Analysis of student information literacy in State Islamic Religious Universities

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Abstract

Background of the study: Students need to have good information literacy in order to complete their studies effectively and efficiently.

Purpose: to analyze the characteristics and information literacy of students at State Islamic Religious Universities (PTKIN).

Method: quantitative approach with survey methods. Data collection uses online questionnaire distribution. Data analysis techniques use descriptive statistics and inferential statistics.

Findings: PTKIN students accessed social media ≤ 6 hours every day (60.23%); classified as generation Z (digital natives) aged 10-25 years (98.86%); the number of gadgets owned is 1 (88.64%); the majority have WhatsApp (100%), Instagram (92.05%), YouTube (79.55%) and Twitter (53.41%); the most frequently accessed social media is WhatsApp (61.36%); the purpose of using social media is as a communication tool (83.36%), looking for information to support the thesis (80.68%), looking for entertainment/relaxation (70.45%), sharing information, opinions and/or knowledge (68.18%) , interacting socially (54.55%), interacting with friends (53.41%) and filling free time while waiting for something/free time (53.41%). The information literacy level of students at PTKIN is classified as moderate and tends to be high with an average score between 73 and 90 ($73 \leq X < 91$). Factors that are positively related to information literacy are the availability of infrastructure, accessibility, independence and social support from lecturers and parents. Only the duration of internet access is negatively related to student information literacy at PTKIN.

Conclusion: Students at PTKIN already have sufficient information literacy to support the completion of their studies. However, information literacy needs to be improved in order to maximize study completion on time.

Keywords: information literacy, factors related to information literacy, students of state Islamic religious universities (PTKIN)

Introduction

Academics, both students and lecturers, need to have information literacy skills in the era of the industrial revolution 4.0, including academics at State Islamic Religious Universities (PTKIN). The concept of information literacy is basically a combination of the word literacy and information. Literacy is simply defined as a person's ability to read and write. Reading itself is the activity of spelling verbal symbols or symbols (words) in writing to gain understanding, while writing is the activity of pouring and arranging verbal symbols or symbols (words) into sentences and then paragraphs to produce writing that has meaning.

The basic concept of literacy as a person's ability to read and write has gradually expanded its meaning to become media literacy, computer literacy, internet literacy, technological literacy, economic literacy, information literacy, digital literacy and other literacies. According to Rahmawati (2018) literacy as a culture is a root that can transform thought patterns and behavior so as to form a literate generation.

The term "information" according to the Big Indonesian Dictionary (KBBI) is defined as information, notification, news or news about something. Regarding this matter, information can simply be interpreted as a message or something or phenomenon that has the meaning to be communicated and discussed. Starting from the explanation of the origins of the word literacy and information, information literacy can be defined as a person's ability to read and write messages or something that has meaning to be told and discussed. Paul Zurkowski (Ganggi, 2018) explains the concept of information literacy as someone who is trained to use various sources of information to complete their tasks because they are information literate. Therefore, information literacy can be interpreted as someone who is literate about information to be used in solving problems. The concept of information literacy gradually became widely known and received responses in various parts of the world.

Information literacy is the ability of someone who is information literate to use it in solving problems, understands when information is needed, is able to identify various sources of information, is able to search for information, is able to evaluate information, is able to organize and combine information obtained with the knowledge he has, and is able to disseminate information effectively. effective and efficient (Darmono in Yusniah, 2016). According to Hapiro and Hughes, in order for someone to be said to be information literate, they need seven skills, namely: (1) tool literacy, (2) resource literacy, (3) social-structural literacy, (4) research literacy, (5) publishing literacy, (6) emerging technology literacy, and (7) critical literacy (Dewi & Rochanah 2017).

Barus and Harahap (2023) explain that information literacy skills can be optimized through reading activities, searching for and increasing learning sources and information on the internet. According to The Chartered Institute of Library and Information Professionals (CILIP) as a library and information association, namely the professional body for librarians, information specialists and knowledge managers in the UK, information literacy is defined as a person's ability to know when and why someone needs information, where. finding them, and how to evaluate, use and communicate them ethically.

The previous definition of information literacy was explained by Webber and Johnston as appropriate information adoption behavior to obtain, through any channel or media, information that meets information needs, along with a critical awareness of the importance of the wise and ethical use of information in society (Armstrong et al. 2005). Information literacy is also defined by the Council of Australian University Librarians (CAUL) as an understanding and set of abilities that enable individuals to recognize when information is needed and have the capacity to find, evaluate and use the required information effectively. According to Armstrong et al. (2005) the context of information literacy is defined as part of knowledge or learning which consists of a series of skills or competencies that a person must have. Therefore,

someone who is information literate can develop their information literacy when they have the attitude and ability to become a lifelong learner and are able to reflect on what they do. In this regard, information literacy is something that a person needs to have and develop as capital in leading a better life.

This is not much different from the concept of information literacy, defined by the American Library Association (ALA) as the ability of individuals to find, evaluate and use the information they need effectively, including understanding when information is needed. Information literacy is also defined as a set of integrated abilities including reflective discovery of information, understanding the production process and appreciating information, and using information to create new knowledge and engage ethically in the learning community. Someone who has good information literacy has the ability to conduct research and think critically (ACRL 2016).

The United Nations Educational, Scientific and Cultural Organization (UNESCO) defines information literacy as a person's skill to be aware of information needs, find and evaluate the quality of information, store and retrieve information, create and utilize information effectively and ethically including communicating knowledge (UNESCO 2008) . The Indonesian government, through the strategic plan of the Ministry of Education and Culture (KEMDIKBUD) for 2010-2014, requires students to understand information technology literacy with a program to provide computer equipment to all schools in Indonesia, even though there are areas that still have electricity problems. This is one of the stages to improve information literacy skills by improving computer technology skills.

Dewi and Rochanah (2017) explained that information literacy has a very complex explanation. However, the outline of the explanation of information literacy can be seen in a person's ability to be said to be information literate when a person is able to search for and utilize the information needed to solve problems and make decisions effectively and efficiently. Regarding information literacy among students, of course information literacy can be understood as students' ability to search for and utilize the information needed to complete lecture assignments effectively and efficiently.

According to Pangestika (2018) information literacy is the skill of searching, analyzing and utilizing information effectively so as to increase knowledge. Someone who has good information literacy skills will be able to determine and utilize time effectively and efficiently when looking for the information needed. Regarding this, Solihin (2022) explained that student information literacy is very useful for smooth learning on campus, especially when learning is still carried out online. Therefore, Yokhebed (2018) revealed that students' information literacy knowledge and skills are improved through training to support learning.

In this context, Pattah (2014) explains that the library is actually a place that can make a big contribution to forming students who are literate/information literate. Libraries are not only considered as places that store a variety of information, but libraries can also encourage students to understand the process of searching for, evaluating and utilizing the information they need to support the learning process. However, the existing reality shows that the information literacy practices of students who work part-time in libraries only partially understand or know little about the concept of information ethics even though they are able to complete their work correctly (Ulumi, 2019).

Directorate General for Improving the Quality of Educators and Education Personnel the Directorate of Education Personnel explains that solving problems by utilizing information literacy skills does not only apply to solving problems related to academic interests, but also for personal interests. Related to this, there are several things of understanding contained in the meaning of information literacy, namely: 1) information literacy as a process of how to learn, 2) the scope of information literacy consists of a person's understanding and ability to: realize

when information is needed, find information, evaluate information , utilize the information obtained effectively and communicate it ethically, 3) information literacy is a requirement to be involved in an information society, and 4) information literacy is everyone's human right to be able to learn throughout life.

According to Juwita and Hamidah (2018), good information literacy skills are a must for students so that students who are information literate will be able to obtain the information they need accurately and be able to support learning process activities, including being an important means of developing critical thinking skills. The results of the research show that the level of student literacy skills is classified as moderate with the beginner stage at 27.39%, intermediate 43.44%, expert 21.28%, and advanced 7.8%. The same thing was explained by Septiana and Wirangga (2019) that good student literacy skills mean that students already understand the information needed, understand the procedures for using information, including understanding the problems that exist in society regarding the information obtained. However, research by Juwita and Hamidah (2018) shows that student literacy is classified as moderate.

The research results of Prasetyo et al. (2018) shows that the information literacy of new students according to ACRL measurement standards is classified as skilled or quite good. However, these conditions still need to be improved because mastery and use of information in the learning process can affect competence. One effort that can be made to increase student information literacy is by creating training and mentoring programs in the form of literacy classes or clinics that are held periodically.

This research is in line with research by Septiana and Wirangga (2019) which shows that students majoring in engineering who are always related to technology have higher information literacy than students majoring in business management. This is because students majoring in engineering have the opportunity to learn and utilize technology to a greater extent than students majoring in business management. Therefore, students who are information literate are accustomed to understanding the context of information. Information literacy abilities are also influenced by previous educational background when students take their education in secondary school.

Based on these various explanations, it can be broadly concluded that students need to have good information literacy in order to be able to solve learning problems in higher education effectively and efficiently. If students have good information literacy, at least they will be able to solve their study problems with critical thinking and an innovative attitude. Different from various previous studies, the aim of this research is to analyze the characteristics and literacy of students at one of the largest Islamic Religious Universities (PTKIN) which is a reference for other religious campuses.

Method
Approach and Method
The research approach used in this research is quantitative with a survey method because it examines phenomena whose results can be generalized even though the data is taken from a sample or part of the population. Arifin (2020) explains that the survey method is research that collects data through structured questionnaires, tests and interviews. Therefore, researchers believe that the survey method is a social research technique that is well organized and can explain a social phenomenon from research data sources even though only a portion of the population is taken. This means that even though the researcher only took data sources from members of the existing population using a questionnaire, they were able to describe the condition of the population.

Research location

The choice of location for this research was carried out purposively at one of the largest religious faculties in PTKIN on the grounds that this location is one of the religious faculties that has more students than other faculties. Apart from that, studies at the faculty cover discussions related to the field of da'wah and communication which are in line with the object of this research study, namely information literacy. In this regard, students who are the subjects of this research receive lecture material related to da'wah, communication, information, journalism, broadcasting, counseling activities including the use of media as a means of da'wah and communication. Therefore, the religious faculty which was used as a research location was deemed appropriate as a location for this research.

Population and Sample

The The population of this study are active students of the religious faculty at one of the PTKIN class of 2018. The population is a group in the area studied (Amruddin et al 2022). According to Priadana & Sunarsi (2021), the sample is a member of the population with the same characteristics. The sample size was determined using the Slovin formula with an error of 10% with the following formula (Rizki & Huzeni 2021):

$$n = \frac{N}{N(d)^2 + 1}$$

Information:
n = Number of Samples Searched
N = Number of Population
d = Precision Value (10%)

The results of calculations using the Slovin formula obtained a total of 88.17 people which was then rounded up to 88 people. The sample as part of a representative population means that the sample can represent all members of the population so that with a sample size of 88 people it can represent 745 students. From the total sample of 88 people, the number of samples in each study program group was then determined using a proportional technique which produced data as shown in Table 1. The sample data for this research was taken using a simple random technique or simple random sampling on the grounds that all members of this research population have the same opportunity to become samples or respondents.

Table 1. Research population and sample

No.	Study Program at FDK	Population (person)	Sample (total)
1.	Islamic Guidance and Counseling	86	10
2.	Islamic Broadcasting Communications	301	36
3.	Da'wa Management	119	14
4.	Social welfare	112	13
5.	Development of Islamic Society	64	8
6.	Journalism	63	7
Total		745	88

Source: Primary data

Data analysis

The data analysis technique in this research uses descriptive statistics by compiling frequency and percentage distribution tables and inferential statistics with Spearman rank correlation. Descriptive statistics are used to answer the first and second research objectives, namely to describe the characteristics and level of information literacy of students at PTKIN.

Inferential statistics are used to answer the third objective, namely analyzing factors related to student information literacy at PTKIN.

The results of the third objective data analysis carried out if it produces a significance value of $\alpha \leq 0.05$ (5%) then the factors analyzed with information literacy have a significant (real) relationship, conversely if the test results show a value of $\alpha > 0.05$ (5%) then These two variables are not significantly related (not significant). The data analysis technique with inferential statistics uses the rank order correlation test (Spearman). The Spearman rank formula is as follows:

$$r_s = 1 - \frac{6 \sum d^2}{N (N^2 - 1)}$$

Information:
rs = Spearman rank correlation coefficient
1 = constant number
d = difference between each rank
N = number of individuals in the sample

According to Kurniawan (Solihin 2022), the correlation coefficient (rs) value produced is to see the strength and weakness of the relationship between the two variables being tested. If the test results with a correlation coefficient (rs) value of 0.00 then it means there is no relationship, a value (rs) of 0.01-0.09 means a less significant relationship, a value (rs) of 0.10-0.29 means a weak relationship, the value (rs) 0.30-0.49 means a moderate relationship, a value (rs) 0.50-0.69 means a strong relationship, a value (rs) 0.70-0.89 means a very strong relationship, and a value (rs) ≥ 0.90 means that the relationship between the two variables tested is close to perfect.

Result and Discussion
PTKIN Student Characteristics

Characteristics of Students at State Islamic Religious Universities (PTKIN) is a description of the characteristics inherent in students from the class of 2018 as research respondents. These characteristics include the average duration of social media access, the number of gadgets or cellphones, the type of social media owned and most frequently accessed, the purpose of using social media and the topics of information accessed. The average duration of social media access is the time respondents spend accessing the internet or social media every day, measured in hours. The duration of internet access can be seen in Table 2.

Table 2. Number and percentage of duration of respondents' social media access

Category	Amount	Percentage (%)
Short (≤ 6 hours)	53	60,23
Medium (7 – 11 Hours)	23	26,14
Long (> 11 Hours)	12	13,64
Amount	88	100,00

Source: Primary data

Table 2 shows that the majority (60.23%) of respondents access social media (internet) for a maximum of or less than six hours. More than a quarter (26.14%) of respondents spent between seven and 11 hours. The remainder (13.64%) of respondents access social media (internet) for more than 11 hours or ranging from 12 to 18 hours every day. Thus, the average time spent by respondents accessing social media (internet) is 6 hours 30 minutes every day.

This data illustrates that even though the majority of respondents fall into the category of generation Z or digital natives, their use of information technology is still considered normal (not addicted) or not included in the Fear of Missing Out (FOMO) group. According to Anggraeni (2021) FOMO itself is anxiety that arises in individuals due to feeling "left behind" or not following news, trends, conversations and so on on social media.

If we look at the number of gadgets owned, it can be seen that the average respondent only owns 1 gadget, although a small number of respondents (1.14%) own 3 gadgets. The remaining (10.23 percent) respondents had 2 gadgets. This data can be seen in Figure 1.
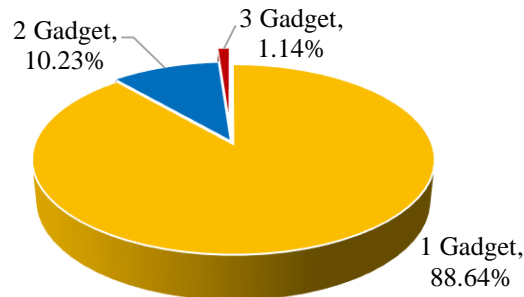

Figure 1. Number of Gadget Ownership of Respondents (source: primary data)

Regarding the type of social media owned by respondents, it can be seen in Figure 2. Owning social media is a necessity for almost everyone, including students as generation Y/millennials and generation Z. This illustrates that ownership of social media is currently proof of one's existence in the digital era.
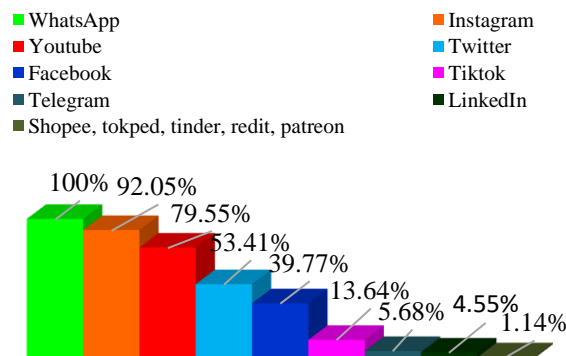

Figure 2. Types of Social Media Owned by Respondents (source: primary data)

Figure 2 shows that all respondents (100%) have WhatsApp, and the majority of respondents also have an Instagram account (92.05%), a YouTube account (79.55%) and a Twitter account (53.41%). In addition, more than a quarter of respondents (39.77%) have a Facebook account. The remaining respondents have TikTok accounts (13.64%), Telegram (5.68%), LinkedIn (4.55%) and only a small portion (1.14%) of respondents have Shopee and Tokopedia accounts, including Tinder accounts, Redit and Patreon.

■WhatsApp ■Instagram ■Youtube ■Twitter ■Facebook ■Tiktok ■Telegram

61.36%

18.18%
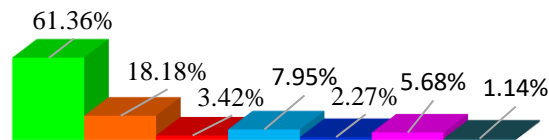3.42%　7.95%　2.27%　5.68%　1.14%

Figure 3. Types of Social Media Most Frequently Accessed (source: primary data)

The types of social media most frequently accessed by respondents can be seen in Figure 3. Figure 3 shows that the majority (61.36%) of the media most frequently accessed by respondents is WhatsApp. The rest did not appear to be accessed very significantly by respondents, thus giving the meaning that the media accessed tended to be used sparingly. Instagram, Twitter and TikTok are social media that are often accessed after WhatsApp rather than YouTube, Facebook and Telegram. This data illustrates that generation Y/Millennials and generation Z tend to prefer to access social media with a simple, short, concise and clear model of displaying photos, videos and writing such as the characteristics of Instagram, TikTok and Twitter. Regarding the purpose of using social media and the topics of information accessed are the reasons why respondents access social media (internet) and what information they look for on social media (internet). The purpose of using social media (internet) can be seen in Figure 4.

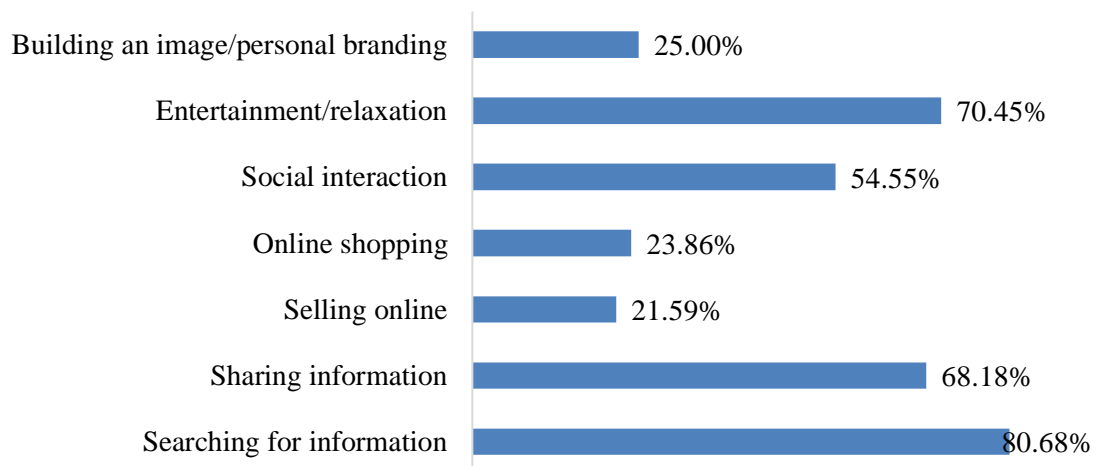| Purpose	Percentage
Building an image/personal branding	25.00%
Entertainment/relaxation	70.45%
Social interaction	54.55%
Online shopping	23.86%
Selling online	21.59%
Sharing information	68.18%
Searching for information	80.68%

Figure 4. Percentage of respondents' intended use of social media (source: primary data)

In Figure 4 it can be seen that the respondents' goals for using social media (internet) are in the highest order, namely communication tools (83.36%), looking for information to support their thesis (80.68%), looking for entertainment or relaxation (70.45%), sharing information, opinions and/or knowledge (68.18%), interacting socially (54.55%), interacting with friends (53.41%) and filling free time while waiting for something or having free time (53.41%). The remaining purposes of respondents' use of social media (internet) were to build their self-image or personal branding (25.00%), online shopping (23.86%), and selling (business) online (21.59%). The information related to the topic being sought can be seen in Figure 5.
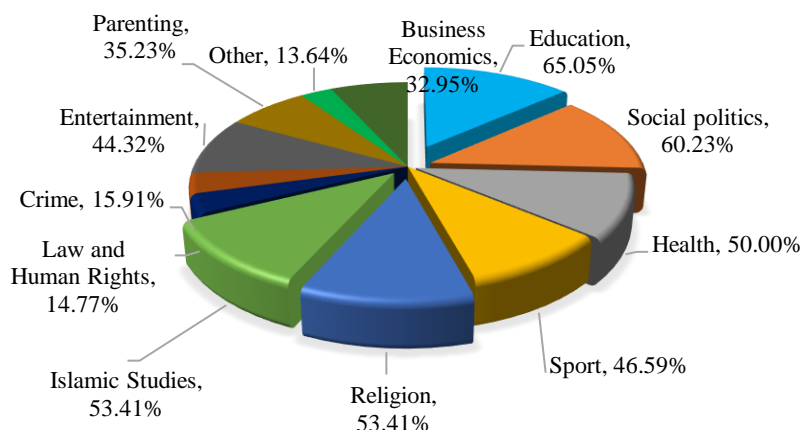
Figure 5. Types of information topics sought by respondents (source: primary data)

In Figure 5 it can be seen that the information topics sought include information related to education, social and political matters, religious studies and entertainment. Figure 5 shows that the information most frequently accessed or sought by respondents (more than 50.00%) is related to educational topics (67.05%), social and political (60.23%), and religious or Islamic studies (53.41%). The average respondent or half of the total respondents searched for information topics related to health (50.00%). Almost half of the total respondents are looking for information related to sports (46.59%) and entertainment (44.32%). In addition, more than a quarter of respondents looked for parenting information (35.23%) including economics and business (32.95%). Only a small portion of respondents looked for information about law and human rights (14.77%), crime (15.91%), and did not answer or chose something else (13.64%).

PTKIN Student Information Literacy

Students' information literacy competencies were analyzed using descriptive statistics by calculating frequency distribution tables and score tables based on the answer choices filled in by respondents on the questionnaire. Table 3 is the result of calculating scores as a guide for classifying students' information literacy levels into three categories, namely low (<73), medium (73-90) and high (>=91).

Table 3. Table of student information literacy scores

Category	Score	Percentage (%)
Low (X < M - 1SD)	<73	13,64
Midle (M - 1SD ≤ X < M+1SD)	73-90	69,32
High (X ≥ M + 1SD)	≥91	17,05

Source: primary data

The results of the descriptive analysis as shown in Table 3 show that the students' information literacy level is classified as moderate (69.32%) and tends to be high (17.05%) with scores ranging from 73 to 90 ($73 \leq X < 91$). Information literacy in this research is defined as students' ability to identify, search, evaluate, manage and combine various information that is obtained and useful to solve study problems with critical thinking and an innovative attitude. Analysis of student literacy can be seen in the nature and type of information, access to information, critical evaluation of sources and information, use of information and understanding various problems. The information literacy competency uses 5 (five) higher education information literacy competency standards which are used as a framework for assessing whether someone can be said to be information literate. These five standards were issued by the Association of College and Research Libraries (ACRL) in 2000.

If we examine further the five sub-variables of information literacy competency according to ACRL, the results of data analysis also show the same thing that the five sub-variables of student information literacy competency are in the medium category and tend to be high. Firstly, the ability to determine the nature and type of information needed (67.05%) is in the score range of 15 to 18 ($15 \leq X < 19$). Second, the ability to access the required information effectively and efficiently (59.09%) in the same score range, namely 15 to 18 ($15 \leq X < 19$). Third, the ability to critically evaluate sources and information and combine the selected information into a knowledge base and value system at a score of 14 to 18 ($14 \leq X < 19$).

Fourth, the ability to use information effectively to achieve set goals (80.68%) is in the score range of 10 to 17 ($14 \leq X < 18$). Fifth, the ability to understand various economic, legal and social problems related to the use of information so as to access and use information ethically and legally (67.05%) is in the score range of 7 to 19 ($7 \leq X < 20$). This data means that students already have the minimum basic competency in information literacy required according to the demands of current conditions. Students are at least able to search, process and utilize existing information as needed to support timely completion of studies at State Islamic Religious Universities (PTKIN).

Factors Related to Information Literacy of PTKIN Students

Analysis of factors related to information literacy using Spearman's rank correlation with the results as shown in Table 4.

Table 4. Correlation coefficient values for factors related to information literacy

Variable	Information Literacy	
	rs	Sig
Duration of internet access	-0.044	0.682
Availability of infrastructure	0.442**	0.000
Accessibility	0.385**	0.000
Independence	0.498**	0.000
Social support from lecturers and parents	0.392**	0.000

Note. *Real relationship at α=5% (0.05)

   **. Really related at α = 1% (0.01)

Source: primary data

Based on Table 4, it can be seen that only the duration of internet access has a negative relationship with information literacy. Even though the strength of the relationship is less significant, the negative direction of the relationship has the significance that the more time students spend accessing the internet, the lower their information literacy. On the other hand, the less time students spend accessing the internet, the higher their information literacy will be. This has another meaning that the more time spent accessing the internet will make students less focused on the initial purpose of accessing the internet, namely to search for information related to completing their studies. Students will receive interference from other information that has nothing to do with academics, such as volumes of Korean drama shows, endless Instagram or TikTok content to view and so on. This is different from students who have limited time to access the internet, so they will utilize this limited time to maximize their search for information that is important and needed in their studies. This is in line with research that strengthens Raharjo's (2021) research that the longer the duration of accessing the internet will make a person engrossed in themselves so that they ignore the surrounding environment. In other words, time spent accessing the internet is positively related to anti-social behavior (phubbing). Conversely, the shorter an individual's access to the internet, the lower their phubbing behavior will be.

The results of other research conducted by Norhabiba and Putri (2018) also show that accessing the internet can influence the quality of social interactions with friends on social media. The more often someone accesses the internet, the more intensely they interact with their friends in the digital space, conversely, the less often someone accesses the internet, the lower the quality of interaction with their friends in the digital space. This has become a phenomenon that the sophistication of information technology, including the development of the internet, makes people more engrossed in social interactions in cyberspace (digital space) than in the real world. This means that accessing the internet is done more to communicate than to search for information to support the completion of studies. This means that this research is in line with research by Norhabiba and Putri (2018) that the more students access the internet, the more they will lose focus on finding important information to complete their studies. On the other hand, the less often students access the internet, the more focused they will be on finding important information to complete their studies. Students will be more selective and selective in using their time accessing the internet so that they are more focused.

The factors of availability of infrastructure, accessibility, independence and social support from lecturers and parents have a positive and significant relationship with information literacy. This means that the better the infrastructure, accessibility, independence and social support from lecturers and parents, the higher the students' information literacy, conversely, the worse the infrastructure, accessibility, independence and social support from lecturers and parents will make students' information literacy increasingly low. The results of this research show that there is a close relationship between infrastructure and information literacy, giving a strong meaning that complete infrastructure can enable students to have greater opportunities to improve their information literacy because the availability of these infrastructure makes it easier for students to develop knowledge and skills easily. This is different from students who have limited infrastructure, which will certainly hinder or make it more difficult for students to improve their information literacy. The results of this research are not much different from research by Nurohman (2014) that the availability of infrastructure such as information technology needs to be developed so that the educational process runs effectively and efficiently, especially when students are equipped with information literacy. According to research results, Dinata (2021) explains that one of the important aspects for successful learning is infrastructure, in addition to the competence of lecturers and students in learning. The results of research by Raya et al. (2018) also shows that infrastructure is important in increasing farmers' information literacy.

The availability of facilities and infrastructure is not much different from accessibility, where accessibility in this research means that students can easily access various things to increase their information literacy. This accessibility can occur when the infrastructure is also adequate so that students can maximize their existing potential to increase information literacy easily. Students who have easy accessibility will try to minimize limitations of time, space and costs so that students are more active in studying, doing assignments and completing studies. Research results (2021) show that efforts to provide infrastructure in the form of collections, including providing easy access to information sources, can increase the information literacy of the learning community. The results of this study are in line with research by Raya et al. (2018) which shows that implementing Digital Extension Society for Agriculture Applications (DesaApps) access has proven to be able to increase information lieacy due to the completeness of existing features. The same thing is also stated in Asnawati's (2022) research that the availability of infrastructure is important for libraries to be able to improve students' information literacy competencies so that students are able to solve the problems they are facing when completing their studies.

Regarding independence, it also has the same meaning that the more independent students

are, the better their information literacy will be. This means that independent students will try to find various ways to increase their information literacy. It is important for students to have independence so that students try their best to complete their studies even if they face obstacles such as limited infrastructure, including accessibility. Still the research results of Raya et al. (2018) shows that the application of DesaApps can increase farmers' activeness and independence in searching for the information they need so that their information literacy skills gradually increase. The research results of Santoso et al. (2023) explained that to be able to implement information literacy transformation in order to increase learning independence, it can be done by teachers taking part in education and training (training) and then passing it on to other teachers who did not take part in the training. Information literacy activities can be carried out through the use of online media, including social media.

Apart from that, social support from lecturers and parents is also an important factor that can increase students' information literacy. This social support can be in the form of information support, instrumental support, appreciation support and emotional support. The results of this research mean that the better the social support from lecturers and parents, the better the students' information literacy, conversely, the lower the social support from lecturers and parents, the lower the information literacy will be. This social support factor is important to be able to support and accelerate students in completing their studies. Information support can be provided in the form of assistance from lecturers and parents such as directions, advice or suggestions, as well as important instructions for students to carry out, while instrumental support can be provided in the form of providing useful infrastructure and instruments in completing studies. Lecturers and parents can provide appreciation and emotional support in the form of appreciating work results by giving praise, encouragement or motivation, empathy and attention by listening to complaints about difficulties faced by students when working on their final assignments. This is important for lecturers and parents to do because it can increase self-confidence, self-efficacy and good motivation for students, making it easier for students to complete their studies appropriately. The results of this research are not much different from the research of Windah et al. (2022) which shows that increasing information literacy can be done with the support of libraries and information institutions in preparing and disseminating information.

Conclusion

Students at State Islamic Religious Universities (PTKIN) access social media ≤ 6 hours every day who belong to generation Z (digital natives) with an age range of 10-25 years; The number of gadgets owned by students is 1, with social media consisting of WhatsApp, Instagram, YouTube and Twitter. The most frequently accessed social media is WhatsApp. The aims of students using social media include as a means of communication, looking for information to support their thesis, looking for entertainment or relaxation, sharing information, opinions and/or knowledge, interacting socially and filling free time while waiting for something/in their free time. Relatedly, the information literacy competency of students at PTKIN falls into the medium and tends to be high category. This means that students at PTKIN already have an adequate basic information literacy to support the completion of their studies. However, information literacy needs to be improved through training in order to maximize study completion on time.

The factors that are positively related to information literacy are the availability of infrastructure, accessibility, independence and social support from lecturers and parents. This means that the better the infrastructure, accessibility, independence and social support from lecturers and parents, the better students' information literacy abilities will be. On the other hand, the worse the infrastructure, accessibility, independence and social support from lecturers

and parents, the lower the students' information literacy. The factor that is negatively related to student information literacy is the duration of internet access, which means that the shorter a student's access to the internet, the higher their information literacy. On the other hand, the longer students access the internet, the lower their information literacy will be. This is an indication that the longer students access the internet, the less focused they will be on finding important information to support the completion of their studies because they will be distracted by other, more enjoyable information such as Korean drama shows or other entertainment shows.

This study has limitations on the selection of respondents who are only at one religious state university. For this reason, further research on the same topic will be maximized if the respondents are determined to be in more than one religious state university, including not limited to respondents in public universities. Although this research has limitations, at least the implications of this research can be used as a theoretical and practical reference source for students, parents and supervisors including stakeholders to maximize student completion of studies on time. One of the efforts that can be made by working together in encouraging the acceleration of study completion according to their respective roles. Students act as the main actors in completing the final project by increasing motivation, parents act as material and non-material supporters, supervisors act as supporters of easy access to information and stakeholders act as supporters in formulating programs and policies that are aligned to achieve timely completion of student studies.

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Authors' Contributions

All authors have contributed to the final manuscript. The contribution of all authors: conceptualization, methodology, formal analysis, writing original draft preparation, writing review, and editing. All authors have read and agreed to the published version of the manuscript.

Conflict of Interest

All authors have no conflict of interest related to this study.

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