

The Influence of Da'wah Messages on the Ustadz Adi Hidayat Official YouTube Account on Students' Religious Behavior

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ABSTRACT

The phenomenon of the development of digital da'wah through YouTube has become an effective means of conveying Islamic values to the younger generation, where university students play a strategic role in critically and objectively assessing the effectiveness of online da'wah. This study examines the influence of da'wah messages delivered through the Ustadz Adi Hidayat Official YouTube channel on the religious behavior of students at the Universitas Islam Negeri Sumatera Utara Medan. This research employs a quantitative method with a correlational approach. Data were collected through questionnaires distributed to 100 students selected using purposive sampling. The validity and reliability of the research instruments were tested using SPSS software. Hypothesis testing was conducted using simple linear regression, specifically the t-test. The results show a significant positive influence of the da'wah messages on the Ustadz Adi Hidayat Official YouTube channel on students' religious behavior. The coefficient of determination (R^2) of 0.435 indicates that 43.5% of the students' religious behavior can be explained by the da'wah message variable. The significance value of 0.000 (< 0.05) indicates the relationship is statistically significant. Conclusion: The digital da'wah content on the official YouTube channel of the Ustadz Adi Hidayat significantly contributes to increasing students' religiosity.

Keywords:

Digital da'wah, YouTube, Ustadz Adi Hidayat, Religious Behavior, Students

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A. INTRODUCTION

Da'wah refers to the wise and purposeful transmission of Islamic teachings through speech, writing, and actions to transform individuals and society toward goodness in both worldly and spiritual realms (Abdullah, 2019; Qodarudin, 2019; Bahroni, 2018). Digital Islamic preaching has expanded



access across regions and encouraged youth engagement through interactive content and two-way communication on social media platforms (Sikumbang et al., 2024; Raya, 2024; Zafri et al., 2023). The emergence of celebrity preachers in digital media has shifted traditional religious authority but also presents challenges, including spreading extremist ideologies and commercializing religious messages that can mislead audiences (Raya, 2025; Nurliah & Juwita, 2023).

Digital platforms have democratized Islamic discourse and religious education, while simultaneously challenging traditional hierarchies and contributing to the commodification of religious knowledge (Salam-Salmaoui et al., 2025; Abusharif, 2024; Zohdi et al., 2024). The ASWAJA al-Nahdhiyah movement has adapted its da'wah strategy to remain relevant to millennials by utilizing social media and emphasizing education and mentorship to counter radical ideologies and strengthen traditional religious perspectives (Hasanah et al., 2024).

Although political issues are not a primary concern for younger generations, religious preaching by scholars on social media continues to influence their knowledge and attitudes regarding national and local matters (Usman et al., 2024). Producing high-quality da'wah content requires video production and scriptwriting skills, which demand specialized training and consistent practice (Ashaari et al., 2015). Social media has also become an ideal public space for da'wah, opening opportunities for more inclusive and diverse religious discourse (Zuhriyah & Rohimah, 2024).

In the new normal era, digital media such as YouTube, Zoom, and other social platforms became essential tools for delivering Islamic messages due to physical restrictions (Baidowi & Salehoddin, 2021). Platforms like YouTube facilitate the dissemination of da'wah to younger audiences through accessible, informative, and engaging videos (Aisyah, 2022; Shabna Dafita et al., 2024; Rozi, 2023). Ustadz Adi Hidayat utilizes YouTube as his primary medium for da'wah, employing effective communication techniques such as emotional intonation and varied speaking tempo to capture attention and aid comprehension (Septiani et al., 2023). Through videos and live lectures, he uses YouTube to broadly spread Qur'anic knowledge throughout Indonesia (Putri, 2024).

Ustadz Adi Hidayat's official YouTube channel, @AdiHidayatOfficial, which has 5.77 million subscribers and over 2,500 videos, serves as the primary data source for this study. His preaching style combines Qur'anic and hadith-based knowledge with logical, structured rhetoric, making it particularly accessible to intellectually inclined youth such as university students. Unlike other preachers, he adopts a more argumentative and scholarly tone, offering substantial educational and spiritual value. His structured delivery and reliance on primary sources have the potential to influence student religiosity significantly.

Religiosity includes piety, spiritual awareness, and a harmonious relationship with God through faith (iman), religious practice (Islam), and excellence in conduct (ihsan) in both social life and worship (Bambang & Bahrul Hayat, 2021). Understanding religiosity is particularly relevant for students at the Universitas Islam Negeri Sumatera Utara Medan, who live in the digital era. These students, with strong religious backgrounds and broad access to digital media, are ideal subjects to assess the effectiveness of digital da'wah. However, the extent to which Ustadz Adi Hidayat's YouTube sermons influence their religious behavior remains unclear. Is the content merely consumed for entertainment, or does it inspire behavioral transformation? This study aims to reveal the true impact of digital da'wah in order to help academics and

practitioners formulate relevant da'wah strategies for today's context.

Previous studies have shown a significant positive influence of digital media da'wah on religious understanding and behavior. Ida Kurnia Dewi found that the intensity of watching Ustadz Adi Hidayat's YouTube sermons significantly impacts viewers' religious comprehension and behavior (Dewi, 2019). Feri Fadilah reported that content on the Instagram account @adihidayatofficial influenced 40.3% of the religious behavior of Communication Studies students at Universitas Islam Negeri Suska Riau (Fadilah, 2024). Similarly, Haykal Rizky found that Ustadz Adi Hidayat's podcasts on Spotify improved religious knowledge, motivated behavioral change, and strengthened worship practices among youth (Rizky, 2024).

These three studies demonstrate that digital da'wah media, whether YouTube videos, Instagram posts, or Spotify podcasts, significantly influence religiosity, both cognitively and behaviorally. This study builds upon that foundation by focusing specifically on the impact of da'wah messages from the Ustadz Adi Hidayat Official YouTube channel on the religious behavior of students at the Universitas Islam Negeri Sumatera Utara Medan. In addition to assessing viewing frequency, this research evaluates how these da'wah messages influence students' worship, attitudes, and social interactions. Using a quantitative approach, the study aims to measure the correlation between da'wah messages and religious behavior, offering a robust empirical basis for future strategies in digital Islamic preaching.

B. RESEARCH METHODS

The quantitative method was chosen because it allows the researcher to measure the statistical relationship between the da'wah message as the independent variable and religious behavior as the dependent variable through a correlational approach. The population of this study is active students of the Universitas Islam Negeri Sumatera Utara Medan, who use YouTube. Due to the large population size, a purposive sampling technique was used, namely sampling based on specific considerations (Sugiyono, 2018; Machali, 2021). The sample criterion was active students who had watched Ustadz Adi Hidayat's da'wah on YouTube and were willing to complete the questionnaire. The number of respondents who met the criteria was set at 100 students. The data in this study were obtained through a questionnaire consisting of two parts: (1) measuring respondents' exposure to da'wah messages on YouTube, and (2) measuring religious behavior. Both variables were measured using a Likert Scale with a value range from 1 (strongly disagree) to 4 (strongly agree) with the following questionnaire:

Table 1. Research Instrument

Variable	Indicator	Statement
Da'wah Message (X)	Watching frequency	I regularly watch Ustadz Adi Hidayat's da'wah videos on YouTube.
	Message relevance	Ustadz Adi Hidayat's da'wah content is easy to understand and relevant to life.
	Delivery style	Ustadz Adi Hidayat's delivery style captures my attention.
	Emotional/motivational effect	I feel motivated to do good after watching his da'wah.
	Personal reflection	I often reflect on the da'wah message after watching it.
	Interest in religious knowledge	His da'wah videos make me more interested in studying religious knowledge.
	Message alignment	The da'wah message aligns with Islamic teachings, I understand.



Religious Behavior (Y)	Message dissemination	I often share his da'wah videos with others.
	Scientific foundation	The explanation is based on the Qur'an and Hadith.
	Source credibility	I consider Ustadz Adi Hidayat a trustworthy source of da'wah.
	Obligatory worship	I regularly perform the five daily prayers.
	Quality of worship	I strive to increase solemnity in worship.
	Qur'an reading	I read the Qur'an more diligently in my daily life.
	Ethics and morals	I avoid speaking or misbehaving toward others.
	Honesty and responsibility	I feel more honest and trustworthy in my daily activities.
	Religious activity participation	I actively participate in religious activities on campus or in the community.
	Social interaction discipline	I maintain my interactions according to Islamic values.
	Daily dhikr/prayers	I am accustomed to reciting daily dhikr or prayers in my activities.
	Self-improvement	I am motivated to continuously improve myself spiritually.
	Social concern	I am more sensitive to social issues and enjoy helping others.

Data analysis was conducted using SPSS 20, a statistical software with high analytical capabilities and a user-friendly graphical interface (Handayani, 2023). In this study, the Kolmogorov-Smirnov normality test showed a significance value > 0.05 , indicating that the data are normally distributed. The linearity test showed a significance value of Deviation from Linearity > 0.05 , indicating a linear relationship between variables. The validity test showed that all items had $r\text{-count} > r\text{-table}$, indicating that all items were valid. The reliability test yielded a Cronbach's Alpha > 0.70 , indicating the instrument is reliable. Finally, the t-test showed a significance value < 0.05 , indicating that da'wah messages on YouTube significantly affect students' religious behavior.

Research Hypothesis: The da'wah messages on the Ustadz Adi Hidayat Official YouTube account significantly influence the religious behavior of students at the Universitas Islam Negeri Sumatera Utara Medan.

C. RESULTS AND DISCUSSION

1. Instrument / Questionnaire Test

A validity test was conducted using the **Product-Moment method** by comparing the calculated r -value and the r -table value. The item is declared valid if the calculated $r > r\text{-table}$ (0.1966 at $df = 98$, $N = 100$, $\alpha = 0.05$). The results are explained in the following table:

Table 2. Data Validity

Variable	R Calculated	R Table	Description
X1	0,718	0,1966	VALID
X2	0,532	0,1966	VALID
X3	0,552	0,1966	VALID
X4	0,594	0,1966	VALID
X5	0,713	0,1966	VALID
X6	0,581	0,1966	VALID
X7	0,550	0,1966	VALID
X8	0,622	0,1966	VALID

X9	0,512	0,1966	VALID
X10	0,521	0,1966	VALID
Y1	0,582	0,1966	VALID
Y2	0,449	0,1966	VALID
Y3	0,679	0,1966	VALID
Y4	0,472	0,1966	VALID
Y5	0,628	0,1966	VALID
Y6	0,629	0,1966	VALID
Y7	0,617	0,1966	VALID
Y8	0,581	0,1966	VALID
Y9	0,596	0,1966	VALID
Y10	0,517	0,1966	VALID

Reliability test of the instrument refers to the consistency of the statement items (research instrument). This test can be conducted using Cronbach's Alpha formula. The criterion is that if the Cronbach's Alpha value exceeds 0.7, the statement items are considered reliable (Alfatih, 2021). The researcher used SPSS 20 to determine the reliability of the research instrument.

Table 3. Data Reliability

Variabel	Alpha Cronbach	Requirement	Description
Usage of YouTube Podcast	0,788	0,7	reliable
Strengthening Tolerance	0,772		

Based on the table, it was found that the r-value for Ustadz Adi Hidayat's da'wah message is $0.788 > 0.7$. The r-value for Religious Behavior of students at the Universitas Islam Negeri Sumatera Utara Medan is $0.722 > 0.7$. Thus, it can be concluded that the questionnaire is reliable.

Classical assumption tests, including the normality test, were conducted before simple linear regression to ensure the data were normally distributed. Data is considered normal if the significance value is > 0.05 . This test is important to ensure that the regression analysis results are valid and meet statistical requirements.

Table 4. Data Normality

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		100
Normal Parameters ^{a,b}	Mean	0E-7
	Std. Deviation	2,32340123
	Absolute	,076
Most Extreme Differences	Positive	,061
	Negative	-,076
Kolmogorov-Smirnov Z		,756
Asymp. Sig. (2-tailed)		,617
a. Test distribution is Normal.		
b. Calculated from data.		

The table shows a significance value of 0.617, which is above 0.05. This means the collected data are typically distributed. Next, the linearity test aims to determine whether there is a significant linear relationship between the da'wah message variable (X) and

religiosity (Y). The SPSS test results showed a significance value of 0.519 (> 0.05), so it was concluded that there is a linear relationship between variables X and Y in this study.

2. Hypothesis Testing

Simple linear regression testing examined the significant relationship between the two variables. If the significance value is < 0.05 , then a linear relationship exists. This test aims to ensure that the variables da'wah message and religiosity have a linear correlation, which was analyzed using SPSS, as shown in the following table:

Table 5. t-Test Results

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	12,740	2,343	5,438	,000
	DA'WAH MESSAGE	,601	,068	8,789	,000

a. Dependent Variable: RELIGIOSITY

Table 6. Coefficient of Determination

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,664 ^a	,441	,435	2,33523

a. Predictors: (Constant), DA'WAH MESSAGE

Based on the analysis results in Table 5, the constant value (a) is 12.740, and the regression coefficient of the da'wah message variable (b) is 0.601. Therefore, the regression equation formed is: $Y = 12.740 + 0.601X$. This means that when the da'wah message variable has no influence ($X = 0$), the religious behavior score (Y) remains at 12.740. Meanwhile, every 1% increase in exposure to the da'wah message from Ustadz Adi Hidayat's YouTube channel will increase students' religious behavior by 0.601. Based on the t-test results, the significance value is 0.000, less than 0.05. This indicates that the da'wah message variable from the Ustadz Adi Hidayat YouTube channel (X) significantly affects students' religious behavior (Y). The t-count value of 8.789 is greater than the t-table value of 1.661, so H_0 is rejected and H_1 is accepted (Machali, 2021). Meanwhile, based on Table 6 (Model Summary output), the Adjusted R Square value is 0.435, which means that 43.5% of the variation in students' religious behavior (Y) can be explained by the da'wah message variable (X). Other factors outside this research model influence the remaining 56.5%.

The da'wah message partially has a positive and significant effect on the religious behavior of students at the Universitas Islam Negeri Sumatera Utara Medan, with a contribution of 43.5%. Da'wah messages have developed significantly through modern platforms, especially podcasts, which are favored by today's audience due to their support for high mobility and strengthening the presence of religious organizations in the digital era (Hidayah, 2021). In regions such as Southern Thailand, Jama'ah Tabligh's da'wah activities have promoted moderation and become an effective model for indirect deradicalization (Hidayat et al., 2024). The success of da'wah also depends on ethical communication, where preachers need to combine traditional values with contemporary

communication skills (Aini & Don, 2022). Moreover, E-Da'wah utilizes digital technology to expand the reach of religious messages, supported by the Technology Acceptance Model (Prabowo et al., 2024). The integration of emotional and spiritual intelligence, as Mohammad Natsir exemplified, helps deliver sustainable and compassionate messages (Abdullah, 2017).

Da'wah messages must be conveyed with sincere intention and flexibility, adjusting to time, place, and context so that face-to-face and digital methods can effectively reach the audience (Sikumbang et al., 2024). While digitalization expands the reach of da'wah, it also risks spreading extremist ideologies due to anonymity (Sholihah & Rohmatulloh, 2023). The use of thematic hadiths ensures the message is accurate and engaging (Nan et al., 2024), while also emphasizing the importance of social harmony and tolerance (Haq & Isa, 2024). Local cultural adaptations, such as wayang kulit in Java, help connect the message (Setiawan, 2022). Although resistance exists, such as conflict between Salafi da'wah and traditional scholars, a balanced approach is needed to maintain harmony (Jakfar et al., 2023). Additionally, da'wah media must comply with sharia principles (Ayub et al., 2017) and contribute to community development (Rahmawati et al., 2024).

Message clarity in communication is essential to ensure that the recipient correctly understands the message, making it a key aspect in technical writing and professional communication (Phillips et al., 2024; Cooper, 2017). Clear communication reduces errors and improves efficiency (Craycraft et al., 2016). Clarity is achieved through good message structure, consistency, and concise delivery (Phillips et al., 2024). Language, sentence structure, and nonverbal cues also play a role (Cooper, 2017; Popescu & Popescu, 2019). Methods such as teach-back (Hommes, 2018), simplification (Ruxton et al., 2023), personalization and framing (Hecht et al., 2021), and active listening (Campbell et al., 2022) have been proven to enhance clarity, including in educational contexts (Bolkan, 2016).

D. CONCLUSION

The results of the coefficient analysis in this study indicate a significant influence of da'wah messages on students' religious behavior. This means that the da'wah messages delivered can influence students' attitudes and actions in practicing religious values. This is supported by the coefficient of determination test results, which show that the contribution of da'wah messages to students' religious behavior reaches more than one-third of the total influencing variables, namely 43.5 percent. This percentage illustrates that almost half of the students' religious behavior variation can be explained by the da'wah messages they consume, particularly through digital media. Thus, it can be concluded that da'wah delivered consistently and engagingly through the Ustadz Adi Hidayat Official YouTube channel significantly influences shaping and increasing students' religiosity at the Universitas Islam Negeri Sumatera Utara Medan. These messages are informative and provide strong moral and spiritual encouragement for students in living their daily lives according to Islamic teachings. Therefore, digital da'wah media such as YouTube have effectively conveyed religious values to the younger generation.

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AUTHOR CONTRIBUTIONS

- Author 1 : Formulated the research problem, developed the theoretical framework, conducted data analysis using SPSS, and systematically compiled the final research report from introduction to conclusion.
- Author 2 : Developed the research instruments, distributed questionnaires to respondents, collected and processed the data, interpreted the analysis results, and assisted in preparing the final research report presentation.

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