

Digital Humanities and Digital History in the Development of Islamic Historical Studies

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Abstrak

Perkembangan teknologi digital telah membawa perubahan signifikan dalam penelitian dan pembelajaran sejarah, termasuk dalam kajian sejarah Islam. Penelitian ini bertujuan untuk mendeskripsikan konsep *digital humanities* dan *digital history* serta menganalisis implikasinya terhadap penelitian dan pembelajaran sejarah Islam. Metode yang digunakan adalah penelitian kepustakaan (*library research*) dengan pendekatan deskriptif-analitis melalui kajian berbagai literatur dan sumber digital yang relevan. Hasil penelitian menunjukkan bahwa teknologi digital telah memperluas akses terhadap sumber-sumber sejarah, termasuk sumber primer yang tersedia melalui berbagai platform digital. Kemudahan akses ini memungkinkan siswa, mahasiswa, dosen, peneliti, dan masyarakat umum memperoleh, mengelola, serta menginterpretasikan sumber sejarah secara lebih mandiri. Selain itu, *digital history* mendorong lahirnya bentuk-bentuk baru dalam historiografi dan media pembelajaran yang lebih interaktif, terbuka, dan mudah diakses melalui platform digital serta media sosial. Temuan penelitian menunjukkan bahwa *digital history* membuka peluang bagi pengembangan penelitian dan pembelajaran sejarah Islam yang lebih eksploratif, kolaboratif, dan inovatif. Namun, pemanfaatannya tetap memerlukan penerapan kaidah metodologis dan etika akademik untuk menjaga validitas dan kredibilitas kajian sejarah.

Kata kunci: digital humanities, digital history, sejarah Islam.

Abstract

The development of digital technology has brought significant changes to historical research and learning, including the study of Islamic history. This study aims to describe the concepts of digital humanities and digital history and analyze their implications for research and learning in Islamic history. The method employed is a library research approach using descriptive-analytical methods through the examination of relevant literature and digital sources. The findings indicate that digital technology has expanded access to historical sources, including primary sources available through various digital platforms. This accessibility enables students, lecturers, researchers, and the general public to obtain, manage, and interpret historical sources more independently. Furthermore, digital history has encouraged the emergence of new forms of historiography and learning media that are more interactive, open, and accessible through digital platforms and social media. The study reveals that digital history offers opportunities for more exploratory, collaborative, and innovative research and learning in Islamic history. However, its implementation requires adherence to methodological standards and academic ethics to maintain the validity and credibility of historical scholarship.

Keywords: digital humanities, digital history, Islamic history.

INTRODUCTION

Teaching the Digital Humanities course has provided valuable insights into how digital technology has significantly influenced historical studies. This

reflection stems from scholarly discussions on how historians must adapt their methods and practices to meet the demands of rapid technological development (Suwignyo, 2018).

The use of digital technology in historical research has been demonstrated by several scholars. For instance, Annabel Teh Gallop explored historical sources through social media platforms such as Facebook. Another scholar, Heather Sutherland, examined trade networks in Makassar by compiling and processing historical data into computer-based databases and tables (Wirawan, 2017).

Historiography has long remained a significant issue in historical research. Many students still encounter difficulties in critically examining and utilizing historical sources, particularly amid the rapid growth of information technology. This study responds to the phenomenon of information technology in Islamic historical research, where students, lecturers, and researchers increasingly rely on digital archives and documents for both learning and research purposes. The proliferation of digital sources presents both opportunities and challenges for historians and students alike.

Technological advancement has also accelerated the cultural transition from paper-based media to electronic media. This transformation became increasingly visible with the development of information technology, particularly after the introduction and popularization of first-generation mobile phones (1G) in Indonesia between 1984 and 1992.

The internet has become an effective medium of communication,

radically transforming many aspects of human life while making various activities more efficient. Digital devices, especially mobile phones, have enabled individuals to access information, interact socially, collaborate, and conduct business activities with unprecedented ease. This development has been accompanied by the emergence of social media platforms, including Friendster (2001), Facebook (2004), Twitter (2006), and later Path, Snapchat, Pinterest, Instagram, TikTok, and many others. Social media serves as an online platform that allows users to represent themselves, interact, collaborate, share information, and communicate with others (Suwignyo, 2018).

In a rapidly changing world, knowledge must continuously evolve. Historical studies need to remain open and adaptable to developments in the digital era. Historians and researchers must be able to harness the advantages of digital technology within their field. Historical studies in particular, and the humanities in general, are increasingly challenged to engage with issues emerging from global dynamics.

Anthony Reid highlighted the importance of the humanities as a renewed approach to Indonesian humanities studies. He emphasized both the challenges and opportunities facing the humanities within a global context (Reid, 2016). In line with Reid's

perspective, Suwignyo argues that “as academics and professionals, we must move steadily from the national to the global, transforming shallow celebrations of identity and national heritage into efforts to explain the increasingly complex interconnectedness of the world” (Suwignyo, 2018).

This study describes the contexts of digital humanities and digital history within historical scholarship. The digital era not only signifies the emergence of digitization that facilitates access to primary and secondary historical sources, but also enables individuals to construct and disseminate interpretive historical narratives. Social media has further fostered this narrative environment. Historical content is increasingly encountered on social media platforms in the form of photographs, videos, and narrative presentations. Such content is often developed from images obtained through websites providing primary historical sources and then transformed into historical narratives or visualized through artificial intelligence technologies.

METHODS

This study employs a descriptive method to provide an overview of the impact of digital technology on Islamic historical studies. As discussed previously, digital archives and artificial intelligence (AI) technologies have become widely utilized

by students for learning purposes as well as for completing academic assignments, papers, and final projects. Likewise, teachers, lecturers, and researchers increasingly use digital history resources for both research and educational activities.

According to Mariana Kristiyanti, the descriptive method is a research approach used to examine the status of a group of people, an object, a set of conditions, a system of thought, or a class of events in the present. Descriptive research aims to produce a systematic, factual, and accurate description of the facts, characteristics, and relationships among the phenomena being investigated (Mariana Kristiyanti, 2023).

This study is based on a library research approach that relies on written sources, including books, journal articles, and other scholarly works related to the research topic. The primary references include *Doing History in the Digital Age* (Galgano et al., 2008), (Nygren, 2014), (Mukaddima, 2022), (Lee, 2015), (Huistra & Mellink, 2016), (Hitchcock, 2013), (Thufail, 2022), (Robertson, 2016), (Ethan Watrall, 2016) and other relevant studies. These works provide a platform for discussing how teachers, lecturers, and researchers should become more aware of and engaged with digital technologies, both as learning media and as research tools. The collected data were analyzed through three stages: data reduction, data

display, and conclusion drawing (Hutauruk, 2018).

RESULTS AND DISCUSSION

A. Digital Humanities in History

Digital technology has significantly transformed the academic world, both methodologically and substantively. Amid the rapid advancement of technology, it is increasingly difficult to find research that does not involve digital tools, including historical studies. Many humanities studies now utilize digital technology as a research field, such as investigations of historical content on social media platforms and netnographic studies.

The emergence of Digital Humanities (DH) can be traced to the application of digital technologies within humanities research. Therefore, it is essential to understand the fundamental concept of Digital Humanities and the scope of its studies. Terminologically, Digital Humanities is an interdisciplinary field that applies digital methods and tools to traditional humanities research (Thufail, 2022).

Digital Humanities can also be understood as the application of computer-based or digital methods in humanities research, as well as the application of humanities perspectives to investigate digital objects (Mukaddima, 2022). According to Drucker (2013), DH is a technology-based approach for exploring

complex data in the fields of texts, history, art, and culture (Thufail, 2022).

Digital Humanities should not be reduced merely to the instrumental use of technology in humanities studies. More fundamentally, DH represents an epistemological shift that reconstructs the philosophical foundations, cognitive frameworks, and operational logic of the humanities and social sciences as a consequence of computational developments (Thufail, 2022).

From a conceptual perspective, DH retains the core instruments of classical humanities. However, its institutionalization is characterized by multiplicity, resulting in diverse cultural, economic, and political implications. Advances in digital technology and online networks have transformed the practices of archiving and documenting humanities materials into increasingly complex processes, as institutions, organizations, and individuals are directly involved in utilizing and contributing to archival functions (Pamungkas, 2016).

As an interdisciplinary field, Digital Humanities extends beyond the digitization of texts and cultural artifacts. It employs computational tools such as text mining, data visualization, and digital archives to interpret cultural, historical, linguistic, and social phenomena. This broad scope allows DH to operate across disciplinary boundaries while maintaining a strong technological orientation. One

area of study includes bibliometric analysis of digital research, which can be used to examine educational innovation and cultural trends (Judijanto & Rohmah, 2024). In educational and research contexts, digital technologies have also been utilized as tools for psychological and indigenous studies through data management and digital methodologies (Hastangka & Prahara, 2024).

Anthony Reid examined the development of humanities studies in Indonesia within a global context. His research highlighted both the challenges and opportunities faced by Indonesian humanities scholarship and emphasized the importance of Digital Humanities as an emerging approach in Indonesian academic discourse (Reid, 2016).

Similarly, Davies and Razlogova investigated digital culture and its challenges for humanities and historical studies. Their research demonstrated that the growth of digital culture has fostered surveillance practices, open access initiatives, and social activism. Consequently, digital developments create both challenges and opportunities, requiring scholars to adopt new interdisciplinary approaches capable of understanding and critically evaluating digital culture (Davies & Razlogova, 2013).

Within the context of humanities studies, Digital Humanities presents both opportunities and challenges, including the development of digital literacy,

appropriate methodologies, and compatible interdisciplinary paradigms. DH is not merely about technological adoption; rather, it plays a crucial role in maintaining the relevance of the humanities in the digital age. Therefore, it is essential to critically understand Digital Humanities and implement it in ways that are contextually relevant and adaptable to local conditions.

B. Digital History

Digital History is not a new phenomenon within academia. The advancement of digital technology has transformed conventional archives into digital archives through the digitization of manuscripts and historical records that can be uploaded and accessed via the World Wide Web (WWW) (Utami, 2020). Several American historians have provided a concise yet comprehensive definition of Digital History as “an approach to examining and representing the past that works with the new communication technologies of the computer, the internet network, and software systems” (Cohen, 2008; Utami, 2020).

The digitization of historical sources has contributed to the decentralization of knowledge and access to historical information. As a result, history has become more accessible and communicative because sources can be easily searched, shared, and utilized, leading to the intensification of digital

archive usage. Nevertheless, researchers and historians must exercise caution when employing digital historical resources.

Digital History refers to historical learning resources available within digital and virtual environments. Through the internet, historical information that was once difficult to access can now be obtained in various formats, including texts, images, videos, audio recordings, and other digital media. The emergence of Digital History has made historical archives and documents easier to locate, access, download, and utilize, while also increasing the potential for manipulation and reinterpretation (Lee, 2015; Wahyu & Utami, 2020).

Digital History should be promoted as a pathway for exploring historical learning resources in effective and meaningful ways. Various forms of digitization can be utilized as digital historical sources, including electronic books (e-books), PDF documents, texts containing hyperlinks to videos, official websites, and online repositories that provide access to photographs, artifacts, audio recordings, video materials, and historical simulations (Zaenal et al., 2022).

Access to digital archives has expanded significantly alongside technological development. The emergence of Artificial Intelligence (AI) applications has introduced new challenges for historical research and

source criticism in digital environments. AI technologies can generate visual representations of historical events, figures, and locations based on user prompts. As a form of historical reconstruction, AI may serve as an alternative medium for understanding history; however, it should not be regarded as the sole source of historical interpretation.

Digital History is an interdisciplinary field that integrates digital technologies such as digitized documents, audiovisual archives, databases, Geographic Information Systems (GIS), and computational methods including text mining and network analysis to produce, analyze, preserve, and disseminate historical knowledge. This approach goes beyond merely converting printed archives into digital formats. It creates new opportunities for identifying macro-level patterns and conducting spatial-temporal visualizations that were previously difficult to achieve using conventional methods.

The transformation of historical research in Indonesia is increasingly characterized by the utilization of Digital History, which significantly enhances access to primary sources. Through local archive digitization projects and the development of digital repositories, these initiatives contribute substantially to both academic discourse and pedagogical practice (Utami, 2020).

Virtual museums and digital collections represent strategic applications of Digital History as pedagogical instruments. Research has demonstrated that these media can improve student engagement and comprehension, particularly when their design is integrated with appropriate theoretical frameworks (Eka D et al., 2023).

Furthermore, digital methods such as large-scale text corpus analysis, interactive mapping, and social network analysis enable researchers to trace relationships among historical actors and identify patterns of idea diffusion over extended periods. These approaches broaden the scope of historical explanation beyond individual case studies while maintaining contextual depth when combined with traditional source criticism.

Within educational contexts, empirical studies in Indonesia suggest that the integration of Digital History requires the strengthening of historical digital literacy. This includes the ability to evaluate the credibility of digital sources, recognize representational biases in digitized archives, and preserve the integrity of historical methodology so that it is not overshadowed by purely quantitative approaches. Such competencies are increasingly important as younger generations face cognitive, algorithmic, and ethical challenges

associated with processing vast amounts of digital information (Akhadi, 2025).

From a knowledge management perspective, Digital History also promotes transparency and research reproducibility through data openness and source accessibility. However, it raises ethical and technical concerns, including long-term digital preservation, unequal representation resulting from uneven digitization processes, and the risk of oversimplifying historical narratives when visualizations and interactive media are not supported by rigorous historiographical analysis (Nirwan Il Yasin & Amir Syarifuddin, 2022).

Ultimately, the role of Digital History in historical research and education in Indonesia should be understood as a complement to, rather than a replacement for, conventional historiographical approaches. Digital History expands the availability of historical data, introduces innovative analytical methods, and reaches broader public audiences. Nevertheless, its development must remain grounded in source validity, strong digital literacy, and sustainable preservation strategies to ensure that historical narratives remain accurate, contextualized, and academically rigorous (Eka D et al., 2023).

Furthermore, the integration of Digital History requires a balanced synergy between technological advancement and historiographical principles, where critical

thinking, source criticism, and ethical awareness continue to serve as the foundation of historical inquiry. Without this balance, the rapid growth of digital tools risks prioritizing accessibility and visualization over analytical depth, potentially leading to the oversimplification of complex historical realities. Therefore, the future of Digital History lies not only in technological innovation but also in its ability to preserve the integrity, reflexivity, and interpretative richness of historical scholarship in the digital age.

C. The Context of Digital Humanities and Digital History in Historical Studies

Digital Humanities (DH) and Digital History are two closely related fields that emphasize the use of digital technology in scholarly inquiry. Through its multidisciplinary nature, Digital Humanities extends across various academic disciplines, including archaeology, Digital Humanities and the “big tent” approach (Ethan Watrall, 2016), Digital Humanities and Digital History (Robertson, 2016), Digital Humanities and cultural heritage (Thufail, 2022), and Digital Humanities in Islamic studies (Mukaddima, 2022).

These examples represent only a small portion of the diverse disciplines encompassed within Digital Humanities. Digital Humanities and Digital History

converge through their shared reliance on advanced digital technologies. The rapid development of digital technology has fostered interdisciplinary and multidisciplinary approaches that remain responsive to contemporary intellectual and societal needs.

The application of digital technology in historical studies can be observed in the work of Annabel Teh Gallop and Heather Sutherland (Wirawan, 2017). Sutherland employed computer-assisted methods to analyze trade networks in Sulawesi, while Gallop utilized Facebook as a platform for tracing Qur’anic manuscripts in the Philippines. These studies demonstrate how digital technology provides new methodological possibilities for research in Islamic history.

As digital technologies continue to evolve, academic disciplines must remain adaptable to contemporary developments. Suwignyo has emphasized the need for historians to transform both conceptually and methodologically in response to changing scholarly environments. Similarly, Reid highlighted the importance of adapting humanities scholarship to the realities of the digital era (Reid, 2016).

In historical research, digital technology presents both opportunities and challenges. A thought-provoking statement was expressed by Bonnie Triyana on the social media platform X, where he remarked, “Eventually, the profession of historian may disappear

because more archives are being digitized and AI is becoming increasingly intelligent” (April 2025).

Although made informally, this statement serves as a valuable warning for historians and history educators regarding the position of historical scholarship amid the rapid advancement of Artificial Intelligence (AI). At first glance, AI appears highly beneficial in academic settings. It facilitates the exploration of historical events, figures, and places, enabling users to obtain information quickly and efficiently.

AI also assists users in identifying relevant historical sources. With AI support, students and researchers can gain preliminary insights into research topics before conducting more in-depth investigations. These developments should encourage scholars to critically examine the broader implications of digital technology and consider how historians can effectively adapt to technological transformations.

The digitization of historical materials and the emergence of websites providing digital resources represent the initial stages of technological adaptation in historical studies. Through digitization, primary historical sources become more accessible to the public, serving not only as educational resources but also as valuable materials for research. Consequently, digitization extends beyond pedagogical purposes and significantly

enhances analytical capabilities within historical inquiry.

The availability of online historical sources undoubtedly facilitates access for individuals both within and beyond the discipline of history. However, as Lee (2015) cautions, digital sources possess the potential to be manipulated according to particular interests and agendas. Therefore, historians and students of history must approach digital materials with critical awareness and methodological rigor.

From a pedagogical perspective, digital and online sources have significantly influenced how students access historical information. Teachers and lecturers can utilize digital resources as instructional media, while online repositories enable learners to collect primary data rapidly and efficiently. Such developments provide substantial advantages for both educators and students.

Prior to the digital era, primary historical sources were often exclusive, limited, and difficult to access. Researchers and students frequently had to visit museums, archival institutions, libraries, or historical actors directly to obtain relevant materials. Once these resources became digitized and available online, access expanded dramatically, allowing broader public engagement with historical information.

In an increasingly technology-driven society, human lifestyles have undergone profound transformations. The widespread use of smartphones enables individuals to organize activities and access information directly from their personal devices. Through these technologies, users can access digital repositories such as OpenBeelden, which provides historical documentary videos, as well as institutions and databases including KITLV, the British Library, Delpher, NIOD, ANRI, MANASSA, Khastara, and numerous other websites and social media platforms. These resources offer historical materials in various formats, including photographs, videos, manuscripts, and archival documents, accessible anytime and anywhere according to users' needs.

The rise of social media has also encouraged content creators to produce historical content. Examples include Instagram accounts such as @historiographic.id, TikTok accounts such as @ainusantara and @arsipprosamadura, and YouTube channels such as @Tasting History with Max Miller and @Weird History. These and many other social media accounts have emerged as alternative sources of historical learning and public engagement with the past.

The integration of Digital History into teaching and research provides students with greater freedom to explore and reflect upon historical materials in

meaningful ways (Firmansyah, 2024). Equipped with historical methodologies acquired in the classroom, students can conduct independent research and develop analytical skills. In this context, teachers and lecturers play a crucial role in providing scholarly guidance to ensure that students avoid unethical academic practices and maintain intellectual integrity.

The advancement of digital technology has fundamentally transformed the landscape of historical research by creating new opportunities and challenges for historians. Historical information has become increasingly accessible through online archives, digital libraries, and multimedia resources. Researchers, students, and the general public can now access historical documents, photographs, and other materials from virtually anywhere in the world, resources that were previously available only at specific physical locations (Utami, 2020; Zaenal et al., 2022).

Despite these advantages, access to digital historical sources particularly in the field of Islamic history requires a high degree of accuracy and methodological precision. The principles of source criticism must remain central to the practice of historical research. According to Utami (2020), students, researchers, and the public should consider several important aspects when accessing historical information online. First, the

information should be appropriate to the learner's level of knowledge and intellectual development. Second, it should align with curricular objectives and learning outcomes. Third, attention must be given to the reliability, credibility, perspective, and purpose of both the source and the website publishing it. Fourth, the tendency to engage in rapid scanning rather than critical reading necessitates greater caution when interpreting digital historical sources.

Consequently, historians, researchers, and students must approach digital historical sources with care and adhere to established principles of academic ethics. Historical information obtained online should not automatically be treated as equivalent to physical sources acquired directly from museums or archival institutions. Digital technology undoubtedly plays a crucial role in the advancement of knowledge and scholarship; however, its use must remain subject to the principles of scientific reasoning, academic integrity, and historical methodology. Failure to uphold these standards may transform digital technology from a valuable resource into a source of intellectual risk.

By maintaining a strong commitment to academic ethics and historical methodology, digital historical sources can become an abundant field of knowledge for students and researchers. The ease of access provided by digital

technologies should be viewed as an opportunity to foster innovation, adaptation, and creativity in the development of new approaches to Islamic historical studies. In this way, Digital Humanities and Digital History can contribute significantly to the advancement of historical scholarship while preserving the rigor and integrity of the discipline.

CONCLUSION

Digital Humanities and Digital History have emerged as interdisciplinary fields that integrate advanced digital technologies into the study of the humanities, particularly history. As an interdisciplinary domain, Digital Humanities has extended its influence across numerous academic disciplines, including those beyond the traditional scope of the humanities. In the context of historical studies, although the two concepts do not always overlap completely, Digital Humanities finds a significant application in Digital History, where the digitization of historical sources serves as one of its essential components. The availability of digitized historical sources through authoritative platforms such as KITLV, the British Library, and other digital repositories that provide photographs, videos, and archival documents has created new opportunities for historical research and education. Lecturers, students, researchers, and the wider public can utilize these digital

resources according to their needs, whether as learning materials, primary research sources, or historical content for broader dissemination. However, the ease of accessing historical sources must be accompanied by strong digital literacy skills and adherence to academic ethics. The accessibility of digital resources also creates opportunities for misuse and manipulation, as digital materials can be altered or interpreted according to individual interests. Therefore, academic integrity and ethical standards are increasingly important in the digital era. They represent a form of scholarly responsibility that ensures digital sources contribute meaningfully to the development of innovative learning ecosystems and exploratory-interpretative historical research. Without such ethical commitments, the potential benefits of digital resources may be undermined. In this regard, digital sources simultaneously present significant challenges and opportunities, whether they are used for educational purposes, historical research, or the creation of content on social media platforms.

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