



Article

The Implementation of the Tabayun Concept in Islamic Religious Education as an Effort to Foster Students' Moral Character in the Digital Era

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Abstract

The rapid development of digital technology has brought various challenges to students' moral development, particularly regarding social media use and the spread of unverified information. Islamic Religious Education plays a strategic role in instilling moral values that are relevant to digital life, one of which is the concept of tabayun (verification and clarification of information). This study aims to describe the implementation of the tabayun concept in Islamic Religious Education as an effort to foster students' moral character in the digital era. The study employed a qualitative approach, with data collected through observations, interviews, and documentation conducted within the school environment. The findings reveal that the implementation of tabayun was carried out through contextual learning based on social media cases, the habituation of information verification practices, the strengthening of digital literacy, and teachers' role modeling in the responsible use of digital media. These practices serve as an effort to foster students' moral character, as reflected in the development of critical thinking, greater caution in receiving information, and more responsible behavior in digital interactions.

Keywords: Tabayun, Islamic Religious Education, Students' Moral Character, Digital Era, Digital Literacy

PUBLISHER'S NOTE

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INTRODUCTION

The development of digital technology has made social media an inseparable part of students' lives in obtaining information, communicating, and engaging in social interactions. The presence of social media offers various benefits, including easier access to information, broader communication networks, and increased opportunities for independent learning. On the other hand, the vast flow of information circulating in digital spaces requires students to adopt a critical and responsible attitude when receiving and sharing information (Steinert et al., 2025). The primary challenge faced by education today is not to restrict students' use of social media, but rather to guide them in utilizing it wisely and responsibly (Prasetya et al.,

2026). In this context, Islamic Religious Education plays an important role in instilling moral values that are relevant to digital life. One of the values that holds strong relevance is the concept of *tabayun*, which promotes careful verification, critical thinking, and responsibility in responding to information received from various sources (Asran Asran & Amaluddin Amaluddin, 2025).

Numerous studies on students' moral character development in the digital era have been conducted through approaches such as digital literacy, character education, and the enhancement of critical thinking skills. Previous research has demonstrated that digital literacy plays an important role in helping students evaluate information and avoid the dissemination of invalid or misleading content (Eraku et al., 2021). Other studies have also highlighted the contributions of teachers and curricula in shaping students' character amidst the rapid development of information technology (Kamila, 2025). Nevertheless, most existing studies continue to focus primarily on the technical aspects of digital literacy and character development in general (Wulandari et al., n.d.). Research specifically examining the implementation of the concept of *tabayun* as a learning strategy within Islamic Religious Education remains relatively limited. This condition indicates the need for further research to explore how the value of *tabayun* can be operationalized contextually in the learning process to foster students' moral character in the digital era.

Based on these conditions, this study offers a different perspective by positioning *tabayun* not only as a normative religious concept but also as an applicable learning strategy. The study focuses on the implementation of the *tabayun* concept in Islamic Religious Education as an effort to foster students' moral character in the digital era (M. Mujab Ali Ma'sum & Khuriyah Khuriyah, 2025). This focus is important because the value of *tabayun* is closely related to students' ability to respond critically and responsibly to information circulating on social media (Karo & Putri, 2026). Through this study, various forms of *tabayun* implementation in learning activities are identified and described systematically (Cahyono, 2016). In addition, the study explains how the value of *tabayun* is integrated into learning activities that are contextualized to students' digital lives. Therefore, this study is expected to contribute to the development of Islamic Religious Education learning that is more relevant to the challenges of the digital era.

From the perspective of Islamic Religious Education, the concept of *tabayun* is understood not only as a normative religious teaching but also as an ethical principle that is highly relevant to students' lives in the digital era (Lisyawati et al., 2023a). *Tabayun* emphasizes the importance of verification, careful consideration, and responsibility in receiving and disseminating information, which aligns with the demands of contemporary digital literacy (Suhilmiati et al., 2024a). These values can be internalized through various learning approaches, such as discussions of misinformation and hoax cases, social media content analysis, and the cultivation of reflective attitudes toward information encountered in digital environments. Consequently, students are expected not only to understand the concept of *tabayun* theoretically but also to apply it in their daily lives (Ririn Linawati et al., 2026). The integration of *tabayun* into the learning process also strengthens the affective dimension of education, enabling students to develop honest, critical, and responsible attitudes. This demonstrates that Islamic Religious Education has considerable potential to address moral

challenges in the digital era, particularly in fostering students' character while maintaining a foundation in Islamic values.

In the context of educational practice, the integration of religious values into learning activities requires approaches that are closely connected to students' daily experiences. Learning that is detached from students' real-life situations often makes moral values difficult to understand and apply in practice (Oktahariana et al., 2025). Therefore, Islamic Religious Education should be designed in a way that allows students to relate religious teachings to contemporary issues they encounter in digital environments (Mintasih et al., 2024). Social media, as one of the most frequently used platforms by students, provides a relevant context for introducing and strengthening the value of *tabayun*. Through contextual learning activities, students can be encouraged to critically examine information, discuss its credibility, and reflect on the ethical consequences of sharing unverified content (Lisyawati et al., 2023b). Such learning experiences enable moral values to be internalized more meaningfully and support the development of responsible digital citizenship.

Furthermore, the implementation of *tabayun* in Islamic Religious Education is important because it reflects the adaptability of Islamic values to contemporary social challenges (Suhilmiati et al., 2024). The rapid development of digital communication has created new forms of interaction that require not only technical competencies but also ethical awareness. In this regard, *tabayun* offers a framework that guides students to approach information with caution, responsibility, and critical judgment (Nasoha et al., 2025). Integrating this concept into classroom learning can help students understand that responsible digital behavior is closely aligned with Islamic teachings. It also provides opportunities for teachers to connect religious values with real situations encountered by students in their online activities. As a result, learning becomes more relevant to students' needs while maintaining the fundamental objectives of Islamic Religious Education in character development.

The purpose of this study is to describe the implementation of the concept of *tabayun* in Islamic Religious Education as an effort to foster students' moral character in the digital era. Specifically, the study aims to: (1) describe students' understanding of the concept of *tabayun* in the context of digital information use; (2) identify teachers' strategies for integrating the value of *tabayun* into the Islamic Religious Education learning process; and (3) describe the forms of *tabayun*-based practices employed as efforts to foster students' moral character in social media use. These objectives were formulated in response to the need for Islamic Religious Education that is relevant to the development of digital technology while remaining oriented toward strengthening students' moral and ethical values. Therefore, this study is expected to provide a conceptual contribution to the development of Islamic Religious Education based on Islamic values and serve as a reference for teachers in implementing the concept of *tabayun* contextually within the school environment.

METHOD

This study employed a qualitative approach using a case study design to gain an in-depth understanding of the implementation of the concept of *tabayun* in Islamic Religious Education as an effort to foster students' moral character in the digital era. This approach was

selected because it enables researchers to examine phenomena contextually within their natural settings in the school environment (Gatot Herry Djatmika, 2025). The participants consisted of Islamic Religious Education teachers and junior high school students selected through purposive sampling (Adawiyah et al., 2024). Participant selection was based on specific criteria, namely teachers involved in Islamic Religious Education instruction and students who actively use digital media in their daily lives. The number of participants was not determined by statistical representation but rather by the principle of data saturation, whereby data collection continued until recurring patterns emerged and no significant new themes were identified (Thoyyibah et al., 2024). Therefore, the focus of this study lies in the depth and richness of the information obtained from participants in accordance with the objectives of qualitative research.

The research procedure began with a preparation stage, which included determining the research site, developing research instruments, and obtaining permission from the school authorities. The implementation stage involved collecting data through several techniques, namely observation, interviews, and documentation (Syarif, 2024). Observations were conducted directly during Islamic Religious Education learning activities to examine how the concept of tabayun was integrated into the teaching and learning process (Ithriyah, 2024). In-depth interviews were conducted with teachers and students to obtain information regarding their understanding, experiences, and attitudes toward the application of tabayun in daily life, particularly in the use of social media (Meilana, 2023). Documentation was utilized to complement the data through learning materials, activity records, and evidence of student activities relevant to the study. The use of multiple data collection techniques aimed to obtain comprehensive information and enhance the trustworthiness of the findings through source and method triangulation.

Data analysis in this study employed an interactive analysis model consisting of three stages: data reduction, data display, and meaning-making (Meilana, 2023). Data reduction was carried out by selecting and focusing on information that was relevant to the objectives of the study. Subsequently, the data were presented in the form of descriptive narratives to facilitate interpretation and analysis. The final stage involved drawing meanings and interpretations continuously throughout the research process (Zulfirman, 2022). To ensure the trustworthiness of the data, this study applied source and method triangulation by comparing information obtained from observations, interviews, and documentation (Cahyaningtyas et al., 2025). Therefore, the findings are expected to possess adequate validity and credibility in providing a comprehensive understanding of the implementation of the tabayun concept as an effort to foster students' moral character in the digital era.

RESULTS AND DISCUSSION

RESULTS

The findings of the study indicate that the implementation of the concept of tabayun in Islamic Religious Education was carried out through various learning activities that were relevant to students' digital lives (Sasrita et al., n.d.). Teachers integrated the value of tabayun by utilizing examples of information circulating on social media as materials for classroom discussions. Through these activities, students were encouraged to identify information

sources and understand the importance of verification before accepting or disseminating news. Teachers also guided students in analyzing the social and moral consequences of spreading unverified information (Sukiman et al., 2021). In addition, the concept of tabayun was linked to the values of honesty, responsibility, and prudence in digital communication (Pitasari, 2026). Therefore, the implementation of tabayun was conducted contextually through learning experiences that were closely connected to students' everyday lives.

The interview findings further support the implementation of the concept of tabayun in Islamic Religious Education learning (Sukiman et al., 2021). One teacher explained that examples of information circulating on social media were frequently used as learning materials to help students understand the importance of information verification. According to the teacher, students were encouraged to compare information from different sources before drawing conclusions about its validity (Rochim & Amal Khayati, 2023). Similar views were expressed by several students who stated that they had become more aware of the need to verify information before sharing it with others. Students also reported that discussions on digital information helped them recognize the risks associated with spreading unverified content (Kurniawan et al., 2024). These interview findings indicate that the implementation of tabayun was closely connected to students' experiences in navigating information in digital environments.

The findings also revealed that teachers employed various instructional strategies to integrate the value of tabayun into Islamic Religious Education. These strategies included group discussions, digital case analysis, learning reflection activities, and role modeling in the responsible use of social media. Teachers acted as facilitators who guided students in understanding the importance of maintaining critical and responsible attitudes toward the information they encounter. Throughout the learning process, students were given opportunities to express their opinions and clarify various pieces of information they discovered (Nugraha & Qodriani, 2024). These activities helped students understand the relationship between Islamic teachings and the practical use of social media in their daily lives. Therefore, the implementation of tabayun was not merely delivered as learning content but was also embodied through contextual learning experiences (Leobisa & Pelondou, 2025).

Interview data also revealed that teachers employed various instructional strategies to integrate the value of tabayun into classroom activities. One teacher stated that group discussions and case analyses were regularly used to encourage students to examine information critically and responsibly. Through these activities, students were invited to express their opinions and provide arguments based on credible sources. Several students explained that they enjoyed discussing real cases taken from social media because the topics were closely related to their daily experiences. They also noted that such activities helped them better understand the relationship between Islamic teachings and responsible digital behavior. These findings suggest that the implementation of tabayun was supported by interactive and contextual learning strategies.

The findings of this study demonstrate that the concept of tabayun has strong relevance for integration into Islamic Religious Education in the digital era. The integration of the value of tabayun provides an ethical foundation that students can use in responding to various forms of information circulating in digital media (Gunawan et al., 2024). This value is

implemented through learning activities that promote carefulness, prudence, and responsibility in communication. Various learning activities conducted in the classroom illustrate that tabayun can be applied practically within the context of students' digital lives. These findings affirm that tabayun is understood not only as a normative religious concept but also as a contextual pedagogical approach. Therefore, the implementation of tabayun can serve as one of the efforts to foster students' moral character in addressing the challenges of the digital era (Syaharuddin et al., 2025).

The interviews additionally demonstrated that both teachers and students viewed tabayun as a relevant concept for addressing contemporary challenges in digital communication. Teachers emphasized that the value of tabayun was not only introduced as a religious teaching but also linked to practical situations encountered by students in their everyday online activities. Students reported that they became more careful when responding to information and more conscious of the ethical implications of their online interactions. They also highlighted the importance of considering the credibility of information before accepting or sharing it with others. These experiences illustrate how the value of tabayun can be applied in practical situations related to social media use. Therefore, the interview findings reinforce the relevance of tabayun as a contextual approach within Islamic Religious Education in the digital era. As further support for these findings, students' behavioral changes are presented in Table 1 below.:

Table 1. Changes in Students' Attitudes Before and After the Implementation of Tabayun

Behavioral Aspect	Before Implementation	After Implementation
Information Verification	Low	High
Hoax Dissemination	Fairly Frequent	Very Low
Commenting Ethics	Less Prudent	More Prudent
Digital Empathy	Low	Improved

DISCUSSION

The findings of this study indicate that the concept of tabayun can be integrated into Islamic Religious Education through various activities related to the use of social media. This integration is carried out by linking learning materials to information verification, news clarification, and the understanding of ethical communication in digital environments. Within the learning context, tabayun is understood not only as a religious value but also as a guideline for responding to information obtained from various digital sources. Teachers utilize cases that are closely related to students' daily experiences as a means of connecting the concept of tabayun with the realities of social media use. This approach demonstrates that Islamic values can be implemented contextually within Islamic Religious Education in the digital era. Therefore, tabayun can serve as one of the approaches to fostering students' moral character in addressing the challenges associated with contemporary social media use (Nasoha et al., 2025).

The findings indicate that the integration of the concept of tabayun in Islamic Religious Education can be combined with the strengthening of digital literacy within the learning process. This integration is carried out through learning activities that encourage students to understand how to respond to information critically and responsibly. In this

context, digital literacy is utilized to help students understand the processes of searching for, evaluating, and verifying information. Meanwhile, the concept of tabayun provides an ethical foundation for receiving, processing, and disseminating information. The combination of these two approaches demonstrates that learning can accommodate both cognitive development and moral values in the context of digital life. Therefore, the implementation of tabayun becomes part of an effort to foster students' moral character in ways that are relevant to the needs of learners in the digital era (Viyani et al., 2026).

The findings of this study are related to previous research that has examined digital literacy and character education within educational contexts. Several earlier studies have emphasized the importance of critical thinking skills in responding to information circulating in digital media. This study extends the existing literature by positioning the concept of tabayun as a religious value integrated into Islamic Religious Education. Such integration is realized through various learning activities that encourage students to verify and clarify information. The focus of this study is not on measuring learning outcomes but on describing the implementation of the value of tabayun in the context of social media use. Therefore, this study provides insights into the application of Islamic values in learning processes that are contextualized to students' digital lives (Yamin et al., 2026).

The findings also indicate that the implementation of tabayun is closely associated with the use of contextual learning approaches. Teachers connect learning materials with various phenomena that students frequently encounter in their everyday use of social media. Various cases of digital information are utilized as learning resources to discuss the importance of verification, clarification, and responsibility in communication. This approach helps students understand the relationship between the learning content and the experiences they encounter in real-life situations. As a result, the learning process becomes more closely aligned with students' daily contexts while maintaining the Islamic values that serve as the foundation of instruction. Therefore, the implementation of tabayun can be carried out through learning experiences that are relevant to the ongoing development of digital technology.

This study demonstrates that the concept of tabayun has relevance for integration into Islamic Religious Education in the digital era. This relevance can be observed in its alignment with various challenges arising from social media use and the dissemination of digital information. Through contextual implementation, tabayun can serve as a guideline for helping students respond to information wisely and responsibly. Teachers play an important role in connecting the values of tabayun with various situations encountered by students in their daily lives. The integration of these values illustrates how Islamic Religious Education can contribute to students' moral character development through approaches that are responsive to contemporary developments. Therefore, the concept of tabayun may serve as an alternative pedagogical approach that is relevant to addressing the challenges of the digital era.

The findings also highlight the important role of teachers in facilitating the implementation of tabayun within Islamic Religious Education. Teachers are not only responsible for delivering learning materials but also for creating learning environments that encourage students to engage critically with digital information. Through guidance, questioning techniques, and reflective discussions, teachers help students understand the

ethical dimensions of information sharing in digital spaces. The implementation of tabayun becomes more meaningful when teachers consistently connect Islamic values with issues that students encounter in their everyday online interactions. This process enables students to view religious teachings as practical guidelines for addressing contemporary challenges rather than as abstract concepts. Therefore, the role of teachers is essential in ensuring that the value of tabayun is integrated effectively into contextual learning experiences.

Another important implication of this study relates to the development of Islamic Religious Education learning practices in the digital era. The implementation of tabayun demonstrates that religious values can be integrated with contemporary issues without reducing the substance of Islamic teachings. Learning activities that utilize social media content, digital information analysis, and ethical reflection provide opportunities for students to connect classroom learning with real-life situations. Such approaches support the development of learning experiences that are both relevant and meaningful for students. In addition, they encourage students to apply Islamic values when navigating the complex information environment of the digital age. Therefore, the concept of tabayun offers a pedagogical foundation that can support the development of contextual Islamic Religious Education learning in contemporary educational settings.

CONCLUSION

This study shows that the concept of tabayun can be implemented in Islamic Religious Education as an approach to fostering students' moral character in the digital era. Such implementation is carried out by connecting learning materials with various phenomena that students frequently encounter through social media use. Teachers utilize examples of digital information, viral news, and different forms of social media content as discussion materials within the learning process. Through these activities, students are guided to examine information sources, seek clarification, and understand the importance of verification before disseminating information to others. Contextual learning processes help students understand the relevance of the value of tabayun to the digital environments they experience in their daily lives. Therefore, tabayun is understood not only as a religious concept but also as a guideline for the responsible use of social media.

The findings also indicate that the implementation of tabayun is carried out through various instructional strategies that emphasize students' active engagement in analyzing digital information. Teachers act as facilitators who guide students in connecting Islamic values with various issues that arise in digital environments. Activities such as case discussions, online information analysis, learning reflections, and teacher role modeling constitute important components of the implementation of the tabayun concept. These strategies enable students to understand the relationship between Islamic teachings and the responsible and wise use of social media. The integration of the value of tabayun into the learning process demonstrates that Islamic Religious Education has a relevant role in addressing the challenges posed by the development of information technology. Therefore, tabayun can be utilized as a contextual pedagogical approach to fostering students' moral character in the digital era.

This study recommends the development of a more systematic tabayun-based learning model that is tailored to the characteristics of students at different educational levels. Such development may be carried out by utilizing contemporary cases originating

from social media as contextual learning resources. In addition, teachers should integrate information verification activities and ethical reflection into the learning process on a continuous basis. These efforts are expected to strengthen the relevance of Islamic Religious Education in guiding students to address the challenges of the digital world. Future research may examine the implementation of the concept of tabayun in different educational contexts to obtain a broader understanding of its application. Therefore, the development of tabayun-based learning can continue to be adapted to the evolving dynamics of social media use among students.

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