



## Jumat Literacy: Information Literacy Assistance Students of Islamic Boarding of Tahfiz Misbahul Quran Mejobo Kudus

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### Article History:

Received: Jan 13<sup>th</sup> 2022

Revised: April 17<sup>th</sup> 2022

Accepted: May 30<sup>th</sup> 2022

### Keywords:

Literacy, Information  
Literacy, Pesantren

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### Abstract:

*Information literacy is required to filter all information obtained in order to ensure that the data obtained is truly valid and accountable. Pesantren Misbahul Qur'an, which is proficient in tahfidz and tafsir, pays special attention to students' potential development by providing a schedule of Scientific Literacy activities. It is hoped that the students will be able to improve their ability to recognize when information is required. The Participatory Learning Methods approach is used to deliver this service. The activity has four stages: (1) identification (initial mapping) and material delivery planning, (2) socialization, (3) actualization (material delivery, practice assignment, and presentation), and (4) evaluation and reflection. The results of the service show that students in an Islamic boarding school environment have limited media literacy and have not fully utilized digital in full; the literacy schedule is more towards the search for information that is entertainment in between the busy schedule of activities and targets of memorizing throughm literacy through books and partly utilizing internet media; and the literacy schedule is more towards the search for information that is entertainment in between the busy schedule of activities and targets of memorizing throughm literacy through books and partly utilizing internet media.*

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## Introduction

The ability of a country's citizens to read and write is linked to the development of science in that country. This is possible because the level of interest in reading has a

significant impact on educational quality. According to UNESCO, Indonesia ranks second from the bottom in terms of global literacy, implying that Indonesians' interest in reading is very low, at only 0.001%. This means that out of every 1,000 Indonesians, only one is a dedicated reader. According to Kominfo, 60 million Indonesians own gadgets, making the country the fifth most gadget-owning country in the world. This is ironic, because preliminary data indicates that reading books is not a popular pastime. Nonetheless, Indonesians are estimated to be able to stare at gadget screens for 9 hours per day, according to a January 2017 report.<sup>1</sup> It is clear from this data that there is a lack of interest in reading books. Still, the literacy of the Indonesian people has shifted from reading books to literacy with information technology media, which requires attention.

According to Law No. 3 of 2017, literacy is defined as the ability to critically interpret information so that everyone has access to knowledge and technology to improve their quality of life. Literacy in the sense of being able to read and write is part of the foundational literacy that must be developed. When it comes to the current state of information technology development, one of the literacies that requires special attention is information literacy. When it comes to finding, evaluating, using, and understanding information for yourself and others, information literacy is defined as the ability to recognize when it is needed, as well as the ability to find, evaluate, use, and understand it.<sup>2</sup>

To keep up with the rapid development of information and communication technology, which results in information explosions in various forms, information literacy is required. Because information literacy can be a supporting capacity in developing learning opportunities to be wider, the use and management of technology and information can improve the community's quality of life.<sup>3</sup> Information literacy is defined as the ability to manage knowledge and the desire to learn more, as well as the ability to recognize information needs.<sup>4</sup> Literacy activities have a positive impact on learning and contribute to its effectiveness.<sup>5</sup> As a result, information literacy has a positive impact and contribution, and information management must be carried out to ensure that all information obtained is truly valid and accountable.

<sup>1</sup> "Tingkatkan Literasi Baca-Tulis, Kemendikbud Adakan Pertemuan Penulis Bahan Bacaan," *Kementerian Pendidikan Dan Kebudayaan*, last modified April 25, 2019, accessed August 27, 2020, <https://www.kemdikbud.go.id/main/blog/2019/04/tingkatkan-literasi-bacatulis-kemdikbud-adakan-pertemuan-penulis-bahan-bacaan>.

<sup>2</sup> Teguh Prasetyo Utomo, "Literasi Informasi Di Era Digital Dalam Perspektif Ajaran Islam," *Buletin Perpustakaan* (2020): 61–82.

<sup>3</sup> Dinno Mulyono and Ansori Ansori, "Literasi Informasi Dalam Kerangka Pengembangan Pendidikan Masyarakat," *Comm-Edu (Community Education Journal)* 3, no. 1 (2020): 1–6.

<sup>4</sup> Diao Ai Lien et al., *Literasi Informasi: 7 Langkah Knowledge Management* (Penerbit Universitas Katolik Indonesia Atma Jaya, 2020).

<sup>5</sup> Monica Desiria Pangestika, "Pengaruh Literasi Informasi Terhadap Efektivitas Belajar Siswa," *Pedagonal: Jurnal Ilmiah Pendidikan* 2, no. 2 (2018): 15–22.

The needs of social life and the world of education cannot be separated from the flow of technological and information developments. Pesantren Tahidz Misbahul Qur'an, a well-developed Islamic educational institution, has programs that support the implementation of quality education. Pesantren Misbahul Qur'an also has qualified educators in the fields of tahfidz and tafsir, as well as a special concern for students' development through a schedule of scientific activities and literacy. This demonstrates that Islamic boarding schools can adapt to changing circumstances. Queues at pesantrens are given space to develop their knowledge, which is accommodated in the schedule of scientific literacy activities, in addition to carrying out the learning process in the pesantren. However, due to a lack of qualified human resources in digital literacy, the institution has been unable to properly manage this activity. The scientific literacy activities that have been carried out so far have not yielded the best results.

Pesantren Tahfidh Misbahul Qur'an had 20 female students when it first opened on 17 Shawwal 1438 / 20 July 2017. The number of students increased to 26 in 2018. (profile document;2018). After the month of Syawal, the number of female students increased to 60 in September 2018. (interview;2018). In 2019, the number of students increased significantly, with 135 additional female students. The goal of learning from Pesantren Tahfidh Misbahul Qur'an is for students to memorize the Qur'an in its entirety, including the 30 juz and Jalalain interpretation, as well as a thorough study of the Qur'an and Hadith. The course is five years long, with three semesters per year and a minimum goal of two juz per semester. Saturdays through Thursdays are used for learning activities, with Fridays off.<sup>6</sup>

Pesantren With over 130 students, Tahfidh Misbahul Qur'an is a women's pesantren. Given that this pesantren was only established in 2017 / syawal 1438 H, the number is quite substantial. The Misbahul Munir pesantren's educational strategies and activities are quite busy, as students must meet a number of objectives. The busy daily schedule of students who have to memorize the Quran, Tafsir Jalalain, and study of the Quran hadith of the hut, however, has an interesting activity on Friday called "Scientific Literacy (Internet)." Ilmiah Literacy activities have the potential to become a valuable resource for Islamic Boarding Schools if they are properly managed. In this activity, students use devices provided by the pesantren as one of the facilities for students specifically for Scientific Literacy activities to access information from the internet. Because almost all students in the Misbahul Qur'an hut are only interested in the pesantren, this has a huge potential benefit. Based on these circumstances, students should be able to manage and utilize the schedule of Scientific Literacy activities through information literacy training in the digital era so that they can serve as useful mentoring activities for students.

<sup>6</sup> "Dokumen Profil Pondok Tahfidz Misbahul Qur'an Mejobo Kudus," 2019.

The Tahfidh Misbahul Qur'an Mejobo Islamic Boarding School's Information Literacy Activities for Students is a service activity that focuses on education. Islamic boarding schools are non-formal educational institutions dedicated to improving religious education, particularly Quran memorization. As a community-based educational institution, Pesantren must seek assistance in improving the quality of education, one of which is through a service program focusing on "Information Literacy Assistance for Students." This service activity is in response to the pesantren's literacy schedule, which is held every Friday.

Based on the above analysis, the service team organized a digital Information Literacy assistance activity for students at the Tahidz Misbahul Qur'an Mejobo Kudus hut using the Participatory Learning Methods approach. With a focus on using internet media to develop Islamic science that they have acquired outside of pesantren learning, they are focusing on training insights and skills. By utilizing digital media to enrich students' literacy, it is hoped that it will help broaden their horizons and improve their scientific ability in the field of tahfidz and Qur'an interpretation.

Students should be able to improve their ability to identify the need for information and identify sources of information so that they can find information effectively and efficiently with the help of information literacy assistance. Furthermore, students can effectively integrate and use the information and knowledge that they have acquired, resulting in a step forward in utilizing the technology and media used as well as the information obtained.

## **Method**

With a Participatory Learning Methods approach, devotion is carried out. Participatory learning and the actualization of knowledge that has been carried out first, then collaborated combined with new knowledge to provide benefits and improve the quality of human resources, are used in this approach. Service partners actively participate in mentoring programs to develop training and education in the community approach. The presentation method, the demonstration method, and the practical method are the three methods used in this mentoring. The method of presentation sheds light on information integration in the digital age. Demonstration Method: Students practice identifying and using internet media to find sources of information related to the information they need. Practice Method: Students practice identifying and using internet media to find sources of information related to the information they need. Literasi information assistance for Pesantren Misbahul Quran Mejobo Tahfidz students is divided into several activities, including:

Condition identification (initial mapping) and planning are the first steps. This is

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the first step in the pre-companionship process, in which we visited one of the Islamic boarding schools in the Kudus Regency's Mejobo area, namely the Pesantren Tahfidz Misbahul Quran Kecamatan Mejobo, Kudus Regency, to assess the assistance situation. Following consultation with the caregiver, management develops an activity plan to be carried out with the students as assisted partners. In addition, as deputy santri, I will be coordinating with management on a series of activities that will be carried out at a later stage. Because the schedule of activities at the Islamic boarding school is crowded, we coordinate the time and place of our activities, which are carried out on Fridays as scheduled for Scientific literacy.

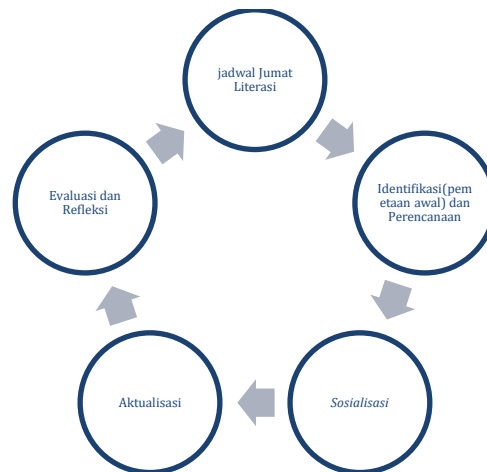
The Socialization stage is the next step. One of the second stages of activity is socialization, which aims to inform all students about the movement of accompanying information Literacy for Students. Caregivers, administrators, and students, on the other hand, warmly welcome, support, and encourage students to participate in Information Literacy activities.

Actualisasi is the third stage. Actualization is the central activity of Assisting Santri's Information Literacy in the Digital Era for Santri TAHfidz PesantrenPesantren Misbahul Quran Mejobo, which is divided into three stages of mentoring activities: 1) Training and Material, 2) Santri Literacy Practice, and 3) Presentation and Evaluation.

As for the objectives of activities at the actualization stage, they are as follows: 1) Training and Material Activities, providing insights to students about Literacy, Information Literacy in Digital Ea for students; 2) Literacy Practice Activities, after being given theory in stage 1, this stage aims to provide opportunities for students to learn to find information according to the Literacy schedule of Islamic boarding schools; 3) Presentation Activities and Evalua for students. It also provides students with an assessment of their literacy understanding.

The fourth stage is activity evaluation and reflection. The service team and assisted partners evaluate and reflect on activities at this point. The results of assisted activities, as well as suggestions for recommendations that have been successfully found in the evaluation and reflection of activities, are obtained at this stage.

The following is a description of the flow of Information Literacy assistance activities in Santri Scientific Literacy activities at the Tahfidz Islamic Boarding School Misabahul Quran Mejobo Kudus:



*Figure 1. Stages in Service Activities*

## Result

The results of Information Literacy Training in the Digital Era for Santri Pesantren Tahfidh Misbahul Qur'an are carried out in three main activities, based on the stages of service implementation: first, The first stage of the Literacy practice week; the second stage of the Literacy practice week; and the third stage of the Literacy practice week is the presentation of literacy results and evaluation. The following is an explanation of how the results of the three service activity implementations were presented.;

### *Presentation of Material*

The presentation of the materials became the first step in putting the service activities into action. This activity was carried out on Friday, August 30, 2019, at 08.00 – 11.30 WIB, in the Hall of the Tahfidh Misbahul Qur'an Islamic Boarding School, after coordinating with the caregivers and administrators of the pesantren regarding the implementation time. Mr. Aat Hidayat, M.Pd.I. was the activity's resource person, with Nursamsia as the moderator, and 122 students took part in the activity. Because 11 students went home to school, several students did not participate in the first stage.

The activity started with an opening permit from the caregiver, Mrs. Hj.Umi Mudhiyatuttazkiyah, an introduction from the Service Team about the students' insights into literacy and the application of literacy, which has become a schedule in Islamic boarding schools, and a direct identification of the community of service targets by the Service Team. The results of the activity's interactive discussions with students revealed that students' understanding of literacy was limited to reading. This is based on the Service Team's question, "What do you know about literacy?". What is the literacy schedule that the students have been following? What if you require data?.



Mr. Aat Hidayat, M.Pd.I. will present training materials as the main activity. Santri Literacy is the subject of the material. Students gain a better understanding of literacy and how to use information literacy as a result of this stage. Students are trained by resource persons who ask questions about the information. Students are taught to use media facilities provided by Islamic boarding schools for use by students on the schedule of literacy activities to find answers to these questions online.

The Service Team wrapped up the first Literacy training activity by giving the students a quick post-test in the form of a question-and-answer session about how well they understood the material presented by the resource persons. In addition, before the activity ended, the Service Team gave instructions for the next activity, which was to give students an opportunity to practice Information Literacy for two Fridays as part of the village's Literacy activities schedule. By adjusting the number of rooms occupied by the students, the Service Team divided the students into eight groups. The Service Team provided media in the form of several markers and asturo paper as assignment material, which students would use to record their results from the Literacy assignment practice.

### ***Assignment Practices***

The literacy assignment was completed over the course of two weeks, on September 6 and 13, 2019. The Service Team does not immediately wait for student activities when implementing the assignment practice, but instead monitors them. The goal is to see how well students can handle information literacy on their own. At this point, students determine the topic of information they are looking for based on their group, and then search for sources to find the information. After grouping the students, they process the information, with the results being written on the media provided by the Service Team.

### **Presentation and Evaluation**

The presentation and evaluation activity stage took place on Friday, September 20, 2019, in the Tahfidh Misbahul Qur'an Islamic boarding school's hall, with a total of 127 students in attendance. At this stage, the goal of the activity is for students to explain the outcomes of the literacy activities created during the literacy practice assignment activities stage. The activities are split into two sessions at this point: a student presentation session and a second session of evaluation and direction from the speakers and the Service Team.

The first session was jam-packed with presentations, including student activities to explain the Information Literacy results that their groups had compiled. The Service Team used a lottery paper to determine the presentation group's order. Al-Furqon room

group no. 1, ar- Rohmah room group no. 2, and room group no. 3 were the final orders. Tadzkiroh, no.5 room group, Muthohharoh, no.4 urwatulwwwutsqo, no.6 room group, Muthohharoh, no.4 urwatulwwwutsqo, no.6 room group, Muthohharoh, no.4 urwatulwwwutsqo The no.7 and no.8 room groups, respectively, are Al hikmah, Asy - Shifa, and Al Mauidzoh. Each group was given time to present the results of the literacy task to the media.

The first group, Al Furqon, presented its literacy results under the title "READING LITERACY." With the title of his book "Egocentric," the student of the Al Furqon determines the source of information from the book. This is a fictional novel written by Martyr Muhammad, and it belongs to the Humanist, Romantic Novels genre. "This book opens up a new vocabulary of "what Thhe Meaning Of Egocentric?" "This book opens up a new vocabulary of "what Thhe Meaning Of Egocentric?" Santri presented the information from this book with passion and clarity, as written in the presentation media: "This book opens up a new vocabulary of "what Thhe Meaning Of Egocentric?" Egocentrosis is the inability of a person to accept the viewpoints of others. This book is recommended for teenagers and adults, according to al Furqon's room students, because it is rich in perspectives and points of view, more able to tolerate others, and can respond appropriately to something.



Figure.2 group 1

The AR-Rohmah group, on the other hand, explained the results of his literacy, "X-Man The Dark Phoenix." Arrahmah's room has chosen a film with a source of information from the internet media, namely Youtube, as the topic of information literacy. As a result, a student must be able to control emotions as much as possible, as well as understand the situation and the condition. The effort that can be made is to control emotions in order to protect the hearts and feelings of others, because what is done or said unconsciously can cause anger and hurt others' hearts.





Figure 2. Group 2

Third, the Muthoharoh room group determines the topic of literacy, namely through Videos with their literacy sources from the internet media, namely Youtube Nessie Judge, with the title of its presentation "KKN and Desa Penari." Muthoharoh's room determines the topic of literacy, namely through Videos with their literacy sources from the internet media, namely Youtube Nessie Judge. The outcomes of literacy in this story, in addition to being able to watch viral videos, say and write that there are lessons to be learned about respecting and obeying the rules, customs, beliefs, and others when you are in an area or anywhere else. Because each region must have its own set of beliefs and practices that, if disregarded, can lead to unexpected outcomes.



Figure 3.group 3

Fourth, the Tadzkiroh group presented the findings of their literacy project, "The Millennial Generation's Religious Science Ability." According to the student representative from the tadzkiroh room group, the current millennial generation lacks an understanding of religious science for a variety of reasons, including a preference for practically all gadgets, curating curiosity, a lack of social care, and full-day school. As a

result, a solution is required, which includes reading books, summarizing the reading results, and posting them on social media platforms such as Instagram. Some of the information came from social media, and some came from his mother when he returned home from the pesantren due to illness, he explained. After that, he was discussed with his roommates.



Figure 4.group 4

Fifth, Urwatulwutsqo's group determines its literacy activities by reading a book, specifically a biography of Prophet Khidir, so His Literacy is titled "Biography of Prophet Khidir and His Teachings." The student from Urwwatulwustqo's class explained his literacy results "In the chapter of the Prophet Khidir's meeting with the Prophet Moses, there is wisdom. There are three, namely, first, we must be patient when learning or studying, second, it is not good to be a teacher when learning or studying, and third, patronizing the teacher when learning or studying ".



Figure 5.group 5

The sixth group, the Hikmah room, presented the results of their literacy project, "Friday Activity." On the literation schedule used to watch the movie "Beauty and the Beast," the wisdom room group recounted Friday's activities from 3:00 a.m.

to 9:30 p.m. The moral message or meaning of life conveyed by the film is to avoid mocking and slandering others. Be willing to make sacrifices for your parents, don't be fooled by appearances, and don't be arrogant; patience and sincerity must be accompanied by wisdom.



Figure 6.group 6

The Asy-Syifa Room Group is the seventh. "Happy Birth-Die" is the title of the presentation. Risma Ridha Anissa wrote the novel Happy Birth –Die. Asy-room Syifa's mentions several messages that can be taken from reading this novel, including teaching to always thank God for all the pleasures that God has given, do not take care of yourself, especially until you enter God who has given everything, and do not see or judge something from only one side. "For those of you who often frown on God Believe there will be nothing that makes you happier than continuing to be grateful and grateful," said another message in the presentation media.



Figure 7.group 7

The eighth group is Al-Mauidhoh, and their presentation is titled "Recitation; We Love To Read." The messages were written in Al Mauidhoh's room, and they included a lot of information from the activities of reviewing tafsir, such as the interpretation of Surah Al-A'raf verse 55, which explains the attitude of praying, and information from his Caregiver. Mrs. Hj.Umi Mudhiyatuttazkiyah is a Qur'an expert who became part of the Generation of Qur'ani who Lived with and Breathed the Qur'an.



Figure 8.Group 8

Following the completion of the eight groups' explanations of their literacy results, the resource persons presented training evaluation material in the second session. At this point, the resource person's material addressed the state of the Islamic boarding school's facilities in relation to the LCD menu, specifically the use of the play store menu for information literacy searches. The material is also based on the findings of the study, which show that the menu on the LCD screen, which is an internet facility that can be used online, is more widely used for entertainment, specifically watching movies and searching for movies on YouTube. As a result, the resource person displaying application content on the Playstore served as the material for this activity. The resource person used the playstore as an example of an educational application of Hadith Science students' work. The direction in the playstore menu is to search for the PKH hadith's keywords, or later, several hadith applications from Hadith Study Center training works will appear. So that you can go through the application when looking for students looking for information that supports their understanding of hadith studies conducted in the pesantren. The hadith has passed through the study center, allowing the information to be verified..

## Discussion

Based on data from the results of service in the series of activities "Information Literacy Assistance for Santri Pesantren Tahfidh Misbahul Qur'an shows that

### ***Jumat Literacy Schedule***

Pesantren Tahfidh Misbahul Qur'an has a good program, namely about Scientific Literacy (internet), as mentioned in the schedule of activities. The wide LCD screen facility and internet network, are a response from caregivers to the condition of students who live in an all-digital era and where information can be obtained online. The hope of caregivers with these facilities can find sources of information related to the knowledge they study at the pesantren such as the Qur'an, Tafsir, Ullumul Hadis, Fiqh, in addition to information through reviewing activities, it is hoped that students can find and develop information through online. The Literacy Program needs to get support. This kind of Literacy program can be carried out in pesantren terutama responding to the digital era and information literacy, such as the Pesantren Literacy Movement.

Pesantren made various efforts to welcome the spirit of the Pesantren Literacy Movement. Among them, through program activities, the formation of study groups, and the provision of library and e-library infrastructure facilities, some pesantren make the student Literacy Movement program through writing activities for students every morning.<sup>7</sup> Pesantren is the ideal place to instill the value of literacy as a source of capital and strength in students so that they can contribute to society in the future. It is one of the efforts to strengthen the ability to think critically and, more importantly, the ability to face and solve problems in a world that is constantly changing through a literacy culture.<sup>8</sup>

### ***Information Literacy in the Digital Era for Students***

Pesantren is the ideal place to instill the value of literacy as a source of capital and strength in students so that they can contribute to society in the future. It is one of the efforts to strengthen the ability to think critically and, more importantly, the ability to face and solve problems in a world that is constantly changing through a literacy culture.<sup>9</sup>

<sup>7</sup> "Gerakan Literasi Santri (GLS)," *Pondok Pesantren Ittihad*, last modified October 13, 2021, accessed June 3, 2022, <https://pesantrenittihad.org/2021/10/gerakan-literasi-santri-gls/>.

<sup>8</sup> Asih Andriyati Mardiyah, "Budaya Literasi Sebagai Upaya Peningkatan Keterampilan Berpikir Kritis Di Era Industri Revolusi 4.0," in *Prosiding SNP2M (Seminar Nasional Penelitian Dan Pengabdian Masyarakat) UNIM*, 2019, 171–176.

<sup>9</sup> Tri Septiyantono, "Literasi Informasi" (2014).



### *Determining the Purpose of Information*

<sup>10</sup> Nuhrodin Nuhrodin and Meiry Akmarah Dhina, "Information Literacy for Santri in Islamic Boarding School (Pesantren)," *Al-Hayat: Journal of Islamic Education* 5, no. 2 (2021): 216-226.

ISSN: 2579-8375 (Print), ISSN: 2579-8391 (Online) | 265



### *Information Search*

The process of searching for a person's information in order to find the information required is known as information search. As a result, a person will attempt to access the available information sources in accordance with his or her information requirements.<sup>12</sup>. Similarly, the students searched for the information they needed through several sources, some of which were sources of information from books such as the al Furqon room group, asy-Shifa, al mauidzoh, and Urwatulwustqo, as evidenced by the presentation of the eight groups of rooms. There are also information sources from the internet media, such as films or videos, such as the Muthoharoh and Ar rohmah room groups, as well as oral sources such as the Tadzkiroh and al Maudzoh room groups. As a result, even though they are digital natives and Islamic boarding schools provide internet media facilities, not all students use the internet as a source of information all of the time. Based on these findings, the service team advised that information can be obtained from any source and at any time, but that it must be used and managed wisely. It also gives examples of information sources that can be accessed through internet media and that, presumably, can support the knowledge they are studying. Although this is limited because the menu on the Islamic boarding school's LCD screen only supports images and videos, there is no search engine menu or search engine (Google, etc.) so searching text-based information sources is not possible.

### *Utilization of Information*

The next stage of information literacy is learning how to properly use and utilize information so that it is useful in the individual's life as well as the lives of others. From the first series of activities, students gain an understanding of literacy and its management, and the information literacy they require is more than just for entertainment; it allows them to investigate the meaning behind the meaning of the information. Assume the novel is the source of information; what information can be taken and applied in real life? Similarly, when they choose to film, they must be able to extract meaning and value that can be applied in everyday life, in addition to story information.

### *Reflections on the Results*

The Islamic boarding school's literacy activity program, complete with its facilities, is a response from caregivers so that students in an age of all technology can also access

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<sup>12</sup> Ibid.

information via the internet. When looking at the data of students in Islamic boarding schools, it can be said that they are students who have grown up in an era of millennials and technology, and thus are digital natives. Digital Natives are also known as the internet generation, which is divided into two groups: Generation Y (millennials) and Generation Z (Alpha). One example is when a device is directly usable..<sup>13</sup> but not all students who need and seek information are not always from digital or internet access, judging from literacy sources, some are from books, some are from media sources and oral sources.

Such literacy results seem to be based on students' needs for information limited to entertainment, different opportunities amid a busy schedule of activities and memorization targets. So that if you want the purpose of scientific literacy (Internet) activities as expected, it is necessary to assist in the management as the coordinator of the field of activity and especially special skills assistance for students appointed to operate LCD screens on Friday's Literacy schedule.

## Conclusion

The following conclusions can be drawn from the results of the service with the theme of Information Literacy Training in the Digital Era for students of the Tahfidh Misbahul Qur'an Islamic Boarding School Mejubo Kudus: The activity is carried out in four stages, beginning with identification and planning and ending with reflection and evaluation. The assisted core activities are divided into three stages: the first is the material delivery, the second is the practical assignment, and the third is the presentation and evaluation. In general, the activities are carried out properly at each stage.

The findings of this activity show that what students have done on the Literacy schedule thus far has been more focused on the search for information as a form of entertainment in between their busy schedules of activities and memorization targets. Students are looking for and finding the information they need with the source of book/book information (Fiction Novels, Biographies, Book of Tafsir) through reading and studying activities, according to the practical activities of assignment by the Literacy schedule from the pesantren. There is also an online option, which is to search for movies on Youtube. Students' information literacy skills, particularly in internet information literacy, still require improvement. Although students have been biased in their search for information, assistance is required to process the information's results.

Evaluation and reflection, so that it becomes a suggestion, that yang means are provided to support the scheduled activity program, namely Scientific Literacy, to introduce students to seek information more broadly, but still no support for text-based

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<sup>13</sup> Ranny Rastati, "Media Literasi Bagi Digital Natives: Perspektif Generasi Z Di Jakarta," *Kwangsan* 6, no. 1 (2018).

information searches, so that it becomes a limitation of accessibility in the literacy program. The lithification of the information era with digital sourced from text has not been possible due to these constraints.

## Acknowledgements

Thank to the Caregivers, Administrators, and Students of the Tahfidz Misbahul Quran Mejubo Kudus Islamic Boarding School as an Assisted Partner who provided an open opportunity for the activity's implementation, resource persons who provided material on Information Literacy, and the Service Team who supported the activity's maximum implementation.

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