



Tabayyun in Islamic Education: Addressing the Challenges of the Digital Era

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Abstract

The rapid development of digital technology has transformed the way information is accessed, shared, and consumed, while simultaneously increasing the risks of hoaxes, misinformation, and the dissemination of unverified content. These challenges highlight the need for educational values that can guide learners in navigating digital information responsibly. Within the framework of Islamic education, *tabayyun* represents a fundamental principle that emphasizes the verification and clarification of information before accepting or disseminating it. This article aims to analyze *tabayyun* as a foundational value in Islamic education and to examine its role in addressing the challenges of the digital era. The study employs a qualitative approach using content analysis of relevant sources, including the Quran, Hadith, books, and scholarly literature. The findings indicate that *tabayyun* functions as an ethical and digital literacy framework that fosters critical thinking, prudence, honesty, and responsibility in information consumption and sharing. Furthermore, the integration of *tabayyun* into Islamic educational practices contributes to preventing the spread of misinformation, strengthening students' character, and promoting a healthy digital culture. The study implies that reinforcing *tabayyun* values within Islamic education is essential for developing digitally literate, ethically responsible, and technologically adaptive Muslim generations.

INTRODUCTION

The development of information and communication technology in the digital era has transformed the ways in which people access, manage, and disseminate information, including religious information. Social media platforms such as Instagram, TikTok, Facebook, and X have become new spaces for disseminating Islamic knowledge, enabling it to reach broad audiences without geographical boundaries. This transformation offers significant opportunities to strengthen religious literacy in society. However, it also presents challenges, including the widespread dissemination of unverified information, religious hoaxes, and the weakening of scholarly authority due to the phenomenon known as *the death of expertise* (Zaluchu, 2020). Purbajati (2021) demonstrated that the rapid and interactive characteristics of social media can accelerate information dissemination without adequate verification. Meanwhile, A'yuni & Nasrullah (2022) explained that the digitalization of Islamic preaching (*dakwah*) has expanded access to religious

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information while simultaneously increasing the potential for disseminating content that lacks a strong scholarly foundation. These conditions indicate that digital spaces function not only as platforms for Islamic preaching but also as potential channels for the spread of religious misinformation and disinformation.

Religious disinformation in the digital era has attracted considerable attention from researchers. Murtiningsih & Adeoye (2025) found that the dissemination of hoaxes through social media can shape public opinion on a massive scale. M & Hairunnisa (2023) emphasized the strong relevance of the concept of *tabayyun* as an Islamic communication ethic for addressing the continuous flow of digital information. Ummah et al (2020) highlighted the importance of digital preaching strategies grounded in media literacy to counter religious disinformation in the *post-truth* era. Similar findings were reported by Muslim et al (2026), who identified a decline in respect for religious scholarly authority in digital spaces. Furthermore, Rustanta & Sari (2025) explained the importance of digital literacy in fostering responsible media use; Fitria & Subakti (2022) examined Islamic communication ethics in cyberspace; Yudi & Maryam (2023) highlighted character education grounded in Islamic values in the digital era; Zamhariroh et al (2024) discussed information literacy challenges among younger generations; Fahmi & Layyinnati (2025) examined the strengthening of information literacy through Islamic Education; and Bali & Fadilah (2019) emphasized the importance of internalizing *tabayyun* values to develop students' critical awareness of digital information. Overall, these ten studies indicate that information verification and digital literacy have become increasingly important issues in modern society.

Beyond influencing communication patterns in society, the development of digital technology also has significant implications for education. Students, as members of the digital generation (*digital natives*), frequently interact with various information sources through the internet and social media. However, convenient access to information is not always accompanied by adequate digital literacy skills, making students vulnerable to receiving, believing, and even disseminating unverified information. Limitations in critical thinking, information source evaluation, and data verification contribute to the susceptibility of younger generations to hoaxes, misinformation, and provocative narratives in digital spaces (Aulia et al., 2026; Gleason & Gillern, 2018; Mukhlis & Cahyadi, 2026). Therefore, Islamic Education serves not only as a means of transmitting religious knowledge but also bears the responsibility of developing students who can respond to information critically, selectively, and responsibly in accordance with Islamic values.

From the perspective of Islamic Education, the concept of *tabayyun*, as stated in Quran 49:6 (Surah Al-Hujurat, verse 6), constitutes an epistemological principle that emphasizes the importance of clarifying, verifying, and confirming information before accepting or disseminating it. *Tabayyun* functions not only as an ethic of communication but also as a moral instrument that can prevent the dissemination of false information on social media (Eden et al., 2024). This value is highly relevant to contemporary digital literacy because it promotes caution, honesty, responsibility, and critical thinking in managing information. Amid the increasing flow of religious disinformation, implementing *tabayyun* in Islamic Education has become increasingly important for strengthening students' character, maintaining the quality of information in digital spaces, preventing social conflicts, and fostering a healthy, ethical communication culture grounded in Islamic values.

Previous studies have generally examined *tabayyun* in the contexts of Islamic communication ethics, digital preaching, hoax dissemination, and social media literacy. However, studies that specifically position *tabayyun* as a foundation for digital literacy from the perspective of Islamic Education remain relatively limited. Most previous research has focused primarily on communication and preaching, whereas

the integration of *tabayyun* values into student character development, the strengthening of critical thinking skills, and the development of digital literacy grounded in Islamic values have not been comprehensively examined.

The novelty of this article lies in its conceptual analysis of *tabayyun* as a foundation for digital ethics and literacy in Islamic Education, employing a qualitative approach with content analysis. Unlike previous studies that have placed greater emphasis on digital preaching and Islamic communication, this article positions *tabayyun* as an educational instrument that contributes to developing students who are critical, responsible, and adaptive in addressing information-related challenges in the digital era.

This article offers theoretical and practical contributions to the development of Islamic Education in the digital era. Theoretically, it broadens the understanding of *tabayyun* as a digital literacy paradigm grounded in Islamic values. Practically, the findings can serve as a reference for educators, educational institutions, religious organizations, and policymakers seeking to integrate *tabayyun* values into learning processes and character development initiatives. The implementation of these values is expected to help reduce the spread of hoaxes, improve digital literacy, strengthen social cohesion, and foster a Muslim generation that is knowledgeable, ethical, and responsible in responding to information in the digital era.

METHODS

This study employed a qualitative approach to gain an in-depth understanding and analysis of the concept of *tabayyun* from the perspective of Islamic Education and its relevance to addressing the challenges of the digital era. The qualitative approach was selected because it enables researchers to systematically and comprehensively interpret the meanings, values, and concepts contained in various literature sources (Engkizar et al., 2026; Takona, 2024). The study focused on analyzing *tabayyun* as a foundation for digital ethics and literacy in Islamic Education through a review of relevant literature. Rather than statistically measuring phenomena, this approach emphasizes a critical understanding of ideas, theories, and values related to information verification in the digital era.

Method and Design

This study employed a qualitative method using *content analysis*. Content analysis was selected because it enables researchers to identify, interpret, and construct meaning from various documents and texts related to the Islamic concept of *tabayyun* and contemporary digital literacy. According to Govindasamy et al (2024); Kyngäs (2020), content analysis is a research technique used to draw valid and replicable inferences from textual data. This method is appropriate because the article focuses on a conceptual examination of the principles of *tabayyun*, the values of Islamic Education, and various forms of disinformation emerging in the digital era. Through this approach, the study sought to establish the relevance of *tabayyun* as an educational strategy for fostering critical and responsible attitudes toward information.

Data Sources

The data sources consisted of primary and secondary sources. The primary sources included the Quran, particularly Surah Al-Hujurat (49:6), which provides the normative foundation for the concept of *tabayyun*, as well as the hadiths of Prophet Muhammad (peace be upon him) concerning information verification, communication ethics, and caution in conveying news. Secondary sources were drawn from books, reputable national and international journal articles, academic proceedings, and scholarly documents addressing Islamic Education, digital literacy, Islamic communication ethics, hoaxes, and digital disinformation. The references included studies by Pohontsch (2019), and other relevant scholarly works. Sources

were selected based on their relevance, credibility, and contribution to developing the discussion of *tabayyun* in the context of the digital era.

Instruments

In qualitative research, the researcher serves as the primary research instrument (human instrument), responsible for determining the research focus, collecting data, evaluating sources, interpreting information, and drawing conclusions based on the available evidence (Engkizar et al., 2019). To support data collection, the researcher used a documentation protocol in the form of a data recording sheet to identify, categorize, and organize information from various literature sources. This instrument assisted in selecting relevant literature, recording significant findings, and establishing connections between the concept of *tabayyun*, digital literacy issues, and Islamic Education.

Data Analysis Techniques

Data were analyzed descriptively and qualitatively by adapting the data analysis model developed by Miles, Huberman, and Saldaña, which comprises data condensation, data display, and conclusion drawing. The first stage involved collecting relevant literature on *tabayyun*, Islamic Education, digital literacy, and disinformation in digital media (Daniel & Harland, 2018; Lungu, 2022). The second stage involved data condensation, in which the collected information was selected and categorized according to themes relevant to the research focus. The third stage involved data display, whereby the findings from the literature review were systematically organized into a coherent narrative to facilitate interpretation. Finally, conclusions were drawn to identify the relationships between the concept of *tabayyun* and efforts to strengthen digital literacy in Islamic Education. Through this process, the study developed a comprehensive understanding of the role of *tabayyun* as an ethical and educational strategy for addressing the challenges of the digital era.

Data Trustworthiness

The trustworthiness of the data was established through source triangulation. This technique involved comparing and examining information obtained from various references, including the Quran, hadiths, academic books, journal articles, and relevant previous research findings (Bingham, 2023). In addition, the researcher re-examined the consistency of the data and the alignment of the interpretations with the theoretical context employed in the study. These procedures aimed to enhance the credibility, validity, and objectivity of the research findings, ensuring that they could be academically justified. Accordingly, the analysis of *tabayyun* in Islamic Education presented in this article is grounded in relevant textual evidence and theoretical perspectives that support an explanation of its relevance to developing digital literacy in the information age.

RESULT AND DISCUSSION

The analysis of various sources, including the Quran, hadiths, books, and scholarly articles, indicates that the concept of *tabayyun* is highly relevant to addressing the challenges arising from the development of digital technology. The rapid flow of information through social media not only facilitates access to knowledge but also increases the risk of hoaxes, disinformation, and unverified religious content. In this context, *tabayyun* serves as an epistemological and ethical principle in Islam that emphasizes the importance of verifying information before accepting or disseminating it. The findings indicate that implementing *tabayyun* in Islamic Education not only helps develop critical awareness of digital information but also contributes to strengthening students' character, developing digital literacy, preventing disinformation, and fostering a healthier and more responsible communication culture. These findings are subsequently organized into several

interrelated themes that illustrate the strategic role of *tabayyun* in addressing the challenges of the digital era.

***Tabayyun* as a Foundation for Ethical Information Reception and Dissemination**

The analysis indicates that *tabayyun* is a fundamental principle in Islam that emphasizes the importance of verifying, clarifying, and confirming information before accepting or disseminating it. This principle has a strong normative foundation in Quran 49:6 (Surah Al-Hujurat, verse 6), which instructs Muslims to verify the truthfulness of news to avoid making decisions based on inaccurate information. In the digital era, the value of *tabayyun* has become increasingly relevant because social media enables information to spread rapidly without adequate screening. Janah & Yusuf (2021) explained that *tabayyun* represents an Islamic communication ethic that requires caution when receiving information, while Zaluchu (2020) emphasized that Islamic communication ethics serve as a moral safeguard in the use of digital media. Therefore, *tabayyun* functions not only as a communication ethic but also as a moral guideline that encourages individuals to prioritize caution, honesty, and responsibility in their media activities.

Applying *tabayyun* when using digital media encourages users to avoid hastily believing or sharing information whose sources and validity have not been established. This attitude is essential for preventing misunderstandings, slander, and social conflicts that are frequently triggered by unverified information. Astuti & Mustofa (2020) reported that the dissemination of false news without adequate verification can shape inaccurate public perceptions and trigger various forms of social conflict. Similarly, Muhja & Shahnaz (2021) observed that declining respect for scholarly authority in digital spaces makes people more likely to accept information without sufficient scrutiny.

These findings suggest that the function of *tabayyun* extends beyond information verification. In digital society, *tabayyun* serves as an ethical foundation that connects Islamic values with contemporary communication practices. A synthesis of the relevant literature indicates that implementing *tabayyun* can foster a more objective, responsible, and truth-oriented communication culture. Thus, *tabayyun* can be positioned as a foundation for digital ethics that is relevant to addressing various communication challenges in the information age.

***Tabayyun* as a Means of Strengthening Students' Digital Literacy**

The analysis indicates that *tabayyun* is closely related to the development of digital literacy in Islamic Education. Digital literacy encompasses not only the ability to use technology but also the ability to critically evaluate, select, and verify information. In this context, *tabayyun* provides a value-based framework that guides students in distinguishing valid information from misleading or manipulative content. Strong digital literacy is characterized by the ability to evaluate the credibility of information sources, while Islamic Education plays an important role in raising students' awareness of the validity of the information they consume (Hajri, 2023; Ismah et al., 2026; Mahmudi & Aimah, 2026).

Through the internalization of *tabayyun* values, students are encouraged to examine information sources, compare different references, and consider the potential consequences of sharing information with others. This process represents a practical application of critical-thinking skills, which are among the key competencies required in the twenty-first century. Internalizing *tabayyun* values can also strengthen students' ability to evaluate digital information more critically and objectively (Parhan et al., 2021).

The findings indicate a strong conceptual relationship between *tabayyun* and digital literacy. While digital literacy provides the technical and cognitive competencies required to manage information, *tabayyun* supplies the moral and ethical

foundation that guides the use of these competencies. A synthesis of these findings suggests that integrating *tabayyun* into learning can foster a model of digital literacy that emphasizes not only technological skills but also moral responsibility in the use of information.

Integrating *Tabayyun* Values into Student Character Development

The analysis indicates that *tabayyun* contributes significantly to student character development. The values embodied in *tabayyun*, including honesty, responsibility, discipline, caution, and critical thinking, are essential for both social and digital life. Strengthening character education based on Islamic values has become increasingly important in addressing the challenges of the digital era, which is characterized by an overwhelming flow of information and rapid social change (Parhan et al., 2021). Furthermore, internalizing *tabayyun* values can strengthen students' awareness of the need to behave ethically when using social media.

Integrating *tabayyun* values into the learning process enables students to understand that every act of communication carries moral and social consequences. Islamic Education serves not only to transmit knowledge but also to shape students' personalities so that they can apply Islamic values in their everyday lives. Therefore, *tabayyun* can serve as a character education instrument that responds to the needs of contemporary digital society.

These findings emphasize that *tabayyun* involves more than the cognitive process of information verification; it also encompasses strong affective and moral dimensions. A synthesis of the relevant literature suggests that character development through *tabayyun* can foster students who are not only intellectually capable but also morally grounded when responding to information. Accordingly, *tabayyun* constitutes an integral component of Islamic character education that remains relevant to contemporary demands.

***Tabayyun* as an Approach to Preventing Hoaxes and Digital Disinformation**

The analysis indicates that implementing *tabayyun* plays an important role in preventing the spread of hoaxes and disinformation in digital spaces. The rapid proliferation of hoaxes on social media not only leads to misunderstandings but can also trigger social conflict, group polarization, and declining public trust in credible information sources. Repeatedly disseminated false information can shape public opinion even when it is unsupported by valid evidence (Astuti & Mustofa, 2020; Khairunnisa & Arifin, 2024; M & Hairunnisa, 2023). Similar findings indicate that religious disinformation is one of the major challenges facing digital Islamic preaching in the *post-truth* era. *Tabayyun* teaches that information should be assessed in terms of source validity, content accuracy, and potential benefits or consequences. Through this verification process, individuals can become more selective in receiving and disseminating information. Consequently, the potential spread of false news can be reduced.

Based on these findings, *tabayyun* can be understood as a preventive mechanism for addressing digital disinformation. A synthesis of previous studies suggests that a weak culture of verification is a major factor contributing to the spread of hoaxes in society. Therefore, strengthening a culture of *tabayyun* can serve as a strategic approach to building societal resilience against disinformation while reducing the negative effects of hoaxes and religious disinformation.

***Tabayyun* in Fostering a Healthy and Ethical Digital Culture**

The final theme indicates that implementing *tabayyun* values contributes to the development of a healthy, safe, and ethical digital culture. Such a culture is characterized by the responsible use of technology, respect for differing opinions, and the ability to maintain communication ethics in public spaces. *Tabayyun* values can encourage more courteous and constructive digital interactions (Ismail Koto,

2021; Murtiningsih & Adeoye, 2025). Furthermore, ethical digital Islamic preaching should be grounded in honesty, information accuracy, and social responsibility.

By internalizing *tabayyun* values through Islamic Education, students can understand that every digital activity carries social consequences for which they must take responsibility. This awareness can encourage more prudent and tolerant digital behavior, as well as greater respect for the rights of others in communication. Thus, *tabayyun* constitutes an important foundation for developing a conducive and civilized digital ecosystem.

These findings indicate that the contribution of *tabayyun* extends beyond the individual level to the broader social context. A synthesis of the literature suggests that a healthy digital culture cannot be established solely through technological proficiency; it also requires the internalization of ethical values that guide users' behavior. Therefore, *tabayyun* can be positioned as an Islamic digital ethics paradigm that contributes to creating an inclusive, harmonious, and socially beneficial digital environment.

CONCLUSION

This article demonstrates that *tabayyun* is a fundamental value in Islamic Education that is highly relevant to addressing the challenges of the digital era. The analysis reveals that *tabayyun* functions not only as a mechanism for information verification but also as a foundation for digital ethics and literacy that promotes critical thinking, caution, honesty, and responsibility in receiving and disseminating information. Integrating *tabayyun* values into Islamic Education contributes to preventing hoaxes and disinformation, strengthening students' character, and fostering a healthy and ethical digital culture. Thus, the article's objective of analyzing the concept of *tabayyun* in Islamic Education and explaining its role in addressing the challenges of the digital era has been achieved through findings that demonstrate the close relationship between Islamic values, digital literacy, and student character development.

The novelty of this article lies in positioning *tabayyun* as a foundation for digital ethics and literacy in Islamic Education, rather than merely as a concept of information verification or communication ethics, as commonly discussed in previous studies. The article offers the perspective that *tabayyun* can be integrated into educational processes as an instrument for character development, strengthening critical-thinking skills, and fostering students' digital awareness. These findings have theoretical implications for advancing scholarship on Islamic Education grounded in digital literacy and practical implications for educators, educational institutions, and policymakers in designing learning approaches that respond to technological developments. Through the sustained reinforcement of *tabayyun* values, it is hoped that a digitally literate Muslim generation with noble character will emerge, capable of using information technology wisely and responsibly in accordance with Islamic principles.

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Author contribution

Inaya Akbar: data curation, writing-original draft preparation, **Alyssia Nabila Putri:** analysis, conceptualization, **Ibrahim Abdul Karim:** methodology, **Abdul Fadhil:** editing, visualization.

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