JIMPI: Jurnal Inovatif Manajemen Pendidikan Islam
Volume 5 (2), 2026, 297-317
DOI: 10.38073/jimpi.v5i2.6248
https://ejournal.uiidalwa.ac.id/index.php/jimpi
p-ISSN: 2827-783X
e-ISSN: 2828-1764

Information Literacy Management for Improving the Quality of Islamic Higher Education: An Integrative Literature Review

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Received: 14 September 2026. Revised: 18 October 2026. Accepted: 19 October 2026. Published: 21 October 2026

ABSTRACT
The growing complexity of digital information environments has increased the importance of information literacy in higher education. However, information literacy initiatives are frequently implemented as isolated library services rather than integrated components of institutional quality management. This study aims to examine the position of information literacy within quality management, synthesize institutional strategies for its development, and propose an integrated management framework for Islamic higher education. Employing an integrative literature review guided by Whittemore and Knafl's methodological framework, the study analyzes literature concerning information literacy competencies, institutional governance, academic collaboration, curriculum integration, and educational quality. The synthesis identifies three interconnected dimensions of information literacy: competency development, institutional management, and academic quality improvement. It further highlights four interdependent management functions—planning, organizing, implementation, and evaluation—as essential processes for coordinating information literacy initiatives. Drawing on these findings, the study proposes an Integrated Information Literacy Management Framework comprising five components: institutional governance, collaborative management, instructional integration, information literacy competencies, and academic quality outcomes. The framework incorporates institutional feedback mechanisms and recognizes digital infrastructure, professional development, and institutional context as enabling conditions. This study contributes to Islamic educational management by conceptualizing information literacy as a shared institutional responsibility rather than an exclusively library-based activity. The proposed framework provides a theoretical foundation for integrating information literacy into academic governance, curriculum development, and continuous quality improvement, while requiring further empirical validation.

Keywords: Information Literacy Management, Islamic Higher Education, Academic Quality, Institutional Governance, Integrative Literature Review.

ABSTRAK
Kompleksitas lingkungan informasi digital yang terus meningkat telah memperkuat urgensi literasi informasi dalam pendidikan tinggi. Namun, pengembangan literasi informasi sering dilaksanakan sebagai layanan perpustakaan yang terpisah, bukan sebagai bagian terintegrasi dari manajemen mutu kelembagaan. Penelitian ini bertujuan menganalisis kedudukan literasi informasi dalam manajemen mutu, menyintesis strategi pengelolaannya, serta mengembangkan kerangka manajemen integratif untuk pendidikan tinggi Islam. Penelitian menggunakan pendekatan tinjauan literatur integratif berdasarkan kerangka metodologis Whittemore dan Knafl dengan mengkaji literatur mengenai kompetensi literasi informasi, tata kelola kelembagaan, kolaborasi akademik, integrasi kurikulum, dan mutu

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pendidikan. Hasil sintesis mengidentifikasi tiga dimensi yang saling berkaitan, yaitu pengembangan kompetensi, manajemen kelembagaan, dan peningkatan mutu akademik. Penelitian juga menemukan empat fungsi manajemen yang saling berhubungan, yakni perencanaan, pengorganisasian, pelaksanaan, dan evaluasi sebagai proses penting dalam pengelolaan program literasi informasi. Berdasarkan temuan tersebut, penelitian ini mengusulkan kerangka manajemen literasi informasi integratif yang mencakup lima komponen: tata kelola kelembagaan, manajemen kolaboratif, integrasi pembelajaran, kompetensi literasi informasi, dan capaian mutu akademik. Kerangka tersebut mengintegrasikan mekanisme umpan balik kelembagaan serta menempatkan infrastruktur digital, pengembangan profesional, dan konteks institusi sebagai kondisi pendukung. Kontribusi penelitian terletak pada konseptualisasi literasi informasi sebagai tanggung jawab kelembagaan bersama, bukan semata-mata aktivitas perpustakaan. Kerangka yang diusulkan memberikan landasan teoretis bagi integrasi literasi informasi ke dalam tata kelola akademik, pengembangan kurikulum, dan peningkatan mutu berkelanjutan, tetapi masih memerlukan validasi empiris.

Kata Kunci: Manajemen Literasi Informasi, Pendidikan Tinggi Islam, Mutu Akademik, Tata Kelola Kelembagaan, Tinjauan Literatur Integratif.

INTRODUCTION

Digital transformation in higher education has significantly changed how information is produced, distributed, accessed, and utilized in academic activities. The increasing availability of digital information resources, scholarly databases, institutional repositories, and artificial intelligence technologies has expanded opportunities for students and academics to access knowledge. However, greater access to information does not necessarily correspond to an improved ability to identify information needs, evaluate source credibility, or use information critically and responsibly. These circumstances have positioned information literacy as a fundamental competency in higher education. Mbandje et al. (2023)[1] emphasize the importance of distinguishing information literacy from digital competence, while White (2021)[2] associates information literacy with the development of critical thinking in higher education. Accordingly, information literacy should not be understood merely as a technical ability to retrieve academic references but as an intellectual competency that supports learning, research, and knowledge development.

Information literacy is closely associated with students' academic achievement and learning outcomes. Rafique et al. (2025)[3] investigated the contribution of information literacy to the academic success of engineering students in Pakistan, while Ashiq et al. (2025)[4] examined the relationship between information literacy and academic performance through a meta-analysis. Similarly, Jones and Mastrorilli (2022)[5] evaluated the impact of a credit-

[1] Daniel Cláudio Mbandje et al., "Digital Competence and Information Literacy: Clarifying Concepts Based on a Literature Review," *Educational Media International* 60, nos. 3–4 (2023): 306–16, https://doi.org/10.1080/09523987.2023.2324584.

[2] Ann Marie Joanne White, "Information Literacy and Critical Thinking in Higher Education: Some Considerations," in *Research Anthology on Developing Critical Thinking Skills in Students* (IGI Global Scientific Publishing, 2021), https://doi.org/10.4018/978-1-7998-3022-1.ch007.

[3] Ghulam Murtaza Rafique et al., "Empowering Engineering Students: The Impact of Information Literacy on Academic Success in Pakistan," *Information Development*, June 17, 2025, 02666669251349158, https://doi.org/10.1177/02666669251349158.

[4] Murtaza Ashiq et al., "The Relationship between Information Literacy and Academic Performance: A Meta-Analysis Study," *Performance Measurement and Metrics* 27, no. 1 (2025): 81–97, https://doi.org/10.1108/PMM-04-2025-0020.

[5] Wilma L. Jones and Tara Mastrorilli, "Assessing the Impact of an Information Literacy Course on Students'

bearing information literacy course on students' academic achievement using a mixed-methods approach. These studies highlight the relevance of information literacy to academic competency development. Nevertheless, the relationship between information literacy and academic performance requires critical consideration, as academic achievement is also influenced by instructional quality, learning environments, student motivation, and institutional factors. Therefore, information literacy should be regarded as an important component of academic quality rather than the sole determinant of educational success.

Strengthening information literacy requires systematic institutional management to ensure its integration into educational objectives and students' academic needs. Pinto et al. (2019)[6] examined information literacy policies and planning in Ibero-American higher education, while Aviamu et al. (2022)[7] emphasized the importance of policy frameworks in developing information literacy within public universities. At the implementation level, Iqal and Idrees (2022)[8] investigated information literacy instruction practices in university libraries in Pakistan. These studies provide a basis for understanding information literacy not only as an individual competency but also as an educational program requiring institutional policies, strategic planning, organizational coordination, and effective implementation. This perspective establishes an important connection between information literacy development and educational management functions.

Collaboration between academic libraries and other institutional stakeholders represents another essential dimension of information literacy management. Academic libraries provide information resources and professional expertise, while lecturers and academic departments are responsible for curriculum development and student learning outcomes. Andres and Usova (2024)[9] examined the concept of collaboration in information literacy librarianship, whereas Consalvo et al. (2022)[10] explored librarian–faculty collaboration in developing information literacy instruction. Hartvig and Moring (2025)[11] also investigated embedded librarianship and digital literacy instruction within academic library settings. Collectively, these studies suggest that information literacy development requires

Academic Achievement: A Mixed-Methods Study," *Evidence Based Library and Information Practice* 17, no. 2 (2022): 61–87, https://doi.org/10.18438/eblip30090.

[6] Maria Pinto et al., "Information Literacy Policies and Planning in Ibero-America: Perspectives from an International Digital Survey," *Journal of Librarianship and Information Science* 51, no. 2 (2019): 511–26, https://doi.org/10.1177/0961000617742449.

[7] Akwoyire Yaw Aviamu et al., "Enhancing Information Literacy in Public Universities Through Policy Frameworks," *Edulib : Journal of Library and Information Science* 12, no. 2 (2022): 170–78, https://doi.org/10.17509/edulib.v12i2.49677.

[8] Sohail Iqal and Haroon Idrees, "The Current Status of Information Literacy Instruction in University Libraries of Pakistan," *New Review of Academic Librarianship* 28, no. 3 (2022): 303–20, https://doi.org/10.1080/13614533.2021.1964547.

[9] Amy Andres and Tatiana Usova, "A Conceptual Analysis of Collaboration in Information Literacy Librarianship," *The Journal of Academic Librarianship* 50, no. 5 (2024): 102934, https://doi.org/10.1016/j.acalib.2024.102934.

[10] Annamary Consalvo et al., "Librarian-Faculty Collaboration for Literacy Courses: Promoting Better Learning for Preservice Teachers," *Language and Literacy / Langue et Littératie* 24, no. 3 (2022): 107–30, https://doi.org/10.20360/langandlit29605.

[11] Lars Hartvig and Camilla Moring, "Embedded Librarianship and Digital Literacy Instruction in Academic Libraries: A Case-Based Study of the Copenhagen University Library," *Nordic Journal of Library and Information Studies* 5, no. 2 (2025): 45–61, https://doi.org/10.7146/njlis.v5i2.148821.

meaningful connections between library services, instructional activities, and institutional support. However, institutional coordination, responsibility distribution, and program evaluation require further examination to understand how such collaboration can be effectively managed and sustained.

Within Islamic higher education, information literacy development is particularly relevant to improving learning quality, strengthening scholarly traditions, and promoting academic integrity. Islamic higher education institutions are expected to produce graduates who possess disciplinary knowledge and demonstrate the ability to access, evaluate, interpret, and communicate information responsibly. Rusadi and Aripin (2023)[12] examined religious digital literacy among Islamic education students, while Supriati et al. (2025)[13] discussed a strategic model for strengthening digital literacy through the integration of curricula and educational programs at Islamic universities. Furthermore, Ar and Purnamasari (2025)[14] investigated information literacy in relation to plagiarism prevention among first-year students in Islamic higher education. These studies indicate that literacy development in Islamic universities encompasses digital competencies, educational integration, and academic ethics. Nevertheless, digital literacy and information literacy are conceptually distinct, requiring careful consideration when integrating their findings into institutional management frameworks.

An important issue requiring further investigation concerns the position of information literacy within the quality management systems of Islamic higher education institutions. Existing studies have addressed students' information competencies, instructional effectiveness, academic library services, and librarian–faculty collaboration. Meanwhile, research on institutional policies, program management, and library transformation offers complementary managerial perspectives. Nur 'Azah et al. (2025),[15] for example, discussed the relationship between strategic library management, digital literacy initiatives, and quality assurance in higher education. However, a preliminary mapping of the collected literature indicates the need for a more integrated synthesis connecting information literacy competencies, management functions, academic collaboration, and quality assurance, particularly within Islamic higher education. The research gap addressed in this study is therefore not the absence of information literacy research, but the limited integration of these interconnected dimensions into a coherent conceptual framework for institutional management.

[12] Bobi Erno Rusadi and Syamsul Aripin, "Religious Digital Literacy of Islamic Education Students â€Žat Indonesia State Islamic University," *TADRIS: Jurnal Pendidikan Islam* 18, no. 1 (2023): 90–110, https://doi.org/10.19105/tjpi.v18i1.8305.

[13] Eny Supriati et al., "Strategic Model for Strengthening Digital Literacy at UIN Ponorogo And UIN Kediri: Synergy of Curriculum and Educational Programs," *Muslim Heritage* 10, no. 1 (2025): 106–26, https://doi.org/10.21154/muslimheritage.v10i1.10891.

[14] Zaini Tamin Ar and Nia Indah Purnamasari, "How Is Information Literacy in Addressing Plagiarism for New Students at Islamic Higher Education?," *EL-BANAT: Jurnal Pemikiran Dan Pendidikan Islam* 15, no. 1 (2025): 324–42, https://doi.org/10.54180/elbanat.2025.15.1.324-342.

[15] Nur 'Azah et al., "Enhancing Quality Assurance in Higher Education through Strategic Library Management and Digital Literacy Initiatives," *Journal of Education and Learning Sciences* 5, no. 2 (2025): 45–59, https://doi.org/10.56404/jels.v5i2.174.

Against this background, this study aims to examine the position of information literacy within quality management in Islamic higher education, identify management strategies involving planning, organizing, implementation, and evaluation, and develop an integrated conceptual framework for managing information literacy to support academic quality improvement. Using an integrative literature review, the study brings together empirical findings and conceptual perspectives from relevant scholarship. Its intended contribution is the development of an information literacy management framework that connects academic libraries, lecturers, study programs, institutional leadership, and quality assurance units as interrelated components of institutional governance. Such a framework is expected to enrich the theoretical discourse on Islamic educational management and provide a conceptual foundation for developing systematic, collaborative, and sustainable information literacy programs.

METHOD

This study employs an integrative literature review (ILR) to examine information literacy management and its potential contribution to improving the quality of Islamic higher education. The integrative approach allows empirical findings and theoretical perspectives from different methodological traditions to be critically examined and synthesized into a comprehensive conceptual understanding. The review follows Whittemore and Knafl's (2005)[16] methodological framework, comprising five stages: problem identification, literature search, data evaluation, data analysis, and presentation of findings. The first stage involved identifying three interconnected research concerns: the position of information literacy within quality management in Islamic higher education, institutional strategies for managing information literacy programs, and the development of an integrated management framework. These concerns guided the formulation of the literature search strategy and the organization of the subsequent analysis.

The literature search was conducted using Google Scholar, employing combinations of Boolean operators and search terms, including *information literacy*, *information literacy management*, *higher education*, *academic quality*, *quality assurance*, *academic libraries*, *librarian–faculty collaboration*, and *Islamic higher education*. The search primarily targeted publications from 2021 to 2026, while earlier foundational and methodological works were also considered. The initial reference collection comprised 68 records exported in Research Information Systems (RIS) format. Literature selection was guided by relevance to the research objectives. The inclusion criteria covered empirical studies, theoretical articles, and literature reviews addressing information literacy competencies, institutional policies, program management, academic collaboration, curriculum integration, educational quality, and Islamic higher education. Publications unrelated to higher education or lacking sufficient conceptual or methodological relevance were considered for exclusion. The methodological quality and relevance of the selected studies were assessed by examining their research objectives,

[16] Robin Whittemore and Kathleen Knafl, "The Integrative Review: Updated Methodology," *Journal of Advanced Nursing* 52, no. 5 (2005): 546–53, https://doi.org/10.1111/j.1365-2648.2005.03621.x.

methodological clarity, evidence, principal findings, and contributions to the review questions.

Data analysis was structured around thematic synthesis. Relevant information was organized into three analytical categories: (1) information literacy within the perspective of quality management in Islamic higher education; (2) information literacy management strategies, encompassing planning, organizing, implementation, and evaluation; and (3) the development of an integrated information literacy management framework. The analysis was designed to compare convergent and divergent findings, identify conceptual relationships, and recognize gaps in the existing literature rather than merely summarize individual publications. The final synthesis aims to develop a conceptual framework connecting institutional leadership, information literacy program management, librarian–faculty collaboration, students' information literacy competencies, and academic quality improvement. The proposed framework is treated as a theoretical contribution derived from literature synthesis rather than an empirically validated model.

RESULTS AND DISCUSSION

Information Literacy from the Perspective of Quality Management in Islamic Higher Education

Information literacy has become an essential component of academic quality in higher education, particularly in response to digital transformation, information abundance, and changing patterns of knowledge production. Traditionally, information literacy refers to the ability to identify information needs, locate relevant sources, critically evaluate information, and use it ethically. However, its significance extends beyond individual competencies to institutional responsibilities involving educational planning, curriculum development, and quality assurance. Mbandje et al. (2023)[17] distinguish information literacy from digital competence, while White (2021)[18] emphasizes its relationship with critical thinking and intellectual development. Similarly, the Association of College and Research Libraries conceptualizes information literacy through six interconnected frames emphasizing critical inquiry, scholarly communication, and ethical engagement with knowledge.[19] These perspectives suggest that information literacy should be understood not merely as a technical information-retrieval skill but as an academic competency requiring systematic institutional development.

The relationship between information literacy and academic quality has received considerable attention in empirical research. Ashiq et al. (2025),[20] through a meta-analysis involving 23 studies and 22,054 participants, identified a moderate positive association between information literacy and academic performance. Rafique et al. (2025)[21] similarly investigated the relationship between information literacy, academic motivation, integration,

[17] Mbandje et al., "Digital Competence and Information Literacy."
[18] White, "Information Literacy and Critical Thinking in Higher Education."
[19] American Library Association, "Framework for Information Literacy for Higher Education," 2015, https://www.ala.org/acrl/standards/ilframework.
[20] Ashiq et al., "The Relationship between Information Literacy and Academic Performance."
[21] Rafique et al., "Empowering Engineering Students."

and achievement, while Jones and Mastrorilli (2022)[22] examined the effects of a credit-bearing information literacy course on students' academic outcomes. Sun et al. (2022)[23] further explored the relationship between information literacy, knowledge sharing, and innovation performance among postgraduate students. Collectively, these studies indicate that information literacy is relevant to academic achievement, research engagement, and knowledge development. Nevertheless, the relationships identified across different institutional contexts should not be interpreted as universal causal effects, particularly because academic performance is influenced by multiple educational, individual, and institutional factors.

From an educational management perspective, information literacy development requires institutional policies and coordinated organizational processes. Pinto et al. (2019)[24] examined information literacy policies and planning across Ibero-American higher education institutions, highlighting the importance of integrating literacy initiatives into institutional strategic planning. Aviamu et al. (2022)[25] identified limitations in policy frameworks supporting information literacy instruction, while Iqal and Idrees (2022)[26] documented variations in literacy instruction practices among university libraries in Pakistan. These findings suggest that information literacy initiatives may remain fragmented when they depend primarily on library-based activities without formal institutional coordination. Nur 'Azah et al. (2025)[27] further discuss the relationship between strategic library management, digital literacy initiatives, and quality assurance in higher education. Accordingly, information literacy management should be conceptualized as an institutional process involving policy formulation, resource allocation, program implementation, and performance evaluation rather than merely the provision of library services.

Institutional collaboration represents another important dimension connecting information literacy with academic quality management. Andres and Usova (2024)[28] clarify the multidimensional nature of collaboration in information literacy librarianship, while Consalvo et al. (2022)[29] illustrate how librarian–faculty partnerships can support information literacy instruction within academic courses. Hartvig and Moring (2025)[30] also examine embedded librarianship and discipline-sensitive instructional practices, highlighting the relevance of integrating professional library expertise into academic learning environments. These studies indicate that information literacy development requires shared educational objectives and coordinated responsibilities among librarians, lecturers, and academic

[22] Jones and Mastrorilli, "Assessing the Impact of an Information Literacy Course on Students' Academic Achievement."
[23] Chiyao Sun et al., "Higher Education to Support Sustainable Development: The Influence of Information Literacy and Online Learning Process on Chinese Postgraduates' Innovation Performance," *Sustainability* 14, no. 13 (2022): 7789, https://doi.org/10.3390/su14137789.
[24] Pinto et al., "Information Literacy Policies and Planning in Ibero-America."
[25] Aviamu et al., "Enhancing Information Literacy in Public Universities Through Policy Frameworks."
[26] Iqal and Idrees, "The Current Status of Information Literacy Instruction in University Libraries of Pakistan."
[27] Nur 'Azah et al., "Enhancing Quality Assurance in Higher Education through Strategic Library Management and Digital Literacy Initiatives."
[28] Andres and Usova, "A Conceptual Analysis of Collaboration in Information Literacy Librarianship."
[29] Consalvo et al., "Librarian-Faculty Collaboration for Literacy Courses."
[30] Hartvig and Moring, "Embedded Librarianship and Digital Literacy Instruction in Academic Libraries."

departments. Collaboration can provide opportunities to connect information literacy instruction with curriculum requirements, research activities, and academic writing. However, its contribution to institutional quality depends on the effectiveness of program implementation and the extent to which learning outcomes are systematically evaluated.

Within Islamic higher education, information literacy is closely related to the development of scholarly traditions, critical inquiry, and academic integrity. Islamic universities engage with diverse sources of knowledge, including religious texts, academic publications, and digital information resources, requiring students to evaluate information according to appropriate scholarly standards. Rusadi and Aripin (2023)[31] examine religious digital literacy among students at Islamic universities, while Hasanah (2021)[32] and Masykur et al. (2023)[33] address digital literacy in relation to religious misinformation. Supriati et al. (2025)[34] further discuss institutional strategies for strengthening digital literacy through curriculum integration and educational programs at Islamic universities. Meanwhile, Ar and Purnamasari (2025)[35] investigate information literacy in relation to plagiarism among first-year students in Islamic higher education. These studies highlight the relevance of information evaluation, responsible scholarly communication, and academic ethics, although digital literacy and information literacy should not be treated as conceptually identical.

The synthesis of previous studies reveals that information literacy can be understood through three interconnected dimensions within higher education quality management. The competency dimension concerns students' abilities to discover, evaluate, interpret, and ethically communicate information, as reflected in information literacy frameworks and studies of academic achievement.[36] The institutional dimension concerns governance, strategic planning, organizational coordination, and the integration of information literacy into academic programs.[37] The quality dimension concerns the potential contribution of information literacy to learning outcomes, research competencies, academic integrity, and continuous educational improvement. These dimensions are interdependent because institutional management shapes opportunities for competency development, while educational assessment provides evidence of whether institutional initiatives achieve their intended objectives. Nevertheless, improvements in students' literacy competencies should not automatically be equated with improvements in overall institutional quality.

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[31] Rusadi and Aripin, "Religious Digital Literacy of Islamic Education Students â€Žat Indonesia State Islamic University."

[32] Naomi Ainun Hasanah, "The Urgency Of Digital Literacy To Minimize The Sspread Of Religious Hoaxes Among Students Of Islamic University In Pandemic Covid-19," *Muḍṣarah: Jurnal Kajian Islam Kontemporer* 3, no. 2 (2021): 1–7, https://doi.org/10.18592/msr.v3i2.5957.

[33] Ruhban Masykur et al., "Developing and Validating E-Learning Module for Islamic Higher Education Digital Literacy in Preventing Hoax (EMODILPH)," *Tadris: Jurnal Keguruan Dan Ilmu Tarbiyah* 8, no. 2 (2023): 341–55, https://doi.org/10.24042/tadris.v8i2.14549.

[34] Supriati et al., "Strategic Model for Strengthening Digital Literacy at UIN Ponorogo And UIN Kediri."

[35] Ar and Purnamasari, "How Is Information Literacy in Addressing Plagiarism for New Students at Islamic Higher Education?"

[36] American Library Association, "Framework for Information Literacy for Higher Education"; Mbandje et al., "Digital Competence and Information Literacy"; Ashiq et al., "The Relationship between Information Literacy and Academic Performance."

[37] Pinto et al., "Information Literacy Policies and Planning in Ibero-America"; Aviamu et al., "Enhancing Information Literacy in Public Universities Through Policy Frameworks"; Andres and Usova, "A Conceptual Analysis of Collaboration in Information Literacy Librarianship."

Based on these findings, information literacy in Islamic higher education should be positioned as an institutionally managed academic competency rather than an isolated student skill or supplementary library service. Existing literature provides evidence of the relevance of information literacy to academic performance, the importance of institutional policies, and the potential benefits of collaborative instructional practices. However, the relationship between these dimensions requires a more integrated managerial explanation, particularly within Islamic higher education institutions. This study therefore conceptualizes information literacy as a shared institutional responsibility involving leadership, academic departments, lecturers, librarians, and quality assurance units. Such a perspective provides a foundation for connecting information literacy development with institutional planning, curriculum integration, competency assessment, and continuous academic improvement. The following section examines how these relationships can be operationalized through information literacy management strategies.

Information Literacy Management Strategies in Islamic Higher Education

Information literacy management in Islamic higher education requires a systematic approach that integrates institutional policies, academic collaboration, instructional practices, and continuous evaluation. Although information literacy programs are traditionally associated with academic libraries, their implementation increasingly involves broader institutional responsibilities. Existing studies emphasize the importance of strategic planning, organizational coordination, and curriculum integration in developing sustainable literacy programs.[38] These findings indicate that information literacy should be managed as an institutional educational program rather than an isolated library service. Accordingly, its management can be examined through four interconnected functions: planning, organizing, implementation, and evaluation.

Strategic planning provides the foundation for aligning information literacy development with institutional educational objectives. Pinto et al. (2019)[39] highlight the significance of institutional policies and strategic planning in information literacy development across Ibero-American higher education institutions, while Aviamu et al. (2022)[40] identify weaknesses in policy frameworks affecting information literacy instruction in public universities. Similarly, Iqal and Idrees (2022)[41] demonstrate variations in the implementation of literacy instruction among university libraries, indicating differences in institutional approaches. These findings suggest that effective planning requires clearly defined objectives, resource allocation, implementation guidelines, and institutional commitment. Furthermore, Delmond et al. (2024)[42] identify differences in students' initial information literacy competencies across academic disciplines, emphasizing the importance of needs assessment in designing appropriate educational interventions. For Islamic higher

[38] Pinto et al., "Information Literacy Policies and Planning in Ibero-America"; Aviamu et al., "Enhancing Information Literacy in Public Universities Through Policy Frameworks"; Iqal and Idrees, "The Current Status of Information Literacy Instruction in University Libraries of Pakistan."
[39] Pinto et al., "Information Literacy Policies and Planning in Ibero-America."
[40] Aviamu et al., "Enhancing Information Literacy in Public Universities Through Policy Frameworks."
[41] Iqal and Idrees, "The Current Status of Information Literacy Instruction in University Libraries of Pakistan."
[42] Anthony R. Delmond et al., "An Interdisciplinary Assessment of Information Literacy Instruction," *The Journal of Academic Librarianship* 50, no. 5 (2024): 102944, https://doi.org/10.1016/j.acalib.2024.102944.

education institutions, strategic planning should therefore accommodate disciplinary diversity while maintaining alignment with institutional learning outcomes and quality assurance priorities.

The organizing function emphasizes institutional coordination and the distribution of responsibilities among academic stakeholders. Andres and Usova (2024)[43] demonstrate that collaboration in information literacy librarianship involves multiple forms of professional interaction requiring conceptual and organizational clarity. Consalvo et al. (2022)[44] illustrate how librarian–faculty collaboration can support literacy instruction within academic courses, while Hartvig and Moring (2025)[45] examine embedded librarianship as an approach to integrating library expertise into disciplinary learning environments. These studies suggest that meaningful collaboration extends beyond occasional consultation and requires shared educational objectives, coordinated instructional responsibilities, and sustained institutional support. Awan et al. (2026)[46] further emphasize the importance of managerial, technological, instructional, and interpersonal competencies among academic librarians, while Oghenekaro (2025)[47] highlights their involvement in promoting information literacy. Consequently, Islamic higher education institutions should recognize librarians as academic partners while establishing collaborative structures involving lecturers, study programs, and quality assurance units.

Information literacy implementation should be integrated into academic activities rather than limited to introductory library orientation. Yesmin and Atikuzzaman (2023)[48] demonstrate the potential of combining information literacy and research ethics within a structured university course, while Consalvo et al. (2022)[49] illustrate curriculum-based collaboration between librarians and academic faculty. Hartvig and Moring (2025)[50] further highlight the relevance of discipline-sensitive instruction through embedded librarianship, whereas Mwiiyale et al. (2025)[51] show how students' experiences of literacy training can inform curriculum-related decisions. These findings support the integration of information literacy into research methodology courses, academic writing, scholarly database training, and research ethics education. Such integration enables literacy competencies to develop progressively throughout students' academic experiences rather than through isolated

[43] Andres and Usova, "A Conceptual Analysis of Collaboration in Information Literacy Librarianship."
[44] Consalvo et al., "Librarian-Faculty Collaboration for Literacy Courses."
[45] Hartvig and Moring, "Embedded Librarianship and Digital Literacy Instruction in Academic Libraries."
[46] Waqar Ahmad Awan et al., "Core Competencies for Academic Librarians: A Framework Model from Systematic Literature Review," *Performance Measurement and Metrics* 27, no. 3 (2026): 216–39, https://doi.org/10.1108/PMM-07-2025-0048.
[47] Adeniran Pauline Oghenekaro and Oyovwevotu Luke, "Academic Librarians' Involvement In Promoting Information Literacy In Higher Institutions Of Learning," *International Journal of Research in Education Humanities and Commerce* 06, no. 05 (2025): 116–23, https://doi.org/10.37602/IJREHC.2025.6510.
[48] Shamima Yesmin and Md. Atikuzzaman, "A Trilateral Approach to Design a Model Course on Information Literacy and Research Ethics for Tertiary-Level Curricula: A Pathway to University Ranking Success," *Review of Education* 11, no. 1 (2023): e3389, https://doi.org/10.1002/rev3.3389.
[49] Consalvo et al., "Librarian-Faculty Collaboration for Literacy Courses."
[50] Hartvig and Moring, "Embedded Librarianship and Digital Literacy Instruction in Academic Libraries."
[51] Jakobina M. Mwiiyale et al., "Exploring Students' Views on Information Literacy Skills Training in Higher Education," *The Reference Librarian* 66, nos. 1–2 (2025): 30–47, https://doi.org/10.1080/02763877.2025.2481088.

instructional activities. Nevertheless, implementation strategies should be adapted to institutional capacity, disciplinary requirements, and students' learning needs.[52]

Digital transformation introduces additional opportunities and challenges for information literacy management. Khoeini et al. (2024a, 2024b)[53] examine digital transformation models for university libraries, emphasizing organizational and managerial dimensions alongside technological development. Long et al. (2025)[54] provide a bibliometric perspective on the evolution of information literacy research, while Pinto and Segure (2025)[55] investigate mobile information literacy in higher education. Emerging studies also address the relationship between information literacy and artificial intelligence, including its implications for academic libraries and information-related competencies.[56] Collectively, these studies indicate that technological innovation should support critical information engagement rather than become an independent institutional objective. For Islamic higher education, digital transformation strategies should therefore strengthen students' capacity to evaluate scholarly sources, recognize misinformation, and use emerging technologies responsibly.

The Islamic higher education context requires information literacy programs to address academic competencies alongside the critical and ethical dimensions of knowledge use. Rusadi and Aripin (2023)[57] examine religious digital literacy among students at Indonesian Islamic universities, while Hasanah (2021)[58] and Masykur et al. (2023)[59] address

[52] Shanfang Qin et al., "Analysis of Organizational Barriers to Collaborative Teaching of Information Literacy in Libraries in Chinese Higher Education Institutions (HEIs)," *Artificial Intelligence and Applications*, ahead of print, 2025, https://doi.org/10.47852/bonviewAIA62028907; Serap Demirler and Lale Oral Ataç, "Assessing Information Literacy through Bibliometric Research: A Methodological Evaluation of Studies in Management and Organization," *Journal of Business & Finance Librarianship* 0, no. 0 (2026): 1–31, https://doi.org/10.1080/08963568.2026.2723624.

[53] Soheila Khoeini et al., "Designing the Digital Transformation Model of Public University Libraries in Iran Based on Delphi Method," *Digital Library Perspectives* 41, no. 1 (2024): 45–73, https://doi.org/10.1108/DLP-06-2024-0100; Soheila Khoeini et al., "Developing a Model of Digital Transformation of University Libraries Based on Meta-Synthesis," *The Electronic Library* 42, no. 4 (2024): 681–99, https://doi.org/10.1108/EL-02-2024-0046.

[54] Dang Tran Long, "The Evolution of Information Literacy in University Libraries: A Bibliometric Study, 1992–2023," *Journal of Hospital Librarianship* 25, nos. 3–4 (2025): 267–92, https://doi.org/10.1080/15323269.2025.2569306.

[55] Maria Pinto and Alicia Segura, "Toward a Conceptual Framework on Mobile Information Literacy in Higher Education," *The Journal of Academic Librarianship* 51, no. 3 (2025): 103051, https://doi.org/10.1016/j.acalib.2025.103051.

[56] Joachim Griesbaum et al., "Combining Information Literacy and Metaliteracy to Advance Transnational Group Learning About AI. Learning Process and Learning Outcomes, Results from a Case Study," in *Information Literacy in an AI-Driven World*, ed. Serap Kurbanoğlu et al. (Springer Nature Switzerland, 2026), https://doi.org/10.1007/978-3-032-17272-3_31; Munazza Jabeen and Claudia Lux, "How Artificial Intelligence Is Reshaping Information Literacy in Academic Libraries: A Global Scientometric Analysis (2020–2025)," *The Journal of Academic Librarianship* 52, no. 3 (2026): 103221, https://doi.org/10.1016/j.acalib.2026.103221; Qinyi Rui et al., "A Multidimensional Assessment of AI Literacy Services in University Libraries," *Libri*, ahead of print, September 21, 2026, https://doi.org/10.1515/libri-2025-0124.

[57] Rusadi and Aripin, "Religious Digital Literacy of Islamic Education Students â€Žat Indonesia State Islamic University."

[58] hasanah, "The Urgency Of Digital Literacy To Minimize The Sspread Of Religious Hoaxes Among Students Of Islamic University In Pandemic Covid-19."

[59] Masykur et al., "Developing and Validating E-Learning Module for Islamic Higher Education Digital Literacy in Preventing Hoax (EMODILPH)."

digital literacy in relation to religious misinformation. Supriati et al. (2025)[60] demonstrate the relevance of curriculum integration and institutional collaboration in strengthening digital literacy at Islamic universities. Meanwhile, Ar and Purnamasari (2025)[61] explore information literacy in relation to plagiarism among new students in Islamic higher education. These studies suggest that literacy development should incorporate source credibility, academic writing, research ethics, and responsible communication of knowledge. However, digital literacy and information literacy must remain conceptually distinguishable when translating these findings into institutional programs.

Evaluation represents a critical management function because the existence of information literacy programs does not necessarily indicate their educational effectiveness. Delmond et al. (2024)[62] demonstrate the relevance of assessing learning gains, while Mwiiyale et al. (2025)[63] emphasize the importance of students' experiences in evaluating instructional programs. Research also indicates associations between information literacy and academic performance, although the strength and direction of these relationships require careful interpretation.[64] Ahammad (2025) further examines information literacy in relation to university library user satisfaction, offering a service-oriented evaluation perspective. Nevertheless, student satisfaction, literacy competency, and institutional educational quality represent different outcomes that require distinct assessment indicators. Therefore, evaluation should incorporate competency assessments, instructional effectiveness, academic integrity, and relevant learning outcomes rather than relying exclusively on participation statistics.

Overall, the reviewed literature suggests that effective information literacy management depends on the integration of planning, organizing, implementation, and evaluation within a coherent institutional system. Strategic planning establishes educational priorities, organizational collaboration coordinates academic resources, curriculum integration supports competency development, and evaluation provides evidence for continuous improvement. These functions are mutually reinforcing rather than sequentially independent, particularly when evaluation findings inform subsequent institutional decisions. However, the reviewed studies do not establish a universally effective management arrangement applicable to every higher education institution. For Islamic universities, the central managerial challenge is therefore to adapt these principles to institutional characteristics, scholarly traditions, and educational quality objectives. This synthesis

[60] Supriati et al., "Strategic Model for Strengthening Digital Literacy at UIN Ponorogo And UIN Kediri."
[61] Ar and Purnamasari, "How Is Information Literacy in Addressing Plagiarism for New Students at Islamic Higher Education?"
[62] Delmond et al., "An Interdisciplinary Assessment of Information Literacy Instruction."
[63] Mwiiyale et al., "Exploring Students' Views on Information Literacy Skills Training in Higher Education."
[64] Jones and Mastrorilli, "Assessing the Impact of an Information Literacy Course on Students' Academic Achievement"; Rafique et al., "Empowering Engineering Students"; Ashiq et al., "The Relationship between Information Literacy and Academic Performance"; Muhamad Abdul Muid et al., "Information Evaluation Skills in the Era of ChatGPT: Implications for Academic Writing and Language Education," *Locana: Journal of Linguistics, Literature, and Language Education* 1, no. 1 (2026): 50–67, https://doi.org/10.67245/locana.v1i1.21; Halwa Hasnia Noor, "The Dynamics of the Islamic Religious Education Curriculum in Responding to Social and Technological Changes," *Pelita: Jurnal Studi Islam Mahasiswa UII Dalwa* 4, no. 1 (2026): 53–71, https://doi.org/10.38073/pelita.v4i1.5652.

provides a foundation for developing an integrated conceptual framework that connects institutional governance, information literacy competencies, and academic quality improvement.

Developing an Integrated Information Literacy Management Framework for Improving the Quality of Islamic Higher Education

The reviewed literature demonstrates that information literacy development involves interconnected institutional, organizational, instructional, and educational dimensions. However, existing studies frequently examine these dimensions separately, particularly those focusing on academic performance, library services, institutional policies, and digital transformation.[65] Research connecting strategic library management with quality assurance provides a complementary institutional perspective.[66] Nevertheless, the relationships between institutional governance, literacy program management, student competencies, and educational quality require more explicit conceptual integration. Accordingly, this study proposes an integrated information literacy management framework that positions literacy development as a shared institutional responsibility within Islamic higher education.

The conceptual foundation of the framework combines competency-oriented information literacy perspectives with institutional management principles. The Association of College and Research Libraries emphasizes critical inquiry, information evaluation, scholarly communication, and ethical engagement with knowledge, while Mbandje et al. (2023)[67] distinguish information literacy from broader digital competencies. White (2021)[68] also connects information literacy with critical thinking, indicating its relevance to students' intellectual development. However, these competency-oriented perspectives do not independently explain how institutions should coordinate educational resources and organize literacy programs. Studies concerning institutional policies, strategic planning, and academic library management provide complementary organizational perspectives.[69] Integrating these perspectives allows information literacy to be understood simultaneously as an academic competency and an institutional management responsibility.

Institutional governance constitutes the first component of the proposed framework because sustainable information literacy initiatives require organizational legitimacy, policy direction, and adequate resources. Pinto et al. (2019)[70] and Aviamu et al. (2022)[71] emphasize the importance of institutional planning and policy frameworks, while Nur 'Azah et al. (2025)[72] explore the contribution of strategic library management and digital literacy

[65] Pinto et al., "Information Literacy Policies and Planning in Ibero-America"; Andres and Usova, "A Conceptual Analysis of Collaboration in Information Literacy Librarianship"; Khoeini et al., "Designing the Digital Transformation Model of Public University Libraries in Iran Based on Delphi Method"; Khoeini et al., "Developing a Model of Digital Transformation of University Libraries Based on Meta-Synthesis"; Ashiq et al., "The Relationship between Information Literacy and Academic Performance."

[66] Nur 'Azah et al., "Enhancing Quality Assurance in Higher Education through Strategic Library Management and Digital Literacy Initiatives."

[67] Mbandje et al., "Digital Competence and Information Literacy."

[68] White, "Information Literacy and Critical Thinking in Higher Education."

[69] Aviamu et al., "Enhancing Information Literacy in Public Universities Through Policy Frameworks"; Iqal and Idrees, "The Current Status of Information Literacy Instruction in University Libraries of Pakistan."

[70] Pinto et al., "Information Literacy Policies and Planning in Ibero-America."

[71] Aviamu et al., "Enhancing Information Literacy in Public Universities Through Policy Frameworks."

[72] Nur 'Azah et al., "Enhancing Quality Assurance in Higher Education through Strategic Library Management

initiatives to educational quality assurance. These studies suggest that institutional commitment provides an organizational foundation for literacy development, although formal policies alone cannot guarantee effective implementation. Governance should therefore establish clear educational objectives, stakeholder responsibilities, resource priorities, and accountability mechanisms. Within Islamic higher education, such arrangements should align information literacy objectives with curriculum development, research support, academic integrity, and institutional quality assurance. This alignment represents a managerial requirement rather than evidence of an automatically effective intervention.

Collaborative management and instructional integration constitute the second and third components of the framework. Andres and Usova (2024)[73] clarify the multidimensional nature of collaboration in information literacy librarianship, while Consalvo et al. (2022)[74] and Hartvig and Moring (2025)[75] demonstrate approaches to integrating librarians into academic learning environments. Yesmin and Atikuzzaman (2023)[76] further illustrate the incorporation of information literacy and research ethics into structured coursework, while Delmond et al. (2024)[77] emphasize differences in disciplinary learning needs. These findings support the development of collaborative arrangements involving librarians, lecturers, study programs, and institutional quality assurance units. Such collaboration should facilitate curriculum-integrated instruction, research training, academic writing support, and progressive competency development. The effectiveness of these arrangements nevertheless depends on institutional resources, professional competencies, and the quality of coordination among stakeholders.[78]

Information literacy competencies represent the fourth component and function as intended intermediate educational outcomes. Research indicates that information literacy is associated with academic performance, learning engagement, and knowledge-related activities, although methodological differences limit causal interpretation.[79] Accordingly, the proposed framework emphasizes students' ability to discover information, critically evaluate

and Digital Literacy Initiatives."

[73] Andres and Usova, "A Conceptual Analysis of Collaboration in Information Literacy Librarianship."

[74] Consalvo et al., "Librarian-Faculty Collaboration for Literacy Courses."

[75] Hartvig and Moring, "Embedded Librarianship and Digital Literacy Instruction in Academic Libraries."

[76] Yesmin and Atikuzzaman, "A Trilateral Approach to Design a Model Course on Information Literacy and Research Ethics for Tertiary-Level Curricula."

[77] Delmond et al., "An Interdisciplinary Assessment of Information Literacy Instruction."

[78] Awan et al., "Core Competencies for Academic Librarians"; Mwiiyale et al., "Exploring Students' Views on Information Literacy Skills Training in Higher Education"; Saqar Moisan F. Alotaibi, "Academic Digital Information Hoarding among Generation Z Students: The Mediating Role of Perceived Academic Competition within an Attachment-Based Framework," *Technology in Society* 89 (December 2026): 103530, https://doi.org/10.1016/j.techsoc.2026.103530; Kristi Sadowski et al., "Advancing Data-Driven Health Research from the All of Us Data Training and Engagement Program," *Journal of the Medical Library Association* 114, no. 3 (2026): 297–305, https://doi.org/10.5195/jmla.2026.2324; Jones and Mastrorilli, "Assessing the Impact of an Information Literacy Course on Students' Academic Achievement."

[79] Jones and Mastrorilli, "Assessing the Impact of an Information Literacy Course on Students' Academic Achievement"; Sun et al., "Higher Education to Support Sustainable Development"; Ümmühan Avcı and Esin Ergün, "Online Students' LMS Activities and Their Effect on Engagement, Information Literacy and Academic Performance," *Interactive Learning Environments* 30, no. 1 (2022): 71–84, https://doi.org/10.1080/10494820.2019.1636088; Rafique et al., "Empowering Engineering Students"; Ashiq et al., "The Relationship between Information Literacy and Academic Performance."

sources, participate in scholarly communication, and use information ethically. These competencies are especially relevant to Islamic higher education, where academic inquiry may involve both religious and general scholarly traditions. Studies concerning religious digital literacy, misinformation, and plagiarism indicate the importance of contextualizing information-related competencies within Islamic academic environments.[80] Nevertheless, their development should be assessed through observable learning indicators rather than assumed from students' participation in literacy activities.

Academic quality outcomes constitute the fifth component, representing the broader educational objectives associated with literacy development. Ashiq et al. (2025)[81] provide meta-analytical evidence concerning the relationship between information literacy and academic performance, while Rafique et al. (2025)[82] and Jones and Mastrorilli (2022)[83] examine related educational outcomes in different institutional settings. Meanwhile, Delmond et al. (2024)[84] investigate literacy-related learning gains, and Ahammad (2025) considers library user satisfaction as a service-related outcome. These studies indicate the importance of differentiating immediate competency development from broader academic outcomes such as learning achievement, research competencies, and academic integrity. Consequently, the framework incorporates continuous evaluation and institutional feedback to connect educational outcomes with subsequent policy and program improvement. Digital infrastructure, professional development, and institutional context are positioned as enabling conditions that may influence the relationships among the framework's components.

Based on this synthesis, the proposed Integrated Information Literacy Management Framework for Islamic Higher Education comprises five interconnected components: institutional governance, collaborative management, instructional integration, information literacy competencies, and academic quality outcomes. Institutional governance provides strategic direction, while collaborative management coordinates academic stakeholders and instructional integration translates institutional objectives into educational activities. Information literacy competencies represent the intended immediate outcomes of these activities, whereas academic quality outcomes reflect their potential contribution to broader educational objectives. The framework incorporates institutional feedback to support continuous improvement and recognizes digital infrastructure, professional development, and institutional context as enabling conditions. These relationships are presented as conceptual propositions rather than empirically established causal pathways. Figure 1 illustrates the proposed framework and the relationships among its principal components.

[80] Hasanah, "The Urgency Of Digital Literacy To Minimize The Sspread Of Religious Hoaxes Among Students Of Islamic University In Pandemic Covid-19"; Rusadi and Aripin, "Religious Digital Literacy of Islamic Education Students â€Žat Indonesia State Islamic University"; Masykur et al., "Developing and Validating E-Learning Module for Islamic Higher Education Digital Literacy in Preventing Hoax (EMODILPH)"; Ar and Purnamasari, "How Is Information Literacy in Addressing Plagiarism for New Students at Islamic Higher Education?"

[81] Ashiq et al., "The Relationship between Information Literacy and Academic Performance."

[82] Rafique et al., "Empowering Engineering Students."

[83] Jones and Mastrorilli, "Assessing the Impact of an Information Literacy Course on Students' Academic Achievement."

[84] Delmond et al., "An Interdisciplinary Assessment of Information Literacy Instruction."

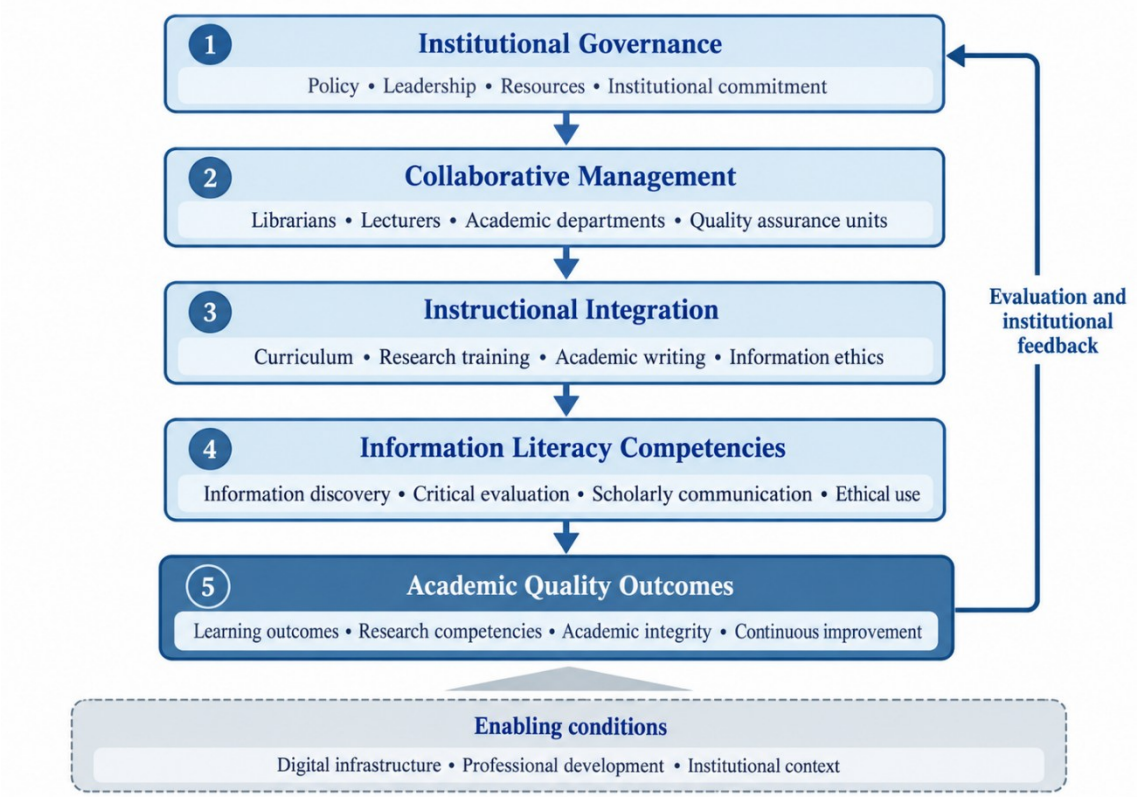

Figure 1. Integrated Information Literacy Management Framework for Islamic Higher Education

Source: Authors' conceptual synthesis of the reviewed literature.

As illustrated in Figure 1, the framework represents information literacy management as an interconnected institutional process rather than a collection of independent library activities. The first three components describe the institutional and instructional mechanisms through which literacy programs may be developed, while the remaining components represent competency development and broader academic outcomes. Institutional feedback connects evaluation findings with subsequent governance decisions, thereby supporting an iterative process of improvement. This arrangement extends earlier discussions of literacy policy, academic collaboration, instructional integration, and competency assessment by placing them within a unified conceptual structure.[85] Its principal contribution lies in distinguishing organizational inputs, management processes, intermediate competencies, and educational outcomes rather than treating these dimensions as interchangeable. This distinction provides an analytical basis for evaluating how information literacy initiatives may contribute to institutional educational objectives.

The proposed framework contributes to Islamic educational management by positioning information literacy as a shared institutional responsibility supported by governance, academic collaboration, and continuous quality improvement. Its contextual

[85] Pinto et al., "Information Literacy Policies and Planning in Ibero-America"; Yesmin and Atikuzzaman, "A Trilateral Approach to Design a Model Course on Information Literacy and Research Ethics for Tertiary-Level Curricula"; Andres and Usova, "A Conceptual Analysis of Collaboration in Information Literacy Librarianship."

relevance lies in accommodating disciplinary diversity, religious information environments, academic ethics, and the organizational characteristics of Islamic higher education institutions.[86] Nevertheless, the framework remains conceptual because the reviewed studies employ different research designs, institutional contexts, and outcome measures. Its applicability should therefore be examined through empirical research assessing institutional readiness, implementation processes, literacy competencies, and academic quality indicators. Comparative case studies, longitudinal evaluations, and mixed-methods investigations may help clarify the relationships among its components. Thus, the framework provides a foundation for further theoretical development and empirical validation rather than a universally established model of information literacy management.

CONCLUSION

This integrative literature review establishes that information literacy represents an important dimension of quality management in Islamic higher education. The synthesis identifies three interconnected dimensions—information literacy competencies, institutional management, and academic quality—that provide a conceptual basis for understanding the relationship between literacy development and educational improvement. The findings suggest that information literacy should extend beyond isolated library instruction and become part of institutional academic strategies involving critical inquiry, scholarly communication, and responsible information use.

The review further identifies four interrelated management functions: planning, organizing, implementation, and evaluation. Their integration requires institutional policy support, collaboration among librarians and academic stakeholders, curriculum-based instruction, and competency-oriented assessment. Drawing on these relationships, the study proposes an Integrated Information Literacy Management Framework for Islamic Higher Education comprising institutional governance, collaborative management, instructional integration, information literacy competencies, and academic quality outcomes. The framework contributes to Islamic educational management by distinguishing institutional inputs, management processes, intermediate competencies, and broader educational outcomes within a coherent conceptual structure.

Despite its conceptual contribution, this study has limitations arising from the methodological and institutional diversity of the reviewed literature and the absence of empirical validation of the proposed framework. Consequently, its applicability across Islamic higher education institutions cannot be assumed. Future research should examine the framework through comparative institutional studies, longitudinal assessments, and mixed-methods approaches to investigate how its components interact and under what conditions they contribute to measurable academic quality improvement. Such investigations would provide evidence for refining the framework and developing context-sensitive information literacy management practices.

[86] Rusadi and Aripin, "Religious Digital Literacy of Islamic Education Students â€Žat Indonesia State Islamic University"; Supriati et al., "Strategic Model for Strengthening Digital Literacy at UIN Ponorogo And UIN Kediri"; Ar and Purnamasari, "How Is Information Literacy in Addressing Plagiarism for New Students at Islamic Higher Education?"

DECLARATION OF AI AND AI-ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

In the preparation of this manuscript, the authors utilized ChatGPT (OpenAI) to assist with literature organization, conceptual framework development, manuscript drafting, academic language refinement, and improving the clarity and coherence of the text. All AI-generated outputs were subsequently reviewed, verified, and revised by the authors, who assume full responsibility for the accuracy, originality, integrity, and final content of the publication.

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