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ASPECTS OF LITERACY IN VISION AND MISSION OF UNIVERSITY LIBRARIES IN INDONESIA

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Abstract

Literacy is closely related to libraries. Aspects of literacy existing in visions and missions become the main points and characteristics of a library. This study aimed to describe and explain aspects of literacy of libraries in top universities in Indonesia in terms of text and social context. It employed content analysis with descriptive qualitative approach. It also used critical discourse analysis model as proposed by van Dijk. It was textually related to micro analysis and socially connected to activities supporting the textual analysis. The result shows that aspects of literacy in top universities in Indonesia are textually and socially dominated by information and technology that contain typical characteristics.

Keywords: library, vision and mission, universities, literacy

1. Introduction

The current development demands the development of knowledge. Many people consider that education is the most important component of human life. Education is viewed as an ultimate weapon to develop civilization in a nation (Bifuh-Ambe, 2020). The higher-level education people have, the better life quality they seemingly have. However, education is not the only reason for gaining quality life. People need to have good characters. These are possibly recognized by performances represented and influences on their surrounding environment, for example the establishment of *perpustakaan* (libraries) (Chang, 2019).

Perpustakaan is derived from “*pustaka*” referring to books. In Greek, it deals with *library*. Additionally, a library is a set or physical building used as a place for books collected and organized with reference to a certain system or user interest (Lasa, 2007:12). Besides, it includes a room, a part of a building or a building consisting of book collection, organized in such a way, so they are easily searched and used whenever readers need them (Sutarno, 2006:11).

Moreover, it is an important component for student formal learning and informal research need, beside supporting someone’s educational journey (Batubara, 2014:17). It is a place to explore information sources and become a catalyst in student learning processes (Sudarsana et. al, 2019: 2). Hence, a concept of integration is fundamental on creating a library development program in collaboration with lecturers or departments to integrate curriculum (Steele, 2019). Besides, the involvement of library in developing curriculum needs to be implemented through education program integrated to curriculum and aiming to construct students with information literacy skill (Behrens, 1994:316).

Library has vision and mission. Vision and mission are reflected as inspirations, harmonization, characters of a library (Faust, 2007:77). They will construct main purposes or focuses developed through action and writing. According to Tanković (2013:332), a vision serves a

projection about future intended by organization, and a mission explains purposes and reasons of today's organization existence. They are connected and related each other. The vision offers a guide of stimulation development and gives core businesses. Moreover, Collins and Porras (in Tanković, 2013: 332) argued that the vision has two key components: basic ideology and visionary future. Besides, Joachim (in Papulova, 2014:13) stated that the vision is generally viewed as the image of future. It is an image of superiority, something intended by someone, team, or organization to create their best future. The vision guides and maintains the existence of an organization. It is considered as an image of future situation mentality. It is originated from creative imaginations, actions, or powers to see imaginative mental image.

In addition, the mission is something determining the needs in which a company aims to achieve it and is satisfied for achieving it (Prasetyo & Benedicta, 2004:8). It is also suggested as a statement containing what should be conducted as a real and important effort to realize the vision of organizations, companies, or institutions. In general, it refers to steps for achieving the main objection (vision) of organizations, companies, or institutions.

2. Literature Review

Literacy is a technical ability of someone or people on mastering a result of his/their culture (Yusup & Saepudin, 2017:91). However, it absolutely will result in various understandings since it is related to certain contexts (Rader, 2019; Burnett & Merchant, 2020). For example, library literacy means an understanding about the existence of library as one of accesses to gain information; media literacy is an ability to know some types of different media in terms of printed, electronic, and digital, and understand the use of those media; mathematical literacy is an ability of someone to formulate, use, and understand anything related to mathematics; information literacy is an understanding to find some information through many sources; and so forth.

The information literacy in connection to libraries has been introduced in Denmark in 1998 by Elisabeth Arkin, who was born in America, a former head librarian in Aalborg University, in a conference about marketing and evaluation of library services (Batubara, 2014:14). Many people narrowly consider definitions of information literacy only specialized on the way to get information. In fact, it includes one of the most essential things in social environments, such as academic environment (Rockman, 2019). Consequently, many people are expected to have their contribution on improving the quality of information literacy in universities. On the assumption, the role of librarian and lecturers will become really crucial in achieving vision and mission of libraries in related universities (Rossmann, 2019; Scherlen & McAllister, 2019).

There are three elements certainly affecting library integration and research skills in the academic curriculum (Rader, in Batubara, 2014:17). First, libraries have a relatively long commitment to integrate user's counseling into curriculum. Second, librarians and lecturers work in the curriculum development. Third, institutions have a high commitment to improve student's qualities in terms of critical thinking, problem solving, and information skill. Hence, aspects of literacy in library are significant (Campana, 2016; Nelson, 2017; Alagu & Thanuskodi, 2019). Therefore, this study described the realization of aspects of literacy in libraries using van Dijk analysis model.

Discourse analysis focuses on not only critical analysis aspect but also critical theory, such as its implementation (Flowerdew & Richardson, 2018). To theoretically realize the meaningfulness of a discourse requires a cognitive relationship from types of society, science, ideology, and various social representation related to social thinking patterns (Van Dijk, 1993:249). In another word, there is a relationship between individual and society as well as micro social structure with macro on the existence of certain discourse. In another word, there

is a relationship between individual and society, as well as microstructure and macrostructure on the existence of a certain discourse. In brief, discourse analysis is in context.

The core of van Dijk model is to analyze thoroughly, in terms of text, social cognition, and social context. It is to determine how discourse structure and strategy used in clarifying a certain purpose or theme. Appropriate with van Dijk model, this study conducted text and social context analysis. Text analysis indicates how text structure and discourse strategy used to clarify a theme (Eriyanto, 2000: 224). In other word, the analysis consists of macrostructure and microstructure analysis. The macrostructure analysis is related to global meaning or theme revealed by a discourse. Meanwhile, microstructure investigates semantic and syntactic elements or critical linguistics in terms of representation, relation, and identity. The table of text structure as proposed by van Dijk is in the following table 1 (Eriyanto, 2000:227).

Table 1. Van Dijk's Text Structure

Macro Structure
A global meaning from a text which is possibly investigated with reference to topic or theme represented by a text or discourse
Micro Structure
A local meaning from a text or discourse which is possibly investigated in terms of semantic and syntactic elements.

The analysis on social context was conducted through library research, event or history discovery, and interview. This study analyzed vision and mission of libraries in top universities in Indonesia based on Ministry of Education and Culture. Textually, they should represent academic identity and quality of related universities. Libraries is suggested as the heart of universities since all information is easily obtained and determines the development direction of education goals in each university. This study attempted to show typical characteristics of vision and mission, in terms of aspects of literacy represented by five top universities in Indonesia.

3. Research Method

This study deployed descriptive qualitative approach. The data were in terms of lingual data in vision and mission of top university libraries with reference to Ministry of Education and Culture version. The data and source of data were obtained through purposive sampling. It indicated that the study determined the sample first, which is top five universities in Indonesia. They are in the following table 2.

Table 2. Top Five Universities in Indonesia

No.	Universities	Town
1	Universitas Gadjah Mada (UGM)	Yogyakarta
2	Institut Teknologi Bandung (ITB)	Bandung
3	Institut Pertanian Bogor (IPB)	Bogor
4	Universitas Indonesia (UI)	Jakarta
5	Institut Teknologi Sepuluh November (ITS)	Surabaya

Data collection technique was reading and note-making technique. Data analysis was conducted by utilizing content analysis. Analysis tool deployed discourse analysis as proposed by van Dijk. This study focused on text analysis (discourse) and social context, appropriate with types of discourse investigated by representing social cognition. Social cognition in the

vision and mission discourse was not represented due to the writer aspect behind the discourse. Besides, it is based on the concept that discourse analysis has two purposes, in terms of systematic theory or descriptive (structure) and sociocultural practice (context) (Van Dijk, 2011). Thus, the core of van Dijk analysis is to combine these dimensions in an analysis. The framework is represented as the following figure.

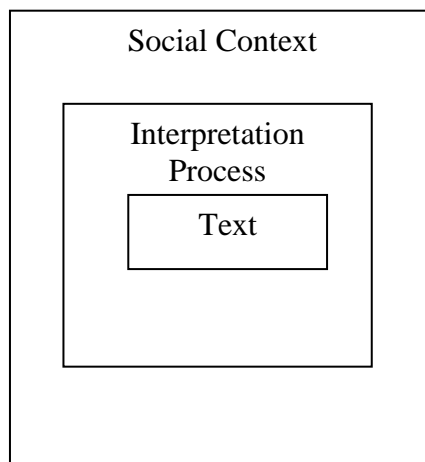


Figure 1. Van Dijk's Discourse Analysis Framework

4. Results and Discussion

This study only conducts text and social context analysis to represent aspects of literacy from each research subject. Text analysis consists of macrostructure and microstructure that will be analyzed from the representation (Ferguson et al, 2019). Besides, social context is analyzed based on five vision and mission of libraries in top universities in Indonesia ranked by Ministry of Education and Culture. The result shows in the followings.

4.1. Text analysis in Microstructure

Vision and mission textually need to be connected with the increase and development on the academic scope. It is reflected through microstructure analysis in terms of semantic and syntactic elements (Volkova, 2019). A theme or topic in this study is related to aspect of literacy in top university libraries in Indonesia. An analysis on the stage of semantic representation is in regard to diction while syntactic element is analyzed based on types of sentences.

a. Semantic Representation

This section is in relation to vision and mission texts with languages used (Eriyanto, 2012: 290). It reflects that the semantic analysis is viewed by the use of diction. The table of diction analysis frequently used and unique in visions is the following.

Table 3. Analysis of Libraries' Visions in Top Universities in Indonesia

Top University	Semantics	
	Diction	
UGM	<i>informasi, teknologi</i> (information, technology)	<i>Global</i> (global)
ITB	<i>pustaka, informasi, pengetahuan</i> (library, information, knowledge)	Indonesia
		<i>penelitian, pendidikan pascasarjana</i> (research, master program)
		<i>sivitas akademika ITB</i> (civitas academic ITB)

IPB	<i>informasi, teknologi</i> (information, technology)	<i>Dunia</i> (world)	<i>kompetensi utama pertanian, kelautan, biosains tropika</i> (main competency of agriculture, marine, and tropical bioscience)
UI	<i>Riset</i> (research)	<i>Dunia</i> (world)	-
ITS	<i>informasi, teknologi</i> (information, technology)	<i>Pusat learning resource center</i> (learning resource center)	-

Based on table 3, it indicates that different dictions are able to explain their intention in the similar context appropriate with language users' social experiences and conditions. The dominant dictions used include *pustaka* (library), *informasi* (information), and *teknologi* (technology). It seems that aspects of literacy represented through libraries should be related to information and technology due to the current development. Libraries are not only related to books in libraries but also technology that really determines the success of library goals. According to Webber and Johnston (in Hasugian, 2008:38), libraries need to have information literacy skill to have ability in exploring information to become wider and complicated while using printed information sources and electronic-based information through internet (Yoon, 2016; Bakri & Willett, 2017). Meanwhile, UI only uses the diction of *riset* (research) to represent all information but not to show the diction of technology. Moreover, ITB has the diction of *pengetahuan* (knowledge) as the library goal referring to knowledge-based Indonesian people.

The use of dictions such as *global*, *Indonesia*, *dunia*, *pusat learning resource center* is categorized into the scope of each library. According to Eisenberg (2004: 7), the use of these dictions shows the existence of network literacy related to an ability to access, place, and use information in networking. It shows the typical characteristics of literacy aspects on the scope of library goals (Meitei, 2019). It refers to how much the influence of library and ability to use library. These *global*, *dunia* and *pusat learning resource center* dictions reveals similar meaning. However, ITB uses *Indonesia*. It semantically shows that ITB more focuses on Indonesia.

Aspects of literacy are reflected by objects used by each library which tend to be different. UGM chooses dictions of *penelitian* (research) and *pendidikan pascasarjana* (master program). It means that UGM library specializes master program as an object in the research process and education. However, choosing these dictions seems not to include typical characteristics of other programs, in terms of bachelor and diploma. ITB uses diction of Civitas Academic ITB, indicating its typical characteristic. Civitas Academic ITB refers to lecturers and students. Differently, IPB seems special in terms of its main competencies, that are agriculture, marine, and tropical bioscience. It reveals that IPB library more focuses on that information (Satria & Hidayat, 2018).

The success of vision is represented in mission statements. As a consequence, sematic analysis or diction in missions is also determined the analysis result. In these missions, aspects of literacy is reflected from some aspects frequently show, in terms of diction, *pelayanan informasi ilmiah* (scientific information service), *Tri Dharma Perguruan Tinggi* (three pillars of higher educations), *mitra profesional* (professional partner), *sains dan teknologi* (science and technology), *humaniora* (humanity), *seni* (art), *budaya* (culture), *kewirausahaan* (entrepreneurship), *mewujudkan SIM perpustakaan* (achieving library MIS (Management

Information System)). The occurrence of typical characteristics related to numbers of mission in each library is represented in table 4.

Table 4. Typical Characteristics in Vision and Mission of University Libraries in Indonesia

Aspect	University				
	UGM	ITB	IPB	UI	ITS
<i>pelayanan informasi ilmiah</i> (scientific information service)	Number 1	Number 1	Number 1	Number 3, 6	Number 1, 2, 3, and 5
<i>Tri Dharma Perguruan Tinggi</i> (three pillars of higher educations)	Number 2	Number 3	-	-	-
<i>mitra profesional</i> (professional partner)	Number 2	Number 2	Number 1	Number 1	Number 3
<i>sains dan teknologi</i> (science and technology)	-	Number 3, 4	Number 2	Number 1, 3, 4,	Number 5
<i>humaniora</i> (humanity)	-	Number 2	-	-	-
<i>seni dan budaya</i> (art and culture)	-	-	Number 2	Number 3	-
kewirausahaan entrepreneurship	-	-	Number 1	-	-
SIM perpustakaan Library SIM	-	Number 3	Number 3	Number 7	Number 4

Based on table 4, the most aspect is scientific information service. Likewise, the aspect of literacy owned by libraries in other countries is also scientific information service (Kratz, 2019; Medeiros, 2019). It is concluded that each library has some typical characteristic shown. For example, *kewirausahaan* (entrepreneurship) in IPB is related to *kewirausahaan pertanian, kelautan, biosains tropika* (entrepreneurship in agriculture, marine, tropical bioscience). It is represented in the following example.

Menjadi pusat informasi terdepan dalam rangka menyiapkan insan terdidik yang unggul, profesional, dan berkarakter kewirausahaan di bidang pertanian, kelautan dan biosains tropika bagi sivitas akademika IPB dan masyarakat umum.

(To be a leading information center in preparing educated individuals who are excellent, professional, and have **entrepreneurship character in agriculture, marine, and tropical bioscience** for civitas academic IPB and general society).

Based on table 4, libraries that mostly have those aspects are ITB, IPB, UI, and ITS. Meanwhile, UGM as the first top university has three aspects. It shows that UGM library does not use diction in detail in its missions related to those aspects.

In addition, Mokhtar & Majid (2006) identify six categories on aspects of literacy, including technology conception information, information sources, information process, knowledge basis building or knowledge construction conception, conception existence knowledge, and wisdom conception. The use of dictions in visions and missions of libraries in top universities in Indonesia, such as *menjadi pusat rujukan informasi* (to be information reference), *memfasilitasi pembelajaran* (to facilitate learning), *mengembangkan* (to develop science collection),

mengorganisasikan (to organize science collection), and *mendayagunakan koleksi ilmu pengetahuan* (to use science collection), *unit pengelola informasi* (information management unit), *meningkatkan minat baca* (to improve reading interest), *pengembangan perpustakaan digital* (digital library development), *sebagai pusat belajar* (as learning center), *mengelola sumber daya perpustakaan* (to manage library resources), and so forth, seems to be based on categories above. For example,

Perpustakaan sebagai pusat sumber belajar atau Learning Resource Center dengan fasilitas dan jasa berbasis teknologi informasi. (Visi perpustakaan ITS)

Library as a learning resource center with information technology-based facilities and services (ITS library's Vision)

Menjadi pusat rujukan informasi ilmiah bagi segenap civitas akademika UGM (Misi perpustakaan UGM)

To become a scientific information reference for all civitas academic UGM (UGM library's Mission)

Memfasilitasi pembelajaran sepanjang hayat dan menjadi rumah kedua bagi segenap civitas akademika UGM UGM (Misi perpustakaan UGM)

To facilitate a lifelong learning and second home for civitas academic UGM (UGM library's Vision).

Meningkatkan minat baca yang beretika dan komprehensif (Misi perpustakaan IPB)

To improve the ethical and comprehensive reading interest (IPB library's Mission)

These data absolutely show information literacy aspect defined as an effort in a skill needed to find, obtain, analyze, and use technology-based information (Batubara, 2014: 15). Based on this definition, library users need to show their competency on formulating research questions and their ability to use information and to develop learning processes and scientific researches (Ali et al, 2019).

b. Syntactic Representation

The analysis is conducted based on syntax, in terms of types of sentences. Types of sentences are observed from sub-sentence combination and sentence sequences.

1) Sub-sentence combination

In general, the representation result of visions shows aspects of literacy in terms of preferring researches. It is reflected as sub-sentence combination, in which a sub-sentence becomes an explanatory of other sentences by using subordinating conjunction 'yang' (that) and 'dengan' (with), as the following example.

*Menjadi pusat layanan informasi global berbasis teknologi **yang mengunggulkan penelitian** dan pendidikan pascasarjana (Visi Perpustakaan UGM)*

To become a technology-based global information service center **that prefers researches** and master programs (UGM library's Vision)

*Menjadikan UPT Perpustakaan Institut Pertanian Bogor sebagai unit pengelola informasi berbasis teknologi informasi **yang mendukung riset kelas dunia dengan kompetensi utama** pertanian, kelautan dan biosains tropika (Visi Perpustakaan IPB)*

To become a Technical Implementation Unit (UPT) Library of Institut Pertanian Bogor as an information management unit based on information and technology **that supports**

world-class **researches with main competencies** in agriculture, marine and tropical bioscience (IPB library's Vision)

The use of conjunction 'yang' in the data above shows the sub-sentence preceded by that conjunction is the explanatory. It refers to a strategical form of sentence combination. The aspect of literacy is definitely showed in these visions, in terms of technology-based research.

Besides, the analysis of sub-sentence combination is also related to the use of coordinating conjunction of 'dan/and' 'atau/or' and 'serta/as well as'. In addition, the use of subordinating conjunction of purpose includes 'agar/in order to' and 'supaya/in order to'. For example, in the mission discourse, there is a coherence between sub-sentences showing literacy aspects of language users' literacy, as the following.

Menyebarkan informasi, khususnya intellectual capital ITB, agar dapat dimanfaatkan oleh sivitas akademika ITB, dan juga masyarakat di seluruh dunia dengan memanfaatkan teknologi informasi yang ada dan yang akan ada.

To spread information, especially ITB's capital intellectuals, in order to be possibly used by civitas academic ITB and societies around the world by using the information technology existing and being existed.

Menjadikan perpustakaan UI sebagai perpustakaan bertaraf internasional yang menjadi acuan pertama dan utama dalam pelayanan informasi demi pengembangan ilmu dan kemajuan peradaban bangsa dalam bidang ilmu pengetahuan, teknologi dan budaya, serta menjadi mode dalam pengembangan perpustakaan berbasis teknologi komunikasi dan informasi.

To make UI library an international library that becomes the first and main reference in the information service for the science development and nation civilization development in science, technology and culture as well as mode in the library development based on information and communication technology.

2) Sentence Sequences

The analysis of sentence sequence is conducted by combining two sub-sentences into a sentence and constructing them into two or more sentences will result in that a part of sentence is more projected than others. Thus, sequence is not only related to writing technique but also affects the meaning represented to readers, as the following example.

Menjadikan UPT Perpustakaan Institut Pertanian Bogor sebagai unit pengelola informasi berbasis teknologi informasi yang mendukung riset kelas dunia dengan kompetensi utama pertanian, kelautan dan biosains tropika. (Visi Perpustakaan IPB)

To become a Technical Implementation Unit (UPT) Library of Institut Pertanian Bogor as an information management unit based on information and technology that supports world-class researches with main competencies in agriculture, marine and tropical bioscience (IPB library's Vision)

Menjadi pusat informasi terdepan dalam rangka menyiapkan insan terdidik yang unggul, profesional, dan berkarakter kewirausahaan di bidang pertanian, kelautan dan biosains tropika bagi sivitas akademika IPB dan masyarakat umum. (Misi P.IPB)

To be a leading information center in preparing educated individuals who are excellent, professional, and have entrepreneurship character in agriculture, marine, and tropical bioscience for civitas academic IPB and general society (IPB Library's Mission)

Menyediakan dan memperluas akses informasi secara global dalam rangka mendukung proses transformasi ilmu pengetahuan, teknologi, seni, dan riset kelas dunia. (Misi P.IPB)
To provide and widen the information access globally in supporting the transformation processes of science, technology, art, and world-class research (IPB Library's Mission)

Meningkatkan minat baca yang beretika dan komprehensif. (Misi P.IPB)
To improve the ethical and comprehensive reading interest (IPB library's Mission)

Based on the data above, the vision and mission discourses contain an orientation to make UPT library of IPB to absolutely become a typical technology-based information management and to mainly focus on agriculture, marine, and tropical bioscience. The next sentence sequence in missions completely support the vision, such as prominent, professional and character information center in those fields. Besides, there is also a mission statement in improving the ethical and comprehensive reading interest to make IPB a literacy pioneer (Arkeman, 2019). Therefore, the meaning constructed in sentence sequences above certainly places the vision on a positive representation. As a consequence, it positively affects readers.

4.2. Social Context

Social context in the visions and missions is reflected by activities conducted in each library. They are seminars, comparative studies, collaborations, books, digital aspects of library, and reciprocal relationship between librarian and civitas academic in each library (Syah, Nafsiah, & Saddhono, 2019: 2). The following paragraphs explain about events and policies conducted by libraries of five top universities in Indonesia related to literacy movement.

UGM library proposed the vision “*menjadi pusat layanan informasi global berbasis teknologi yang mengunggulkan penelitian dan pendidikan pascasarjana*” (to become a technology-based global information service center that prefers researches and master programs). It means that the existence of library in UGM is expected to be able to give a contribution and to become a technology-based global information service by continuing to mainly focus on researches and master programs. In fact, it focuses on not only master degree, but also all degrees in UGM.

The literacy movement in UGM library is always noticeable. It is reflected by some activities in supporting literacy movement. One activity is conducted on December 2015, that is a panel discussion. This activity was attended by 50 representatives from elementary schools, junior high schools, and senior high schools in Yogyakarta city to sit together and discuss about books, librarians, and information literacy. It is in collaboration of UGM Library, The Asia Foundation Indonesia (TAF), and Office of Education and Culture of Yogyakarta City. In this activity, Anna Latuputty (The head of APISI) convinces libraries and teachers to apply the information literacy in schools. She claims that the information literacy will support students' understanding processes in gaining appropriate and ethical information. Hence, teachers are able to feel relieved since students will give answers for their assignments with using trusted references. Therefore, the literacy movement will be easily spread in the society.

ITB is known as the best technology-based university in Indonesia. Accordingly, ITB library continues giving innovations that are able to support students' activities. By proposing the vision of *Menyediakan layanan, menghimpun pustaka dan akses informasi bagi Sivitas Akademika ITB untuk mendukung pelaksanaan tridharma perguruan tinggi, dan tercapainya masyarakat Indonesia berbasis pengetahuan*” (to provide services, collect references, and allocate information access for Civitas Academic ITB in supporting the pillars of higher educations and achieving knowledge-based Indonesian people), ITB library attempts to

become the best library in supporting society's knowledge.

Various activities conducted by libraries are parts of library service development. Students are provided a facility to realize their creativities, particularly in creating new technologies. However, ITB library also keeps developing the literacy movement. In 2014, ITB library conducted a discussion about literacy to celebrate the international literacy day. This discussion was held by American Corner ITB, an available service in ITB library. American Corner is a partnership program between American Embassy for Indonesia with universities in Indonesia. Besides, this discussion mostly discussed about the importance of literacy for each individual, community, and society in which Janet Long, an English Language Fellow in ITB became the moderator. Literacy is not merely someone's ability in reading and writing a text. It also includes the ability to understand that text. Literacy skill is a gate to achieve the educational excellence as the key success in democratic society's life. Since ITB is the best technology-based university in Indonesia, the literacy movement is constantly able to be conducted through ITB library.

The literacy movement is also represented by seminar and knowledge sharing event in IPB library. This seminar was conducted to answer the challenge of library usage pattern changes due to users' need changes. It was attended by 100 librarians, opened by the head of IPB library, Prof. Dr. Ir. Pudji Muljono, M.Si. Its participants were from Bogor, Bogor, Jakarta, Bandung, Banten, and Purwokerto. The key speech was delivered by a senior librarian of IPB, Ir. Abdul Rahman Saleh, M.Sc., entitled "*Strategi Peningkatan Peran Perpustakaan di Perguruan Tinggi*" (The strategy of library role improvement in higher education). In addition, an associate librarian of IPB, gave a material entitled "*Kajian Penelitian terhadap 12 Jenis Buah Lokal Indonesia*" (The study of 12 Indonesian local fruits). Besides, Sri Rahayu, S.Sos., a young librarian of IPB, presented a bibliometric study on Jurnal Media Peternakan published between 2012 and 2016. Aspects of literacy are reflected by the title of speech delivered by the senior librarian. Meanwhile, the typical characteristic of IPB is represented by two speeches given by the associate librarian of IPB and Sri Rahayu, S.Sos.

To actualize the literacy movement, UI library held many workshops. They are Call for article to UI students (2016) and open competition of review book for all civitas academic UI. These activities were conducted in improving reading interest toward library collection (2016). UI library also held a book review event for Prof. Dr. Susanto Zuhdi's (A professor of Department of History, Faculty of Cultural Sciences, UI) books, entitled *CILACAP (1830-1942): Bangkit dan Runtuhnya suatu Pelabuhan di Jawa* (CILACAP (1830-1942): Rise and Collapse a harbor in Java) (2016), *Menyambut HUT ke-34 perpustakaan UI mengadakan perlombaan book review untuk seluruh warga UI* (Welcoming the 34th anniversary, UI library carries out a book review competition for all civitas academic UI) (2017), *Workshop Penulisan Book Review* (Workshop for Book Review Writing) (2017), *Workshop Travel Writing: Tips & Trick* (2017), *Pelatihan penuturan cerita* (Story telling training) (2017), *Lokakarya penulisan skenario* (Workshop for scenario writing) (2017), *Bedah Buku Nilai Keindonesiaan* (Book Review of Indonesian Values) (2017), and so forth.

Many activities were held by UI library to indirectly apply the literacy movement. Hopefully, this movement is not merely implemented in competition events or workshop. It also becomes UI students' habits, in particular, and students in Indonesia, in general.

ITS library has the vision as a learning resource center with information technology-based facilities and services. In line with this vision, ITS library has realized it through many activities. They are national seminar and focus group discussion. Besides, ITS library gives opportunities to anyone to search information through researches and others, to then share them.

This is shown from an observation conducted by UNAIR students on October 18, 2017. The observation conducted in ITS library, aimed to improve the effectiveness of teaching and learning in Faculty of Social and Political sciences, Universitas Airlangga by nine students. Before conducting the observation, students have the library science through Comparative Study of Classification and Cataloging subject. Hence, they were urged to directly see to the library. They have understood about how to classify books in the library (UNAIR Library). In regard with improving their knowledge, they are willing to know the classification and many facilities in ITS library. By this activity, the librarian hopes that they are able to answer many questions and the observation goal can be achieved well. It definitely shows the literacy movement on some students through the observation. It can be concluded that ITS library's vision has been achieved well.

5. Conclusion

The conclusion is viewed from two things. First, textual study is connected to microstructure analysis (semantics and syntax) while context social is related to actualizing the textual analysis. Second, the result of data analysis shows that aspects of literacy in top universities in Indonesia are textually and socially dominated by information and technology. In terms of typical characteristics, it is viewed by the use of diction and some conjunctions as explanatory and context achieved from vision and mission. Social context is represented in activities conducted or existing in each library. They are seminars, comparative studies, competitions, collaborations, books, digital aspects of library, and reciprocal relationship between librarian and civitas academia in each library.

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