

Empowering Muslim Youth through Digital Campaigns: Integrating Naqli and Aqli Knowledge for Social Change

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ABSTRACT

This study examines the role of digital campaigns in addressing social issues, with a specific focus on how the integration of Naqli (revealed knowledge) and Aqli (rational knowledge) enhances the effectiveness of these campaigns among Muslim youth. Digital media campaigns are increasingly recognized for their potential to drive social change, especially when they incorporate both ethical and rational frameworks. Through a hands-on learning approach, participants engaged in identifying social issues arising around them, while proposing solutions to these issues based on the integration of knowledge. Through a hands-on learning approach, participants identified real life social issues and proposed solutions grounded in naqli and aqli framework. These experiential activities served as the foundation for in-depth reflection captured through semi-structured interviews with 46 participants involved in December 2024. The study reveals how the combination of religious teachings and rational problem-solving enables participants to design digital campaigns that are both impactful and ethically grounded. The findings highlight three key themes: Personal Growth and Commitment, Naqli-Aqli Knowledge Integration, and Transformative Impact through Integrated Knowledge. These insights demonstrate that naqli and aqli principles, when merged with rational approaches, empower Muslim youth to tackle societal issues and promote positive change through digital platforms. The study contributes to the existing literature on digital media campaigns by exploring the integration of religious values and presenting a model for using digital tools to address contemporary challenges, particularly among youth in the Muslim community.

Keyword: Digital Campaign; Youth; Social Change; Naqli; Aqli

Memperkasa Belia Muslim melalui Kempen Digital: Mengintegrasikan Ilmu Naqli dan Aqli untuk Perubahan Sosial

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ABSTRAK

Kajian ini meneliti/ peranan kempen digital dalam menangani isu-isu sosial, dengan tumpuan khusus

kepada bagaimana integrasi ilmu Naqli (ilmu wahyu) dan Aqli (ilmu rasional) dapat meningkatkan keberkesanan kempen ini dalam kalangan belia Muslim. Kempen digital semakin mendapat perhatian kerana potensinya dalam mendorong perubahan sosial, terutamanya apabila ia menggabungkan kerangka e/ka dan rasional. Melalui pendekatan pembelajaran berasaskan pengalaman, para peserta terlibat secara aktif dalam mengenal pasti isu-isu sosial sebenar di persekitaran mereka dan mencadangkan penyelesaian berdasarkan integrasi ilmu naqli dan aqli. Aktiviti pengalaman ini menjadi asas kepada refleksi mendalam yang dirakam melalui temu bual separa berstruktur bersama 46 orang peserta. Kajian ini menunjukkan bagaimana gabungan perspektif agama dan penyelesaian masalah secara rasional membolehkan peserta mereka bentuk kempen digital yang berimpak dan berteraskan e/ka. Dapatan kajian menunjukkan tema utama: Perkembangan diri dan komitmen, Integrasi Ilmu naqli-aqli, dan impak transformasi melalui integrasi ilmu. Hasil kajian ini membuktikan bahawa prinsip naqli dan aqli, apabila digabungkan dengan pendekatan rasional, dapat memperkasa belia Muslim untuk menangani isu masyarakat serta mendorong perubahan positif melalui platform digital. Kajian ini menyumbang kepada sorotan kajian sedia ada mengenai kempen media digital dengan meneroka integrasi nilai-nilai keagamaan serta mengetengahkan satu model penggunaan alat digital dalam menangani cabaran semasa, khususnya dalam kalangan belia Muslim.

Kata kunci: Kempen Digital; Belia; Perubahan Sosial; Naqli; Aqli

INTRODUCTION

In an era defined by rapid technological advancement, digital platforms have emerged as powerful tools for communication, behavior change, and social advocacy. Social media and digital campaigns are not only transforming how messages are delivered, but also how communities mobilize around shared values and social concerns. However, while the potential of digital media for societal transformation is widely acknowledged, its alignment with Islamic knowledge systems

particularly the integration of *Naqli* (revealed knowledge) and *Aqli* (rational knowledge) remains underexplored in both academic and practical contexts.

This study addresses that gap by investigating how the integration of *Naqli* and *Aqli* can inform the development of impactful, ethically grounded digital campaigns. Specifically, the article focuses on empowering Muslim youth to engage with social issues through digital campaigns that are rooted in Islamic ethical frameworks and guided by rational and critical thinking. In doing so, this study proposes an approach of a campaign design that not only elevates the spiritual and moral dimensions of communication but also enhances its effectiveness in the digital sphere.

While much of the existing literature on digital campaigning focuses on strategies, tools, and technological affordances, few studies examine how these efforts can be infused with religious values and spiritual purpose (Campbell & Bellar, 2023). Similarly, studies in Islamic education and communication often emphasize traditional modes of teaching and da'wah without adequately addressing how these can be translated into modern digital contexts. This study contributes to bridging that gap by embedding *Naqli* and *Aqli* knowledge into a practical, youth-driven approach to digital campaigning.

The study is guided by experiential learning theory (Kolb & Kolb, 2017) and participatory

action research (Reason & Bradbury, 2008) perspective, involved Muslim youth in hands-on activities where they identified real-life social issues and proposed solutions through the design of digital campaigns. These activities were not merely technical exercises but platforms for reflection, ethical reasoning, and spiritual development. The integration of *Naqli* and *Aqli* provided participants with a balanced framework to critically evaluate societal problems and articulate responses that are both contextually relevant and grounded in Islamic principles.

The study involved semi-structured interviews with participants who engaged in these digital campaign projects. The findings revealed three major themes: personal growth and commitment, *naqli* and *aqli* knowledge integration, and transformative impact through Integrated Knowledge. These insights suggest that when spiritual and rational frameworks are harmonized in campaign-based learning, young Muslims can emerge as digitally literate, ethically grounded agents of change.

This study introduces an innovative approach to digital campaigning that integrates Islamic ethical teachings with rational strategy. It presents a model for fostering responsible digital citizenship among Muslim youth one that not only encourages social engagement but also strengthens religious identity, critical thinking, and civic responsibility. By doing so, the research contributes to the growing discourse on faith-based digital activism and offers practical implications for educators, religious institutions, and youth organizations seeking to cultivate meaningful, value-driven engagement in the digital age.

LITERATURE REVIEW

Digital Media Campaigns

The digital age has redefined how messages are created, disseminated, and consumed, giving rise to the concept of digital media campaigns. Digital media refers to content that is created, distributed, and accessed through electronic devices and platforms, including social media, websites, mobile apps, and digital advertisements (Kamaruzzaman, 2019). It is characterized by interactivity, immediacy, and broad accessibility, making it an essential tool in modern communication.

Campaigns, in a communication context, are organized efforts designed to influence public knowledge, attitudes, or behaviors over a specific period (Perloff, 2021). They are typically goal-oriented, targeting a particular issue or audience, and often involve strategic messaging and the use of persuasive techniques. When combined, digital media campaigns utilize the reach and interactivity of digital platforms to execute targeted, sustained messaging for social, political, educational, or commercial purposes. Recent literature emphasizes that digital campaigns or social media platform in driving awareness and behavioral change (Laurie et al., 2023). Digital campaigns can mobilize public action quickly through emotional appeal, visual storytelling, and user-generated content. These campaigns are often framed using persuasive communication theories and employ analytics to measure engagement and impact in real-time.

In addition, digital campaigns provide space for inclusivity and participatory communication. The accessibility of digital platforms empowers marginalized communities to voice concerns and advocate for change (Orz et al., 2019). Social media platforms like Instagram, TikTok, and Twitter have become central to campaigns addressing issues such as environmental sustainability, mental health, and human rights.

However, most of these campaigns are designed within a secular framework, focusing on human rights (Akhmatova & Akhmatova, 2020), emotional triggers, or scientific reasoning without integrating spiritual or religious values. While digital campaigns have grown in sophistication, there remains a gap in integrating ethical and faith-based perspectives, particularly in Muslim contexts where religious values play a crucial role in shaping attitudes and behaviors.

This opens a critical research space for exploring how campaigns rooted in Naqli (revealed knowledge) and Aqli (rational knowledge) can enhance both the ethical foundation and practical effectiveness of digital communication strategies. Integrating these knowledge systems may offer a more holistic, value-driven approach to digital campaigning that resonates deeply with Muslim audiences.

Integration of Naqli and Aqli

The integration of *Naqli* (revealed knowledge) and *Aqli* (rational knowledge) forms a crucial pedagogical and epistemological foundation in Islamic education and communication, particularly in addressing modern societal challenges. *Naqli* provides divine guidance grounded in the Qur'an and Sunnah, offering a comprehensive ethical and moral compass (Razrim et al., 2021). It emphasizes values such as justice, compassion, accountability, and community engagement. Meanwhile, *Aqli* promotes analytical thinking, reasoning, empirical evaluation, and strategic problem-solving skills necessary in navigating contemporary digital and social complexities. The merging of these two domains facilitates a balanced worldview, enabling individuals to apply faith-based ethics to real-world problem-solving.

The objectives of integration of naqli and aqli include, first, witnessing the Signs of the Greatness of Allah SWT so that humankind may witness the majesty and greatness of Allah SWT through research and experimentation that reflect the uniqueness and precision found in His creations. Allah SWT says: "We will show them Our signs in the horizons and within themselves until it becomes clear to them that the Qur'an is the truth." (Surah Fussilat: 53). Islam teaches that all knowledge originates from Allah SWT. It must be used to attain His pleasure without distinguishing between religious knowledge and scientific knowledge. *Naqli* knowledge (revealed knowledge from the Qur'an and Hadith) leads to the recognition of Allah SWT through His revelations, while *Aqli* knowledge (rational or scientific knowledge) allows recognition of Allah SWT through His creation. There are many verses in the Qur'an that encourage observation and reflection on nature to recognize the power of Allah SWT.

Second is confronting the challenge of secularization and the separation of knowledge. One of the key factors in the glory of Islamic civilization was the ability of Muslim scholars during the first five centuries of Hijrah to integrate knowledge from various civilizations into the Islamic intellectual framework, guided by the Qur'an and Sunnah. They also collaborated with scholars of different faiths. As a result, they successfully utilized knowledge such as physics, medicine, and astronomy from sources outside the Islamic world to advance Islamic civilization for the benefit of humanity, living beings, and the entire universe. Third is becoming a framework of knowledge to restore the glory of Islamic civilization. One of the main obstacles to the revival of Muslims as leaders of human civilization is internal disunity. This disunity arises from the failure to manage differing opinions within the Muslim community. As a result, they are easily divided, even over

minor (non-essential) issues, leading to accusations of disbelief. The concept of knowledge integration is seen as a way to help Muslims manage internal differences constructively. Fourth is managing disputes among Muslims. The integration of *Naqli* and *Aqli* knowledge offers a path to help Muslims understand and tolerate differing perspectives, fostering unity and cooperation within the ummah (Universiti Sains Islam Malaysia, 2021).

Therefore, this integration is not merely complementary but essential in building socially responsible Muslim individuals, particularly in the digital age. The synergy between spiritual insight and rational evaluation leads to more ethically grounded and sustainable approaches to social development. This combination is especially potent in youth education, where learners are exposed to the dilemmas of modernity that require both faith-based reflection and strategic, reasoned actions.

Furthermore, the rapid expansion of digital communication platforms necessitates a corresponding evolution in how Islamic principles are taught and practiced. Fuchs (2021) emphasizes the urgency of incorporating digital media ethics to ensure that users are not only become competent digital users but also ethically responsible communicators. Digital tools, when combined with *Naqli-Aqli* perspectives, provide meaningful avenues for youth to promote social justice, environmental awareness, and interfaith harmony. These initiatives create a dynamic learning environment where spiritual wisdom informs digital activism and civic engagement.

Ultimately, the integrated framework of *Naqli* and *Aqli* enriches the development of digital communication curricula by ensuring content creation is not only technically proficient but also spiritually meaningful. This alignment ensures that digital campaigns, particularly those designed for social change, reflect the ethical standards of Islamic teachings while effectively engaging audiences through rational, data-informed strategies. This dual grounding enhances critical digital literacy and strengthens Muslim youths' identity and capacity as social changemakers.

Digital campaigns that merge Islamic teachings with practical digital skills have the potential to empower participants to use technology for positive social impact. Research has shown that young people who engage with digital campaigns that include moral frameworks, such as Islamic values, are more likely to take action on social issues and contribute to the common good. Furthermore, the hands-on, experiential learning approach, such as the one used in this study, has been recognized as effective in promoting deeper understanding and practical skills. Service learning and hands-on activities are linked to increased empathy, better problem solving skills, and a stronger sense of civic responsibility among participants.

Social Change through Communication and Digital Engagement

Social change refers to the transformation of societal norms, values, institutions, and behaviors that lead to new patterns of interaction and organization (Sharpe, 2014). Such transformations are often catalyzed by grassroots movements, shifts in public consciousness, or strategic interventions in policy and education. In the digital era, communication technologies have significantly expanded the possibilities for initiating and sustaining these changes. Digital media particularly social networks, video platforms, and interactive websites enable real-time communication, widespread dissemination of messages, and mobilization of communities.

beyond geographic boundaries.

Digital platforms have also increasingly foster participatory engagement, where individuals are not just consumers of information but active agents in shaping narratives and advocating for reform. For example, campaigns such as #BlackLivesMatter and #FreePalestine have demonstrated how youth-led digital movements can influence global discourse, demand accountability, and shape policy conversations. In the context of Islamic communities, these tools can be powerful in aligning religious identity with civic action, where values such as *amal jariyah* (continuous good deeds) and *hisbah* (social accountability) support sustained community engagement.

Digital engagement becomes especially potent when campaigns are locally contextualized and ethically framed. As argued by Fenton and Barassi (2021), social media campaigns that connect personal experience with collective values are more likely to foster empathy and encourage behavioral shifts. Moreover, campaigns that merge digital innovation with faith-based principles can help bridge generational gaps and ensure cultural continuity while addressing modern challenges. The strategic incorporation of *naqli* (scriptural) and *aqli* (rational) elements into digital activism allows for both cognitive and spiritual resonance, especially among Muslim youth navigating globalized influences.

Recent frameworks suggest that transformative communication must go beyond raising awareness, it should empower individuals to critically reflect, engage in dialogue, and act collectively (Carvalho & Peterson, 2022). Through structured digital campaigns, youth can develop media literacy, leadership skills, and a stronger sense of civic and religious responsibility. These initiatives, when supported by community participation and educational institutions, become sustainable models for social innovation. Therefore, integrating digital engagement strategies with religious and cultural narratives represents a promising path forward in promoting meaningful and lasting social change, especially in communities where traditional values intersect with modern realities.

Experiential Learning Theory and Participatory Action Research

Drawing on the principles of Experiential Learning Theory (ELT) (Kolb and Kolb, 2017) and Participatory Action Research (PAR) (Reason & Bradbury, 2008), the approach emphasized active engagement, reflection, and real-world application of knowledge. Both frameworks emphasize the importance of active participation, reflection, and context-based learning, particularly in empowering individuals to respond meaningfully to social challenges.

Kolb's Experiential Learning Theory posits that effective learning occurs through a four stage cycle: *concrete experience*, *reflective observation*, *abstract conceptualization*, and *active experimentation*. Learners begin with direct experience, reflect upon it, conceptualize new ideas, and then test these ideas in practice. In this study, participants were engaged in designing digital campaigns grounded in the integration of *Naqli* (Islamic revealed knowledge) and *Aqli* (rational knowledge), which served as the concrete experience. This was followed by in-depth reflection through semi-structured interviews, allowing participants to critically assess their learning process, personal growth, and the application of values in real-world contexts. Such reflective practice shows that deep learning occurs when learners are actively involved in meaning-making

through their own experiences.

Complementing ELT, Participatory Action Research (PAR) provides a collaborative framework that positions participants as co-creators of knowledge. PAR emphasizes collective inquiry, action, and empowerment (Reason & Bradbury, 2008). In this study, participants were not passive recipients of knowledge but active contributors who identified societal issues, proposed solutions, and implemented digital campaigns. These actions reflect PAR's goal of fostering agency and critical awareness among community members.

Both ELT and PAR stress learning as a transformative process, deeply rooted in social context. The integration of both approaches enabled participants to engage in cycles of action and reflection, promoting both personal transformation and social responsibility. This was evident in how participants internalized ethical and rational values in their digital practices, and how they articulated a sustained commitment to community improvement. By merging experiential learning and participatory research, the study not only facilitated deeper engagement with Islamic and rational knowledge but also supported the development of ethical, reflective, and socially responsible digital citizens. This approach affirms the importance of contextual, value-based education in nurturing youth-led digital campaigns for social good.

METHODOLOGY

This study adopted a qualitative research design, integrating semi-structured interviews and experiential hands-on activities as its primary data collection methods. The semi-structured interviews enabled an in-depth exploration of participants' experiences (Junnier, 2024) following their involvement in a digital campaign program. The interview protocol focused on capturing participants' reflections on their practices concerning digital media, Islamic perspectives, and social responsibility.

Semi-structured interviews are a widely used qualitative research method that combines the flexibility of unstructured interviews with the consistency of structured ones. Unlike structured interviews, which rely strictly on a fixed set of questions, semi-structured interviews provided the freedom to the participants to adapt the wording and order of questions as needed. This flexibility enables them to explore unexpected themes, clarify ambiguous answers, and gain deeper insights into participants' perspectives, feelings, and experiences.

For the present study, a total of 46 participants were interviewed consisting of university students and community members, were involved in the study. Complementing the interviews, participants also engaged in a series of structured, hands-on activities where they collaboratively discussed and identified current social issues, proposed solutions, and examined these issues through the integrated lens of Naqli (revealed knowledge) and Aqli (rational knowledge). These participatory activities served not only as a learning process but also as a form of data generation that captured how theoretical knowledge could be translated into meaningful social action.



Picture 1: structured hands-on activities

Data from the interviews were analyzed thematically (Braun & Clarke, 2022) to uncover recurring patterns and meanings. The process began with familiarization, involved reading the interview transcripts to gain an overall understanding of the content. Following that, initial codes were generated by highlighting significant features of the data such as repeated phrases, striking statements, or notable emotions expressed by participants. Each code represented a basic element or idea in the data. Next was searching for themes by grouping similar codes together into broader categories that captured key ideas or concepts. These themes represented shared meanings or patterns across the interviews. Once themes were developed, they were reviewed to ensure they accurately reflected the data and were distinct from each other. This step also involved refining the themes to better capture the essence of what participants were expressing. Then, themes were defined and named, with clear explanations and illustrative quotes to support each one. The implementation of thematic analysis is not just about summarizing data, but about generating meaningful insights that help explain how participants make sense of their experiences.

Three key themes emerged from the analysis: (1) Personal Growth and Commitment, (2) Naqli-Aqli Knowledge Integration, and (3) Transformative Impact through Integrated Knowledge. These findings demonstrate how combining reflective interviews with participatory learning activities enables a deeper understanding of how faith-informed digital engagement can empower youth to address social challenges effectively.

RESULTS AND DISCUSSION

The findings of this study highlight the importance of integrating Naqli (revealed knowledge) and Aqli (rational knowledge) in digital campaigns, which play a significant role in shaping personal and societal transformation. These themes align closely with the existing literature on digital media campaigns, naqli and naqli integration, and social change. The study revealed three key

themes: Personal Growth and Commitment, Naqli-Aqli Knowledge Integration, and Transformative Impact through Integrated Knowledge. The themes and subthemes can be visualised as follows:



Figure 1: Visualization of themes and subthemes.

Personal Growth and Commitment

One of the most prominent themes that emerged from the analysis was Personal Growth and Commitment. Majority participants demonstrated a renewed motivation to engage in the integration of naqli and aqli knowledge, especially through digital platforms. This suggests the development of self-efficacy, where individuals perceive themselves as capable agents of change. For example, one participant reflected: *“I got motivated to spread campaign that is embedded with integration of knowledge using digital tools.”* This sense of motivation signifies a psychological readiness and willingness to act, indicating that digital da’wah becomes not just a tool, but a personal mission.

Additionally, several participants reported increased confidence, with one stated: *“I feel that I am becoming more confident to do da’wah or spreading campaign through online platforms”* and another explained: *“I feel that I have the desire to do campaign to the society.”* These statements reflect growing self-belief and clarity of purpose, as digital campaigns provided a structured yet flexible avenue for them to express religious values. It is also evident that their involvement enhanced their personal responsibility, as expressed by another participant: *“I am*

encouraging myself first to change, and inspire others to join the movement through digital campaign.”

Other participants noted interest and enjoyment in digital campaign activities, indicating that the experience did not just enhance knowledge, but sparked intrinsic motivation. For example: *“I feel more interested in delving into online campaign and da'wah activities,”* and *“I feel that I can consistently focus on sharing information by integrating knowledge on social media.”* This proactive behavior signals the internalization of values, in line with Experiential Learning Theory (Kolb & Kolb, 2017), where reflective, hands-on learning fosters deeper understanding and ownership of action. The data also revealed a positive shift in attitude, with one participant stated: *“I learn a new method of inviting others, through digital campaign and combining the Islamic perspective knowledge.”* This shift demonstrates how the integration of naqli and aqli elements in campaign-based learning enables the Muslim youths to view religious outreach not as rigid, but adaptable and responsive to modern tools.

Beyond internal growth, participants also developed social and civic engagement. A participant indicated: *“I have become more concerned about the surrounding environment and more interested in digital campaign and as a Muslim, it makes me aware of my commitment and responsibility,”* and another participant commented *“I am becoming proactive in solving problems faced in the environment and knowing how to overcome them with the perspective of Islam and rational thinking.”* These insights suggest the emergence of what can be termed socially responsible digital *da'ie* in which individuals who are not only digitally literate but also committed to ethical and community-oriented communication. Arguably this is in line with Reason and Bradbury's (2008) perspective in which individuals can become active in creating knowledge.

Some participants emphasized the long-term nature of their commitment, using phrases like *“the digital campaign requires continuous practice”* and other participant commented: *“It made me realize to implement campaigns for good practices in my daily life.”* These reflect a shift from short-term project engagement to sustained behavior and lifestyle change where attitudes, subjective norms, and perceived behavioral control contribute to intention and continued action.

Lastly, personal growth was not limited to internal reflection, but also included skill development, as captured in the interview: *“I feel I have become more skilled in producing appealing da'wah content and digital campaigns that resonate with the community.”* Such technical empowerment, when coupled with spiritual intention, forms a holistic transformation that aligns with the integration of naqli and aqli knowledge frameworks.

Naqli and Aqli Knowledge Integration

The second major theme that emerged from this study is Naqli and Aqli Knowledge Integration, which reflects participants' recognition of the need to harmonize revealed (naqli) knowledge with rational (aqli) reasoning in the realm of digital campaign and social change. This integration was not only acknowledged theoretically but also manifested in participants' practical applications, especially in designing digital content with both spiritual depth and strategic relevance.

Several participants highlighted their ability to analyze contemporary issues through a Qur'anic lens. For instance, one stated: *“I am able to identify social issues and find solutions*

based on the Quran." This asserts that the synthesis of naqli and aqli knowledge is central to meaningful Islamic communication (Universiti Sains Islam Malaysia, 2021). Participants were not simply receiving scriptural content but actively engaging in contextual reasoning to apply Islamic values to modern societal challenges.

Other participants demonstrated an enhanced commitment to continuous learning, emphasizing their interest in deepening both scriptural and rational understanding. One participant noted: *"I want to gain more knowledge from the campaign I participated in,"* and another shared: *"Will pay attention to learning naqli and aqli knowledge related to the implementation of digital campaigns."* These reflections suggest that experiential learning strategies, like digital campaigns, foster a desire for deeper intellectual and spiritual exploration, supporting Kolb's Experiential Learning Theory (2017).

The integration was also seen as enhancing Qur'anic application in everyday life, with one participant stating: *"the activity had a profound impact on applying the Quran in daily life,"* and another participant commented: *"After participating in this program, I feel the need to understand the Quran better."* These reflections illustrate not only increased scriptural knowledge but also the ability to internalize and apply Islamic teachings in real-world contexts, an essential indicator of transformative learning.

Furthermore, the integration shaped participants' ethical and strategic thinking. One participant remarked: *"Combining both Islamic teachings and modern knowledge helps me address issues in a balanced and thoughtful way. It is not just about knowledge, it is about applying it wisely."* This balance reflects the Islamic revealed knowledge as the foundation of responsible Muslim identity in the digital era, that is the capacity to reason ethically while rooted in faith.

Participants also acknowledged the need for strategic communication and campaign design, as evidenced by their understanding of how digital tools can be aligned with Islamic goals. For example, one participant noted the importance of *"learning naqli and aqli knowledge related to the implementation of digital campaigns,"* pointing to the deliberate integration of spiritual values and media strategy. Arguably, digital ethics education can nurture critical, ethical engagement with technology particularly among youth.

The campaign experience allowed participants to embody Qur'anic values such as *amar ma'ruf nahi mungkar* (enjoining good and forbidding evil), not as abstract ideals but as actionable frameworks for digital content creation. The integration of naqli-aqli knowledge thus became a living practice a holistic engagement with Islamic principles, digital literacy, and civic responsibility. Participants not only shared content but also shaped their worldview and behaviors, reflecting a maturing spiritual-intellectual identity.

Transformative Impact through Integrated Knowledge

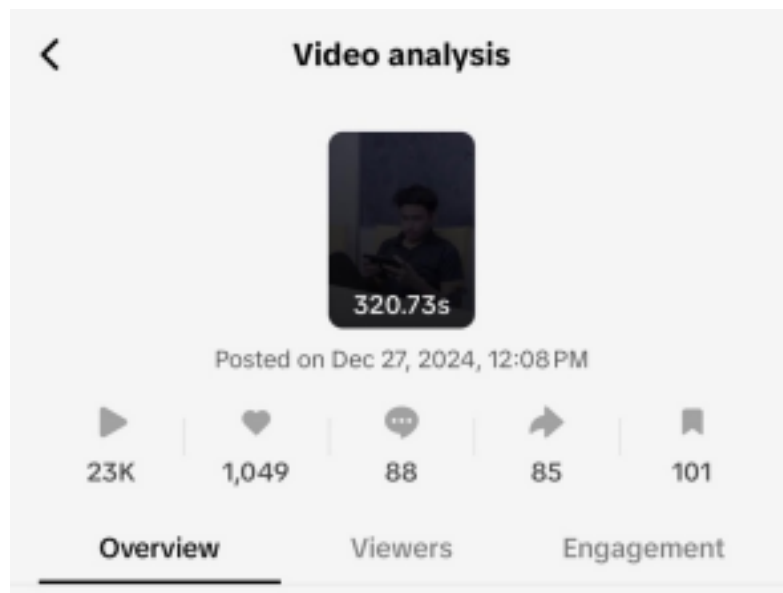
The third theme, *Transformative Impact through Integrated Knowledge*, captures how participants not only acquired new skills and perspectives but also underwent meaningful personal and social transformation through their involvement in digital da'wah campaigns. This theme reflects a shift from individual learning to collective responsibility, emphasizing the broader societal implications of faith-integrated digital communication.

Participants also reported significant changes in their understanding and use of digital

tools to promote positive social values. One participant commented: *“I believe that spreading Islamic knowledge and cultivating social responsibility through digital platforms is very important. This motivates me to be more active in sharing useful content and encouraging positive social change.”* This reflects that digital engagement can inspire youth to use technology for moral and communal benefit while underscore the role of communication technologies in transforming norms and mobilizing communities for action.

Several participants also expressed enhanced community awareness and engagement. For instance, *“It helped me become aware of increasing activities involving the community,”* and *“I am able to strengthen relationships between participants and the community in terms of learning and issues in the integration of naqli aqli knowledge including digital campaign.”* These reflections underscore the importance of community engagement as a pathway to sustainable change. Moreover, social change becomes more impactful when it is locally grounded and participatory, encouraging a sense of shared responsibility and collective ownership (Sharpe, 2014).

The digital campaigns enabled participants to become not just consumers of knowledge, but active agents of change. As argued by Carvalho and Peterson (2022), transformative communication means individuals actively engage in critical reflection, able to interact and act collectively. As evidenced by one participant’s statement: *“The hands-on activity has shown me how important it is to involve people in spreading the message, not just me. I feel like I am part of something bigger. As result our team with community managed to get over than 23,000 views for the digital campaign video”.*



Picture 2: visualization of video analysis on TikTok platform used by community and participants.

This highlights how social empowerment emerged as a key sub-theme under the broader transformative impact, reflecting increased civic engagement and self-efficacy among participants. The experiential approach aligns with Fenton and Barassi’s (2021) argument that

campaigns that merge personal experience with shared values foster the sense of social responsibility and togetherness.

The integration of naqli and aqli knowledge played a crucial role in making these transformations ethically grounded. One participant stated: *“now I know how to ethically conduct campaigns using digital tools based on naqli and aqli. It strengthened my faith by recognizing the greatness of Allah, while empowering myself and the community to restore Islamic civilization and unity among Muslims”*. While another participant added: *“I pay attention to learning naqli and aqli knowledge related to the implementation of digital campaigns. This integration is essential in nurturing socially responsible Muslims, especially youth like me. By combining spiritual insight with rational thinking it makes me more concerned on ethics and responsibility”*.

sustainably. These remarks highlight digital strategy as the importance of coupling technical skills with moral frameworks. On the other hand, digital innovation anchored in faith-based values can bridge generational and cultural divides while preserving spiritual identity.

Participants also became more intentional in using communication methods tailored to different audiences. One reflected on the importance of *“communication methods tailored to different age groups, so that the campaign approach can attract their interest.”* This point underscores strategic communication, reflecting the participants' growing awareness of audience-centered design in digital messaging. In essence, the findings suggest that transformative learning occurred not just at the individual level but also within participants' social outlook and community practices. These campaigns empowered participants to link faith-based ethics with contemporary tools, shaping a new generation of digital da'ies who are confident, strategic, and socially engaged. The integration of spiritual insights, rational thinking, and community collaboration thus served as a catalyst for ethical digital citizenship and collective transformation.

CONCLUSION

This study has examined the role of digital campaigns in addressing contemporary social issues by emphasizing the integration of *Naqli* (revealed knowledge) and *Aqli* (rational knowledge) within the learning experience of Muslim youth. The findings underscore the powerful potential of digital platforms as tools not only for communication but also for ethical engagement and transformative learning. Through a hands-on and experiential approach, participants were encouraged to critically observe real-life social issues, design campaign strategies, and apply Islamic values alongside logical reasoning to propose viable solutions.

The integration of Naqli and Aqli frameworks provided the foundation for the digital campaigns developed by the participants. This combination allowed them to create content that was not only socially relevant but also spiritually and ethically grounded. Their learning experience went beyond theoretical understanding; it fostered personal reflection and a sense of moral responsibility. The thematic analysis from the semi-structured interviews revealed how deeply this approach influenced their personal development, ethical outlook, and social awareness.

Three major themes emerged from the thematic analysis: Personal Growth and Commitment, Naqli-Aqli Knowledge Integration, and Transformative Impact through Integrated

Knowledge. The first theme highlighted participants' increased confidence, renewed motivation, intrinsic motivation and sense of accountability in engaging with digital da'wah. This personal growth points to the effectiveness of experiential learning in instilling a sense of purpose and digital activism rooted in Islamic values.

The second theme, Naqli-Aqli Knowledge Integration, emphasized the intellectual and ethical synergy that occurs when religious principles are combined with rational thinking. Participants reported that this dual approach empowered them to address social problems with clarity, balance, and wisdom. Their campaigns reflected a deep understanding of how faith and reason can work together to inform actions that are not only effective but also ethically sustainable.

The third theme focused on the broader transformative impact of these integrated digital campaign approach. Participants began to see themselves as agents of change within their communities, capable of mobilizing others and influencing societal norms through digital media. Their campaigns were not isolated efforts but formed part of a collective, value-driven movement for positive change. This reflects how the strategic use of digital platforms, when infused with religious and rational guidance, can foster socially responsible digital citizens.

Overall, this study contributes to the growing body of literature on digital media and Muslim youth engagement by presenting a practical, values-based model for digital campaigning. It shows that the integration of Naqli and Aqli knowledge not only enhances the effectiveness of digital campaigns but also nurtures the spiritual, intellectual, and civic capacities of young Muslims. By equipping them with ethical frameworks and practical tools, such initiatives can prepare a new generation of Muslim youth to respond meaningfully to contemporary challenges while remaining anchored in their religious identity. Future research and educational programs should continue to explore this integrative approach to cultivate empowered, reflective, and socially engaged youth who can leverage digital platforms to promote lasting change in their communities.

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