

**IMPLEMENTATION OF LIFELONG LEARNING COMPETENCIES
THROUGH LITERACY PROGRAM IN THE SCHOOL LIBRARY MA
SULAMUL HUDA MLARAK PONOROGO**

Nur kolis¹, Idris Akbar Pramono²
^{1,2)} IAIN Ponorogo

Abstrak: Lifelong learning can be developed through literacy programs in school libraries. This study aims to determine the implementation of lifelong learning competencies through literacy programs in the school library. The research method uses a qualitative approach through descriptive research methods to librarians, four teachers, and 25 students at MA Sulamul Huda Mlarak Ponorogo, East Java. Through observation, data collection techniques were carried out using a checklist form for the dimensions of lifelong learning, semi-structured and in-depth interviews, and literature studies. Data analysis technique is data reduction using open coding, data presentation, and drawing conclusions. The results of the study show that librarians organize literacy programs that support the School Literacy Movement. In practice, librarians act as initiators; teachers become facilitators and librarian partners in developing literacy programs in schools. Literacy programs have a positive impact on students, including building character, increasing knowledge, developing special talents related to communication and writing, adding experience, building positive relationships between librarians and students, and intellectual recreation. Communication competence in a foreign language is one of the lifelong learning competencies that is not accommodated by the school library program. The obstacle to the literacy program is managing study time and the role of parents and family at home. This study concludes that school library literacy programs have supported increased implementation of lifelong learning competencies for students in several dimensions.

Keywords: Literacy program; Lifelong learning; School library; School literacy movement; Librarian.

INTRODUCTION

Currently the explosion of information has been encourage individuals to make choices useful information for him itself, either as an internal ingredient decision-making or for purposes other. This circumstance makes not all people can specify that information exactly according to their needs, maybe even get information wrong. Literacy is the solution can be offered in the face this condition. Literacy is defined as ability to identify, understand, interpret, create, communicate, and counting, using printed media or other in the context of life.

Literacy along with the development of science knowledge and technology as well developed widely applicable in many aspects, such as digital literacy, scientific literacy, media literacy, literacy health, financial literacy, and more. One part of existing literacy developed library is information literacy. Information literacy concept first introduced in 1974 by Paul G. Zurkowski, President of Information Industry Association (Addison & Meyers, 2013; Septiyantono, 2014).

In the initial concept, individuals who using information sources as guide or guidelines for deep decision making work can be said as information literate person. Literacy information is described as capabilities in searching for information needed, including understanding how about the library in manage information sources. So individuals understand various sources

Information provided by the library, including formats, tools in search computer-based and network-based, as well knowledge in search techniques information. The concept is also included in ability to get evaluate information critically and use it effectively, as well understanding of infrastructure technology for deployment information in a social, political, and culture (Septiyantono, 2014).

According to Fitzgerald (2019), literacy Information is defined as a individual abilities in realizing when information needed, have the ability to find, evaluate, and use that information needed effectively. Individual said to be information literate, of course requires deep skills information search and critical thinking of the information found. Thus, information literacy very important in life individual. The presence of concepts and methods information literacy offers problem-solving approach and critical thinking skills, incl ability to ask and answer, seek information, give opinion, evaluate sources, as well as make decisions within develop yourself as a learner successful (Scottish Information Literacy Project, 2013)

Development activities and increase in literacy skills information is nothing new for libraries in Indonesia. Various the type of library has a program information literacy for users, for example the school library. Information literacy for educational institutions believed to be very important, especially for students to form students who information literacy.

In addition, information literacy activities in the school library also aims to support learning and teaching activities. Librarians must implement and develop the importance of literacy information of various kinds library, as in college, public library, library special education, and school libraries. This matter aims to enable the library to achieve goals, have users who have the ability to think critically, and lifelong learner (Salim, Mahmood, & Ahmad, 2018)

Therefore, the school library have an integral role school required to get developing an information literacy program. It is also directly proportional to some purposes of the school library. First, the library grows, develop interests and abilities reading writing teachers and students. Both libraries spawn and promote information literacy. Third, libraries develop talents and student intelligence. Fourth, the library provides a variety of sources information for curriculum implementation school. Fifth, the library educates students to have literacy skills information and technology. Sixth, Libraries provide entertainment facilities or recreational facilities through activities creative. Seventh, the library enriches knowledge of students through existing collections (Rahman, 2015; Sumiati, 2018).

Information literacy currently has role to ensure each individual have deep intellectual abilities critical thinking, reasoning, and understand the learning process. Literacy information as ability important in the era of deep globalization decision-making. individual who have information literacy skills currently can affect or contributes abilities learn what it has and can perform individual empowerment or personal empowerment (Naik, 2014).

Hence, information literacy closely related to support lifelong learning (lifelong learning) for individuals (Reza, 2013; Salim et al., 2018; Septiyantono, 2014; Joseph & Saepudin, 2017). Also, literacy information and lifelong learning life has a strategic relationship that mutually reinforcing and important for the success of each individual, organizations, institutions and society globally. Thus, literacy Information is a tool for individuals as an essential requirement and critical abilities as a learner independent throughout life (Up, 2014). Added, information literacy and lifelong learning have a very close relationship in creating a society literacy or information literacy.

Individuals can drive individuals others for information literacy. However, p this has not been able to help individuals to be able to use the information in his life. Based on the study scientifically, there is a positive relationship between learning tendency throughout life with literacy skills information on individuals. Besides that, both must be implemented since elementary education and introduced educators to maximize skills of each individual (Salim et al., 2018). Based on research results Of course, the role of the library very strategic and important in instill literacy skills information on users as lifelong learners, in particular since primary and secondary education by the school library.

The term lifelong learning (lifelong learning) is one important component in upgrading individual abilities or competencies in various aspects of life. Lifelong learning is based on the principle that learning is a process continuous in the individual since birth (University of South Africa, 2015). Next, learning throughout life interpreted as a process the individual transformations obtained from experience to knowledge and abilities

The European Union (2019) mentions that lifelong learning are all learning activities that individuals do throughout life aiming to improve knowledge, skills and competence in that perspective relating to individuals, citizenship, social, and/or on working world. Besides that, learning throughout life also has two goals major, including developing human potential so it can meet their needs and supports human nature grow, develop dynamically. Therefore, lifelong learning very important (Hairani, 2018).

The development of related concepts with lifelong learning also has implications for the number of models which is used as a guide learning development throughout life. One of them is models learning competence throughout life as a corecompetency scale lifelong learning or The Scale of Key Competencies for Lifelong Learning (SKCLL). This model already developed by researchers based on literature from a global point of view education. this competency focus the individual on doing knowledge transfer in the form of ability and attitude needed in self-development.

All-round learning competency life has eight domains key competencies, among others mother tongue and foreign language communication, numeracy skills, knowledge science and technology (IPTEK), digital competence, how to learn, interpersonal skills, entrepreneurship, and culture (European Union, 2019). In this research, The Scale of Key model Competencies for Lifelong Learning (SKCLL) selected as the main model. this model used for development the model is carried out continuously accordingly current development. Model The Scale of Key Competencies for Lifelong Learning too designed as a tool for makers policies (policy makers), institutions education, and students (learners). The Scale of Key Competencies for Lifelong Learning is a model that presents the optimal way to develop competency through innovative learning approaches, assessment methods and suitability for staff education from educators or educational staff (European Union, 2019).

Application of information literacy in Indonesia itself began to be developed in the early 2000s after switching from the issue of illiteracy/illiteracy as well low interest in reading society. Information literacy activities are part of user education (user education) which consists of three levels, in including library orientation, bibliographic instructions, and literacy programs information itself (Ganggi, 2017). Library in planning information literacy program, requires management activities in the form of planning, organizing, executing, and evaluation so that the library can achieve the required goals librarian.

Then, the school library requires synergy between librarians, teachers, principals, students, and other stakeholders in support information literacy program. However, many libraries at the time implementation still has obstacles or constraints in development information literacy program in the environment education. These include program budget/funding, limited Human Resources (HR), the needs of users who diverse, and library facilities are not support (Nuryudi, 2013).

Research on information literacy and lifelong learning already studied by several researchers. First, Solmaz's research (2017) is related with information literacy skills and lifelong learning on student in college. This research found that there is positive relationship to information literacy skills with level of learning ability lifelong students. The better the level of understanding on information literacy then competency lifelong learning too better. Second, Adabaş research and Kaygin (2016), who did assessment (assessment) on students related to learning abilities whole life use competence "the eight key competencies for lifelong learning". This research find that ability level lifelong learning owned someone will depend on level of education. The higher it is individual's educational level, then the individual will have all-round learning ability the better life of various Rated aspect. Third, research what Zulaikha, Suardiman, and Kuntoro (2015) regarding development model library with deployment literacy for lifelong learning life concluded that the implementation at the madrasah aliyah library already running using the model blended Big Six information literacy on learning six fields of study in schools through the Implementation Plan Learning (RPP) so library can support lifelong learning and civil society information literate academics.

In general some research previously related to the program organized information literacy libraries in education, for example the school library or college library. Previous research above describe the measurement results ability of students, teachers, and librarians who have impact on the learning process. Besides that, most of the previous research reflect on literacy skills school residents use literacy theory information that has developed at the time This. As for this research has difference with previous research. This research seeks to obtain related in-depth knowledge what is the perception of the school community consists of librarians, teachers, and students about the school literacy program. Besides that, along with its links and obstacles held in the schools reviewed from a lifelong learning perspective.

MA Sulamul Huda Mlarak Ponorogo is one developed school information literacy program as wrong a flagship program of the library his school. Based on initial observations, existence of a literacy program able to develop this school attract students' attention participate in literacy programs school developed. Until 2019, there are many literacy programs developed information librarian who supports in student skill. Library The school has been active in a variety of ways literacy activities, for example MA Sulamu Huda Mlarak as one of West's participants Java Leaders Reading Challenge (WJLRC) in 2016. Apart from that, the library also received grants and awards from organizer of West Java Leaders Reading Challenge.

Librarians have concerns principal in developing the program information literacy because it is based on data from the most littered nation in the world in 2016. Where is Indonesia regarding reading interest. By therefore, library developing literacy programs expected to have an impact one of which is students' interest in reading. In addition, program development literacy in the MA Sulamul Huda , serves to develop skills or competence lifelong learning is a must

planted early. On previous exposure, the concept of literacy information closely related to lifelong learning. So, information literacy will create a lifelong learner or lifelong learner.

According to the urgency of literacy skills information related to all-round learning ability life, information literacy skills must be inculcated and introduced to students at school. School library have an important role in support the programme. By Therefore, this research aims to know how competent deep lifelong learning school literacy program through perception librarians, teachers, and students.

METHOD

This research uses qualitative approach analyzed through descriptive research methods. The place of research is the School Integrated Islamic High School (MA Sulamul Huda Mlarak Ponorogo) Ponorogo City, East Java. The scope of research is: all literacy activities organized by the school library throughout 2019.

Researchers in the process of this research ask questions and do some procedure and collect specific data on informants. Informants as key instruments consists of 1 teacher as well as a librarian who serves as program leader school literacy, head librarian, 4 class teacher, and 22 students. Method selection of informants using techniques purposive sampling, namely informants who determined on purpose certain criteria or considerations. Selection of informants based on criteria activeness in development or implementation of literacy programs organized by the school library.

Sugiyono (2017) said that research data collection techniques can be done triangulation, analysis is inductive, and results research emphasizes meaning rather than generalizations. As for researchers in this study did observation and field observation use the checklist form for calculate the percentage of implementation programs, in-depth interviews, semi-structured interviews, and studies literature. The checklist form used is a competency guide form lifelong learning from European Union (2019). Research data in the form of numbers to be analyzed and research report writing. This matter in line with Sholikhah (2016), which said that, "On the other hand, qualitative researchers often use quantitative data." So, quantitative data in qualitative research, used as supporting arguments, interpretation, or research report only

Researchers in testing the validity data using triangulation techniques and source. Triangulation technique was used to test the credibility of the data with check the data at the source the same with different techniques. The source triangulation technique performed using a variety of data source. Data analysis techniques on qualitatively through data reduction, ie choose the main thing to do using coding, focus on space scope of research, determine patterns, and set aside unnecessary data. Researchers at this stage, carry out the process reduction on all the information that is already obtained through data collection and sorting data to focus on research problems. No data used, will be removed at this stage. Researchers in presenting data (data display) in the form of a brief description using charts, flowcharts, and conclusion. This is appropriate Miles, Huberman, and Saldana (2014) which states that the presentation description of the research should be done factually, systematically, accurately based data, and facts obtained from field.

RESULTS AND DISCUSSION

Information literacy programs in schools are very important to develop students' abilities from various aspects. Based on the results of this study, the information literacy program organized by MA Sulamul Huda Mlarak regarding Character Building and the Leader's Reading Challenge (WJLRC) Program. In essence, the Java Leader's Reading Challenge program is a reading habituation activity from the student community to love reading, to be guided, and accompanied by teachers and librarians outside of study hours.

So, in terms of regulations and programs above, the MA Sulamul Huda Mlarak Library has developed various literacy programs called the MA Sulamul Huda Mlarak Literacy Movement, silent reading, readathons, library friends, literacy appreciation, literacy tours, and writing activities. These various programs are used as media promotion for the library and to optimize the function of the library which consists of education, research, culture, information and recreation.

MA Sulamul Huda Mlarak Library has excellent programs related to writing innovation. This program aims to improve students' writing skills. Writing innovation activities consist of three parts. The first is fun writing. This activity is an innovation of silent reading (silent reading) that has been implemented by the school library. Fun activity writing is carried out in stages, where each stage is carried out within one year. The first stage is silent reading, followed by fun writing using free themes which are fully left to the creativity of the students. The second stage of the following year, continue fun writing using a certain theme library that has been determined. The result of this activity is a book that contains a collection of writings from the students themselves. The fun writing program is carried out every week for 25 minutes before the learning activities are carried out. The library expects all students to be free to express themselves in writing on a given theme.

Researchers have conducted a review in some aspects as a result analysis of this research. First aspect is the librarian's understanding. The school librarian has understood very well the urgency of literacy, especially information literacy as a school library program. Matter this is shown in various ways organized literacy program library. Awareness of the urgency of literacy This is based on background librarian education from the field of science library. This can be interpreted that librarians already understand the role of the librarian in the library school. Hence, the meaning of literacy itself is well understood by school librarian. Informant state.

"Literacy is an ability basics that students must have in reading activities, fulfillment of information needs, problem solving, and more. According to the Ministry of Education and Culture there is six basic literacy must mastered by students namely reading, writing, numeration, science, finance, digital, culture, and citizenship" (Tursi, interview, August 30, 2019).

Basically these conditions in line with Merga's view (2019) which states that the librarian, especially teachers and librarians, has played its role in increase interest in reading and literacy in general at school. the role done by analyzing the conditions and problems, providing materials libraries, promoting access to books, and other related activities with interest in reading. Therefore, librarians are now aware role in developing literacy so the librarian inside develop literacy and promotion interest in reading can contribute professionally in improving the role of the librarian profession. Besides that, librarians have a special way carried out with stakeholders in organizing literacy promotion in the library and develop interest in reading. In line with the results research, librarians are actors principal in programming literacy. However, librarian in the

implementation of supported activities several parties, such as foundations, heads school, vice principal of the school field curriculum, and language teachers. Working school librarian in program development library, ideally come from librarian science qualifications information. The librarians already have the knowledge and understanding in management library. However, the library or librarian can not run maximal implementation of literacy school information. This too need support from other parties school. Cooperation is urgently needed between the various elements especially librarians and educators for ensure programmatic approach provided according to student needs (Mawasane, 2017). Stakeholders have a supporting role serving as outreach tool for school residents through a number of activities influence students to participate in the program provided.

Implementation of literacy programs library has been organized support cultural enhancement reading/interest in reading among student. Informant said.

"The purpose of literacy activities at MA Sulamul Huda Mlarak Ponorogo Haraki there are three, support the movement school literacy, growing and increase interest in reading, as well making residents of MA Sulamul Huda Mlarak Ponorogo as individual learners all life"

Literacy program at MA Sulamul Huda Mlarak building and shaping character students as individual learners all life. This is in line with research results Loh, Ellis, Paculdar, & Wan (2017) stated that there are several factors that could in building culture read in high school, for one through program development can stimulate interest in reading. So, library must have function as a social space that provides place to read and shape other learning in context books and reading activities.

In addition, librarians must build related awareness with literacy programs. Program it is organized according to its purpose school library and have benefits for character building lifelong learners (Mudave, 2016; Septiyantono, 2014). Individuals must

have the ability as a learner throughout life, especially in seeking information or similar activities in using technology, using information, and sharing information. So, students who need an ability related skills or strategies information is called literacy information (Salim et al., 2018).

Thus, the librarian have an important role in the program literacy at school. However, role the librarian had to get support from others including teachers and students as targets main literacy program. According to the results research, on the second aspect found responding school members positive on the literacy program organized by the school library. The librarian coordinates with teachers and vice principals in field of curriculum in compiling literacy program so existence the literacy program was welcomed by the residents schools, especially teachers. Informant state.

"By continuing to update information, discuss with related parties, implement various library activities, and collaborate with students as well teacher" (Tursi, interview, August 30, 2019).

The teachers in the MA Sulamul Huda Mlarak Ponorogo environment have understood literacy very well Good. This is according to the statement of the informant. "Literacy is reading activity and add information from various reading sources, meanwhile Information literacy is an ability in search and use various sources of information.

"Literacy is an ability read, write, and solve problem and apply it in everyday life. Literacy information is ability absorb and filter information and use that information best obtained in everyday life".

As for some teachers have opinions about literacy activities information that has been done School library. This is illustrated from the informant's statement. "My school has done various types of literacy activities, right only language but also finance, ICT, information, and more"

"Very good, because with variety of literacy activities in school can increase interest read students"

Based on excerpts from interviews in above, researchers can conclude that teachers already have that understanding pretty good and open to organized literacy program School library. This goes hand in hand with Crary's (2019) opinion mentions that the teacher's understanding middle school is very limited only related to literacy skills information. However, the teacher on implementation of literacy programs have complete confidence in development of literacy programs for librarian. Nonetheless, on implementation requires collaboration between the two parties in designing, program planning, teaching, and implementation in the curriculum. Bonjour (2019) also explained that according to view of the teacher, the librarian professional is the librarian can play a key role in literacy program. In addition, mentioned that librarians are partners teacher and student collaboration in aspects information literacy and learning.

MA Sulamul Huda Mlarak Library themselves in implementing the program literacy has collaborated well. According to the results of observations and interview, the teacher also has a role in literacy activities at school. Role is in line with opinion previously as a collaborative partner. "As a teacher, help Facilitate students in activities literacy"

"So far my role is in literacy at school is to participate in various activities and support students to be active in this activity".

Based on the statement of para informants above, the teacher has a role strategy as a facilitator in implementation of literacy programs in School library. ResearchLo et al. (2014) also provides an illustration regarding the role of the school librarian as an information literacy expert in Asian region. This research states that the success of an implementation information literacy program is collaboration between librarians and subject teacher or class teacher. Teacher seen as an important facilitator in ensuring the smooth running of the program literacy. Several collaborative activities which many teachers in Hong do Kong, Shanghai, South Korea, Taipei, and Japan is development information literacy based curriculum, promotion of reading activities, and regular visits to the library. For that, teachers and librarians must collaborate on development

related assignments and rubrics information literacy program so help improve skills literacy of students (Kovalik, Yutzey, & Piazza, 2013). As for teachers in The MA Sulamul Huda Mlarak Ponorogo Library has play its role to the fullest in an information literacy program.

Research analysis in aspects third is that students have given a positive response to the literacy program held by the library school. Based on a short interview conducted on student informants, there is some responses related to literacy programs held by the library school.

In addition to participation in the program literacy will have a positive impact in the learning process of students at school, such as information search, creation simple research that has an impact long-term. Administration literacy program in the school library It will also create students' perceptions positive for librarians school, students will interpret librarians as partners, and not anymore treat librarians like people foreigners (Kovalik et al., 2013). that literacy program school influences interest reading students with variables concentration, use of time, reading motivation, deep emotion reading, and effort to read. In addition, literacy also influences positively on learning achievement students with indicators of learning achievement of student report cards

Furthermore, the literacy program held by the Sulamul Huda Mlarak Ponorogo MA Library in essence aims to improve students' literacy skills, and equip students to have all-round learning ability life (lifelong learning). literacy program information that has already been implemented identification using learning core competency scale throughout life or The Scale of Key Competencies for Lifelong Learning (SKCLL). Identification is carried out using checklist form to find out the extent where is the learning competence throughout the life that has been given library through various programs literacy.

Identification activities in stages crosscheck, researchers with librarians oversee literacy programs organized school library, for example in the program payload compared to that form available. The results of data collection in The stages of this research are in the form of numbers used as supporting data regarding the implementation of learning throughout his life that has been done through the school library program.

CONCLUSION

Developed literacy program MA Sulamul Huda Mlarak Ponorogo Library on essentially an implementation School Literacy Movement (GLS), as strategic program of the Ministry Education and culture. A number of program of the literacy movement conducted by MA Sulamul Huda Mlarak Ponorogo among others library socialization, mandatory visit library, class reading corner, competition in literacy, silent reading, readathon, library friend, appreciation literacy, literacy tours, and activities write. Literacy program in this school has been running optimally. The librarian is a major factor in management and development library. Teacher at MA Sulamul Huda Mlarak Ponorogo acting as a facilitator and partner for librarian in implementation literacy program. Teachers already have pretty good awareness through response and implementation of activities literacy in learning activities in class or outside the class. Activity literacy for students, improve information literacy skills, the formation of the character of the learner, additional knowledge, development of special talents in communication and writing, experience enhancement positive relationship between librarians with students, and recreational facilities student intellectuals. However, deep implementation has not yet been found achievement on competency dimension communicate in a foreign language. As for the mother tongue dimension

(Indonesia), mathematics, science, and technology, and social community is not optimal. On the other hand, the inhibiting elements implementation of learning throughout life for students, among others internal time management implementation of literacy programs not ideal and not according to plan developed program library, parental participation, or family at home that does not encourage.

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