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INFORMATION LITERACY COMPETENCE OF ELEMENTARY SCHOOL TEACHER-LIBRARIANS

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One of the keys in building environment is the role of the school librarian in making the literacy program which begins with library instruction and making the library as the center of the literacy movement in schools. Therefore, it needed a training to enhance the information literacy competence. The objectives of this study is to explore the information literacy competence which gained through a training. The hypothesis was "there is no difference in the average number of information literacy competence before and after training". The research method used was pre-experimental design with one type of Pretest-Posttest group. The value of the influence of the treatment can be known more accurately by comparing the pre-test with post-test results. The sample in this study is selected using a purposive sampling technique as much as 17 teacher librarians from various primary schools in Jatinangor. The result showed that there were differences in the average scores for knowledge with before and after training with a mean score increase of 5.59 to 6.29. It showed that the training increased knowledge and information literacy competence. Confirming the results of the hypothesis H_1 , there is a difference in the average number of information literacy ability before and after training.

Keywords: Information Literacy, Teacher Librarian, Library Program

1.0 INTRODUCTION

Based on Act No. 2 of 1989 on the Indonesia National Education System that states: "in each level of education, the unit school education organized by the government or the community must provide the necessary learning resources for teaching and learning activities". This shows that every national school and private school should be able to have and provide a school library. Sulistyono-Basuki (1993) stated that a school library is a library

belonging to a school, is managed entirely by the school, with the ultimate goal of helping the school to achieve the goals and objectives of the school.

In terms of providing services to the entire school, the management should be supported by the availability of infrastructure and a library. Apart from the infrastructure, a management and a comprehensive program of the school library integrated with the activities of the school also urgently required. For that, it needs the information literacy program in the school library to support teaching and learning activities. Today schools are facing the lack of human resources in optimizing the library collection and the school itself to make students prepare themselves for lifelong learning.

One of the problems arise are the lack of teachers or librarians existence in the optimization of the school library through the information literacy. Information literacy program will be effective when there are supports from the library. Based on the statement of Kasowit-Scheer and Pasquolani (2002) in Small, Zakaria, & El-figuigui (2004) "literacy requires a shift in focus from teaching specific information resources to a set of critical thinking skills involving the use of information," whereas the presence of shifting library orientation, activity or instruction will increase the students ability to use information as a part of critical thinking.

In August 2015, Indonesia Ministry of Education and Culture launched a new movement called the School Literacy Movement (GLS). This movement is based on the Ministry Number 21 year 2015 good personality development. GLS aims to build read-write culture by building the school literacy environment in order for them to become lifelong learners. GLS is a social movement with collaborative supports of various elements. The effort is to make it happen in the form of conditioning read learners (Wiedarti et al., 2016). One that can play a role in growing the environment is the role of the school librarian in making the literacy program that begins with the activities of library instruction and makes the library as the center of the literacy movement in schools. One of the stages that play an important role in the stage of conditioning in which those activities should be supported by the librarians/teacher librarian in the process of the introduction to the school library as a place to obtain information or as a source of information. Nurhayati (2016) in their study entitled "synergy program of information literacy with the school curriculum".

Human Development Index (HDI) is a composite statistic of life expectancy, education, and per capita income indicators, which are used to rank countries into four tiers of human development. Cumulatively, the realization of HDI in Sumedang continues to increase, but is relatively, so that the HDI target compared to that charged by the Province of West Java, the realization of HDI Sumedang is still far behind. Education Index contributes a high enough in the HDI Sumedang. One of the regencies which is quite developed in Sumedang is Subdistrict Jatinangor and with very high development of education. There are many schools begin the basic levels to higher education available in Jatinangor. The school in providing services to all stakeholders of the school, one of which is the availability of facilities and infrastructure. In addition, the school library also required management library with a variety of school library programs which are integrated with the activities of the school.

For that, it needs the literacy information program activities in the school library to support teaching and learning activities. The existing school faces administrative

management capacity limitations (quality and quantity of human resources) as well as the lack of capacity in the optimization of library collection managers and school library itself to make students prepared for lifelong learning. One of the problems that arise is lack of presence of teachers and librarian in the information literacy activity optimization. This stateIslami schoolment is in line with the results of the research by George, Wiyanti & Widaty (2011) about the lack of knowledge about the information literacy in schools.

Based on a study of George, Wiyanti & Widaty (2011), providing input to the schools in order to increase the ability of the teacher librarian/librarian continuously, is expected to accelerate the implementation of information literacy. One of the competency of the head of the school library based on the regulation of the Minister of National Education Number 25 Years 2008 about Library Standard in schools/ Islamic schools is providing guidance on information literacy. Therefore, there should be organized training activities to enhance the ability of information literacy for librarians at the elementary school level in Jatinangor.

The objectives of this study were to explore the information literacy competency gained through training. The hypothesis of the study was the null hypothesis (Ho) “there is no difference of the information literacy competency before and after training” and the working hypothesis (H1) is “there is a difference of information literacy competency before and after training”.

2.0 MATERIALS AND METHODS

The research method used was experimental. Krathwohl (1993) gives an overview of experimental research that is the purest of quantitative research. All the principles and norms applicable to quantitative research methods of experimentation. Experimental research a research laboratory, yet can also be done outside the laboratory, but still applying the principles of a research laboratory. Experiment method tests the effect of the independent variable toward dependent variable (Prijana & Yanto, 2017).

Creswell (2010) pay attention to aspects of participants in research experiments, such as the way the selection of participants and the size of the participants. Here is how to select participants can be done through two ways, i.e., random and non-random, or also known as convenient. Here convenient is the way that experimental research will be done in the field of Library and Information Science.

Sugiyono (2010) divides experimental design research into three groups, one of which was pre-experimental design with One Group Pretest-Posttest type. Base on these design, we had given pre-test to groups that will be given a treatment. Then we gave them a training as the treatment. After completion of the treatment, we gave the treated groups a post test. The effect of the treatment can be known more accurately by comparing the pre-test with post-test results. The sample purposively selected to gain 17 teacher librarians from various primary schools in Jatinangor. The knowledge of the teacher librarian analyzed on the basis of the results of tests before and after the training. This test is used to find out whether there is a difference between the average values of the two paired groups. This means that one sample got different treatment in time dimension. To analyze that the two samples is correlated to interval data/ ration, it was used paired samples t Test at the 5% level.

3.0 RESULTS

This study sample was 17 librarian/teacher librarian from various primary schools in Jatinangor, Sumedang Regency, West Java, Indonesia. The participants were 71 % Female and 29 % Male. The data used in this research is in the ratio with test results is normally distributed.

Further details of the activities that have been carried out are through evaluation activities by looking at the results of the pre-test and post-test instrument given to the participants. Based on the evaluation towards the training conducted by teacher librarians, showed the results of statistical analysis and interpretation of research data:

Tabel 1 Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Before LI Training	5.59	17	2.002	.486
	After LI Training	6.29	17	1.404	.340

According to Table 1, related to the mean score before and after information literacy training, there were differences in the average scores for knowledge that showed before and after training with a mean score increase of 5.59 to 6.29. It shows that the training increased knowledge and competencies in information literacy. Confirming the results of the hypothesis H₁, there is a difference in the average number of information literacy ability before and after training.

Tabel 2 Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Before & After LI Training	17	.468	.058

Paired samples correlations showed the results of a test of the strength of the relationship between the value of literacy before and after training. Also, according to the data in Table 2, the value of the correlation of the results before and after the training is 0.460. Based on the value of probability (sig.) 0.058 (> 0.050), it means that the correlation between an increase in the capacity of an information literacy before and after training

showed no independence correlation between before and after the training toward the competency of information literacy.

Tabel 3 Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Before & After LI Training	-.706	1.829	.444	-1.646	.235	-1.591	16	.131

As displayed in Table 3, there are statistically no significant differences, at the 0.05 significance level. In this analysis, the Sig (2-Tailed) value is 0.131 (>0,05). We can conclude that there is no statistically significant difference between before after information literacy training.

4.0 DISCUSSION

Information literacy as a necessity in these days equips teacher and student to become a lifelong learner. Information literacy is a part of information competencies. Lau (2006) stated that information competencies are a key factor in lifelong learning. This study focused on the increased competencies of information literacy. The results of the first hypothesis confirmation showed that there are differences in the average scores for knowledge with before and after training with a mean score increase of 5.59 to 6.29. It shows that there are increased knowledge and competency in information literacy through training. The findings in this section were aligned with the results of Karimi, Ashrafi-rizi, Papi, Shahrzadi, & Hassanzadeh (2015) which showed that the training was effective in enhancing information literacy skills.

However, the correlation between information literacy competencies before and after training showed that there is no correlation between before and after the training toward the competency of information literacy. There is no statistically significant difference between before and after information literacy training. Whereas other exams obtained hypothesis exams stated that there is no statistically significant difference between before after information literacy training. When the value of the correlation from Table 2, showed that the information literacy training contribute towards the improvement of the knowledge and skills of information literacy ability is $r^2 = 0.468^2 = 0.22$ (22%), 22% , increase in the knowledge and skills of information literacy is caused by the presence of the training and the remaining 78% by other factors.

George, Wiyanti & Widaty (2011) stated that “librarian should have the ability to teach, constantly renewing knowledge (willingness to learn) and have the practical ability and always strives to follow the development of information literacy”. This needs collaboration between librarian and the teacher. “Librarian need to give education about the importance of literacy information to principals and educators as well as continuously to empower the library in order to make the implementation of this information literacy. These can be done in collaboration and became an integral part of the school's learning activities” Yanto & Prijana (2017) argued that collaboration between librarians and teachers who are in learning activities, either at school or to implement the program of information literacy. These can be packaged with various formats of activities related to the goals to be achieved, respectively, so that the program made by teachers can be integrated with the activities of the library.

Currently, none little research about pre-test and post-test design to assess the ability of information literacy in Indonesia. Future research could use more complex design methodology about increasing ability information literacy using pre-test and post-test using comparative experiment toward treatment and control groups.

Librarian and Teacher Collaboration

One of the efforts that can be made are the librarians and teachers can make library program in which the teacher assign students to search for the source of the information on school topics and subjects, while they are assisted by a librarian to know how to search for and find assigned information. The librarians are also to educate students how to write various sources of information that they obtain to note as part of the reference education.

This is a challenge how to create a conducive situation so that collaboration is done can be realized. Collaboration with teachers as a way for school librarians to contribute to the overall educational mission of their institutions. Evidence suggests that achieving successful collaborative relationships in the field is full of challenges (Hartzell 1997; Lance 2010; Miller and Shontz 1993; Williams 1996) in (Latham, Gross, & Witte, 2013). Collaboration becomes a keyword of the moves of existing literacy in schools where not only the support of librarians and teachers, but also requires the support of the leadership of the school to these existing literacy activities at the school library. The principal gave emphasis on in-service opportunities for collaboration between teachers and librarians.

5.0 CONCLUSION

The result showed that trainings has increased knowledge and competency of information literacy. It was confirmed by the results of the hypothesis H₁, that showed a difference in the average number of information literacy competency before and after training.

Based on the description and analysis of the activities performed, it can be concluded that there is an increase in participants knowledge about information literacy, and information literacy implementation method in schools through the creation of school library programs. The constraint to the implementation in each school based on the results of monitoring and evaluation is the limitations of the facilities owned by the school library as well as the synchronization of library schools with the curriculum or classroom teacher.

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