

Transformation of Islamic Studies in The Digital Era: Opportunities and Challenges

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Abstract

The transformation of Islamic studies in the digital era has brought significant impacts on research methodologies, accessibility to knowledge sources, and challenges related to scholarly authority. The digitization of Islamic literature has enabled broader access to Islamic sources, but it has also raised challenges concerning the validity and authority of these sources. Technologies such as big data and artificial intelligence (AI) have opened new opportunities for Islamic studies to become more empirical. However, the use of these methods also faces potential biases and data manipulation. Additionally, the phenomenon of "digital preachers" emerging on social media has introduced challenges related to scholarly authority, as not all narratives circulating online are academically accountable. This article analyzes the opportunities and challenges faced by Islamic studies in the digital era, emphasizing the need for strengthening digital literacy and academically grounded research methodologies to maintain the credibility of Islamic scholarship. Thus, while digitization offers numerous opportunities, careful management is required to preserve the integrity and authority of Islamic knowledge in the digital space.

Keywords: islamic studies, digital era, scholarly authority, big data



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INTRODUCTION

Islamic studies, as a broad and rich field of knowledge, has evolved rapidly alongside societal changes. In recent decades, the transformation of information and communication technology (ICT) has significantly impacted various academic disciplines, including Islamic studies (R. A. Sanusi & Bolaji, 2024; Ritonga et al., 2023). The digital era, characterized by rapid advancements in internet usage, social media, and other digital platforms, has opened numerous opportunities for the development of Islamic studies (Khalilullah et al., 2024); (M. Sanusi, 2024). Access to Islamic literature, which was previously limited by geographical, economic, or physical factors, is now available to anyone worldwide. In this regard, digitization has enabled Islamic literature, including classical texts, tafsir (exegesis), hadith (prophetic traditions), and contemporary scholarly works, to be accessed more easily and widely.

However, while the digital era offers significant opportunities to expand the scope of Islamic studies, it also presents several challenges that must be addressed by academics and the general public (Budiarti et al., 2022). One of the greatest challenges is related to the validity and authority of knowledge. Information circulating in the digital space is often unverified and risks creating misunderstandings or deviations from authentic Islamic teachings. Moreover, the emergence of "digital preachers" or non-academic influencers on social media has complicated the challenge of ensuring the accuracy and authority of knowledge (Sartika et al., 2021). This can lead to fragmentation in the understanding of Islam, with various conflicting interpretations and schools of thought.

Furthermore, the development of digital technology has altered the methodologies used in Islamic studies. The use of big data and artificial intelligence (AI) in analyzing Islamic texts has begun to be introduced, opening new possibilities in scholarly research (Wasehudin et al., 2024). For example, the analysis of the Qur'an, hadith, or classical Islamic thought using digital data analysis techniques can help researchers identify patterns or trends in Islamic intellectual history that are difficult to achieve through conventional methods (Niam, 2024). However, the application of these new methodologies also faces issues related to the reliability and accuracy of analyses, which depend on the quality and validity of the data.

In this context, this article aims to analyze how the digital transformation in Islamic studies affects important aspects of Islamic scholarship, such as research methodologies, the authority of knowledge sources, and the accessibility of knowledge. Additionally, this article will discuss the challenges of maintaining the integrity of Islamic knowledge in the digital world and the importance of digital literacy to ensure that Islamic studies remain within the framework of credible and authentic scholarship. Using a qualitative literature review approach, this article hopes to contribute to understanding the dynamics of Islamic studies in the digital era and suggest strategic steps to optimize the potential of digitization in Islamic scholarship.

RESEARCH METHOD

Research Design

This research employs a qualitative approach with a literature review method to analyze the transformation of Islamic studies in the digital era.

Research Target/Subject

The population consists of secondary school students enrolled in science courses. A sample of students is selected using a purposive sampling technique, ensuring that participants have similar prior knowledge and learning backgrounds. Two groups are formed: the experimental group, which receives instruction through PBL, and the control group, which follows conventional teaching methods. The sample includes students from different grade levels to assess the effectiveness of PBL across various age groups.

Research Procedure

The research procedure begins with a pre-test to evaluate students' initial understanding of the selected science topics. The experimental group receives instruction using PBL, where students engage in real-world problem-solving activities, guided inquiry, and collaborative discussions. The control group follows a lecture-based approach with teacher-centered instruction. After the intervention period, a post-test is administered to assess learning outcomes. Student engagement data is collected through surveys, and classroom interactions are documented through structured observations.

Instruments, and Data Collection Techniques

Data was collected through document studies involving books, journal articles, and relevant research reports, as well as observations of digital platforms to examine the development of Islamic studies on social media and online learning platforms.

Data Analysis Technique

The analysis was conducted using thematic analysis, identifying key themes emerging from the reviewed literature, such as the impact of digitization on the authority of Islamic knowledge and technology-based research methodologies. Data validity was ensured through source triangulation and theory triangulation to maintain objectivity and credibility in the research findings. Using this method, the research aims to provide a comprehensive overview of the opportunities, challenges, and impacts of digitization on Islamic studies.

RESULTS AND DISCUSSION

Digitization of Islamic Sources and Knowledge Accessibility

The digitization of Islamic sources has become a significant phenomenon in the transformation of Islamic studies. Various classical manuscripts, tafsir books, hadith collections, and other Islamic literature are now available in digital formats. Platforms such as Al-Maktabah al-Shamilah, Bayt al-Hikmah, and Google Books provide wide access to Islamic literature that was previously difficult to obtain. According to Wahid (2024), the digitization of Islamic knowledge allows Islamic studies to develop more broadly and inclusively, although a critical approach is still necessary in its usage (Wahid, 2024).

However, digitization also poses challenges in validating the authenticity of sources. The proliferation of websites and social media platforms presenting Islamic information without clear academic standards risks distorting understanding. Therefore, digital literacy is essential in understanding Islamic texts to ensure they remain grounded in proper methodologies.

The digitization of Islamic sources refers to the process of converting Islamic texts that were previously in physical or manuscript form into digital formats, such as PDFs, e-books, or online databases. This digitization encompasses various Islamic literature, including the Qur'an, hadith, tafsir, fiqh (jurisprudence), and classical works of Islamic scholars. This process utilizes information technology to expand the accessibility and distribution of Islamic texts among

academics and the Muslim community at large. According to Nasr (1976), digitization opens opportunities for Muslims worldwide to access Islamic literature that was previously limited by geographical and economic factors.

As an example, the Al-Maktabah al-Shamilah project, which provides a wide collection of classical texts across various disciplines of Islamic studies, has made a significant contribution to the digitization of Islamic resources (Bibi et al., 2022). A similar initiative is undertaken by Bayt al-Hikmah, which offers a digital collection of over 35,000 books and scholarly treatises from various branches of Islamic knowledge. Thus, digitization serves as a crucial step in expanding access to Islamic knowledge for Muslims who lack access to traditional libraries or Islamic educational institutions.

Digitization offers numerous opportunities in Islamic studies, particularly in terms of accessibility and knowledge distribution. One of the main advantages is increased accessibility. In an increasingly globally connected world, digitization allows anyone to access Islamic sources from anywhere in the world using a computer or smartphone. This opens opportunities for Muslims living in remote areas far from Islamic educational centers to access scholarly resources that were previously difficult to obtain. Mar states that digital literacy is a crucial element in enhancing individuals' ability to access and manage Islamic information effectively (Nur Azaliah Mar, 2024).

Additionally, digitization facilitates faster and broader dissemination of information. In the context of Islamic research, scholars and academics can share their findings through online journals or web-based platforms, accessible to other academics worldwide. In this regard, digitization not only enhances access to Islamic sources but also enables global collaboration in Islamic scholarly research (Ichwan et al., 2024). Through academic forums and online discussions, scholars can exchange ideas and findings, enriching the understanding of Islam.

Although digitization brings many opportunities, certain challenges also arise in the process. One of the greatest challenges is related to the validity and authenticity of sources. Not all platforms providing access to Islamic sources meet adequate academic standards. Many websites and applications offer Islamic literature without clear information about the sources or scholarly authority behind the texts. This risks creating knowledge distortions and spreading inaccurate or unverified information.

For example, information taken from unverified or unaccountable sources can exacerbate the phenomenon of religious hoaxes widely circulating on social media and the internet. Verhoef et al explains that although many digital sources are easily accessible, the greatest challenge in the digital era is ensuring that the information obtained comes from reliable and authentic sources (Verhoef et al., 2021). Therefore, it is essential for digital users to possess high digital literacy to distinguish between valid and invalid information.

Furthermore, digitization also raises issues related to copyright and intellectual property protection. Many Islamic texts have entered the public domain, but there are also modern scholarly works still protected by copyright. In some cases, digitization may involve legal issues, requiring further attention to how copyright and intellectual property protection are applied to Islamic scholarly works.

Technology and Innovation in Accessing Islamic Knowledge

As technology advances, various innovations have emerged to facilitate access to Islamic knowledge. One notable innovation is the use of mobile applications to help Muslims access the Qur'an, tafsir, and hadith on their mobile devices. Applications such as Ayat, Qur'an

Majeed, and Muslim Pro provide users with the convenience of reading the Qur'an, listening to tafsir, and understanding Islamic teachings interactively. With such applications, Muslims can learn and engage with their religious teachings anytime and anywhere.

Additionally, online platforms such as Coursera and edX offer various courses and scholarly lectures on Islam accessible to anyone (Likovič & Rojko, 2022); (Perifanou & Economides, 2022). This makes Islamic education more inclusive and open to all, both in Muslim-majority and non-Muslim countries. According to Zain et al, the use of information technology in Islamic education can accelerate the learning process and reach a broader audience (Zain et al., 2024), including those who previously lacked access to formal Islamic educational institutions.

Methodology of Islamic Studies in the Digital Context

Technological advancements have not only impacted access to sources but also the methodologies of Islamic studies. Islamic scholarship has begun to adopt multidisciplinary approaches by utilizing big data, artificial intelligence (AI), and digital social analysis. According to Kholili et al, digital analysis methods enable Islamic studies to become more empirical by leveraging data from social media and online journals (Kholili et al., 2024).

For example, the analysis of religious trends on social media can be used to understand how interpretations of Islam evolve among urban and digital-native communities. However, the use of these methods also faces criticism due to algorithmic biases and the potential for data manipulation, which can obscure the validity of research.

The development of digital technology has significantly impacted the methodologies of Islamic studies. Previously, Islamic studies were primarily conducted through traditional textual approaches relying on manuscripts, books, and scholarly gatherings. Now, research methods and access to Islamic sources have undergone digital transformation. Digitization in Islamic studies opens opportunities for academics to utilize technology in data processing, text analysis, and the dissemination of research findings more broadly and effectively.

In the digital era, Islamic studies no longer rely solely on normative and historical approaches but also adopt various technology-based methods. Some approaches used in Islamic studies in the digital context include:

Digital Text Analysis

The digitization of Islamic sources enables broader and more systematic text analysis. With software such as Voyant Tools and Python NLTK, researchers can conduct keyword searches, semantic analysis, and mapping of conceptual relationships in classical texts and contemporary Islamic literature. Big data-based approaches in Islamic studies allow for the exploration of texts on a large scale that was previously difficult to achieve manually.

Digital Humanities in Islamic Studies

Digital humanities is an interdisciplinary approach that combines Islamic studies with digital technology to analyze religious phenomena, Islamic culture, and the thoughts of scholars in the digital space. For example, social media analysis is used to understand religious narratives evolving within the global Muslim community.

Digital Ethnography Methods

Islamic studies in the digital context can also be conducted through digital ethnography, which focuses on observing religious interactions and practices in the virtual world. This method allows researchers to examine how Muslim communities practice and discuss Islamic teachings through digital platforms such as Facebook, Twitter, and YouTube.

Social Network Analysis (SNA)

In Islamic studies, SNA is used to analyze the relationships between figures, scholars, and Islamic institutions active in the digital space. Through digital network mapping, researchers can observe how Islamic ideas spread and identify key actors in the dissemination of Islamic discourse on social media.

Challenges and Implications of Digital Methodologies in Islamic Studies

Although digital methodologies in Islamic studies offer many opportunities, several challenges need to be addressed:

Validity and Authority of Sources

One of the greatest challenges in digital-based Islamic studies is the validity of sources and the scholarly authority of the texts used. Not all information available on the internet meets accountable academic standards. Therefore, it is crucial for researchers to use reliable sources such as Al-Maktabah al-Shamilah, Google Scholar, or reputable journals.

Distortion of Islamic Scholarship

Digitization also carries the risk of distorting Islamic scholarship through biased interpretations or the spread of inaccurate information. This phenomenon is increasingly exacerbated by the tendency of the public to accept information from social media without academic verification.

Shifts in Religious Authority

The development of digital technology has also shifted the concept of religious authority. Previously, Islamic authority was dominated by scholars with clear scholarly lineages. Now, new religious figures gain legitimacy through popularity on social media.

One of the main challenges in Islamic studies in the digital era is the shift in scholarly authority. In the past, Islamic scholarship was dominated by scholars and formal institutions such as Islamic boarding schools and Islamic universities. However, with the internet, individuals can easily disseminate their thoughts without undergoing rigorous academic processes. This has led to the emergence of "digital preachers" who have significant influence on social media but may lack sufficient scholarly credentials.

The digital age has democratized knowledge but also created challenges in maintaining authentic Islamic authority. According to Asad (Asad, 2003), digital Islam provides broad access for Muslims to learn about their religion but also risks creating fragmented understandings due to the lack of academic oversight over circulating narratives.

Some of the challenges include: first, The Spread of Unverified Information. One of the greatest challenges in the digital world is the spread of unverified information. With the rapid growth of social media, information related to Islam can easily spread without undergoing strict verification processes. Vinhas & Bastos notes, the presence of unverified information is highly dangerous, as it can obscure the public's understanding of authentic Islamic teachings (Vinhas & Bastos, 2023). In the digital space, anyone can claim authority, and the information they disseminate is often not academically accountable.

Second, The Emergence of New Religious Figures. In the digital world, new "religious figures" often emerge, gaining influence through platforms such as YouTube, Instagram, or Twitter. These figures, although often lacking legitimate scholarly credentials, can attract large audiences due to their ability to deliver messages in engaging ways (Sany et al., 2023). That such figures sometimes gain far more influence than traditionally credible scholars

(Buzzaccarini et al., 2023). This creates ambiguity regarding who should be referenced in Islamic studies.

Thirdly, Fragmentation and Polarization of Understanding. The digital world allows various interpretations of Islamic teachings to develop rapidly without adequate oversight. This risks creating fragmentation in the understanding of Islamic teachings. As Nordbrandt explains, this polarization is further exacerbated by social media discussion spaces that allow different groups with varying understandings to interact without constructive dialogue (Nordbrandt, 2023). This polarization creates doubt among Muslims about which authority to follow.

The fourth, Difficulty in Identifying Authentic Sources. One of the greatest challenges faced by Muslims in the digital world is the difficulty in identifying authentic and reliable sources. The abundance of information available in the form of articles, videos, or blogs makes it challenging for the public to determine which sources are trustworthy. Unreliable or non-credible sources can lead to the spread of misunderstandings about Islam. In this context, it is essential for Muslims to possess strong digital literacy to discern valid information (Syukri et al., 2023; Agustina et al., 2024). Mastery of digital literacy is crucial for maintaining the quality of Islamic understanding in the digital world.

CONCLUSION

Islamic studies have undergone significant transformation in the digital era, bringing both new opportunities and challenges. The advancement of information and communication technology (ICT) has facilitated access to Islamic literature, including classical texts, tafsir (exegesis), hadith (prophetic traditions), and contemporary works, through digital platforms such as Al-Maktabah al-Shamilah and Google Books. This has enabled the dissemination of Islamic knowledge to become more widespread and inclusive, reaching communities across the globe that were previously constrained by geographical and economic barriers.

However, the digital era also presents serious challenges, particularly concerning the validity and authority of knowledge. Information circulating in digital spaces is often unverified, risking the creation of misunderstandings or deviations from authentic Islamic teachings. The emergence of "digital preachers" or non-academic influencers on social media further complicates this challenge, as they may propagate interpretations not necessarily grounded in established scholarly authority. This has the potential to lead to fragmentation in the understanding of Islam, with various conflicting interpretations arising.

Moreover, technological advancements have altered research methodologies in Islamic studies. The use of big data and artificial intelligence (AI) in analyzing Islamic texts has opened new possibilities for research, such as identifying patterns or trends in the history of Islamic thought. However, the application of these methods also faces challenges related to the reliability and accuracy of analyses, which heavily depend on the quality and validity of the data. To address these challenges, digital literacy has become crucial. The public must be equipped with the ability to distinguish between valid and invalid information, as well as understand the importance of referencing credible sources. Additionally, efforts must be made to ensure that the development of Islamic studies in the digital era remains within the framework of authentic and trustworthy scholarship. In conclusion, the digital transformation in Islamic studies offers significant opportunities for expanding access and fostering innovation

in research. However, it also necessitates vigilance in addressing emerging challenges, particularly in maintaining the integrity and authority of Islamic knowledge.

AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing. Conceptualization; Data curation; In-vestigation. Data curation; Investigation.

Author 2: Formal analysis; Methodology; Writing - original draft. Supervision; Validation.

Author 3: Other contribution; Resources; Visuali-zation; Writing - original draft.

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