

Information Literacy Competence in Connection with Religiosity to Maintain Social Cohesion among *Santri* of Ali Maksum Islamic Boarding School, Krapyak Yogyakarta – Indonesia

Nurdin, Djazim Rohmadi, Anis Masruri, and Arina Faila Saufa

Library and Information Science Department,
Faculty of Adab and Cultural Science, Sunan Kalijaga State Islamic University
Jalan Marsda Adisucipto,
Yogyakarta 55281, INDONESIA

E-mail: nurdin@uin-suka.ac.id; djazim.rohmadi@uin-suka.ac.id; anis.masruri@uin-suka.ac.id; arinasaufan@gmail.com

ABSTRACT

Maintaining social cohesion among society has required people, both individually and collectively, including the Santri. Information literacy (IL) competence and religiosity has become factors that can contribute to maintain the social cohesion. The objective of this research is to find out the effect of information literacy competence and religiosity of those Santri toward the social cohesion. This effect is going to be mapped into three points, namely: first, the influence of information literacy competence on social cohesion; second, the influence of religiosity toward social cohesion; and third, the the influence of information literacy and religiosity simultaneously on social cohesion among the Santri of Ali Maksum Islamic Boarding School in Krapyak, Yogyakarta. Research sampling uses a Slovin technique which results in 182 respondents from the Santri. Researchers used a Likert scale to score for each answer of questionnaire and used SPSS as a data processing tool. Based on the results of data processing tool, the results show that information literacy competence significantly influence the social cohesion because the t-count value > t table value is $5.740 > 1.97331$. It is also the same significant influence by religiosity toward the social cohesion as seen from the t-count value > t table by $6.061 > 1.97331$. Therefore, information literacy and religiosity, both partially and simultaneously, influenced the social cohesion in significant way as shown on F count > F table, that is $5.669 > 3.05$. Due to difference of significant influence between independent variables, it needs more exploration by other further studies.

Keywords: Information literacy; Religiosity; Social cohesion; *Santri*

INTRODUCTION

This is a beginning section which states the purpose and goals of the following writing. It is usually interesting that intrigues the reader and causes him or her to want to read on. The problem of social cohesion has been currently looked more fragile, particularly in Indonesia since the social media become a dominant communication tool. The issues of hoaxes have become a daily meal especially among millennial generation. Since such situation, social cohesion has been increasingly alarming because the spirit of social integration and nationalism among the people has been gradually eroded. Social cohesion is therefore being a crucial issue as a way toward a developed society. The Council of Europe (2005) defined the social cohesion as an ability of modernity to maintain equality of access to human rights-based sources of information that refer to diversity, individuality, collective autonomy, and active participation. Social cohesion is also understood as a social commitment to reduce horizontal conflict and prevent dichotomization of society (Pahl, 1991). Social cohesion is often associated with social integration because both are the basic elements for unity of the nation. Lackwood (1999) who analysed cohesion as a micro level and social integration as a macro level believes both of which depend on each other.

The potential for the erosion of social cohesion nowadays, one of which, is caused by hoaxes and/or lies that have become a serious problem in various countries, especially Indonesia. Hoax is defined as information designed to deceive and weaken the confidence of public organizations so as to cause fear and critical threats (Bowman, 2004). Based on information from the daily Kompas on March 15 2018, the Indonesian State Intelligence Agency (BIN) said more than 60 percent of social media content in Indonesia contained hoax information. The online survey conducted by the Indonesian Telematics Society (Mastel) on February 13, 2017 through 1.116 respondents showed that social media, such as Facebook, Twitter, and Instagram, became the most popular hoax distribution channel, which was around 92.40 percent followed by chat applications (whatsApp, line, and telegram) as much as 62.80 percent. While the most widely distributed hoax content based on the highest order is social politics, racial intolerance, health, food and beverages, financial fraud, science and technology, news of grief, jokes, natural disasters, and traffic.

The abundance of hoax news that spread will be very worrying when many people trust and disseminate this kind of information. The ease of hoax information dissemination is very dependent on the ability of the community to filter information that is spread on social media and other sources of information. Thus, the ability to filter information becomes an important competency that must be mastered by each individual so as not to easily trust information which is not validated yet. The ability to filter information can also be called information literacy skills. The American Library Association (ALA) (2005) defined information literacy as an ability that requires individuals to recognize when information is needed and have the ability to effectively find, evaluate, and use the information needed.

Information literacy competence is considered as one of the main elements for the birth of a civilized society. As a main element, this capability may become an important point to reach a national development in a state level that is not only related to the quality of

education but also in a broader context, such as health and welfare (Garner, 2006). In addition, information literacy may also contribute to health, democracy, and pluralism that can sustain the economy and prosperity of society in a sustainable manner (Mc Travis, 2009). For this context, people with information literacy skills are considered capable of playing a role in maintaining social cohesion in various fields, such as culture and law enforcement. The value of transcendental religiosity also becomes one of elements that affect the condition of community social cohesion. Durkheim (1961) stated that religion is a system of beliefs and deeds that are related to sacred things that can unite a community under religious system (Abdullah, 2009). In this context, Islamic boarding schools as potential institutions to involve in those issues become important to be studied. One of them is Ali Maksum Islamic boarding school due its popularity among society, particularly students from different universities in Yogyakarta. In order explore such issues; this study is going to look at three objectives, i.e. first on the influence of information literacy competence toward social cohesion; second on the effect of religiosity toward social cohesion; and third on the effect of information literacy competence and religiosity simultaneously toward social cohesion among *Santri* of the boarding school.

LITERATURE REVIEW

Information literacy as a social capital

Information Literacy (IL) is defined as understanding and a series of individual abilities to recognize when information is needed and has the ability to effectively search, evaluate, and use that information (UNESCO, 2002). People who have information literacy skills can be said to be "literate" or information literate individuals. The Australian Library and Information Association (2001) defined that information literate people are those who know when they need information. They can identify, search, evaluate, organize, and use information effectively to overcome and help resolve social problems. Meanwhile, Alexandria Proclamation (2005) explained IL as an important ability for individuals to achieve personal and social goals, including work and education.

Besides being able to develop individual and social capacity and quality, IL skills can help improve national work achievement because IL also covers broader aspects, such as the context of work and the welfare of community. This makes IL start to be considered as an important part of national development elements in various countries. Garner (2006) stated that literacy skills can develop science as a long-term learning that builds the quality of society in a country from various fields. In fact, IL has become an important skill for knowledge society nowadays. Schools begin to apply a holistic approach to IL and add it to teaching units in schools (Abrizah, 2008). This is very important because literacy competency has become a serious concern to produce information literate young generation (Yu, Abrizah, and Sani, 2016).

Information literacy competence indicators

IL competence is closely related to ability to solve problems, especially in the field of information. However, IL skills also become a collection of integrated skills that can help

problems effectively in all aspects of life. The Organization for Economic Cooperation and Development (OECD) (2006) stated that public information literacy skills become one of the objects that can measure the progress of a society. This is because IL skills can change community dependence from 'knowledge brokers' to 'knowledge builders' (OECD, 2007). Campbell (2004) mentioned that there are several elements that support IL as human development, namely: recognizing information needs, finding and evaluating information quality, storing and recovering information, using information effectively and ethically, and applying information to create and communicate knowledge. Several surveys of IL skills assessments have been conducted, such as a consortium of library scientists in the United States who developed IL knowledge tests based on the standards of the Association of College and Research Libraries (ACRL) called the Standardized Assessment of Information Literacy Skills (SAILS) using the Latent-Trait theory (O'Connor et al., 2002). Educational Testing Service (ETS) recently published a computer-based information capability assessment called the iSkills Test (ETS, 2008). In Australia, the Information Skill Survey (ISS) has also been developed by University of Australia Librarians Council to measure community literacy skills (Catts, 2005).

The standard for measuring IL skills has been also developed by the Australian and New Zealand Information Literacy Framework which can be applied in various education or in general. In this standard, there are three skills that support information literacy, namely: 1) generic skills which include problem solving, collaboration and teamwork, communication, and critical thinking; 2) information capability includes information seeking, use, and information technology fluency; and 3) information ethics capabilities, namely the use of information wisely, ethically, and responsibly (ACRL, 2003). In addition, the Australian and New Zealand Institute for Information Literacy also makes six standards of assessment to identify a person's information capabilities, namely: 1) recognizing the need for information and having ability to determine the information needed; 2) being able to find information needed effectively and efficiently; 3) evaluating the process of finding information critically; 4) having ability to manage the information gathered; 5) having ability to apply information to create new concepts and understandings; 6) and using information with understanding in accordance with ethics, culture and social law (Bundy, 2004).

***Santri* and religiosity**

The word *Santri* is a term for someone who participates in Islamic education in Islamic boarding schools and even stays there until the religious education is completed. The term *Santri* originally came from Sanskrit namely "*Shastri*" which has the same root as "literary" which may mean as a holy book, religion, or knowledge (Makhfudli, 2009). Another opinion says that *Santri* is derived from the word '*Cantrik*' meaning the servant of ascetics. A person of *Cantrik* will be rewarded in the form of knowledge after serving. This is not much different from the *Santri* who have served in Islamic boarding schools with obedience and devotion to grand teachers, called *Kyai*. They will get paid for knowledge and blessings. A majority of people believe that *Santri* are people who are very familiar with Islamic religion because they get religious knowledge from the *Kyai*. They were required to recite and learn a variety of knowledge about Islam every day.

Another reason is that the *Santri* have high religiosity because their closeness to the *Kyai*.

The concept of religiosity is understood differently because of differences in viewpoints. One of them lies in the basic aspects of emphasis, such as transcendentality and horizontality, spiritual piousness and social piousness. According to Salleh (2012), for example, religiosity is described in the aspect of trust which is then characterized by piousness situation and religiosity spirit, which then result in various terms, such as devotion, holiness, belief, and so on. Meanwhile, Ancok and Suroso (2011:76), Fridayanti (2005), and Dewi (2012) stated that religion is not only related to ritual behavior or worship, but also all activities carried out based on supernatural encouragement. They explain religiosity in five dimensions, i.e. belief/ideology, rituals/practices, consequential, intellectual/knowledge, and experiential. Besides, Mueller (1980) referred to Verbit which explains religiosity in six dimensions: community, doctrine, ethics, ritual, knowledge, and emotion. In Fukuyama, religiosity is seen in four dimensions, creedal, cultic, cognitive, devotional. Likewise, a number of other experts see religiosity in a number of more or less the same dimensions which include personal and group piousness that departs from a religious belief.

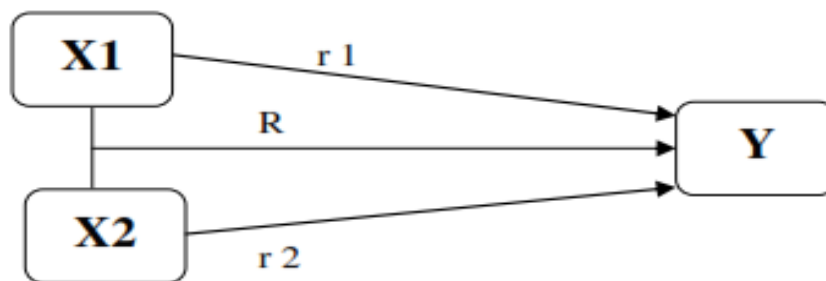
Social cohesion

Social cohesion is an important part for community construction in maintaining national unity of politics, economics, socio-culture, etc. Social cohesion is closely related to social integrity that is connected to various problems, such as the crisis of national solidarity and other social ties (Giardielle, 2014). Various problems regarding social cohesion arise from complex problems, such as ethnic conflict, globalization, or structural changes in the social bonds of society. Easterly et al. (2006) stated that the problem of cohesion is usually related to social and economic divisions (income, ethnicity, politics, caste, language, etc.). Chan, et al. (2006) made a definition of social cohesion as an inner attribute of society through the relationship of vertical-horizontal and objective-subjective dimensions. In this case, social cohesion is considered as a key aspect for a cosmopolitan environment where many people transcend the boundaries of citizenship, especially related to the attachment and solidarity with each other (Jansens et al., 2006).

Lockwood (1999) explained social cohesion as a macro (a nation) and micro (organization, city, and environment). The micro dimension is configured as a social relationship consisting of primary and secondary relationships in the local community, while the macro dimension is universal integration between fellow citizens. The importance of social cohesion for community and nation environment is a serious concern in various countries, because a good social cohesion will greatly help maintain national unity and development. Freidkin (2004) explained that cohesive groups will produce positive attitudes and behaviours in maintaining their interaction and group conditions. Attention to the conditions of social cohesion of a group or nation can be interpreted as a conservative and caring effort in solving various problems, challenges, and changes. According to the European Committee for Social Cohesion (2004), efforts to maintain this cohesion are also carried out by the government to provide welfare and security, minimize gaps, and avoid marginality. For this point, social cohesion helps cultivate a sense of belonging among individuals to achieve common social goals.

RESEARCH DESIGN

This research uses an associative quantitative research design. Quantitative research according to Sugiyono (2010) is interpreted as a research method used to examine specific populations or samples. Data collection for the research employs research instruments and quantitative or statistical data analysis. While associative is a study that aims to determine the relationship of two or more variables (Sugiyono, 2014; Siregar, 2013). The purpose of this study was to analyze the influence of information literacy competence and religiosity on social cohesion among the *Santri* of Ali Maksum Islamic boarding school in Krapyak - Yogyakarta. More specifically, the researchers are going to find out to what extent both partially and simultaneously the information literacy competence and religiosity influence on social cohesion as well as the correlation between information literacy competence and religiosity among the *Santri*. The following are pictures of research variables that will be discussed in this study:



Picture 1. Research variable relation

X1 = Information literacy competence

X2 = Religiosity

Y = Social cohesion

r = Partially influence

R = Simultaneously influence

The population of this research consists of male and female *Santri* of Ali Maksum Islamic boarding school in Krapyak - Yogyakarta, which numbered 335 persons. This number consists of 120 men and 215 women. The population in question is those who take religious education in Islamic boarding schools as well as study in higher education. The sample used is 182 respondents based on Slovin formula (Ryan, T., 2013) as follows:

$$n = \frac{N}{(1 + (N \times e^2))}$$

N = Number of population member
 n = Number of samples
 e = Error tolerance limit of 5% or 0.05

$$n = \frac{335}{(1 + (335 \times (0.05)^2))}$$

$$n = \frac{335}{(1 + (335 \times 0.0025))}$$

$$n = 182$$

While the data analysis used is multiple regression analysis because there are two independent variables (X1, X2) that will be tested against one dependent variable (Y) through the t test to determine whether or not there is an effect of variable X toward variable Y and F test to find out the effect of the two variables X together toward variable Y. While to test the tendency of those variables' data, the researchers conducted a classic assumptions test through a normality test that is followed by hypothesis test. Meanwhile, validity test used is the Pearson product-moment correlation coefficient, which found that information literacy competence, religiosity, and social cohesion variables have r- count value > 0.03, so it is said that the measuring instrument used in this study is valid. While the reliability test shows that the Cronbach Alpha value in the information literacy competence is 0.634 > 0.06, the religiosity is 0.706 > 0.06, and social cohesion is 0.718 > 0.06. Based on this formulation, it can be concluded that all data used are reliable. All data used were collected from the interval scoring by modified Likert scale as below:

Table 1. Likert scale

Answer	Score
Very Agree	4
Agree	3
Disagree	2
Very Disagree	1

Meanwhile, the hypotheses that will be tested in this study include:

Hypothesis 1 (H1) : There is an influence of information literacy competence toward social cohesion.

Hypothesis 2 (H2) : There is an influence of the level of religiosity toward social cohesion.

Hypothesis 3 (H3) : There is a simultaneous influence of information literacy competence and religiosity toward social cohesion.

RESULTS

Research Overview

In sub-district of Krapyak, Yogyakarta, this is famously known as the village of Santri. There are three big Islamic boarding schools, namely Al-Munawwir found since 1909, Ali Maksum since 1990, and Al-Muhsin since 1991. This research is focused on Ali Maksum Islamic boarding school due to a reason that this boarding school is currently known as lots of various Islamic programs comparing to other boarding schools. Ali Maksum Islamic boarding school is one of the famous huts in the sub-district of Krapyak - Yogyakarta. This boarding school has various educational facilities, ranging from formal schools, such as junior high school, senior high school, and even higher education, to non-formal education, such as Qur'anic memorization program and Arabic book learning that are usually done inside the hut.

Educational style of Ali Maksum Islamic boarding school Krapyak adheres to an integrated mixed pattern between formal and formal education. In non-formal education, the *Santri* will get a lot of religious education in order to maintain the conventional pattern of the boarding school. This boarding school operates in a white building. There is a cottage in the white building, which is a special place for *Santri* who are currently studying in college and still want to get religious education through this boarding school. It has a special cottage area for girls and boys. The *Santri* must take part at the boarding school activities every after returning back from their formal educational activities at university. The usual Islamic boarding school activities are learning through *Kyai*, reciting the Qur'an every morning and evening prayers, and yellow book studies carried out regularly every week.

(a) Test for multiple linear classical assumptions

Multiple linear regression analysis of this research is used because there found three variables that have a linear relation, namely two independent variables influencing one dependent variable. Information literacy competence and religiosity variables simultaneously affect the social cohesion. In this classical assumption test, there found 182 questionnaires which were collected and tested using SPSS (Statistical Package for Social Sciences) tool. In this regard, regression analysis is designed to carry out the t-test and F test. The t-test is conducted to find out the influence of the independent variable (information literacy ability and level of religiosity) on the dependent variable (social cohesion). In this t-test, it will be known how much the partial effect of each independent variable on the dependent variable. While the F test is conducted to determine the effect of both independent variables simultaneously affecting the dependent variable. The classical assumption test by this research is in the following:

Normality test

The normality test is done to know whether the sample used has a normal distribution or not. A good regression model is one that has a normal or near normal distribution. Meanwhile, the multicollinearity test is conducted to test whether the regression model shows any correlation between the independent variables. A good regression model

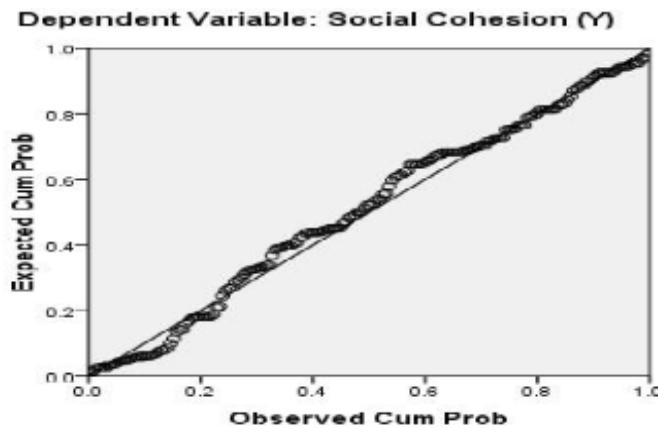
should not have a correlation between independent variables (Santoso, 2012). The normality test used is the Kolmogorov-Smirnov test and P-plot of regression.

One-Sample Kolmogorov-Smirnov Test

		Information Literacy (X1)	Religiosity (X2)	Social Cohesion (Y)
N		182	182	182
Normal Parameters ^a	Mean	40.2857	35.3956	27.8571
	Std. Deviation	2.45078	2.69593	2.35788
Most Extreme Differences	Absolute	.132	.123	.145
	Positive	.063	.091	.085
	Negative	-.132	-.123	-.145
Kolmogorov-Smirnov Z		1.774	1.659	1.957
Asymp. Sig. (2-tailed)		.004	.008	.001

Test distribution is Normal.

Normal P-P Plot of Regression Standardized Residual



From the normality test through the Kolmogorov-Smirnov test method, it is known that the three variables used are normally distributed. This can be seen from the absolute value of each variable, which is greater than the Kolmogorov Smirnov table with $N = 182$, which has a value of 0.10081. The information literacy variable (X1) has an absolute value of $0.132 > 0.10081$ meaning normal distribution, the religiosity variable (X2) with an absolute value of $0.123 > 0.10081$ means normal distribution, and the social cohesion variable by $0.145 > 0.10081$ is also normally distributed. In addition, the histogram image shows a symmetrical curve. Although, the distribution of points on the -Plots picture is found some that are slightly away from the line, but in general the data

is normally distributed. This result shows that the three variables meet the requirements to be conducted for t- test and F test.

Multicollinearity test

Analysis for multicollinearity test is one of the requirements to conduct a classical assumption test. The aim of this multicollinearity test is to look at whether or not any correlation between independent variables, because a good regression model should not have a correlation between independent variables or no symptoms of multicollinearity. The basis of decision making on this test is done by looking at the tolerance value and VIF value. If the tolerance value is greater than 0.10 and the VIF value is less than 10.0, then it can be interpreted that the regression model does not occur in multicollinearity. Multicollinearity testing on this research variable can be seen in the table below:

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	18.241	3.075		5.932	.000		
Information Literacy (X1)	.094	.076	.097	1.234	.219	.845	1.183
Religiosity (X2)	.165	.069	.189	2.395	.018	.845	1.183

Dependent Variable: Social Cohesion (Y)

From the test table above found a tolerance value of 0.845 and a VIF value of 1,183. This value indicates that the tolerance value is greater than 0.10, that is $0.845 > 0.10$ and the VIF value is smaller than 10.0, that is $1.183 < 10.0$. These results indicate that there is no correlation between independent variables or no multicollinearity in the regression model. From the results of this test, the regression model is generated as follows: $Y = 18,241 + 0.094X1 + 0.165X2 + e$

(b) Test for Hypothesis

The influence of information literacy competencies on social cohesion

The first hypothesis test is done by t- test. The t- test or partial test aims to find out how the effects of each independent variable partially/individually toward the dependent variable. In this study, the t-test is to be conducted to determine the effect of information literacy toward social cohesion. In this test using SPSS, the calculation of t-test is done by comparing the value of t-count with t-table. If the t-count > t- table, then there is influence. While if the t-count < t-table, then there is no influence. It can be seen in the coefficients of table below.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
	B	Std. Error	Beta			Zero-order	Partial	Part
1 (Constant)	17.963	3.042		5.904	.000			
Information Literacy (X1)	.433	.075	.393	5.740	.000	.393	.393	.393

Dependent Variable: Religiosity (X2)

In order to compare t- count with t- table, it is necessary to find out the value of t- table first. In calculating the t-table with the number df = 179 and the significance level $\alpha = 5\%$ or 0.05, the value of t- table is obtained by 1.97331. The table shows that the t-count value found in information literacy competence is 5.740. This point demonstrates the t-count value is higher than the t- table, that is $5.740 > 1.97331$ meaning that the information literacy competence by the *Santri* of Ali Maksum Islamic boarding school in Krapyak Yogyakarta has a significant influence on the social.

The influence of religiosity toward social cohesion

In testing the effect of religiosity by the *Santri* Ali Maksum Krapyak Islamic Boarding School toward social cohesion, the same way is also done. The t- count value is compared to the t-table values. If the t- count value is greater than t- table, then it can be concluded that there is a significant influence between variables. The results of testing on the level of religiosity variable toward social cohesion are obtained below.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
	B	Std. Error	Beta			Zero-order	Partial	Part
1 (Constant)	7.729	3.550		2.177	.034			
Religiosity (X2)	.604	.100	.658	6.061	.000	.658	.658	.658

a. Dependent Variable: Social Cohesion (Y)

Based on the results of the test above, it is found that the t- count value is 6.061. If the point is compared to the t- table value by 1.97331, it is found that the result of the t-count value is greater than the t- table value, that is $6.061 > 1.97331$. These results indicate that the level of religiosity variable also has a significant effect on social cohesion in the environment of the *Santri* of Ali Maksum Krapyak Islamic Boarding School in Yogyakarta.

Simultaneous influence of information literacy competence and religiosity on social cohesion

Simultaneous effect of independent variables toward dependent variable needs to know through multiple linear regression analysis. As this research is found two independent variables, it is necessary to know how both influence dependent variable simultaneously. Through SPSS in data processing, this simultaneous effect is known through the F test. The F test is a test that aims to determine whether the independent variables simultaneously have a significant effect on the dependent variable. The degree of trust used is 0.05. In the F test, the assessment is done by comparing the value of F count with F table which is found in the ANOVA table below.

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	59.943	2	29.972	5.669	.004 ^a
	Residual	946.342	179	5.287		
	Total	1006.286	181			

a. Predictors: (Constant), Religiosity (X2), Information Literacy (X1)

b. Dependent Variable: Social Cohesion (Y)

Assessment carried out on the F test is carried out if F count > F table and Sig. < 0.005, it means that the variable has a significant effect. From the table of F test results above, it is known that the F count value is 5.669 and the sig value. 0.004. Meanwhile, the value of F table with df regression = 2 and residual df 179 is found in the value of F table 3.05. When compared then 5.669 > 3.05 and Sig. 0.004 < 0.005, so it can be concluded that the information literacy and religiosity variables (X1 and X2) have a simultaneous significant influence on social cohesion (Y).

The results of hypothesis test above can be illustrated in the form of the following table:

Table 2: Hypothesis test results

Hypothesis	Statement	Value	Description
H1	Information literacy competence influences on social cohesion	5.740	H1 is accepted and H0 is rejected, because the value of t count 5.740 > 1.97331 (t table) = significant effect

H2	Religiosity has an effect toward social cohesion	6.061	H2 is accepted and H0 is rejected, because the value of t count $6.061 > 1.97331$ (t table) = significant effect
H3	Information literacy skill and religiosity simultaneously influence on social cohesion	5.669	H3 is accepted and H0 is rejected, because the value of F count is $5.669 > 3.05$ (F table) = significant effect simultaneously

Critical analysis

Hypothesis test shows that the information literacy competence have a significant influence on social cohesion as can be seen from the t- count value is higher than the t-table. It is similar what occurred in the religiosity that has a significant influence on the dependent variable. This result demonstrates that information literacy abilities and religiosity among *Santri* of Ali Maksum Islamic boarding school both partially and simultaneously influenced the social cohesion. In detail way, it seems that the information literacy skills among the *Santri* have been able to contribute to help maintain their social cohesion albeit still lower than religiosity. Although, they have actually got access to different public and non-religious education, trends of religious influence are still in dominance. This result illustrates that the religiosity has a great power that is able to maintain social cohesion comparing the information literacy. According to Sumartana et al. (2001), religion is able to provide an effective base of moral strength in society because it has no other interests than to defend human rights and dignity.

Furthermore, the life in Islamic boarding schools requires *Santri* to always obey their *Kyai*. Such obedience is believed to be able to get great blessings and rewards when doing so, because aspects of faith, religious practice, and experience or morals will influence the individuals' perspectives based on the dogma or faith they believe in (Pasiak, 2012). The result can be concluded that *Santri* tend to step over the condition of modernity and adhere more to traditional Islamic creeds that make information literacy competence not as strong as religiosity in maintaining social cohesion. Another test demonstrates that the information literacy competences have a significant influence on social cohesion, both done partially and simultaneously with the religiosity (Islam and Chandrasekaran, 2016). The test is supported by the multicollinearity test showing that there is no correlation between information literacy skills and religiosity among those *Santri* in their contribution to social cohesion. This can be explained that in an Islamic boarding school environment, *Santri* also have good information literacy skills to work with their religiosity in helping maintain their social cohesion in society, nation, and state (Mahali and Mujawazah, 1993).

Another source pointing out that discourse on literacy and religiosity has a relevant root in the Islamic tradition. It implicitly describes that the instruction of reading correlates

with religious obedience which is more dominant in the formation of personality, including the social groups that lead to social integration (al-Qur'an: al-Alaq:1-5; Lardinois, 2011). Therefore, the religious condition of the *Santri* community is not surprising if the result of hypothesis test on IL is lower than religiosity in its influence toward social cohesion. This may occur because the dominance of religiosity compliance effect is too high so that other factors are ignored (Ansari, 2015). The level of value in information literacy aspects of Islamic boarding schools does not mean that their literacy skills are lowest but the potential for the religiosity effect of those who have strong pressure. Therefore, this point need to research inductively in order to uncover the phenomena of literacy relations with religiosity at the level of their interaction to people lives in general (Usman et al., 2017)

CONCLUSION

Based on the results of data examination using SPSS, it can be seen that *Santri* of Ali Maksum boarding school in Krapyak - Yogyakarta have good literacy skills and a high level of religiosity. In addition, they also understand that maintaining social cohesion in society is a must for every individual of a nation. Data processing is done through multiple linear regression analysis to test three hypotheses. From the results of the test, it was found that the first hypothesis (H1) is accepted because the information literacy ability influences the social cohesion as seen in the t-count value, which is higher than the t-table that is $5.740 > 1.97331$ meaning a significant effect. It is also the same in the second hypothesis (H2) because the t-count value is higher than t-table that is $6.061 > 1.97331$. This means that the religiosity significantly affects the social cohesion as well. Then, in the F test for the third hypothesis (H3), the result shows that the F count value is greater than F table by $5.669 > 3.05$. Thus, it can be concluded that information literacy ability and religiosity simultaneously influence the social cohesion significantly. The significant influence of the two independent variables above shows that the impacts of education carried out by the *Santri* in the boarding school illustrate the parallel effect on their intellectual and spiritual attitudes toward social cohesion. Although, both of these independent variables are equally significant, the level of significance of the religiosity is higher than information literacy ability. For this point, it is interesting to study further to see what phenomena are behind the trend of religiosity that excels the information literacy variable.

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