Literation Information in Learning Indonesian Language in the Junior High School: Case Study in SMPN 1 Cilacap, Indonesia

Diardana Prima Sintasari, Andayani, Sarwiji Suwandi

Postgraduate, Sebelas Maret University, Ir. Sutami street, No. 36 A Kentingan Surakarta, Central Java, Indonesia

Abstract— Literation is an important concern in current Indonesian education, where the level of literacy in Indonesia is considered low and has not been internalized in the daily life. The problem experienced by students in Indonesia is the interests and habits of reading, writing, listening and low critical thinking. While, Indonesia's literacy rating in the world is also very low. This research aims to know how to integrate information literacy in the Learning Implementation Plan (RPP) and Indonesian language learning process in junior high school. The method used in this study was a case study with a qualitative approach. Research conducted in state Junior High School 1 Cilacap, Indonesia. The data collection techniques used consist of observations, interviews and documentation. The results showed that SMP Negeri 1 Cilacap has integrated information literacy in every subject, including Bahasa Indonesia. Information literacy has integrated from the learning plan, the learning process in class, and assessment.

Keywords— Literacy, literacy information, learning Bahasa Indonesia.

I. INTRODUCTION

The problem of literacy is an important concern in current Indonesian education, where the level of literacy in Indonesia is considered low and has not internalized in daily life. Literacy is an important means of communication that allows individuals, communities, and institutions to interact over time and throughout the space using languages in the social network (Benavot, 2015). The problem experienced by students in Indonesia is the interests and habits of reading, writing, listening and low critical thinking. Based on Data PIRLS 2011, Indonesia ranks 45 from 48 countries with an average score of 500 for reading literacy tests that measure aspects of understanding, using, and rehabilitating reading in writing (Mullis, Martin, Foy, & Drucker, 2012). Research conducted by the *Program for International Student Assessment (PISA)* in 2015 also showed that Indonesia ranked 62 with a score of 397 from a total of 70 country participants for the literacy category (PISA, 2015). Also, Indonesia's literacy rate data in 2016 according to Central Connecticut State University, placing Indonesia ranked to 60 from a total of 61 countries researched (Miller & McKenna, 2016). A low level of literacy shows if education in Indonesia has not been able to develop competency and interest of students in knowledge. In the

meantime, the application of information technology in education is needed to obtain information quickly, broadly, and improve communication cooperation with others, foster a personal habit of active learning and lifelong learning.

In the current era of globalization, almost everyone in their activities cannot be separated from information, because the information has become the primary need of the community. Every aspect of life is related to the availability of information (Artana, 2003). Advances in information technology encourage the industrial society (industry society) to switch to the information society (information society) slowly. This shows that information has gained an important place in community activities. It also shows that today many people are looking for information. That means, the demand for information is so important that information has a high economic value as well.

Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System (National Education System) emphasizes the need to improve the quality of human resources (HR) through education (Law of the Republic of Indonesia, 2003). Improving the quality of human resources associated with efforts to anticipate the effects of globalization and the development of science and

technology requires all nations in the world to adapt and respond to any progress of civilization in various fields (Bachtiar, 2006: 105). Godwin (2008: 5) calls the current generation "web generation" or "Google generation". The Google generation considers that what is written and listed on the web must be true. This generation of Google, according to Godwin, does not care about ethics in the use of the contents of these sources because they do not understand or do not care about the content or accuracy of the data sources. Although the information is currently abundant, this information cannot be fully used or utilized, especially used as reference material by academics. Therefore, Carr (2011: 180) appealed to information users to be able to choose and sort information according to what is needed. These skills referred to as "information literacy".

A student is expected to acquire information literacy skills, so that they can develop critical thinking skills and solve problems, and increase motivation for learning. The skills to look for and find information become supporting factors and facilities for learning more actively and efficiently. Farmer and Henri (2008: 16) also revealed how information literacy influences students' reading activities. In addition to improving students' reading comprehension, information literacy that is integrated and collaboratively designed in academic activities will improve their learning abilities and research products. Also, students who are taught the competency of information literacy programs on an ongoing basis will be more successful in higher education than those who did not gain the literacy knowledge and experience beforehand. Information literacy for the world of education is needed so that national education can compete at the global level. So that commitment to change can be fostered, a shared vision needs to be born on how to improve the situation and shared goals towards the future (Sulaksana, 2004: 157).

Lately, information literacy studies are very noted in the educational world. Various schools today have already and are designing information literacy programs. With the ability of information literacy, students can think critically and logically and not easily believe in the information obtained so it is necessary to first evaluate the information obtained previously (Jonner, 2008: 34). Given the importance of information literacy skills, educational institutions are interested in implementing this information literacy capability. An example is a program designed by the Ministry of Education and Culture in July 2015 called the School Literacy Movement (GLS). GLS strengthens the movement of ethical character as stipulated in the Minister of Education and Culture Regulation number 23 year 2015 (Kemendikbud, 2015). One of the activities in the movement is the 15-minute activity of reading non-book lessons before the learning time begins. This activity is conducted to foster student interest and improve reading skills so that knowledge can be mastered better.

Since the government encouraged the GLS program, SMP Negeri 1 Cilacap directly cultivate it in each school citizen. In addition to being a school that has implemented the GLS, SMP Negeri 1 Cilacap has been awarded Adi Wiyata and the integrity school which is certainly a top school in the city of Cilacap. In addition, many other achievements have been achieved by the state Junior high School 1 Cilacap. Based on the explanation above, how to SMP Negeri 1 Cilacap Integrating information literacy in learning is an interesting topic to be discussed. This research illustrates how information literacy is included in the learning and literacy of what information can be integrated. The results of this study are expected to be a reference for teachers in secondary school to integrate information literacy into the teaching and learning process.

II. LITERATURE REVIEW

2.1 Information literacy

The skills to look for and find information are important factors to support learning effectively and efficiently. Information literacy is generally interpreted as literacy or literacy of information (Hasugian, 2008: 34). Someone who is information literate will be able to explore information that is increasingly broad and developing, both from print and electronic sources (Forster, 2015: 62-73). Mastery of information literacy will create skills that include the ability to find information, choose information sources, and use and present information ethically (Crebert et al., 2011).

The concept of information literacy was first introduced in 1974 in America by Paul Zurkowski (president of the Information Industries Association). The concept of information literacy is used in a proposal addressed to the USA's National Commission Libraries and Information Science (NCLIS) (Zurkowski, 1974). Zurkowski agreed, people trained in the application of information resources to their work can be called information literate. They are learned techniques and skills for utilizing the wide range of information tools as well as primary sources in molding information solutions to their problems (Zurkowski, 1974). From this, what is meant by information literacy is people who are trained to use information sources in completing their tasks which are also called information literacy people.

The definition of information literacy develops along with the development of information technology. One of

the most widely used definitions of literacy is the definition put forward by the American Library Association in 1989, "... to be information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate and use the needed information effectively" (Behrens, 1994: 315). This definition further clarifies the skills that need to be possessed for information literacy, including an attitude to realize the need for information. In addition, critical thinking skills are needed to be able to understand and assess information.

Understanding information literacy based on an educational perspective was conveyed by Bruce, Edwards, & Lupton (2006: 3), he said that information literacy defines as the ability to access, evaluate, organize and use information in order to learn, problem-solve, make decisions in formal and informal learning contexts, at work, at home and in education settings. This understanding shows that information literacy is an ability to access, evaluate, organize and use information in the learning process, problem-solving, homework or in education.

2.2 Elements of Information literacy

Some types of information literacy according to Eisenberg (2008: 7) are instrumental in the elements of information literacy, i.e. Visual literacy which is an ability to understand and use images including the ability to think, learn, and express the images. Visual literacy is differentiated into three namely visual *learning*, visual *thinking*, and visual *communication*. Media Literacy, an ability to access, analyze, and produce information for specific outcomes according to the National Leadership Conference on Media Literacy. Computer literacy is an ability to create and manipulate documents and data using word processing software, databases, and so on. Digital literacy, a skill that relates to mastering resources and digital devices. Those who are capable of pursuing and mastering the latest digital devices are imaged as a future handheld, and vice versa will be increasingly narrow chance to achieve progress. Network literacy, which is an ability to access, place, and use information in a networked world such as the Internet, users must master this skill.

According to (Eisenberg, 2008), The characteristic of a network literate person is: (a) realization of the breadth of use of the services and networking resources, (b) have an understanding of how networked information systems are created and managed, (c) may perform certain information reappointments from the network with Use a series of information retrieval tools, (d) can manipulate networked information by compacting it with other sources and enhancing the value of the information for a particular purpose, (e) can use networked information to analyze and resolve issues related to decision making, for both duty and personal purposes, and to produce services capable of improving the quality of life, (f) has an understanding of the role and use of networked information to solve problems and facilitate basic activities of life. The five types of literacy above are collaborations so one forms a skill and becomes part of the elements of Information literacy. Information Literacy is an inclusive term, to master it then a number of skills above can be reached more easily. The relationship between information literacy with its elements is complementary and inseparable, but not a procedure.

2.3 Information literacy in Indonesian language learning

The ability of an educator is indispensable in choosing a learning resource for his students. Not only does monotonous use any of its references, but it must be rich in the source, with the source of information that educators should use. Information can be displayed in several formats and can be incorporated into documented sources (books, journals, reports, videos, voice recordings, and so on). All of it should really be utilized by educators in learning activities. Learning is an attempt by teachers or others to teach students   (Hasanah, 2012: 85). Indonesian language learning is already in line with the current curriculum, which is text-based learning. The text is a complete expression of the human mind where there are situations and contexts. Text is not just the development of grammar or a collection of sentences, but is the realization of the value system, social norms, social processes with their Social objectives (Ramadania, 2016: 225).

For the optimal Indonesian language learning, teachers must make a learning plan or commonly known as RPP. According to Combs (Harjanto, 1997) Learning Planning is a rational application of systematic analysis of the process of educational development with the aim that education is more effective and efficient according to the needs and objectives of students and their society. Learning planning can be regarded as a *blueprint* to achieve the learning objectives, in which various aspects include: (1) the content or the purpose, (2) organization, (3) materials and equipment, and (4) activities and Roles (Suwandi, 2009: 26). Every teacher is required to create an RPP, this makes them need to define what information will be integrated and what method or model of learning will be used to support the integration of such information literacy. Once RPP is created, the next step is to perform a learning process that integrates the type of information literacy. Nevertheless, a good RPP will not run if the teacher does not perform what he planned in the RPP. RPP is very important as a guideline for teachers, but the process of

learning is the main thing because it is where students interact directly and feel the experience of studying directly.

III.   METHOD

2.4 Sample / Participants

The study used a sample of 31 people, with details of two Indonesian teachers and 29 students.

2.5 Data collection procedures

Data retrieval using a combination of 3 techniques, namely observation, interviews and documentation. The observation done to observe the process of integrating information literacy in Bahasa Indonesia learning in Basic competency (KD) short story text. The next step is an interview with Bahasa Indonesia teachers to explore information about the concept of information literacy in Bahasa Indonesia learning.

2.6 Data analysis

This research uses data or source triangulation, i.e. data sourced from observations of learning activities, interviews on the informant, and document analysis.

IV.   RESULTS AND DISCUSSION

The implementation of information literacy in SMP Negeri 1 Cilacap has been integrated into each subject, including Bahasa Indonesia. Information literacy has been integrated from the learning Plan, the learning process in class, and assessment. The Learning Plan to be analyzed in this study is the implementation of the Learning Plan of Basic Competency Cerpen (KD) 3.6 and KD 4.6. Information literacy that appears in THE RPP is explicit and implicit.

The type of information literacy in RPP is the image literacy of the core activities. It is shown in the following quotation:

"Learners listen to short story reading videos." (RPP-01)

The teacher screens a short story video titled "Last Prize for Mothers", students listen to the video carefully to get into every storyline, not a few students bring the atmosphere to tears when viewing the video that the teacher is serving. This indicates that the teacher is already integrating information literacy.

In addition to image literacy, there are also types of information literacy in RPP on core activities, namely media literacy. It is shown in some quotations as follows:

"Learners look for information relating to the structure and linguistic of short-story text". (RPP-02)

"Learners collect technical information modifying or modifying short stories". (RPP-03)

"Learners gather technical information on the short story of the House". (RPP-04)

"Learners collect information about how to compile a short story". (RPP-05)

As it is known together that media literacy (media literacy) is an ability to access, analyze, and produce information for specific results. Students are required to seek out and gather information in order to be more resourceful in accessing, analyzing and producing information. Nowadays, the information circulating is very much and fast, therefore we must be completely selective in choosing any information. If the least amount of information is chosen, it will be fatal.

The learning media used in RPP, in addition to the short story text example has also been listed learning media in the form of LCD, it shows that teachers and students are equally able to use and apply the tool. In addition to the learning media, there is also a learning resource that is mentioned that in addition to the Indonesian book as a Learning Resource, teachers have already included a meaningful link in the learning process of teachers already integrating learning with information literacy.

Table 1. Types of information literacy and its description

Types of Information literacy	Description
Image literacy (*Visual Literacy*)	An ability to understand and use images including the ability to think, learn, and express these images
Media Literacy (*Media Literacy*)	An ability to access, analyze, and produce information for specific results according to the National Leadership Conference on Media Literacy.

Computer literation (computer *Literacy*)	An ability to create and manipulate documents and data using word processing software, databases and so on.
Digital Literacy (*Digital Literacy*)	A skill related to the mastery of the source and digital devices.
Network *Literacy*.	An ability to access, place, and use information in a networked world such as the Internet, users must master this skill.

Although not all types of information literation are explicitly mentioned in the RPP text Cerpen, all types of information literacy in the learning activities are already integrated. As the research progresses, researchers observe the process of learning the Indonesian language from start to finish. In each learning process there are measures of activities such as introduction, core, and cover. Preliminary activities include greeting, mutual prayer, and introduction to the material to be discussed. Sang Indonesia Raya song, Salam PPK, and attendance by teachers if at the first hour of learning. It is shown as follows:

"Assalamualaikum Wr. Wb." (GR-01)

"Please lead the class of prayer so that the learning activity today goes smoothly" (GR-02)

"My head is taking over ready moves! (All students stand up) Greetings PPK, intelligent, character, fun, amazing, great! Pat PPK, religious, nationalist, independent, gotong royong, integrity, PPK! Referral School, I think, I guess I can I can, I guess, I think I could I can I can! SMP Negeri 1 Cilacap, with character, achievers. Back sitting ready for motion! " (Students-01)

"To this day who does not goes to school?" (GR-03)

"Both my children's learning today talks about short stories, which are about short story elements. Before proceeding, you have questions about the short story "(GR-04)

Examples of preliminary activities in the learning process of SMP Negeri 1 Cilacap where the teacher initiated the study with greetings to give the introduction of the material is to be discussed in this study.

After the preliminary activities, I continued on the core activities. During the study, students were formed in groups. Teachers share the names of the groups in various fruit names in each group. Each group consists of five to six students, each group has a laptop and online to find and access all the information that the group needs. In each group, students are also required to be active and participate in their respective groups. This shows that SMP Negeri 1 Cilacap has integrated information literacy in every study including Bahasa Indonesia. Time allocation in the learning of short story text IX A SMP Negeri 1 Cilacap as many as 3 times a meeting each has a purpose of learning. The following forms are integrating information literacy into core learning activities.

Table 2. Form of integrating information literacy into core learning activities

Time allocation	Core activities and types of information literacy integrated into Indonesian language learning
First meeting	- Teachers show a short story video (a form of integrating image literacy)
	- Teachers ask student responses to the videos he saw
	- Teachers assign students to search, browse short story structures, linguistic features of various web (it is a form of integrating media literacy, digital literacy and network literacy)
	- Students discuss with groups and search for information on books, laptops and online (the form of integrating media literacy, digital literacy and network literacy)
	- Students present discussion results and other students respond (the form of integrating digital literacy)
Second meeting	- Teachers invite students to a school library to search for short story books (a form of integrating information literacy)

	- Guru provides material in the form of short story text that is in the house through PowerPoint (PPT) (it is to be an integration of digital literacy)
	- Students discuss with the group and search for information through books, short storybooks that have been sought in libraries, with laptops and online (a form of integration of media literacy, digital literacy and network literacy)
	- Students present discussion results and other students respond (the form of integrating digital literacy)
Third meeting	- Students read short stories in groups
	- Group students gather information on how to compile short stories using books, Laptops and online (a form of integrating media literacy, digital literacy and network literacy)
	- Students compose short story text based on group illustrations (a form of integrating media literacy, digital literacy and network literacy)
	- Students present discussion results and other students respond (the form of integrating digital literacy)

Based on table 2 above, in each meeting, students with the group always present the results of discussions that have been discussed together. But because each learning time meeting is not enough if all groups are presenting the results of the discussion, then the teacher chooses only a few groups to present on each study and other students respond.

After the core activity, proceed to the closing activity. In the closing activities, teachers always evaluate the learning activities that have been done together, such as structures in the short story, the feature of the short story, the way to continue the text of short stories in the house, how to create skeletons and make short stories well and so on. In the closing activities, besides the teacher conducting the learning evaluation, the teacher also did feedback or *feedback* in the short story learning process, then the teacher also delivered the task to work at home with instructions to search the Internet and teachers convey the learning activities at the next meeting. It is a form of integrating information literacy conducted by teachers in the learning process of Bahasa Indonesia and outside learning (assignment in students).

From the assessment system, the assessment of information is done by the teacher:

"If we judge if one text is done, one text is usually paired yes, namely KD knowledge and skills, and one text is there are four KD. For example, a short story, if it is finished, then the assessment is held, meaning that one text is done. It is only later when our judgment is what the knowledge, which is the skill, because later in the assessment there is an attitude, there is knowledge, there is

still a part of each. And for the assessment of Attitudes (daily), we use an observation journal where there are assessments of extreme upper and extreme bottom, then in addition to the value of attitude, there is value for skill, eg in the short story preparation activities, it's one of the Skills, then other skills such as in-class IX there is a persuasive speech means his skills are two there, namely the product of writing a script, and then when they display it, it is also a skill value. Because for that skill there are several techniques, ranging from the product, they can practice, even the writing is also biased ". (GR-01)

Essentially, the term "literacy" has the meaning of expanding over time. Literation is now not only interpreted as writing and reading ability but "... *has instead come to be considered synonymous with its hoped-for consequences "* (Aronoff, 1995:68). Literacy at SMP Negeri 1 Cilacap has been going well. The School Literacy Movement (GLS) which has been designed by the Ministry of Education and Culture in the form of a reading activity 15 minutes before the lesson began to be actively applied. All students exit the class before the lesson begins, gathered on the school grounds and read nonfiction books. Literacy skills also occur not only during GLS and class lessons. Information literacy is also not only happened at the time of learning, when researchers conducted research, one of the extracurricular in SMP Negeri 1 Cilacap, the extracurricular KIR (adolescent scientific work), has also integrated information literacy in the implementation.

V. CONCLUSIONS

Based on the research above, it can be concluded that information literacy has been integrated into Indonesian language learning in SMP Negeri 1 Cilacap. In the study plan for short story text, information literacy appears explicit and implicitly. The Explicit form found in short stories is the Type of image literacy and the Type of media information literation. Although not all types of information literation are explicitly mentioned in the RPP text Cerpen, in the learning activities, all kinds of information literacy are already integrated. As the research progresses, researchers observe the process of learning the Indonesian language from start to finish. In each learning process there are measures of activities such as introduction, core, and cover. Teachers have already implemented a lot of information literacy in learning, such as applying image literacy, using power points to provide materials to students, assigning students to search for information from a variety of media not limited to books, bringing students to the library to search for short stories, and so on. Each group in search of information not only with Indonesian books, but they are proficient in using laptops and online. After searching for a variety of information assigned by teachers, students also present the results of the discussion. In the assessment, where the teacher judge if one text is finished, then the judgment is held, meaning that one text is done. It is only later when the teacher's judgment is what the knowledge, which is the skill, because later in judgment there is an attitude, there is knowledge, there is still a part of each.

REFERENCES

[1] Artana, I. K. (2003). Perpustakaan, masyarakat, dan teknologi informasi. *Jurnal Visi Pustaka*, *5*(2).

[2] Bachtiar, M. A. (2006). *Information Literacy Education in some Indonesian universities with special reference to librarians and students*. https://doi.org/10.26443/el.v39i1.10

[3] Behrens, S. J. (1994). A Conceptual Analysis and historical overview of information literacy. *College and Research Libraries*, *55*(4), 309 -322. https://doi.org/10.5860/crl_55_04_309

[4] Benavot, A. (2015). Literacy in the 21st century: Towards a dynamic nexus of social relations. *International Review of Education*, 61(3), 273 – 294. Https://doi.org/10.1007/s11159-015-9463-3

[5] Bruce, C., Edwards, S., & Lupton, M. (2006). Six Frames for Information literacy Education: A conceptual framework for interpreting the relationships between theory and practice. *Innovation in Teaching and Learning in Information and Computer Sciences*, 5(1), 1 – 18. https://doi.org/10.11120/ital.2006.05010002

[6] Carr, N. (2011). *The Shallows; The Internet is our way of thinking?* Bandung: Mizan.

[7] Crebert, G., Patrick, C.-J., Cragnolini, V., Smith, C., Worsfold, K., & Webb, F. (2011). *Oral Communication Toolkit*.

[8] Eisenberg, M. B. (2008). Information Literacy: Essential Skills for the Information Age. *Journal of College Student psychotherapy*, 27(2), 99 – 103. https://doi.org/10.1080/87568225.2013.766097

[9] Farmer, L. S. J., & Henri, J. (2008). *Information Literacy Assessment in K-12 settings*. https://doi.org/10.5860/choice.46-1618

[10] Forster, M. (2015). Refining the definition of information literacy: The experience of contextual knowledge creation. *Journal of Information Literacy*, 9(1), 62 – 73. https://doi.org/10.11645/9.1.1981

[11] Godwin, P., & Jo, P. (2008). *Information Literacy meets Library 2.0*. London: Facet Publishing.

[12] Harjanto directly. (1997). *Learning planning*. Jakarta: Gramedia Pustaka Utama.

[13] Hasanah, A. (2012). *Teaching Profession Development* (p. 378). P. 378. Bandung: library Setia.

[14] Hasugian directly, J. (2008). The urgency of information literacy in competency-based curriculum at Jonner College Hasugian directly Library of science study Program. *Pustaha: Journal of Library and Information Studies*, 4(2), 34 – 44.

[15] Schreiber. *Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 23, 2015 on the establishment of ethics*. Pub. L. No. 23, 1 (2015).

[16] Miller, J. W., & McKenna, M. C. (2016). World Most Literate Nation. Retrieved January 12, 2020, from http://www.ccsu.edu/wmln/rank.html

[17] Mullis, I. V. S., Martin, M. O., Foy, P., & Drucker, K. T. (2012). PIRLS 2011 International Results in Reading. In *Timss & PIRLS International Study Center*. https://doi.org/10.1097/01.tp.0000399132.51747.71

[18] Pisa. (2015). *PISA 2015 result in Focus*. Retrieved from https://www.oecd.org/pisa/pisa-2015-result-in-focus.pdf

[19] Ramadania, F. (2016). The concept of text-based language on curriculum teaching Books 2013. *Stilistika: Journal of Language, literature, and teaching*, 1(2), 224 – 236. https://doi.org/10.33654/sti.v1i2.372

[20] Sulaksana, U. (2004). *Change Managements*. Yogyakarta: Learning Library.

[21] Suwandi, S. (2009). Models of *Learning assesment*. Surakarta: Master Certification Committee (PSG) Rayon 13.

[22] The Law of the Republic of Indonesia. *Republic of Indonesia Law number 20-year 2003 about national education system*. Pub. L. No. 20 (2003).

[23] Zurkowski, P. G. (1974). The Information Service enviroment relationships and priorities. *National Commission on Libraries and Information Science*, 1 – 30. HTTPS://DOI.ORG/ERIC Number: ED100391