

Research Article

Empowering 8 Model in Measuring Journalistic Information Literacy

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Abstract.

In today's fast-paced information era, literacy skills are becoming increasingly crucial, especially for those aspiring to be involved in journalism. This drives the need for better literacy so that recipients of information can be more critical in receiving information. Mahasantri engages in journalistic activities, but the obstacles experienced by them in creating journalistic works relate to finding information and not understanding how to determine the theme and material of journalistic works. Based on these facts, a measurement of information literacy of Mahasantri in producing journalistic works is needed using the empowering 8 model. This research method uses a descriptive quantitative approach with a sample of 265 respondents. It aims to determine the information literacy of Mahasantri in producing journalistic works using this model. It shows that Mahasantri have an understanding of information literacy in producing journalistic works in terms of identification, exploration, selection, organization, creation, presentation, assessment, and application with an average score of 2.86.

Keywords: empowering 8, journalism, information literacy, Mahasantri

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1. Introduction

The literacy rate in Indonesia has not improved significantly and the situation is classified as an emergency.[1] As stated by the UNDP (United Nations Development Programme), the adult literacy rate in Indonesia is only 65.5%, while Malaysia is already 86.4%. This causes Indonesia to lag behind neighboring countries.[2] Ibnu Adji Setyawan, quoted by Eva Susanti Ginting, explains that literacy means being free from illiteracy so that someone can understand concepts effectively. There are eight categories of literacy, including Health Literacy, Financial Literacy, Data Literacy, Critical Literacy, Technology Literacy, Statistical Literacy, Digital Literacy, and Information Literacy.[3] Literacy now includes the ability to process information, disseminate knowledge, use media for productive purposes, and increase creativity in the realm of social media.[4]

Information literacy encompasses various aspects of information needs, searches, and uses. It can be defined as a series of skills or steps that a person applies to find

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and utilize information effectively.[5] According to ACRL (Association of Collage and Research Libraries), information literacy is a series of abilities that involve searching for information, understanding the process of forming and appreciating information, and utilizing information to create new knowledge.[6] In today's digital era, information literacy is essential to help individuals develop strong critical, analytical, and media literacy skills.

Academics and the general public really need information literacy to gain a better understanding of new things.[7] Information is closely related to journalism because journalists need information from various sources to write news or articles. Journalistic activities include research, planning, writing, and publishing.[8] Journalistic products include news, opinions, features, journalistic photos, and journalistic videos in print, electronic, and internet media.[9] One of these activities is utilized by students at Ma'had Al-Jami'ah UIN Raden Intan Lampung.

There are 24 students who have published journalistic works, but there are obstacles experienced by students in creating journalistic works, namely difficulty in finding information, difficulty in distinguishing between opinions and news, lack of literacy so that it is difficult to string together and process words, and there are even students who do not really understand the material related to journalism or the theme to be created.[10] Based on the students' lack of understanding, identification is needed to measure journalistic information literacy.

Research on information literacy has been widely conducted. Abdul Halim studied that students of Islamic Library and Information Science at UIN Antasari Banjarmasin can be said to be literate in searching for information by following the steps in the Big 6 model.[11] Christiany Juditha conducted another study using the 7 Pillars literacy model in the Indonesia Hoaxes community which discussed to obtain the truth of information.[12] However, both studies only used the Big 6 and 7 Pillars literacy models which focused on the task of defining problems and basic information literacy skills and knowledge, so they did not emphasize the competencies needed to become effective information users.

Empowering 8 is the newest literacy model of the four information literacy models and was developed in the digital era, in 2004. This model helps a journalist to manage information effectively. The Empowering 8 model was produced from two workshops in Colombo Sri Lanka and the Indian Library Association. This model takes a problem-solving approach in the form of resources-based learning.[13] The Empowering 8 model

has eight components, there are identification, explore, select, organize, create, present, assess, and apply. The advantage of this model over other literacy models is in the stages of assessing and applying which can reflect what has been achieved in the process with the obstacles or difficulties that will be faced.[14] Based on facts in the field and previous research, the purpose of this study is to determine the perception of journalistic information literacy of Islamic boarding school students using the empowering 8 model.

2. Methods

This study uses a quantitative research type that uses samples and is collected with research instruments.[15] This study uses a descriptive approach that is used to provide a systematic, factual, and accurate description of current phenomena.[16] The sample in this study amounted to 265 people. The sample was taken using the simple random sampling technique, which is a sampling technique that is carried out randomly. The number of samples used is obtained based on the Slovin formula.

The research was conducted in the Even Semester of the 2023/2024 academic year in dormitories 1 and 2 of UPT Ma'had Al-Jami'ah UIN Raden Intan Lampung. The stages of the research carried out were:

2.1 Creating a research instrument consisting of 8 indicators based on the Empowering 8 theory, namely:

2.1.1 *Identification* is the ability to find topics/subjects, target audiences, relevant formats, and source types.

2.1.2 *Exploration* is the ability to find sources and information that are appropriate to the topic.

2.1.3 *Selection* is the ability to record relevant information and collect appropriate quotations.

2.1.4 *Organizing* is the ability to evaluate and arrange information in a logical order, distinguish between facts and opinions, and use visual aids to compare and contrast information.

2.1.5 *Create* is the ability to create information using your own words, edit, and create a bibliography.

2.1.6 *Presenting* is the ability to present, disseminate information, and display the information produced.

2.1.7 *Assess* is the ability to assess output based on input from others.

2.1.8 *Applying* is the ability to apply input, assessment, experience gained for future activities and use new knowledge gained for various situations.[17]

Each indicator consists of three to four statements and a Likert scale with four answer choices, namely:

TABLE 1: Score/Value Categories (Likert).

Score/value	Information
1	STS (Strongly Disagree)
2	TS (Disagree)
3	S (Agree)
4	SS (Strongly Agree)

2.2 **Distributing the instrument trial** to 30 samples to determine the feasibility of the instrument used.

2.3 **Collecting data that has been distributed** to 30 samples of students of Ma'had Al-Jami'ah UIN Raden Intan Lampung.

2.4 **Conducting validity and reliability tests**, if there is a statement instrument that does not meet validity and reliability, then the instrument is deleted or replaced and stages (2.2) to (2.4) are carried out. If the instrument has met the validity and reliability requirements, then continue to stage (2.5). Validity or validity is a tool to show whether a measuring instrument is able to measure something according to its objectives.[18] Meanwhile, reliability is to determine the extent to which measurement results remain consistent with respect to the same symptoms using the same tool.[19]

2.5 **Distributing research instruments** to the entire sample of 265 students.

2.6 **Processing data.** Questionnaire data processing is done through descriptive analysis. Descriptive analysis is a data analysis method that is done to see the picture of research variables, without conducting hypothesis testing.[20]

2.7 **Drawing conclusions.** After the data has been processed and analyzed in detail, at this stage the researcher draws conclusions based on the research discussion.

3. Results and Discussion

3.1. Respondent Overview

Students of Ma'had Al-Jami'ah have published 55 journalistic works on the Warta Lampung website and the Ma'had Al-Jami'ah website. This study involved 265 students with 40 of them participating in journalism extracurricular activities. Most of the respondents came from the Faculty of Tarbiyah and Teacher Training, which was 115 people.

3.2. Description of Empowering Model 8

Empowering 8 Model consists of identification, explore, select organize, create, present, assess, and apply. The following are the perceptions of student journalism information literacy using the empowering 8 model:

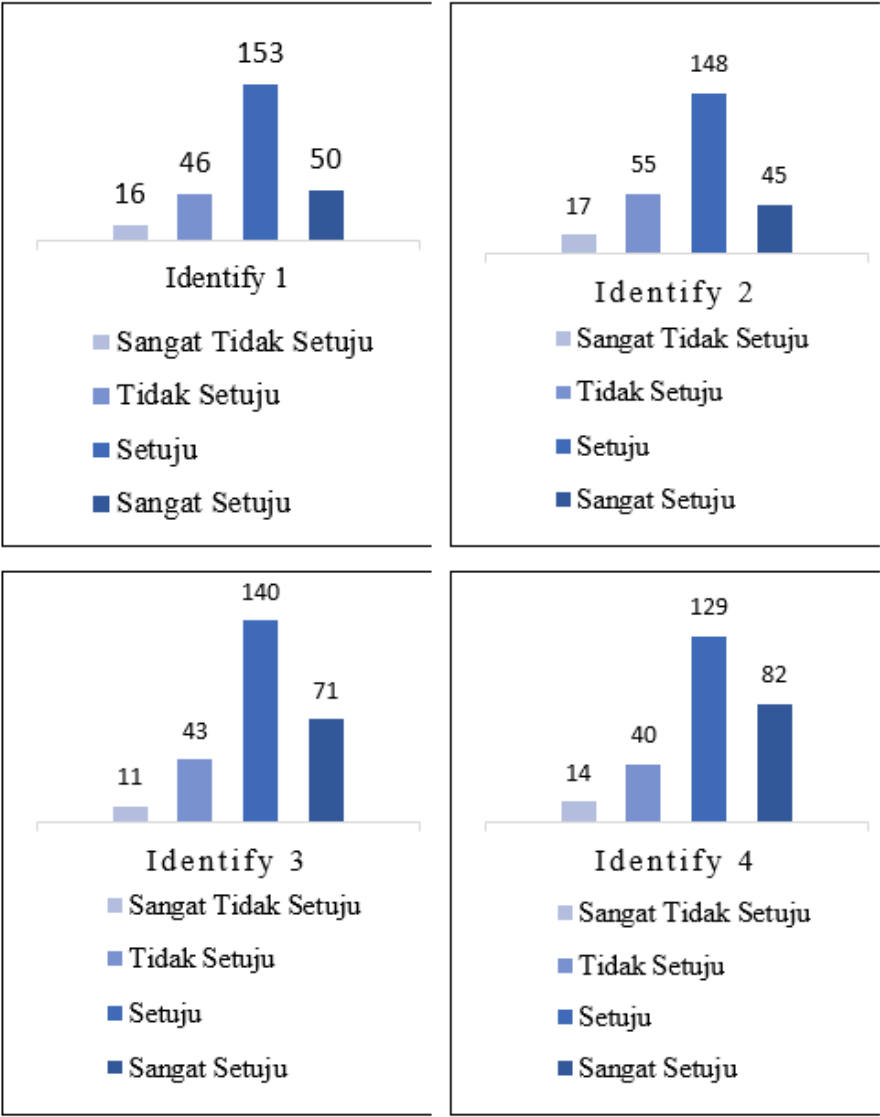
3.2.1. Identification

Identification indicator consists of four statements presented to respondents to find out the empowering 8 model in measuring student journalism information literacy. The four statements are:

- a. Ability to Determine Information (Identify 1)
- b. Ability to Determine Keywords (Identify 2)
- c. Using Printed Sources in Journalistic Works (Identify 3)
- d. Using Electronic Sources in Journalistic Works (Identify 4)

Based on Figure 1, it shows that the majority of students agree that they are able to determine information, determine keywords, use printed and electronic sources in the journalistic works they create. The number of students is 153 in identity 1, 148 in identity 2, 140 in identity 3, and 129 in identity 4 who stated that they agree

Empowering 8 Model in measuring the journalistic information literacy of Islamic boarding school students can be concluded that the highest average score on the identification indicator is Identify 4 (using electronic sources), with a score of 3.05. The students agreed that they were able to use electronic sources to obtain information. Meanwhile, the lowest average score on the identification indicator (identify) was identify



Source: Analysed from the primary source.

Figure 1: Empowering Model 8 on Identification Indicators.

2 (determining keywords) with a score of 2.83, meaning that the students stated that they were able to determine appropriate keywords in producing journalistic works.

The average score of the identification indicator (identify) is 2.94. This value shows that in general, students have an agreeable perception of their ability to identify information to produce journalistic works. This shows their ability to determine information, determine keywords, and use printed and electronic sources.

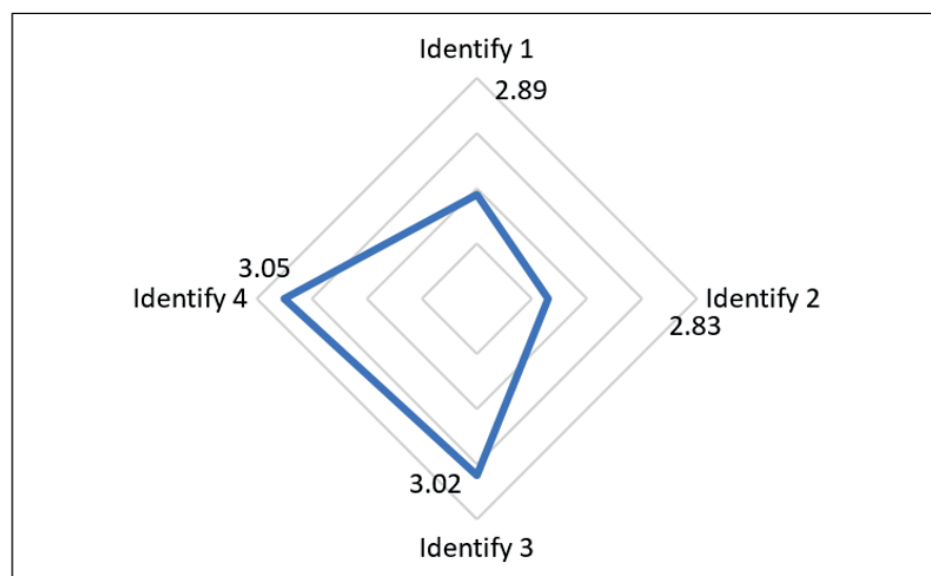


Figure 2: Average Score of Identification Indicators.

3.2.2. Explore

Explore indicator consists of four statements presented to respondents to find out the empowering 8 model in measuring student journalism information literacy. The four statements are:

- a. Digging for Information (Explore 1)
- b. Conducting Field Studies (Explore 2)
- c. Finding Appropriate Information Results (Explore 3)
- d. Searching for Reliable Information (Explore 4)

Based on Figure 3, it shows that the majority of students agree that they are able to dig up information, conduct field studies, find appropriate information results, and search for reliable information. The number of students is 151 in explore 1, 127 in explore 2, 139 in explore 3, and 143 in explore 4 who stated that they agree.

Empowering 8 Model in measuring the journalistic information literacy of students can be concluded that the highest average score on the exploration indicator is Explore 4 (can find reliable information) with a score of 3.02. Students agree that they are able to find reliable information. Meanwhile, the lowest average score on the exploration indicator is Explore 1 (dig up information in depth) with a score of 2.84, meaning

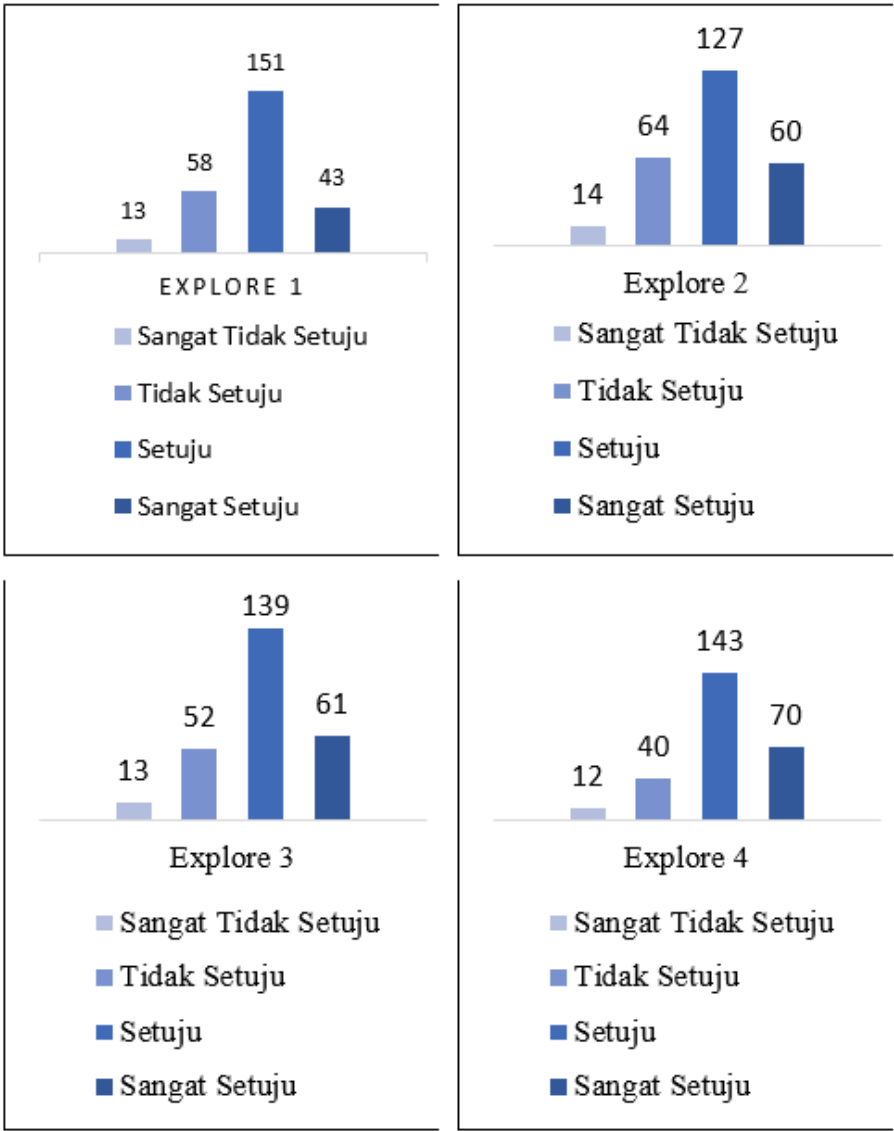


Figure 3: Empowering Model 8 on Explore Indicators.

that students state that they are able to dig up information in depth and reveal a comprehensive understanding.

The average score of the exploration indicator is 2.92. This value shows that Mahas-antri generally have an agreeable perception of their ability to explore information to produce journalistic works. This shows their ability to dig up information, conduct field studies, find appropriate information results, and search for reliable information.

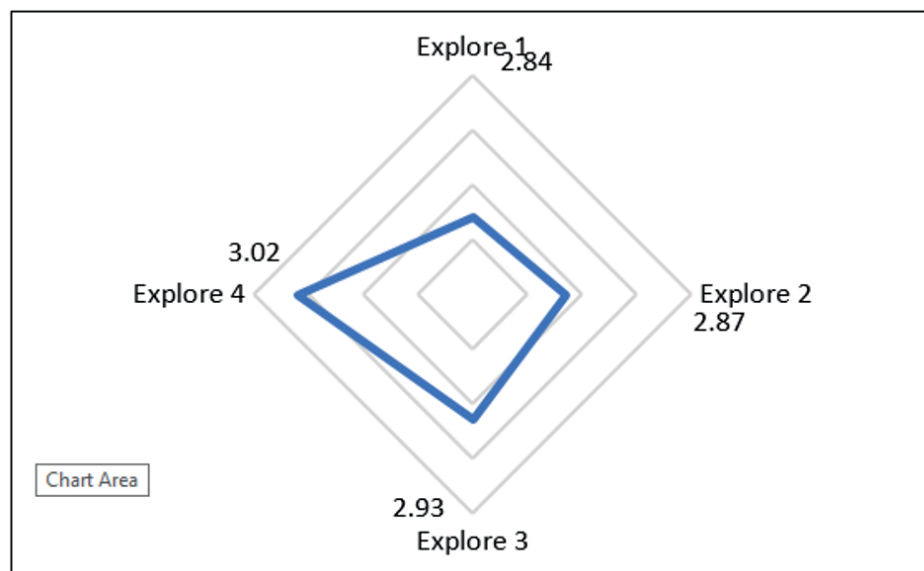


Figure 4: Average Score of Explore Indicators.

3.2.3. Select

Select indicators consisting of four statements presented to respondents to find out the empowering 8 model in measuring student journalism information literacy. The four statements are:

- a. Selecting Relevant Information (Select 1)
- b. Select Latest Information (Select 2)
- c. Filtering Information (Select 3)
- d. Distinguishing Valid and Invalid Information (Select 4)

Based on Figure 5, it shows that the majority of students agree that they are able to select relevant information, select current information, filter information, and distinguish between valid and invalid information. The number of students is 150 in select 1, 148 in select 2, 174 in select 3, and 153 in select 4 who stated that they agree.

Empowering 8 Model in measuring the journalistic information literacy of students can be concluded that the highest average score on the selection indicator is Select 4 (can distinguish between valid and invalid information) with a score of 3.00. Students agree that they are able to distinguish between valid and invalid information. This will prevent misleading information, propaganda, or inaccurate claims. This ability will make students make the right decisions in selecting and disseminating correct information.

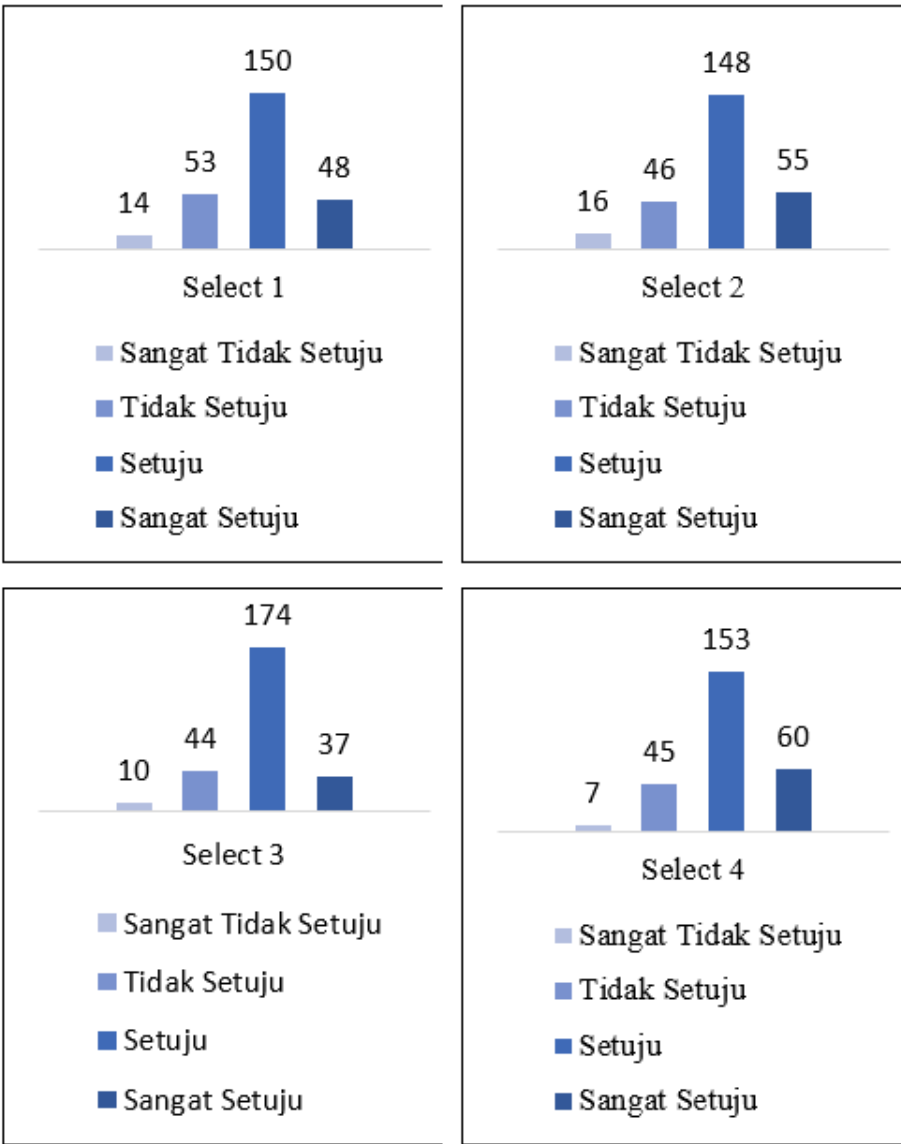


Figure 5: Empowering Model 8 on Select Indicators.

Meanwhile, the lowest score on the selection indicator is Select 1 (choosing relevant information) with a score of 2.87, meaning that students state that they are able to choose relevant information.

The average score of the selection indicator is 2.92. This value shows that in general, Mahasantri have a perception of agreement regarding their ability to select information to produce journalistic works. This shows their ability to select relevant information, select current information, distinguish between valid and invalid information, and filter information.

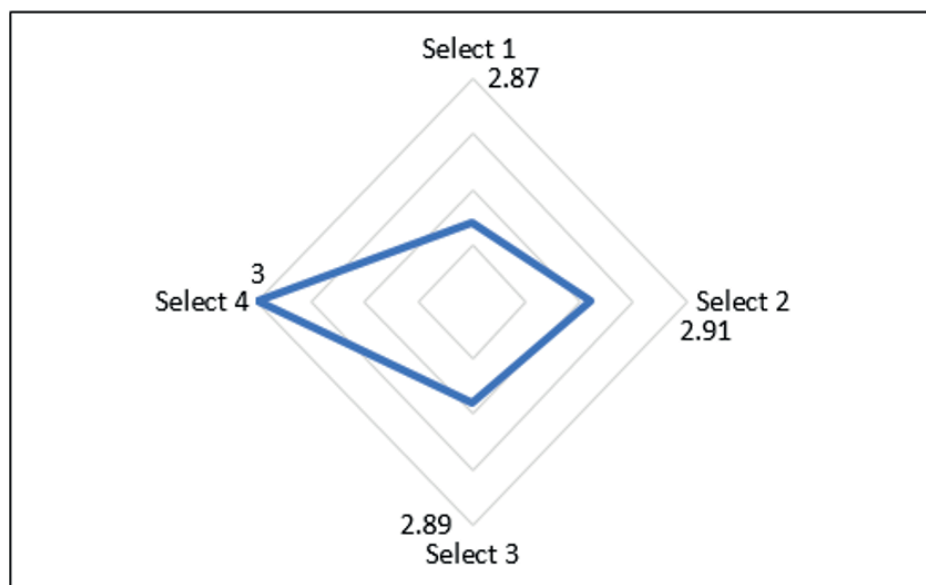


Figure 6: Average Score of Select Indicators.

3.2.4. Organize

Organize indicator consists of three statements presented to respondents to find out the empowering 8 model in measuring student journalism information literacy. The three statements are:

- a. Organizing Information (Organize 1)
- b. Making Notes and Summarizing Information (Organize 2)
- c. Distinguishing Facts and Opinions (Organise 3)

Based on Figure 7, it shows that the majority of students agree that they are able to organize information, make notes and summaries of information, and distinguish between facts and opinions. The number of students is 155 in organization 1, 147 in organization 2, and 146 in organization 3.

Empowering 8 Model in measuring the journalistic information literacy of students can be concluded that the highest average score on the organizing indicator is Organize 3 (can distinguish between facts and opinions in journalistic works) with a score of 2.97. Students agree that they are able to distinguish between facts and opinions in journalistic works. This shows that they have developed an understanding of the main characteristics of facts and opinions and can apply this knowledge to analyze journalistic works. This will have an impact on better quality journalism. Meanwhile, the lowest

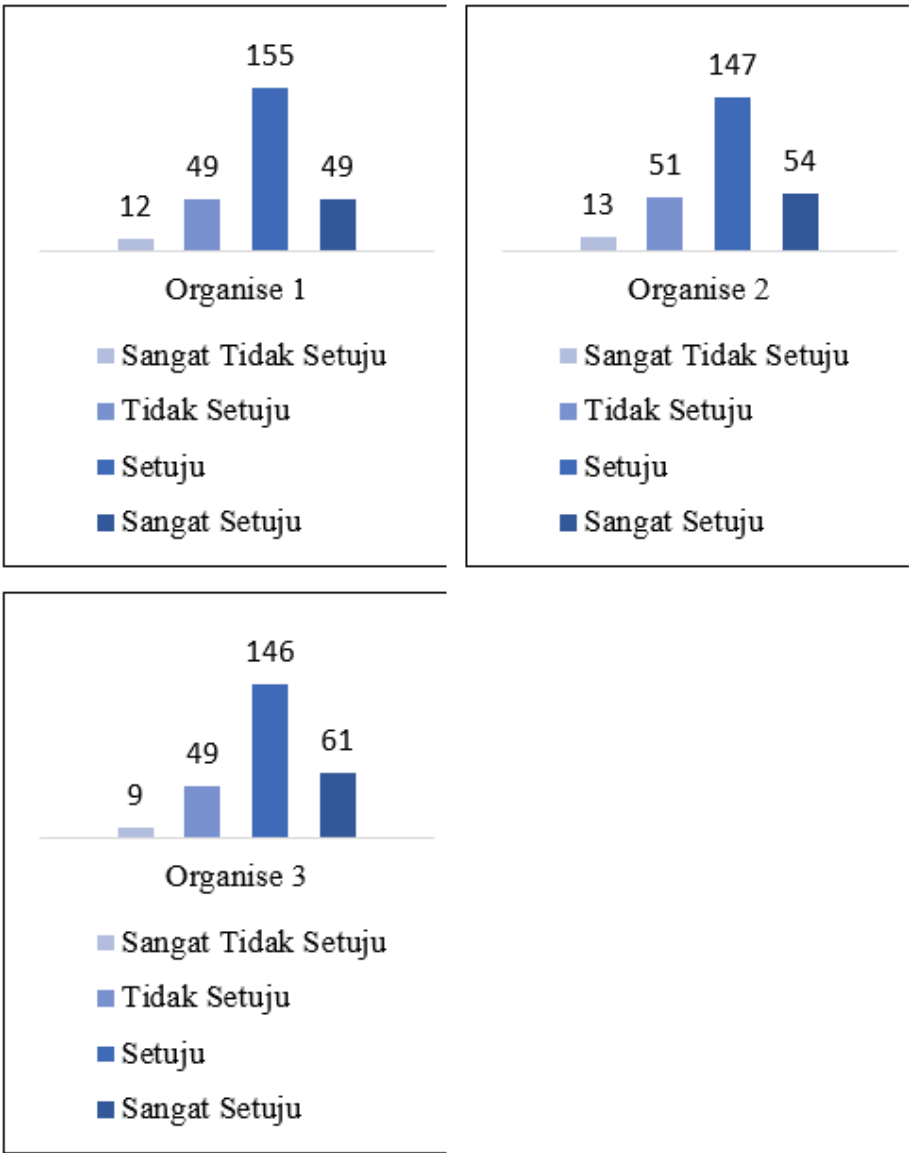


Figure 7: Empowering Model 8 on Organize Indicator.

average score on the organizing indicator is Organize 1 (arranging information in an easy-to-understand format) with a score of 2.9, meaning that students state that they are able to organize information in an easy-to-understand format.

The average score of the organizing indicator is 2.92. This value shows that in general, the students have an agreeable perception of their ability to organize information to produce journalistic works. This shows their ability to organize information, make notes and summaries of materials, and distinguish opinions and facts.

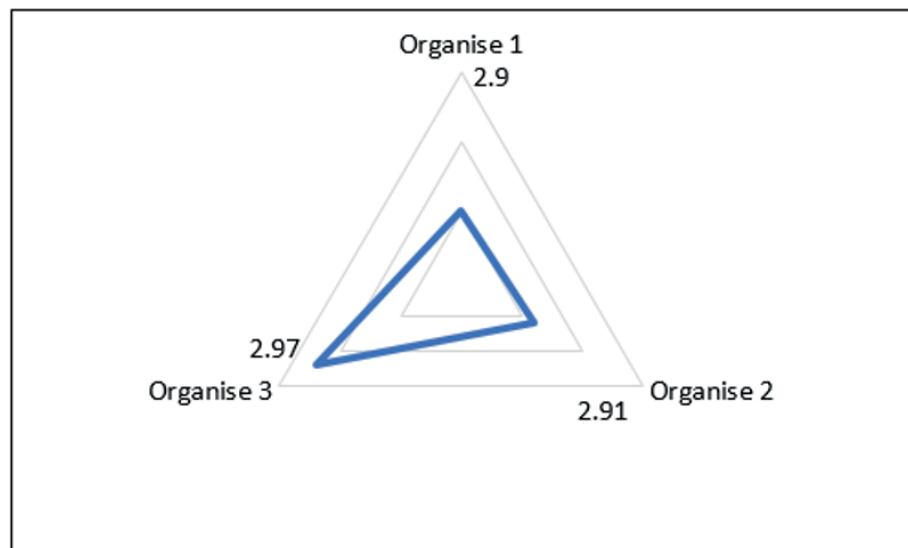


Figure 8: Average Score of Organize Indicator.

3.2.5. Create

The indicator create, consisting of four statements presented to respondents to find out the empowering 8 model in measuring student journalism information literacy. The four statements are:

- a. Producing Informative and Interesting Journalistic Works (Create 1)
- b. Expressing Ideas and Thoughts (Create 2)
- c. Customizing Language Style (Create 3)
- d. Citing Information Sources (Create 4)

Based on Figure 9, it shows that the majority of students agree that they are able to produce informative and interesting journalistic works, express ideas and concepts, adjust the language style, and include sources of information. The number of students is 137 in create 1, 142 in create 2, 151 in create 3, and 148 in create 4 who stated that they agree.

Empowering 8 Model in measuring the journalistic information literacy of students can be concluded that the highest average score on the create indicator is Create 4 (listing sources of information obtained) with a score of 3.02. Students agree that they are able to list sources of information obtained. This shows that they are aware of the importance of integrity and are able to acknowledge the work of others well in their

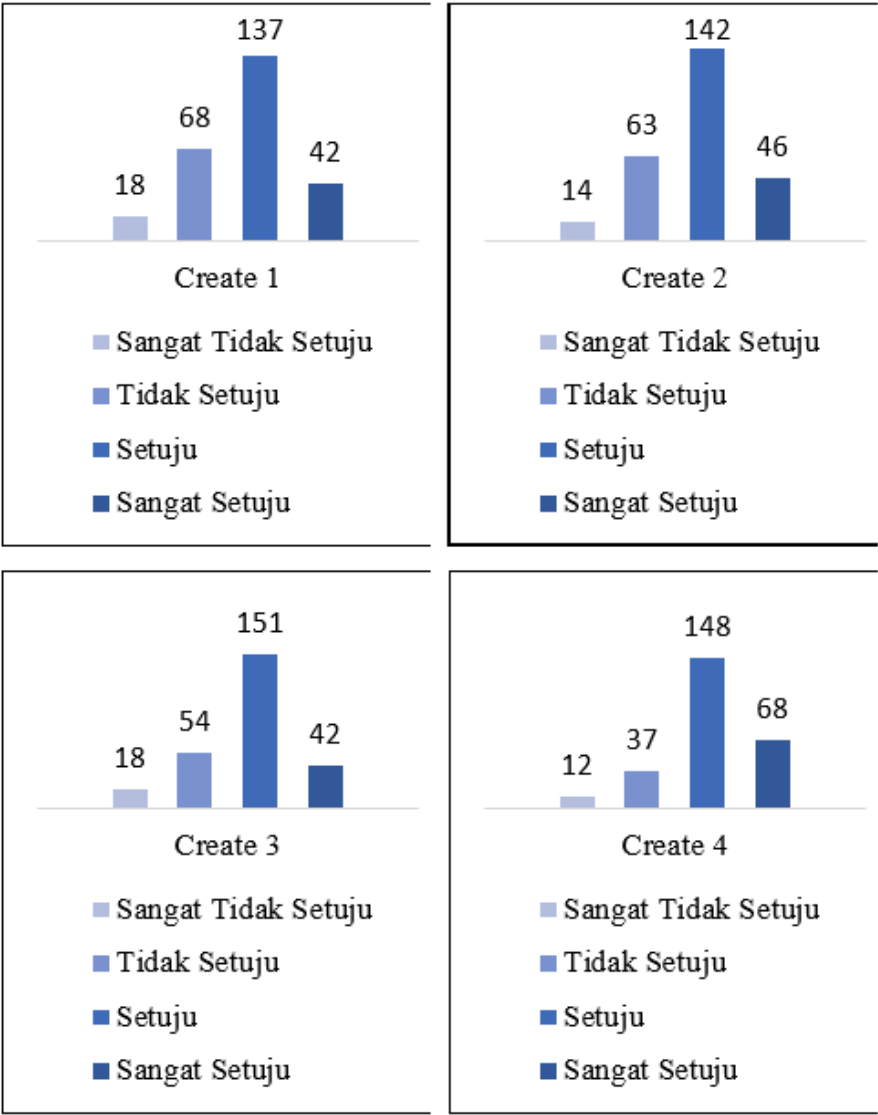


Figure 9: Empowering Model 8 on the Create Indicator.

own writing. This will have an impact on increasing trust and credibility as a writer. Meanwhile, the lowest average score on the create indicator is Create 1 (producing informative and interesting work) with a score of 2.76, meaning that students state that they are able to produce informative and interesting work.

The average score of the create indicator is 2.86. This value shows that in general, students have a perception of agreement regarding their ability to organize information to produce journalistic works. This shows their ability to produce informative and interesting journalistic works, express ideas and concepts, adjust the language style, and include sources of information.

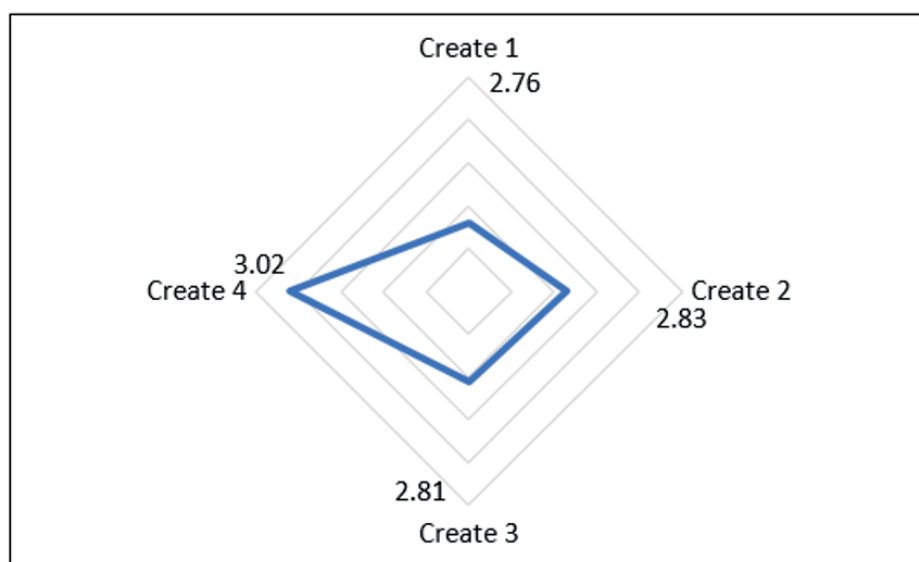


Figure 10: Average Score of Create Indicator.

3.2.6. Present

Presenting indicators consist of four statements presented to respondents to find out the empowering 8 model in measuring student journalism information literacy. The four statements are:

- a. Presenting Good Journalistic Work (Present 1)
- b. Presenting Work Using Media (Present 2)
- c. Delivering Information Clearly (Present 3)
- d. Using Visuals (Present 4)

Based on Figure 11, it shows that the majority of students agree that they are able to present journalistic works well, present works using media, convey information clearly, and use visuals. The number of students is 135 in present 1, 139 in present 2, 152 in present 3, and 142 in present 4 who stated that they agree.

Empowering 8 Model in measuring the journalistic information literacy of students can be concluded that the highest average score on the present indicator is Present 3 (delivering information clearly) with a score of 2.83. Students agree that they are able to convey information clearly and easily understood. This shows that they are aware of the importance of conveying their ideas in a way that is easy for others to understand. Meanwhile, the lowest average score on the present indicator is Present 1 (presenting

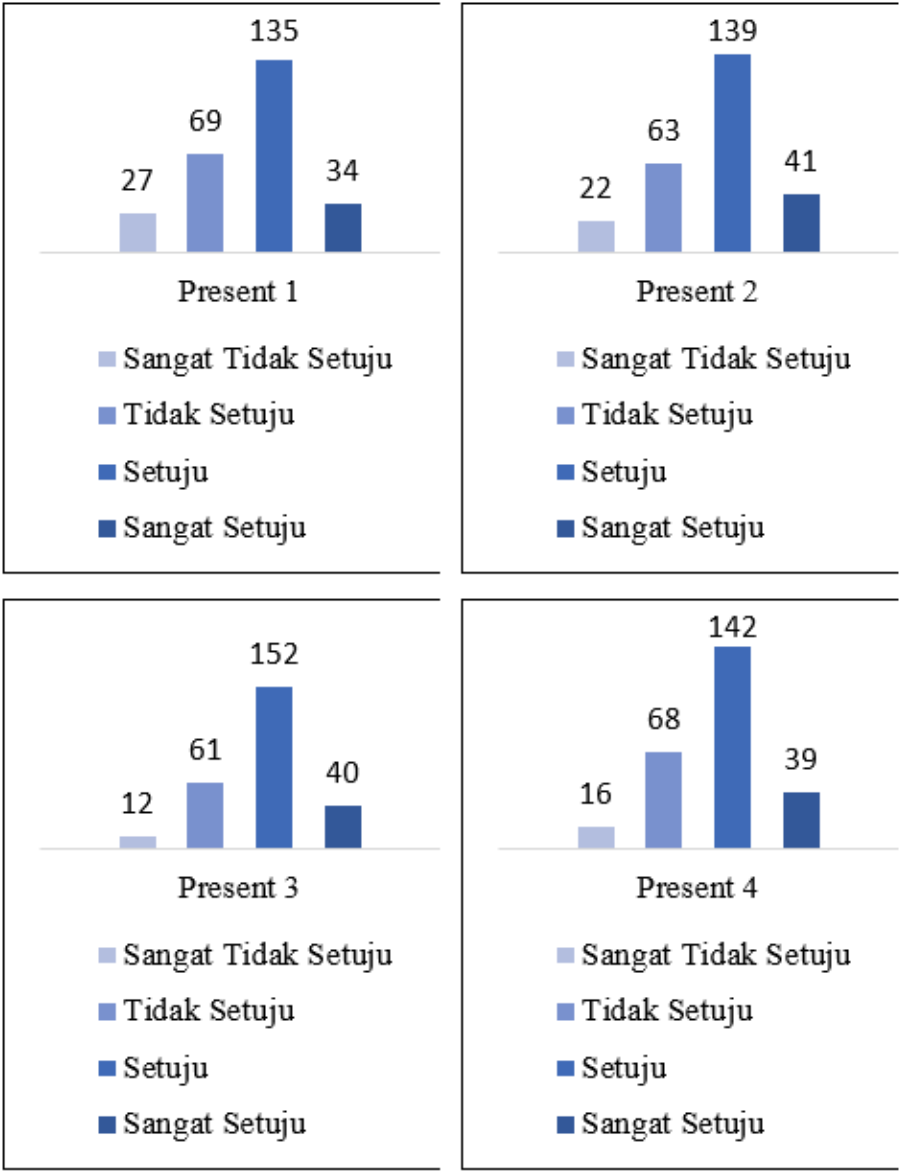


Figure 11: Empowering Model 8 on Present Indicators.

good journalistic work) with a score of 2.66, meaning that students state that they are able to present journalistic work well.

The average score of the present indicator is 2.75. This value shows that in general, students have an agreeable perception of their ability to present information to produce journalistic works. This shows their ability to present work well, present work using media, convey information clearly, and use visuals.

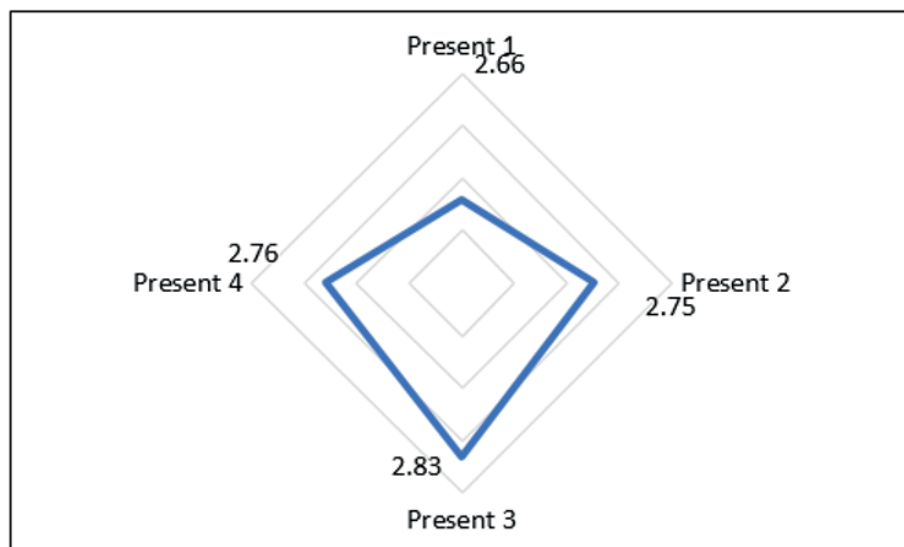


Figure 12: Average Score of Present Indicators.

3.2.7. Assess

Assess indicator consists of three statements presented to respondents to determine the empowering 8 model in measuring student journalism information literacy. The three statements are:

- a. Assess the Quality of Work (Assess 1)
- b. Evaluating Journalistic Work (Assess 2)
- c. Providing Input and Suggestions (Assess 3)

Based on Figure 13, it shows that the majority of students agree that they are able to assess a work, evaluate journalistic work, and provide input and suggestions. The number of students is 125 in assess 1, 138 in assess 2, and 129 in assess 3.

Empowering 8 Model in measuring the journalistic information literacy of students can be concluded that the highest average score on the assess indicator is assess 2 (evaluating work based on journalistic code of ethics) with a score of 2.72. Students agree that they are able to evaluate journalistic work. This shows that they understand the subject matter of the principles, practices, and ethical standards that underlie journalistic work. This will have an impact on the results of high-quality journalistic work based on the journalistic code of ethics. Meanwhile, the lowest average score on the assess indicator is Assess 1 (assessing the quality of work) with a score of 2.6, meaning that students state that they are able to assess the quality of journalistic work.

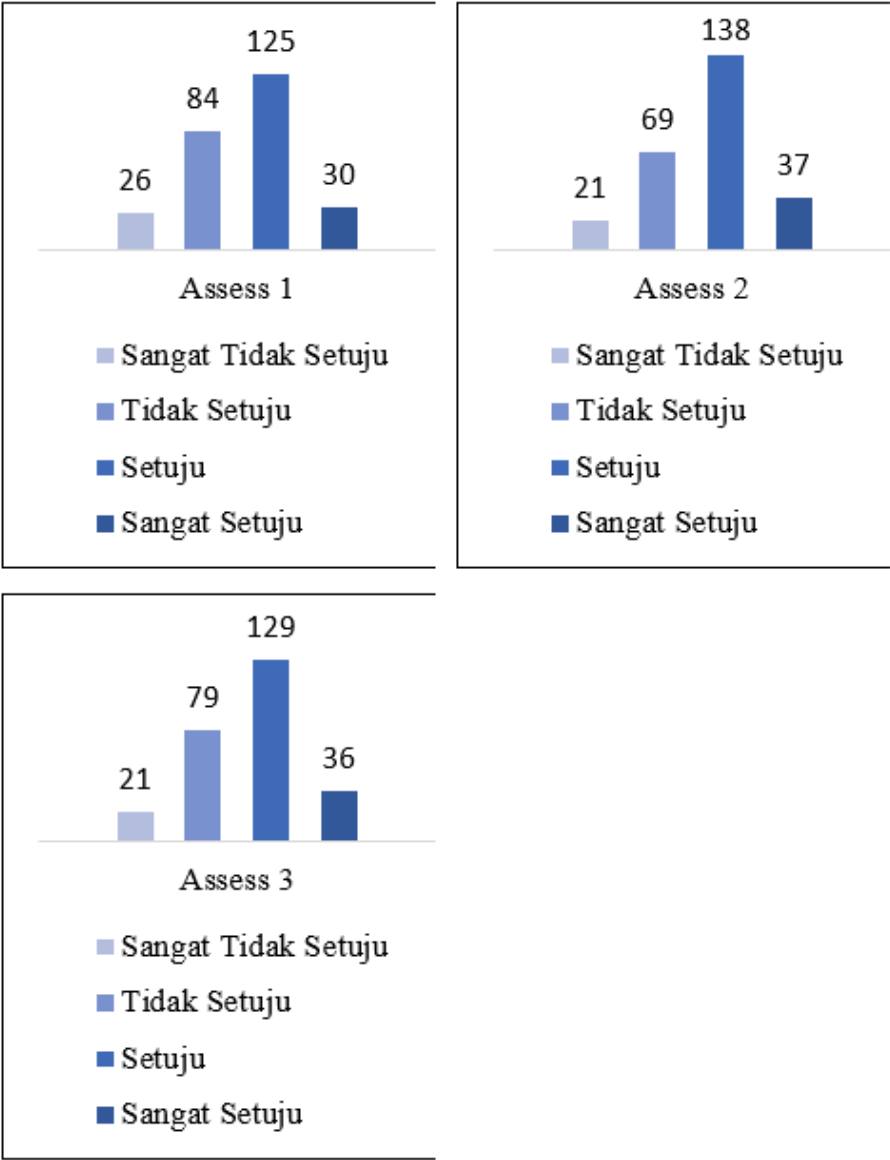


Figure 13: Empowering Model 8 on Assess Indicators.

The average score of the assess indicator is 2.67. This value shows that in general, Mahasantri have an agreeable perception of their ability to assess information to produce journalistic works. This shows their ability to assess the quality of work, evaluate work, and provide input and suggestions.

3.2.8. Apply

Apply indicator consists of four statements presented to respondents to find out the empowering 8 model in measuring student journalism information literacy. The four statements are:

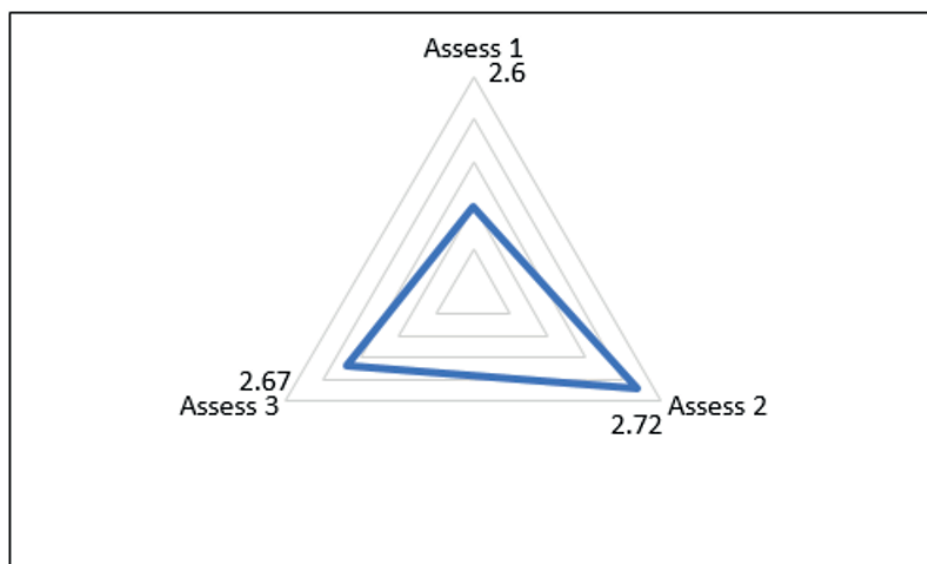


Figure 14: Average Score of Assess Indicators.

- a. Applying Information Literacy Knowledge (Apply 1)
- b. Responsible Use of Information (Apply 2)
- c. Adapting to Changing Information (Apply 3)
- d. Using Every Input, Criticism, and Suggestion (Apply 4)

Based on Figure 15, it shows that the majority of students agree that they are able to apply information literacy knowledge, be responsible in using information, adapt to changes in information, and use every input, criticism, and suggestion. The number of students is 133 in apply 1, 154 in apply 2, 142 in apply 3, and 143 in apply 4 who stated that they agree.

Empowering 8 Model in measuring the journalistic information literacy of students can be concluded that the highest average score on the apply indicator is Apply 2 (using information responsibly) with a score of 2.98. Students agree that they are able to use information responsibly. This shows that they are aware of the importance of protecting privacy and preventing misuse of information. Meanwhile, the lowest average score on the apply indicator is Apply 1 (applying information literacy knowledge) with a score of 2.73, meaning that students agree that they are able to apply information literacy knowledge to journalistic work.

The average score of the apply indicator is 2.88. This value shows that in general, students have a perception of agreement regarding their ability to apply information to produce journalistic works. This shows their ability to apply information literacy

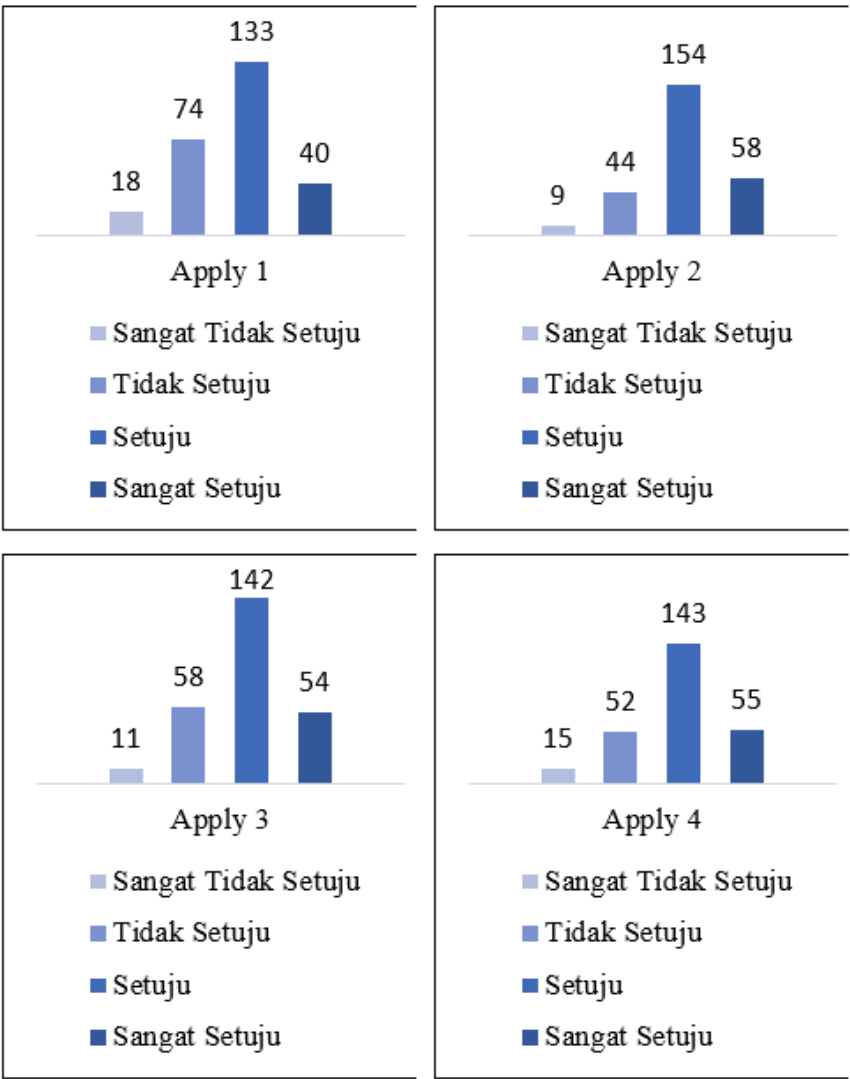


Figure 15: Empowering Model 8 on the Apply Indicator.

knowledge, be responsible in using information, adapt to changes in information, and use every input, criticism, and suggestion.

The highest average score of the indicator is Identify with a value of 2.95. This result shows that students have a high ability to identify information. This ability is important because it is the first step in the information literacy process. Students tend to choose to use electronic sources rather than printed sources. This shows the adaptation of students to the digitalization of information environment. Meanwhile, the lowest average score of the indicator is Assess with a value of 2.67. This result shows that students lack the ability to assess information. Students have challenges in evaluating information critically. This will have an impact on the ability to make decisions that are not optimal because they are based on information that is inaccurate or not trusted.

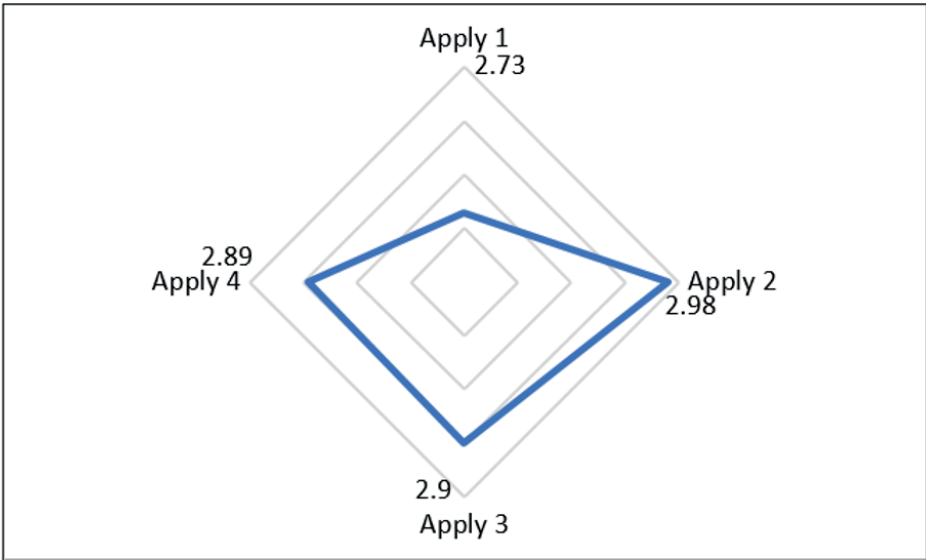


Figure 16: Average Score of Apply Indicator.

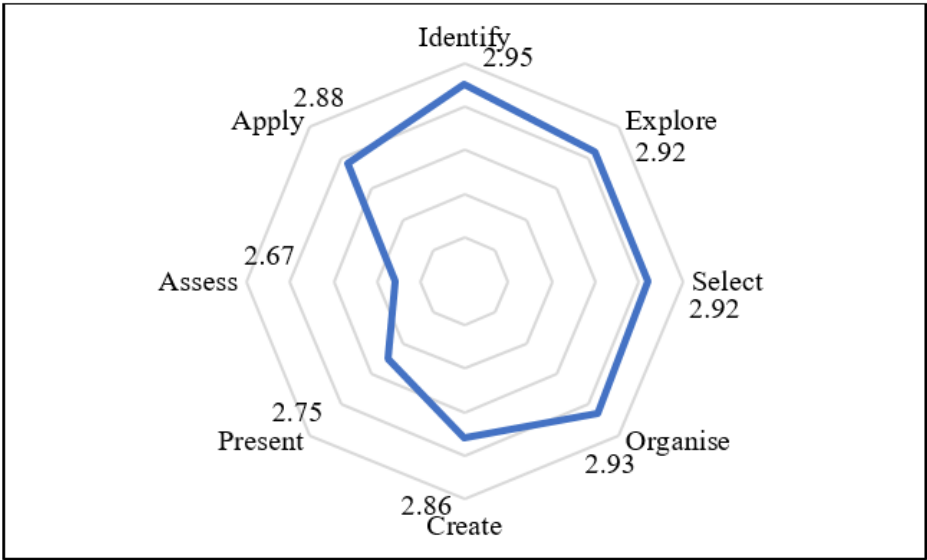


Figure 17: Average Graph of each Indicator.

Based on Figure 18, it shows that each information literacy indicator is in the score range of 2.67 - 2.95 with an average score of 2.86. The perception of journalistic information literacy of students using the empowering 8 model is agree. Students have the ability to understand basic information literacy, but need significant improvement in the assessment indicator.

4. Conclusion

Based on the results of the study, it can be concluded that students have an agreed perception regarding the understanding of journalistic information literacy using the empowering 8 model, meaning that students are able to identify, explore, select, organize, create, present, assess, and apply. This is obtained from the empowering 8 model score of 2.86.

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