

**INFORMATION LITERACY SKILLS IN THE CONTEXTUAL
INTERPRETATION OF THE QUR'AN AMONG STUDENTS OF AL-
QUR'AN AND TAFSIR SCIENCE AT STATE ISLAMIC UNIVERSITY
SUNAN KALIJAGA YOGYAKARTA**

THESIS

Submitted to the Library Science Study Program, Faculty of Adab and Cultural Sciences, State Islamic University Sunan Kalijaga Yogyakarta to Fulfill One of the Requirements for Obtaining a Bachelor's Degree in Library Science.



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**FACULTY OF ADAB AND CULTURAL SCIENCES
STATE ISLAMIC UNIVERSITY SUNAN KALIJAGA YOGYAKARTA**

2025

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STATEMENT OF ORIGINALITY

Assalamu'alaikum Wr. Wb.

The undersigned, I am:

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Stating that the thesis entitled "Information Literacy Skills in he Contextual Interpretation of the Qur'an among Students of Al-Qur'an and Tafsir Science at State Islamic University Sunan Kalijaga Yogyakarta" is the work of the researcher herself and not plagiarized from the work of others, except in writing cited following scientific standards and procedures listed in the bibliography. If in the future it is proven that it is plagiarized from the work of others, then all responsibility lies with the researcher herself.

Thus, this statement letter is made and can be used appropriately.

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OFFICIAL NOTE

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Dear Sir:
Dean of the Faculty of Adab and Cultural Science
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Assalamu 'alaikum Wr. Wb.

After reading, correcting, and suggesting improvements as necessary, I, as the supervisor, am of the opinion that her thesis:

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Can be submitted as one of the requirements to obtain an undergraduate degree in the Library Science Study Program, Faculty of Adab and Cultural Science, State Islamic University Sunan Kalijaga Yogyakarta. Based on this, I hope her thesis above can be immediately approved and presented in the *munaqosyah*.

Therefore, thank you for your attention.

Wassalamu 'alaikum Wr. Wb.

Yogyakarta, 4 December 2024
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MOTTO AND DEDICATION

خَيْرُكُمْ مَنْ تَعَلَّمَ الْقُرْآنَ وَعَلَّمَهُ

"The best of you are those who learn the Qur'an and teach it." - HR. Bukhari

Gratitude and thanks to Allah SWT for all the blessings that never stop.

To our noble Prophet Muhammad SAW, for all the love and exemplary guidance he has given us.

Many thanks to my parents, my beloved Mrs. Rina and Mr. Ahmad, who have always supported and prayed for me at every step. Also, to my only brother, Ilham, who always accompanies and takes care of me, especially in Yogyakarta.

Thanks to all my best friends, Aulia, Khofifah, Aqilah, Pavita, Niha, and many more, who always accompany me through thick and thin and give me courage.

Thanks to the members of room 2, floor 1 of the Komplek Gedung Putih Krapyak, who often tease me as an encouragement to keep moving forward, Qori, Ningsih, Yuninda, Ocha, Yaya, Khasnah, and Yasmine.

Thanks also to my friends, Erlina, Silva, Daiba, Aisyah, Dewi, and Rona, who always wait for me to come back home.

ABSTRACT

This study aims to determine the level of information literacy in the contextual interpretation of the Qur'an in Al-Qur'an Science and Tafsir UIN Sunan Kalijaga Yogyakarta students. This research uses descriptive quantitative research methods. And the analysis of information literacy skills in contextual interpretation of the Qur'an using the Information Literacy Framework theory by ACRL. This research was conducted on students of Al-Qur'an Science and Tafsir UIN Sunan Kalijaga class of 2018-2021 with a sample of 70 students. The sample calculation used the Slovin formula, which was taken using a proportionate stratified random sampling technique. The main data collection technique was a closed questionnaire with a Likert scale. Data analysis was carried out using the mean and grand mean formulas. The assessment results were summarized based on the values on the interval scale. The results showed that information literacy in the contextual interpretation of the Qur'an for Al-Qur'an Science and Tafsir UIN Sunan Kalijaga students could be categorized as high with a grand mean of 3.23 in the interval $2.51 < X < 3.25$. This reflects their ability to assess the credibility of the Qur'an. This demonstrates their ability to assess the credibility of sources in context, create and analyze information, recognize its value for various purposes, and view research as a continuous process of inquiry. In addition, they are also adept at engaging in intellectual discussions involving diverse perspectives and effectively conducting strategic and sophisticated information searches using technological tools. These comprehensive skills underscore a strong understanding and application of information literacy principles.

Keywords: ACRL Framework, Al-Qur'an and Tafsir Science, Contextual Interpretation, Information Literacy

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui tingkat literasi informasi dalam penafsiran kontekstual Al-Qur'an pada mahasiswa Ilmu Al-Qur'an dan Tafsir UIN Sunan Kalijaga Yogyakarta. Penelitian ini menggunakan metode penelitian kuantitatif deskriptif. Dan analisis kemampuan literasi informasi dalam penafsiran kontekstual al-Qur'an menggunakan teori Literasi Informasi Framework oleh ACRL. Penelitian ini dilakukan pada mahasiswa Ilmu Al-Qur'an dan Tafsir UIN Sunan Kalijaga angkatan 2018-2021 dengan sampel sebanyak 70 mahasiswa. Perhitungan sampel menggunakan rumus Slovin yang diambil dengan teknik proportionate stratified random sampling. Teknik pengumpulan data utama adalah kuesioner tertutup dengan skala Likert. Analisis data dilakukan dengan menggunakan rumus mean dan grand mean. Hasil penilaian disimpulkan berdasarkan nilai pada skala interval. Hasil penelitian menunjukkan bahwa literasi informasi dalam penafsiran kontekstual Al-Qur'an mahasiswa Ilmu Al-Qur'an dan Tafsir UIN Sunan Kalijaga dapat dikategorikan tinggi dengan grand mean 3,23 yang berada pada interval $2,51 < X < 3,25$. Hal ini mencerminkan kemampuan mereka dalam menilai kredibilitas sumber dalam konteks, membuat dan menganalisis informasi, mengenali nilainya untuk berbagai tujuan, dan memandang penelitian sebagai proses penyelidikan yang berkelanjutan. Selain itu, mereka juga mahir dalam terlibat dalam diskusi intelektual yang melibatkan beragam perspektif dan secara efektif melakukan pencarian informasi yang strategis dan canggih dengan menggunakan alat teknologi. Keterampilan yang komprehensif ini menggarisbawahi pemahaman dan penerapan yang kuat dari prinsip-prinsip literasi informasi.

Kata kunci: *ACRL Framework, Ilmu Al-Qur'an dan Tafsir, Literasi Informasi, Tafsir Kontekstual,*

PREFACE

Praise and gratitude are due to Allah SWT for His grace, help, and guidance so that the researcher can complete this thesis. *Salawat* and greetings are given to the Prophet Muhammad SAW, who waits for his *syafa'at* on the last day.

Without reducing respect, the researcher would like to thank every party involved in the preparation of the thesis entitled “Information Literacy Skills in The Contextual Interpretation of Al-Qur’an Among Students of Al-Qur’an and Tafsir Science at State Islamic University Sunan Kalijaga Yogyakarta.” I dedicate this thesis to:

1. Prof. Dr. Nurdin Laugu, S.Ag., S.S., M.A., as the Dean of the Faculty of Adab and Cultural Science, State Islamic University Sunan Kalijaga, who has given the researcher the opportunity to study.
2. Muhammad Ainul Yaqin, S.Pd., M. Ed., as the Head of the Library Science Study Program at State Islamic University, who has allowed the researcher to complete this thesis.
3. Prof. Dr. Nurdin Laugu, S.Ag., S.S., M.A., is an Academic Lecturer and Thesis Lecturer who has guided and directed the researcher in lectures and compiling this thesis.
4. Dr. Labibah Zain, MLIS., and Arina Faila Saufa, M.A., as Examiners for this thesis.
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7. Friends of Library Science class of 2020, especially International Class A, who have been accompanying and providing love and encouragement.
8. All parties who cannot be mentioned individually have been involved in preparing this thesis until it is completed.

Hopefully, this thesis can benefit readers. The researcher feels that there are still many flaws in preparing this thesis. For this reason, the researcher really hopes for constructive criticism and suggestions.

Yogyakarta, 4 December 2024

Researcher



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CHAPTER I

INTRODUCTION

1.1 Background of the Issue

Islam has two fundamental sources that guide its people to live life as outlined by Allah SWT, namely the Qur'an and Hadith. Unlike the Hadith, which are the words and decrees of the Prophet Muhammad SAW, a human being, the Qur'an is the divine word, or the word of God revealed as a revelation to the Prophet Muhammad SAW. Therefore, the Qur'an contains a variety of information and knowledge that is very basic and universal, so it needs to be analyzed, studied, and interpreted to make it easier to understand and valid following the actual context. (U. Shihab, 2005, p. 4).

In addition, even though it has been revealed in the human language, which is Arabic, translating and understanding the Qur'an literally and as it is will be a threat to the people. Therefore, there needs to be more effort to reveal the messages and instructions contained therein so that they can be applied to concrete problems. One of the efforts that scholars have made is the presence of the interpretation of the Quran with a contextual approach. The interpretation of the Qur'an with a contextual approach or contextual interpretation is to interpret the verses of the Qur'an by studying or paying attention to its relation with the background of the revelation of the verse or according to its context (Mustaqimah, 2015, p. 144). Furthermore, Mustaqimah explained that with contextual interpretation, the Qur'an attempts to communicate the problems or realities of today. Therefore, contextual

interpretation has two main focuses: understanding the socio-historical context of the revelation of verses and their application to contemporary issues.

Contextual interpretation of the Qur'an is necessary, considering the problems and issues humanity faces are growing and becoming more complex than the problems that existed when the Qur'an was revealed. This is in line with the opinion from Hasbiyallah (2018, p. 45), that the contextual interpretation of the Qur'an is considered to be more responsive to humanitarian and social problems that continue to develop because the interpretation of the Qur'an carried out with a contextual approach is built based on consideration of existing situations and conditions. This is also presented by Amin Abdullah in Sahiron (2003, p. xvi) Muslims' current anxiety about understanding the Qur'an is how to understand its teachings, which are *rahmatan li al-alamin*. Appropriately, since modernization, globalization, and information bring social change so quickly, that implies that the Qur'an's contextual *tafsir* is very important and necessary.

Although the interpreted text, the Qur'an, is absolute, *tafsir* is a product of human thinking with limitations and relativity, so the results become relative and limited (Mustaqim, 2008, p. 18). In addition, the dynamic and rapidly developing human life is challenging for the *mufasir* to present *tafsir* quickly. Therefore, in addition to having a good command of the Arabic language and methodology of interpretation, as well as being knowledgeable about the situation and conditions of society at the time of revelation so that the interpretation of the Qur'anic text becomes relevant to its context, Abdullah Saeed in Hatta (2023, p. 54) explains that

in practice a *mufasir* must maintain a meticulous attitude, whole of caution, and qualified critical analysis skills.

Interpretation that is not done correctly and perfectly, or in other words, deviates from the rules of interpretation, will have a negative impact on Muslims. As described by Lufaei (2018, p. 134), the fact that the occurrence of these deviations will give the assumption that the teachings of Islam are not authentic due to misinterpretation of sources, mixing Islam with non-Islam, misunderstanding the content of the Qur'an, and denigrating the previous mufasir scholars. Other impacts can also be seen from the emergence of extremist and radical Islamic views and social discrimination, which ultimately divides the ummah by becoming intolerant. One example of the deviation of the interpretation of the Qur'an is the existence of ideas that lead to the restriction of women's rights in education or work, which is contrary to the principle of justice in Islam. According to Andika (2018, p. 151). There needs to be a comprehensive effort, such as a method of interpretation with a contextual approach, to understand the Quran so as not to fall into a textual interpretation as it is. For example, QS. an-Nisa verse 34 should be understood not as male leadership over women normatively but in a broader context. This verse serves as a guideline in dividing roles between men and women without implying that men's responsibilities as breadwinners indicate their superiority. Conversely, women's roles should not be considered inferior or not allow them to participate in the public sector.

Researchers in the field of interpretation of the Qur'an have often studied the occurrence of various deviations or errors in interpretation. Quraish Shihab

identifies that there are at least six factors that cause deviations in interpretation: 1) the subjectivity of the mufasir, 2) mistakes in determining the method or rules of *tafsir*, 3) superficiality in the sciences of tools that should be mastered, 4) superficial knowledge of the topic or material of the verse being interpreted, 5) not paying attention to the context, either *asbab al-nuzul*, the relationship between verses, or the social conditions of society, 6) and the last is not paying attention to who the speaker and to whom the speaker is addressed (M. Q. Shihab, 1997, p. 79)

With the above description, the interpretation of the Quran is certainly not an easy matter that just anyone can do because of the slightest mistake, which will endanger the people. For this reason, the *mufasirs* are required to fulfill various requirements. In his book, a prominent Indonesian Muslim scholar, M. Quraish Shihab, gives his explanation of the requirements of a person can be said to be a *mufasir*, namely: 1) knowing the Arabic language with all its fields, 2) mastering the sciences of the Qur'an, *asbab al-nuzul*, traditions, and *ushu al-fiqh*, 3) mastering religious sciences, 4) and knowing the sciences that will be discussed in the *tafsir* (M. Q. Shihab, 2013, p. 79). Meanwhile, other scholars such as Manna Khalil Qhathtan in Lufaei (2018, p. 126) categorize it in more detail by adding that the *mufasir* must have the correct belief, discard his lust so that he does not take sides with his school and prioritize the interpretation of the Qur'an with other related Qur'anic verses then if there is no then turn to the hadith of the Prophet Muhammad SAW and if there is no then interpret with the *qaul* of the Companions of the Prophet then the *qaul* of the *tabi'in* and *tabi'it tabi'in*, and have a strong understanding that

makes him able to compare and analyze other opinions, either from other *mufasirs* or from himself.

The proposed methodological stages, starting from interpreting verses with other verses, then turning to hadith, and then the opinions of companions, *tabi'in*, and *tabi'it tabi'in*, reflect a hierarchy of authority that respects the primary sources and scholarly traditions of Islam. This shows that *tafsir* is not only textual but also contextual, taking into account the relationship between relevant sources. In addition, the *mufasir's* ability to compare and analyze different views indicates the importance of critical and analytical thinking skills. *Tafsir* is not just an activity of gathering information but also involves a process of synthesis, evaluation, and validation. In this case, the *mufasir* must be able to assess not only the source's content but also its method and credibility, including testing his own arguments. Thus, interpreting the Qur'an demands extraordinary caution, deep scientific mastery, and high intellectual abilities. This ensures that the resulting *tafsir* is not only accurate but also relevant and accountable both scientifically and religiously.

Contextual interpretation of the Qur'an needs to evaluate sources by assessing the reliability and validity of the *tafsir* and hadith sources used; this will ensure that the interpretation is based on valid, informative information and make the right decisions based on a comprehensive understanding of the sacred text. Source evaluation is based on information search and discovery skills. Information literacy facilitates the search for relevant information from various sources. Information-literate *mufasir* can find appropriate references to support their interpretations. Information literacy skills will also assist the *mufasir* in identifying

practical applications of Qur'anic teachings in contemporary issues such as science, technology, economics, and social issues. In addition, with information literacy skills, a *mufasir* will be more open and tolerant of various methods and rules of *tafsir* to minimize falling into fanaticism against his thoughts and truths, which will cause deviation and misinterpretation. Thus, the ability of information literacy in which there is intelligence and critical analysis in finding information, evaluating sources, critically contextualizing texts, and applying them to everyday life is crucial and very important in contextualizing the interpretation of the Qur'an, so that the *tafsir* given is not only correct and can minimize deviations, but also relevant and applicable in the modern context.

Research conducted by Saglam et al. (2017) Proved a significant and positive relation between information literacy skills and critical thinking skills. The regression analysis results showed that the level of information literacy had a 15% effect on critical thinking skills. Then, research by Ismail et al. (2024) explains that critical thinking, which is one element of information literacy in studying the Qur'an, can provide a deeper understanding, the development of critical perspectives, the rejection of extremist understanding, the application of moral values and ethical thinking, the development of argumentative analysis skills, and the development of independent thinking capacity.

In the case of contextual interpretation of the Qur'an, importance of information literacy skills is needed because information literacy skills will help in finding accurate information about the historical and social background, which includes *asbab al-nuzul* (the cause of the revelation of the verse) and the situation

of the community at the time of the revelation of the verse. The presence of various methods and results of previous interpretations, both classical and contemporary, is also a challenge in exploring, sorting, evaluating, and comparing them with each other so that interpretation results become more accurate and relevant.

Therefore, the need to have information literacy skills for *mufasirs* or prospective *mufasirs* to produce perfect, accurate, and valuable results for the people is essential. Over time, knowledge in the field of *tafsir* continues to be passed down to face future problems. Prospective *mufasirs* continue to be formed with a structured education system. One Islamic university that is expected to produce qualified *mufasirs* is State Islamic University Sunan Kalijaga Yogyakarta. With the Al-Qur'an and Tafsir Science study program, students learn the sciences to interpret the Qur'an and companion sciences that are also important in revealing the meaning of the Qur'an to answer the problems of this society. Students of the Al-Qur'an and Tafsir Science study program at State Islamic University Sunan Kalijaga Yogyakarta, in the lecture process, there is one course called Contextual Interpretation Methods, where students learn about how to interpret the verses of the Qur'an using contextual interpretation methods and at the end of the course they will practice it.

Students are expected to have broad insight and mastery of Islamic sciences, especially al-Qur'an and tafsir, reflecting their ability to assess the credibility of information sources, both from classical and contemporary literature. Students also need to understand the social and historical contexts that influence the interpretation of the Qur'an, showing analytical skills in evaluating the relevance and accuracy of

information. Students' ability to explain and criticize Islamic teachings in the Qur'an and tafsir requires advanced information literacy skills. They must be able to locate, select, and use information sources from various perspectives, including primary and secondary texts, to support logical and critical arguments. Thus, information literacy skills become a key element in building students' competencies in the field of al-Qur'an and tafsir, which support them to become intellectually capable, critical, and relevant individuals to the needs of society.

As described above, regarding the importance of having information literacy skills in the contextual interpretation of the Qur'an, researchers want to know clearly and factually about the literacy skills of Al-Qur'an and Tafsir Science students in interpreting the Qur'an contextually. To get more concrete data about this, then research was conducted on information literacy skills in contextual interpretation of the Qur'an by students of the Al-Qur'an and Tafsir Science study program, Faculty of Ushuluddin and Islamic Thought, State Islamic University Sunan Kalijaga Yogyakarta, which explicitly studies the Qur'an and has learning objectives in the form of producing graduates who are professional and academically qualified in the field of Al-Qur'an and Tafsir Science, and able to carry out critical-analytical research to solve social problems related to society.

The explanation is presented as a flowchart to facilitate understanding of what has been described above. This flowchart illustrates the logical flow of the urgency of Al-Qur'an and Tafsir Science students to have information literacy skills in their activities of conducting Qur'anic contextual tafsir research. This visual presentation aims to provide a more concise and easy-to-understand representation.

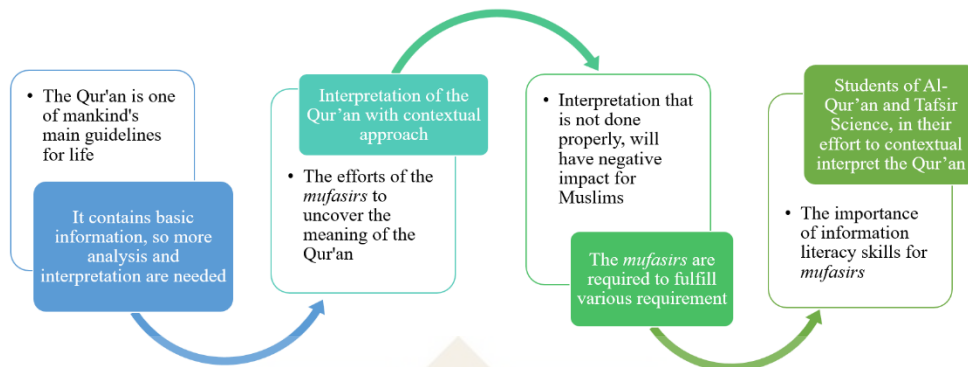


Figure 1: Flowchart of the Background

Source: Processed Research Data, 2024

1.2 Research Question

In accordance with the description above, the problem in this research can be formulated as “How are the information literacy skills in contextual interpretation of the Qur’an among students of the Al-Qur'an and Tafsir Science, State Islamic University Sunan Kalijaga Yogyakarta?”.

1.3 Research Objectives

This research aims to determine and describe the ability of information literacy in contextual al-Qur’an interpretation by students of the Al-Qur’an and Tafsir Science, State Islamic University Sunan Kalijaga Yogyakarta.

1.4 Research Benefit

The expected benefits of this research are as follows.

1. Theoretical Benefits

This research is expected to develop the information literacy theory by adding a new perspective on how it relates to the interpretation of religious texts, especially the Qur'an. It can broaden the scope of information literacy, which usually focuses more on academic or professional contexts.

This research can also help identify factors that support contextual interpretation of the Quran.

2. Practical Benefits

This research is expected to provide a basis for designing a more effective religious education curriculum by emphasizing the importance of information literacy in interpreting and understanding the Qur'an contextually.

1.5 Writing Structure

Writing this final project is inseparable from the writing structure, which is helpful for clearly describing each part of the parts to be written. The writing structure of this research is as follows:

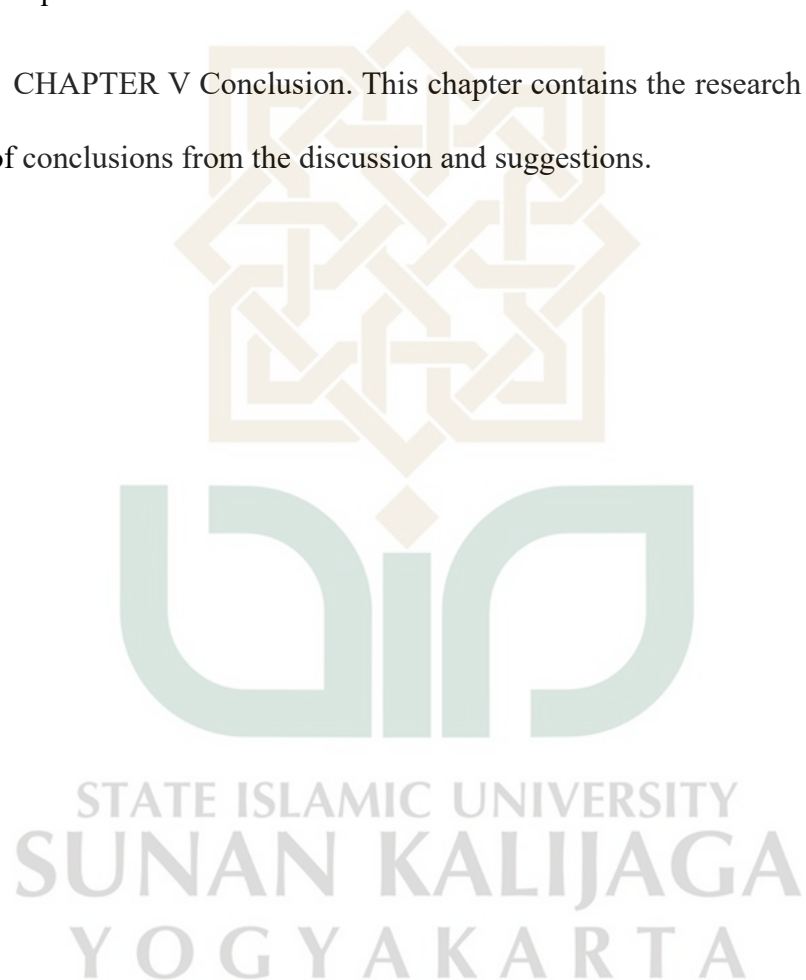
CHAPTER I Introduction. This chapter contains the background of the issue, research question, objectives and benefits of research, and structure of research writing.

CHAPTER II Literature Review and Theoretical Basis. This chapter contains a literature review of previous studies discussing the same topic with similar variables and cases and the theoretical basis that will be used in this research.

CHAPTER III Research Methods. The third chapter contains the type of research to be carried out, the location and time of the research, the subjects and objects of the research, the research population and samples to be taken, the research variables, the research instruments, the data sources, the data collection techniques, validity and reliability tests, and the data analysis techniques.

CHAPTER IV Findings and Discussion. This chapter explains the information literacy skills in the contextual interpretation of the Qur'an among students of the Al-Qur'an and Tafsir Science study program at State Islamic University Sunan Kalijaga Yogyakarta. The chapter's discussion answers the research question.

CHAPTER V Conclusion. This chapter contains the research results in the form of conclusions from the discussion and suggestions.



CHAPTER V

CONCLUSION

5.1 Conclusion

Based on the research that has been conducted, it can be concluded that the information literacy skills of al-Qur'an and Tafsir students at State Islamic University Sunan Kalijaga in the contextual interpretation of the Qur'an are included in the high category with an average value of 3,23. With an average value on each sub-variable: Authority is Constructed and Contextual by 3,26 (very high), Information Creation as a Process by 3,32 (very high), Information Has Value by 3,17 (high), Research as Inquiry by 3,22 (high), Scholarship as Conversation by 3,15 (high), and Searching as Strategic Exploration by 3,28 (very high).

The respondents demonstrate a high level of information literacy, as indicated by the score of 3,23 in the high category. This reflects their ability to assess the credibility of sources in context, create and analyze information, recognize its value for various purposes, and view research as a continuous process of inquiry. Furthermore, they are adept at engaging in intellectual discussions involving diverse perspectives and effectively conducting strategic and advanced information searches using technological tools. This comprehensive skill set underscores their strong understanding and application of information literacy principles.

The data analysis results show that the indicator's lowest mean value is about students' understanding of the importance of citations and references as part of the scientific conversation, which gets a mean value of 3.04. However, this score

is still included in the high category. Then, the mean value of the highest indicator is about students' understanding of the process of creating information, which gets a very high category with a mean value of 3.54.

5.2 Recommendation

Based on the research that has been done, the following suggestions can be taken to develop this research.

- Maintain and improve students' information literacy in the contextual interpretation of the Qur'an, especially in the Scholarship as Conversation sub-variable, because it has the lowest score among other sub-variables.
- There is a need to integrate information literacy into the curriculum or existing courses to ensure that information literacy skills are maintained and continue to develop. This can also increase students' understanding of the importance of information literacy in academic and professional settings.
- This research uses quantitative methods, so the data obtained is limited in numerical form. Therefore, it is recommended that a different research method be used to provide a more in-depth understanding.
- Seeing the high level of information literacy possessed by students in this research, it is recommended to conduct further research to see the relationship between information literacy skills and student academic achievement or with other variables.

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