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PROCEEDING

INTERNATIONAL SEMINAR

**Literacy Awareness
in Shaping Citizen Character
Darul 'Ulum Islamic University
Lamongan, November 24, 2017**



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Theme

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FOREWORD

Assalamualaikum Wr. Wb.

International Seminar and Call for Paper of UNISDA Lamongan on the theme "Literacy Awareness in Shaping Citizen Character" is intended to be a vehicle for those in the field of literacy studies and its application to exchange thoughts and insights regarding recent research and development in the field of multidisciplinary.

International Seminar and Call For Paper of UNISDA is also expected to be a medium through which undergraduate and graduate students, teachers, lecturers, and educators gather and share their fresh insights, experiences and best practices.

As the name suggests, the International Seminar and Call for Paper of UNISDA is dedicated to not only catering for one field of the study, but also in other fields, such as science, economics, engineering, agriculture, Islamic studies, law, psychology, sociology, anthropology, health, law, communication, translation, literature and other relevant fields.

The International Seminar and Call for Paper of UNISDA has been greatly welcomed by Indonesian and international participant alike as proven by our success in holding the first conference. We address our special honor to the Prof. Rachidon P. Bernarte, Ph.D. from Polytechnic University of the Philippines, Prof. Basanta Kumar, M.Com., Ph.D. from Utkal University India, and Ith Vuthy, M.S.c, M.A from Deputy Director of SEAMEO SEAMOLEC Cambodia for the contribution to this Seminar and Call for Paper. Our appreciation also goes the President of Academic International Consortium Indonesia (AIC), Dr. H. K. Prihartono AH., Drs., S.sos, S.Kom., MM. and to the all of presenter from Malang, Jogjakarta, Sidoarjo, Serang Banten, Gresik, Jombang, Bandung, Surabaya, Solo and Depok for supporting this important scientific event.

The papers presented in this proceeding have undergone rigorous reviews by a board of trusted reviewers and experts in their relevant fields and careful revisions by editors. It is, thus, our great pleasure to present to you the proceedings of The International Seminar and Call for Paper of UNISDA.

It is our hope CONAPLIN can continuously contribute significantly to the development of literacy studies, literacy teaching and the respective fields.

Wassalamualaikum Wr. Wb.

Lamongan, January 2018

Rector of Darul 'Ulum Islamic University

Ainul Masruroh, S.H.I., M.H.

TABLE OF CONTENTS

Keynote Articles

Hoax In Legal Perspective And Literacy Education In Digital Era <i>M. Afif Hasbullah</i>	1
---	---

Editing And Proofreading: Final Crucial Stage For Non-Native English Writers To Publish A Manuscript <i>Irmayani</i>	7
--	---

Sub Theme : Literacy in educational institutions

The Implementation Of Islamic Education Learning Based On Social Profetical Science Of Kuntowijoyo (Study In 'Al-Hikam' Islamic Boarding School In Malang) <i>A. Qomarudin, M.Pd.I</i>	15
--	----

Development of Learning Tools of Physics Using Guided Inquiry Model to Improve Student Learning Outcomes of Islamic High School <i>Azizah Fithria Paramita, S.Si</i>	20
--	----

Growth And Development Of Students Senior High School On Literacy System <i>Henny Tri Maya Sari</i>	23
--	----

Reading Habits of the First Year of Science and Engineering Students of ITS Surabaya <i>Hermanto</i>	15
---	----

Improving the Learning Methods from an Inquiry Guide Based with the Multiple representation Approach to Improve the Student's Learning Outcome on Rate Reaction Subject <i>Jefta</i>	27
--	----

Teacher's Empowerment To Increase Higher Order Thinking Skill (Hots) Students In The 21st Century <i>Leni Widiawati¹, Fahmi Ulin Ni'mah²</i>	37
---	----

The Use of Literacy Principles in Effective and Productive Learning <i>Markub</i>	42
--	----

The Implementation of Literary Sociology Learning Model with CSQ Approach in Teaching Literary Theory to the Students of Indonesian Language Education Department <i>Masnuatul Hawa¹, Andayan², Suyitno³, Nugraheni Eko Wardani⁴</i>	47
--	----

Literature As Literacy Way For Viii Grade Student Of Smpn 19 Surabaya <i>Mazro'atul Islakhiah</i>	51
--	----

Functions and Roles of Higher Education Institutions of Environmental Health in Addressing the Problems Environmental Health in Indonesia <i>Misbahul Subhi</i>	54
---	----

Strengthening Character Education Through Digital Literacy in Students in Primary School <i>Muhammad Fajri, S.Pd</i>	59
---	----

The Development of Project Based Learning Teaching Materials for Training The Creative Thinking Skill of Vocational High School Student on Electrolysis Matter <i>Ninik Nigusti Ayu Sunardi, S.Pd.</i>	66
--	----

Development of Supplementary Visual Art Book with Entrepreneurship Character for High School Studies <i>Pradana Firly Anoraga</i>	70
--	----

The Development Of Islamic Religious Education In Public Colleges Through Integration Of Institutions <i>Rahmatullah</i>	75
The Condition Of Literature Historical Textbooks In Higher Education <i>Sutrimah¹, Retno Winarni², Nugraheni Eko Wardhani³, Ngadiso⁴</i>	81
Investigating Pronunciation Error Produced By English Department Students Of Unisla <i>Tiara Retno Haryani, M.Pd.</i>	85
Sub Theme : Literacy in society	
Position And The Educative Role Of Trajuwening Studio On The Development Of Jekdong Puppet In Gresik Regency <i>Andini Shinta Kurniawati</i>	90
Advertisement as a Media Literacy and Reasoning <i>Anisa Ulfah</i>	95
Self Actualization In A Novelby Sakae Tsuboi's <i>Nijuushi No Hitomi</i> And A Novelbyandrea Hirata's <i>Laskar Pelangi: Comparative Literature Study</i> <i>Dyah Puji Rahayu</i>	99
The Absurd Representations of Murakami Haruki's <i>1Q84</i> <i>I Gusti Ayu Kade Dorientari</i>	105
Monitoring Urban Farming Based on Documentation and Child Participation in Creating Child Friendly Environment in Surabaya City Area <i>Idealita Ismanto</i>	108
Umkm And Literating Information: Between Phenomena And Realita <i>Jefry Romdonny¹, Maskarto Lucky Nara Rosmad²</i>	116
Literacy Local Wisdom People Of Kecamatan Laren Kabupaten Lamongan To Choose Basic School Influence Development Learners <i>Kiki Astrea, M.Pd.</i>	120
The Role Of Spiritual Leadership In Keeping Organizational Existence (Case Study At Pondok Modern Darussalam Gontor Ponorogo) <i>Mochamad Nurcholiq, M.Pd.</i>	124
Readability of Narrative Texts in Textbook entitled " <i>BahasaInggris</i> " for year X Students of Senior High School <i>Nur Fariha¹, YesniaNourma Permatasar²</i>	129
Literacy Awareness Begins At Home: Parents' Role in Shaping Children Literacy Awareness <i>Uzlifatul Masruroh Isnawati</i>	131
Sub Theme : Literacy in any perspective	
Study of Financial Statements in Agricultural Company <i>Emmy Hamidah</i>	134
Examining Hate Speech from the Political Perspective <i>Eva Nurlaily Rohmah, S.IP</i>	139
Building Students' Characters Using Hot Seat Teaching Reading Technique with Children Literature <i>Ika Puspitarini¹, Ika Trisnantasari², Novi Sriwulandari³</i>	143

Literation Based on Religious Aesthetic Religious Aesthetic, Batik Junjung Sunan Drajat in Lamongan City <i>Khozinatus Sadah</i>	146
Literation Based On Al Qur'an's Perspective (Reinterpretation "QS Al-Alaq [96]: 1-5" In the Process of Constructing Qur'anic Characters Literacy in Society) <i>Moh. Nailul Muna</i>	153
Perspective Of Filology In The Development Of Science Knowledge <i>Mustofa</i>	157
Penerapan Literasi Bahasa Hukum Dalam Praktik Di Masyarakat <i>Siti Afiyah¹, Abd.Had²</i>	160
The Educate the Students of the Faculty of Law with the Popularization of Hermeneutics of the Law <i>Tomy Michael</i>	165
Science Literation In The Implementation Of Children Learning In Science (Clis) Model On The Method Of Physical Disceptions <i>Umi Salamah</i>	168
Sub Theme : Literacy and language Analogy In Fatwa Discourse Of K. H. Abdul Latif Madjid Stylistics Pragmatics Study <i>Agus Sahrul Mubarich</i>	172
The Acquisition Of Indonesian Language Affixes By Thai Learners In Islamic University Darul 'Ulum Lamongan <i>Bisarul Ihsan</i>	177
The Development of Direct Learning By Using PQ4R Strategy In Fifth Grade of Celep Elementary School <i>Daniar Budiman, S.Pd.I</i>	182
Title Literature and Children with Law Conflict: Strategy of Poetry Writing Development of <i>NGO Sahabat Kapas</i> in LPKA Kutoharjo <i>Haidar Fikri</i>	191
Fostering Literacy in Children Growth Period <i>lib Marzuki</i>	196
The "Story Skeleton" As Improving Students' Writing Skill In Narrative Text At Senior High School <i>khairul Huda</i>	200
ESP and EGP Teachers' Awareness of Literacy Practice <i>Khoirunnisa</i>	206
Application Of Pictures Media In Improving Reading Ability Of Pre-School Aged Children <i>Kholifah</i>	210
Language Learning Environment And Young Learners' Literacy Skills In English <i>Lailatul Masrurah</i>	216

Creating Children's Vocabulary Mastery through Games and Total Physical Response <i>Lilik Uzlifatul Jannah</i>	221
Phonological Errors In Japan Language Speech By Balinese Native <i>PutuCicilia Septipani</i>	224
The implementation of Video as a situated literacy Practice: Factors which influence Students' Participation in EFL Classroom <i>Resky Januaryty</i>	229
Intercultural Language Learning to Promote the Literacy Development in EFL Learning <i>Ruly Morganna</i>	232
Writing Journal as a Part of Reflection: 21 st Century EFL Teachers' Strategy in Developing Literacy Awareness <i>Tosriadi</i>	239
English Teachers' Literacy Techniques in Teaching Reading as to Promote Professional Development <i>Umu Arifatul Azizah</i>	243
The language teaching challenges:the problems of teaching English pronunciation in Indonesia <i>Wahyu Hidayat M.Pd¹, Rani Rahmawati, S.Pd²</i>	247
Samr Model-Based Supplementary Reading Materials To Promote Esp Students Skill <i>Wahyuni¹, Mochamad Nuruz Zaman², Asep Budiman³</i>	251
The Tradition Of Writing Students Literacy Development effort of the Arabic language in boarding schools <i>Zen Amrullah</i>	255
Comparison Pronunciation Vocabulary Spelling English with Arabic At Student Worksheet Elementary School <i>Zuli Dwi Rahmawati</i>	260
Sub Theme : Literacy challenges for the 21st century Challenges of Teacher's Performance in Teaching English for Specific <i>Asep Budiman</i>	265
The Role Of Visual Literation In The Creation Of Art Works Creative-Productive <i>Budi Defri Kurniawati S.Pd</i>	271
ARE THE TEACHER READY TO 21 st CENTURY CHALLENGES? A Review Through Teachers' Multicultural Personality As A Response To Change <i>Fahmi Ulin Ni'mah¹, Leni Widiawat²</i>	276
How To Increase The Ability Of Literacy In The Technology Era In The 21 st Century With Contextual Teaching And Learning (Ctl) Through Learning Method Naturalistic Inquiry <i>Mutaqin Al Zam-zami</i>	279
Between Corruption And Power <i>Moh. Sa'diyin</i>	285

Sub Theme : Literacy and Information Technology

The Strategy Of Islamic Education Teacher In The Development Religious Culture
Dr. Jiddy Masyfu', M. Pd. I 287

The High-Level EFL Students' Perception on Participating in a Web Conference
Fadel Muslaini¹, RizkyAmaliah Ulfa¹ 293

Integration Of Information Literation And Information Technology In Sma Nahdlatul Ulama 1 Gresik
Luluk Ernawati¹, Nur Kholis² 298

Literation Information In Higher Education To Improve Student Competency
Maskarto Lucky Nara Rosmadi 302

Sub Theme : Literacy Crises

Influence Communication Analysis between Leader and Employee and Work Discipline to Work
Performance Employee in Koperasi Save Loan Mitra Jaya Mojoagung Jombang
Dr H Chairul Anam, SE; M.Si 306

Executive Selection Model in the Local Level in the Reformation era
Prof. Dr. Yaqub Cikusin, M.Si 314

Sub Theme : Scientific literacy

The Basic Interpretation of The Considerations of The Constitutional Court In The Judicial Review of The
Rules Political Right of A Former
Ahmad Munir 324

Islamic Governance Finance In Islamic Schools
(At Private Islamic Senior High School Lamongan District)
Ahmad Munir Hamid 328

The Role Of Scientific Literacy In Empowering Students' 4cs Skills To Face The 21st Century Challenges
Arnita Cahya Saputri 338

Effect of Literation and Technology on Performance of Manager on KJKS BMT Mandiri Sejahtera
Karangcangkring Dukun Gresik
Edy Anas Ahmadi. S.E., M.M¹; Ahmad Yani Syaikhudin. S.E² 344

Thinking Process Of Students With Field Independent And Field Dependent Cognitive Style In
Mathematical Literacy Based On Gender Perspective
Khafidhoh Nurul Aini 353

The Enhancement of Teacher's Performance of Special School through Group Supervision
Sugeng Utomo 360

Indonesian Language as Development Means of Scientific Literacy in Indonesia
Syamsul Ghufron 370

MADRASAH:

between tradition and the demands of change in modern civilization (historical and sociological studies)
Zaedun Na'im 375

The Impact of Satisfaction and Commitment to Work Organizational Citizenship Behavior (OCB) on
Small, Medium Business Enterprises (SMEs)
(Case Study on SMEs in Lamongan)
Ali Muhajir, SE, MM. 381

The Understanding of Character Building Values in Modern Indonesian Inspiration Novel Text by Indonesian Literature Education Student of UNISDA Lamongan (Receptive Pragmatic Study) Sutardi.....	395
The Understanding of Al-Qur'an Perspective about Character Building Education to TPQ Teacher (The Study of Surat al-Luqman) Ernaningsih	402
Gender Understanding in Literature Text Writing to Gresik Artist Tsalis Abdul Azis	407

INTEGRATION OF INFORMATION LITERATION AND INFORMATION TECHNOLOGY IN SMA NAHDLATUL ULAMA 1 GRESIK

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Abstract

Information literacy is related to information technology skills, but has broader implications for individuals, education systems, and communities. Information technology skills enable a person to use computers, software applications, databases, and other technologies to achieve academic, work-related and personal goals. The academic institutions have an educational challenge in the face of the information age. The large number of incoming information and the ease of obtaining information require a person to have thinking skills in accepting, analyzing, processing, and evaluating the information so that it can be applied as an accurate and credible reference effectively for a particular purpose. Integration of information literacy and information technology in the design of curriculum is very influential in directing strategies and instruction methods to become intelligent, critical and creative individuals in the information age, be able to minimize hoax or cybercrime. Thus it is hoped that the ability of good information literacy can realize well informed society. This paper discusses how the integration of information literacy and information technology literacy applied and being developed in SMA Nahdlatul Ulama 1 Gresik in supporting the learning process and how important the role of education in developing information literacy through information technology intelligently and critically.

Keywords: information literacy, information technology, education

1. Introduction

To build a culture of literacy in all spheres of education (family, school, and community), since 2016 the Ministry of Education and Culture has activated the National Literacy Movement (GLN) as part of the implementation of the Minister of Education and Culture Regulation No. 23 of 2015 on the Growing of Character. Like a movement, the perpetrators of GLN are not the Ministry of Education and Culture but also other stakeholders, such as literacy activists, academics, professional organizations, businesses, and other ministries/institutions. The involvement of the educational ecosystem since the drafting of the concepts, policies, the provision of supporting materials, to the literacy campaign is essential so that policies are implemented in accordance with the expectations and needs of the community. GLN is expected to be a supporter of families, schools and communities ranging from urban to the farthest areas to take an active role in fostering a culture of literacy.

Prior to the 21st century, the ubiquitous term 'literate' was defined as one's ability to read and write. Its meaning delineated the educated from the uneducated, as being illiterate proved an unthinkable dilemma. With the advent of a new millennium and the rapidity with which technology has changed society, the concept of literacy has assumed new meanings. Experts in the field suggest that the current generation of teenagers— sometimes referred to as the E-Generation, possesses the digital competencies needed to effectively navigate the multi-dimensional and fast-paced digital environment of computers (Jones & Flannigan, 2006). Young people are spending more hours exposing themselves to civic and political issues on digital media than ever before. The ability to understand and assess a message critically can restrain impulsive or irrational outbursts of emotion and help one recognize the benefits of online deliberation (Kim & Yang, 2016).

Millennial learners are considered to be a generation of electronic multi-taskers and fast-paced learners. Digital natives are people who have grown up with and used technology since the day they were born. While digital natives have familiarity with technology, it does not mean that they do not have misunderstandings with the use of technology. Millennial learners have a high expectation of technology and do not quite understand the limitations. Students can search the Internet and connect with friends through text messaging, Face Time, receive communication immediately, and engage in other activities in multiple windows. However, many students still lack the experience of learning with technology, and remain information illiterate (Neumann, 2016).

As a great nation, Indonesia must be able to develop a culture of literacy as a prerequisite of life skills of the 21st century through an integrated education, from family, school, to society. The mastery of the six basic literacy agreed by the World Economic Forum in 2015 becomes very important not only for learners, but also for parents and all citizens. The six basic literacy include literacy, numerical literacy, science literacy, digital literacy, financial literacy, and cultural and civic literacy.

The development of the world of education and learning today is growing rapidly along with the development of human culture in producing creativity, taste, intention, appearance and engineering. The result of these developments is the birth of a model of renewable products as in the world of education and learning is more often known as educational innovation, especially innovation of learning through integration information technology. For that purpose it is necessary strategy and to produce optimal learning process with approach of integration of information literacy and information technology needed synergic effort among all school community: leader, teacher and student.

This paper discusses how the integration of information literacy and information technology literacy is applied and developed in SMA Nahdlatul Ulama 1 Gresik in supporting the learning process.

2. Theoretical Basis

Information Technology Literacy is part of digital literacy. According to UNESCO the concept of digital literacy overshadow and become an important foundation for the ability to understand the devices of technology, information, and communication. For example, in ICT Literacy refers to the technical capabilities that enable the active involvement of the community component in line with the development of culture and digital-based public services. ICT literacy is explained by two points of view. First, Literacy Technology (Technological Literacy) - formerly known as Computer Literacy - refers to an understanding of digital technology including user and technical capabilities. Second is the use of information literacy. This literacy focuses on one aspect of knowledge, such as the ability to map, identify, process, and use digital information optimally. The concept of digital literacy, in line with the terminology developed by UNESCO in 2011, refers to and can not be separated from literacy activities, such as reading and writing, and mathematics related to education. Therefore, digital literacy is a life skills that not only involves the ability to use technology, information and communication tools, but also social skills, learning ability, and attitude, critical thinking, creative, and inspirational as digital competence (Kementerian Pendidikan dan Kebudayaan, 2017).

Four critical components of an information literacy program can be identified in any educational sector, including Higher Education: 1. Resources to facilitate the learning of specific skills, e.g. web based information skills enhancement packages and other point of need, or self-paced instruction. 2. Curriculum that provides the opportunity to learn specific skills, either early in a course or at point of need, (from self-paced packages, peers, lecturers, librarians). 3. Curriculum that requires engagement in learning activities that require ongoing interaction with the information environment. 4. Curriculum that provides opportunities for reflection and documentation of learning about effective information practices (Rahanu et al., 2016). Information literacy is a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information (American Library Association, 2000). Information literacy is related to information technology skills, but has broader implications for the individual, the educational system, and for society. Information technology skills enable an individual to use computers, software applications, databases, and other technologies to achieve a wide variety of academic, work-related, and personal goals. Information literate individuals necessarily develop some technology skills (American Library Association, 2000).

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The integration of Information technology literacy in learning has several reasons. First, the community is experiencing an unprecedented growth in the number and variety of data collections because computer technology, network connectivity and disk space are becoming more affordable (Sweeney, 2001). Second, The information boom is an unending cycle, the more information is out there, the more people will produce and create information that spurs more information for dissemination (White, 2009). Explosion of information can be defined as a rapid increase in the amount of information published. This is a situation where information is available in abundance or too much data (Kadiri & Adetoro, 2012). The cause of the information explosion with the abundance of information is due to various sources of information, abundance of information, difficulties in managing information, irrelevant or unnecessary information received, and time scarcity of information users to analyze and understand information (Hoq, 2016). Precisely it is the difficulty in getting the required information appropriately.

3. Method

This research method uses literature study, observation and interviews. Interviews were conducted to the principal, head librarian, librarian, teacher and student. The observations were carried out by researchers directly in the literacy area of libraries, classes and all areas of the school, including activities inside and outside learning.

Through the literature review came the argumentation of scientific reasoning that describes the results of literature review and researcher thinking about a problem or topic of study. The literature review study is conducted through a critical and in-depth review of relevant literature materials. The literature review is conducted by collecting data or information from various literature sources. Literacy of information through information technology as a source of ideas to explore new thoughts or ideas, so that new theoretical frameworks can be developed or as a basis for problem solving in schools.

This research data in the form of verbal exposure which contains information about integration of information literasi and information technology literasi as base of effective and productive learning development. Data analysis is done through three stages, namely preparation, analysis, and inference.

4. Result and Discussion

SMA Nahdlatul Ulama 1 Gresik located at Jl. Raden Santri V / 22 Gresik won the best national library of public and private level in 2015. Currently is has 1055 students with 101 teachers teachers and employees. There are 30 learning groups and about 42 extracurricular programs. The classrooms are based on interests and talents (department, talent and interest in art, sport and language). The management uses the 3P principle: Penampilan (Appearance), Pelayanan (Service), Prestasi (Achievements). Information Technology Facilities include Graphic Design Lab, Photography-Cinematography Lab, Computer Accounting Lab, Language Lab, Wifi, Student & Teacher Smart Card: Presence, library card, foodcourt, Ma'arif Marf, SMS Gateway, Develop a touchscreen android based foodcourt, E-learning, CCTV all the room and hallway, Web School, BK based android, LCD TV in each class.

Currently the school as internet connection as fast as 100 Mbps Bandwidth Capacity: 100 Mbps download, 15 Mbps upload. The local server used is PowerEdge R220 Intel Xeon, E3-1200 v3 Processor, 8 Gb of RAM / RAM, 2x2.5 "SAS Harddisk, 1 PCIe slot x 16 3.0, 2.0 MB L3 cache per core, core options 2.4. WiFi devices: Unifi UAP LR 2.4 GHz throughput 300 Mbps. Technology Facilities in the library's "kebun buku" includes 10 PC internet access, Hot spot, E-learning, Digital book circulation, Digital Catalog, Presence paper less, Access e-book, Movie Corner, Presentation Stage.

The forms of IT integration and information literacy in learning at SMA Nahdlatul Ulama 1 Gresik include:

1. Teachers invite students to explore information by utilizing internet access both in "kebun buku" library and from their respective mobile phone.
2. Teachers create blogs for subject literacy in order to better focus the material.
3. Teachers and students make use of e-books on blogs "garden books" library.
4. Teachers create social media groups with students with a view to analyze and evaluate information.

5. Discussion to develop critical thinking skills on information.
6. Teachers use e-learning under the web by using the moodle program.
7. To develop the creativity of teachers and students in literacy, teachers and students create papers in accordance with the areas of interest such as literary works, scientific papers, workshops, etc. Selected works are uploaded to the book garden blog.
8. Teachers and students utilize android applications in learning, for example: applications of the Qur'an, Hadith, etc.
9. Develop android-based instructional materials
10. The development of scientific or literary works can be done online, via email, medsos, etc.

The integration of technology and information literacy can take different forms. Yet, it is important that school community should support of the programs. It seems that the role of teachers is critical in the implementation of the integration. The main prerequisite of the successful integration of technology and information literacy in supporting student learning is the availability and the sufficiency of technology pertinent to information retrieval and production. Students need also to be accustomed to the technology.

5. Conclusion

The purpose of the integration of technology and information literacy in school is to help students search, select, and use accurate information for their learning purposes. The process of this is aided by the information technology. The success of the integration depends of the readiness of all stakeholders in schools, including the principal, teachers and staff, parents, and the students. It is important to expand this research to cater to more schools to examine the relationship between the integration of technology and information literacy and student learning outcome.

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