EMPOWERING *MADRASAH* LIBRARY
THROUGH INFORMATION LITERACY PROGRAM

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Abstract

The library's continued existence as a hub for information resources has been impacted by the current developments in information technology. This study looks at information literacy initiatives as a means of strengthening madrasah libraries in Indonesia using a literature-based approach. What kinds of crucial elements are included in the information literacy program offered by the madrasah and library? The findings of this study suggest that enhancing the role of madrasah libraries as hubs of knowledge and information can be achieved by providing them with information literacy programs. It is anticipated that this program will enhance students' aptitude for finding, evaluating, and critiquing information in addition to producing well-educated graduates who are prepared to compete in the global marketplace. The madrasah librarian must prepare a planned process and foster collaboration among madrasah stakeholders in order to strengthen the implementation of the information literacy program in the madrasah library.

Keywords: *Empowerment; madrasah library; information literacy program; Indonesia*

Abstrak

Eksistensi perpustakaan sebagai pusat sumber daya informasi telah dipengaruhi oleh perkembangan saat ini dalam teknologi informasi. Studi ini mempertimbangkan inisiatif literasi informasi sebagai sarana untuk memperkuat perpustakaan madrasah di Indonesia dengan menggunakan pendekatan berbasis literatur. Jenis-jenis elemen penting apa yang dimasukkan dalam program literasi informasi yang ditawarkan oleh madrasah dan perpustakaan? Temuan dari penelitian ini menunjukkan bahwa meningkatkan peran perpustakaan madrasah sebagai pusat pengetahuan dan informasi dapat dicapai dengan menyediakan mereka dengan program literasi informasi. Diperkirakan bahwa program ini akan meningkatkan kemampuan siswa untuk menemukan, mengevaluasi, dan mengkritik informasi di samping menghasilkan lulusan yang terlatih yang siap bersaing di pasar global. Perpustakaan madrasah harus mempersiapkan proses yang direncanakan dan mempromosikan kolaborasi antara stakeholder Madrasah untuk memperkuat implementasi program ketrampilan informasi di perpustakaan.

Kata kunci: *Pemberdayaan; perpustakaan madrasah; program literasi informasi; Indonesia*

INTRODUCTION

Information technology is evolving quickly in line with the changes in community social dynamics. The way that the user society uses the many media technologies and resources at its access has changed as a result of these advancements in behavior and lifestyle. The use of information technology in educational institutions to facilitate the execution of teaching and learning activities is one of the changes.

A library is an essential component of any educational establishment, serving as a hub for knowledge and a resource for students to learn from. According to the national education system, as stated in Undang-undang No. 20 Tahun 2003, the school library or

madrasah library is a facility to support the teaching and learning process in school or *madrasah*.[1] Contemporary educational institutions, especially *madrasah* (Islamic-based schools), are required to have libraries equipped with electronic resources. The employment of technology as a key component in providing services to library patrons is one feature of contemporary libraries.

In general, technology has been used since the early 1970s, when a lot of public libraries started utilizing library automation systems to allow patrons to check out a selection of books. This technology has been developed and is currently utilized in school libraries as well as other libraries.[2] *Madrasah* libraries with organized administration and an electronic system will greatly affect how teachers and students use the library's many collections and online resources. Additionally, *madrasah* libraries will be optimized for updating collections and information for users at the school, ensuring that users always receive rich and in-depth information via the library's many access points.

The proliferation of information technology-based media has made it simple for us to explore and utilize printed and digital resources for a wide range of interests, including scholarly ones. This phenomena suggests that users need to understand technology and information as crucial components. Unfortunately, a lot of users lack knowledge about information, particularly when it comes to knowing information sources and characteristics, searching techniques, the steps involved in choosing information, and the appropriate use and citation of information. For consumers to conduct more productive and efficient searches for information, this understanding is crucial. This skill is known as information literacy in the field of library and information science.

At the moment, many school libraries are not serving as the best possible learning environments for both instructors and students. Basic services for patrons, such book borrowing and return, are still provided by libraries. Conversely, the current generation of students in schools is accustomed to having access to and using knowledge from around the world. The most popular electronic information source that today's students use frequently is the Internet. Thus, by implementing a user education program, the school library should be empowered to become the hub of knowledge for enhancing the development of both teachers and students.

Strengthening library users' present information-browsing habits and information literacy skills is a crucial aspect of the school library's user education program. As a result, school libraries not only give patrons access to computers and the internet, but also teach them extra skills for using these resources, such as how to utilize the Internet successfully.

This problem also arises in the libraries of *madrasah*. My preliminary investigation indicates that the Province of Aceh already has many school libraries and madrasah libraries with electronic-based services. Thus, the *madrasah* library's printed and digital contents are available for professors and students to check out. However, my observations demonstrate the reality that teachers, librarians, and students at these *madrasah* or schools lack knowledge about information search techniques, stages in the information selection process, and sources and qualities of information.

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[1] Undang-undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional, (Semarang: Aneka Ilmu, 2003), hal. 2.

[2] Kimmo Tuominen and Jarmo Saarti, "The Finnish library system – opencollaboration for an open society", *IFLA journal*, Volume 38 (2), June 2012. Accessed November 5, 2014, from http://www.ifla.org/files/assets/hq/publications/ifla-journal/ifla-journal-38-2_2012.pdf

Therefore, this essay examines the ways in which an information literacy program might strengthen *madrasah* library. What types of crucial elements are included in the information literacy program offered by *madrasah* libraries?

CONCEPTUAL AND THEORETICAL FRAMEWORK

1. Concept of Empowerment

The concept of empowerment, as defined by Rappaport in Perkins, connects social policy and social transformation to individual strengths and competences, innate support networks, and proactive actions. Furthermore, empowerment is described as "an intentional ongoing process centered in the local community, involving mutual respect, critical reflection, caring, and group participation, through which people lacking and equal share of valued resources gain greater access to and control over those resources" by the Cornell Empowerment Group.[3]

Furthermore, empowerment is described by Whitmore in Lord as "an interactive process through which people experience personal and social change, enabling them to take action to achieve influence over the organizations and institutions which affect their lives and the communities in which they live."[4]

In terms of libraries and education, Harvey defined empowerment as providing learners with the knowledge, skills, and talents necessary to take charge of and further their own education.[5] Empowerment refers to giving instructors and students who use libraries the abilities they need to locate and apply the information they need for learning, work, and play. Beyond the traditional library skills or user education programs that school libraries have always offered, empowerment is the next level. In addition to teaching users how to complete specific library tasks, empowerment gives them transferable abilities that they may use for a variety of information retrieval and usage tasks, preparing them for life in the information age.[6]

The definition given above leads one to the conclusion that empowerment involves initiatives aimed at fostering the growth, development, and support of various institutions and communities. This will lead to improved community and institutional operations as well as new experiences, including the acquisition of new skills and information.

2. Madrasah Library

Madrasah library is a compound word made up of the words library and *madrasah*. A library is a space, either a room or a building, where books and other publications are kept in order for their users to read them. These materials are typically kept in specific arrangements.[7] In addition, madrasahs are public schools with an Islamic foundation that

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[3]*Ibid,* p. 570.

[4]Lord, John and PeggyHutchison, "The Process of Empowerment:Implications for Theory and Practice", *Canadian Journal of Community Mental Health,* 12:1, Spring 1993, p.1.

[5]Harvey, L. (2004). Analytic Quality Glossary, Quality Research International, Available from: http://www.qualityresearchinternational.com/glossary/empowerment.htm

[6]Skagen et al., "Empowering students through information literacy in the physical and virtual classrooms: Cross-institutional collaboration between library and faculty and between two Scandinavian university libraries", *paper.* In International conference at The Royal Library and University of CopenhagenCopenhagen, August 16-18, 2006. http://www.ck-iv.dk/

[7]Sulistyo Basuki, *Pengantar Ilmu Perpustakaan,* (Jakarta: Gramedia Pustaka Umum, 1993), p. 3.

use the same curriculum as regular schools.[8] *Madrasah*-based education is part of the Republic of Indonesia's Ministry of Religious Affairs' institutions in terms of the country's educational framework. The Republic of Indonesia's Ministry of Education and Culture oversees public schools.

The term "*madrasah* library" is synonymous with "school library" according to Indonesian legislation. This kind of library is housed within the primary and secondary education institution, and it is also integrated into or out of the madrasah as a hub for teaching and learning materials to help the madrasah achieve its educational objectives. [9]

According to Undang-undang No. 43 tahun 2007 on libraries, "every madrasah or library school that serves all students and teachers must have a collection of textbooks that are used as required text books in the educational unit." Because of this, the library is supposed to raise the standard of instruction so that it can meet all of the needs of students for information of any kind.[10]

The purpose of school or *madrasah* libraries is also outlined in UU No. 20 tahun 2003 on the national education system, which says that the library serves as a tool to enhance the teaching and learning process in the madrasah or school. Additionally, this law stated clearly that all library activities, including library schools and *madrasah*, are dependent on the efforts of educators, librarians, and students.[11]

Similarly, the administration of a madrasah or library school requires five infrastructure components. First, give instructions on how to borrow books and other library resources. Secondly, organizing a library with books and other resources according to what teachers and students need. Third, on weekdays, running the service for at least six hours. Fourth, finishing the internal and external interlibrary loan systems. Fifth, offer lending services to public and private libraries as well as those affiliated with madrasas or interschools.[12]

There are multiple purposes for school or madrasah libraries, according to Hermawan Rachman. First, the purpose of education: the library serves as a venue for instructional activities that aid students in comprehending the material covered in class. Second, information serves a purpose; students can find information sources in the library that can enhance their understanding and facilitate their learning. Third, research functions include helping students conduct basic research on topics covered in class. Fourth, leisure; reading in the library will broaden one's horizons and increase one's knowledge. Fifth, the role of culture; libraries serve as locations for the local, regional, and national preservation of culture. The sixth use of creativity is in assisting students in discovering their passions and vocations. The seventh step is documentation, which should take center stage in school

[8]Muhaimin, *Wacana Pengembangan Pendidikan Islam,* Cet II, (Yogyakarta: PustakaPelajar, 2004), p. 177

[9]Supriyati, *Manajemen Perpustakaan: Bahan Ajar Diklat Calon Pustakawan Tingkat Terampil,* (Jakarta: Perpustakaan Nasional, 2004), p. 10.

[10]Tim Perhimpunan Asa Mandiri, *Undang-undang Perpustakaan: UU RI Nomor 43 tahun 2007,* (Jakarta: Asa Mandiri, 3007), p. 12.

[11]Sutarno, N.S., *Perpustakaan da nMasyarakat,* (Jakarta: SagungSeto, 2006), p. 37.

[12]Lampiran Permendiknas No. 19 Tahun 2007 tentang Standar Pengelolaan Pendidikan oleh Satuan Pendidikan Dasar dan Menengah, (Jakarta: Badan Standar Nasional Pendidikan, 2007), p. 25.

records for teacher and student activities.[13] As a result, the madrasah library serves as more than just a traditional school library, offering services like book borrowing and lending, electronic and online access, and additional information literacy skills like using the Internet effectively and efficiently.

3. Information Literacy in School Library

Zurkoswki introduced the concept of information literacy for the first time in 1974. According to him, information is "people skilled in applying a variety of information tools and primary sources to their work, as well as techniques for molding information-solutions to their problems."[14]

The American Library Association (ALA) defines information literacy as the capacity to identify needs for information and to find, assess, and apply that information efficiently." Furthermore, according to Bundy, information literacy consists of three primary components. Furthermore, according to Bundy, information literacy consists of three essential elements. First, general skills, which include critical thinking, cooperation, teamwork, communication, and problem-solving perspectives. The second set of information skills includes information seeking, information utilization, and information technology smoothness.Third, moral and ethical perspectives on the responsible use of information, social responsibility, and community involvement are included in values and beliefs.[15]

DISCUSSION

A key component of maintaining madrasah libraries as hubs of knowledge and information is empowering them through data literacy initiatives. As part of a user education program in the madrasah library, this program can develop information literacy skills as a contemporary knowledge in the information age. Thus, it is anticipated that this program will advance users' abilities to locate, choose, and use a range of information effectively and efficiently. In light of the global competition, the quality of school graduates possessing information literacy competencies can be improved.

There are various models for information literacy that can be used in school libraries as part of their user education programs. According to Debbie McCauley,[16] students can benefit in the classroom by comprehending the six phases of information literacy. Identifying when and what information is required is the first step. When conducting an information search, every student should be aware of the type of source and information needed.

The planning of a search strategy is the second step. This strategy will help you avoid wasting countless hours searching in the wrong places for information. Determining the information's intended use is also a component of a search strategy to find a wealth of

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[13]Rachman Hermawan dan Zulfikar Zen, *Etika Kepustakawanan: Suatu Pendekatan Terhadap Profesi dan Kode Etik Pustakawan Indonesia,* (Jakarta: Sagung Seto, 2006), p. 38.

[14]Zurkowski, Paul G. *The Information Service Environment Relationships and Priorities,* (Washinton, D.C.: National Commission on Libraries and Information Science, 1974), p. 6.

[15] Bundy, A. (ed.), *Australian and New Zealand Information Literacy Framework principles, standards and practice*, 2nd ed. (Adelaide: Australian and New Zealand Institute Information Literacy, 2004), p. 5.

[16] McCauley, Debbie. *Information Literacy and the School Library.* Available from http://tauranga.kete.net.nz/en/tauranga_city_libraries_history/topics/show/1006-information-literacy-and-the-school-library-2006-by-debbie-mccauley (accessed, 12 February, 2015)
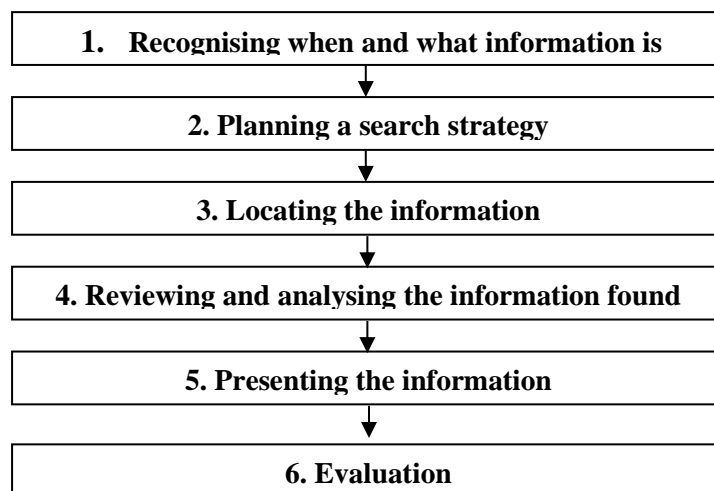
possible sources. Before conducting an information search, the search strategy also includes creating questions and a keyword list.

The third step involves finding the information. A student who is proficient in information literacy will be able to comprehend the Dewey system, which organizes several indexes in an online or card catalogue. Interpreting the data to see if it pertains to the research topic is another important step in information analysis. The information found is reviewed and analyzed in the fourth stage. The task at hand is to review all of the data using predetermined standards. A portion of the information on the internet is of poor quality, unreliable, and accuracy. Students need to develop their evaluative skills in order to analyze and assess trustworthy reference sources.

The information is presented in the fifth stage. A multitude of skills for organizing information using suitable formats and presentations are also included in information literacy. Making graphs and other visual aids for a paper or visual presentation falls under this category. Students should also comprehend and be aware of how the information gathered can be used in an ethical, cultural, legal, and moral manner.

Evaluation is the sixth stage of information literacy. The student should assess the accuracy and dependability of their information records. The caliber of the data will influence the caliber of the paper presentation and other scholarly pursuits. Information literacy skills will enable the acquisition of these abilities.

Six Steps of Information Literacy for School Library

1. Recognising when and what information is
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2. Planning a search strategy
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3. Locating the information
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4. Reviewing and analysing the information found
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5. Presenting the information
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6. Evaluation

Additionally, the American Association of School Librarians (AASL) has established guidelines for school libraries in terms of empowering students through library programs. This also serves as a guide for the fundamentals of school library programs, which should concentrate on creating adaptable learning environments in order to generate successful students who are multiliterate. Via the school library, there are various teaching and learning opportunities. This also serves as a guide for the fundamentals of school library programs, which should concentrate on creating adaptable learning environments in order to generate successful students who are multiliterate. Information literacy, media literacy, visual literacy, and technology literacy are among the multiple literacies that are taught in school library programs. Fourth, make an inquiry. An inquiry-based approach to learning and the process of finding information is modeled by the school library program. The fifth is learning

assessment. This entails making sure the program is accomplishing its objectives, as the school library program is directed by frequent evaluations of students' learning.[17]

In a study with children in Sweden, Limbergas cited by Loertscher, described a model school library demonstration project in elementary schools. Teachers were encouraged to switch emphasis from the textbook or lecture method to an emphasis on multiple information sources in the school library on the Internet. Although this learning has a barrier, especially in language, since much of the Internet is still in English. However, dealing with information sources produced its own set of problems.

From the above-described approach, it can be inferred that the *madrasah* librarian must prepare a planned process for information literacy activities in the *madrasah* library. beginning with information search techniques, information evaluation techniques, and how, when, and what information is required. When putting information literacy activities into practice, *madrasah* stakeholders' collaborative principles must also be taken into account. This will ensure that the output produced is of high quality and enhances students' knowledge and information competencies in the classroom.

CONCLUSION

The goal of information literacy programs is to empower madrasah libraries and make them more effective as hubs for knowledge and learning. It is anticipated that this program will enhance students' aptitude for finding, evaluating, and critiquing information in addition to producing well-educated graduates who are prepared to compete in the global marketplace. The madrasah librarian must prepare a planned process and foster collaboration among madrasah stakeholders in order to strengthen the implementation of the information literacy program in the madrasah library.

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