Research Article

Information Literacy Empowerment in Islamic Education: Examining the Potential in the Indonesian Context

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Abstract.

Information literacy plays a critical role in empowering individuals within the realm of Islamic education. This study explores the empowerment potential of information literacy in the Indonesian context of Islamic education. As the world's largest Muslim-majority country, Indonesia provides a unique setting to investigate the intersection of information literacy and Islamic education. The study aims to examine the impact of information literacy on knowledge acquisition, critical thinking, and ethical engagement within Islamic education in Indonesia. It also identifies challenges, opportunities, and best practices for integrating information literacy in Indonesian Islamic educational institutions. Through a literature review and qualitative analysis, the study sheds light on the role of information literacy in strengthening Islamic education and highlights the specific cultural, social, and technological factors influencing information literacy practices in Indonesia. The findings contribute to a better understanding of information literacy's significance in the Indonesian context of Islamic education and provide practical insights for educators and policymakers to enhance information literacy programs. This research underscores the importance of information literacy in empowering individuals within Islamic education and emphasizes the need for context-specific approaches to maximize its potential in the Indonesian educational landscape.

Keywords: empowerment, information literacy, Islamic education

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1. Introduction

Information literacy is critical in enabling individuals to efficiently traverse the large and ever-expanding information ecosystem. In the context of Islamic education, information literacy is especially important since it helps students access, assess, and use Islamic knowledge and resources to better understand religious principles, beliefs, and practices [1],[2]. Information literacy teaches students how to critically study Islamic sources, comprehend religious teachings, and make educated decisions within the context of their faith. Individuals can become active participants in the Islamic intellectual

heritage by developing information literacy skills and contributing to the preservation, interpretation, and application of Islamic knowledge in current circumstances [3].

As the world's largest Muslim-majority country [4],[5], Indonesia offers a distinct and vibrant setting for investigating the interaction of information literacy and Islamic education. The country's rich Islamic tradition, broad cultural fabric, and educational commitment make it an ideal site for studying the impact and possibilities of information literacy in Islamic educational contexts. Indonesia provides a dynamic environment to investigate how information literacy practices can be integrated into Islamic curricula, pedagogies, and digital resources, with a diverse range of Islamic educational institutions ranging from traditional Islamic boarding schools (*pesantren*) to formal educational institutions [6]. Understanding the Indonesian context is critical for understanding the specific difficulties, possibilities, and cultural nuances that influence information literacy programs in Islamic education, as well as ensuring that research findings are relevant and applicable within this unique context.

The objective of this article is to investigate the possibilities for the empowerment of information literacy in the field of Islamic education in Indonesia. This study intends to shed light on how the acquisition and implementation of information literacy skills might strengthen Islamic education in the Indonesian context by investigating the impact and opportunities given by information literacy. The research objectives include investigating the role of information literacy in enhancing knowledge acquisition, critical thinking, and ethical engagement in Islamic education in Indonesia, as well as proposing recommendations and guidelines to improve information literacy practices in Islamic education while taking into account the cultural, social, and technological dimensions specific to Indonesia.

2. Methods

The primary research method used in this study is a library research methodology to evaluate the influence and possibilities of information literacy in Islamic education in the Indonesian environment. Library research, also known as desk research or secondary research, entails the systematic investigation and analysis of existing literature, scholarly papers, books, reports, and other relevant information sources. This research technique allows for a thorough study of existing knowledge, theories, and viewpoints on information literacy in Islamic education by harnessing the huge resources available in libraries and digital databases [7]. This methodology gives significant insights and a solid foundation for understanding the current state of information literacy practices in the

Indonesian Islamic educational scene through a systematic examination and synthesis of scholarly publications. It provides a solid framework for delving into key topics, finding research gaps, and delving into the challenges and opportunities related to information literacy in Islamic education [8]. This study aims to contribute to the existing body of knowledge on information literacy in Islamic education by using library research as the primary methodology, providing a foundation for future empirical investigations, and informing the development of effective information literacy programs in the Indonesian context.

A literature review, according to Chigbu et al., is an examination of accessible research works on a given academic theme, topic, or subject under investigation by a researcher [9]. It is the process of analyzing previously authored and published collections of writing to reach specific research objectives that the works under inquiry do not already meet. Snyder emphasized that literature reviews are useful when presenting an overview of a certain subject or research problem [10]. This type of literature review is frequently used to measure the amount of knowledge on a specific topic. It can be used to establish research agendas, identify research gaps, or simply discuss a particular issue. They can also serve as a foundation for knowledge growth, make policy and practice suggestions, provide evidence of an effect, and, if done well, have the ability to generate new ideas and directions for a certain subject [11].

3. Results and Discussion

3.1. Information literacy of Indonesian

Paul G. Zurkowski coined the phrase "Information Literacy" in 1974, and Patrica S. Breivik utilized it in 1985 as an integrated set of companion degree skills as well as information tools and resources. The ability to look for and interpret sources of correct information (facts, knowledge, data) is referred to as information literacy. Many concepts and resources, such as recorded forms, media, libraries, communities, the internet, and so on, are available for obtaining information in various forms [2]. While American Library Association defined information literacy as a set of skills that requires people to "recognize when information is needed and to be able to locate, evaluate, and use that information effectively."[12] To be information literate, one must be capable of both investigation and critical thought. In conclusion, information literacy is a skill that one requires to seek, confirm, and filter any sources of information.

In Indonesia, nowadays, people are exposed to ever-increasing and diverse knowledge via websites, mass media, social media, and published works. People can obtain knowledge in a variety of formats from an infinite number of sources. The accessible information options vary substantially in terms of information quality. People typically choose authoritative, contemporary, and dependable information from biased, outdated, misleading, or even incorrect sources. Furthermore, online searches yield more information, giving users the freedom to select the information they desire [13]. In today's knowledge age, information is essential for making sound judgments. Many creative notions of knowledge collecting, such as lifelong learning, distant learning, and others, are founded on information literacy. The size of competency of educators, researchers, and students is displayed in learning contexts and at all stages of education [2].

Literacy in Indonesia today comprises more than simply writing; it also includes cognitive skills that make use of print, visual, and digital knowledge sources. However, there is a growing realization that information literacy in the learning process must be altered to ensure relevance to the current age [14]. To ensure a future 5.0 society, everyone in the country must be digitally literate. Digital literacy, like information literacy, demands skills in finding and using information, as well as critical thinking. Beyond that, digital literacy entails being familiar with digital tools and using them in communicative and collaborative ways through social interaction. In a nutshell, it is an exceptional capacity to use information and communication technologies to search, evaluate, produce, and share information, which necessitates both cognitive and technical skills [15].

To strengthen the knowledge regarding information literacy, specifically digital literacy in Indonesia, the Ministry of Communications and Informatics held a national-scale survey in which sampling was carried out on 18th-31st August 2020 using multi-stage random sampling with a home visit technique with a total number of respondents of approximately 1670 people, resulting in a margin of error $\pm 2.45\%$ and confidentiality level 95%. The result of the survey showed that Digital Literacy out of the 34 provinces in Indonesia has not yet reached a "good" score (4.00), only slightly above "medium" (3.00), or 3.47 in detail. In conclusion, the survey conducted by the ministry implied that once again, Digital Literacy in Indonesia has not yet reached a "good" level. The Information and Data Literacy sub-index possesses the lowest score. It is also suggested that Indonesia needs to work on the Information and Data Literacy sub-index, including critical thinking about media & data. The ability to identify hoaxes needs to be strengthened. If people can identify, they are less likely to spread hoaxes. On the other hand, this matter is considered more difficult because it is related to cognitive abilities [16].

3.2. Information literacy in the context of Islamic education

In the context of Islamic education, information literacy refers to individuals' ability to acquire, assess, and use information efficiently and ethically within Islamic educational contexts. It entails the development of skills, knowledge, and attitudes that enable learners to critically and informally engage with Islamic texts, teachings, and resources [17]. Information literacy is vital in Islamic education because it allows students to traverse the large amount of Islamic knowledge available in many formats, such as traditional texts, online resources, multimedia elements, and scholarly publications [18]. It gives students the ability to investigate, analyze, and apply Islamic principles in their personal, academic, and professional lives.

In Islamic education, information literacy has numerous crucial characteristics. To begin, students must learn how to discover and acquire important and reliable Islamic knowledge from a variety of sources, such as books, digital libraries, online databases, and respectable Islamic websites. Understanding how to properly search for information and evaluate its trustworthiness and relevancy is part of this. Students must gain the capacity to generate well-defined research queries and keywords linked to their topics of interest to successfully access information [19,20]. They should be comfortable using search engines and databases, as well as using complex search operators and filters to refine their search results. In addition, students should recognize the need to pick acceptable sources for their information needs. They must distinguish between primary and secondary sources, scholarly and popular sources, and various mediums such as books, articles, and multimedia resources. Students can gain access to a wide range of Islamic content relevant to their research or learning objectives by honing these skills. Students should also be aware of the many sorts of libraries and resources that are available to them [21]. This comprises physical libraries, digital libraries and repositories, and online platforms that offer access to Islamic literature and intellectual works. Understanding the organizational methods and classifications used in libraries, both physical and digital, can also assist students in quickly navigating and retrieving information. Students in Islamic education can overcome information barriers and obtain access to a plethora of Islamic knowledge by establishing good information access skills [22]. These abilities enable individuals to engage with many points of view, investigate alternate interpretations, and deepen their understanding of Islamic beliefs. Effective information access is a critical component of information literacy in Islamic education, allowing students to delve further into their studies, do research, and broaden their understanding of Islamic concepts and practices.

Second, students must evaluate the validity, accuracy, and scholarly merits of Islamic content they come across. Students are urged to learn how to recognize credible and trustworthy sources of Islamic knowledge [18,23]. This includes evaluating the authors' reliability, investigating the study methods, and reviewing the evidence offered. Furthermore, students must comprehend the significance of contextualizing information within the larger Islamic academic tradition. Islamic knowledge is frequently influenced by differing interpretations and perspectives, and students must be able to recognize the nuances and variations that exist within Islamic studies. Students can engage with Islamic content in a meaningful and educated manner if they recognize these variations [23]. Students gain the capacity to distinguish between dependable and untrustworthy sources, recognize legitimate scholarly works, and make educated judgments about the quality and trustworthiness of the information they receive by critically evaluating Islamic content [24,25]. This critical evaluation process guarantees that students engage with real and reliable Islamic information, which improves their comprehension and contributes to their personal and intellectual progress within the context of Islamic education.

Third, understanding and interpreting Islamic writings and teachings is part of information literacy in Islamic education. Students should practice analyzing and synthesizing information, identifying significant concepts, and applying Islamic principles to real-life situations [26]. Recognizing the various interpretations and settings of Islamic knowledge, as well as engaging in thoughtful inquiry and interpretation, are all part of this. Another significant part of information literacy in Islamic education is ethical information use. Students should be aware of the ethical implications of accessing, using, and sharing Islamic content [3]. They should be knowledgeable of copyright laws, intellectual property rights, and Islamic scholarship-specific ethical principles.

Finally, information literacy in Islamic education comprises good information management and organization. Students should practice organizing, saving, and citing Islamic texts to make future retrieval and referencing easier [14,25]. Using bibliographic tools, citation formats, and other information management strategies are examples of this. Learners are empowered to become critical thinkers, independent researchers, and lifelong learners through strengthening information literacy abilities in the framework of Islamic education [13]. They are prepared to participate in meaningful and responsible engagement with Islamic knowledge, contributing to their personal spiritual development, academic growth, and active participation in the larger Muslim community.

3.3. The Impact of Information Literacy in Islamic Education

Information literacy is critical in enabling individuals in Islamic educational settings to navigate and engage with the broad array of Islamic knowledge and resources at their disposal. Islamic education aims to improve students' ability to access, assess, and use information in a critical and meaningful manner by providing them with information literacy abilities [13,27]. Information literacy has a wide-ranging impact on Islamic education. For starters, it allows students to have a more in-depth and comprehensive understanding of Islamic teachings and concepts. Students can engage with a wide range of opinions, interpretations, and scholarly works by accessing and critically assessing numerous sources of Islamic information [20]. This exposure to many points of view encourages a more sophisticated grasp of Islamic beliefs as well as critical thinking and intellectual growth.

Second, information literacy equips students with the tools they need to become engaged and informed learners. Students gain the ability to undertake research, participate in independent study, and follow areas of personal interest within the Islamic sector by gaining abilities in discovering, retrieving, and analyzing information [28]. This self-directed learning not only expands their knowledge base but also fosters a lifelong love of learning and exploration. Information literacy also helps to build critical thinking abilities in Islamic education. Information literacy encourages a culture of intellectual inquiry and skepticism by educating students to critically analyze information sources, assess the trustworthiness and reliability of information, and identify biases or restrictions [18,23,29]. Students learn to examine, analyze, and interpret Islamic content, resulting in a more in-depth understanding and respect of the topic.

Furthermore, in Islamic education, information literacy has a practical impact on ethical participation. Students build a sense of integrity and ethical behavior by supporting responsible information use and identifying the ethical implications associated with obtaining, using, and sharing Islamic knowledge [23]. This ethical engagement guarantees that students approach Islamic knowledge with respect and responsibility, conforming to academic norms and ethical requirements. The significance of information literacy in Islamic education goes beyond the classroom. It prepares people to actively participate in the larger Muslim community, contribute to Islamic studies, and engage in constructive dialogues and discussions [30]. Information-literate individuals are more ready to traverse the intricacies of today's information ecosystem and make informed judgments based on reliable and accurate Islamic information.

Overall, information literacy has a far-reaching impact on Islamic education, spanning intellectual growth, critical thinking abilities, ethical engagement, and active participation in the Muslim community. Islamic education attempts to equip learners to become knowledgeable, discriminating, and ethically responsible individuals within the Islamic framework by building information literacy abilities.

3.4. Empowering Islamic Education through Information Literacy

Individuals in Islamic educational contexts, such as students, educators, scholars, and practitioners, are equipped with the skills to access, assess, and successfully use the abundance of Islamic knowledge and resources. Islamic education supports active and engaged learning, allows educators to improve instructional methodologies, and encourages lifelong learning and professional growth by incorporating information literacy into teaching and learning processes. According to Pilerot, Information literacy enables educators to implement successful educational practices that match with Islamic education goals. Educators foster independent learners who can successfully obtain, analyze, and apply Islamic knowledge by providing students with information literacy skills [2,28]. Furthermore, information literacy enables educators to keep up with the newest advancements in Islamic studies, ensuring that students receive correct and relevant knowledge. Eraku et al., also added that educators create a dynamic learning environment that stimulates critical thinking and facilitates the investigation of multiple perspectives within the Islamic context by incorporating information literacy into the curriculum [18].

Furthermore, information literacy is critical in Islamic education research and scholarship. Researchers and academics with information literacy abilities can conduct rigorous investigations, critically analyze existing literature, and contribute to area knowledge growth. They expand their understanding of Islamic education and make informed contributions to the academic community by exploring varied sources and applying competent research procedures. This empowerment through information literacy extends to lifelong learning, allowing educators and practitioners to keep on top of current trends, implement novel ways, and constantly improve their professional practices.

3.5. Exploring Opportunities in Information Literacy for Enriching Islamic Education

In the realm of Islamic education, information literacy presents several significant opportunities for enriching the learning experience and advancing the field. These opportunities arise from the increasing accessibility of digital resources, the potential for collaborative knowledge sharing, and the promotion of lifelong learning and professional development.

One of the most important prospects is increased access to a multitude of Islamic resources. Students, educators, and scholars can now access a huge selection of Islamic scriptures, scholarly papers, multimedia assets, and instructional platforms thanks to the digital era [31]. This access to a wide range of resources allows for a more in-depth investigation of Islamic teachings, allowing individuals to delve into many interpretations, views, and sources of knowledge. Students can interact with a broader range of resources and obtain a more nuanced grasp of Islamic concepts, which promotes critical thinking and intellectual progress [32–34].

Furthermore, information literacy fosters collaborative knowledge sharing and involvement within the Islamic education community. Students, educators, and academics can interact, exchange ideas, and collaborate on projects using digital platforms and online communities. Virtual discussion forums, online conferences, and social media platforms make it easier to share research findings, viewpoints, and insights, establishing a thriving community of learners and researchers [34–36]. This collaborative approach not only expands the reach and impact of Islamic education but also encourages cross-cultural discourse and understanding.

Information literacy also facilitates collaborative knowledge sharing and interaction within the Islamic education community. Digital platforms and online communities enable students, educators, and academics to communicate, exchange ideas, and collaborate on projects [37]. Virtual discussion forums, online conferences, and social media platforms promote the sharing of research findings, viewpoints, and insights, establishing a thriving community of learners and researchers [35,38,39]. This collaborative approach not only broadens the reach and impact of Islamic education but also promotes cross-cultural conversation and understanding.

Moreover, information literacy allows persons in Islamic education to actively participate in the creation and transmission of Islamic knowledge. Students, educators, and academics can use online platforms to share their research, thoughts, and opinions

with a global audience [24]. The utilization of open educational resources, collaborative research projects, and digital platforms for knowledge generation and sharing enable the Islamic education discourse to grow [25]. Individuals can make significant contributions to the area and engage in the greater academic community by actively participating in the creation and spread of Islamic knowledge.

In summary, information literacy in Islamic education provides better access to resources, collaborative knowledge sharing, lifelong learning, and active participation in the creation and transmission of Islamic knowledge. These possibilities develop critical thinking, community engagement, and the growth and relevance of Islamic education. By seizing these opportunities, Islamic education may use information literacy to enhance the learning experience, foster a thriving scholarly community, and equip individuals to succeed in the digital age.

4. Conclusion

Finally, integrating information literacy into Islamic education brings up a universe of possibilities for expanding the learning experience, increasing scholarship, and encouraging lifelong learning. Because digital resources are becoming more widely available, students, educators, and scholars can now explore a wide range of Islamic texts, broadening their grasp of Islamic principles and encouraging critical thinking. Collaborative knowledge-sharing platforms promote cross-cultural conversation and the exchange of ideas within the Islamic education community. Furthermore, information literacy enables individuals to participate in lifelong learning and professional growth, with online courses and digital resources supporting continual improvement and staying current with the most recent developments in the area. Individuals also contribute to the spread of the Islamic education discourse and engage in a worldwide academic community by actively contributing to the creation and dissemination of Islamic knowledge.

These opportunities for Islamic education provided by information literacy are transformative. They offer a forum for students, educators, and academics to navigate the wide geography of Islamic knowledge, engage in meaningful discussions, and contribute to the field's growth and development. Islamic education may leverage the potential of information literacy to create a dynamic and empowered learning environment by embracing these opportunities. It allows people to improve their critical thinking skills, broaden their perspectives, and become active participants in the spread and exchange of Islamic knowledge. As technology advances, the potential for further opportunities in information literacy within Islamic education grows exponentially.

Embracing these opportunities will ensure that Islamic education remains relevant, adaptable, and responsive to the needs of learners in the digital era.

To summarize, the opportunities provided by information literacy in Islamic education enable individuals to investigate, cooperate, learn, and contribute to the subject. Islamic education can prosper in the modern world through harnessing digital resources, engaging in collaborative knowledge sharing, and cultivating a lifelong learning mindset. By taking advantage of these opportunities, Islamic education will continue to flourish, allowing individuals to develop a thorough grasp of Islamic teachings and actively connect with the larger academic community, ensuring the expansion and vitality of Islamic education for future generations.

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