

Strengthening the Capacity of Majelis Taklim as a Center for Non-Formal Islamic Education through Organizational Management and Digital Da'wah Training

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ABSTRAK

Majelis Taklim memiliki peran strategis sebagai lembaga pendidikan Islam nonformal dalam meningkatkan literasi keagamaan dan pemberdayaan masyarakat. Namun, banyak Majelis Taklim masih menghadapi keterbatasan dalam tata kelola organisasi serta pemanfaatan media digital untuk mendukung aktivitas dakwah dan pendidikan. Kegiatan pengabdian kepada masyarakat ini bertujuan memperkuat kapasitas Majelis Taklim Al-Madinah Bombolayang, Kelurahan Tuweley, Kecamatan Baolan, Kabupaten Tolitoli melalui pelatihan manajemen organisasi dan dakwah digital. Metode yang digunakan adalah pendekatan partisipatif yang meliputi identifikasi kebutuhan, pelatihan, pendampingan, serta evaluasi. Pelatihan manajemen organisasi difokuskan pada penguatan struktur organisasi, administrasi, pembagian tugas, penyusunan program kerja, dan tata kelola kelembagaan. Sementara itu, pelatihan dakwah digital diarahkan pada peningkatan kompetensi peserta dalam memanfaatkan media sosial sebagai sarana komunikasi dan pendidikan Islam yang efektif, kreatif, serta bertanggung jawab. Hasil kegiatan menunjukkan adanya peningkatan kapasitas kelembagaan melalui terbentuknya sistem administrasi yang lebih tertata, program kerja yang lebih sistematis, koordinasi organisasi yang lebih efektif,

serta meningkatnya kemampuan pengurus dalam memproduksi dan menyebarkan konten dakwah digital. Integrasi antara penguatan tata kelola organisasi dan kompetensi dakwah digital menjadikan Majelis Taklim lebih adaptif terhadap perkembangan teknologi sekaligus memperkuat fungsinya sebagai pusat pendidikan Islam nonformal yang berkelanjutan. Program ini memberikan model pemberdayaan kelembagaan yang dapat direplikasi pada Majelis Taklim lainnya dalam menghadapi tantangan transformasi digital.

ABSTRACT

Majelis Taklim plays a strategic role as a non-formal Islamic educational institution in promoting religious literacy and community empowerment. However, many Majelis Taklim still encounter challenges related to organizational governance and the effective utilization of digital media to support educational and da'wah activities. This community service program aimed to strengthen the institutional capacity of Majelis Taklim Al-Madinah Bombolayang, Tuweley Village, Baolan District, Tolitoli Regency through organizational management and digital da'wah training. The program employed a participatory approach consisting of needs assessment, capacity-building training, mentoring, and evaluation. Organizational management training focused on improving organizational structure, administrative systems, role distribution, work program planning, and

institutional governance. Meanwhile, digital da'wah training enhanced participants' competencies in utilizing social media as an effective, creative, and responsible medium for Islamic communication and education. The program resulted in significant improvements in institutional capacity, including more systematic administrative management, structured annual work plans, stronger organizational coordination, and enhanced abilities of administrators to develop and disseminate digital Islamic educational content. The integration of organizational governance and digital da'wah competence enabled the Majelis Taklim to become more adaptive to technological advancement while strengthening its function as a sustainable center for non-formal Islamic education. This program also offers a practical institutional empowerment model that can be replicated by other Majelis Taklim in responding to the challenges of digital transformation.

INTRODUCTION

Majelis Taklim has long been recognized as one of the most important institutions of non-formal Islamic education in Indonesia, serving not only as a forum for religious learning but also as a medium for community empowerment, moral development, and the dissemination of Islamic values. Through regular religious gatherings, Majelis Taklim contributes to strengthening religious literacy, fostering social solidarity, and developing community awareness of Islamic teachings in everyday life. As a community-based educational institution, its effectiveness is closely related to the organizational capacity of its management and its ability to respond to contemporary social changes. However, the rapid advancement of digital technology has significantly transformed the landscape of religious communication, requiring Islamic educational institutions to adapt their organizational management and communication strategies to remain relevant and effective in serving society (Arif, 2021; Abdurrahman & Badruzaman, 2023).

The acceleration of digital transformation has changed the characteristics of religious learning and da'wah activities. Religious messages are no longer disseminated exclusively through face-to-face gatherings but increasingly rely on digital platforms such as social media, online video channels, and instant messaging applications. This transformation presents significant opportunities to expand the reach of Islamic education while simultaneously creating new challenges related to information credibility, digital literacy, organizational readiness, and communication effectiveness. Consequently, Majelis Taklim administrators are expected to possess not only religious competence but also organizational management skills and digital communication capabilities that enable them to manage educational activities professionally and deliver Islamic messages through appropriate digital media (Hidayatullah, 2024; Khiyaroh, 2024).

Despite these opportunities, many Majelis Taklim continue to experience organizational limitations that hinder their institutional development. Administrative management is often conducted conventionally, organizational planning remains unsystematic, documentation of educational activities is limited, and digital communication has not been optimally utilized to support religious education. These conditions reduce the effectiveness of educational programs and restrict the dissemination of Islamic knowledge to broader communities. Strengthening organizational governance is therefore essential because effective management serves as the foundation for sustainable institutional development, coordinated work programs, and improved public services. Likewise, the integration of digital da'wah into organizational activities enables Majelis Taklim to respond more effectively to the changing communication patterns of contemporary Muslim communities (Wardani, 2023; Staniyah & Efendi, 2024).

Recent studies have emphasized the importance of digital transformation in Islamic communication and religious education. Budiantoro and Saputri (2021) demonstrated that

multicultural da'wah in the digital era requires adaptive communication strategies capable of engaging increasingly diverse audiences through digital media. Abdurrahman and Badruzaman (2023) further explained that digitalization presents both opportunities and challenges for Islamic da'wah, particularly regarding media utilization, communication effectiveness, and the quality of religious content. Hidayatullah (2024) highlighted the emergence of new forms of digital religious authority, indicating that Islamic institutions must strengthen their digital competencies to maintain public trust in religious education. Furthermore, Handayani et al. (2025) reported that collaborative digital communication involving Islamic institutions and digital influencers can substantially increase the dissemination and effectiveness of religious messages. Similarly, Rachman and Saumantri (2025) argued that the transformation of religious authority in the digital era requires Islamic organizations to develop adaptive institutional strategies that combine traditional religious values with contemporary communication technologies.

Although these studies provide valuable insights into digital da'wah and religious communication, they predominantly focus on communication strategies, media utilization, religious authority, or digital engagement. Limited attention has been given to strengthening the institutional capacity of Majelis Taklim through an integrated approach that combines organizational management with digital da'wah competency development. Likewise, many community service programs continue to prioritize short-term digital literacy training without systematically addressing organizational governance, strategic planning, administrative management, and sustainability. Consequently, the institutional role of Majelis Taklim as a center for non-formal Islamic education has not yet been comprehensively optimized through capacity-building initiatives that simultaneously reinforce managerial competence and digital communication capability.

The present community service program addresses this gap by introducing an integrated capacity-building approach that combines organizational management training with digital da'wah empowerment for Majelis Taklim administrators. Unlike previous initiatives that primarily concentrated on technological adaptation or religious communication, this program emphasizes institutional strengthening through improved organizational governance, structured work planning, administrative management, digital content development, and sustainable mentoring. The integration of these components is expected to enhance not only the managerial performance of the organization but also the effectiveness of Islamic educational services delivered to the community. Therefore, the novelty of this program lies in proposing an Integrated Capacity Building Model that positions organizational governance and digital da'wah as complementary pillars in strengthening Majelis Taklim as a sustainable center of non-formal Islamic education.

Based on these considerations, this community service project aims to strengthen the institutional capacity of Majelis Taklim Al-Madinah Bombolayang, Tuweley Village, Baolan District, Tolitoli Regency, through organizational management training and digital da'wah empowerment. Specifically, the program seeks to improve organizational governance, enhance the digital competencies of Majelis Taklim administrators, and optimize the role of Majelis Taklim as a center for non-formal Islamic education capable of responding effectively to the opportunities and challenges of the digital era.

METHOD

This community service program was conducted at Majelis Taklim Al-Madinah Bombolayang, Tuweley Village, Baolan District, Tolitoli Regency, involving the chairperson,

management board, and active members of the Majelis Taklim as the primary participants. The program adopted a participatory action approach, emphasizing active involvement of participants throughout the planning, implementation, evaluation, and follow-up stages to ensure that the activities addressed the actual organizational needs of the institution.

The implementation consisted of four sequential stages. The first stage was a needs assessment, during which observations, informal interviews, and group discussions were conducted with the management board to identify existing organizational challenges, including administrative management, organizational planning, division of responsibilities, documentation practices, and the utilization of digital media for religious outreach. The findings from this stage served as the basis for designing the training materials and mentoring activities.

The second stage involved organizational management training, focusing on strengthening institutional governance through sessions on organizational structure, job descriptions, administrative documentation, annual work planning, meeting management, and activity reporting. Interactive discussions, case studies, and practical exercises were employed to enhance participants' understanding and encourage collaborative problem-solving.

The third stage consisted of digital da'wah training, which introduced participants to the effective use of digital platforms for Islamic communication. Participants received practical guidance on developing educational content, designing visual da'wah materials using digital applications, managing social media accounts, and disseminating religious information responsibly and effectively. Hands-on practice enabled participants to produce digital content relevant to the educational activities of the Majelis Taklim.

The final stage comprised mentoring and evaluation to assess the outcomes of the program and ensure sustainability. Evaluation was conducted by comparing participants' organizational practices and digital competencies before and after the intervention through observations, discussions, and reviews of organizational documents and digital outputs. The success of the program was indicated by improved organizational governance, the availability of structured administrative documents and annual work plans, enhanced digital communication skills among participants, and the active utilization of digital media to support the educational and da'wah activities of the Majelis Taklim.

RESULT AND DISCUSSION

Strengthening Organizational Governance of Majelis Taklim

The community service program began with a comprehensive assessment of the organizational condition of Majelis Taklim Al-Madinah Bombolayang, Tuweley Village, Baolan District, Tolitoli Regency. Initial observations and participatory discussions with the chairperson and management members revealed that the Majelis Taklim had consistently organized regular religious learning activities; however, its organizational governance had not yet developed systematically. Administrative records were maintained only to fulfill immediate operational needs, annual work programs had not been formally documented, task distribution among committee members was largely based on informal agreements, and activity documentation remained incomplete. These conditions limited organizational coordination and reduced the effectiveness of program implementation, particularly when planning sustainable educational activities. Such challenges indicate that community-based Islamic institutions require not only religious commitment but also sound organizational management to ensure continuity, accountability, and institutional effectiveness (Wardani, 2023; Wahyudi, 2010).

Based on these findings, organizational management training was designed to strengthen the institutional capacity of the Majelis Taklim through practical and participatory learning activities. The training emphasized fundamental aspects of organizational governance, including organizational structure, division of responsibilities, administrative management, meeting administration, annual work planning, documentation systems, and reporting mechanisms. Rather than relying solely on lectures, the facilitators adopted interactive discussions, collaborative workshops, simulations, and mentoring sessions that enabled participants to analyze their organizational conditions and formulate practical solutions collectively. This participatory approach encouraged every committee member to actively contribute to organizational planning while fostering a stronger sense of responsibility toward institutional development.

One of the most significant outcomes of the training was the restructuring of the organizational governance system. Together with the facilitators, participants reviewed the existing organizational structure and clarified the roles and responsibilities of each management position. Clear job descriptions were developed for the chairperson, secretary, treasurer, and coordinators of educational, social, and public relations activities. This restructuring reduced overlapping responsibilities and improved internal coordination during the implementation of religious education programs. In addition, participants successfully prepared an annual work plan containing scheduled religious studies, Islamic commemorative events, community empowerment activities, and regular management meetings. The existence of a structured work plan provided a clear operational framework that enabled the Majelis Taklim to organize its educational programs more systematically and sustainably.

Administrative strengthening also became a major focus of the program. Participants received practical guidance in developing standardized administrative documents, including attendance records, meeting minutes, activity reports, financial records, correspondence archives, and documentation management. Before the intervention, several administrative activities were conducted informally without consistent recording procedures. Following the training and mentoring process, administrative documents were organized into a structured filing system that facilitated information retrieval, enhanced organizational transparency, and supported future planning. The improved administrative practices also increased members' awareness of accountability as an essential component of organizational governance, ensuring that every activity could be properly documented and evaluated.

Another notable achievement was the improvement in organizational communication among committee members. Through collaborative discussions and simulation exercises, participants learned how to conduct effective meetings, formulate collective decisions, and establish communication mechanisms that encouraged active participation from all members. Internal coordination became more organized because each committee member understood their respective responsibilities and reporting procedures. This improvement contributed to a more collaborative organizational climate, enabling the Majelis Taklim to respond more effectively to the educational needs of its congregation. Effective organizational communication has been recognized as a critical determinant of institutional productivity and organizational performance, particularly in community-based organizations that rely on voluntary participation and collective commitment (Wardani, 2023).

The capacity-building activities also encouraged participants to recognize that organizational governance is closely connected with the quality of non-formal Islamic education

delivered to the community. Well-managed organizations are better positioned to design educational programs, coordinate volunteers, mobilize community participation, and sustain religious learning activities over time. Accordingly, strengthening organizational governance should not be viewed merely as an administrative improvement but as a strategic effort to enhance the educational function of the Majelis Taklim itself. This perspective is consistent with the broader understanding that Islamic educational institutions play an essential role in promoting social cohesion, religious awareness, and community empowerment through organized and sustainable educational services (Arif, 2021; Dedi, 2022).

The implementation of organizational management training successfully transformed several aspects of institutional governance within Majelis Taklim Al-Madinah Bombolayang. The establishment of a clearer organizational structure, standardized administrative procedures, documented annual work plans, improved coordination mechanisms, and stronger managerial awareness collectively demonstrated significant progress in institutional capacity. More importantly, these achievements laid a solid organizational foundation for the subsequent digital da'wah training, ensuring that technological innovation would be supported by effective governance and sustainable organizational management. Consequently, the Majelis Taklim became better prepared to strengthen its role as a center of non-formal Islamic education capable of responding to the evolving needs of contemporary Muslim communities.

Enhancing Digital Da'wah Competence for Non-Formal Islamic Education

The second phase of the community service program focused on strengthening the digital da'wah competence of the administrators of Majelis Taklim Al-Madinah Bombolayang as an essential strategy for improving the quality of non-formal Islamic education. The preliminary assessment indicated that although most participants were familiar with smartphones and commonly used social media applications such as WhatsApp and Facebook for personal communication, their digital literacy remained limited when these platforms were utilized for educational and da'wah purposes. Religious activities were still predominantly conducted through conventional face-to-face meetings, while documentation, dissemination of learning materials, and communication with congregants had not been integrated into a structured digital system. Consequently, the educational impact of the Majelis Taklim was largely confined to participants attending the regular study sessions, leaving broader community engagement relatively limited. This condition reflects the continuing challenge faced by many Islamic community organizations in adapting to the rapidly evolving digital communication environment (Abdurrahman & Badruzaman, 2023; Ridwan, 2022).

To address these challenges, digital da'wah training was implemented using a participatory learning model that emphasized practical skills and direct application. The training introduced participants to the concept of digital da'wah as an extension of Islamic educational activities rather than merely a technological innovation. Facilitators explained that digital media could function as an effective platform for disseminating authentic Islamic knowledge, strengthening community interaction, and expanding access to religious education beyond geographical and temporal limitations. Participants were encouraged to understand that digital transformation should complement, rather than replace, traditional religious learning by creating broader opportunities for continuous Islamic education among diverse community groups (Khiyaroh, 2024; Hidayatullah, 2024).

The practical sessions concentrated on developing participants' abilities to produce educational digital content that was informative, attractive, and ethically responsible. Participants received hands-on guidance in designing Islamic educational posters using simple graphic applications, preparing short religious messages suitable for social media distribution, organizing photographic documentation of Majelis Taklim activities, and creating concise educational videos for online dissemination. The facilitators emphasized the importance of presenting Islamic messages in clear, visually engaging, and culturally appropriate formats to enhance public understanding while minimizing the risk of misinformation. During the training, participants actively collaborated in producing digital learning materials based on themes discussed during their regular religious gatherings, enabling them to apply newly acquired knowledge directly within their institutional context. This practical approach significantly increased participants' confidence in utilizing digital technology as a medium for Islamic communication and education (Zamzami et al., 2023; Staniyah & Efendi, 2024).

An equally important component of the program involved strengthening participants' understanding of responsible digital communication. Beyond technical skills, discussions highlighted ethical considerations in producing and disseminating Islamic content through social media. Participants were encouraged to verify religious information before publication, use reliable references, maintain respectful communication, and avoid provocative or misleading narratives that could create misunderstanding within the community. This ethical perspective reinforced participants' awareness that digital da'wah requires not only technological competence but also intellectual responsibility and adherence to Islamic values. Such awareness is increasingly important as digital platforms have become influential spaces for shaping religious understanding and public perception of Islamic teachings (Arrobi, 2021; Munawar et al., 2025).

Following the completion of the training and mentoring activities, significant improvements were observed in participants' digital competence. Members of the Majelis Taklim demonstrated greater confidence in managing organizational communication through digital platforms and became capable of independently producing educational content for regular dissemination. Religious study schedules, educational posters, documentation of activities, and motivational Islamic messages began to be distributed systematically through social media and messaging applications, allowing educational information to reach a broader audience, including community members who were unable to attend face-to-face gatherings. The increased utilization of digital media also improved communication between the management committee and congregants by facilitating faster dissemination of information and strengthening community engagement in educational activities (Ummah, 2022; Wahyuni, 2021).

The mentoring process further encouraged participants to recognize digital platforms as strategic instruments for sustaining non-formal Islamic education. Rather than functioning solely as channels for information sharing, digital media gradually became learning environments where congregants could revisit religious materials, access educational content at their convenience, and maintain interaction with the Majelis Taklim outside scheduled meetings. This transformation broadened the educational function of the institution by extending learning opportunities beyond conventional classroom settings. Moreover, participants demonstrated increased motivation to continuously improve the quality of their digital content through collaborative planning, regular evaluation, and creative adaptation of communication strategies according to community needs. These developments indicate that strengthening digital competence contributes not only to

technological adaptation but also to institutional sustainability and educational innovation within community-based Islamic organizations (Handayani et al., 2025; Rachman & Saumantri, 2025).

The digital da'wah training successfully enhanced both the technical and pedagogical capacities of the administrators of Majelis Taklim Al-Madinah Bombolayang. Participants acquired practical competencies in developing educational digital content, managing organizational communication through online platforms, and applying ethical principles in digital religious communication. More importantly, these competencies strengthened the role of the Majelis Taklim as a dynamic center of non-formal Islamic education capable of integrating traditional religious learning with contemporary digital communication. The combination of strengthened organizational governance and improved digital da'wah competence established a more adaptive institutional foundation, enabling the Majelis Taklim to expand its educational outreach, improve community participation, and sustain Islamic educational services in response to the continuing transformation of the digital era.

Integrating Organizational Capacity and Digital Da'wah in Strengthening Majelis Taklim as a Center for Non-Formal Islamic Education

The findings of this community service program demonstrate that strengthening the role of Majelis Taklim as a center for non-formal Islamic education requires a comprehensive approach that integrates organizational capacity with digital da'wah competence. These two components should not be viewed as separate interventions but rather as complementary dimensions that collectively enhance institutional performance and educational effectiveness. The organizational management training established a stronger governance framework through clearer organizational structures, systematic administrative procedures, and well-defined work programs, while the digital da'wah training expanded the institution's educational outreach by enabling administrators to utilize digital platforms for religious communication. The integration of these capacities created a more adaptive organizational ecosystem capable of responding to the evolving educational needs of contemporary Muslim communities.

From an organizational perspective, the observed improvements indicate that institutional sustainability is closely associated with effective governance rather than solely with the enthusiasm of volunteers or religious commitment. Community-based religious organizations frequently depend on collective participation, yet sustainable institutional development requires structured planning, coordinated leadership, documented administration, and continuous organizational evaluation. The development of organizational structures, standardized documentation, and annual work plans during this program illustrates that managerial capacity constitutes an important foundation for improving the quality of religious educational services. This finding is consistent with strategic management principles that emphasize the importance of organizational planning, resource allocation, and institutional coordination in achieving long-term organizational objectives (Achmad, 2009; Wahyudi, 2010). Likewise, organizational participation encourages shared responsibility among members, thereby strengthening institutional commitment and improving program implementation (Parlindungan & Oemar, 2020).

The integration of organizational governance with educational functions also reinforces the strategic position of Majelis Taklim as an institution of lifelong Islamic learning. Unlike formal educational institutions that operate within structured academic systems, Majelis Taklim possesses greater flexibility in responding to community needs through participatory religious

education. Consequently, strengthening organizational governance contributes directly to improving the planning, implementation, and evaluation of educational activities. Well-organized institutions are more capable of designing inclusive learning programs, coordinating educational resources, and sustaining community participation over extended periods. This perspective supports broader educational principles that emphasize learner-centered and community-oriented educational management as important elements in enhancing educational quality (Aminah et al., 2022; Nahampun et al., 2025).

Another important implication emerging from this program concerns the integration of digital transformation into non-formal Islamic education. The digital competence acquired by the administrators enabled the Majelis Taklim to expand educational access beyond conventional face-to-face gatherings. Digital media became an extension of the learning environment through which religious materials, educational announcements, motivational messages, and community activities could be disseminated continuously. Rather than replacing traditional religious learning, digital technology complemented existing educational practices by creating additional opportunities for interaction between administrators and congregants. This finding illustrates that technological adaptation should be understood as an educational innovation that supports continuous learning while preserving the values and traditions of Islamic education (Suwardana, 2018; Subiyakto, 2008).

The present findings further demonstrate that digital da'wah is not limited to mastering communication technology but also involves strengthening institutional credibility and educational responsibility. The training encouraged participants to produce educational content that was accurate, visually engaging, and ethically appropriate while emphasizing the importance of verifying religious information before publication. Such an approach is increasingly relevant in the contemporary digital environment, where the rapid circulation of religious information requires Islamic institutions to maintain both scholarly integrity and communication effectiveness. Strengthening digital competence therefore contributes to preserving public trust in religious institutions while simultaneously enhancing the quality of Islamic educational services delivered through digital platforms. In this regard, the Majelis Taklim gradually transformed from being merely a local religious gathering into a community learning center capable of integrating traditional Islamic values with responsible digital communication.

CONCLUSION

This community service program demonstrates that strengthening the organizational governance of Majelis Taklim, combined with the enhancement of digital da'wah competence, significantly contributes to reinforcing its role as a center for non-formal Islamic education. Through participatory organizational management training, the administrators successfully improved institutional governance by establishing clearer organizational structures, standardized administrative systems, systematic work planning, and more effective internal coordination. Furthermore, digital da'wah training enhanced participants' capacity to utilize digital platforms for developing and disseminating educational Islamic content in an ethical, creative, and responsible manner. The integration of these organizational and digital capacities enabled Majelis Taklim Al-Madinah Bombolayang to become a more adaptive, accountable, and sustainable educational institution capable of expanding community engagement while maintaining the core values of Islamic education in the digital era.

The outcomes of this program indicate that sustainable community empowerment should integrate institutional strengthening with digital transformation rather than treating them as separate interventions. Accordingly, future community service initiatives are recommended to extend mentoring activities beyond initial training by providing continuous assistance in digital content development, organizational performance evaluation, and collaborative networking with local governments, Islamic educational institutions, universities, and community organizations. Such long-term partnerships are expected to strengthen the sustainability of Majelis Taklim as an innovative center for non-formal Islamic education and to serve as a replicable model for other community-based Islamic organizations seeking to enhance their educational services through effective organizational governance and responsible digital da'wah.

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