

IMPLEMENTATION OF LITERATION BASED LEARNING INFORMATION TECHNOLOGY (Study at MTs Alkasyaf, MTs Nurul Huda and MTs El-Bas Ciamis)

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Abstract

Basic Principles of Digital Literacy Development that digital literacy is a skill that not only involves the ability to use technological devices, information and communication, but also the ability to socialize, the ability to learn, and have the attitude, critical thinking, creative, and inspirational as digital competence. The scope of digital literacy is very broad. Digital literacy can be applied in schools, families and communities. To apply digital literacy in these various areas, different strategies are needed. After getting to know digital literacy, it is hoped that millennials can use technology wisely.

Keywords: Literacy, information Technology

A. INTRODUCTION

Today's information technology is very important to support educational activities. Information technology is applied to improve information management due to the increasing complexity of management tasks, due to the influence of international (global) information, and because of the need for a faster response time in solving problems or administrative needs. From the explanation above, it can be seen that literacy does not only include reading and writing activities but the ability to access information technology is also a literacy discourse. In this digital era, of course, reading and writing efforts are not only done in manual form, but there needs to be an understanding of digital access for students. Such as the use of electronic reading materials, opening websites or the web, accessing the internet, sending emails, displaying writing on Facebook and various other activities that require the role of information technology.

The declaration of information technology literacy is deemed necessary to be part of solving the life problems of students and education practitioners. IT literacy can increase the efficiency and effectiveness of learning, also with information technology literacy can increase creativity,

especially teachers or educators in making learning models for their students. And various administrative activities for teachers and students will be easier and more efficient. Of course there are many determining factors for the realization of information technology literacy, including by building information technology network (LAN) facilities and infrastructure in schools, making recipes for innovations in digital learning, supporting parents of students in the provision of information technology facilities at home, and community participation. as a source of student learning.

Information technology literacy can also provide new passion for educators in making innovation and learning creativity, not only having a positive impact on student learning, but will also provide knowledge to educators and also ease in managing various jobs related to learning. With Information Literacy, students' knowledge will increase rapidly. Because students are no longer looking for learning resources only from teachers but also from the internet, it is not even possible that there are more student references from their teachers. Therefore, educators must be able to act as reliable facilitators in guiding their students. For this reason, an established IT literacy is needed for educators, by continuing to forge themselves in mastering information technology.

In the context of ideas, Indonesian society does not yet fully have a solid literacy foundation. A research report from the Program for International Student Assessment (PISA) reveals how the literacy tradition of Indonesian society in 2012 was ranked 64 out of 65 countries studied. Meanwhile, the reading index of students in the various countries studied, Indonesia ranks 57th out of 65 countries. Digital literacy means the ability to relate to hypertextual information, in the sense of non-sequential reading based on computer systems or digital platforms (Davis & Shaw, 2011). Thus, analytical skills are important. In Gilster's expression, digital literacy is defined as the ability to read, understand and analyze various digital sources (Glistler, 1997). In the midst of the spread of information in digital media, it can even be said to be an 'information tsunami', digital literacy skills become a strategic ability. Hoax information that is scattered, needs to be anticipated with the ability to sort and read analytically, in order to obtain valid information. The ability to find reliable sources of information is very important in the midst of today's digital technology acceleration (Rizkinaswara, 2018).

Thus, the ability to read Indonesian society, especially the younger generation, needs to be directed with intelligence in understanding the flow of digital information and the civility of social media. Intelligence in using digital media platforms, accuracy in spreading ideas, as well as foresight in accessing information are important skills in today's social media transformation lines. For this reason, digital literacy needs to be encouraged as a learning mechanism, which is structured in a curriculum, or at least connected to the teaching and learning system. Apart from learning institutions, digital literacy campaigns also need to collaborate with creative communities and education-based community organizations that can spread ideas, improve skills and execute massive movements to be smart in social media.

Digital literacy is also part of UNESCO's long-term plan. In the UNESCO roadmap (2015-2020), digital literacy is an important pillar for the future of education. Digital literacy is a knowledge base, which is supported by integrated information technology. Furthermore, teacher creativity is very strategic for the development of education in the cyber era (Kompasiana.com, 2018).

To participate in the modern world, digital literacy is needed, just like writing, reading, arithmetic, or any other discipline. With digital technology, a person can communicate and interact with each other. It's just that the virtual world is currently influenced by negative content that damages the digital ecosystem. Individuals who understand digital literacy will be able to process information, understand messages, and communicate effectively with others. the individual will also have awareness and think critically about the positive and negative impacts that may occur due to the use of technology.

Digital literacy will also spur individuals to become active producers, not just passive consumers of information. If the millennial generation does not understand digital, they will risk being excluded because of competition in jobs, democratic participation, and social interactions.

Basic Principles of Digital Literacy Development that digital literacy is a skill that not only involves the ability to use technology, information and communication devices, but also social skills, learning skills, and having attitudes, thinking critically, creatively, and inspiring as digital competences. The basic principles of digital literacy development are as follows.

1. Understanding: Digital literacy begins with an understanding that includes the ability to get the essence of ideas from the media, both explicitly and implicitly.
2. Interdependence: Currently, the number of media is very large, different from ancient times. These media are expected to coexist and complement each other.
3. Social factors: Individuals can share messages, including themselves. Things such as who shares information, to whom it is given, and through what information is shared, are determining factors for the existence of the media as well as building an organic ecosystem in finding, sharing, storing, and reshaping the media itself.
4. Curation: Curation is about storing information or content with the aim of save to read later. This aims to make the information easily accessible and has long-term benefits. Furthermore, advanced curation will play a role in social curation, namely to find, collect, and organize valuable information (Kemdikbud, 2017).

The scope of digital literacy is very broad. Digital literacy can be applied in schools, families, and communities. To apply digital literacy in these areas, different strategies are needed. After getting to know digital literacy, it is hoped that the millennial generation can utilize technology wisely.

According to UNESCO, the concept of digital literacy serves as an important foundation for the ability to understand technology, information and communication tools. For example, in ICT Literacy, which refers to technical capabilities that allow active involvement of components of society in line with cultural developments and digital-based public services. ICT literacy is explained from two perspectives. First, Technological Literacy, previously known as Computer Literacy, refers to an understanding of digital technology, including users and technical capabilities. Second, using Information Literacy. This literacy focuses on one aspect of knowledge, such as the ability to map, identify, process and use digital information optimally (Syarifah, 2018).

The concept of digital literacy, in line with the terminology developed by UNESCO in 2011, refers to and cannot be separated from literacy activities, such as reading and writing, and mathematics

related to education. Therefore, digital literacy is a skill (life skills) that not only involves the ability to use technology, information and communication tools, but also the ability to socialize, the ability to learn, and have attitudes, think critically, creatively, and be inspirational as digital competences. The approach that can be taken on digital literacy includes two aspects, namely the conceptual and operational approaches. The conceptual approach focuses on the cognitive and socio-emotional aspects of development, while the operational approach focuses on the technical ability of using media itself which cannot be ignored.

The principles of digital literacy development according to Mayes and Fowler (2006) are tiered. There are three levels to digital literacy. First, digital competence which includes skills, concepts, approaches and behaviors. Second, the use of digital which refers to the application of digital competencies related to certain contexts. Third, digital transformation which requires creativity and innovation in the digital world (Kemdikbud, 2017).

A survey conducted by the Indonesian Internet Network Providers Association (APJII), for example, revealed that more than half of Indonesia's population is now connected to the internet. It was noted that throughout 2016 as many as 132.7 million Indonesians became active internet users out of 256.2 million people in the total population. The penetration rate is also very fast, especially since the majority of internet users today are those who are active on social media. Ironically, the advancement of digital technology and the internet in the current millennial era is like a double-edged knife, on the one hand it is beneficial for humans to gain wider access to information more efficiently, but on the other hand it has become a separate problem in social relations and will certainly have an impact on the formation the character of the nation, especially with the massive onslaught of unfiltered information (Media, 2016).

This requires the role of the community to be smarter in selecting and sorting good and effective information, this is where digital literacy is important to understand and strategic learning is needed for the development of education in this field in the cyber era. No matter how advanced technology is, it must still be useful and contain comprehensive benefits for people's lives, especially in social interactions. Digital literacy actually encourages residents in the digital world (digital citizens) to be wiser in using these technological instruments.

Issues concerning the ability to develop rational abilities (reason) or people's cognitive abilities must also be increasingly complemented by social intelligence in the form of digital wisdom. As we all know that the threats in today's digital world are not insignificant, the internet user community, for example, is surrounded by various kinds of news, which need multi-dimensional intelligence to be able to filter it. Massive hoaxes to misleading information (mislead) that lead the public towards acts of dishonesty to the rise of cyber crime is a challenge for us to fix as soon as possible.

Technology-based learning, seen from several aspects, actually supports the achievement of educational goals. In terms of effectiveness and efficiency, this technology is indeed suitable. For examples in monotonous learning with the presence of technology, learning will be more interesting and also lead to concentration on students (with projector media, not only the blackboard). Then in the learning process it can also make it easier for a teacher when delivering

material with the help of projector media and currently there are various kinds of applications that can help the learning process of Indonesian language and literature.

Also seen from the aspect of assignment, with technology teachers and students will be helped, especially in searching for material from various sources on the internet or when processing with Microsoft Office or other applications that are still relevant, and also when sending using e-mail. Even though the distance is felt, there is still an invisible rope to support the delivery of a task. Not a few people who are smart and creative are the results of technology-based learning, because the results can make us in an equal position or keep pace with the times and compete with the outside world.

The specific purpose of this study was to determine the planning, organization, implementation and evaluation of information technology-based literacy learning at MTs Alkasyaf, MTs Nurul Huda and MTs El-Bas Ciamis.

B. METHOD

This study uses a qualitative approach, namely research that aims to describe a situation or a phenomenon that occurs. Phenomenological research according to Iskandar is oriented to understanding, exploring and interpreting the meaning and events, phenomena and relationships with ordinary people in certain situations (Iskandar, 2008). According to Bogdan and Biken research with a phenomenological approach tries to understand the meaning of an event or phenomenon that affects humans in certain situations" (Alsa, 2003).

C. RESULT AND DISCUSSION

Information Technology-Based Literacy Learning Planning at MTs Al Kasyaf, MTs Nurul Huda and MTs El-Bas Ciamis.

Based on the results of the research, it was found that Information Technology-Based Literacy Learning Planning and Alkasyaf MTs were synchronized with the Islamic boarding schools under the auspices of the Bakti Mulia Alkasyaf foundation. The planning at MTs Alkasyaf related to IT-based literacy learning is to create a Literacy program.

1. Build a student's mind space

This program is one of the programs so that students are able to think creatively. Creativity is a process that can be developed and improved. Faithful creative people at some level. But people who have abilities and talents in certain fields can be more creative than others. For example, in the fields of art and sports. The same thing can also be experienced by people who are educated and developed in an environment that supports the development of creativity. They have been taught to think and act creatively. For others the creative process is more difficult because they are not positively developed and if they are creative they have to learn how to implement the creative process.

2. Writing and public speaking program
 - a. Shabu-shabu (one month and one book)
 - b. Saha sace (one day one lecture)

Writing is a tool and a tool that can be read by everyone, in this case it is a work for students, in which we can motivate without judgment, tell stories without asking for answers, remind without moving because a writing will never wear out of time, it will never run out in changing times, will not expire even though it has been a long time.

3. Hold meaning exploration continuously

Exploration means (1) investigation; exploration; field exploration with the aim of gaining more knowledge (about the situation), especially the natural resources that exist in that place; (2) Activities to obtain new experiences from new situations. So, in relation to learning, exploration is a stage of learning in which students are asked to actively study and search for information on new knowledge / concepts, new techniques, new methods and formulas, or to investigate patterns of relationships between elements of science concepts, while trying to understand them. exploration is the involvement of students in studying something new, whether it is related to previous subject matter or something completely new to students.

4. Making books and the internet as information media

Learning with information technology literacy nuances in learning utilizes various learning sources and media. Learning resources are not only teachers, the environment is also a learning resource.

For MTs Nurul Huda The implementation of the technology literacy movement program at MTs Nurul Huda refers to the principles:

- a. In accordance with the stages of development of students,
- b. implemented using a variety of texts, both books and the internet,
- c. implemented in an integrated and holistic manner in all curriculum areas
- d. carried out in a sustainable manner,
- e. involves oral communication skills, and
- f. consider diversity

The stages of implementing the literacy movement at MTs Nurul Huda are divided into three stages, namely as follows.

1. The habituation stage

At this stage, the school provides various books and reading materials and a computer laboratory connected to the internet and carries out activities that increase students' reading interest. By arranging reading facilities and areas, creating a text-rich environment, disciplining reading activities 15 minutes before lessons start, involving the public in the school literacy movement

2. Development stage

After the reading habit is established in the school community, the school can enter the development stage which aims to develop students' literacy skills through various literacy activities.

3. The learning stage

At this stage, the school organizes various activities aimed at maintaining reading interest and increasing the literacy skills of students through enrichment books and textbooks and the use of technology. For example, activities to develop reading skills, write stories, and integrate literacy activities into the learning stages.

Meanwhile, the technology literacy program at MTs El-Bas Ciamis is synergized with GLS which shows that literacy is for all subjects. When all lessons invite students to do literacy activities, the goal is to raise students' awareness in literacy. All teachers assign students to read various books in the library. The teacher also asks students to make summaries and reports of the various writings they read. Advances in information technology have made most Indonesian students lose interest in reading. This is the main factor that makes students lazy to read. They are busy with various features on cellphones that are connected to the internet / data, and even find it difficult to escape from social media such as Facebook, Instagram, Youtube and Twitter. The preparation of MTs El-Bas Ciamis in the application of technology-based literacy which is integrated with the school literacy movement includes the formation of a literacy team, procurement of facilities and infrastructure, and literacy programs / activities. The literacy team is tasked with planning the organization and implementation of the School Literacy Movement. The facilities and infrastructure provided by the school include providing computer and student labs, making 10 reading corners, procuring bookcases for 10 reading corners, as well as all classes, adding up to date book collections, and making literacy journals. Meanwhile, the activities held by the school were 15 minutes reading, a program to borrow books from teachers and students, a program to bring books closer to students, literacy festivals, writing training for students, and socialization.

Planning for information technology-based literacy learning, namely MTs Alkasyaf synchronized with Islamic boarding schools under the auspices of the Bakti Mulia Alkasyaf foundation. The planning at MTs Alkasyaf is related to IT-based literacy learning by referring to the vision, mission, goals and programs. As for the Literacy program. By 1) building a mind space for students. This program is one of the programs so that students are able to think creatively. The next creativity is 2) Writing and public speaking programs 3) Continuous exploration of meaning, namely activities to gain new experiences from new situations. 4) Making books and the internet as information media where learning has iterative nuances of information technology in learning utilizing various learning sources and media. Learning resources are not only teachers, the environment is also a learning resource. In contrast to MTs Alkasyaf for the technology literacy program at MTs Nurul Huda and MTs El-Bas Ciamis are synergized with GLS which shows that literacy is for all subjects. When all lessons invite students to do literacy activities, the goal is to raise students' awareness in literacy. All teachers assign students to read various books in the library. The teacher also asks students to make summaries and reports of the various writings

they read. Planning in the application of technology-based literacy that is integrated with the school literacy movement includes the formation of literacy teams, procurement of facilities and infrastructure, and literacy programs / activities.

Organizing Information Technology-Based Literacy Learning at MTs Alkasyaf, MTs Nurul Huda and MTs EI-Bas Ciamis.

Basically the organizational structure in the three schools has the same elements. The school organizational structure as contained in the manual to support the implementation of the school literacy movement for the junior high school level (SMP) published by the Directorate General of Primary and Secondary Education, Directorate of Secondary Education, Ministry of Education and Culture , consists of :

1. Person in Charge (Principal)
2. Head of the School Literacy Team (head of the library)
3. Members (library / reading garden administrators and other teachers)

In his position as a team, there are several main tasks and functions (tupoksi) of the TLS (School literacy Team) to develop technological literacy in each school. The minimal tasks of TLS based on the stages are planning, implementing, reporting, and assessing and evaluating the implementation of IT-based literacy. If needed, there is assistance from external parties at an early stage

Implementation of Information Technology-Based Literacy Learning at MTs Alkasyaf, MTs Nurul Huda and MTs EI-Bas Ciamis.

Information technology literacy activities do not only teach how to find information, they also teach how someone can use information technology quickly. However, with this information literacy program, each individual is expected to be able to accept and anticipate changes in the global community critically, wisely, positively and be able to use the information they need to become new knowledge and add to their repertoire of knowledge both for themselves and for others. Education has an important role in creating information literate generations. This learning environment requires all individuals either directly or indirectly to be in contact with a large amount of information. This information will be used as material for consideration in critically assessing and making decisions on an existing problem. Learners will benefit or benefit from accessing a large amount of information from various sources that are widespread throughout the world.

Implementation of technology literacy-based education at MTs Alkasyaf, based on the program taken is by:

1. Building students' mind space
Building students' mind space is done by the method:
 - a. Culture of writing 3 pages a day
 - b. Cultivating an understanding of writing and is needed
 - c. Through creative writing learning
 - d. By presenting resource persons or expert writers

2. Writing and public speaking program
 - a. Discussion of book concepts
 - b. Book review
 - c. Read a book for 30 minutes every day
 - d. Writing guidance with supervising teachers
3. Hold meaning exploration continuously
 - a. Exploration of self-meaning
 - b. Exploration of scientific understanding
 - c. Exploration of scientific meaning
 - d. Exploration of daily activities
4. Making books as media
 - a. Through social media
 - b. Presentations at school
 - c. Via local TV
 - d. Introduction to writing to the public every week.

Meanwhile, for MTs Nurul Huda and MTs El-Bas Ciamis, the program to improve the quality of education is to promote literacy programs. This program is realized by implementing the School Literacy Movement (SLM) in each primary and secondary education unit. This movement is carried out by reading non-lesson books for 15 minutes before the lesson begins. Literacy, which is defined as reading and writing, is known as literacy.

Some of the efforts made to improve the reading culture of students are the use of IT. This is considering that the development of technology and media demands an integrated ability of students, with a focus on aspects of creativity, communication skills, critical thinking skills, and one important thing is the ability to use media safely. Here it is necessary to provide guidance in the use of IT, so that students are not trapped in the negative impact of technological developments. This coaching is more demonstrated so that students can make good use of technology and in positive activities. Utilization of IT properly is expected to increase the literacy culture in the school environment in particular.

The implementation of the technology literacy movement program refers to the principles of:

1. In accordance with the stages of development of students,
2. Implemented using a variety of texts, both books and the internet,
3. Implemented in an integrated and holistic manner in all curriculum areas
4. Conducted continuously,
5. Involves oral communication skills, and
6. Consider diversity

The implementation of technology-based literacy activities carried out by reading 15 minutes before the lesson starts has not been implemented in a disciplined manner by all class teachers. High class teachers also admit that they sometimes do not guide students to carry out reading activities 15 minutes before lessons begin. Second, monitoring the progress of students using reading journals. On various occasions, teachers always motivate students to make reading a habit, both at school and at home. The topics that students read must also be written in reading journals so that the teacher can find out what students are reading. The other forms applied by

the teacher in reading activities 15 minutes before the lesson begins are reading silently individually, reading aloud together, and reading guided by the teacher.

Implementation of technology literacy-based education at MTs Alkasyaf, based on the program taken is to build a student's mind space with a culture of writing, the writing and public speaking program in this activity students are required to write and speak in public either directly or by uploading it in social media. Students also use books and the internet as information media in finding study materials that are accounted for through writing student resumes. Meanwhile, for MTs Nurul Huda and MTs El-Bas Ciamis, the program to improve the quality of education is by promoting literacy programs. This program is realized by implementing the School Literacy Movement (GLS) in each primary and secondary education unit. This movement is carried out by reading books and internet media for 15 minutes before the lesson begins. Some of the efforts made to improve the reading culture of students are the use of IT. This is considering that the development of technology and media demands an integrated ability of students, with a focus on aspects of creativity, communication skills, critical thinking skills, and one important thing is the ability to use media safely. Here it is necessary to provide guidance in the use of IT, so that students are not trapped in the negative impact of technological developments. This coaching is more demonstrated so that students can make good use of technology and in positive activities. Use of IT properly, in order to improve the literacy culture in the madrasah environment in particular. The ability of students in learning information technology can be seen from 3 (three aspects), namely the cognitive, affective, and psychomotor aspects of students. With good visual media literacy skills, students can influence the learning process of information and communication technology in achieving learning goals.

Evaluation of Information Technology-Based Literacy Learning at MTs Alkasyaf, MTs Nurul Huda and MTs El-Bas Ciamis

Evaluation of Information Technology-Based Literacy Learning at MTs Alkasyaf, aims to be able to determine the achievement of an educational goal at MTs Alkasyaf and then an evaluation is carried out. Basically, evaluation is giving a certain consideration or price. The results obtained from the evaluation are expressed in the form of learning outcomes. Therefore, this activity is called the evaluation of learning outcomes. To find out whether the teaching objectives are achieved in this case is a specific instructional goal. With this function, students can determine the knowledge of teaching materials. This is to determine the effectiveness of the teaching and learning process that the teacher has done. With this function the teacher can determine whether he is teaching successfully or not. The evaluation at MTs Alkasyaf was carried out in two stages, namely:

Short-term evaluation that is carried out by the teacher at the end of the teaching-learning process, this evaluation is called formative evaluation. The goal is to emphasize the improvement of the teaching and learning process. For example: if the results of the evaluation of student learning outcomes at the end of the learning-teaching process are still low, then the teacher has the obligation to repeat the teaching-learning process until the goal can be mastered by the students. Long-term evaluation, which is an evaluation that is carried out after the teaching and learning process has taken place several times, for example the mid-semester evaluation. This evaluation is called a summative evaluation. This evaluation is aimed more at students.

What is meant is that evaluation is used to determine the success of students in mastering instructional objectives. For example: if the learning outcomes achieved by students at the end of the semester have resulted in many failures, it is impossible for the teacher to repeat the teaching-learning process. Even if it improves, it is limited to the materials that will be given in the following semester.

Meanwhile, the evaluation of the literacy program at MTs Nurul Huda and MTs El-Bas Ciamis Ciamis was carried out on several program components. The first is the vision, mission and program objectives for Madrasahs. The second is the readiness of facilities, infrastructure, and educators as well as educational staff, as well as program funding. The third is program implementation. The fourth is about the results of program implementation. The fifth is the impact of program implementation. The results showed that the vision, mission and objectives of the program were beneficial for students in Madrasah. The condition of the facilities and infrastructure is quite good, except for the program funding which has not been maximal. Program implementation is also going well. The results are also quite good. The program impact is also quite good. In the context of technology-based literacy, learning materials in visual form play an important role in increasing student interest and motivation in the teaching and learning process. With various visual presentations displayed by the teacher in front of the class, students can improve their abilities by using their previous knowledge in learning new knowledge presented by the teacher in front of the class. The ability of students in learning information and communication technology can be seen from 3 (three aspects), namely cognitive, affective, and psychomotor aspects of students. With good visual media literacy skills, students can influence the learning process of information and communication technology in achieving learning goals.

Information literacy does not only teach people how to find information, it also teaches how someone can use information technology quickly. However, with this information literacy program, each individual is expected to be able to accept and anticipate changes in the global community critically, wisely, positively and be able to use the information they need to become new knowledge and add to their repertoire of knowledge both for themselves and for others. Education has an important role in creating information literate generations. Kuhlthau explains that our children currently live, grow and learn in an environment that is rich in information. This learning environment requires all individuals either directly or indirectly to be in contact with a large amount of information. This information will be used as material for consideration in critically assessing and making decisions on an existing problem. Learners will benefit or benefit from accessing a large amount of information from various sources that are widespread throughout the world (Ida, 2006).

Information literacy is indispensable in order to live a successful and successful life in the era of the information society and in implementing curriculum in education. Someone who has information literacy will try to keep learning to obtain information and create new knowledge. According to Gunawan there are 7 (seven) steps in obtaining information literacy skills, namely, 1) formulating the problem; 2) identify sources of information; 3) accessing information; 4) using information; 5) creating works; 6) evaluate; 7) draw lessons (Gunawan, 2008). If students in learning always practice the things above, they will be able to master information literacy well. The role of educators is also very much needed in motivating students so that they want to learn to master these abilities.

This benefit in mastering information literacy can later be used in everyday life both in the environment where they study or in other social environments. At least they know exactly how to filter existing information so that they are able to distinguish between important and unimportant information. Prasetiawan states that the benefits of literacy include equipping individuals with skills for lifelong learning, a person not only knows how to use a computer / internet but also uses it positively, information literacy helps users utilize relevant information as a means decision making, information literacy makes it possible to criticize the usability of information, and most importantly information literacy encourages us to think critically and creatively (critical & creative thinking) (Prasetiawan, 2011).

Evaluation of Information Technology-Based Literacy Learning at MTs Alkasyaf, is carried out in two stages, namely the short-term evaluation carried out by the teacher at the end of the teaching-learning process, this evaluation is called formative evaluation. The goal is to emphasize the improvement of the teaching and learning process. Evaluation based on student learning outcomes at the end of the learning-teaching process is still low, so the teacher has the obligation to repeat the teaching-learning process until the goal can be mastered by students. Long-term evaluation, namely evaluation that is carried out after the teaching-learning process has taken place several times, namely the mid-semester evaluation. Evaluation of the literacy program at MTs Nurul Huda and MTs El-Bas Ciamis the role of human resources, namely the head of the madrasah, educators / teachers, library managers, and students / students. The results of the evaluation process, namely the habituation stage and the development stage have met all the achievement indicators, while at the learning stage, at this stage the implementation of the technology literacy program in Madrasahs has not met all the achievement indicators, but some have been implemented well. The results of the product evaluation include that students' reading and writing interest is increasing

D. CONCLUSIONS

MTs literacy learning is carried out based on program components. The first is the vision, mission and program objectives for Madrasahs. The second is the readiness of facilities, infrastructure, and educators as well as educational staff, as well as program funding. The third is program implementation. The fourth is about the results of program implementation. The fifth is the impact of program implementation. The results showed that the vision, mission and objectives of the program provided positive values for students at Madrasahs. For the condition of adequate facilities and infrastructure although they still need to be completed, the problem faced is that funding is not maximal. Program implementation is also going well. This means that even with all its versatility the implementation of information technology-based literacy learning in madrasahs shows quite good results.

Recommendation; After the authors complete the research, analyze data, discuss and draw conclusions from the results of the research, the authors propose suggestions to:

1. The government should be more committed to supporting the implementation of information technology literacy learning for Madrasahs in order to achieve the desired goals. The government's commitment is not only to issue the policy but also to monitor, supervise and evaluate to provide assistance in the form of facilities and infrastructure

or in the form of funds. This is so that the information technology literacy learning that is already running can run better and maximally so that a literacy culture is created.

2. The head of madrasah can make various efforts to support and support the implementation of information technology literacy learning in madrasah. This effort can be in the form of actively escorting literacy activities so that other teachers can participate so that they are more active in literacy activities. In addition, it can also make efforts to fulfill facilities and infrastructure and hold literacy activities related to the community in order to advance Madrasah.
3. Educators and education staff in order to oversee the implementation of information technology literacy learning more optimally. Educators and education staff work together to strive to create a literate environment in Madrasahs by utilizing existing facilities and infrastructure in Madrasahs. In addition, it is hoped that educators and education staff can improve their insights regarding the implementation of information technology literacy learning so that new ideas can be applied in Madrasah.
4. The community is expected to play an active role in advancing Madrasahs. In information technology literacy learning, the community has the same obligations as teachers. Thus, the community needs to improve good relations with madrasahs in order to create a public movement in the surrounding environment so as to create a literate environment. In addition, the community can collaborate by donating books or funds to Madrasahs. Because basically information technology literacy learning can run well if the Madrasah and the community work well together.

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