



ALSUNIYAT
JURNAL PENELITIAN BAHASA, SASTRA, DAN BUDAYA ARAB

Journal homepage: <https://ejournal.upi.edu/index.php/alsuniyat>



The Qur'anic Concept of Truth and The Correspondence Theory in Countering Digital News Hoaxes

Tatang^{1*}, Farhan Fuadi², Shofa Musthofa Khalid³

^{1,2,3} Universitas Pendidikan Indonesia, Indonesia

Correspondence: E-mail: fuadifarhan4@upi.edu

ARTICLE INFO

Article History:

Submitted/Received 02 Des 2024

First Revised 08 Apr 2025

Accepted 29 Apr 2025

Publication Date 30 Apr 2025

Keywords:

Al-alaq

Digital literacy

Hoaxes

ABSTRACT

This research aims to analyze the concept of truth in information within the Quran as a response to the increasing phenomenon of hoaxes in digital news. Using a qualitative method with a literature study approach, this study employs the correspondence theory to examine the meaning of truth in Q.S. Al-Hujurat verse 6 and Q.S. Al-Alaq verses 1-5, emphasizing the principle of *tabayyun* (truth verification). Data collection is conducted through an in-depth literature review, while data analysis follows an interpretative approach to explore the relevance of Quranic teachings in digital literacy. The findings reveal that Q.S. Al-Alaq highlights the importance of continuous literacy development, ethical responsibility, and moral awareness in navigating digital information, emphasizing lifelong learning, critical reading skills, and source evaluation to counteract misinformation. The study concludes that integrating Islamic values with digital literacy principles fosters a more responsible and ethical approach to information consumption, where the application of Quranic principles, particularly *tabayyun*, plays a crucial role in mitigating the spread of fake news and enhancing individuals' ability to critically engage with digital information.

1. INTRODUCTION

Information has become an inseparable part of human life. With the advancement of time, the demand for information and news is increasing, driving information to become an essential part of daily life for individuals, groups, and organizations. This shows that information is an essential need in human life to understand various events happening worldwide, expand knowledge, and acquire necessary insights (Tzafestas, 2018).

Information is processed from raw data, such as interview results, statistical data, video recordings, photos, or other types of raw information, which are organized in a way that produces something useful and understandable for the recipient (Effendy et al., 2023). Information can be conveyed through various methods, one of the most common being news media.

The development of advanced technology has transformed news formats, initially printed newspapers, into digital formats. Digital news is the latest information presented via the internet, accessible through computers or smartphones, providing ease of access and speed in obtaining various information (Caryarini et al., 2024).

For the information in a news piece to benefit the recipient, it must meet certain criteria. These include factual accuracy, recent events, impartiality, comprehensive important information, reader interest, usefulness, and clear structure (Krisbianto et al., 2020).

As technology evolves, the ease of receiving or sending news has increased (Nurani, 2018). Through the internet, anyone can write and publish articles or news on websites, blogs, or their social media without prior verification by experts or reliable sources. This convenience has created serious issues in digital news, as individuals can easily publish false, fake, or misleading news on their social media, which then spreads rapidly as many people share it on their own accounts without verifying its truth (Rizky et al., 2022).

The rise in hoax news spread across websites and digital media has seen an increase. In 2022, the Ministry of Communication and Informatics (KOMINFO) handled 1,528 hoax content issues, while in 2023, KOMINFO addressed 1,615 hoax content issues, with a cumulative total of 12,547 hoax content issues circulating from 2018 to 2023. This indicates that hoax content or digital news is increasingly prevalent and widespread (KOMINFO, 2024).

Hoaxes are false or fake news with potentially dangerous effects on individuals, groups, and nations. Hoaxes can lead people to lose emotional control, exhibit negative behaviors, disrupt democracy, and cause social chaos (Arora, 2022). Misinformation resulting from hoaxes also leads to economic losses, crime increase, social divisions, and a loss of public trust, as people become confused about accurate information. This confusion makes hoaxes difficult for the public to detect due to limited knowledge and skills in identifying them (Fatmawati et al., 2020; Marlina, 2022).

Given the dangers posed by hoax news, measures to prevent its spread and develop hoax-identification skills are essential. The government's efforts to tackle the spread of digital hoaxes include establishing regulations in the form of Law of the Republic of Indonesia No. 19 of 2016, amending Law No. 11 of 2008 concerning Information and Electronic Transactions (UU ITE) (Basuki & Setyawan, 2022). In addition, the government limits access to and blocks

sites, websites, or social media accounts that spread hoaxes, false information, and violate the UU ITE (Megasari, 2020).

In addition to government efforts in managing the spread of digital hoax news, individuals also need the skills and knowledge to identify the information they receive. Individual skills that can help in identifying news include being critical, intelligent, selective, and verifying each piece of information. These qualities align with the Quranic concept of *Tabayyun*, which emphasizes investigation. (Istianah & Nabawiyah, 2022).

The Quran encourages Muslims to practice *tabayyun*, investigating every piece of information or news they receive, especially when the source is unreliable. This is emphasized in the Quran, Surah Al-Hujurat, verse 6, which states:

“O you who have believed, if there comes to you a disobedient one with information, investigate, lest you harm a people out of ignorance and become, over what you have done, regretful.”

The principle of *tabayyun* contained in Surah Al-Hujurat, verse 6 provides a strong epistemological framework for Muslims in facing the flood of information. This verse underscores the importance of fostering a culture of verification and clarification within the Muslim community when receiving information (Rasit, Ghani, et al., 2022).

This aligns with the correspondence theory of truth. The correspondence theory is a philosophical concept that measures the truth of a statement based on how accurately it represents the actual state of affairs or its referenced object. In other words, a statement is considered true if it corresponds with the facts present in the real world (Nursyamsiah et al., 2022).

In the context of current digital literacy, the *tabayyun* process, as commanded in the Quran, plays a crucial role in filtering information and verifying its truth, especially amid the spread of hoaxes (Nursyamsiah et al., 2022). Surah Al-Alaq, verses 1-5, which instructs humanity to "read in the name of your Lord who created," teaches that reading is not merely understanding texts but also implies investigating, researching, and critically assessing information (Heru & Syahputra, 2022). This verse serves as a foundation for individuals to sharpen their digital literacy skills with a critical and responsible attitude, connecting the command of *tabayyun* in Surah Al-Hujurat, verse 6, with the importance of mastering digital literacy competencies.

The correspondence theory has been an influential framework in the philosophy of truth, with its historical roots traced back to figures such as Bertrand Russell and Alfred Tarski. Russell emphasized that a statement's truth is determined by its relation to an actual state of affairs, while Tarski introduced a formalized approach through the semantic theory of truth (Kashtan, 2019; Russell, 2004). This theory is distinguished from the coherence theory, which sees truth as consistency within a set of beliefs (Young, 2024), and the pragmatic theory, which assesses truth based on practical outcomes (Capps, 2023). In contrast, the correspondence theory focuses directly on the relationship between statements and reality, making it particularly suitable for analyzing the Qur'an, which often emphasizes objective verification, factual integrity, and correspondence to reality, especially regarding the ethics of

communication and information dissemination (Newman, 2002).

Several previous studies have discussed related themes. The significance of the *tabayyun* principle in promoting responsible communication among Muslims, focusing on its epistemological roots, has been highlighted (Rasit, Abd. Ghani, et al., 2022). The psychological and social consequences of digital hoaxes and the need for preventive literacy strategies have been emphasized (Marlina et al., 2022). The applicability of correspondence theory within Islamic discourse, asserting its relevance for contemporary information ethics, has been analyzed (Nursyamsiah et al., 2022). The socio-cultural challenges faced by the Indonesian public in differentiating between authentic and false digital information have been examined (Fatmawati et al., 2020). The perspective of Islamic communication ethics regarding *tabayyun* and practical methods for information verification in the digital era have been explored (Istianah & Nabawiyah, 2022). However, existing research has not yet specifically combined the Qur'anic concept of truth, the correspondence theory, and the context of countering digital news hoaxes, particularly through a focused study of Surah Al-Alaq and its implications for modern digital literacy. This becomes the novelty of the present study.

In digital literacy, the ability to filter and validate digital information is a key element in preventing the spread of hoax news. Digital literacy not only encompasses technical reading and writing skills but also involves critical thinking, evaluating information sources, and making sound decisions before further disseminating information (Nisa, 2024).

The relevance of Surah Al-Alaq in digital literacy reinforces the importance of applying the concept of “*tabayyun*” to combat the rise of hoaxes on digital platforms. Thus, an in-depth study on this issue is needed. This research will examine Surah Al-Alaq, verses 1-5 in detail and its relationship with digital literacy skills that align with the need for literacy competencies in the ever-evolving technological era to counter digital news hoaxes.

2. METHODS

The research method used in this study is a qualitative approach with a library research method. The main focus of this research is to analyze the word “*qaraa*” (قرأ) in Surah Al-'Alaq, verses 1-5, to understand the concept of digital literacy from the perspective of the Qur'an, particularly in countering the spread of digital hoaxes. Library research is conducted by collecting, reviewing, and analyzing various references from Quranic exegeses (*tafsir*) and academic literature relevant to digital literacy and the theory of truth in Islam (Nurbayan et al., 2022). The data used in this study consist of primary data, namely Quranic exegeses, while secondary data are obtained from scientific journals, books, and previous studies related to digital literacy and the phenomenon of hoaxes in the digital era.

The analytical technique applied in this study is descriptive analysis, aiming to explore the literal and contextual meanings of the word “*qaraa*” in the Qur'an and connect it with modern digital literacy skills. The analysis is carried out thematically on verses related to the command to read, the importance of knowledge, and ethics in disseminating information. This study also employs a semantic approach to understand the meaning of “*qaraa*” based on Arabic linguistic structures and its usage in various other Quranic verses. To strengthen the

semantic analysis, a data table presenting the interpretation and semantic mapping of the words “*iqra*”, “*qalam*”, and “*tabayyun*” will be displayed, illustrating their interrelation with critical literacy concepts in the digital era.

Table 1. Semantic Mapping of Key Qur’anic Terms
Related to Critical Literacy in the Digital Era

Word	Literal Meaning	Contextual Meaning in the Qur'an	Verse	Relation to Critical Literacy
<i>Iqra'</i> (اقرأ)	Read, Recite, Proclaim	Command to seek knowledge, understanding, and reflection	Surah Al-'Alaq: 1 and 3	Encourages active reading, critical inquiry, and comprehension beyond surface-level understanding.
<i>Qalam</i> (قلم)	Pen	Symbol of knowledge, documentation, and transmission of information	Surah Al-'Alaq: 4	Highlights the importance of documentation, critical recording, and responsible dissemination of information.
<i>Tabayyun</i> (تبين)	Clarify, Verify, Investigate	Obligation to verify information before accepting or acting upon it	Surah Al-Hujurat: 6	Emphasizes critical evaluation, fact-checking, and caution against spreading misinformation.

Additionally, a contextual analysis is applied by linking the concept of “*qaraa*” with digital literacy principles, such as critical thinking skills, source verification, and awareness of the impact of hoax news on society. The semantics of “*qaraa*” will also be analyzed to demonstrate how its core meanings evolve into principles of critical literacy, including critical reading, evaluative comprehension, and responsible information dissemination, in the context of contemporary digital communication.

To enhance the validity and credibility of the data, this study applies data triangulation through three main techniques (Oppermann, 2000). First, *source triangulation* is conducted by comparing various Quranic exegeses and academic literature to obtain a more comprehensive understanding of the meaning of “*qaraa*”. Second, *theoretical triangulation* is applied by combining perspectives from Quranic exegesis, digital literacy theory, and the correspondence theory of truth to strengthen the analysis of literacy concepts in Islam. Third, *methodological triangulation* is used by integrating semantic, thematic, and contextual approaches in verse analysis, ensuring that this study provides a more comprehensive perspective on how Islamic teachings in Surah Al-'Alaq, verses 1-5, can serve as a foundation for countering the spread of digital hoaxes.

3. RESULTS AND DISCUSSION

Surah Al-Alaq, verses 1-5, is the first chapter and revelation revealed by Allah SWT to Prophet Muhammad SAW, marking his designation as Rasulullah, the Messenger of Allah. This Surah was revealed in Makkah, specifically while the Prophet was in seclusion and worshiping in the Cave of Hira. The chapter consists of a total of 19 verses, comprising 92 words and 280 letters (Mz & Syahputra, 2023; Sunani, 2023; Yunengsih, 2024).

Imam Ahmad narrated from Aisyah r.a. that the beginning of revelation received by Prophet Muhammad SAW started with truthful and clear dreams, like the dawn of Fajr. In these dreams, the Prophet witnessed real events, inspiring him to seek solitude and meditate in the Cave of Hira. While he was there, his wife, Khadijah, faithfully provided food and supplies. One day, during his meditation, the angel Gabriel appeared and commanded him, "Iqra" (read). The Prophet responded that he could not read, but Gabriel embraced and urged him to read three times. Afterward, Gabriel recited the first five verses of Surah Al-'Alaq (Al-Sheikh, 2005).

After receiving this first revelation, the Prophet felt immense fear and returned to Khadijah, anxious and asking to be covered. Once he calmed down, he recounted the event to Khadijah, who then brought him to Waraqah bin Naufal, a Christian monk knowledgeable about divine revelations. Upon hearing the Prophet's account, Waraqah confirmed it as a sign of prophethood akin to that of Prophet Musa (Moses). Waraqah added that the Prophet would face opposition from his people but vowed that if he lived, he would fully support him (Al-Sheikh, 2005).

These verses highlight the themes of knowledge acquisition, human creation, divine generosity, the role of writing, and the necessity of learning beyond what is already known. The key findings from Surah Al-Alaq, verses 1-5, are as follows:

- 3.1 Emphasis on Reading and Knowledge (*Iqra*): The command "*Iqra*" (read) underscores the fundamental role of literacy, comprehension, and intellectual pursuit in Islam.
- 3.2 Human Origin from Alaq: The reference to "*alaq*" (a clinging substance) signifies human dependence on external factors, symbolizing humility and reliance on divine support.
- 3.3 Divine Generosity in Knowledge: The phrase "*wa rabbuka al-akram*" (And your Lord is the Most Generous) conveys that knowledge is a divine gift, available to those who seek it.
- 3.4 The Role of Writing (*Qalam*): "*Alladzi 'allama bil-qalam*" (Who taught by the pen) emphasizes the importance of documentation, learning, and transmitting knowledge across generations.
- 3.5 Continuous Learning and Discovery: The phrase "*'allama al-insana ma lam ya'lam*" (He taught man what he did not know) highlights the need for lifelong learning and adaptability.

The first verse of this revelation begins with the command "*Iqra*," which means "read." This command signifies that Islam emphasizes the importance of reading, studying, analyzing, and investigating phenomena. Islam is thus regarded as a pioneer in dispelling ignorance, as this command to read emerged amidst a society steeped in ignorance (*jahiliyyah*), marking

the start of a monumental transformation in human history, guiding humanity from darkness to enlightenment (Aisyah, 2023).

"*Iqra*" is the imperative form (*fi'il amr*) of the verb *qara'a – yaqra'u*, which literally means "to read" or "to read aloud." It can also mean "to study" or "to gather information." In its simplest form, reading relies on visualizing an object. However, in this Qur'anic verse, humans are instructed not only to read literally but also to investigate, analyze, contemplate (*tadabbur*), and observe attentively. These activities require more than just sight; they also involve full mental concentration and a heart prepared to truly understand the essence of what is being observed (Adawiah & Robbaniyah, 2024).

This verse emphasizes the importance of reading and seeking knowledge as forms of worship. The reading intended here goes beyond texts or writing; it encompasses efforts to understand, learn, and explore the knowledge granted by Allah. The object of study is not limited to books or written texts but includes all of Allah's creations in the universe, including natural phenomena and scientific knowledge. This aligns with a principle in linguistic rules that states that if a verb requires an object but the object is not explicitly stated, the object in question has a broad and general scope, encompassing everything relevant understood from the context of the word (Setiyawan & Fauziyah, 2023). Therefore, humans are encouraged to delve into all aspects of life, including the knowledge originating from Allah, to unveil the wisdom and signs of His greatness spread throughout the universe (Sholihah & Alfiyah, 2024).

The phrase "*Bismi Rabbika*" in the continuation of the first verse holds profound meaning regarding the importance of reading and learning by mentioning the name of Allah as the Creator. The word *bismi* signifies the essence of sincere intention in every action, especially in the pursuit of knowledge, which should be conducted solely for Allah. According to Quraish Shihab, reading "in the name of the Lord" suggests that all learning activities should be accompanied by sincerity and directed toward seeking His pleasure, not merely for worldly purposes. This phrase strengthens the connection between intellectual and spiritual activities, making knowledge not just a means to fulfill material needs but also a way to know Allah and create peace in life (Fauziah et al., 2023).

In the context of technology use and digital information dissemination, this verse teaches Muslims how to behave and uphold digital ethics. "Reading in the name of the Lord" in this verse implies that information usage should always align with ethical and moral values to foster a safe and peaceful environment. Islam encourages individuals to act with integrity, honesty, and a sense of responsibility in all aspects of communication, including interactions on digital platforms. In this context, values like truth, mutual respect, and avoiding the spread of false information are paramount. As Raza et al. (2024) explain, the ethical principles in social media usage according to Islamic teachings require users to adopt a moderate and responsible approach, ensuring that online behavior does not lead to slander or the spread of harmful information (Raza et al., 2024).

The second verse of Surah Al-'Alaq states that humans were created from *alaq*, which can be interpreted as a clinging substance or a clot of blood attached to the uterine wall. This symbolizes the early stages of human life, starting from a simple form and developing into a

complete being. This verse conveys an important message that the origin of human life is very small and dependent, emphasizing its limitations as a being in need of support. As *alaq*, which clings to the womb wall, humans are inherently reliant on Allah and on various external elements to survive and grow, both physically, mentally, and spiritually. This dependence reflects the human nature as social beings who require interaction and supportive relationships to function and grow. Awareness of this fosters humility, gratitude, and a sense of responsibility to care for the environment as a trust from Allah (Raudatussolihah & Ritazhuhriah, 2021).

The human dependence expressed in the second verse of Surah Al-'Alaq can be related to the context of the rampant hoaxes in society today. As social beings, humans rely not only on their physical and social environments but also on the information they receive to make decisions. In a world filled with rapid and sometimes unverified information flow, hoaxes can easily spread and influence individual thoughts and behaviors. When people lack critical thinking, self-awareness, and a deep understanding of the information they receive, they risk getting caught in a series of hoaxes that can damage interpersonal relationships, create uncertainty, and incite hatred. Therefore, it is important for each individual to cultivate humility and a sense of responsibility in sharing information, so they can be part of a healthy and conducive social environment, as well as maintain accuracy and truthfulness in all information (Olan et al., 2024).

The third verse of Surah Al-'Alaq, which reads "*Iqra, wa rabbuka al-akram*" (Read, and your Lord is the Most Generous), contains a profound meaning about Allah's generosity in granting knowledge and wisdom to humanity. This verse emphasizes that Allah, as "*Al-Akram*" or the Most Generous, provides opportunities for humans to learn and grow. The attribute of "Most Generous" indicates that in every effort of seeking knowledge, humans should acknowledge the Lord's generosity in granting potential and abilities to understand the universe. The repeated command to read in this verse further emphasizes the importance of intellectual activities accompanied by intentions for Allah (Setiyawan & Fauziyah, 2023).

The activity of "*Iqra*" that is repeatedly emphasized in Surah Al-'Alaq not only demands the act of reading but also highlights the importance of lifelong learning, making it an integral part of the context of digital literacy taught by the concept of "*qaraa*" in Surah Al-'Alaq. In this context, digital literacy greatly supports the continuous development of new knowledge and skills. With advancements in information technology, individuals are required to continuously renew and expand their horizons, both through formal and informal learning. Lifelong learning provides opportunities for individuals to continually enhance their competencies in facing rapid changes, especially in a world increasingly dominated by digital technology, making individuals not only consumers of information but also critical thinkers and practitioners in everyday life, particularly in addressing the challenges posed by rampant hoaxes in the digital era (Rambe et al., 2024).

The fourth verse of Surah Al-'Alaq, "*Alladzi 'allama bil-qalam*," translates to "Who taught (humans) with the pen." In this verse, the word "*qalam*" refers to the pen, which plays a crucial role as the primary medium for the dissemination of knowledge. The interpreters

explain that the pen here becomes a central symbol in the effort to document knowledge, giving humans the ability to record and spread information so it can be passed down from generation to generation. The significance of the pen is not merely as a physical tool but as an idea of writing and documentation as the foundation for the development of knowledge. By teaching humans through the pen, Allah demonstrates His generosity, granting humans the ability not only to understand knowledge but also to disseminate it (Fauziah et al., 2023; Setiyawan & Fauziyah, 2023).

In several interpretations, the pen is associated with the functions of the brain and memory as means of acquiring and storing knowledge. Knowledge is likened to a wild animal that must be tamed with writing to avoid being forgotten. The Tafsir Al-Qurthubi emphasizes the pen as a writing tool that serves as a reminder to humans of the importance of writing. Other interpretations view the pen as a means that teaches that Allah allows humans to access knowledge through their tools and efforts. The concept of the pen also extends to the realm of education, where the teaching-learning process requires primary tools such as human senses, good planning, curriculum, and evaluation to achieve comprehensive educational goals (Muji, 2020).

In a modern context, the term "*qalam*" is not limited to a physical pen but also encompasses digital technology used to record, store, and widely disseminate information. The meaning of "*qalam*" can be expanded to include various tools and media that contribute to scientific and technological advancement, demonstrating how this concept remains relevant in today's digital era. With advancements in information technology, society can now utilize various digital platforms to distribute knowledge more quickly and efficiently than before, in line with the original spirit of the verse (Syahputra & Mz, 2022).

The concept of "*qalam*" also emphasizes the importance of wisely utilizing technology, including in combating the spread of fake news. In an era where digital technology has become the primary medium for recording, storing, and disseminating information, society is expected to discern between true and false information. Good digital literacy is a form of responsibility to uphold the values of truth entrusted through the concept of "*qalam*." The widespread fake news circulating on various digital platforms not only undermines public trust but also violates the principles of science and the dissemination of knowledge taught in this verse (Sirlin et al., 2021).

The fifth verse of Surah Al-'Alaq, "He taught man what he did not know," emphasizes the importance of education as a form of God's grace to humanity. According to the tafsir of Al-Mishbah, this verse indicates that Allah grants humans the potential to learn and understand new things that they did not previously know. The teaching referred to here includes knowledge and skills acquired through the learning process, whether from direct experience, social interaction, or through various other learning resources (Makhfud et al., 2022).

From the perspective of Islamic education, this verse contains significant values. First, it underscores the role of knowledge as a foundation in human life and encourages the utilization of intellectual potential as a blessing from Allah. Additionally, this verse teaches

that every form of knowledge is a gift from Allah that should be used wisely, not only for personal gain but also for the benefit of the community. This verse also encourages individuals to remain eager for knowledge and not to feel satisfied with the knowledge they have, reminding them that the learning process is an ongoing journey (Makhfud et al., 2022).

The values contained in the fifth verse of Surah Al-'Alaq are highly relevant in facing the challenges of information in the digital age, as they emphasize the importance of education and individual responsibility in acquiring knowledge as a form of God's grace. This aligns with the concept of information verification in Islam, especially in addressing the phenomenon of fake news in the digital era (Almazrooie et al., 2020).

In the context of digital literacy, the importance of understanding and applying the concept of "Iqra" in Surah Al-Alaq verses 1-5 has high relevance, including reading and comprehension, lifelong learning, the use of technology, ethics, and responsibility. The Quran emphasizes not only the act of reading textually but also the ability to examine and critically understand information. In an information era filled with fake news, a critical reading attitude becomes essential. Good digital literacy encompasses the ability to evaluate information sources, verify data accuracy, and distinguish between facts and hoaxes. This aligns with the principle of "*tabayyun*" found in the Quran, which encourages individuals to be meticulous in accepting information, especially when the news comes from questionable sources (Hendawi & Qadhi, 2024).

The implications of digital literacy learning taught in the Quran are fundamental to preventing the spread of fake news. Nowadays, ensuring that the information consumed is accurate and beneficial becomes an individual responsibility when using digital media. Digital literacy is not only related to technical skills in reading and writing but also encompasses critical and adaptive thinking abilities towards the information presented through digital media. Therefore, by adopting the principles taught in the Quran and integrating them with digital literacy skills, society can be more effective in detecting and countering misleading information (Eilu et al., 2021).

The following table summarizes the thematic connections between the verses of Surah Al-'Alaq, their core messages, their relevance to digital literacy, and their contemporary applications.

Table 2. Qur'anic Insights from Surah Al-'Alaq (1-5)
and Their Applications in Digital Literacy

Verses	Core Messages	Relevance to Digital Literacy	Contemporary Applications
Surah Al-'Alaq verse 1	Command "Iqra" (read); emphasize reading, investigating, and critical thinking	Encourages deep comprehension, critical reading, and thorough analysis before accepting information	Careful reading of digital content, avoiding superficial skimming, reflecting before sharing

Surah Al- 'Alaq verse 2	Human creation from 'alaq (clinging substance); reminder of human limitations and dependency	Awareness of reliance on accurate, trustworthy information; need for humility in knowledge consumption	Critical evaluation of digital information sources; cautious in forwarding unverified news
Surah Al- 'Alaq verse 3	Allah as Al-Akram (The Most Generous); knowledge as a divine gift	Continuous pursuit of knowledge; acknowledgment that learning is lifelong and sacred	Lifelong learning attitude; updating digital skills and literacy continually to adapt to new technology
Surah Al- 'Alaq verse 4	Teaching with the qalam (pen); importance of documentation and knowledge transmission	Emphasis on proper documentation, storage, and sharing of credible information	Utilizing digital tools responsibly for content creation, archiving, and dissemination
Surah Al- 'Alaq verse 5	Teaching what humans did not know; Allah's gift of intellectual capacity	Responsibility to seek, verify, and use knowledge ethically	Practicing fact-checking, avoiding disinformation, responsible behavior on digital platforms

The thematic analysis presented above illustrates that the core messages of Surah Al-'Alaq provide a comprehensive framework for fostering ethical, critical, and responsible digital literacy in contemporary society.

4. CONCLUSION

The relevance of the concept of digital literacy in the context of the teachings of the Quran, particularly Surah Al-Alaq verses 1-5, serves as an important guideline in facing the challenges of information in the digital age, characterized by the prevalence of fake news. A digital literacy approach that emphasizes critical reading skills, source evaluation, ethical responsibility in the wise use of technology, and lifelong learning is essential in verifying the truth of information. The principle of "tabayyun" in the Quran underscores the importance of caution when receiving and disseminating information. By fulfilling their moral and ethical responsibilities as technology users, society is expected to integrate Islamic values and digital literacy skills to create a healthier and more accountable information environment. The

application of the principles taught in the Quran can significantly contribute to reducing the spread of fake news and enhancing individuals' awareness and ability to navigate information in the digital world. This study provides an academic contribution by linking classical Islamic teachings with modern theories of truth and information verification, offering a new perspective for Islamic studies, media studies, and digital literacy discourse. Practically, it suggests the integration of Quranic principles such as "*tabayyun*" into media education curricula, particularly in Islamic educational institutions, to foster critical thinking, ethical media consumption, and responsible digital citizenship based on Islamic values.

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