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Literation Evaluation of Students' Information at the Library of MTsN 4 Rukoh

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Abstract: this article discusses the Evaluation of Student's Information Literacy at the library of MTsN 4 Rukoh using Empowering Eight model. This model uses a problem-solving approach to resource-based learning. Information literacy skills consist of Identification, exploration of appropriate sources and information on topic, selection and recording of relevant information, collecting appropriate quotation, organization, creation, presentation, assessment, and implementation. The purpose of this study is to determine the information literacy of students in the library of MTsN 4 Banda Aceh by using the Empowering Eight model. Data collection techniques used are interview, documentation and questionnaires. The results of this study indicates that the level of information literacy of students is classified as good. Both from the aspects of 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, namely 26.27% of students said "yes" and 73.73% said "no".

Keywords: *Literation Evaluation*; *Students' Information*; *Empowering Eight Model*

Abstrak: *Artikel ini membahas tentang Evaluasi Literasi Informasi Siswa di Perpustakaan MTsN 4 Rukoh dengan model Empowering Eight. Model ini mengguakan pendekatan pemecahan masaalah untuk pembelajaran berbasih sumber daya. Keterampilan literasi informasi terdiri dari Identifikasi, eksplorasi sumber dan informasi yang sesusi dengan topic, pemilihan dan pemecatatan informasi yang relevan, pengumpulan kuipan yang sesuiai, pengorganisasian, pembatan, presentasi, penilaian, dan implementasi. Tujuan penelitian ini adalah untuk mengetahui literasi informasi siswa di Perpustakaan MTsN 4 Banda Aceh dengan menggukan model Empowering Eight. Teknik pengumpulan data yang digunakan adalah wawancara, dokumentasi dan angket. Hasil penelitian ini menunjukkan bahwa tingkat literasi informasi siswa tergolong baik. Baik dari aspeks identifikasi, seleksi organisasi, literasi menciptakan, penyajian, penilaian maupun aspek penerapan litearsi informasi. Namun tingkat litearsi 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".*

Kata Kunci: *Evaluasi literasi; informasi siswa; model Empowering Eight*

A. Introduction

Information literacy, according to UNISCO (the United Nations 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 (Silvana, 2017:20). The purpose of information literacy is to familiarize a person to be able to access and obtain information about health, environment, education, work, assist them in making critical decisions about life so that students can always get the information needed for assignments and objectives (Riski, 2018:134).

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. There are several models of information literacy that can be used as a measure of a person's level of information

literacy. Examples include the Big6 model, Empowering 8™, PLUS Model, 7 Pillars, Seven Steps of Knowledge Management. One of the most commonly used models is the Empowering Eight. Empowering Eight is a standard that is highly regarded by Asians because it was made by Asians themselves. Therefore it is considered very suitable to measure the level of information literacy of students. Based on the researcher's observations of the Empowering Eight model research, it was not used in research with information literacy objects. In addition, the reason the researcher wants to conduct a research about Empowering Eight model is also to see how the information literacy model has been made by the Asians themselves.

Literacy with 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. By having information literacy skills in students, it certainly makes it easier for them to realize the slogan "long life education". To have information literacy skills, there are several steps that must be mastered. These steps are structured as a model called the information literacy model. One of them is the literacy model of Empowering Eight.

The relationship of the literacy model of Empowering Eight in the context of the world of education is a mechanism or way to measure and test information literacy skills. The use of the Empowering Eight model can help in organizing, finding and using information to then create their own knowledge by utilizing various available information sources. There are 8 stages of using the Empowering Eight literacy model, namely: 1) identification, 2) exploration, 3) selection, 4) organization, 5) creation, 6) presentation, 7) assessment, and 8) implementation (Nurfadilah, 2015).

In today's world of education, students are required to be able to organize and discover their own knowledge and apply the principles of lifelong learning. Therefore, students should understand an Empowering Eight 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 library of MTsN 4 Banda Aceh 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, special hours for visiting the library according to the schedule of each class with material determined by the teacher. The library implements the school literacy movement in one month carried out in 3 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. The purpose of this school movement is to increase students' knowledge of information literacy. However, during the Covid-19 pandemic, these literacy activities experienced problems and visits and activities were reduced to once a month depending on the situation. It is feared that if the activities continue as usual, the health of the students is threatened.

Although visitor information literacy has been running and library services and library management at MTsN 4 Banda Aceh are good, temporary observations show that students' information literacy is still inadequate and only a few students know the Empowering Eight literacy model, causing the information to be insignificant and accurate. Because of this, researchers are here interested in researching students' information literacy skills using the

Empowering Eight literacy model. This study describes in detail further efforts on information literacy of students at the library of MTsN 4 Banda Aceh using the Empowering Eight model. In addition, this research was developed using the mixed element theory between Information Literacy and Empowering Eight model.

Method

This research is a descriptive research using a qualitative approach. The descriptive that this research produces is about analyzing or viewing, as well as describing in detail in the form of a description or narrative about how students' information literacy is at the Library of MTsN 4 Banda Aceh using the Empowering Eight model. Descriptive method is used to provide a detailed description or explanation of a problem. Data collection is this study was carried out by FGD with elements of MTsN 4 Banda Aceh, discussions and questions given from the pre-test and post-test to the students' information literacy using the Empowering Eight model.

In addition, literature reviews, both from primary and secondary sources. The theoretical framework of this research implementations the information literacy method. The information literacy model is this study is the Empowering Eight model. It is intended for a problem solving approach to learning based on information sources. According to this model, information literacy consists of several abilities, namely; identifying, exploring, selecting, organizing, creating, presenting, receiving assessments, and applying input (Saleh, 2017). The data obtained are then analyzed and arranged systematically according to the theme of the discussion. In addition, this model is used to obtain quality literature in a shorter time. This research also uses various printed and recorded sources of information that are presented in various formats. This strategy is carried out in order to obtain holistic data, which have an integrated relationship when put together in a research framework.

In this study, the subjects were students who visited the library at MTsN 4 Banda Aceh. Meanwhile, the object of research is the information literacy of students using this model. The subjects in this study were 59 students consisting of 18 students in class VII, 19 students in class VIII, and 22 students in IX. Data processing is carried out following the method of Sugiono which is carried out in stages: (1) data reduction; is a work activity to analyze, sharpen, classify, direct, sort data to eliminate unnecessary ones, and organize data in such a way that preliminary conclusions can be drawn for later verification. (2) data presentation; presentation of is one of the stages of activities in making reports on research results in a systematic way so that data from research findings can be understood and analyzed in accordance with the desired goals. In principle, the data presented must be simple and clear so that it is easy to read. (3) data verification; is a process of preparing research reports that are used to assess the truth of the theoretical basis with facts in the fields, to then process and analyze various research findings so that they can be tested hypothetically or compared with predetermined theories. (4) data interpretation; is an activity that is carried out by combining the results of the analysis with various questions, criteria, or an analysis certain standards in order to be able to create a meaning from the existence of a data that has been collected by researchers.

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 (Wicaksosno, 2016:2). 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. The emphasis of this approach is on understanding how information literacy is negotiated as part of the practice of continuous learning in formal and informal situation (Melani, 2016:69).

To be information literation, one must be able to locate, evaluate and use information effectively. Education is needed to educate students to be able 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. The purpose of information literacy itself knows how to organize the information needed and how to use that information, prepare for lifelong learning. Pendit said in Windah et al (2020) that there are several types of information literacy skills, namely: 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 the field of digital literacy work (Windah et al, 2020).

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

1. Identification

Table 1: Identification of information literacy of MTsN 4 Rukoh 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	an 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 who 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 (Sawqi, 2017).

From the table above it is clear that students have not used the identification procedure of an information search as contained in the theory of the Empowering Eight model, most of the students of the library of MTsN 4 Banda Aceh have not been able to determine their own problem topics of interest and must be determined by the teacher, and 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 3 times a week, but during the pandemic the library was only able to do one time a month depending on existing conditions. This is what drives the low level of identification of information by students when searching for information.

Information literacy is very necessary because of the very sharp increase in access to information and its sources. Everyone is faced with various and overwhelming choices of information in their studies, workplaces and in their 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 which includes digital literacy. It can also be said that information literacy is 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 Rukoh 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 other external research.	26	44	33	56
	Amount	38	31,36	80	68,64

Literacy is very necessary in order 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, during the pandemic, student visits to the library drastically decreased, even in completing assignments given by the teacher, it was parents who did it. Using information 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 a work.

To find out where the resources will be accessed, how to access them, when they can be used, what are the differences between one media and another. 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 and can be very few and know when to stop the search (Mashuri, 2012).

Laila in Mashuri (2012) argues that in the context of learning at school, information literacy makes students equipped with independent 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 (Mashuri, 2012).

3. Exploration Selection

Table 3: Information literacy selection for MTsN 4 Rukoh . 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 create 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 suitable information. Most of the students said that if they searched for information from journals, they had not mastered it too well and some even had never taken information from journals, so it can be concluded that if students search for information using journals, it makes students difficult in terms of finding information of 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 there are several steps that must be understood by users, including: Using indexes and journal abstracts, Communicating with email, Facebook, mailing lists, bulletins, Using the web, using advanced search, Understanding and using the "Boolean" operator, Understanding search rankings (Manshuri, 2012). 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 Rukoh . 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, then they recheck whether the information is worthy of being used as material for their assignments or not, but some students also answered that they were unable to select the information they got, and there was no re-checking of the information they got and immediately used it as their task requirement. In this regard, it is also necessary to reaffirm that in 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 in the form of 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 the library of MTsN 4 Banda Aceh are able to sort information according to the material provided by the teacher so that it becomes information. However, very few of the students at the library of MTsN 4 Banda Aceh made footnotes or bibliography in their paper assignments. It must also be emphasized that making a footnote or bibliography in writing a paper is very important to avoid copy and paste.

5. Creating

Table 5: Creating information literacy for MTsN 4 Rukoh 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 edit 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 has been obtained by someone 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

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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 Empowering eight, 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, all students did not include the bibliographic format in making their assignments. It needs to be seen again that making a bibliographic format is very important in a paper assignment.

Eisenberg in Alam (2013) said that information literacy is seen as playing a big role in a person's life, so information literacy is widely accommodated by the world of education 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 in increasing 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 Rukoh students.

No	Statement	Yes		no	
		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 Empowering eight 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 (Yanuarizka & Rosmiyati, 2015).

The main part in choosing information is adjusting to what we need to solve the problem at hand. We as recipients of information not only determine our needs or choose information that is relevant

to their needs, but also have an obligation to process information into new knowledge, then disseminate it again. and classifying sources of information and using and presenting 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 have a need to determine the information needed to solve problems, support their work, or all needs related to aspects of their lives. To provide these information needs, of course, it can be done independently or in collaboration with librarians, especially in determining information retrieval strategies so that the information obtained is in accordance with their needs or does not get a lot of information waste.

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

Information literacy is not just the ability to find information but 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 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 Rukoh 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 5 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 (Yanuarizka, 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 in accordance with the information needs of information seekers. Information literacy will make it

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easier for someone to search, find, evaluate, and use it to learn independently without being limited by space and time and interact with various information. Information literacy is also very useful in the world of education and in the implementation of 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 the information obtained 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 there are new skills that can be learned, this is due to the pandemic period that hit so students could not re-learn existing new skills. They only receive material sent by the teacher through social media groups on their cellphones, of course this is very inefficient considering the literacy development needs of students who are experiencing setbacks.

In terms of assessment, the assessment made by students in information literacy is low, with a number stating "yes" by 46% while those who say "no" 54%. Where seen from the aspect of receiving feedback from other students students said "yes" by 36%. Likewise doing research on 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 rukoh always appreciate the performance of their peers in responding to assessments from teachers to make improvements to the assignments given.

The impact of the Covic-19 pandemic has changed many behaviors and activities in various sectors, especially in 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 does not take 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 term 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 it is necessary to discuss the opportunities and challenges of implementation online literacy classes.

8. Application

Table 8: Application of Information Literacy for MTsN 4 Rukoh students

No	Statement	Yes		no	
		f	%	F	%
1	Reviewing feedback and ratings	24	41	35	59
2	Using feedback and assessment for the next	29	49	30	51

	learning activity/task				
3	Striving to use 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 the following: Formulating information needs, Allocating and evaluating the quality of information, Storing and retrieving information, Using information effectively and efficiently, Communicating knowledge, Based on the information literacy criteria, it can be concluded that to understand, possessing, and mastering information literacy, one must really understand and be able to implement information literacy.

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

a. Students can filter important information as a basis for reasoning. By mastering the Empowering Eight 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 are able to 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 are able to find sources of information more accurately. By mastering the Empowering Eight model, students are able to sort information and distinguish between accurate and inaccurate references, by distinguishing between facts, opinions and fiction so as to create relevant information.

Students can produce critical and independent thinking. If students master the empowering eight model, then students are able to find information on their own without full guidance from the teacher or librarian, students are also able to look for new skills to learn so that it becomes new knowledge. The same thing happened to the students of MTsN 4 Rukoh 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 says "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 saying "yes" as many as 49% of people and 51% saying "no". However, students do not review feedback on the assessment given. This is indicated by 59 (100%) respondents, 41% said "yes" and 59% said "no". The empowering eight 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 empowering eight model is that it can be accessed by any group, be it students, students or the general public.

Conclusion

From the above finding, it can be concluded that of the eight indicators of Empowering Eight levels of information literacy, the results showed that the level of information literacy of students was classified as good from the aspect of identification, organizational selection, creating literacy, presentation, assessment and aspects of the application of information literacy. However, if classified the most dominant level of student information literacy in the library of MTsN 4 Banda Aceh is the organizational and assessment aspect with 62.28% of students saying "yes" and 37.71% saying "no". While the lowest level of information literacy is the information selection aspect, namely 26.27% of students said "yes" and 73.73% said "no". The level of student literacy can be maintained if the librarian makes a program on how to find the right information strategy, this 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 work on assignments that need references, so that students can determine information-seeking strategies to get the information they need.

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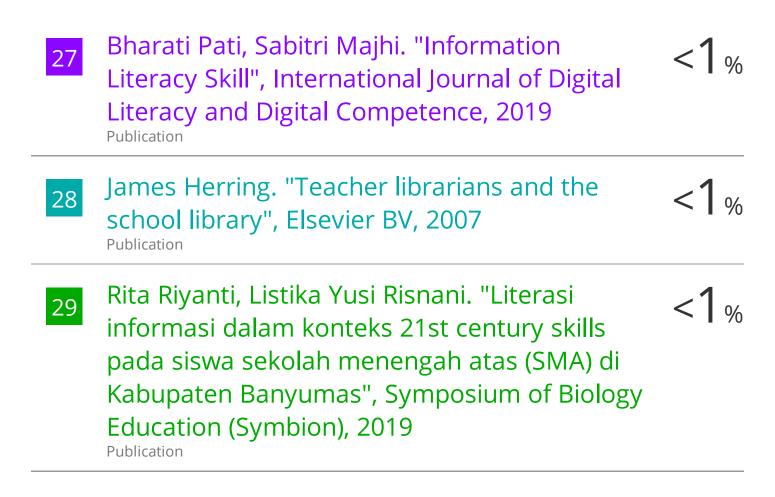Siyoto, Sandu & Sodik, Ali (2015), *Basic Research Methodology*, Yogyakarta: Media Literacy Publishing.

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