://doi.org/10.61987/bamj.v1i1>

Article History:

Received: 20 April 2026

Revised: 19 May 2026

Accepted: 23 June 2026

Keywords:

TikTok; Religious Literacy; Digital Religion; Religious Content; Social Media

*Correspondence Address:

Email: 240106310015@student.uin-malang.ac.id

Abstract:

The purpose of this study is to examine the influence of TikTok religious content on the religious literacy of young users. The rapid growth of social media has transformed how religious knowledge is accessed, interpreted, and practiced, making platforms like TikTok a crucial space for contemporary religious learning. This study employed a qualitative research design involving twelve university students in Malang City, Indonesia, who actively engage with religious content on TikTok. Data were collected through semi-structured interviews, digital observation of religious TikTok accounts, and document analysis, and analyzed using thematic analysis following the Miles, Huberman, and Saldaña framework. The findings indicate that TikTok serves as a gateway to basic religious literacy by providing accessible and engaging religious knowledge. Exposure to diverse religious creators increases awareness of various religious interpretations and encourages more pluralistic perspectives. Religious content influences daily religious practice by motivating users to apply religious values in their daily lives. These findings contribute to the field of digital religion and religious literacy by demonstrating how social media facilitates religious learning, interpretation, and practice. Future studies should use a larger sample size and a mixed-methods approach to provide more comprehensive evidence for educational and policy development.

INTRODUCTION

Advances in digital media have significantly transformed the way religious knowledge is accessed, interpreted, and practiced in contemporary society (Aziz et al., 2022; Saleh et al., 2022). The increasing integration of social networking platforms into everyday life has created new opportunities for individuals to engage with religious content outside of traditional institutions such as schools, mosques, churches, and religious study groups (Ramadhani & Tanjung, 2023; Yogeewaran et al., 2021; Yuliasih, 2023). Among various digital platforms, TikTok has emerged as one of the most influential social media applications, especially among young people who consume information through short-form audiovisual content. Recent reports indicate that millions of users worldwide engage with educational, cultural, and religious content on TikTok daily, making the platform a crucial site for knowledge dissemination and social interaction (Bhandari & Bimo, 2022; Stahl & Literat, 2023). Religious leaders, preachers, and content creators are increasingly using TikTok to communicate religious messages, provide moral guidance, and address contemporary social issues. Therefore, the increasing presence of religious content on TikTok raises important questions about its influence on religious learning, interpretation, and practice among young audiences in contemporary society.

Scholarly discussions concerning religion and digital media have expanded

considerably over the last two decades. Research within the field of digital religion argues that online platforms have transformed religious communication by enabling new forms of interaction, participation, and knowledge exchange (Farwati, 2024; Mannerfelt, 2022; Pettersson, 2021; Ramadhani & Tanjung, 2023). Studies have demonstrated that social media facilitates access to religious information while simultaneously challenging traditional structures of religious authority (Doyle et al., 2022; Munawar et al., 2023). Religious literacy scholars further emphasize that understanding religion requires more than knowledge of doctrines and rituals; it also involves recognizing the diversity, complexity, and social contexts of religious traditions (Dinanti & Ismiyana, 2023; Nazri et al., 2025; Sholahuddin et al., 2025). In parallel, studies of youth media consumption reveal that digital platforms increasingly function as informal learning environments where users acquire knowledge through algorithmically curated content (Kraak et al., 2023; Tabatabaei et al., 2024). Recent scholarship has also highlighted TikTok's growing role as a space for educational communication, including religious education and digital da'wah activities (Arsyad et al., 2025; Mahmud & Malik, 2024). Despite these developments, debates continue regarding whether digital platforms enhance meaningful religious understanding or merely encourage superficial engagement with religious information.

TikTok occupies a unique position within the contemporary digital ecosystem because its content distribution system encourages continuous exposure to diverse forms of information (Susanti et al., 2025). Unlike traditional educational settings, TikTok presents knowledge through highly personalized algorithms that recommend content according to users' interests and previous interactions. Religious content creators have adapted successfully to this environment by producing short videos that address worship practices, ethical guidance, scriptural interpretation, and contemporary social issues (Manik et al., 2025; Suardana & Sain, 2025). Such content often reaches audiences who may not actively participate in formal religious education (Hastasari et al., 2022). The popularity of accounts such as @dasadlatifofficial and other religious influencers demonstrates how digital platforms have become significant channels for religious communication among younger generations (Berdieva & Goroshko, 2022). Furthermore, the interactive features of TikTok, including comments, reposts, and live sessions, allow users to engage directly with religious messages and discussions. This interactive environment differs substantially from conventional one-way models of religious instruction. As a result, TikTok has evolved into a dynamic space where religious knowledge is not only transmitted but also interpreted, negotiated, and shared among users. Therefore, examining TikTok as a site of religious learning provides valuable insights into contemporary transformations of religious education and literacy.

The concept of religious literacy provides an important framework for understanding how individuals engage with religious content in digital environments. Religious literacy is commonly understood as the ability to understand religious beliefs, practices, histories, and the diversity of religious interpretations within social contexts (Hermawan et al., 2025; Hotait & Ali, 2024). In contemporary digital settings, religious literacy extends beyond traditional educational experiences and includes interactions with religious content encountered through social media platforms. TikTok offers users opportunities to learn basic religious concepts, encounter multiple viewpoints, and observe practical applications of religious teachings in everyday life. However, digital religious learning also presents challenges related to information credibility, content simplification, and algorithmic filtering. While some scholars argue that social media promotes greater access to religious knowledge, others contend that fragmented content may limit deeper understanding of complex religious issues (Mubarok et al., 2025; Wahud et al., 2025). These contrasting perspectives highlight the need to examine how religious literacy develops within platform-specific environments. Since TikTok combines educational content, entertainment features, and algorithmic personalization, it represents a particularly relevant context for investigating contemporary forms of religious learning. Consequently, religious literacy serves as a useful analytical lens for exploring the educational impact of TikTok on young users.

Digital platforms facilitate new forms of religious communication and participation (Dwivedi et al., 2023; Pratiwi, 2023). Heß et al. (2024) suggests that online environments contribute to the decentralization of religious authority. Wakano et al. (2020) emphasizes the importance of understanding religious diversity as a core component of religious literacy. Digital da'wah practices influence the religious experiences of young Muslims in many countries, particularly Muslim-majority countries (Ghozali et al., 2022; Jamilah et al., 2023; Raihan & Munawar, 2022). Mardani et al. (2024) argues that social media content can strengthen personal religiosity and moral awareness among young audiences. Katmon et al. (2020) finds that online religious communication increases exposure to diverse religious perspectives and identities. Safuan et al. (2024) highlights the educational role of short-form digital content in shaping young people's knowledge acquisition. The existing literature still leaves important questions unanswered regarding the broader educational implications of religious content on TikTok.

Previous studies have generally treated digital religion and religious literacy as separate areas of inquiry rather than examining their intersection within a specific social media platform. The novelty of this study lies in its integrated examination of three dimensions of religious literacy: basic religious understanding, awareness of diverse religious interpretations, and the influence of religious content on everyday religious practice. By focusing on young users' experiences with TikTok religious content, the study bridges the gap between digital religion scholarship and religious literacy theory. In addition, the study provides empirical evidence regarding how platform-specific characteristics shape religious learning processes. Therefore, the research offers a new perspective on the educational implications of religious content in contemporary digital environments.

This study seeks to examine the influence of TikTok's religious content on young users' religious literacy within the context of contemporary digital culture. The research focuses on how young audiences interact with, interpret, and apply religious information encountered through the platform. Rather than examining TikTok solely as a communication platform, the study investigates its role as a space for knowledge acquisition, interpretative engagement, and behavioral influence.

The originality of the study lies in its integration of digital religion and religious literacy frameworks to explain how platform-mediated interactions influence religious knowledge and behavior. Furthermore, the study contributes empirical evidence regarding the educational role of TikTok within contemporary religious life, particularly among younger generations. The findings are expected to enrich theoretical discussions concerning religious literacy in digital environments while also providing practical insights for educators, religious institutions, and content creators. By demonstrating the interconnected relationship between knowledge acquisition, interpretative awareness, and religious practice, the study offers a comprehensive understanding of digital religious learning. Therefore, the research contributes to ongoing debates regarding the transformative role of social media in shaping contemporary religious experiences.

RESEARCH METHODS

This study employed a qualitative research design to explore the influence of TikTok's religious content on young users' religious literacy. A qualitative approach was considered appropriate because the study sought to understand participants' experiences, perceptions, and interpretations regarding religious content encountered through social media (Mirza et al., 2023). Rather than measuring the frequency of platform usage or the level of religious literacy statistically, the research focused on uncovering how religious knowledge is acquired, interpreted, and translated into everyday religious practices within digital environments. The study was conducted among university students in Malang City, Indonesia, as this demographic represents one of the most active groups of TikTok users and frequently engages with online religious content. The participants were selected through purposive sampling based on specific criteria, including active use of TikTok, regular exposure to religious content, and willingness to share their experiences related to religious

learning through social media. A total of twelve undergraduate students from several universities in Malang participated in the study. The participants represented diverse academic backgrounds, allowing the researcher to capture various perspectives regarding religious content consumption. Through this design, the study aimed to obtain in-depth insights into the relationship between TikTok, religious literacy, and everyday religious experiences among young users in contemporary digital society.

The study utilized both primary and secondary sources of information to ensure a comprehensive understanding of the research phenomenon. Primary data were obtained from semi-structured interviews conducted with twelve university students in Malang who actively engaged with religious content on TikTok. The interviews explored participants' experiences of consuming religious content, their perceptions of religious learning through TikTok, and the influence of such content on their religious understanding and daily practices. Each interview lasted between forty-five and sixty minutes and was conducted either face-to-face or through online communication platforms, depending on participant availability. In addition to interviews, observational data were collected through digital observation of selected TikTok religious accounts frequently mentioned by participants, including the account @dasadlatifofficial. The observation focused on content themes, communication styles, user interactions, and audience engagement within comment sections. Secondary data consisted of scholarly literature, previous studies, policy reports, and digital documents related to religious literacy, digital religion, and social media use among youth. Data triangulation was applied by comparing information obtained from interviews, observations, and documentary sources. This strategy enhanced the credibility and trustworthiness of the findings while providing a more nuanced understanding of how TikTok contributes to religious literacy development among young users.

The collected data were analyzed using thematic analysis following the interactive model (Miles et al., 2015). This analytical framework was selected because it provides a systematic process for identifying patterns, themes, and meanings within qualitative data. The analysis began with data condensation, during which interview transcripts, observation notes, and documentary materials were carefully reviewed, organized, and coded. Relevant statements related to religious learning, interpretative awareness, and religious practices were highlighted and categorized into preliminary codes. The second stage involved data display, where coded information was organized into thematic matrices and conceptual categories to facilitate interpretation and comparison across participants. During this phase, recurring patterns and relationships among emerging themes were identified. The third stage focused on conclusion drawing and verification, in which the researcher interpreted the meaning of the findings and continuously evaluated the consistency of emerging themes against the original data. Throughout the analytical process, thematic coding was conducted iteratively to ensure that interpretations accurately reflected participants' experiences. This approach enabled the researcher to identify key themes regarding basic religious understanding, awareness of diverse religious interpretations, and the influence of TikTok content on everyday religious practices.

RESULTS AND DISCUSSION

Results

Enhancement of Basic Religious Understanding

Religious literacy in this context refers to the ability to recognize, understand, and engage with fundamental religious concepts, practices, and values encountered through digital media. The findings reveal that participants frequently use TikTok as an accessible platform for obtaining introductory religious knowledge. Unlike conventional learning environments that often require structured participation, TikTok provides immediate access to religious content through short videos, live streams, and interactive discussions. Participants reported that the platform helped them understand various aspects of religion, including worship practices, ethical teachings, religious history, and contemporary religious

issues. The accessibility and brevity of TikTok content make religious learning more appealing to young audiences who are accustomed to consuming information through digital platforms. Furthermore, the algorithm continuously exposes users to related religious content once they interact with a particular topic, thereby creating repeated opportunities for learning. Although the knowledge acquired through TikTok tends to be introductory rather than comprehensive, participants acknowledged that the platform serves as an important starting point for religious exploration. Therefore, this finding suggests that TikTok functions as an effective gateway through which young users develop foundational religious literacy in the contemporary digital environment.

Observational data demonstrate that religious content on TikTok is characterized by concise explanations, visual engagement, and practical relevance to everyday life. During the observation period, numerous videos focused on basic religious topics such as prayer procedures, religious obligations, moral conduct, scriptural quotations, and explanations of common religious misconceptions. Most videos were presented in simple language and accompanied by visual elements that facilitated comprehension. Religious creators often used storytelling techniques, question-and-answer formats, and real-life examples to communicate religious messages effectively. The comment sections further revealed active engagement among users who sought clarification, shared personal experiences, or requested additional explanations regarding specific religious issues. Several users expressed appreciation for content that simplified complex religious concepts into understandable messages. Observations also showed that users frequently saved and shared videos they considered educational, indicating that TikTok content served as a reference for future learning. In addition, repeated exposure to similar themes appeared to reinforce users' familiarity with religious terminology and practices. The overall pattern of observation suggests that TikTok encourages informal religious learning by integrating educational content into users' daily digital routines.

Table 1. The Dominant Forms of Religious Knowledge Encountered

Religious Content Category	Examples of Observed Topics	User Engagement Pattern
Worship Practices	Prayer procedures, fasting guidance, daily supplications	Watching, saving, sharing
Religious Ethics	Respect, honesty, gratitude, patience	Commenting and discussion
Religious Knowledge	Religious history, scripture explanations	Asking questions
Contemporary Religious Issues	Social media ethics, lifestyle choices	Debating and exchanging views
Motivational Religious Content	Spiritual reminders and encouragement	Liking and reposting

Table 1 demonstrates that participants encountered diverse forms of religious content that collectively contributed to their basic religious understanding. Worship-related content appeared frequently because it addressed practical concerns directly relevant to everyday life. Ethical and motivational content attracted substantial engagement because users perceived it as immediately applicable to personal experiences. Knowledge-oriented videos provided explanations of religious concepts that many participants had not previously encountered through formal education. Meanwhile, discussions concerning contemporary issues allowed users to connect religious teachings with modern social realities. The diversity of content categories indicates that TikTok offers multiple pathways through which young people can develop basic religious literacy. Consequently, the platform provides not only information but also opportunities for reflection and interaction that support introductory

religious learning.

The data reveal that participants do not merely consume religious content passively; rather, they actively engage with information by watching, commenting, sharing, and revisiting educational videos. This pattern suggests that digital religious learning involves an interactive process through which users construct their understanding of religious concepts. From a theoretical perspective, the findings indicate that religious literacy is increasingly shaped by digital environments where learning occurs through continuous exposure rather than formal instruction alone. TikTok's algorithmic structure enables users to encounter religious content repeatedly, thereby reinforcing familiarity with fundamental teachings and practices. However, the findings also suggest that the knowledge acquired through TikTok remains largely introductory because content creators often simplify complex theological discussions to accommodate short video formats. As a result, users gain awareness of religious concepts without necessarily developing deep doctrinal understanding. Nevertheless, this limitation does not diminish the educational significance of the platform. Instead, TikTok appears to function as an entry point that stimulates curiosity and encourages further exploration of religious topics. Therefore, the study interprets TikTok as a digital learning environment that supports the initial stages of religious literacy development among young audiences.

The platform provides accessible, engaging, and relatable religious content that introduces fundamental concepts, values, and practices in a manner consistent with contemporary digital habits. Participants demonstrated increased familiarity with religious teachings after regularly engaging with educational religious videos. Moreover, the interactive nature of TikTok encouraged users to seek clarification, participate in discussions, and connect religious knowledge with everyday experiences. Although the platform does not replace formal religious education, it complements traditional learning by expanding opportunities for exposure to religious information. The findings suggest that TikTok's effectiveness lies not in delivering comprehensive theological instruction but in fostering awareness and interest in religious topics. Through repeated exposure and active engagement, users gradually develop foundational knowledge that can support further religious learning. This pattern reflects a broader transformation in how religious knowledge is accessed and transmitted in the digital age. Therefore, the study concludes that TikTok has emerged as a significant digital space for cultivating basic religious literacy among young people, making it an influential component of contemporary religious education and learning practices.

Increased Awareness of Diverse Religious Interpretations

The exposure to religious content on TikTok contributes to young users' increased awareness of diverse religious interpretations. Unlike traditional religious learning environments, where individuals often encounter a limited range of perspectives, TikTok exposes users to a broad spectrum of religious voices and viewpoints. Participants reported frequently encountering videos discussing similar religious topics from different scholars, preachers, and content creators. As a result, users became increasingly aware that religious teachings can be interpreted in various ways depending on theological traditions, cultural contexts, and scholarly perspectives. Many participants initially assumed that religious issues possessed singular and definitive answers; however, continued engagement with TikTok content challenged this assumption. Through repeated exposure to differing opinions, users learned that disagreement and diversity are common features of religious discourse rather than signs of error or conflict.

Table 2. The Diversity of Religious Interpretations Encountered

Religious Topic	Examples of Different Interpretations Observed	User Response
Worship Practices	Variations in prayer procedures and devotional practices	Comparing viewpoints
Religious Dress	Different opinions regarding modesty and religious attire	Seeking clarification
Gender Issues	Diverse perspectives on gender roles and responsibilities	Discussion and debate
Social Media Ethics	Various views on online behavior and content creation	Reflection and evaluation
Contemporary Religious Issues	Contrasting responses to modern cultural trends	Exploring additional sources

Table 2 demonstrates that users encountered interpretative diversity across a wide range of religious topics. Differences were not limited to theological matters but also extended to practical and social issues affecting everyday life. Participants often described encountering multiple explanations regarding the same topic within a short period of time, which encouraged them to consider alternative viewpoints. Rather than accepting a single interpretation automatically, many users reported engaging in comparison and evaluation before forming conclusions. The observed interaction patterns indicate that exposure to diverse interpretations stimulated critical engagement with religious content. Therefore, the findings suggest that TikTok provides an environment where users are regularly confronted with religious plurality, thereby contributing to the development of broader religious awareness.

TikTok expands young users' awareness of diversity within religious traditions. Across observations and participant accounts, exposure to multiple religious creators emerged as a significant factor influencing users' understanding of religion. Participants frequently reported discovering perspectives that differed from those encountered in family settings, schools, or local religious communities. This exposure challenged previously held assumptions regarding the existence of a single authoritative interpretation for every religious issue. Instead, users increasingly recognized that religious communities often accommodate multiple viewpoints supported by different textual, historical, and cultural arguments. The findings further reveal that diversity was experienced not as an abstract concept but as a practical reality visible in everyday digital interactions. Through videos, comment sections, and creator collaborations, users witnessed ongoing discussions and debates concerning religious matters. Such experiences contributed to a broader understanding of religion as a dynamic and multifaceted phenomenon. Although participants did not always agree with every perspective they encountered, most acknowledged the educational value of being exposed to alternative viewpoints. Therefore, the findings demonstrate that TikTok serves as an important platform through which young users become aware of the complexity and diversity of religious interpretation.

TikTok facilitates a form of religious literacy that extends beyond the acquisition of factual knowledge. Religious literacy involves not only understanding religious teachings but also recognizing the diversity, complexity, and contextual nature of religious traditions. The findings indicate that digital exposure encourages users to move beyond simplistic understandings of religion by confronting them with competing interpretations and perspectives. This process aligns with contemporary theories of religious literacy, which emphasize the importance of acknowledging diversity within religious communities rather than viewing religions as monolithic entities. Moreover, TikTok's algorithmic structure contributes to this process by increasing the likelihood that users encounter a variety of content creators discussing similar issues from different perspectives. Such exposure can foster intellectual openness, critical reflection, and greater tolerance toward differing

viewpoints. At the same time, the findings suggest that users must possess sufficient evaluative skills to navigate conflicting information effectively. Without critical assessment, exposure to multiple interpretations may generate confusion rather than understanding. Nevertheless, the overall pattern indicates that interpretative diversity serves as an important educational resource. Therefore, the study interprets TikTok as a digital space that supports the development of a more nuanced and pluralistic form of religious literacy among young users.

TikTok contributes significantly to young users' awareness of diverse religious interpretations. Through continuous exposure to multiple creators and perspectives, users develop a broader understanding of the complexity inherent in religious traditions. Rather than reinforcing a singular view of religion, the platform introduces users to a variety of interpretative frameworks that reflect different theological, cultural, and social contexts. This exposure encourages critical engagement, comparison of viewpoints, and reflection on the nature of religious authority. Although diversity of interpretation occasionally generates uncertainty, participants generally viewed such encounters as opportunities for learning and personal growth. The findings suggest that awareness of interpretative diversity constitutes an important dimension of religious literacy in contemporary digital environments.

Influence on Everyday Religious Practices

The third finding demonstrates that religious content on TikTok influences young users' everyday religious practices. While the first finding highlighted the acquisition of basic religious knowledge and the second emphasized awareness of diverse interpretations, this finding reveals how digital religious learning is translated into concrete religious behavior. Participants consistently reported that exposure to religious videos motivated them to apply religious teachings in their daily lives. The observed influence extended beyond ritual activities and included ethical conduct, self-reflection, and interpersonal relationships. One of the most frequently mentioned sources was the TikTok account @dasadlatifofficial, which belongs to the Indonesian preacher and academic Das'ad Latif (see Figure 1). Previous studies have identified this account as one of the most popular digital da'wah platforms in Indonesia, attracting millions of followers and extensive engagement through short religious messages and sermons. Participants explained that content from this account was perceived as practical because it connected religious teachings with everyday social issues, personal morality, and contemporary challenges. Rather than merely transmitting information, the content encouraged viewers to reflect upon their behavior and make small adjustments in their daily routines. Therefore, the findings indicate that TikTok serves not only as a source of religious knowledge but also as a catalyst for behavioral transformation among young users.



Figure 1. TikTok account @dasadlatifofficial

Observational data revealed that religious content frequently encouraged audiences to engage in practical religious actions. During the observation period, videos uploaded by accounts such as @dasadlatifofficial often addressed themes including prayer consistency, honesty, gratitude, family relationships, charity, and personal accountability. Observations of comment sections demonstrated that users frequently expressed intentions to improve their religious practices after watching particular videos. Many comments reflected emotional responses, personal reflection, and commitments to behavioral change. In several cases, users stated that they had resumed neglected religious practices after encountering motivational religious content. Other users reported becoming more conscious of ethical behavior, especially regarding communication, respect for parents, and social responsibility. The observational data also showed that videos discussing real-life problems generated higher engagement than purely doctrinal explanations. This pattern suggests that audiences are particularly responsive to content that connects religious teachings with practical concerns. Furthermore, users often tagged friends and family members in comments, indicating that religious messages were shared as forms of moral encouragement. The overall observation demonstrates that TikTok functions as an environment where religious values are continuously integrated into everyday digital interactions, thereby supporting the incorporation of religious teachings into daily life and personal decision-making.

Interview findings further support the observation that TikTok influences everyday religious practices. Several participants described direct behavioral changes resulting from their engagement with religious content. Informant A, a 21-year-old university student, explained: “I started following @dasadlatifofficial because the messages are simple and relevant. After watching several videos, I became more consistent in performing my daily prayers because the reminders felt personal.” Informant B, aged 20, emphasized the ethical dimension of religious content: “Many videos taught me that religion is not only about worship. I became more careful with my words online and tried to avoid hurting others through comments or social media posts.” Meanwhile, Informant C, a 22-year-old student, highlighted the motivational impact of TikTok religious content: “Sometimes I feel spiritually exhausted, but short videos about gratitude and patience help me reflect and improve my attitude toward daily challenges.” These testimonies reveal that religious content is not merely consumed as information but is actively interpreted and incorporated into personal behavior. The interviews also indicate that users perceive TikTok as a source of continuous religious reminders that complement formal religious education. Consequently, the findings suggest that religious literacy acquired through TikTok can manifest in observable behavioral and ethical changes among young users.

TikTok contributes to the translation of religious literacy into everyday religious practice. Participants did not simply acquire knowledge or become aware of interpretative diversity; they also demonstrated efforts to implement religious values in their daily lives. From an analytical perspective, this finding illustrates the relationship between digital religious learning and lived religion. Religious literacy becomes meaningful when knowledge and understanding are reflected in practical actions and ethical decision-making. The findings suggest that TikTok facilitates this process by presenting religious teachings in accessible and emotionally engaging formats. The repetitive nature of TikTok’s algorithm reinforces religious messages through continual exposure, increasing the likelihood that users will internalize and apply the values communicated. This finding supports the argument that digital media should not be viewed solely as channels for information dissemination but also as environments that shape religious subjectivities and practices. Therefore, the study interprets TikTok as a platform that mediates the transformation of religious knowledge into lived religious behavior among young users.

Religious content on the platform encourages users to translate religious knowledge into concrete actions, including worship practices, ethical behavior, self-reflection, and interpersonal conduct. The influence of digital religious creators extends beyond the transmission of information and contributes to the formation of personal religious habits. Participants consistently described TikTok as a source of motivation, guidance, and spiritual

reminders that support their religious development. Furthermore, the findings suggest that the effectiveness of religious content lies in its ability to connect religious teachings with everyday experiences and contemporary social realities. Through repeated exposure to practical and relatable messages, users are encouraged to integrate religious values into their daily routines. This process demonstrates that religious literacy is not limited to cognitive understanding but also encompasses behavioral application and moral practice.

Discussion

TikTok functions as an accessible gateway for the development of basic religious literacy among young users. The educational function of this phenomenon lies in its ability to provide immediate access to religious information through formats that align with contemporary digital consumption habits. Participants reported gaining introductory knowledge regarding worship practices, ethical values, and religious teachings from short-form videos. This suggests that TikTok has become an alternative learning environment that complements traditional religious education. Similar findings have been reported in studies of digital religion, which indicate that social media platforms facilitate informal religious learning by reducing barriers to access and increasing exposure to religious content (Ezzani et al., 2023). Furthermore, research on youth media engagement shows that digital platforms are particularly effective in introducing complex subjects through concise and visually engaging communication formats (Ashari et al., 2023; Zubaidah et al., 2024). However, the educational benefits of TikTok should also be viewed critically because the platform prioritizes brevity and engagement over depth and comprehensiveness. Although users acquire foundational religious knowledge, the information obtained may remain fragmented and contextually limited. Nevertheless, the findings indicate that TikTok performs an important educational function by increasing opportunities for religious learning among young audiences who may have limited engagement with conventional religious institutions. Therefore, the platform contributes positively to the expansion of religious literacy in contemporary digital society.

The development of basic religious literacy through TikTok is closely associated with the platform's technological structure and the changing patterns of religious knowledge acquisition among young people. The findings suggest that repeated exposure to religious content plays a crucial role in shaping users' familiarity with religious concepts and practices. TikTok's recommendation algorithm continuously delivers related content based on previous interactions, thereby creating a personalized learning environment that reinforces religious information over time. This mechanism aligns with studies emphasizing the role of algorithmic systems in influencing knowledge consumption and learning behavior within digital environments (Archambault et al., 2024). Additionally, young users increasingly rely on (Setyawan et al., 2024; Susanti et al., 2025) digital media as primary sources of information due to their accessibility, convenience, and integration into everyday life. The correlation between content exposure and religious learning observed in this study reflects broader shifts in contemporary knowledge production, where digital platforms increasingly mediate access to information traditionally provided by educational or religious institutions.

TikTok contributes to increased awareness of diverse religious interpretations among young users. This outcome has important implications for the development of pluralistic religious understanding in contemporary society. Exposure to multiple viewpoints encourages users to recognize that religious traditions contain internal diversity rather than a single uniform perspective. Such awareness may foster greater openness, tolerance, and willingness to engage with differing viewpoints. Previous research has shown that encounters with diverse religious perspectives can strengthen intercultural and interreligious understanding by reducing exclusivist attitudes and promoting reflective engagement with belief systems (Said et al., 2023). Similarly, studies on digital religious communication suggest that social media platforms provide opportunities for users to encounter voices that may be absent from local religious communities (Obeso et al., 2023). The findings indicate that TikTok facilitates this process by exposing users to various scholars, preachers, and content

creators discussing similar issues from different perspectives. Nevertheless, interpretative diversity may also create uncertainty for users who lack sufficient background knowledge to evaluate conflicting claims. Despite this challenge, the overall evidence suggests that exposure to diversity contributes positively to religious literacy by encouraging a broader understanding of religious traditions. Therefore, TikTok functions as an important digital space for cultivating awareness of religious plurality among young audiences.

The emergence of greater awareness regarding religious diversity can be explained through the interaction between platform architecture and user engagement practices. TikTok's content distribution system enables users to encounter multiple interpretations of similar religious issues within a relatively short period. Unlike traditional learning environments that may be shaped by a single authority figure or institutional framework, digital platforms facilitate simultaneous exposure to numerous religious voices. This structural characteristic increases the visibility of interpretative diversity and encourages comparative evaluation of religious viewpoints. Studies of digital religion have emphasized that online environments decentralize religious authority by allowing a wide range of actors to participate in religious discourse (Altinyelken, 2021; Lahmar, 2024). Furthermore, networked communication structures facilitate interaction among users from diverse social and cultural backgrounds, increasing opportunities for encountering alternative perspectives (Lee et al., 2022). The findings suggest that awareness of diversity emerges not simply because multiple interpretations exist, but because the technological structure of TikTok actively distributes and amplifies those interpretations.

TikTok influences the everyday religious practices of young users by encouraging the application of religious values in daily life. This outcome demonstrates that religious literacy acquired through digital media extends beyond cognitive understanding and contributes to behavioral transformation. Participants reported changes in worship habits, ethical conduct, interpersonal relationships, and self-reflective practices following engagement with religious content. Such findings indicate that digital religious communication can function as a mechanism for reinforcing religious commitment and moral behavior. Previous studies have similarly found that religious content shared through social media often serves as a source of motivation, spiritual encouragement, and behavioral guidance for young audiences (Briner & Reed, 2024; Kraak et al., 2023). Research on digital da'wah in Southeast Asia also suggests that online religious messages can strengthen personal religiosity by connecting religious teachings with everyday experiences (Supriadi et al., 2023; Tambak et al., 2022). The present findings support these observations by demonstrating that users frequently translate digital religious messages into practical actions. However, behavioral influence may vary according to individual motivations, levels of engagement, and perceived credibility of content creators. Despite these variations, the evidence indicates that TikTok plays a significant role in supporting the enactment of religious values within daily routines. Therefore, the platform contributes to the formation of lived religious experiences among contemporary youth.

The influence of TikTok on everyday religious practices is closely connected to the emotional, interactive, and repetitive characteristics of digital media environments. Religious content creators often communicate messages through storytelling, personal experiences, and practical advice that resonate with users' everyday concerns. Such communication strategies increase emotional engagement and make religious teachings more relevant to daily life. Studies in media psychology have demonstrated that emotionally engaging content is more likely to be remembered and translated into behavioral action than abstract informational messages (Kramer, 2019). In addition, TikTok's algorithm repeatedly exposes users to similar religious themes, creating continuous reinforcement of particular values and practices. The findings suggest that behavioral influence emerges through the interaction of emotional resonance, social identification, and repeated exposure. Users are more likely to adopt religious practices when they perceive content creators as relatable and trustworthy. Research on influencer culture similarly highlights the importance of perceived authenticity in shaping audience attitudes and behavior (Tuhin et al., 2020).

The study extends existing discussions of religious literacy by demonstrating that

literacy development in digital environments encompasses three interconnected dimensions: the acquisition of basic religious knowledge, awareness of interpretative diversity, and the application of religious values in everyday life. These findings suggest that religious literacy should be understood as a dynamic process shaped by technological mediation, social interaction, and practical engagement rather than solely by formal educational institutions. Practically, the study highlights the importance of social media platforms as emerging spaces for religious learning among young people. Religious educators, institutions, and content creators may benefit from recognizing the educational potential of platforms such as TikTok while simultaneously promoting critical evaluation skills to prevent misinformation and oversimplification. The findings also emphasize the need for digital literacy initiatives that enable users to navigate diverse religious content responsibly and thoughtfully. Furthermore, policymakers and educational institutions should consider incorporating discussions of digital religion into broader literacy and citizenship programs. Taken together, the study demonstrates that TikTok has become a significant site of religious knowledge production, interpretation, and practice, highlighting the transformative role of digital media in contemporary religious life.

CONCLUSION

TikTok has become a significant digital environment for the development of religious literacy among young users, particularly university students in Malang City. The most important finding is that religious content on TikTok contributes not only to the acquisition of basic religious knowledge but also to the development of awareness regarding diverse religious interpretations and the application of religious values in everyday life. These findings suggest that religious literacy in the digital era extends beyond cognitive understanding and encompasses interpretative engagement as well as practical religious behavior. The study contributes to the growing scholarship on digital religion by integrating the concepts of religious literacy and social media-based religious learning within a single analytical framework. Furthermore, the study enriches existing literature by focusing on TikTok as a specific digital environment and by employing a qualitative approach that foregrounds users' lived experiences. Nevertheless, the findings should be interpreted in light of several limitations. The study was conducted among a relatively small group of university students in Malang City and therefore may not fully represent broader demographic groups, different age categories, gender variations, educational backgrounds, or geographical contexts. In addition, the qualitative design emphasizes depth rather than generalizability. Future studies are therefore needed to include more diverse participants across different regions, genders, and age groups, as well as to employ survey-based or mixed-method approaches to generate more comprehensive evidence that can inform educational strategies and policy development related to digital religious literacy.

ACKNOWLEDGEMENT

Our deepest gratitude is expressed to all parties who have provided support, guidance, and contributions during the research process, especially to the school institutions that have given permission and facilitated the implementation of the research, the informants who have taken the time and shared their experiences, and all parties who cannot be mentioned one by one for their assistance, cooperation, and support which are very meaningful for the completion of this research.

REFERENCES

- Altinyelken, H. K. (2021). Critical thinking and non-formal Islamic education: Perspectives from young Muslims in the Netherlands. *Contemporary Islam*, 15(3), 267–285. <https://doi.org/10.1007/s11562-021-00470-6>
- Archambault, S. G., Ramachandran, S., Acosta, E., & Fu, S. (2024). Ethical dimensions of

- algorithmic literacy for college students: Case studies and cross-disciplinary connections. *Journal of Academic Librarianship*, 50(3), 102865. <https://doi.org/10.1016/j.acalib.2024.102865>
- Arsyad, J., Hanum OK, A., & Muharrir, M. (2025). Moral and Social Education of the Messenger of Allah (SAW): A Study of the Book of Ar-Rahiq Al-Makhtum. *FIKROTUNA: Jurnal Pendidikan Dan Manajemen Islam*, 15(1), 54–69. <https://doi.org/10.32806/jf.v15i1.642>
- Ashari, M. K., Faizin, M., & Shiddiq, J. (2023). Religious Digital Literacy of Students in Indonesia and Malaysia. *TADRIS: Jurnal Pendidikan Islam*, 18(1), 189–210. <https://doi.org/10.19105/tjpi.v18i1.8794>
- Aziz, M. S., Indrasari, M., Pamuji, E., Wulandari, E. R., & Prasnowo, M. A. (2022). Systematic Review: Use of Digital Media as a Means of Communication of Da'wah. *Jurnal Spektrum Komunikasi*, 10(2), 187–193. <https://doi.org/10.37826/spektrum.v10i2.324>
- Berdiieva, S., & Goroshko, O. (2022). Use of TikTok Social Media in the Ukrainian University Branding. *Social Communications: Theory and Practice*, 13(2), 171–183. <https://doi.org/10.51423/2524-0471-2021-13-2-7>
- Bhandari, A., & Bimo, S. (2022). Why's Everyone on TikTok Now? The Algorithmized Self and the Future of Self-Making on Social Media. *Social Media and Society*, 8(1), 20563051221086240. <https://doi.org/10.1177/20563051221086241>
- Briner, S., & Reed, N. (2024). Integrating social media advertising into Giving Day fundraising. *Journal of Education Advancement & Marketing*, 8(4), 345. <https://doi.org/10.69554/mprp9587>
- Dinanti, S. D., & Ismiyana, U. (2023). Differential Traditions of Classic and Modern Petik Laut in Gili Genting Island, Sumenep District, Madura. *HUNAF A Jurnal Studia Islamika*, 20(2), 332–355. <https://doi.org/10.24239/jsi.v20i2.728.332-355>
- Doyle, J. P., Su, Y., & Kunkel, T. (2022). Athlete Branding via Social Media: Examining The Factors Influencing Consumer Engagement on Instagram. *European Sport Management Quarterly*, 22(4), 506–526. <https://doi.org/10.1080/16184742.2020.1806897>
- Dwivedi, Y. K., Hughes, L., Wang, Y., Alalwan, A. A., Ahn, S. J., Balakrishnan, J., Barta, S., Belk, R., Buhalis, D., Dutot, V., Felix, R., Filieri, R., Flavián, C., Gustafsson, A., Hinsch, C., Hollensen, S., Jain, V., Kim, J., Krishen, A. S., ... Wirtz, J. (2023). Metaverse marketing: How the metaverse will shape the future of consumer research and practice. *Psychology and Marketing*, 40(4), 750–776. <https://doi.org/10.1002/mar.21767>
- Ezzani, M. D., Brooks, M. C., Yang, L., & Bloom, A. (2023). Islamic school leadership and social justice: an international review of the literature. *International Journal of Leadership in Education*, 26(5), 745–777. <https://doi.org/10.1080/13603124.2021.2009037>
- Farwati, W. W. (2024). Utilization of Social Media as An Effort to Improve the Competitiveness of Islamic Educational Institutions. *Education and Sociedad Journal*, 2(1), 11–21. <https://doi.org/10.61987/edsojou.v2i1.553>
- Ghozali, M., Mursyid, A. Y., & Fitriana, N. (2022). Al-Qur'an (Re)Presentation in the Short Video App Tiktok: Reading, Teaching, and Interpretive. *Pertanika Journal of Social Sciences and Humanities*, 30(3), 1263–1282. <https://doi.org/10.47836/pjssh.30.3.18>
- Hastasari, C., Setiawan, B., & Aw, S. (2022). Students' Communication Patterns of Islamic Boarding Schools: The Case of Students in Muallimin Muhammadiyah Yogyakarta. *Heliyon*, 8(1), e08824. <https://doi.org/10.1016/j.heliyon.2022.e08824>
- Hermawan, I., Supraja, M., & Onitju, A. (2025). Hijrah Goes Viral: Millennial Religious Narratives through Influencers on Tiktok. *European Review Of Applied Sociology*, 18(31), 73–82. <https://doi.org/10.2478/eras-2025-0014>
- Heß, J., Karageorgos, P., Müller, B., Riedmann, A., Schaper, P., Lugin, B., & Richter, T. (2024). Improving Word Reading Skills of Low-Skilled Readers: An Intervention Combining a Syllable-Based Approach with Digital Game-Based Features. *Journal of Computer Assisted Learning*, 40(5), 2306–2324. <https://doi.org/10.1111/jcal.13021>
- Hotait, N., & Ali, R. (2024). Exploring (Anti-)Radicalism on TikTok: German Islamic

- Content Creators between Advocacy and Activism. *Religions*, 15(10), 1172. <https://doi.org/10.3390/rel15101172>
- Jamilah, Yusuf, S. B. M., Rahmawati, E. S., & Aprilyanti, M. (2023). The Strategy of the Islamic Welfare Organization Malaysia (PERKIM) in Managing Mualaf Family Conflicts in Malaysia. *De Jure: Jurnal Hukum Dan Syar'iah*, 15(1), 115–128. <https://doi.org/10.18860/j-fsh.v15i1.17383>
- Katmon, N., Jaafar, H., Abdul Halim, H., Jizat, J. E. M., Ismail, R., Rapani, N. H. A., Farooque, O. Al, & Omar, S. (2020). The relationship between facebook, religiosity and academic performance. *International Journal of Advanced Science and Technology*, 29(6), 223–242.
- Kraak, V. I., Holz, A., Woods, C. L., Whitlow, A. R., & Leary, N. (2023). A Content Analysis of Persuasive Appeals Used in Media Campaigns to Encourage and Discourage Sugary Beverages and Water in the United States. *International Journal of Environmental Research and Public Health*, 20(14), 6359. <https://doi.org/10.3390/ijerph20146359>
- Lahmar, F. (2024). Redefining Leadership: The Role of Spirituality and Motherhood in Muslim Women's Educational Leadership. *Religions*, 15(12), 1565. <https://doi.org/10.3390/rel15121565>
- Lee, F. L. F., Liang, H., Cheng, E. W., Tang, G. K. Y., & Yuen, S. (2022). Affordances, movement dynamics, and a centralized digital communication platform in a networked movement. *Information Communication and Society*, 25(12), 1699–1716. <https://doi.org/10.1080/1369118X.2021.1877772>
- Mahmud, M. E., & Malik, L. R. (2024). Phenomenological Study on Enhancing Education Quality of Madrasa: Effective Strategies from School Principals Perspectives. *Perspektivy Nauki i Obrazovania*, 69(3), 685–697. <https://doi.org/10.32744/pse.2024.3.42>
- Manik, Z., Siregar, N. A., Bintang, D. H., Syukron, A., & Lubis, A. S. (2025). Recontextualization of Hadith in TikTok Youth Culture. *Sufiya Journal of Islamic Studies*, 3(2), 38–51.
- Mannerfelt, F. (2022). Co-Preaching: The Effects of Religious Digital Creatives' Engagement in the Preaching Event. *Religions*, 13(12). <https://doi.org/10.3390/rel13121135>
- Mardani, M., Nazari, R., & Tabesh, S. (2024). Explaining the Factors Affecting the Development of Iranian Citizenship Sports with Emphasis on the Health of Citizens. *Journal of Health System Research*, 20(2), 122–136. <https://doi.org/10.48305/jhsr.v20i2.1537>
- Miles, M. B., Huberman, A. M., & Saldana, J. (2015). Qualitative Data A Methods Sourcebook. In *SAGE Open* (Third edit, Vol. 16, Issue 2). SAGE Publications Inc.
- Mirza, H., Bellalem, F., & Mirza, C. (2023). Ethical Considerations in Qualitative Research: Summary Guidelines for Novice Social Science Researchers. *Social Studies and Research Journal*, 11(01), 441–449.
- Mubarok, D. A., Ramadhan, D. N., Muttaqin, I. M., Sundari, S. S., & Hidayat, A. (2025). The Role of TikTok Algorithm in Directing Religious Content Based on User Perception and Prophetic Character. *Edudeena : Journal of Islamic Religious Education*, 9(1), 55–66.
- Munawar, K., Ravi, T., Jones, D., & Choudhry, F. R. (2023). Islamically Modified Cognitive Behavioral Therapy for Muslims With Mental Illness: A Systematic Review. In *Spirituality in Clinical Practice*. <https://doi.org/10.1037/scp0000338>
- Nazri, M. Z., Abd Rashid, S. N. A., Mustafa, R. R., & Abang Zaidel, D. N. (2025). Halal assurance beyond science: A perspective on socioeconomic factors and consumer trust in food authentication. *Halalsphere*, 5(2), 92–100. <https://doi.org/10.31436/hs.v5i2.129>
- Obeso, M., Pérez-Pérez, M., García-Piqueres, G., & Serrano-Bedia, A. M. (2023). Enhancing students' learning outcomes through smartphones: A case study of using instagram in higher management education. *International Journal of Management Education*, 21(3), 100885. <https://doi.org/10.1016/j.ijme.2023.100885>
- Pettersson, F. (2021). Understanding Digitalization and Educational Change in School by

- Means of Activity Theory and The Levels of Learning Concept. *Education and Information Technologies*, 26(1), 187–204. <https://doi.org/10.1007/s10639-020-10239-8>
- Pratiwi, S. (2023). Utilizing Instagram To Build Image Building In Schools. *Journal of Social Studies and Education*, 1, 37–47.
- Raihan, R., & Munawar, S. (2022). Entrepreneurship Education and Its Impact on Human Resource Development for Islamic Boarding School In Indonesia. *Journal of Education and Practice*, 13(6), 46–52. <https://doi.org/10.7176/JEP/13-16-05>
- Ramadhani, S., & Tanjung, M. (2023). Communication Strategy in Strengthening Da'wah for the Muallaf Community in North Sumatra. *MUHLARRIK: Jurnal Dakwah Dan Sosial*, 6(1), 87–187. <https://doi.org/10.37680/muharrik.v6i1.2728>
- Safuan, A., Fanani, A. A., Hidayah, F., Mashuri, I., & Baharun, H. (2024). Communication Shapes Students' Character Through The Values Of Ahlussunah Wal Jamaah In Madrasah. *Al-Tsiqob: Jurnal Ekonomi Dan Dakwah Islam*, 9(2), 37–51. <https://ejournal.uac.ac.id/index.php/altsiq/article/view/5547>
- Said, T. S., Ramli, H., & Damia Natasha, A. (2023). The Adaptation of Malay Philosophy Values through Maritime education Preservation and Conservation Wisdom. In *BIO Web of Conferences* (Vol. 79). <https://doi.org/10.1051/bioconf/20237906001>
- Saleh, S. P., Cangara, H., Sabreen, S., & AB, S. (2022). Digital Da'wah Transformation: Cultural and Methodological Change of Islamic Communication in The Current Digital Age. *International Journal of Multidisciplinary Research and Analysis*, 05(08), 2022–2043. <https://doi.org/10.47191/ijmra/v5-i8-18>
- Setyawan, A., Putra, P. A., Amin, N., Supena, I., & Khotimah, N. (2024). Analysis of Digital Da'wah Ideology on Social Media: A Case Study of Preaching Actors on Youtube. *Ilmu Dakwah: Academic Journal for Homiletic Studies*, 18(2), 283–302.
- Sholahuddin, M., Ridho, M. R., & Abdullah, M. A. (2025). Halal Food Fraud in Indonesia: A Sharia-Based Review and Strategic Solutions. *Indonesian Journal of Islamic Economic Law*, 02(02), 179–201. <https://doi.org/10.23917/ijoel.v2i2.11700>
- Stahl, C. C., & Literat, I. (2023). #GenZ on TikTok: The Collective Online Self-Portrait of The Social Media Generation. *Journal of Youth Studies*, 26(7), 925–946. <https://doi.org/10.1080/13676261.2022.2053671>
- Suardana, I. K. P., & Sain, Z. H. (2025). When Ritual Meets the Feed: TikTok, Mediatization, and the Reconfiguration of Hindu Religious Authority. *Khazanah Theologia*, 7(1), 31–48. <https://doi.org/10.15575/kt.v7i1.47245>
- Supriadi, U., Islamy, M. R. F., & Faqihuddin, A. (2023). Internalization of wasathiyyah values in efforts to enhance the religiosity and tolerance of students based on mentoring: an exploratory study of the UPI tutorial program. *Jurnal Iqra': Kajian Ilmu Pendidikan*, 8(2), 222–239.
- Susanti, Y. A., Mulya Syamsul, E., & Zacky Burhani, A. (2025). TikTok Dakwah Content: A Study of Religious Understanding in Islamic Education. *Curricula: Journal of Curriculum Development*, 4(1), 827–842. <https://doi.org/10.17509/curricula.v4i1.84790>
- Tabatabaei, S., Bulgarova, B. A., Kotecha, K., Patil, S., Volkova, I. I., & Barabash, V. V. (2024). Digital citizenship and paradigm shift in generation z's emotional communication: Social media's role in shaping Iranian familial bonds. *Journal of Infrastructure, Policy and Development*, 8(7), 1–21. <https://doi.org/10.24294/jipd.v8i7.5443>
- Tambak, S., Ahmad, M. Y., Sukenti, D., & Siregar, E. (2022). Faith, Identity Processes and Science-Based Project Learning Methods for Madrasah Teachers. *AL-ISHLAH: Jurnal Pendidikan*, 14(1), 203–216. <https://doi.org/10.35445/alishlah.v14i1.1184>
- Tuhin, M. K. W., Miraz, M. H., Habib, M. M., & Alam, M. M. (2020). Strengthening Consumers' Halal Buying Behaviour: Role of Attitude, Religiosity and Personal Norm. *Journal of Islamic Marketing*, 13(3), 671–687. <https://doi.org/10.1108/jima-07-2020-0220>
- Wahud, F., Maimuna, Y., & Wellem, K. A. (2025). Islamic Values in TikTok's Digital Da'wah

- and Their Implications for Islamic Education Learning. *Edudeena: Journal of Islamic Religious Education*, 9(2), 147–159.
- Wakano, A., Ernas, S., & Sai'dah, U. (2020). Reproduction of multiculturalism in the development of information and communication technology at islamic higher education institutions in indonesia. *International Journal of Advanced Science and Technology*, 29(7), 681–695.
- Yogeeswaran, K., Gale, J., & Verkuyten, M. (2021). Interculturalism as a strategy to manage diversity: Moving psychological research beyond colorblindness and multiculturalism. *Social and Personality Psychology Compass*, 15(10), e12640. <https://doi.org/10.1111/spc3.12640>
- Yuliasih, M. (2023). Cultivating Da'wah Management for Religious Moderation in Multicultural Areas: A Systematic Literature Review. *Bina Ummat*, 6(2), 17–30. <https://doi.org/10.38214/jurnalbinaummatstidnatsir.v6i2.208>
- Zubaidah, Z., Hasanah, U., Fauzi, M. N., & Abrori, M. (2024). The Role of School Environment in Maintaining the Consistency of Hijab Wearing in Students: Social Challenges and Solutions for Religious Education in the Modern Era. *Journal of Social Studies and Education*, 1(2), 100–112. <https://doi.org/10.61987/jsse.v1i2.392>