

Marjinalization Information Literacy of Community Nusa Penida, Klungkung Regency, Bali

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Abstract. The purpose of this paper was to investigate the marginalization of information literacy among the people of Nusa Penida, Klungkung, and Bali. As one of the main tourist destinations that has become increasingly popular in Bali lately, Nusa Penida is required to implement sustainable tourism. To support sustainable tourism in Nusa Penida, a good and healthy level and understanding of information literacy is needed. There has been no research or research conducted before to see and measure how well the information literacy mapping of the community is. This type of research is qualitative research using descriptive method. Mapping of information literacy using Empowering Model 8 (E8). In this study, data was gathered through interviews and literature reviews. The results of the data analysis are expected to provide an overview of the mapping that shows the marginalization of information literacy for the people of Nusa Penida using the Empowering 8 standard reference, which has the ability to identify, explore, select, organize, and create information. (create), presentation ability (present), assessment ability (assess) and application ability (apply) in utilizing information.

Keywords: Information Literacy; Marginalization; Nusapenida; Bali

1 Introduction

Based on data from the Ministry of Tourism and Creative Economy, in January 2019 the average tourist visit to Nusa Penida in a day could reach 10,000-15,000 visitors. This further strengthens Nusa Penida as one of the main destinations in Bali today. Nusa Penida sub-district is a sub-district in Klungkung district, Bali, Indonesia. Its area is 202.84 km². The population is 45,110 people (BPS Census 2010). Batukandik, Batumadeg, Batununggul, BungaMekar, Jungutbatu, Toyapakeh Village, Klumpu, Kutampi, KutampiKaler, Lembongan, Ped, Pejukutan, Sakti, Sekartaji, Suana, and Tanglad are the villages in the Nusa Penida sub-district. [1] defines information literacy as the ability to recognize, know, evaluate, organize, create, and communicate information effectively in order to address issues or problems that a person faces. Information literacy is very important for students, especially in the province of Bali. By measuring students' information literacy skills using the Empowering 8 standard reference will prove the level of identification ability, exploration ability, selection ability, organization ability, information creation ability, presentation ability, the ability to assess (assess) and the ability to apply (apply) in utilizing information. Based on the Research Master Plan (RIP) of Udayana University 2017-2021 in the leading fields of Tourism, Economics and Socio-culture,

the research map targets the third point, namely, product and packaging design for the tourism industry. In line with the government's program for Nusa Penida, it is required to implement sustainable tourism. To support sustainable tourism in Nusa Penida, a good and healthy level and understanding of information literacy is needed [3].

Information literacy is defined as knowledge of your information's concerns and needs, as well as the ability to identify, identify, evaluate, organize, and effectively create, use, and communicate information to address immediate problems and issues. This is a requirement for effective participation in the information society and long-term learning, both of which are fundamental human rights. Meanwhile, [2], explained that information literacy consists of: 1) Visual literacy, The ability to comprehend and apply imagery, which includes the ability to think, learn, and express oneself within the context of the image; 2) Media literacy, The ability of a person to use various media to access, analyze, and produce information for a variety of purposes; 3) Literacy in computer and communication technology, the ability to know how to use and operate a computer efficiently as an information processing machine; 4) Network literacy, the ability to use digital networks effectively, which has grown a lot thanks to the existence of the internet; 5) Cultural literacy, Cultural literacy means the traditions, beliefs, symbols and icons, celebrations and means of communication of national, religion, ethnic or tribal groups, with data, information, and knowledge. Through the use of technology; 6) Digital literacy, Ability to find and evaluate relevant information and use it appropriately. Empowering 8 as one of the models in information literacy that uses a problem-solving approach for resource-based learning has a standard of identification ability, exploration ability, selection ability, organization, and creation ability, presentation skills (present), the ability to assess and the ability to apply in utilizing information.

2 Method

This type of research is quantitative descriptive, where all the data obtained will be explained and presented in the form of a table and described according to the questionnaire questions. In this research, the method used is descriptive research method [5]. This method is done by describing the data that has been collected as it is. The location of this research is in Nusa Penida which is divided into 16 villages, namely: Batukandik, Sekartaji, Batumadeg, Batununggul, BungaMekar, Jungutbatu, Desa Toyapakeh, Klumpu, Suana, Kutampi, KutampiKaler, Lembongan, Ped, SaktiBatukandik, Batumadeg, Batununggul, BungaMekar, Jungutbatu, Toyapakeh Village, Klumpu, Kutampi, KutampiKaler, Lembongan, Ped, Pejukutan, Sakti and Tanglad. The population of this research is the people of Nusa Penida, amounting to approximately 50,000 people spread over 16 villages. Determination of the sample using the Slovin formula with an error rate of 10% so that a sample of 110 people is obtained.

3.1 Marginalization Information Literacy in Nusa Penida

According to the study's findings, the ability to identify (identification) begins with several stages, including defining the topic/subject, most of the respondents (75%) define the topic/subject before searching for information. Determining and understanding the presentation target by respondents is done by understanding the study to be read (82%). Furthermore, respondents choose the relevant format for the final product by determining what form of media will be used in conducting the search [6]. The important point at this stage is by identifying

keywords, most respondents (91%) first identify keywords before conducting a search and then plan what search strategy to do and finally identify various types of information sources. The second stage in this evaluation is the ability to explore (explore), almost half of respondents determine the location of the source according to the topic (49%) and most of the respondents find information that is appropriate to the topic (78%) and only some respondents (37%) conduct interviews, field trips, or other forms of outside research. Most respondents (80%) choose relevant information and determine which sources are too easy, too difficult, or suitable at each stage of selection ability (select) (81 percent). Furthermore, recording relevant information by making notes or making visual organization such as charts, graphs, charts, summaries is done by 67% of respondents. Identifying the stages in the process is done by mapping out which information is appropriate for some respondents (84%). Most respondents collect appropriate citations and identify the stages in the process.

Organizing information involves sorting information, distinguishing between facts, opinions, and fantasies, determining whether the source is biased, arranging the information obtained in a logical order, and using visual organizers to compare and contrast the information obtained. Most of the respondents have the ability to create information, with details as follows: compiling information according to opinions in a meaningful way (92%), revising and editing, alone or with a supervisor (67%) and finalizing bibliographic formats (75 %). Stages of presentation skills (present), it is stated that most of the respondents practice presentation activities well (80%), then share information with appropriate people or parties (67%), then present information in the right format according to the audience (72%). Finally, respondents set up and use the necessary equipment (68 percent). It is stated that respondents receive input from other students (67 percent) and perform self-assessment of performance in response to a teacher's assessment of work (81 percent) and reflect on how far they have succeeded and determine whether skills are still needed and consider what could be done better the next time (76 percent). The final stage in this evaluation is to measure the ability to apply (apply) in utilizing information starting with reviewing the inputs and incoming assessments (72%). Then, using input and assessment for the purposes of the next learning/activity (56%) and encouraging the use of knowledge gained from various situations (73%). Furthermore, defining skills can now be applied to the subject (76%) and adding products to the production portfolio (67%).

4 Conclusion

According to the study's findings, the majority of respondents already acquired good identification skills, qualified exploration skills, critical selection skills, the ability to organize carefully, and the ability to create information. It is also good; the presentation ability is not optimal, but the assessment ability is quite good, and the application ability in utilizing information is good.

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