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## *Analysis of Information Literacy Programs in Libraries based on the SCONUL Seven Pillars Model*

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**Paper Type:**

*Research Paper*

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### **Abstract**

**Background of the study:** This study aims to find out what are the information literacy programs in the UIN library in East Java and whether the information literacy programs meet the SCONUL Seven Pillars information literacy model standards.

**Purpose:** To find out what information literacy programs are and whether these programs meet the SCONUL Seven Pillars information literacy model standards.

**Method:** This study uses a qualitative descriptive approach. The data analysis technique was carried out by observing the selection of informants, collecting data in the form of observations and interviews, followed by the process of analyzing qualitative data up to the interpretation of the data.

**Findings:** The first result, in general, the training programs at UIN are similar, although there is no uniformity in the curriculum. The second result is that of all the pillars of the SCONUL Seven Pillars standard, the UIN Maulana Malik Ibrahim Malang Library has provided all capabilities in the form of information literacy programs to users and the other three libraries have not met these standards.

**Conclusion:** There is no uniformity in the information literacy curriculum at UIN libraries in the East Java region. So that there is a need to improve and hold collaborative information literacy training program curricula.

**Keywords:** information literacy, information literacy program, library, SCONUL seven pillars

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## Introduction

Information literacy education is becoming increasingly important in today's digital era. Libraries as educational institutions have an important role in developing information literacy for their users. However, there are still many library users who do not have adequate information literacy skills. This can be seen from the lack of information literacy skills of students in utilizing information sources effectively and efficiently making information literacy skills very important to have ([Nova Irmayanti, 2019](#)).

Libraries must be able to provide integrated information literacy services in the learning process to develop information literacy skills for users ([Pattah, 2014](#)). Likewise, research by [Hasugian \(2009\)](#) states that it is necessary to integrate information literacy skills in tertiary institutions.

Developing information literacy programs in libraries has challenges that must be faced, including the absence of clear standards. This means libraries must determine their own goals and methods to be used in their information literacy program and librarians must master information literacy and digital literacy searches, which are a new innovation ([Daryono, 2017](#)).

Several analyses of the development of information literacy program models that already exist in the library are very important to ensure that the program is effective and in accordance with user needs so that the library can improve the curriculum or learning methods used in the program to better suit user needs ([Fistiyanti, 2020](#)). One literacy model, namely the Seven Pillars SCONUL Model, is a framework that can assist universities in developing effective and efficient information literacy programs. The advantage of the SCONUL information literacy standard is that it is an information literacy standard issued specifically for tertiary institutions which has been used by librarians and teachers around the world as their tool to teach information skills to their students ([Saragih, 2020](#)).

In research using the Sconul Model as a measuring tool, it is said that many students do not yet have sufficient ability in pillar identity ([Retnowati et al., 2022](#)). Therefore, an effective information literacy program is needed to improve the information literacy skills of library users.

Previous studies have used the SCONUL standard in assessing and analyzing the skills of a group of people, such as research from [Saragih \(2021\)](#) and [Nova Irmayanti \(2019\)](#) who measured the information literacy abilities of their subjects using the SCONUL standard. Another study entitled "Efforts to Increase Information Literacy Capability of the Seven Pillars Sconul Model for Users Through User Information Literacy Guidance Services" in 2022 by Fisiani et al. studied efforts to improve information literacy skills through appropriate information literacy guidance for users using the SCONUL standard.

Information literacy programs will be able to identify different learning needs between the two groups of students, as well as other barriers that prevent library user education programs from being integrated into overall student learning ([Liu et al., 2016](#)). By analyzing existing information literacy programs, libraries can ensure that these programs are effective and meet user needs.

Unlike the previous studies that were submitted, the purpose of this study was to measure the model and analyze the information literacy program curriculum that had been provided by the library. The measuring instrument used is the SCONUL Seven Pillars Model, a measurement tool that uses a learning-based problem-solving approach so that it is suitable for tertiary institutions ([Sulistyo-Basuki's Blog, n.d.](#)). The object of this research is the library at the State Islamic University (UIN) in the East Java region which has been accredited A.



## Method

### *Types of Research Methods*

This research is a qualitative descriptive study using the case study method. Qualitative descriptive research in this study aims to obtain a complete picture of literacy activities and conformity to the standard model of information literacy. This research uses descriptive qualitative approach. The data analysis technique used was by observing the selection of informants, collecting data in the form of observations and interviews, followed by a qualitative data analysis process up to data interpretation ([Moleong, 2011](#)). The case study method in this study was used by researchers to find out how the information literacy program is at the UIN Library in East Java and whether the information literacy program meets the SCONUL Seven Pillars model standards.

### *Research Locations*

The research locations are at the UIN Library in East Java which provides Information Literacy Program services to its users, namely at the UIN Sunan Ampel Surabaya Library, UIN Maulana Malik Ibrahim Malang Library, Kiai Haji Achmad Siddiq Jember Library, and UIN Sayyid Ali Rahmatullah Tulungagung Library. The sample or research informant is a librarian in charge of information literacy program services at the library.

### *Data Analysis Technique*

Data analysis techniques were carried out by conducting preliminary observations, namely by selecting informants. During observation activities, researchers conduct field studies ([Moleong, 2011](#)). Researchers also carry out scientific confirmation activities through literature searches and supporting research references. At this stage, researchers carry out the preparation of research designs which include guidelines for research methods used in conducting research. Then the field work stage is carried out, namely interpreting the research background in the field in order to collect data in the form of observations, interviews, and documentation of activities in the field. The next stage is data analysis, where the researcher carries out a qualitative data analysis process up to the interpretation of the data that have been obtained previously. The final stage is the post-field stage, which is carried out to evaluate and cross-check all research activities in the field.

## Result and Discussion

Information Literacy Program in Libraries and its implementation according to the SCONUL Seven Pillars standards

College	Information Literacy Program	Pillar Categories In The Seven Pillars Model
UIN Sunan Ampel	<i>Online research skills</i>	Identify Pillar Scope Pillar Plan Pillar Gather Pillar Identify Pillar Scope Pillar
	Journal publishing guidance	Plan Pillar Gather Pillar Present Pillar
	<i>Reference Management Software</i> Turnitin	Manage Pillar Manage Pillar



UIN Maulana Malik Ibrahim	Pemanfaatan Translate Google Drive Pelatihan unggah mandiri <i>Online research skills</i>	Present Pillar Present Pillar Identify Pillar Scope Pillar Plan Pillar Gather Pillar
UIN Kyai Haji Ahmad Sahid	Turnitin <i>Reference Management Software</i> Pelatihan unggah mandiri <i>Online research skills</i>	Manage Pillar Manage Pillar Present Pillar Identify Pillar Scope Pillar Plan Pillar Gather Pillar
UIN Sayyid Ali Rahmatullah	Plagiarism Optimalization MS Office <i>Reference Management Software</i> <i>Online research skills</i>	Manage Pillar Present Pillar Manage Pillar Identify Pillar Scope Pillar Plan Pillar Gather Pillar

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Sumber: Peneliti, 2021

### UIN Sunan Ampel

As described in Table 1, the UIN Sunan Ampel Library provides an information literacy program in order to support the development of research skills of students and researchers. These service programs include Online Research Skills, Journal Publishing Guidance, Reference Management Software (Zotero and Mendeley), Turnitin, Utilization of Translate Google Drive, and Self Upload Training ([UINSA Library - YouTube, 2021](#)).

The information literacy program conducted by UIN Sunan Ampel teaches skills that include the SCONUL Seven Pillars Model framework, which will be explained as follows: (1) The Online Research Skills Program includes the Identify pillar, Scope pillar, Plan pillar, and Gather pillar. This greatly assists students and researchers in identifying research topics, establishing research scopes, planning research strategies, and collecting relevant data and information. (2) The Journal Publishing Guidance Program covers the Identify pillar, Scope pillar, Plan pillar, Gather pillar, and Present pillar. This program assists students and researchers in identifying appropriate journals for publication, determining the scope of articles, planning and writing articles, gathering relevant references, and presenting articles properly. (3) The Reference Management Software program (Zotero and Mendeley) teaches information literacy skills which include the Manage pillars. This program assists students and researchers in managing their references, including collecting, organizing, and sharing references online.

(4) Turnitin Program, where the program includes the Manage pillar. This program assists students and researchers in detecting plagiarism in manuscripts and correcting errors before submission of manuscripts. The Google Drive Translate Utilization Program teaches information literacy skills which include the Present pillar. This program assists students and researchers in translating documents in foreign languages to broaden their understanding. And (5) The Self-Upload Training program which includes the Present pillar. This program assists students and researchers in uploading and publishing their research results independently.



### **UIN Maulana Malik Ibrahim**

The UIN Maulana Malik Ibrahim Library provides information literacy programs, where these service programs include Online Research Skills, Turnitin, Reference Management Software, and Independent Upload Training (Tim, n.d.). These programs generally cover the skills within the SCONUL Seven Pillars Model framework. The following is the range of skills taught to students: the first is the Online Research Skills program which includes the Identify pillars, the Scope pillars, the Plan pillars, and the Gather pillars. This program assists students and researchers in identifying relevant research topics, determining the scope of research, planning research strategies, and collecting the required data and information. (2) The Turnitin Program is an implementation of information literacy skills from the Manage pillar. This program assists students and researchers in detecting plagiarism in manuscripts and correcting errors before submission of manuscripts.

(3) The Reference Management Software Program is an implementation of the information literacy capabilities of the Manage pillar. This program assists students and researchers in managing their references, including collecting, organizing, and sharing references online. (4) The Independent Upload Training Program is an implementation of the information literacy skills of the Present pillar. This program assists students and researchers in uploading and publishing their research results independently.

Although the service programs provided by the UIN Maulana Malik Ibrahim library are limited, these programs really help students and researchers in completing their academic and research assignments. These service programs implement the capabilities of the Identify pillar, Scope pillar, Plan pillar, Gather pillar, Manage pillar, and Present pillar to help students and researchers achieve their research and writing goals. Therefore, the library of UIN Maulana Malik Ibrahim can be considered as an important resource for students and researchers in developing their academic and professional abilities.

### **UIN Kyai Haji Ahmad Sahid**

The UIN Kyai Haji Ahmad Sahid Library provides several service programs related to research and writing skills. These programs include Online Research Skills, Plagiarism, MS Office Optimization, and Reference Management Software.

The Online Research Skills Program is an implementation of the information literacy skills of the Identify pillar, Scope pillar, Plan pillar and Gather pillar. This program assists students and researchers in identifying relevant research topics, determining the scope of research, planning research strategies, and collecting the required data and information. In this activity students are asked to tell the search strategy that has been carried out so far. Then students are given material that shows student mistakes in conducting searches so far. As well as students are invited to practice directly tracing information to sources of online scientific information in Basic and Advanced. Furthermore, students are given assignments to search for information in a simple or advanced way. The output of providing these materials is that students make their research proposals. The course lecturer will correct the contents of the proposal and the suitability of the theme with the study program, while the librarian evaluates the level of plagiarism, the use of Microsoft Word, checks the literature review sources in the proposal and uses the Zotero and Mendeley tools in the proposal.

The Plagiarism Program is an implementation of the information literacy skills of the Manage pillar. This program helps students and researchers to avoid plagiarism in their manuscripts and ensures that the manuscripts produced are original works. This activity provides knowledge about plagiarism in the context of scientific writing. the material provided is about understanding, Regulation of the Minister of National Education No. 17 of 2010 concerning prevention and control of plagiarism, types of plagiarism, factors that cause



plagiarism, prevention efforts, and paraphrasing steps.

The MS Office Optimization Program is an implementation of the information literacy skills of the Present pillar. This program assists students and researchers in optimizing the use of software such as Microsoft Office to improve the quality of their presentations and manuscripts. This activity provides knowledge about optimizing the use of Microsoft Word in writing scientific papers. There are many menus in Microsoft Word that can be utilized and are very supportive in nature so that writers are increasingly helped by using Word in the process of writing scientific papers

The Reference Management Software program is an implementation of the information literacy capabilities of the Manage pillar. This program assists students and researchers in managing their references, including collecting, organizing, and sharing references online. This activity provides knowledge about storing, managing, and searching for references in one place, quoting and creating bibliography automatically in Microsoft Word documents, reading, highlighting, annotating PDF documents and storing researchers' ideas/thoughts in several documents in one place, and collaborate with other researchers by sharing references and ideas.

Although the service programs provided by the UIN Kyai Haji Ahmad Sahid library are limited, these programs can assist students and researchers in improving their abilities in conducting research and writing. These programs implement the capabilities of the Identify pillar, Scope pillar, Plan pillar, Gather pillar, Manage pillar, and Present pillar to help students and researchers achieve their research and writing goals. Therefore, the UIN Kyai Haji Ahmad Sahid library can be considered as an important resource for students and researchers in developing their academic and professional abilities.

### **UIN Sayyid Ali Rahmatullah**

The Information Literacy Program that was further studied was at the Library of UIN Sayyid Ali Rahmatullah Tulungagung providing information literacy programs packaged in two training models: User education, namely library orientation, introduction and use of functions, services, and library collections for all new students which is given annually at early entry into college. and e-resources services, which are consulting services for searching and accessing digital collections including ebooks, journals, repositories, and libraries for all the UIN Sayyid Ali Rahmatullah Tulungagung academic community.

Library service programs in various universities have different curricula, but in general, the program curriculum is designed to meet students' needs in accessing and utilizing information sources effectively and efficiently, as well as improving skills in conducting research and writing scientific papers.

In this context, UIN Sunan Ampel has a service program that includes Online Research Skills, Journal Publishing Guidance, Reference Management Software, Turnitin, Utilization of Google Drive Translate, and Independent Upload Training. These programs are designed to fulfill the abilities of the Identify pillar, Scope pillar, Plan pillar, Gather pillar, and Present pillar in the process of researching and writing scientific papers.

Meanwhile, UIN Maulana Malik Ibrahim has a service program that includes Online Research Skills, Turnitin, Reference Management Software, and Independent Upload Training. These programs are also aimed at improving students' skills in conducting research and writing scientific papers.

On the other hand, UIN Kyai Haji Ahmad Sahid has a service program that includes Online Research Skills, Plagiarism, MS Office Optimization, and Reference Management Software. These programs are designed to meet the capabilities of the Identify pillar, Scope pillar, and Plan pillar in the research and writing process of scientific papers.

Next, we compare it to the Airlangga University library which has a service program



that includes Library User Education, Online Research Management, Reference Manager, Plagiarism Checker with the Turnitin application, MS Word Styling and Formatting, and Utilization of the Canva Platform. These programs are designed to meet students' needs in accessing information sources effectively and efficiently, as well as improving skills in writing scientific papers (Sistarina, 2020).

At the ITS Library, it provides information literacy program services E-Resources Class (ERC), Reference Manager Class (RMC), ITS Library Orientation (ILO), ITS Library Training and Tour (ILTT). This program has similarities, namely training with tracing skills, reference management which is covered in the Identify pillar, Scope pillar, Plan pillar, and Gather pillar (Qomariyah et al., 2020).

Meanwhile, the Sebelas Maret University library has a service program that includes Education for Library Users, Searching for Information Sources for Electronic Journals, Search Assistance, Turnitin, and Submit Journals. These programs emphasize the abilities of the Identify pillar, Scope pillar, Plan pillar, Gather pillar, and Present pillar in the research and writing process of scientific papers (Anawati, 2019).

Finally, the Muhammadiyah University Surakarta Library has a service program that includes eJournal and eBook Search, Scientific Article Writing and Citations, Independent Upload of Scientific Works and Thesis, and Turnitin Checks Plagiarism. These programs are designed to meet students' needs in accessing information sources effectively and efficiently, as well as improving skills in writing scientific papers (Literacy and Information Training – UMS Library and Digital Services Center, n.d.).

Overall, library service programs in various universities are designed to meet students' needs in accessing and utilizing information sources effectively and efficiently, as well as increasing skills in conducting research.

*Implementation of Information Literacy Programs in Libraries Based on Literacy Model Standards SCONUL Seven Pillars information Identify Pillar*

Table 2. Implementation of Literacy Program on Identify Pillar

<i>Identify Pillar Skills</i>	UIN Libraries			
	Sunan Ampel	Maulana Malik Ibrahim	Kiai Haji Ahmad Sahid	Sayyid Ali Rahmatullah
Recognize the required topic	Yes	Yes	Yes	Yes
Articulate and reproduce knowledge	Yes	Yes	No	Yes
Recognize information and data needs	Yes	Yes	Yes	Yes
Understand the background of an information	Yes	Yes	No	Yes
Manage time effectively in conducting searches	Yes	Yes	No	Yes

The libraries that became the object of research by researchers, namely the Library of UIN Sunan Ampel Surabaya, the Library of UIN Maulana Malik Ibrahim, the Library of UIN Kiai Haji Ahmad Sahid Jember, and the Library of UIN Sayyid Ali Rahmatullah Tulungagung, have all provided services related to information literacy in the Identify pillar. The capabilities contained in this pillar one component are the ability to identify the topic needed and then define it in simple terms, the ability to articulate and recast knowledge on a topic, the ability to recognize information and data needs in achieving certain goals and determine the limits of



information needs, the ability to understand the background of information and use it to support searches, as well as the ability to manage time effectively in search efforts.

Except that the UIN Kiai Haji Ahmad Sahid Jember Library has not provided all of these abilities through its information literacy program. Skills that have not been given are the ability to articulate and re-cast knowledge on a topic, the ability to understand the background of information and use it to support searches, and the ability to manage time effectively in search efforts.

In a study it was found that many students at UIN Sunan Ampel did not have sufficient ability on the Identify pillar. So it is very appropriate if the ability to identify almost all UIN is provided as a service program ([Retnowati et al., 2022](#)).

The Libraries of Airlangga University, Sebelas Maret University and UMS have also developed an information literacy program based on this pillar. Among them are Online Research Management, eJournal Search and eBooks. This means that besides the library at UIN in East Java, other libraries also carry out the same information literacy program ([Anawati, 2019](#); [Literacy and Information Training – UMS Library and Digital Services Center, n.d.](#); [Sistarina, 2020](#)).

### Scope Pillar

Table 3. Implementation of Literacy Program on Scope Pillar

Scope Pillar Skills	UIN Libraries			
	Sunan Ampel	Maulana Malik Ibrahim	Kiai Haji Ahmad Sahid	Sayyid Ali Rahmatullah
Knowing the existence of an information or topic in identifying information gaps	No	Yes	No	Yes
Identify the type of information that satisfies the exact need	Yes	Yes	Yes	Yes
Identify available search tools	Yes	Yes	No	Yes
Identify different information formats or topics on which information can be provided	Yes	Yes	No	Yes
Using tools or search tools for new sources of information	Yes	Yes	Yes	No

This section describes the information literacy capabilities of the SCONUL Seven Pillars Model on the third pillar, namely Scope. On the Scope Pillar one is expected to be able to understand the types of information that exist, understand the characteristics and types of various kinds of reference sources that are available, understand the publication process in terms of why individuals publish information, and understand issues regarding accessibility available in an effort to find information and how to access that information.

The object of this research refers to the four campuses above, namely the Library of UIN Sunan Ampel Surabaya, the Library of UIN Maulana Malik Ibrahim, the Library of UIN Kiai Haji Ahmad Sahid Jember, and the Library of UIN Sayyid Ali Rahmatullah. Everything related to Scope has been carried out properly and information retrieval tools have been made available to users to recognize the information system that has been displayed on the topic. By using these tools all users get accurate and correct information. Thus, in this scope section, it is hoped that it will generate knowledge on the topic and background. It is able to be a tool to find new sources of information and can identify information.

The results of research on the implementation of information literacy skills on the Scope





pillar are as follows, four libraries that are the object of research, there are two campuses that have not taught how to know the existence of information in finding information gaps, namely UIN Sunan Ampel Surabaya and UIN Kiai Haji Ahmad Sahid Jember. While other points that support the continuity of Pillar 2 Scope (Space) are the Library of UIN Sunan Ampel Surabaya, the Library of UIN Maulana Malik Ibrahim, and the Library of UIN Sayyid Ali Rahmatullah Tulungagung , except for the Library of UIN Kiai Haji Ahmad Sahid Jember.

### Plan Pillar

Table 4. Implementation of the Literacy Program in the Plan Pillar

Plan Pillar Skill	UIN Libraries			
	Sunan Ampel	Maulana Malik Ibrahim	Kiai Haji Ahmad Sahid	Sayyid Ali Rahmatullah
Understand the scope of questions in the search process	Yes	Yes	No	Yes
Define a search strategy using appropriate keywords and concepts	Yes	Yes	Yes	Yes
Determine the appropriate information retrieval device	Yes	Yes	Yes	No
Identify word choices and knowledge groupings	Yes	Yes	No	Yes
Identify information retrieval techniques	Yes	Yes	No	Yes
Identify information retrieval devices.	Yes	Yes	No	No

This section describes the information literacy capabilities of the SCONUL Seven Pillars Model on the third pillar, namely Plan. The results of research on the implementation of information literacy skills in the Present pillar are as follows: First, the libraries of UIN Sunan Ampel and UIN Maulana Malik Ibrahim have provided knowledge to users according to the pillars of Plan in this SCONUL Seven Pillars Model. Everything related to abilities in this pillar has been included in the curriculum of information literacy services to users. The capabilities are: (1) the ability to process the search by using the right language; (2) the ability to determine the search strategy, as well as define and set limits, (3) the ability to determine the appropriate information retrieval tools; (4) the ability to identify word choices and knowledge groupings; (5) the ability to identify appropriate information retrieval techniques; and (6) the ability to identify search devices.

Second, the UIN Kiai Haji Ahmad Sahid Jember Library still has not provided all the material in accordance with the Plan pillars in the SCONUL Seven Pillars Model. This library still provides users with two of the six Plan pillars of knowledge, namely how to determine search strategies, define and define appropriate information retrieval tools. So that this library has not yet provided four capability materials on the Plan pillars. And third, the UIN Library in the city of Tulungagung only provides four existing capability materials out of all the capabilities within this pillar, namely: (1), the ability to process searches using the right language; (2) the ability to determine search strategies, and define and set limits, (3) the ability to identify the choice of words and groupings of knowledge and (4) the ability to identify appropriate information retrieval techniques.



*Gather Pillar*

Table 5. Literacy Program Implementation at Gather Pillar

<i>Gather Pillar Skills</i>	UIN Libraries			
	Sunan Ampel	Maulana Malik Ibrahim	Kiai Haji Ahmad Sahid	Sayyid Ali Rahmatullah
Effectively use a range of sourcing tools	Yes	Yes	No	Yes
Build complex quests	Yes	Yes	No	Yes
Access complete text information	Yes	Yes	Yes	Yes
Use proper search techniques	Yes	Yes	Yes	Yes
Engage with the community	No	Yes	No	No
Re-identify when information	No	Yes	Yes	Yes
Using the help of online and print sources	No	Yes	Yes	Yes

This section describes information literacy skills that have been provided in the form of information literacy to students on the Gather pillar. The results of the description of the implementation of the capabilities of this program in the four research locations are (1) The Library of UIN Maulana Malik Ibrahim through the information literacy program has taught all the capabilities of the Gather pillar in the SCONUL Seven Pillars Model packaged in knowledge or information literacy program material to its users. UIN Sayyid Ali Rahmatullah Tulungagung Library through the information literacy program has taught almost all the capabilities of the Gather pillar in the SCONUL Seven Pillars Model which are packaged in knowledge or information literacy program material to its users, except for the ability to network and be involved. (2) Whereas the Library of UIN Sunan Ampel Surabaya through the information literacy program has taught three of the six pillar abilities of the Gather pillar in the SCONUL Seven Pillars Model which are packaged in knowledge or information literacy program material to its users. These three capabilities are the ability to build complex searches, the ability to access complete text information and the ability to use appropriate search techniques, and always use up-to-date information. Meanwhile, the ability to network and be involved in the community has not been fulfilled and the ability to use the help of online and print sources is not taught to users.

(3) The UIN Kiai Haji Ahmad Sahid Jember Library teaches three of the six pillar abilities of the Gather pillar in the SCONUL Seven Pillars Model which are packaged in knowledge or information literacy program material to its users. The skills taught are: the ability to access complete text information; the ability to use appropriate search techniques to collect new data and the ability to re-identify when information needs have not been met

Meanwhile, the ability to build complex searches that fit different digital and print sources of information, the ability to network and engage in communities, and the ability to use the help of online and print sources, and being able to find help from someone who is an expert in the field are not taught to users.



*Evaluate Pillar*

Table 6. Literacy Program Implementation on Evaluate Pillar

Evaluate Pillar Skills	UIN Libraries			
	Sunan Ampel	Maulana Malik Ibrahim	Kiai Haji Ahmad Sahid	Sayyid Ali Rahmatullah
Distinguish between sources of information and search results information	No	Yes	No	Yes
Choose a source of information that matches the search topic	Yes	Yes	Yes	Yes
Assess the quality, accuracy, relevance, bias, reputation, and credibility of the information sources found	Yes	Yes	No	Yes
Critical reading,	No	Yes	No	Yes
Link the information found to the search strategy	Yes	Yes	No	Yes
Critically appraise and evaluate its findings	Yes	Yes	No	Yes

This section describes the information literacy capabilities of the SCONUL Seven Pillars Model on the fifth pillar, namely Evaluate, the pillar that emphasizes the ability to evaluate the research process and compare and evaluate information and data obtained from search results.

In this pillar, one is expected to first understand the information and data landscape from their learning or research context; second, understanding issues of quality, accuracy, relevance, bias, reputation and credibility related to information and data sources; third, understand how information is evaluated and published, to help inform personal evaluation processes, and finally understand the importance of consistency in data collection as well as the importance of citations in learning/research contexts.

The Library of UIN Maulana Malik Ibrahim and the Library of UIN Sayyid Ali Rahmatullah Tulungagung, in their information literacy program, have provided users with knowledge about the ability to assess the sources of information found, the ability to relate the information found to search strategies, the ability to assess and evaluate in an appropriate way. critical thinking, the ability to distinguish between existing sources of information and the information that has been obtained and the ability to read critically.

In the Library of UIN Sunan Ampel Surabaya in its information literacy program, users are provided knowledge about the ability to evaluate the sources of information found, the ability to relate the information found to the search strategy, the ability to assess and evaluate critically. However, it does not provide knowledge about the ability to distinguish between existing sources of information and information that has been obtained and the ability to read critically.

Whereas the UIN Kiai Haji Ahmad Sahid Jember Library only provides knowledge on how to choose sources of information that are appropriate to the search topic, and use the right result criteria. Capabilities have not been given to library users through its information literacy program.



*Manage Pillar*

Table 7. Implementation of Literacy Program on Manage Pillar

<i>Manage Pillar Skills</i>	UIN Libraries			
	Sunan Ampel	Maulana Malik Ibrahim	Kiai Haji Ahmad Sahid	Sayyid Ali Rahmatullah
Using citation and bibliography software	Yes	Yes	Yes	Yes
Cite the appropriate reference style.	Yes	Yes	Yes	No
Make citations and bibliographies as required	Yes	Yes	Yes	Yes
Demonstrate ethical, data protection, copyright, plagiarism, etc. rights	Yes	Yes	Yes	Yes
Meet the standards of conduct for academic integrity	Yes	Yes	No	Yes
Using software and data management techniques	No	Yes	No	Yes

This section describes information literacy skills that have been provided in the form of information literacy programs to students on the Manage pillar. In this pillar, students are expected to understand their responsibility to adopt an ethical attitude in all aspects of using and disseminating information, for example, regarding copyright, plagiarism, and intellectual property, and understand the use of appropriate data handling methods. The results of the description of the implementation of the capabilities of this program in the four research locations are: (1) The Library of UIN Maulana Malik Ibrahim through the information literacy program has taught all the capabilities of the Manage pillar in the SCONUL Seven Pillars Model packaged or information literacy program materials to its users. Meanwhile, the Library of UIN Sunan Ampel through the information literacy program has taught almost all the capabilities of the Gather pillar in the SCONUL Seven Pillars Model which are packaged in information literacy program materials to its users, except for the ability to use software and data management techniques.

(2) Sayyid Ali Rahmatullah Tulungagung Library, through the information literacy program, has taught almost all of the pillar capabilities of the Gather pillar in the SCONUL Seven Pillars Model which are packaged in information literacy program materials to its users, except for the ability to cite print and electronic sources using the appropriate reference style. (3) Whereas at the Library of UIN Kiai Haji Ahmad Sahid Jember, through the information literacy program, has taught almost all the capabilities of the Gather pillar in the SCONUL Seven Pillars Model which are packaged in information literacy program material to its users, except for the ability to meet behavioral standards for academic integrity and how to using software and data management techniques

So that all research objects, namely the Library of UIN Sunan Ampel Surabaya, the Library of UIN Maulana Malik Ibrahim, the Library of UIN Kiai Haji Ahmad Sahid Jember, and the Library of UIN Sayyid Ali Rahmatullah Tulungagung have generally implemented information literacy programs on the Gather pillar, although not all of them have been implemented.



*Present Pillar*

Table 8. Implementation of Literacy Program on Present Pillar

<i>Present Pillar Skills</i>	UIN Libraries			
	Sunan Ampel	Maulana Malik Ibrahim	Kiai Haji Ahmad Sahid	Sayyid Ali Rahmatullah
Use information and data to answer questions	No	Yes	Yes	Yes
Create summary documents and reports	No	Yes	No	No
Enter new information, perform analysis and present data appropriately	No	Yes	Yes	Yes
Assessing complex information from multiple sources of information	Yes	Yes	Yes	Yes
Use an appropriate writing style	Yes	Yes	Yes	No
Choose and determine the appropriate place of publication	Yes	Yes	Yes	No
Develop a personal profile in the community using personal networks and digital technology	Yes	Yes	Yes	No

This section describes the information literacy capabilities of the SCONUL Seven Pillars Model on the Present pillar, namely compiling and presenting information into a work in the right form. In this pillar, one is expected to understand the difference between summarizing and synthesizing, and understand the various forms of writing or presentation styles that can be used to present information to different audiences. Besides that, it is also able to understand how data can be presented in different ways, and understand the responsibilities for storing, sharing information and data, and disseminating information and knowledge. In this pillar also one is expected to understand how their work will be evaluated.

The results of observing the implementation of information literacy skills in the Present pillar are as follows: (1) The Maulana Malik Ibrahim UIN Library through the information literacy program has taught all the capabilities of the Present pillar in the SCONUL Seven Pillars Model which are packaged in information literacy program material to its users. (2) The Library of UIN Sunan Ampel, through the information literacy program, does not teach all the abilities of the Present pillar. Of the seven components, only four components were trained on library users, the ability to use information and data that has been found to answer questions, the ability to make document summaries and reports, both orally and in writing, and the ability to incorporate new information obtained into existing knowledge. Furthermore, being able to analyze and present data appropriately is not taught in information literacy programs.

(3) The UIN Kiai Haji Ahmad Sahid Jember Library provides almost all information literacy programs in this pillar component, except for the ability to make document summaries and reports both orally and in writing, which are not taught to users. (4) In UIN Sayyid Ali Rahmatullah Tulungagung, there are three components of ability that are not trained, namely the ability to make document summaries and reports both orally and in writing, the ability to communicate effectively using appropriate writing styles in various formats, and the ability to choose and determine places appropriate publications in order to communicate effectively through a scientific work. While the other four components are trained to the users.

## Conclusion

Information literacy skills for students are important. The UIN Library in East Java has provided information literacy programs to its users. However, there is no uniformity in the



information literacy program curriculum between each UIN. Therefore, it is necessary to improve and innovate in the form of collaborative information literacy program curriculum between UIN libraries, to improve the quality of service to library users by referring to the SCONUL Seven Pillars standard. The results of this study are still limited to knowing how the information literacy program curriculum is in the UIN Library in East Java. As a follow-up to this research, research can be carried out on the curriculum cooperation model between libraries at UIN to develop information literacy program service innovations.

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### Authors' Contributions

Author has contributed to the final manuscript. The contribution author: conceptualization, methodology, formal analysis, writing original draft preparation, writing review and editing. Author has read and agreed to the published version of the manuscript.

### Conflict of Interest

Author has no conflict of interest related to this study.

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