Students' Information Literacy at the MTsN 4 Banda Aceh Based on Empowering Eight Model

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Abstract

This article discusses students' information literacy at the MTsN 4 Banda Aceh library using Empowering 8 model. This model uses a problem-solving approach to resource-based learning. Information literacy skills include identifying, and exploring appropriate sources and information on a topic, selecting and recording relevant information, collecting appropriate quotations, organizing, creating, presenting, assessing, and implementing. The purpose of this study is to determine students' information literacy in the library of MTsN 4 Banda Aceh by using the Empowering 8 model. Data collection techniques used are interview, documentation and questionnaires. The results of this study indicate that student's level of information literacy is classified as good. Both include identification, organizational selection, creating literacy, presentation, assessment and aspects of the application of information literacy. However, the most dominant level of student information literacy in the library of MTsN 4 Banda Aceh is in the organizational and assessment aspects, with 62.28% of students saying "yes" and 37.71% saying "no". While the lowest level of information literacy was in the information selection aspect, 26.27% of students said "yes," and 73.73% said "no". Improving student information literacy competence can be encouraged by establishing centralized policies that must be implemented to form innovations carried out by each school.

Keywords: information literacy; empowering eight model; mtsn 4 banda aceh

Abstrak
Artikel ini membahas tentang Literasi Informasi Siswa di Perpustakaan MTsN 4 Banda Aceh dengan model Empowering 8. Model ini menggunakan pendekatan pemecahan masalah untuk pembelajaran berbasis sumber daya. Keterampilan literasi informasi terdiri dari Identifikasi, eksplorasi sumber dan informasi yang sesuai dengan topik, pemilihan dan pencatatan informasi yang relevan, pengumpulan kutipan yang sesuai, pengorganisasian, pembuatan, presentasi, penilaian, dan implementasi. Tujuan penelitian ini adalah untuk mengetahui literasi informasi siswa di Perpustakaan MTsN 4 Banda Aceh dengan menggunakan model Empowering 8. Teknik pengumpulan data yang digunakan adalah wawancara, dokumentasi dan angket. Hasil penelitian ini menunjukkan bahwa tingkat literasi informasi siswa tergolong baik, baik dari aspek identifikasi, seleksi organisasi, literasi menciptakan, penyajian, penilaian maupun aspek penerapan litearsi informasi. Namun tingkat literasi informasi siswa yang paling dominan di perpustakaan MTsN 4 Banda Aceh adalah pada aspek organisasi dan penilaian 62, 28% siswa mengatakan "ya" dan 37, 71% mengatakan "tidak". Sedangkan tingkat literasi informasi terendah terdapat pada aspek pemilihan informasi yaitu 26, 27% siswa mengatakan "ya" dan 73, 73% siswa mengatakan "tidak". Peningkatan kompetensi literasi informasi siswa dapat didorong melalui penetapan kebijakan terpusat yang wajib diterapkan secara menyeluruh hingga berupa inovasi yang dilakukan oleh setiap sekolah.

Kata Kunci: informasi literasi, mtsn 4 banda aceh, model empowering eight

INTRODUCTION

Information literacy, according to UNESCO (United Nation Educational, Scientific and Culture Organization), is the ability to recognize information needs and when information is needed, identify and locate information, evaluate information critically, organize information into existing knowledge, utilize and communicate it legally, ethically and effectively (Rachmawati et al., 2017). The purpose of information literacy is to familiarize a person be able to access and obtain information about health, environment, education, and work, assist them in making critical decisions about life so that students can always get the information needed for assignments and objectives (Riski et al., 2018).

Talking about student information literacy is not strange; many researchers have examined students' literacy using various existing methods. As we know, several information literacy models can be used to measure a person's level of information literacy, e.g., the BIG 6 Model, Empowering 8 (E8), PLUS Model, 7 Pillars, and Seven Steps of Knowledge Management. Syahri et al. (2021) researched the level of information literacy of Jembrana 1 MAN students using the Big 6 Model method. They believe improving information literacy skills should be the most important thing in lifelong learning. Various sectors of life are inseparable from good information literacy skills, especially in the world of education. Schools allow students to form information literacy skills so they can later compete in the global world. The school library plays a very important role as a learning resource center in providing and serving information to users. Measuring students' level of information literacy using the BIG 6 model has six main components: the Problem Formulation Components, the Information Search Strategy Component, the Location and Access Component, the Information Utilization Component, the Synthesis Component, and the Evaluation Component.

In order to measure a person's level of information literacy, a tool is needed; the tool commonly used is an information literacy standard that has been recognized by many people. To find out a person's literacy skills, a reference is needed. The reference that is commonly used is an information literacy model that many people have recognized. E8 is a standard that Asians highly regard because it was made by Asians themselves (Mirazita & Rohmiyati, 2015). Therefore, it is very suitable to measure students' information literacy level.

Literacy from the world of education cannot be separated and is very influential because it is the core of responsible students and can be used as lifelong learning. Having information literacy skills in students makes it easier for them to realize the slogan "long life education". To have information literacy skills, several steps must be mastered. These steps are structured as a model called the information literacy model. One of them is the literacy model of E8.

The relationship of the literacy model of E8 in the context of the world of education is a mechanism or way to measure and test information literacy skills. Using the E8 model can help organize, find and use the information to create knowledge by utilizing various available information sources. There are eight stages of using the E8 literacy model, namely: 1) identification, 2) exploration, 3) selection, 4) organization, 5) creation, 6) presentation, 7) assessment, and 8) implementation (Nurfadhilah et al., 2012).

The research results are related to students' information literacy; the first comes from Winoto (2022) with the title The Role of Student Information Literacy in Supporting the Learning Process in the Era of the Covid-19 Pandemic. The research aims are to determine the information literacy skills of junior high school students in the learning process during the covid-19 pandemic era. In this study, the theory used is the big six model, namely the information literacy model, which includes six stages, namely the stages of identifying, determining information strategies, determining the allocation and access to information, using information, combining various sources

of information and the ability to evaluate information. The research results show that the students can identify the tasks given; the ability to combine various sources of information into an assignment as well as the ability to evaluate the results of the final assignment given so that in general it can be concluded that students already have good information literacy skills in supporting the online-based learning process in the era of the covid -19 pandemic.

Subsequent research with the title The Effectiveness of Implementing the Think Talk Write (TTW) Learning Model Online on Information Literacy in High School Students. This study aims to analyze the effectiveness of the TTW learning mode, which is implemented online on high school students' information literacy. The results show that the class that applies TTW learning has an average information literacy post-test score of 3.26, which is higher than the conventional class with an average acquisition of 2.97. The conclusion is that applying the TTW learning model has a higher effectiveness than applying conventional learning models in terms of achieving students' information literacy (Artayasa et al., 2021).

Based on the findings of several studies above, it is stated that currently, high school/equivalent students generally have a strong dependence on search engines on the internet to fulfil their information needs (M. K. Merga, 2022). This phenomenon also occurs in MTsN 4 Banda Aceh, who tend to search for information on the internet first compared to other conventional sources such as books, magazines, and printed journals. This is because students feel the ease of access and speed of search results for information obtained is very beneficial. However, the average MTsN 4 Banda Aceh Students are relatively good when viewed from the organizational aspect. Students in the MTsN 4 Banda Aceh library can select or sort their assignments. This can be seen when students select the information they get from the internet and then check back whether the information is suitable as the material for their assignment. In addition, based on the researcher's observations of the E8 model research, it was not used in research with information literacy objects. In addition, the researcher wants to conduct research about the E8 model to see how the Asians themselves have made the information literacy model.

In today's education world, students must be able to organize and discover their own knowledge and apply the principles of lifelong learning. Therefore, students should understand an E8 information literacy model to make it easier for students to complete assignments effectively. The learning process must be created with activities that include the active participation of students in finding knowledge when students will learn to process information into new knowledge.

Before the Covid-19 pandemic, the information literacy of visitors at the MTsN 4 Banda Aceh library was already running. This can be seen from the way they visited the library, both for doing assignments when the teacher was not in class or during free time and special hours for visiting the library according to the schedule of each class with material determined by the teacher. The library implemented the school literacy movement in one month and carried it out three times. Various school literacy movements include poetry competitions, caricatures, short stories and all competitions with the theme of libraries, as well as the election of the king and queen of reading every year. This school movement aims to increase students' knowledge of information literacy. However, during the Covid-19 pandemic, these literacy activities experienced problems. Hence, visits and activities were reduced to once a month, depending on the situation. It is feared that if the activities continue, as usual, the students' health will be threatened.

Although visitor information literacy has been running and library services and management at MTsN 4 Banda Aceh are good, temporary observations show that students' information literacy still needs to be improved. Only a few students know the E8 literacy model, causing the information to be insignificant and accurate. Because of this, researchers are interested in researching students' information literacy skills using the E8 literacy model. This study describes further efforts on

students' information literacy at the library of MTsN 4 Banda Aceh using the E8 model. In addition, this research was developed using the mixed element theory between Information Literacy and E8 model.

METHOD

This research was conducted using qualitative methods. Informants were determined by purposive sampling with the criteria of students visiting the MTsN 4 Banda Aceh library as many as 30 students consisting of 10 students in class V11, ten students in class V111, and ten students in class IX. Interviews were conducted with students in the MTsN 4 Banda Aceh library. The total number to be interviewed was 30 students. In the interview process, the researcher used a sound recorder to record. Also, the researcher used a notebook. The researcher limited the interview duration to 30 minutes per person so that the informants took only a short time to give answers.

In this study, the questionnaires used were the closed questionnaires. Closed questionnaires were presented in written forms, both questions and statements so that respondents were asked to choose the answers that were in accordance with their characteristics by placing check marks. This questionnaire was distributed to 30 students. The questionnaire had a choice of "Yes" or "No" answers. The data sought in this study were documentation owed by the MTsN 4 Banda Aceh library in the form of students' information literacy activities and another matter related to this research. The analysis process included several things (Sugiono, 2007): (1) Data reduction in this study was carried out by selecting data related to the research focus and removing data that were not important based on predetermined research needs. (2) Presentation of data was done by presenting data in narrative form and description to make it easier to read and understand. (3) Conclusion drawing: In this section, the researcher concludes the data that had been obtained from the results of interviews, documentation and observation. This activity aims to find the meaning of the data that had been collected by looking for relationships, similarities or differences. Then the data that had been analyzed were explained and interpreted in the form of words to describe the facts that have already existed and interpreted in the form of words to describe the facts that had already existed in the field.

The results of the questionnaires were analyzed in percentages, which are called simple distributions, calculating percentages, which are frequency distributions (Hadi, 2008), namely: P=F/N x 100%. P = percentage, F=frequency, N= sample and 100%= fixed number. To Find out the level of the criteria, the score obtained in (%) with a descriptive analysis of the percentages with standard criteria, norms (Sugiono, 2017) is as follows: 81. 25%-100% Very Good, 62. 5%-81.25% Good, 43.75-62.5% fairly Good and 25%-43, 75% Not Good.

RESULTS AND DISCUSSION

Information literacy, according to CILIP (Chartered Institute of Library and Information Professionals), quoted by Wicaksono (2016), is "knowing when and why you need information, where to find it, and how to evaluate, use and communicate it in an ethical manner". That is, information literacy is being able to know when and why someone needs information, where to find it, and how to evaluate, use and communicate it in an ethical manner (Wicaksono, 2016). The formation of information literacy reflects the ontological and epistemological conditions of the setting, which influence how information and knowledge are understood and how this is reflected in the activities that shape information practice. This approach emphasizes understanding how

information literacy is negotiated as part of the practice of continuous learning in formal and informal situations (Melani, 2016).

To be information literation, one must be able to locate, evaluate and use information effectively. Education is needed to educate students to face the future with changing needs and information. Information literacy standards provide a mechanism to help students become responsible users of information in their lives. Information literacy itself aims to know how to organize the information needed and how to use that information to prepare for lifelong learning. Pandit (as cited in Windah et al., 2020) said that there are several types of information literacy skills: tool literacy, resources literacy, social structural literacy, research literacy, publishing literacy, emerging technology literacy, and critical literacy. If they are traced in an integrated manner, these various types of information literacy skills also intersect deeply with digital literacy work (Windah et al., 2020).

This research was conducted to obtain the desired data in answering the problem formulation by evaluating students' information literacy at the library of MTsN 4 Banda Aceh using the Empowering 8 (E8). The models of E8 are identification, exploration, selection, organization, creation, presentation, assessment and application.

1. Identification

Table 1.Identification of information literacy of MTsN 4 students.

No	Statement	YES		NO	
		f	%	f	%
1	Determine the topic according to the information	14	23.7	45	76.3
2	Define and understand the problem	11	18.6	48	81.4
3	Choose the relevant format for the final product	25	42.4	34	57.6
4	Identify keywords	19	32.2	40	67.8
5	Plan a search strategy.	17	28.8	42	71.2
6	Identify different types of resources where information can be found.	20	33.9	39	66.1
	Amount	106	30	248	70

In identifying information, a literate must know several elements that must be understood, such as determining the topic or subject, determining and understanding whom the target audience is, choosing a form that is suitable for the final product, identifying keywords, identifying different types of information sources where information can be found. Information behavior is the overall human behavior related to information engagement. Human behavior is related to the sources and channels of information, including the behavior of finding and using information both actively and passively as long as human behavior requires, think about, treats, seeks and utilizes information from various channels, sources, information store media, including the understanding of information behavior (Saywqi, 2017).

From the table above, it is clear that students have yet to use the identification procedure of an information search as contained in the theory of the E8 model. Most of the students of the library of MTsN 4 Banda Aceh have yet to determine their problem topics of interest. The teacher must determine them; for almost all of them, it is still necessary to discuss with the teacher first to determine the right problem topic. During the pandemic, student literacy activities have decreased from their usual routine. Before the pandemic, student literacy activities lasted three times a week, but during the pandemic, the library could only do one time a month, depending on existing

conditions. This is what drives students' low level of identification of information when searching for information.

Information literacy is necessary because of the sharp increase in access to information and its sources. Everyone is faced with various and overwhelming information choices in their studies, workplaces and lives. The existence of a library is therefore very much needed by users to provide various information needed by users. The process of meeting information needs will be maximally successful if the public understands the concepts and practices of information literacy. In this context, we can re-position the meaning of information literacy on a very broad dimension, including digital literacy. Information literacy is also an integral part of digital literacy because information literacy also requires information technology literacy, critical thinking and environmental sensitivity (Windah et al., 2020).

2. Exploration

Table 2. Exploration of information literacy of MTsN 4 students

No	Statement	YES		NO	
		f	%	f	%
1	Using information sources from trusted sources	11	18,6	48	81,4
2	Conducting interviews, field visits or another external research.	26	44	33	56
	Amount	38	31,36	80	68,64

Literacy is necessary to live a successful and successful life in the era of the information society and in the application of competency-based curriculum in the world of education. By having information literacy, someone will continue to learn to obtain information and create new knowledge. For this reason, there are several steps in obtaining these abilities, such as using information sources from trusted sources and conducting interviews during field visits or other external research.

The facts in the field prove that in information exploration, students tend to rely on Wikipedia as the main source rather than the more reliable and valid sources, namely journals and books. The librarian also said that during the pandemic, student visits to the library drastically decreased; even in completing assignments given by the teacher, it was parents who did it. The sources of information offered in the era of information globalization are numerous, but not all of the information is in accordance with the information needs. So, it is necessary to select the information with the following criteria: Relevance, Accuracy, Objective, Update, Completeness and depth of work.

To find out where the resources will be accessed, how to access them, when they can be used, and what the differences are between one media and another—the ability to search for relevant sources effectively and understand relevant information obtained. The search strategy needs to be adapted to the sources used so that the results obtained are as desired. Information users need to understand the search results because they can be very many or very few and know when to stop the search (Madhuri, 2011).

Laila in Madhuri (2011) argues that in the context of learning at school, information literacy gives students equipped with independence in learning, making workers more helpful in solving their jobs. Skills like this can be instilled in students from an early age. Even in kindergarten, IL can be introduced, according to the child's age and psyche, so that when children enter junior high school, basic IL skills have been mastered.

3. Exploration Selection

Table 3. Information literacy selection for MTsN 4 students

No	Statement	YES		NO	
		f	%	f	%
1	Determining which sources are too easy, too difficult, or just right.	15	25,43	44	74,57
2	Recording relevant information through notes or creating visual arrangements such as charts, graphs or lines.	16	27	43	73
	Amount	32	26,27	86	73,73

Information selection has sub-stages ranging from selecting relevant information, determining the level of difficulty in finding information, recording relevant information by making visual arrangements, determining the stages of the process, to gathering relevant information. Most of the students said that if they searched for information from journals, they had not mastered it too well. Some even had never taken information from journals. If students search for information using journals, it makes it difficult to find information about students at the library of MTsN 4 Banda Aceh. Also, take notes before they take information and use it as material requirements for their assignments.

In finding and determining sources of information, several steps must be understood by users, including using indexes and journal abstracts, communicating with email, Facebook, mailing lists, and bulletins, using the web, using advanced search, understanding and using the "Boolean" operator, Understanding search rankings (Madhuri, 2011). However, users must be careful because not all search tools on the internet provide the same facilities. Therefore, there is nothing wrong if the librarian at MTsN 4 Banda Aceh accompanies the students in their search for information.

4. Organization

Table 4. Literacy organization of MTsN 4 students

No	Statement	YES		NO	
		f	%	f	%
1	Sorting Information	21	35,59	38	64,41
2	Distinguishing Between Fact, Opinion and Fiction.	50	84,75	9	15,25
3	Check for Bias in Source	36	61	23	39
4	Sorting Information in a Logical Order	40	67	19	33
	Amount	147	62,28	89	37,71

Students at the library of MTsN 4 Banda Aceh are able to select or sort their assignments. This can be seen when students select the information they get from the internet. They re-check whether the information is worthy of being used as material for their assignments or not. However, some students also answered that they needed help to select the information they got. There was no re-checking of the information they got, and they immediately used it as their task requirement. In this regard, it is also necessary to reaffirm that in the retrieval of information, a selection must be made first so that the information becomes more accurate. Students at the library of MTsN 4 Banda Aceh can distinguish information from facts, opinions or fiction from various sources of information for use in paper assignments. They are also able to arrange the information that has been obtained into a logical order. This can be seen when the teacher gives several points from one material. Students at the library of MTsN 4 Banda Aceh can sort information according to the

material provided by the teacher so that it becomes information. However, only a few of the students at the library of MTsN 4 Banda Aceh made footnotes or bibliographies in their paper assignments. It must also be emphasized that making a footnote or bibliography in writing a paper is very important to avoid copying and pasting.

5. Creating

Table 5. Creating information literacy for MTsN 4 students.

No	Statement	YES		NO	
		f	%	f	%
1	Preparing information in their own words in a meaningful way.	44	75	15	25
2	Revising and editing alone or with colleagues	23	39	36	61
3	Finalizing the bibliography format	28	47	31	53
	Amount	95	54	82	46

From the information that someone has obtained through various sources, new information can be created. The new information can be created based on the understanding of valid reference sources of information. The activity in this stage is in making references. Information creation can start from the stage of preparing information in your own language, revising or editing (alone or with friends), and completing the bibliographic format. In terms of creating from item E8, most of the students at the library of MTsN 4 Banda Aceh have been able to string the information they have got into their own words so that it becomes new information according to their point of view. Some students answered that they made revisions or edited their assignments alone or together. However, only some students included the bibliographic format in making their assignments. Making a bibliographic format is very important in a paper assignment.

Eisenberg (as cited in Alam, 2013) said that information literacy is seen as playing a big role in a person's life, so the world of education widely accommodates information literacy as a component of learning in developed countries such as the United States. In the world of information literacy education, it is given to students to increase their ability to access the information they need. Evidence that information literacy is a very important component in the teaching and learning process is as follows: 1) The standard of student information literacy skills as an assessment component for student learning, among others, as written in one of the publications entitled "Information Power: Building Partnerships for Learning" in the American Association of School Librarians (AASL) and the Association for Educational Communications and Technology (AECT). 2) There is an increasing use of information literacy models or standards in education in many states in the United States. 3) There is a decision from the national accreditation board (an institution that has the authority to conduct an assessment of an agency based on certain standards) to include information literacy as a component of the assessment in accreditation. 4) The development of information capabilities by the Association of College and Research Libraries (ACRL), both by public and private higher education. 5) The existence of institutions that take information literacy seriously through the formation of associations such as the Partnership for 21 Century Skills and AOL Time Warner (Alam, 2013).

6. Presentation

Table 6. Presentation of information literacy for MTsN 4 students.

No	Statement	YES	NO

No	Statement	f	%	f	%
1	Practising to present Information	30	51	29	49
2	Sharing information with appropriate listeners	20	34	39	66
3	Displaying information in the right format and suitable for the listener	22	37	37	63
4	Managing the use of equipment properly	19	32	68	40
	Amount	91	39	141	61

In the E8 model, there are several stages carried out for the presentation section, namely doing exercises to present the results of research work, sharing information with listeners, displaying information in the right form according to the listener, preparing and using presentation equipment properly (Mirazita & Rohmiyati, 2015).

The main part of choosing information is adjusting to what we need to solve the problem. As recipients of information, we not only determine our needs or choose the information that is relevant to our needs but also must process information into new knowledge, then disseminate it again, classify sources of information and use and present information on an ethical basis. When associated with today's modern civilization, information literacy can be applied by anyone who needs information, such as students, lecturers, researchers, and even the general public (pedicabs, taxi drivers, or housemaids). They need to determine the information needed to solve problems, support their work, or all needs related to aspects of their lives. Providing these information needs certainly can be done independently or in collaboration with librarians, especially in determining information retrieval strategies so that the information obtained follows their needs or does not get a lot of information waste.

On average, the presentation aspect of students' information literacy at MTsN 4 Banda Aceh is still low. The percentage figures show that only 39% of students say "yes", and 61% say "no" in conducting information presentation exercises. Meanwhile, viewed from the aspect of displaying information in the right format, there are still students who need to match the listeners. There are 37% answers that say yes, and 63% say no. Regarding sharing information with appropriate listeners, 34% answered yes and 66% no. Meanwhile, to regulate the use of equipment correctly, only 32% did the rest they did not use it, as seen from the respondents' answers, as much as 40% chose no. Only in terms of practice for the presentation of information has a high rating, with respondents choosing 51% yes, and 49% no.

Information literacy is not just the ability to find information. However, it is a process of someone realizing when he needs information, how to obtain it, and how to evaluate the information so that it is effective to use, likewise with presentations which are part of information literacy. For the aspect of student presentation at the library of the MTsN 4 Banda Aceh, the average student is still low. It can be seen in the results of the table above that the students have not mastered it.

7. Rating

Table 7. Assessment of Information Literacy of MTsN 4 students

No	Statement	YES		NO	
		f	%	f	%
1	Receiving feedback from other students	21	36	38	64
2	Receiving feedback from other students	29	49	30	51
3	Determining if there are new skills to learn	32	54	27	46

4	Considering what can be done better next time	27	46	32	54
	Amount	109	46	127	54

For the assessment stage, there are five elements that must be considered, namely receiving input from listeners, self-assessing "one of our performances" compared to "lecturers' assessments", reflecting on how well this research has been carried out, revealing new skills that have been learned in this research process, paying attention to what things could be done with more in the future (Mirazita & Rohmiyati, 2015).

Information literacy is a very important ability that a person has, especially in the world of education, because at this time, everyone is faced with various types of information sources that are growing very rapidly. However, not all of the existing and created information can be trusted and follow the information needs of information seekers. Information literacy will make it easier for someone to search, find, evaluate, and use it to learn independently without being limited by space and time and interacting with various information. Information literacy is also very useful in the world of education and in implementing competency-based curricula that require students to find information for themselves and utilize various types of information sources. Information literacy also provides the ability to think critically and logically and not easily believe in the information obtained and evaluate it before it is used.

In terms of the assessments made by students in information literacy are low, the results of interviews show that students appreciate the performance of their friends in responding to various teacher assessments, all students also want to improve their assignments to be improved in the future, and students also do to improve their work to be even better. In the case of MTsN 4 Banda Aceh students, the stage of determining whether new skills can be learned is due to the pandemic period that hit, so students could not re-learn existing new skills. They only receive material the teacher sends through social media groups on their cell phones. Of course, this could be more efficient, considering the literacy development needs of students experiencing setbacks.

In terms of assessment, the assessment made by students in information literacy is low, with a number stating "yes" 46% while those who said "no" 54%, where seen from the aspect of receiving feedback from other students who said "yes" by 36%—likewise researching other people based on the value given by the teacher by 49% who did. Even judging from the attitude of students doing something thoughtfully, only 46% said "yes". Students at MTsN 4 Banda Aceh always appreciate the performance of their peers in responding to assessments from teachers to make improvements to the assignments given.

The impact of the Covid-19 pandemic has changed many behaviors and activities in various sectors, especially in the education sector (Rulandari, 2020). There is a change in the learning method from face-to-face (offline) to an interactive model based on the internet (online), so inevitably the service system in the library also changes. The application of restrictions on social interaction, or what is often called social distancing, has caused extraordinary turmoil in the library environment. The purpose of the library so far is to expect the presence of many visitors, but during a pandemic like the current one, libraries are also required to support breaking the chain of the virus by minimizing and limiting visits to the library. It is ironic because libraries have to limit the number of visits and even close access to services while the pandemic is not over. Online literacy classes are a solution so that these activities can still be carried out even during the pandemic, but they need careful preparation in their implementation.

The implementation of online literacy classes is a literacy learning system that only takes place face-to-face in one room between the teacher and participants. Obstacles and challenges must be felt by libraries in implementing online information literacy classes, both in terms of teachers

and participants. In every event that occurs, there must be opportunities that can be utilized by various parties, including the implementation of information literacy classes during the Covid-19 pandemic (Wulandari, 2021). So, discussing the opportunities and challenges of implementing online literacy classes is necessary.

8. Application

Table 8. Application of Information Literacy for MTsN 4 students

No	Statement	YES		NO	
		f	%	f	%
1	Reviewing feedback and ratings	24	41	35	59
2	Using feedback and assessment for the next learning activity/task	29	49	30	51
3	Striving to use the acquired knowledge in new situations	31	53	28	47
4	Determining in other subjects whether this skill can be performed.	40	68	19	32
	Amount	124	52,54	112	47,46

There are several steps in obtaining information literacy skills, such as formulating information needs, Allocating and evaluating the quality of information, Storing and retrieving information, using information effectively and efficiently, and communicating knowledge based on the information literacy criteria. It can be concluded that to understand, possess, and master information literacy, one must understand and be able to implement information literacy.

There are several advantages if students can master the E8 model (Boeriswati, 2015), namely:

a. Students can filter important information as a basis for reasoning. By mastering the E8 model, students will find it easy to identify various types of information sources where information can be found, and make it easier for students to find information according to the topic to be studied.

b. Students are able to bring new ideas and information. That is, students' insight in accessing information becomes very broad because students can sort information and distinguish which references are accurate and which are not. Then students can conclude relevant information so that it becomes new ideas for future learning.

c. Students can find sources of information more accurately. By mastering the E8 model, students are able to sort information and distinguish between accurate and inaccurate references by distinguishing between facts, opinions and fiction to create relevant information.

Students can produce critical and independent thinking. If students master the E8 model, they can find information independently without full guidance from the teacher or librarian. Students can also look for new skills to learn so that it becomes new knowledge. The same thing happened to the students of MTsN 4 Banda Aceh. It can be seen from the existing table data that the aspect of implementing information literacy among students at the library of MTsN 4 Banda Aceh is quite good, where the percentage who say "yes" is 52.54%, while those who say "no" have ever been 47.46%. As for the details where students try to use the knowledge gained in various new situations, 53% of students who were respondents said "yes," and only 47% said "no".

Meanwhile, when viewed from the aspect of using feedback and subsequent assessment activities and determining skills in other subjects, it is also good where each student's statement says "yes" as many as 49% of people and 51% saying "no". However, students need to review feedback on the assessment given. This is indicated by 59 (100%) respondents; 41% said "yes," and 59% said "no". The E8 model is different from other literacy models. The strength of this model is at the assessment or application stage because, at this stage, it can reflect what has been achieved

with the obstacles or difficulties that will be faced. The advantage of this E8 model is that it can be accessed by any group, students or the general public.

The results of this study indicate that students at MTsN 4 Banda Aceh have used information from various sources. Then apply the information search steps that are in accordance with empowering eight literacy model, which has a learning approach based on data sources for the activities of developing the interests and talents of MTsN 4 students. This is the right step to be able to realize students who are able to learn independently and continue to have a passion for lifelong learning. The deficiencies in the implementation of students' information literacy at MTsN 4 Banda Aceh are only found in the selection aspect of information literacy. The number of students searching for information at the MTsN 4 Banda Aceh library could have been higher. Most of the students said that when looking for information from journals, they had not mastered it, and some had never taken information from journals. Students in the MTsN 4 Banda Aceh library also take notes before they take information and use it as material for their assignments.

Therefore, the introduction and learning of information literacy are very important for students to be wise and skilled in using information—policies and planning related to teaching literacy in schools issued by the government. Schools can independently innovate in planning the implementation of information literacy teaching policies as one of the priority flagships in schools to be practised by students with various kinds of information needs (M. Merga & Gardiner, 2018). Information literacy is also important for forming students' ability to use the information obtained ethically and well.

CONCLUSION

Understanding information literacy is truly an important skill in the global era. The overflow of information must be a challenge for a better life. Skills to search, skills to find again, skills to analyze and utilize information need to be instilled from an early age. The school library plays an important role in efforts to equip students with information literacy knowledge. From the results of the study, the literacy level of the students in the MTsN 4 Banda Aceh is quite good. The most dominant aspect is the aspect of organization and assessment, while the lowest level of information literacy is in the aspect of selecting information.

The level of student literacy can be maintained if the librarian makes a program on how to find the right information strategy. In this case, librarians can work together with the teacher and then be included in learning activities in the classroom so that students can directly apply it in their teaching and learning activities, especially when they are working on assignments that need references so that students can determine information-seeking strategies to get the information they need. Improving student information literacy competence can be encouraged through the establishment of centralized policies that must be implemented as a whole to form innovations carried out by each school.

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