



Artificial Intelligence Utilization in Supporting Da'wah *Bil Kitabah* Competency Among Islamic Communication and Broadcasting Students at UIN Sumatera Utara

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ABSTRACT

This study aims to analyze the use of artificial intelligence (AI) to support the da'wah bil kitabah competence of students of the Islamic Communication and Broadcasting (KPI) program at the Faculty of Da'wah and Communication. This study used a qualitative, descriptive approach, using data collection techniques such as in-depth interviews, observation, and documentation. The research informants were KPI students selected purposively. The results indicate that students are generally familiar with and use AI in academic activities, such as preparing assignments and searching for references. However, the use of AI in the context of da'wah bil kitabah remains relatively low. This is due to low interest and confidence in writing, the dominance of the oral da'wah paradigm, and a lack of encouragement from the academic environment. The findings of this study indicate a gap between the potential of AI as a writing aid and the reality of its use in da'wah bil kitabah activities. Therefore, strategic efforts are needed to increase student awareness and integrate technology into da'wah learning so that da'wah bil kitabah competence can develop optimally and be relevant to the digital era.

Keywords: *Artificial intelligence; da'wah bil kitabah; digital literacy.*

INTRODUCTION

The development of digital technology in the era of the Industrial Revolution 4.0 has brought significant changes to various aspects of life, including Islamic da'wah. One rapidly developing innovation is artificial intelligence (AI), which can assist humans in producing various forms of work, including writing. The presence of AI should be a significant opportunity for Islamic Communication and Broadcasting (KPI) students

to develop their da'wah competence through the scriptures. Da'wah is no longer limited to the pulpit or spoken word, but can also be carried out through written media, which has a wider reach and is more flexible in disseminating the Islamic message (Rahmawati et al., 2024: 47).

Da'wah *bil kitabab* (Islamic outreach) is a method of da'wah that plays a strategic role in conveying Islamic values through writing, whether in the form of articles, opinion pieces, digital content, or social media. KPI students, as prospective intellectual da'i (preachers), are expected to master this skill as part of their professional competency. However, the reality on the ground shows that student interest and productivity in producing written da'wah works remains relatively low. This is ironic amidst increasingly sophisticated technology that supports the creative process in writing (Regiani et al., 2023: 68).

The presence of artificial intelligence (AI) tools such as ChatGPT, Grammarly, and various other writing tools offers extraordinary convenience in assisting the thinking process, organizing ideas, and producing systematic and high-quality writing. AI can act as a digital assistant, accelerating the writing process, improving language structure, and providing content inspiration. Thus, KPI students should have greater opportunities to be active in da'wah *bil kitabab* (Islamic outreach). However, the reality is that the use of this technology has not been optimal in supporting these competencies (Mukaromah, 2020: 11).

Based on initial interviews with several KPI students from the Faculty of Da'wah and Communication, it was discovered that most students have not yet fully utilized AI for da'wah activities. They tend to use technology only for basic academic needs, such as completing assignments, rather than for developing creative, written-based da'wah. In fact, some students lack awareness of the importance of da'wah as part of their role in today's digital society.

This phenomenon indicates a gap between the potential of available technology and the reality of its use by KPI students. On the one hand, AI presents a solution to facilitate various intellectual activities, but on the other hand, students have not yet been able to integrate this technology into developing their da'wah competencies. This gap is a significant concern because it can impact the quality of KPI graduates, who should be adaptive to current developments and capable of da'wah creatively and innovatively (Ardhi et al., 2025: 231).

Furthermore, the low student interest in da'wah is also influenced by

several factors, such as lack of motivation, minimal da'wah writing training, and a lack of understanding of the productive use of digital technology. AI is often viewed as a quick-fix tool without being strategically utilized to produce valuable Islamic preaching work. However, when used appropriately, AI can be a highly effective tool for improving the quality and quantity of student writing (Rahman et al., 2025: 211).

Several previous studies have examined the use of artificial intelligence (AI) in education, digital communication, and writing development. However, studies specifically investigating the utilization of AI to support da'wah *bil kitabah* competencies among Islamic Communication and Broadcasting (KPI) students remain very limited. To identify the existing research gap, the researcher reviewed relevant studies indexed in Google Scholar, Scopus, and ERIC using keywords such as "AI in education," "AI-assisted writing," "digital da'wah," "Islamic communication," and "technology-based da'wah."

The review indicates that most previous studies focused primarily on the technical and educational aspects of AI utilization rather than its role in strengthening da'wah competencies. Furthermore, studies discussing digital da'wah generally emphasized social media communication and online preaching without specifically addressing writing-based da'wah supported by AI technologies.

The rapid development of artificial intelligence (AI) has attracted significant attention in educational research, particularly regarding its contribution to learning processes and academic writing. Dwivedi et al. (2023) explain that AI can improve students' writing efficiency, productivity, and ability to generate ideas during the writing process. Similarly, Zawacki-Richter et al. (2019) found that AI has become an important component of higher education because it supports personalized learning, facilitates access to information, and enhances digital learning experiences. These studies demonstrate that AI possesses considerable potential to support students' academic development. However, their discussions remain focused on educational and technological dimensions, without addressing its relevance to Islamic communication and da'wah activities.

Further studies have examined the effectiveness of AI in developing writing skills. Rahman et al. (2025), for instance, investigated the use of AI chatbots in Arabic language learning and found that AI-assisted learning significantly improved students' *maharah kitabah* (writing skills). The

findings indicate that AI can function not only as a source of information but also as a learning partner that supports the writing process. Nevertheless, the study was limited to language acquisition contexts and did not explore how AI might contribute to da'wah-oriented writing competencies among students of Islamic Communication and Broadcasting (KPI).

In parallel with the growing interest in AI, research on digital da'wah has also expanded. Rahmawati et al. (2024) argue that digital media have transformed traditional da'wah communication patterns by enabling wider dissemination of Islamic messages through online platforms. Likewise, Divanda (2024) highlights the effectiveness of social media applications, particularly WhatsApp, as tools for delivering da'wah content and engaging audiences. These studies emphasize that technological developments have created new opportunities for da'wah activities. However, they primarily focus on communication media and platforms, paying little attention to the role of AI in supporting the production of da'wah content.

The increasing participation of younger generations in digital spaces has further encouraged scholars to examine digital da'wah practices among youth. Sumardi et al. (2025) found that digital da'wah positively influences youth engagement with Islamic content, particularly among Generation Z, who are highly connected to digital technologies. Their findings suggest that digital platforms provide effective channels for religious communication and knowledge dissemination. Despite these contributions, the study does not address how students develop the writing competencies required to produce quality da'wah content in digital environments.

From an Islamic educational perspective, discussions on AI have also begun to consider ethical implications. Kholilah and Yanuar (2025) argue that AI presents both opportunities and challenges for Islamic education. While AI can support learning effectiveness and innovation, concerns remain regarding academic integrity, critical thinking, and ethical use. This perspective highlights the importance of balancing technological advancement with Islamic values. However, the study remains conceptual and does not investigate students' actual experiences in utilizing AI for academic or da'wah-related writing activities.

Additionally, Efendi et al. (2024) discuss how advances in information systems create broader opportunities for da'wah expansion while simultaneously presenting challenges related to digital literacy and

content management. Their findings reinforce the idea that technology has become an inseparable element of contemporary da'wah practices. Nevertheless, the study does not specifically examine AI-assisted writing or its impact on the development of da'wah competencies among university students.

Based on the existing literature, it can be observed that previous studies have extensively explored AI in education, digital literacy, and digital da'wah. However, there remains limited empirical research investigating how AI is utilized by KPI students to strengthen their *da'wah bil kitabah* competencies. Most studies focus either on technological applications in education or on digital communication in da'wah, without integrating AI utilization, writing competence development, and Islamic da'wah practices into a single analytical framework. Therefore, this study seeks to fill this gap by examining the experiences and perceptions of KPI students in using AI to support their da'wah bil kitabah competence in the digital era.

Therefore, this study aims to fill the existing gap by analyzing how artificial intelligence is utilized by KPI students in developing da'wah bil kitabah competencies in the context of digital Islamic communication. This research contributes to the growing discussion on AI-assisted religious communication and technology integration in Islamic higher education.

In academic studies, extensive research has been conducted on the use of AI in education, particularly in improving writing skills and technology-based learning. However, most of this research still focuses on the technical aspects of using AI as a general academic tool, such as assignment preparation, grammar correction, or increasing the effectiveness of digital learning. Research specifically linking the use of AI to the development of da'wah bil kitabah competencies for Islamic Communication and Broadcasting (KPI) students is still very limited. *Da'wah bil kitabah* has its own characteristics, requiring not only writing skills but also the ability to convey Islamic values persuasively and educationally, in line with developments in digital media (Hidayat, 2023: 100).

Furthermore, previous studies have focused more on the influence of AI on students' literacy skills or academic performance in general, without specifically examining how AI can be utilized as a supporting medium for da'wah competencies. Therefore, this research focuses on linking the use of artificial intelligence to the development of da'wah *bil kitabah* competencies for KPI students within the context of da'wah

education at Islamic universities. This research views AI not only as a technological tool but also as a strategic tool in supporting da'wah transformation in the digital era. Therefore, this research is expected to fill the gap in previous research by providing an empirical study on the use of AI in building creativity, productivity, and written da'wah skills of KPI students (Nurfadillah et al., 2021: 88).

Based on this description, this study aims to analyze the use of artificial intelligence to support the da'wah *bil kitabah* competence of KPI students at the Faculty of Da'wah and Communication. This research is expected to provide a comprehensive overview of the actual conditions in the field and identify factors influencing the low utilization of AI in writing-based da'wah activities. Thus, the results of this study can be used as material for evaluating and developing learning strategies in academic settings.

The use of artificial intelligence in da'wah (Islamic outreach) is not merely a matter of keeping up with technological developments, but also part of efforts to transform da'wah in the digital era. KPI students are required to be able to adapt and utilize technology wisely and productively. Therefore, this research is expected to contribute to increasing student awareness of the importance of da'wah (Islamic outreach) and encouraging the optimal use of AI to support da'wah competencies relevant to the demands of the times.

METHODS

This study employed a qualitative descriptive research design to explore how artificial intelligence (AI) supports the development of *da'wah bil kitabah* competencies among students of the Islamic Communication and Broadcasting (KPI) Study Program. A qualitative approach was considered appropriate because the research focused on understanding students' experiences, perceptions, and practices in utilizing AI-based applications for writing Islamic content and conducting da'wah activities in digital environments. Rather than measuring causal relationships, this study sought to provide an in-depth description of the phenomenon and identify patterns of AI utilization among KPI students.

The research was conducted at the Islamic Communication and Broadcasting Study Program, Faculty of Da'wah and Communication, from February to April 2026. The study focused on KPI students because they are academically trained in Islamic communication, journalism, media

production, and da'wah activities, making them relevant participants for investigating AI-assisted *da'wah bil kitabah*. The research setting was selected purposively due to its direct relevance to the development of written da'wah competencies in higher education.

Informants were selected using purposive sampling based on predetermined criteria. The criteria included: (1) active KPI students in the sixth or eighth semester; (2) experience using AI applications such as ChatGPT, Grammarly, Gemini, or similar tools for academic writing; and (3) involvement in producing Islamic written content, including articles, social media captions, blogs, sermons, or da'wah-related publications. Eight students who met these criteria were recruited as research informants. The number of informants was determined based on data saturation, where no substantially new information emerged from subsequent interviews.

Data were collected through semi-structured in-depth interviews, non-participant observations, and document analysis. Semi-structured interviews were conducted using an interview guide consisting of four major themes: patterns of AI utilization, perceived benefits, challenges and ethical concerns, and the contribution of AI to *da'wah bil kitabah* competency development. Each interview lasted approximately 30–60 minutes and was audio-recorded with participants' consent. Observations were conducted to examine how students interacted with AI tools during writing activities, while document analysis included reviewing examples of students' AI-assisted written works, academic assignments, and digital da'wah content.

The collected data were analyzed using thematic analysis following the procedures proposed by Braun and Clarke. The analysis began with data familiarization through repeated reading of interview transcripts. Subsequently, initial codes were generated to identify meaningful statements related to AI utilization. Similar codes were grouped into broader categories and organized into themes. The themes were then reviewed, refined, and interpreted to explain the role of AI in strengthening students' *da'wah bil kitabah* competencies. The final themes served as the basis for presenting and discussing the research findings.

To ensure the trustworthiness of the findings, this study adopted the criteria of credibility, transferability, dependability, and confirmability proposed by Lincoln and Guba. Credibility was established through source triangulation and method triangulation by comparing data obtained from interviews, observations, and documentation. Transferability was enhanced

through detailed descriptions of the research context, participants, and procedures. Dependability was maintained by documenting all stages of the research process in an audit trail, while confirmability was achieved through data verification and maintaining researcher reflexivity to minimize personal bias. These procedures ensured that the findings accurately reflected participants' experiences and perspectives regarding AI-assisted *da'wah bil kitabah* practices.

RESULTS AND DISCUSSION

In addition to supporting academic writing activities, the interview findings revealed several specific patterns regarding how students utilized AI in the process of producing digital Islamic content. Although only a limited number of students had experience creating *da'wah*-related writings, those who had utilized AI reported positive experiences. For example, Nur Aisyah explained that AI helped her prepare Islamic captions and educational content for social media platforms (Anwar, 2024).

“When I want to create Islamic content for Instagram, I usually ask AI to provide several ideas first. Then I select the most relevant one and rewrite it using my own language. This makes the process much faster.”

Similarly, Arif Hidayat stated:

“AI helps me find relevant Qur'anic verses or Islamic themes related to contemporary issues. Of course, I still verify the information, but AI helps me identify potential topics.”

These findings indicate that AI is not only used for technical writing support but can also function as a source of inspiration for developing digital *da'wah* content. Students who had experience producing Islamic content generally viewed AI as a complementary tool that stimulated creativity rather than replacing their own ideas.

Another important finding concerns the diversity of AI applications used by students. Interview results showed that ChatGPT was the most frequently used platform because of its accessibility and ability to generate comprehensive text. Grammarly was commonly used for language correction, while Gemini and QuillBot were primarily utilized for information retrieval and paraphrasing activities.

Muhammad Rizky explained:

“Usually I combine several applications. I use ChatGPT to create a

draft, Grammarly to improve the grammar, and sometimes QuillBot for paraphrasing.”

Likewise, Laila Sari stated:

“Each AI application has different advantages. ChatGPT is useful for generating ideas, while Grammarly helps improve language quality.”

These findings suggest that students do not rely on a single technological platform. Instead, they strategically combine multiple AI tools to achieve different objectives throughout the writing process. This demonstrates an emerging form of digital literacy among KPI students.

The interviews also revealed that students perceived AI as particularly useful for improving the structure and coherence of their writing. Several informants acknowledged that one of their biggest difficulties in writing was organizing ideas into a logical sequence. AI-assisted writing tools were considered helpful in addressing this challenge.

Muhammad Fikri explained:

“Before using AI, my writing often jumped from one idea to another. AI helps me organize the structure so the discussion becomes more systematic.”

Fadli Ramadhan added:

“Sometimes I already have the content, but I do not know how to arrange it. AI gives examples of structures that make the article easier to understand.”

Document analysis supported these statements. Several examples of students’ AI-assisted writing demonstrated clearer introductions, more coherent body paragraphs, and stronger conclusions compared to previous assignments produced without AI assistance. This finding suggests that AI contributes positively to students’ organizational writing skills, which are essential components of da’wah *bil kitabah* competence.

However, despite these benefits, students consistently emphasized the importance of maintaining human control over AI-generated content. Most informants expressed concerns regarding the accuracy of information generated by AI, particularly when discussing Islamic teachings.

Nurhayati stated:

“AI can generate information very quickly, but we cannot immediately trust everything. We still need to check the Qur’an,

hadith, and reliable references.”

Similarly, Dewi Kartika explained:

“For general topics, AI is usually sufficient. But for religious issues, verification is necessary because mistakes can mislead readers.”

These findings indicate that students possess awareness regarding the ethical limitations of AI utilization. They recognize that AI should function as an assistant rather than an authoritative source of religious knowledge. Consequently, digital literacy must be accompanied by religious literacy to ensure responsible utilization of AI in da’wah activities.

Another significant finding concerns students’ perceptions of the future role of AI in Islamic communication. Most informants believed that AI would become increasingly important in supporting digital da’wah activities because contemporary audiences spend considerable time on digital platforms. Students argued that Islamic communicators need to adapt to technological developments in order to remain relevant and effective.

One informant explained:

“Young people spend hours every day on social media. If da’wah wants to reach them, we must create attractive digital content, and AI can help us do that.”

Another informant stated:

“Technology will continue to develop. Instead of avoiding AI, students should learn how to use it wisely for positive purposes, including da’wah.”

These perspectives suggest that students generally hold positive attitudes toward technological innovation. Although they acknowledge certain risks, they view AI as an opportunity rather than a threat. Such perceptions are important because they may influence future adoption and integration of AI within Islamic communication practices.

The findings further demonstrate that AI contributes to increasing students’ productivity in writing activities. Several informants reported that writing tasks which previously required several hours could be completed more efficiently through AI assistance. Students explained that AI reduced the time needed for brainstorming, information gathering, and drafting.

Arif Hidayat stated:

“Previously, writing an article could take almost a whole day because

I had to search for references manually. With AI, the preparation stage becomes much faster.”

Likewise, Nur Aisyah noted:

“AI does not do all the work, but it reduces the time needed to start writing. That is very helpful when managing multiple assignments.”

This finding suggests that AI contributes significantly to writing productivity. Increased efficiency allows students to focus more on critical reflection, content refinement, and message development rather than spending excessive time on technical aspects of writing.

Overall, the expanded findings indicate that AI utilization among KPI students encompasses multiple dimensions, including idea generation, content organization, language improvement, productivity enhancement, and digital content development. Nevertheless, students’ use of AI remains predominantly academic-oriented, while its integration into da’wah *bil kitabah* practices is still limited (Hasanah, 2024: 40). The findings therefore highlight the need for stronger institutional support, structured training, and curriculum innovation that explicitly connects AI utilization with the development of Islamic communication competencies in the digital era (Siregar, 2024: 150).

Utilization of Artificial Intelligence in Supporting Students’ Writing Skills

The findings of this study show that KPI students are familiar with the use of artificial intelligence (AI) in academic activities, particularly in writing assignments, searching for references, and improving grammar (Zawacki, 2019: 39). Several informants explained that AI tools such as ChatGPT and Grammarly helped them complete academic tasks more efficiently (Wahyuni, 2024: 110). Informant AN stated that AI was helpful in generating ideas and organizing writing structures when facing assignment deadlines. Similarly, FR explained that AI simplified the process of correcting grammar and improving sentence structure in academic writing (Astini et al., 2025: 14).

These findings indicate that AI functions as a digital assistant that supports students’ productivity and writing efficiency. This finding is consistent with Dwivedi et al. (2023), who argue that AI can improve the quality and efficiency of students’ written work. However, the results of this study reveal that students’ use of AI remains limited to general

academic purposes and has not yet been directed toward developing da'wah *bil kitabah* competencies. Most informants admitted that they used AI mainly for completing coursework rather than producing Islamic writing or digital da'wah content (Dwicesa, 2021: 65).

In addition, the study found that internal factors such as low interest in writing and lack of self-confidence influenced students' limited use of AI for da'wah purposes (Alkattani et al., 2023: 60). Informant MH explained that writing Islamic content required confidence and creativity, which many students felt they lacked. This finding supports Bandura's theory of self-efficacy, which emphasizes that confidence significantly affects an individual's willingness to engage in challenging activities, including writing (Syawitri & Iryanti, 2024: 11).

Therefore, although AI has strong potential to improve students' writing skills, its use among KPI students remains technical rather than strategic (Nugraha, 2023: 40). The findings suggest that AI has not yet been fully integrated as a learning tool to develop sustainable writing competence, particularly in the context of da'wah *bil kitabah* (Asna et al., 2024: 213).

Furthermore, the findings indicate that AI has transformed the way students approach the writing process. Traditionally, students often experienced difficulties during the pre-writing stage, particularly in selecting topics, identifying relevant references, and organizing initial ideas (Yusuf, 2024: 90). The presence of AI enables students to overcome these obstacles more efficiently by providing immediate suggestions, outlines, and information related to specific topics (Latifah, 2024: 80). As a result, students can focus more on developing arguments and refining content rather than spending excessive time searching for preliminary information. This finding demonstrates that AI functions not only as a technical writing tool but also as a facilitator of knowledge construction (Luckin, 2018: 56).

The findings also suggest that AI contributes to the development of students' digital literacy competencies. Through frequent interaction with AI platforms, students become more accustomed to evaluating information, comparing multiple sources, and refining prompts to obtain relevant outputs (Rambe, 2024: 50). These activities indirectly foster critical digital skills that are increasingly important in higher education. In the context of Islamic Communication and Broadcasting education, digital literacy is an essential competency because future da'i are expected to communicate Islamic messages effectively within rapidly evolving digital

environments (Suhendra, 2023: 70).

Another important aspect identified in this study is the relationship between AI utilization and students' creativity (Pratama, 2024: 125). Contrary to concerns that AI may reduce originality, several informants reported that AI often stimulated new ideas and perspectives that they had not previously considered (Ritonga, 2023: 100). AI-generated suggestions encouraged students to explore different approaches to writing and broadened their understanding of specific issues (Maulana, 2023: 200). This finding supports the view that AI can serve as a collaborative tool that enhances creativity when used critically and responsibly. Therefore, the effectiveness of AI depends largely on how students engage with the technology rather than on the technology itself (Safitri, 2024: 60).

The study further reveals that AI has the potential to support independent learning among students. By utilizing AI applications, students can obtain immediate feedback regarding grammar, sentence structure, and content organization without relying solely on lecturers or peers. This allows students to revise and improve their writing autonomously (Lubis, 2024: 70). Such a learning process aligns with the concept of self-directed learning, where students actively take responsibility for developing their own competencies. Consequently, AI can become an effective supplementary learning resource that complements conventional instructional methods (Selwyn, 2019: 35).

Finally, the findings imply that educational institutions need to adopt a more strategic approach toward AI integration within the curriculum (Aulia, 2023: 88). Rather than viewing AI merely as a technological innovation, universities should utilize it as a pedagogical tool that supports the development of communication, writing, and da'wah competencies. Training programs, workshops, and project-based learning activities focusing on AI-assisted Islamic content creation may help students maximize the benefits of AI while minimizing its potential risks (Ismail, 2024: 170). Through such initiatives, AI can become a meaningful instrument for strengthening students' da'wah *bil kitabah* competencies and preparing them to become adaptive Islamic communicators in the digital era (Azizah, 2024: 90).

Da'wah Bil Kitabah in the Context of Digital Da'wah

This study found that students still tend to associate da'wah primarily with oral communication such as public speaking, lectures, and discussions

(Efendi et al., 2024: 231). Informant SF stated that verbal da'wah was considered more practical and more effective in attracting audiences compared to written da'wah (Aminudin et al., 2023: 15). Likewise, informant DN explained that students rarely viewed writing as a form of da'wah activity, despite frequently using digital platforms in their daily lives (Sebayang et al., 2024: 234).

These findings demonstrate that the concept of da'wah *bil kitabah* has not been fully internalized among KPI students. In Da'wah Science, written da'wah functions not only as a communication medium but also as a means of education and dissemination of Islamic values (Kamal, 2023: 115). The digital era has expanded the opportunities for written da'wah through blogs, websites, and social media platforms. However, the findings indicate that students have not optimally utilized these opportunities to produce Islamic digital content (Bahri, 2023: 67).

The limited implementation of da'wah *bil kitabah* is also related to the lack of integration between theoretical learning and practical application (Putra et al., 2021: 74). Several informants explained that classroom learning focused more on oral communication practices than on digital Islamic writing. Informant RA mentioned that although students studied da'wah theories, they rarely received assignments related to producing written da'wah content using digital technology (Dalimunthe, 2024: 99).

This finding suggests a gap between the theoretical importance of da'wah *bil kitabah* and its practical implementation among students (Hamama, 2024: 11). Therefore, educational institutions need to strengthen writing-based da'wah learning and encourage students to use digital platforms as media for Islamic communication (Divanda, 2024: 54).

Moreover, the findings indicate that the rapid growth of digital media has created a significant opportunity for the revitalization of *da'wah bil kitabah* among university students. Contemporary audiences, particularly Generation Z and Generation Alpha, increasingly consume information through social media, blogs, online news portals, and other digital platforms. This shift in communication patterns suggests that written da'wah should no longer be viewed as a secondary form of Islamic communication (Harahap, 2023: 160). Instead, it has become an important strategy for disseminating Islamic values in a manner that is accessible, flexible, and capable of reaching broader audiences beyond geographical limitations. Therefore, strengthening students' awareness of the strategic role of written da'wah is essential for responding to the changing dynamics

of communication in the digital era (Holmes, 2019: 41).

Furthermore, the limited implementation of *da'wah bil kitabah* among students may have long-term implications for the development of Islamic communication professionals (Fadhli, 2023: 14). If students continue to prioritize oral communication while neglecting written communication skills, they may face difficulties adapting to the demands of contemporary digital media environments. Written content remains one of the most sustainable forms of *da'wah* because it can be archived, shared repeatedly, and accessed by audiences over long periods of time (Andriyani, 2024: 95). Consequently, educational institutions should encourage a more balanced approach that integrates oral and written *da'wah* practices (Hakim, 2024: 98). By doing so, students can develop comprehensive communication competencies that enable them to become effective *da'i* and digital content creators in an increasingly technology-driven society (Fauzi, 2024: 23).

Internal Factors Influencing the Utilization of AI for Da'wah

The findings reveal that internal student factors significantly influence the utilization of AI in *da'wah* activities (Rahmawati et al., 2024: 43). Several informants admitted that they lacked confidence in writing Islamic content and felt that writing required special talent and advanced language skills. Informant NS explained that although AI could assist with generating ideas, students still hesitated to publish their writings because they feared making mistakes in conveying Islamic messages (Wale et al., 2024: 13).

This finding aligns with Bandura's self-efficacy theory, which explains that individuals with low confidence tend to avoid activities they perceive as difficult. In this study, students' low confidence contributed to their reluctance to engage in *da'wah bil kitabah* despite the availability of AI tools that could support the writing process (Supriatin et al., 2025: 277).

Furthermore, the findings show that students' motivation toward written *da'wah* remains relatively low (Darman, 2024: 91). Informant LK stated that students were more interested in creating short video content than writing Islamic articles because writing was perceived as time-consuming and less engaging (Kholilah et al., 2025: 55). This finding indicates that students' preferences for visual and instant digital communication also affect the development of written *da'wah* practices (Nopianti et al., 2025).

In addition, the study found that students' digital literacy was not always accompanied by awareness of using technology for productive and

religious purposes (Sumardi et al., 2025: 254). Although students were capable of operating AI-based applications, they had not fully connected these technological skills with the mission of da'wah. Therefore, the problem lies not in technological accessibility, but in students' motivation, awareness, and orientation in utilizing technology strategically for Islamic communication purposes.(Herman et al., 2025: 75).

Overall, the findings demonstrate that the optimization of AI in supporting da'wah *bil kitabah* requires not only technological competence but also psychological readiness, motivation, and institutional guidance (Putra et al., 2025: 321). Without these supporting factors, AI utilization will remain limited to technical academic assistance rather than becoming a strategic medium for digital da'wah development.(Supriatin et al., 2025: 85).

CONCLUSION

This study concludes that students of Islamic Communication and Broadcasting (KPI) at the Faculty of Da'wah and Communication are generally familiar with and actively utilize artificial intelligence (AI) in their academic activities. AI tools are primarily used to assist with academic writing, searching for references, and improving language structure, indicating that students possess adequate digital literacy and basic technological competence.

However, the findings reveal that the utilization of AI to support da'wah *bil kitabah* competence remains limited. Most students have not optimally integrated AI into written da'wah activities such as producing Islamic articles, reflective writings, or digital da'wah content. This limitation is influenced by low interest and confidence in writing, limited awareness of the importance of written da'wah, and insufficient institutional support in integrating AI with da'wah-based learning. Therefore, this study contributes to the understanding that AI has significant potential to support the development of da'wah *bil kitabah* competencies when accompanied by proper guidance, motivation, and educational strategies.

Based on the findings, KPI students are encouraged to utilize artificial intelligence not only for academic purposes but also as a strategic tool for developing written-based da'wah competencies. Students should improve their writing skills and creatively integrate AI into the production of Islamic digital content relevant to contemporary society.

Lecturers and educational institutions are also expected to provide

more structured support through AI-based writing training, digital da'wah workshops, and learning programs that integrate technology with da'wah practices. The integration of AI into the curriculum can help students become more adaptive, innovative, and effective in conducting da'wah in the digital era. Furthermore, this study implies that Islamic higher education institutions need to strengthen digital da'wah literacy as part of preparing students to face the challenges of modern communication and technological transformation.

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