Information Literature on Affective Cognitive Aspects of Students in Online Learning at Madrasah Tsanawiyah Negeri 2, Malang, Indonesia

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ABSTRACT

In the online learning during pandemic of Covid-19, many efforts have been made by the educational institution so that they can give the learning for the students in the school, one of the efforts is using the internet media as the main learning media. Islamic Junior High School 2 Malang City has tried maximum effort to do online learning, however this online during did not contribute with the students' preparedness in Cognitive and Affective Aspects, so it has made the minimum result. The study used the analysis of information literary to find out the effective pattern of online learning, thus the students' Cognitive and Affective aspects can be increasing significantly. The method of this study was action research, this study used descriptive qualitative design, also the sampling technique used in this study was side purposive sampling. The result of the study has found in the observation stages who most of students were difficult to understand the learning material through skimming reading. On the cycle 1 that used some actions (writing test, and making summary), the result shows there are 17 from 25 students who still have low score 70 (below KKM score is 75) of Cognitive and Affective aspects. Because of the lower score in cycle 1 the researcher conducted the cycle 2. The action used in this cycle was given the understanding about the material, then continued by writing test and summarizing material. The result of the action there are 18 students who get increasement score that is 77 above KKM score through analysis of information literary towards students' cognitive and affective aspects, it means that the action has been done with 50% percent from total of the students.

Keywords: Information Literary; Cognitive; Affective; Online Learning

1. INTRODUCTION

In this era the information was grown rapidly, human may need various information moreover due to pandemic of Covid-19 everyone has to use information technology to gain the information. By understanding the information technology, then all information needs will be gotten soon. The faster development of information needs surely it has impact to the daily life either community or institution. The information appears when there is an interaction process between one and others, between institution and other institutions [1]. So, the information has various forms according to the purpose of each information. This era makes human has different information needs, either information as a knowledge or information as a problem solver. However, the growing of information must sustain with information literary of a community. The information literary is also called as knows the information when human has awareness on information needs to identify the information, access it effectively and efficiently, evaluate and combine the information legally in the knowledge and communicate the information [2].

Action of literary or known as Action of Information Literacy is a program supported by the government that always developed by schools. Action of Information Literacy can be defined as person's reading and writing ability, also the ability can be listened and showed [3]. The definition of information literacy cannot be accepted, according to Carbo in Sulistyo-Basuki proposes the term of information media, while Goestch and Kaufman in Sulistyo-Basuki uses the term information competency for the term information literacy [4]. The understandability of information literacy for each individual that is regarded as the important matter especially for student and teacher to support the learning process, so it is the part cannot be separated from

education programs. Along with the times, the progress of students' achievement has been increased. The progress had been implemented are growing and improving the reading interest.

However, the effort to grow and improve the reading interest has some difficulties especially at Islamic Junior High School 2Malang City, such as: a) The different reading ability of each student, it can be found that there is still student who cannot understand the main idea of the text. b) Low literacy skills in Indonesia which is affected by the technology applied and used unwisely. It is showed that there are some students who doesn't know the way to search information on the internet. c) Cognitive and Affective Aspects of students is still low; it is showed by the result of students' attitude and learning score. Information Literacy also have an effect for students' learning development, like the increasing of cognitive and affective aspects. The students' development of cognitive and affective aspects is still moving at Islamic Junior High School 2 Malang City through analysis of information literacy. Anderson [5] stated that "cognitive ability is a thinking ability in every grade consist of knowing, understanding, applying, analysing, synthesizing, and evaluating". Affective aspect is "attitude in the tendency to like or dislike an object". There are some methods regarding to the online learning that can improve the students' achievement, however the result is still not optimal, instead the students' cognitive and affective aspects is still low in this online learning [6].

Alluding to the discussion, the researcher has to conduct the study about how far the effect of information literacy towards students at Islamic Junior High School 2 Malang City that has been implemented those information literacy components. The study conducts to gain the result of cognitive and affective aspects of students at Islamic Junior High School 2 Malang City.

2. METHOD

This study uses action research which is categorized as qualitative research. "Action research is a form of reflective research by doing certain actions to repair and improve learning practices in the classroom professionally" [7]. The research sample of this study were the students of MTs N 2 of Malang City. Purposive sampling is applied as the sampling technique, as follows, sampling based on the purpose of the study. The aim of this study is to identify the literacy effect which is applied towards the development of reading interest in students of Islamic Junior High School 2 Malang City.

The data analysis in this research was done using the flow model data analysis technique development by Miles and Huberman (1992: 46) which consists of three stages, as follows (1) data reduction, (2) data presentation, and (3) drawing conclusion or verification.

3. RESULT AND DISCUSSION

Analysis of information literacy towards students' cognitive and affective aspects within online learning at Islamic Junior High School 2 Malang City which is conducted by students, aims to determine the cognitive and affective abilities of students. There are several stages carried out by researchers and one of the teachers of *MTsN*2 Malang City by applying action research method through action plans for cycle one and cycle two.

3.1. Cycle 1

In cycle 1 with action 1 by making observation which is completed by observers 1 and 2. On the observer 1, it is obtained the results of actions 1 and 2 which are: In the diagram below, it can be seen that the results of the action taken by observer 1 to the students of class IX in the act of understanding the concept of information literacy with 15 minutes reading process are still deficient, specifically in terms of understanding the reading material which is manifested into rewriting the reading material into writing. The results that are obtained by observer 1 in actions 1 and 2 got scores that were almost consistently distributed, but it was not complete yet or had not been able to carry put information literacy well because of many shortcomings, especially in terms of material mastery related to 15 minutes of reading.
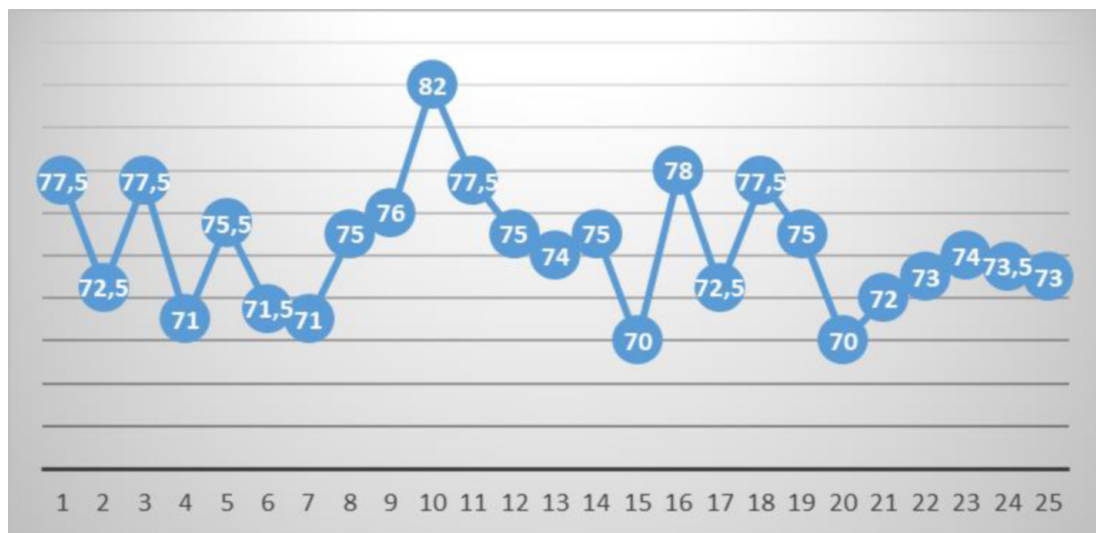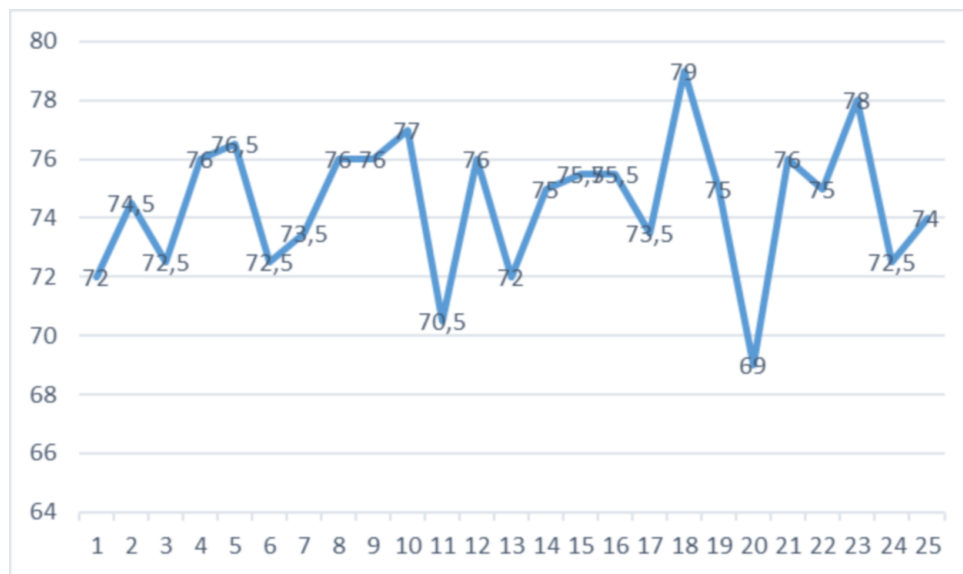
Figure 1 The Result of Observer 1

From the diagram above, it can be seen in the action of the observer 1 that there are 11 students have the score above the criteria of mastery fulfil (KKM), while 13 students have the score below the KKM. It proves that the action which had been done by observation and pre-test of the observer 1 is still less of optimal.

Regarding to the valid evidence, the researcher conducted the action of observer 2, in order to find whether the score is equal or different. The observer 2 who has been done this observation is teacher's researcher. The teacher's researcher was doing the observation everyday by evaluating the result of action in the form of summary on the reading book and the result of the making literacy tree. Then the teacher was correcting the analysis of information literacy which can be shown below.

Figure 2 The Result of Observer 2

In the assessment action 2, there are two ways of observing. On the action of the assessment two, it clearly can be seen that the score is on the average and almost similar, there are 14 students which have score above the KKM score and 11 students below the KKM score. For reading comprehension in the 15-minute of reading process play a main role in increasing the score, one of the actions is conducting an interesting summarize as well as making a work such as literacy tree.

In the action of 2nd observer has had been result that the average score is still same, there are 14 students got quite good result above the criteria of mastery fulfil (KKM) and 11 students got less result below the KKM. For reading comprehension during 15 minutes is being the main part of the increasement score, by creating an attractive summary such as making literacy tree.
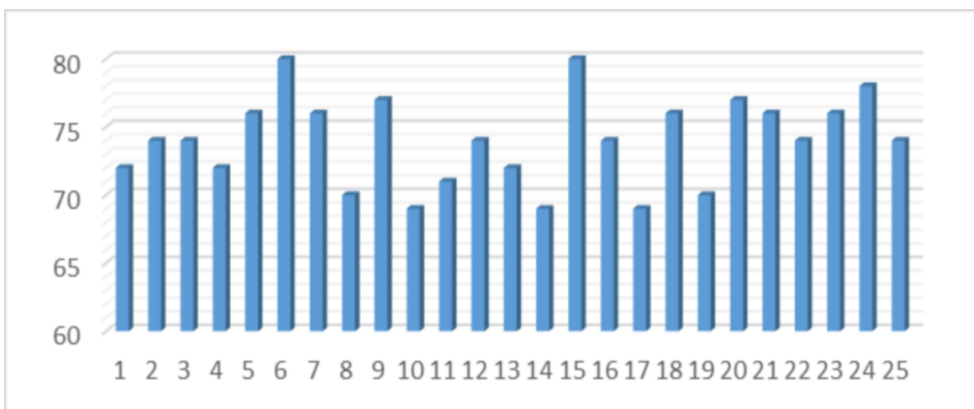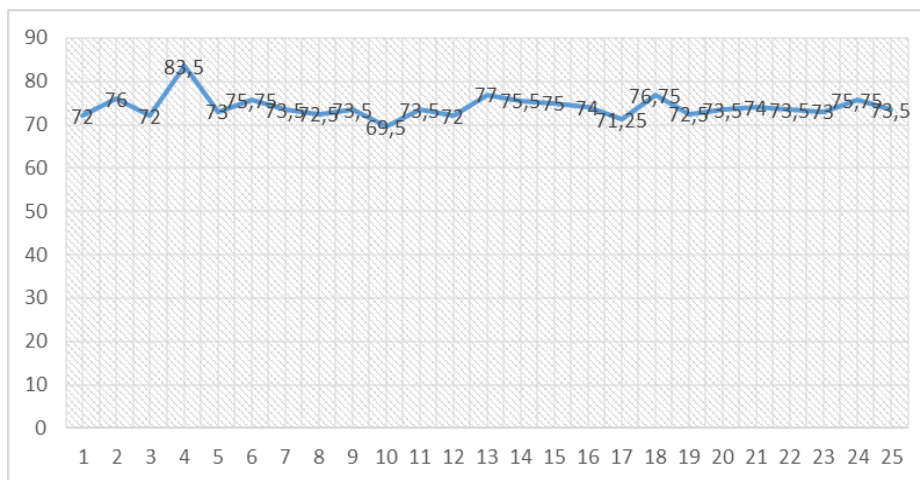
Figure 3 The result of writing test in cycle 1

From the written test analysis, there are 8 students whose got score upper the average (KKM) with score of 75 among 17 students which is failed in completing the test questions on information literacy material.
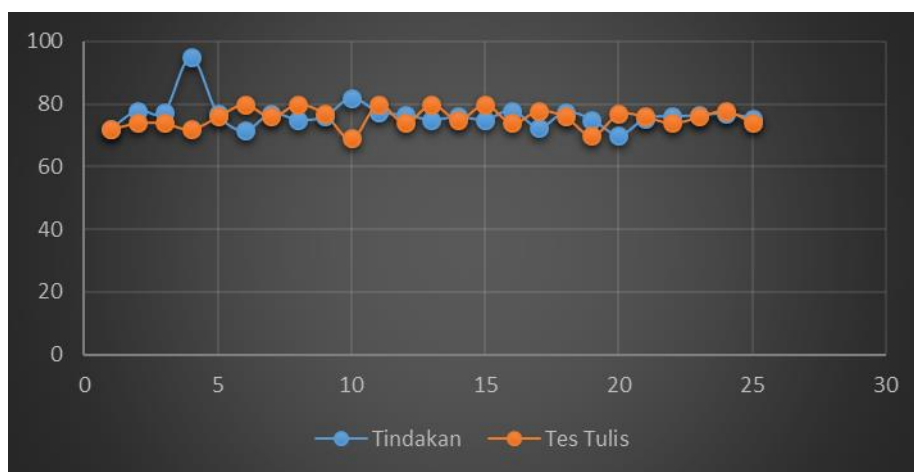
Figure 4 The Result of Action Research and Writing Test

Figure 5 The Result of Cycle 1

According to the result of cycle 1, the diagram below shows that there are 8 students which have the same score or the highest score above the 75 of KKM, and 17 students have lower score than 8 other students, therefore, the second cycle is still being process because the number of students whose got a score below the KKM are still a lot compared to the students whose have a score upper the KKM.

3.2. Cycle2

In the cycle 2, the researcher did several actions taken by observer 1 and 2 with adding the learning hour about information literacy analysis, by compiling the learning process plan (RPP) first, in cycle 1 there was an explanation of the material 2 times, but the result was also deemed insufficient, therefore, the cycle was done by adding 4 more meetings for improving the ability of the students cognitive and affective aspects. The results obtained by the observer 1.

It can be seen on the diagram below that after 4 more lesson, it was found that the students' score began to increase in term of their cognitive and affective aspects. In the action 1, it was found there are 15 students who have score under the KKM value, while in the action 2, the students' score is starting to increase, which from 15 to 11 students who have score less than the KKM value.
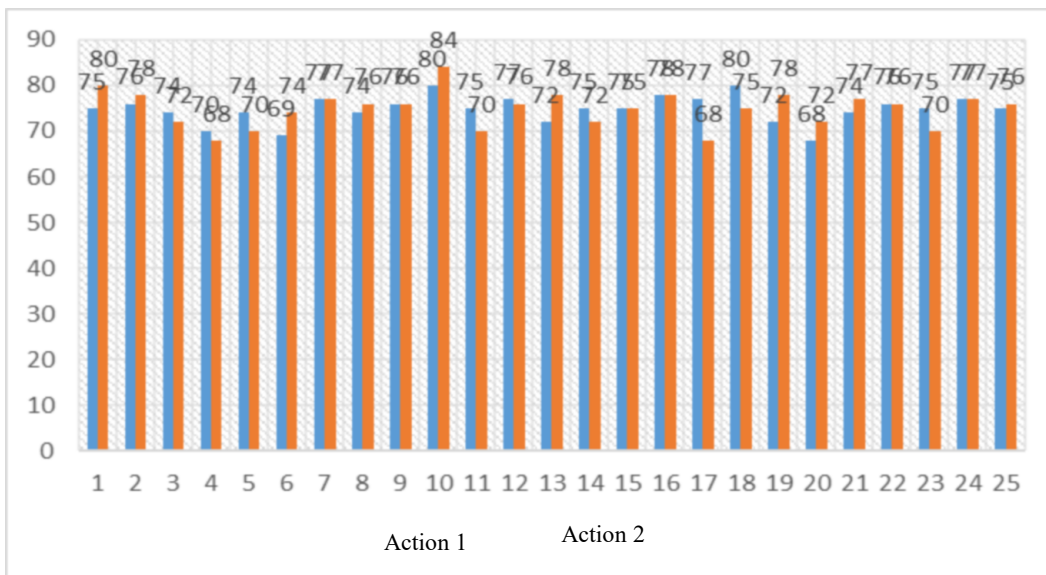
Figure 6 The Result of Action Research of Observer 1

In action 1 by observer 2 cycle 2, the diagram below found that there are still 18 students with lower cognitive and affective aspects in the terms of information literacy. Henceforth, the teacher researcher did a learning process, providing an understanding to the students, which is finally found a significant increase, it is found 5 students who still have lower score, and the 20 other students have score above the KKM value.
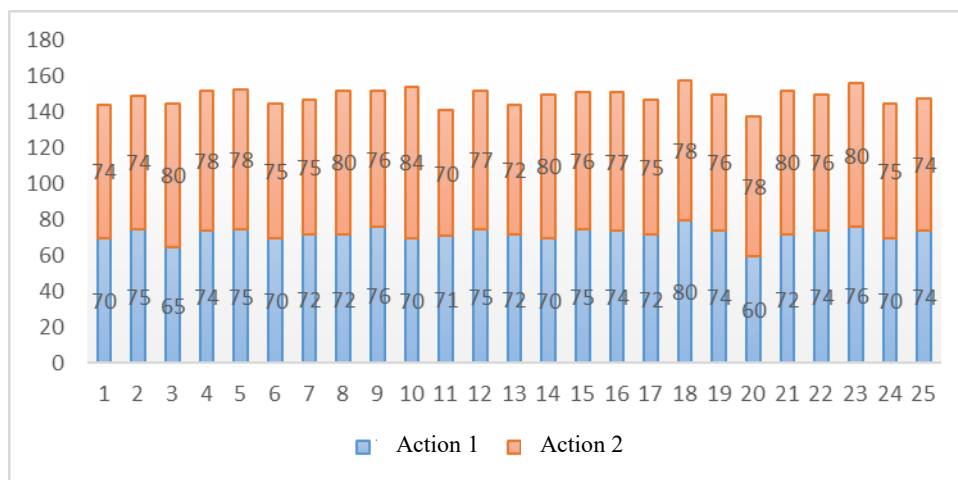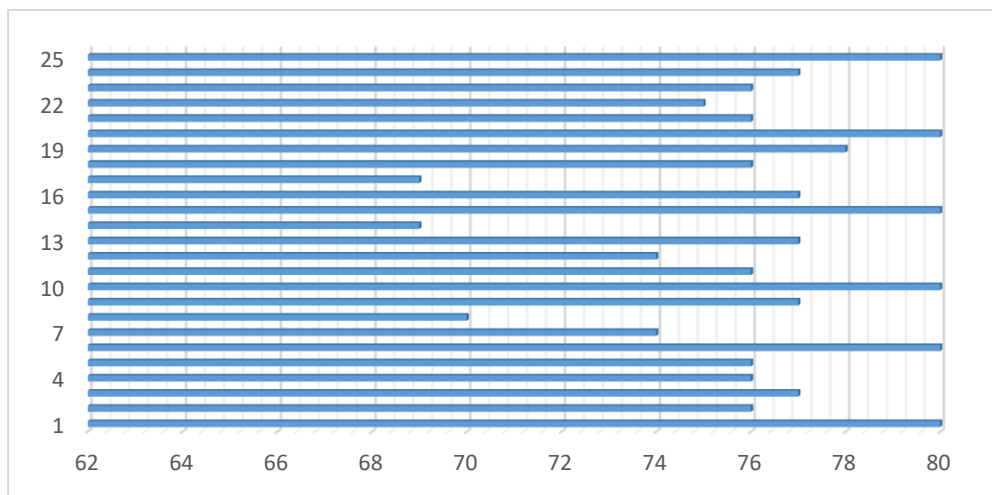

**Figure 7** The Action Research of the Observer 2 in Cycle 2

To get a good score in this classroom action research process, the researcher tried to do a written test with several questions which is finally found as shown in the diagram below.

Figure 8 The Result of Writing Test Cycle 2

From the result obtained, it is found that out of 25 students, there are 20 students who have score upper the KKM value, this indicates that the process done by the researchers began to get the significant result on this second cycle.

Meanwhile for ensuring the number of the score obtained, the researchers combined the score from action by observer 1 and 2 (action 1 and 2) with a written test, so it is found the result from cycle 2 as illustrate in this diagram below.
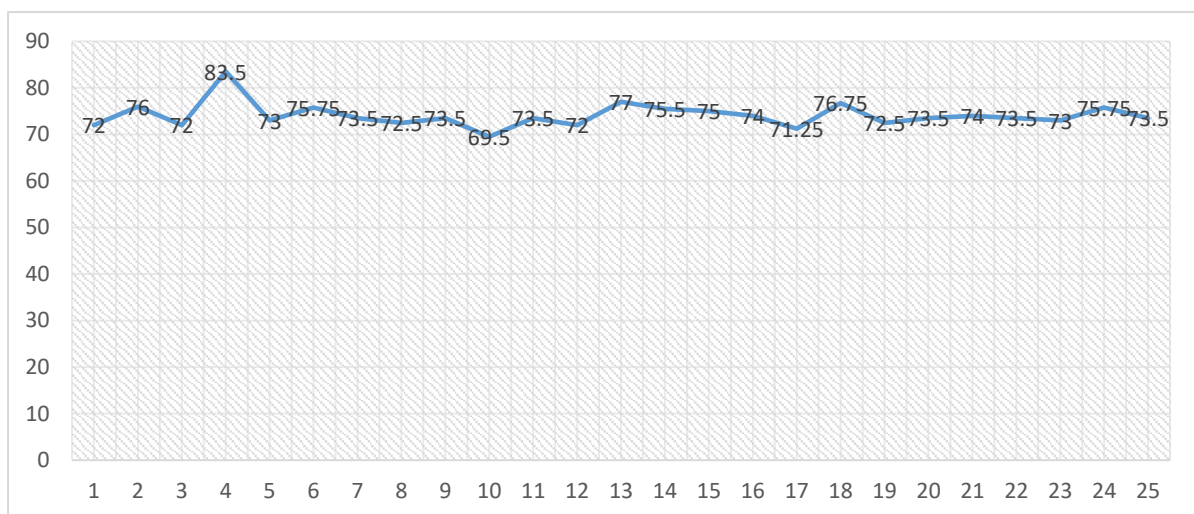
Figure 9 The Result of Cycle 2

From the diagram results above, it is found 18 students have score upper the minimum completeness criteria from *MTsN 2 Kota Malang* which set the KKM with 75 as the lowest score, it means more than 50% already have KKM score above 75, so this cycle could be considered complete and do not need the third cycle.

4. CONCLUSION

In order to know the students' ability of MTsN 2 Kota Malang in terms of cognitive and affective aspects in online learning, the researcher tried to do information literacy analysis action to 25 students of class IX. In the cycle 1, it is found 17 students have low cognitive and affective aspects because their score below the KKM score which has been set by MTsN 2 Kota Malang. Next,

the researcher tried to add learning activity to the student by increasing the learning duration in the pre cycle 2 with trying to use 15-minutes reading and literacy tree methods. Finally, in the second cycle, the researcher found 18 students have score above the KKM value, this KKM score is a translation of student's cognitive and affective aspects, as an effort to improve the cognitive and affective ability of the students in MTsN.

ACKNOWLEDGMENT

Second, the researchers hope the result of this research can be useful for the development of science.

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