

# CORRELATION OF MEDIA LITERACY AND STUDENT'S SCORE IN AL HAKIM ISLAMIC BOARDING SCHOOL OF YOGYAKARTA

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## 1. Introduction

Skills in utilizing information need to be supported by information literacy skills so that the information held can be useful in supporting individual activities in solving various problems faced. The Association of College and Research Libraries (ACRL) defines information literacy as follows: Information literacy is an intellectual framework for understanding, discovering, evaluating, and using information - activities that can be accomplished with the help of information technology, but the most important is giving criticism and sharp thinking.

Information literacy is an increasingly long-standing thing, its growing popularity in the world of education. Of the many information that is around us, not all of that information is the information that we really need. To get information that really suits our needs, special abilities are needed. This ability is called information literacy or in other words information literacy. With this ability, one can determine the information that is really needed among so much information. Information literacy ability is a lifelong ability that is learning or lifelong learning. This ability can be used in the life of the *santri* later, for example in the life of lectures, social life, work, daily life or in making decisions.

Information literacy skills of each *santri* can be measured by the literacy model that has been developed, in the literacy model there are steps that need to be mastered by the *santri* to be able to use information to support learning achievement in school (Harsiati & Priyatni, 2018). Learning achievement is the result of the *santri*'s work which can be achieved in the form of mastering knowledge, the ability of habits and skills and attitudes after following the learning process that can be proven by the results of the test. Learning achievement is a matter that is needed by the *santri* to know the abilities he gets from an activity called learning. The topic of this study wanted to find out the correlation of information literacy level to students' learning achievement in Al Hakim Islamic Boarding School.

## 2. Research Method

This study uses a quantitative approach with correlational analysis designed as an explanatory survey research because it explains the causal relationship between variables through testing hypotheses by analyzing the variables studied. The use of these methods is based on the purpose of the

study, namely to determine the level of significance between information literacy skills and students' learning achievement at Al Hakim Islamic Boarding School. To measure the variables studied, two types of primary and secondary data were used. Primary data comes from direct respondents and relevant parties, while secondary data comes from relevant documentation and references.

Primary data obtained by data collection techniques in the form of questionnaires to respondents, unstructured interviews with related parties; Correlational analysis between variables X and Y uses product moment correlation. The population in this study were alhakim active santri with a total of 52 santri and taken as many as 36 people using random sampling techniques which were assisted by Ms. Excel to determine respondents randomly. For this study, the level of error that can be tolerated or the level of significance (set at 10% (0.10) on two-tailed tests (two-tailed test). Interpretation of the conventional correlation coefficient is given by Guilford (Rachmat 1993, 29)

## 3. Results and Analysis

This research was conducted by collecting data through questionnaires distributed to samples from the *santri* population of Al Hakim Islamic Boarding School. The results of the data we collect are in the following table.



Fig. 1 Activity Learning In Alhakim



Fig. 2 Activity Study In Alhakim



Fig. 3. Learning In Alhakim

Table 1. Population and Sample

No	Boarding School	Populati on	Sam ple	Gender
1	Al Hakim 1	30	20	Boy
2	Al Hakim 2	15	10	Girl
3	Al Hakim 3	12	6	Boy

In this study we take the data in Judge 1, 2, 3. Where in Al Hakim 1 there is a population of 30 men, Al Hakim 2 there are 15 women, while in Al Hakim 3 there are 12 men. We took sampel in Al Haki as many as 20 men, Al Hakim 2 as many as 10 women, and in Al Hakim 3 there were 6 men.

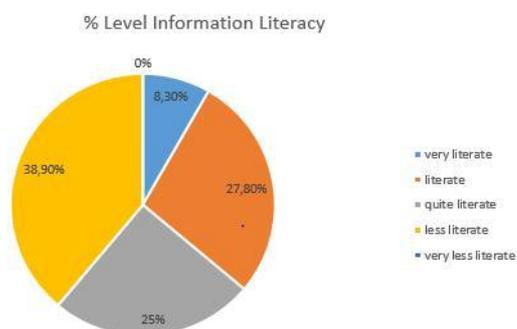


Fig. 4 Chart Pie Of Level Information Lyteracy From the above data it can be concluded that the information literacy level of Al Hakim 1, 2, 3, between literate and less literate ones is balanced.

Tabel 2. Correlations Results

		literasi	raport sekolah	raportpondok
Literasi	Pearson Correlation	1	.096	-.202
	Sig. (2-tailed)		.577	.238
	N	36	36	36

\*. Correlation is significant at the 0.05 level (2-tailed).

Based on the Pearson table above the correlation of students' literacy literacy abilities in Al Hakim Islamic Boarding School had a significant impact on the school report cards, namely 096. It did not significantly affect cottage report cards, namely -202, because the huts were taught religious subjects depending on the cleric who delivered information.

Santri need information in fulfilling their academic information needs, namely to support school

work, examinations and fulfillment of information in various aspects of life. information needs arise when a person's knowledge is less than needed, thus encouraging someone to seek information (Krikelas 1983, 5). When someone needs information, he will look for the information he needs from the many available resources. According to the Colorado Educational Media Association (in Eisenberg 2004), students who are literate in information are competent and independent in learning.

They know the information they need and are actively involved in developing ideas. Santri have confidence in solving problems and knowing relevant information. They are able to use technological equipment to access information and to communicate. students who are literate in information have a high standard of work and the quality of the products they produce In addition, students who are literate in information are flexible about the conditions faced, can accept changes and can position themselves independently and in groups.

#### 4. Conclusion

Based on the results of the study, students were quite able to apply information literacy in the learning process even though there were some students who did not apply all the steps of literacy skills that existed. Some students considered there were steps that were not necessary. But overall the respondents have applied information literacy steps. It can be seen from the learning achievement of students with indicators of average report cards above 75. It can be concluded that there is a significant relationship between information literacy skills and the learning achievement of the cottage and schools of Al Hakim Islamic Boarding School with a level of relationship that is sufficient and unidirectional, namely the higher the application of information literacy, the better the learning achievement of student.

#### Refrences

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