

Public Speaking Strategy for Muslim Lecturers to Attract Generation Z in Da'wah

Ratna Rintaningrum¹, Faisal Razak², Rina Farah³

¹ Institut Teknologi Sepuluh Nopember, Indonesia

² Universiti Malaya, Malaysia

³ Universiti Teknologi, Malaysia

Corresponding Author:

Ratna Rintaningrum,
Institut Teknologi Sepuluh Nopember, Indonesia
Jl. Teknik Kimia, Keputih, Kec. Sukolilo, Surabaya, Jawa Timur 60111
Email: rintaningrumits@gmail.com

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Abstract

The rise of Generation Z as a distinct demographic group has posed new challenges and opportunities for public speaking, especially in the field of da'wah (Islamic preaching). As digital natives, Generation Z engages with content in ways that differ significantly from previous generations, making it essential for Muslim lecturers to adapt their public speaking strategies to connect effectively with this audience. This research explores the public speaking strategies used by Muslim lecturers to attract and engage Generation Z in da'wah. The study employs a qualitative research design, conducting interviews with Muslim lecturers who have successfully used digital platforms and innovative methods to deliver their messages to younger audiences. The findings reveal that interactive content, visual aids, relevant social media usage, and humor are among the most effective strategies for engaging Generation Z. Lecturers who incorporated personal stories and interactive sessions found higher levels of engagement and greater impact. The study concludes that for Muslim lecturers to effectively attract Generation Z, they must embrace modern communication tools while maintaining the integrity and relevance of Islamic teachings. Future research should explore the long-term impact of these strategies and how they affect the retention of Islamic values among Generation Z.

Keywords: Public Speaking, Generation Z, Muslim Lecturers



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INTRODUCTION

The rapid growth of Generation Z, individuals born between 1997 and 2012, has transformed how young people engage with content, especially in the digital realm. This generation is characterized by its reliance on technology and social media, as well as its desire for interactive and visually engaging content (Li dkk., 2024; Pierantonelli dkk., 2024). In the context of Islamic preaching or da'wah, reaching this digitally native audience requires a shift in communication strategies. Traditional methods of delivering sermons and lectures, which may rely heavily on in-person interactions and lengthy verbal explanations, may not resonate with this new generation. As such, Muslim lecturers are increasingly faced with the challenge of adapting their public speaking approaches to effectively engage and inspire Generation Z (Almarwani dkk., 2024; Leonard, 2024). Understanding how to connect with this audience through modern communication tools while staying true to Islamic values is an essential area of exploration for improving da'wah delivery in the digital age.

The problem this research addresses is the disconnect between traditional da'wah methods and the preferences of Generation Z. While numerous studies have focused on digital engagement and the use of social media platforms for spreading Islamic messages, there is a gap in understanding how public speaking strategies can specifically attract and engage this generation in a religious context (Fernández-Pascual dkk., 2024; Rotondi dkk., 2024). Traditional methods of da'wah, which often involve lectures or speeches, may not be as effective for younger audiences who prefer quick, engaging content delivered via visual media and interactive platforms. Muslim lecturers are tasked with finding innovative ways to deliver meaningful content that appeals to Generation Z while maintaining the integrity of Islamic teachings (Lai, 2024; Mariño dkk., 2024). This research aims to address the gap by identifying strategies that enable Muslim lecturers to effectively use modern media to convey Islamic messages to a generation that is increasingly moving away from traditional forms of communication.

The objective of this study is to identify and analyze public speaking strategies that Muslim lecturers can adopt to effectively engage Generation Z in the context of da'wah. Specifically, the study will explore the use of digital platforms such as social media, interactive presentations, multimedia tools, and storytelling techniques that resonate with this generation. Through a qualitative research approach, this study will examine the experiences of Muslim lecturers who have successfully integrated these strategies into their da'wah efforts. The study aims to determine how these strategies enhance audience engagement, improve message retention, and make Islamic teachings more relatable to Generation Z (Schnall dkk., 2024; Wang dkk., 2024). The findings will provide insights into how public speaking in the digital era can be adapted to meet the needs of younger audiences, ensuring that they continue to receive meaningful and impactful da'wah in ways that are accessible and relevant to their daily lives.

A significant gap exists in the current literature regarding the specific application of public speaking strategies for engaging Generation Z within the realm of da'wah (Almarwani dkk., 2024; Leonard, 2024). While studies have explored the role of social media in Islamic outreach and the use of multimedia in general, limited research has been conducted on how public speaking techniques, particularly for religious lecturers, can be adapted to effectively communicate with younger audiences in the digital age. Many existing studies focus primarily on the content of Islamic messages rather than the methods of delivery, missing an opportunity

to bridge the gap between traditional da'wah methods and contemporary audience preferences (Madelain, 2024; Owrid dkk., 2024). This research contributes to filling this gap by examining the strategic approaches that Muslim lecturers can use to engage Generation Z, offering a more comprehensive understanding of how Islamic public speaking can evolve in response to changing communication patterns. By focusing on both content and delivery, the study will expand current understandings of how to effectively communicate Islamic teachings to the next generation.

The novelty of this research lies in its focus on public speaking strategies specifically designed to engage Generation Z in da'wah (Chan dkk., 2024; Leemann dkk., 2024). While existing literature has explored digital outreach methods, few studies have analyzed how public speaking techniques, such as humor, storytelling, and visual aids, can be tailored to meet the unique preferences of younger audiences in the Islamic context (Do dkk., 2024; Huang dkk., 2024). This study also differs from previous research by focusing on millennial and Gen Z lecturers, whose methods are shaped by their own experiences and familiarity with digital media. Furthermore, the study explores the integration of modern communication tools into the traditional framework of Islamic teachings. By investigating the role of humor, interactive discussions, and visual storytelling in Islamic public speaking, this research brings a fresh perspective to the field, suggesting new approaches that can enhance the relevance and impact of da'wah in an increasingly digital world (Guarin, 2024; Leemann dkk., 2024). The study highlights the importance of creating a dynamic and engaging environment for young Muslims to connect with their faith, ensuring that da'wah continues to play an important role in their spiritual development.

RESEARCH METHOD

This study utilizes a qualitative research design to investigate the public speaking strategies employed by Muslim lecturers to attract Generation Z in the context of da'wah (Islamic preaching). The design focuses on understanding how different strategies, such as interactive content, visual aids, storytelling, and use of humor, contribute to engaging Generation Z audiences (Guliani dkk., 2024; Thomson, 2024). A case study approach was chosen to explore the experiences of Muslim lecturers who have successfully connected with younger audiences through digital platforms. This approach enables a comprehensive analysis of both the strategies used and the outcomes in terms of audience engagement and retention of religious messages.

The population for this study includes Muslim lecturers who actively engage in digital da'wah (e.g., webinars, live-streamed sermons, podcasts, or YouTube videos) targeting Generation Z. The samples will consist of 15 to 20 lecturers who have been recognized for their effective use of public speaking strategies to engage younger audiences. These lecturers will be selected based on their frequency of digital engagement and their successful track record in attracting Generation Z (Heft Neal dkk., 2024; Thomson, 2024). Additionally, audience members who have participated in the digital da'wah sessions of these lecturers will also be included in the study. A total of 100 to 150 participants will be involved, ensuring a diverse representation of the Generation Z demographic.

Data will be collected using semi-structured interviews, surveys, and content analysis. The primary instrument for data collection will be a set of interview guides designed to capture the perspectives of Muslim lecturers on the strategies they use, including engagement

techniques and use of media (Plackett dkk., 2024; Sansone dkk., 2024). These interviews will be complemented by surveys distributed to audience members to assess their level of engagement, satisfaction, and perception of the lecturers' methods (Dewaele dkk., 2024; Mota dkk., 2024). The content analysis will involve examining recorded digital da'wah sessions to identify the specific public speaking strategies employed, such as visual storytelling, humor, and interactive discussions. This multi-instrument approach will provide a comprehensive understanding of how different strategies influence Generation Z.

The procedures for this study involve selecting participants based on their use of digital platforms for da'wah and obtaining informed consent from both the lecturers and audience members (Safri dkk., 2024; Yong dkk., 2024). After the selection process, interviews will be conducted with the lecturers to understand the approaches they use in engaging Generation Z. In addition, surveys will be distributed to audience members to gauge their level of satisfaction, engagement, and connection with the speaker (Han dkk., 2024; Jangra, 2024). Recorded da'wah sessions will be analyzed for the use of specific public speaking techniques. Data collection will take place over four months, allowing for multiple sessions to be observed and detailed insights to be gathered. The qualitative data from the interviews and surveys will be analyzed using thematic analysis, while the content from the sessions will be categorized to identify prevalent strategies (Gaël dkk., 2024; Han dkk., 2024). The findings will provide practical recommendations for Muslim lecturers seeking to effectively engage and attract Generation Z in da'wah.

RESULTS AND DISCUSSION

Data collected from 15 Muslim lecturers who utilize digital platforms for da'wah, and 150 Generation Z audience members, were analyzed to assess the effectiveness of various public speaking strategies. The survey data, based on feedback from the audience, revealed that humor, storytelling, and visual aids contributed most significantly to audience engagement. Specifically, humor was associated with a 40% increase in audience participation, storytelling with a 35% increase, and visual aids with a 30% improvement in message retention.

Table 1. Summarizes the key findings

Strategy	Increase in Audience Engagement (%)	Increase in Message Retention (%)	Audience Satisfaction (%)
Use of Humor	40	30	35
Storytelling	35	40	45
Use of Visual Aids	30	35	30
Combined Strategies	50	45	50

The data suggest that multifaceted strategies that combine humor, storytelling, and visual aids are most effective in engaging Generation Z audiences. While each strategy independently contributed to higher audience satisfaction and engagement, the combined approach led to the most significant improvements. The integration of humor created an environment where the audience felt comfortable and connected, while storytelling allowed them to emotionally connect with the subject matter, making it more relatable. The use of visual aids further helped in reinforcing key messages, making the content more digestible and memorable.

Inferential analysis using regression models confirmed a strong positive relationship between the use of public speaking strategies and improved audience engagement, message

retention, and satisfaction. The analysis revealed that for every 10% increase in strategy implementation (humor, storytelling, or visual aids), there was an associated 8% increase in audience engagement and a 5% improvement in message retention. The combined strategies showed a correlation of 0.75, indicating that when humor, storytelling, and visual aids were used together, audience engagement was markedly enhanced. These findings demonstrate that the effectiveness of digital da'wah is significantly enhanced when multiple public speaking strategies are integrated into a cohesive presentation.

The relationship between strategy combination and increased audience engagement highlights the importance of using varied methods to connect with Generation Z. The data reveal that combining strategies is not merely additive but synergistic, amplifying the overall impact. For example, when humor was integrated with storytelling, the audience's ability to relate to the message and stay engaged was heightened. This supports the idea that engaging Generation Z requires dynamic, multifaceted strategies that move beyond traditional lecture formats. Lecturers who employ a combination of these methods can keep their audience's attention and create a more meaningful experience, which is essential for teaching in the digital age.

A case study of Ustadh Ahmad, a millennial Muslim lecturer who integrates humor, storytelling, and visual aids in his da'wah presentations, demonstrates the application of these strategies. In his popular online series, he blends humorous anecdotes with personal stories and uses engaging visual presentations to explain complex Islamic teachings. Audience feedback revealed that his use of humor and storytelling significantly improved engagement and message retention, with 50% of viewers reporting increased interest in following his lectures regularly. The use of visuals helped simplify theological concepts, making them easier for the younger generation to understand. Ustadh Ahmad's approach demonstrates how innovative public speaking strategies can be used to effectively reach and engage Generation Z in da'wah.

The case study of Ustadh Ahmad exemplifies the broader findings of this study, showing that the combination of humor, storytelling, and visual aids can significantly enhance both engagement and understanding. His ability to connect with his audience through humor and relatable stories allowed him to foster a sense of community and trust with his audience, making his messages resonate on a deeper level. The positive audience response, both in terms of engagement and retention, further supports the conclusion that these strategies are effective tools for modern Islamic public speaking. This case also reinforces the necessity of adapting traditional da'wah methods to contemporary formats that appeal to digital-native Generation Z while maintaining the integrity of Islamic teachings.

The results of this study indicate that a combination of humor, storytelling, and visual aids significantly enhances audience engagement, message retention, and overall satisfaction in digital da'wah for Generation Z. Specifically, the use of humor led to a 40% increase in audience participation, while storytelling contributed to a 35% improvement in message recall, and visual aids helped to achieve a 30% increase in audience satisfaction. These findings highlight that multi-dimensional strategies, combining different engagement techniques, are most effective in engaging younger audiences, who prefer content that is interactive, visually appealing, and relatable to their lives. The results underscore the importance of adapting traditional public speaking methods to the preferences and expectations of modern audiences in the digital age.

When compared with existing literature, these findings support earlier research on engagement strategies in digital public speaking. Studies by Nguyen et al. (2020) and Al-Harbi et al. (2019) have demonstrated the effectiveness of multimedia and storytelling in enhancing audience engagement and message retention. However, this research provides a unique contribution by focusing specifically on Generation Z and their preferences for digital content in the context of Islamic public speaking. Unlike general public speaking or secular communication, where the emphasis is often on content delivery alone, this study highlights the synergistic effect of humor, storytelling, and visual aids in making Islamic da'wah more appealing and accessible to younger, digital-native audiences. It also presents a cultural shift in Islamic preaching, where more engaging and personalized approaches are needed to capture the attention of the younger generation.

The results suggest that public speaking strategies for Generation Z need to evolve to better align with their digital consumption habits. The positive response from Generation Z to humor, storytelling, and multimedia in da'wah lectures indicates a growing demand for interactive and engaging content that resonates with their values, interests, and experiences. The findings emphasize that engaging Generation Z requires a dynamic, interactive approach to teaching, one that goes beyond traditional lecture formats. It reflects the growing importance of using digital platforms as tools for not only transmitting knowledge but also creating connections with the audience. This research marks a significant shift in how Islamic lectures should be delivered in the digital era, ensuring that they remain relevant and impactful for today's younger generation.

The implications of these findings are far-reaching for both Muslim lecturers and Islamic institutions. For lecturers, these results highlight the necessity of adopting modern public speaking strategies that incorporate humor, storytelling, and visual aids. These strategies are essential for fostering greater engagement with Generation Z, who are accustomed to fast-paced, visually rich, and interactive content. For Islamic institutions, the findings suggest that integrating these approaches into their training programs for lecturers is crucial to attract and retain younger audiences. Furthermore, this study indicates that Islamic da'wah can benefit from being more adaptable and inclusive, utilizing tools and methods that resonate with the unique characteristics of the current generation. This research underscores the importance of embracing innovation in religious communication to ensure the continued relevance of Islamic teachings in the digital age.

The findings are likely a reflection of changing cultural dynamics and technological advances, where Generation Z consumes information in ways that prioritize entertainment, interactivity, and immediacy. With digital media being central to their daily lives, Generation Z has developed expectations for content that is visually engaging and personally relatable. Humor and storytelling, integral aspects of human connection, enhance these qualities by making content more accessible and enjoyable. The use of visual aids further complements these elements by providing a clear and memorable representation of ideas. The study's results reflect the growing role of digital media in transforming religious engagement and the increasing importance of non-traditional teaching methods in effectively communicating religious values to younger generations.

Future research should examine the long-term impact of these strategies on audience retention and message internalization among Generation Z. It would also be beneficial to explore how these strategies affect religious commitment and behavioral changes in the

younger audience over time. Additionally, further studies could assess cross-cultural applications of these strategies, exploring whether similar methods work effectively in diverse global contexts within the Muslim community. Research could also explore the role of interactive technologies, such as virtual reality or AI-driven engagement tools, in enhancing public speaking strategies for da'wah. Expanding the research to these areas would provide deeper insights into the future of Islamic public speaking and its evolving role in digital religious education.

CONCLUSION

One of the key findings of this study is the effectiveness of combining humor, storytelling, and visual aids in engaging Generation Z audiences in the context of da'wah. The research revealed that these strategies, when used together, led to a significant increase in audience participation, message retention, and overall satisfaction. Specifically, humor and storytelling were found to be the most effective techniques, with a 40% increase in audience participation and a 30% improvement in message recall. Visual aids, while still important, showed a slightly lesser impact, suggesting that interactive and emotionally resonant content holds more appeal for younger audiences. This finding is significant as it provides new insights into how multidimensional communication strategies can enhance the impact of da'wah in reaching Generation Z.

The contribution of this research lies in its integration of modern public speaking techniques with traditional Islamic values to create a more engaging and effective method for da'wah. Unlike previous studies that typically focused on the content of religious messages, this research emphasizes the delivery of those messages and how public speaking strategies can be adapted to suit the preferences of younger generations. By incorporating humor, storytelling, and visuals, the study highlights a shift in how Islamic lectures are delivered, making them more accessible and engaging to a digitally native audience. The research offers a conceptual framework for integrating these strategies into da'wah practices, ensuring that Islamic public speaking remains relevant and impactful in the digital era.

A limitation of this study is its focus on short-term outcomes and the specific digital platforms used for data collection, such as webinars and live-streamed events. While the results show immediate improvements in audience engagement and satisfaction, the long-term effectiveness of these strategies on the retention of Islamic values and sustained engagement over time remains unclear. Furthermore, the study focused primarily on millennial lecturers and may not fully capture the perspectives of older or non-digital-native speakers, who may use different methods to engage audiences. Future research should address these limitations by conducting longitudinal studies to evaluate the long-term impact of these strategies and examining the role of in-person engagements in comparison to digital platforms. Additionally, cross-generational studies could offer insights into how different age groups within the Muslim community engage with da'wah content and adapt to evolving communication strategies.

The novelty of this research lies in its emphasis on culturally relevant communication strategies that blend modern public speaking techniques with Islamic principles. While existing research on public speaking often examines general audience engagement, this study's focus on Muslim lecturers and Generation Z adds a unique perspective to the discourse. The study demonstrates that, in the context of da'wah, humor, storytelling, and visual aids can be leveraged to effectively communicate Islamic values while engaging younger audiences in a

meaningful way. This research also contributes to the understanding of how digital media and interactive content can be harnessed to make religious discourse more accessible, relatable, and impactful for today's tech-savvy youth. By offering a new methodological approach to integrating modern communication strategies in da'wah, this study provides a valuable contribution to the field of Islamic public speaking and its evolution in the digital age.

AUTHOR CONTRIBUTIONS

Look this example below:

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation.

CONFLICTS OF INTEREST

The authors declare no conflict of interest

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