



## Social Inclusion-Based Library Transformation Assisted by Dinas Perpustakaan dan Kearsipan Daerah (DISPUSIPDA) West Java

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ABSTRACT	ARTICLE INFO
<p>Sosial program which consists of the preparation phase, librarian training, program implementation, post-program advocacy, and evaluation. Dinas Perpustakaan dan Kearsipan Daerah (DISPUSIPDA) West Java Province implemented the Transformasi Perpustakaan Berbasis Inklusi Sosial program with the synergy team which some consists of government agency and private agency who has the authority and capacity in the success of the Transformasi Perpustakaan Berbasis Inklusi Sosial program. Constraints and Obstacles felt by Dinas Perpustakaan dan Kearsipan Daerah (DISPUSIPDA) West Java Province are 1. Lack of public understanding of the Transformasi Perpustakaan Berbasis Inklusi Sosial program; 2. The village head does not take sides with the development of the village information sources; 3. The community is still oriented to government assistance.</p> <p>© 2023 Edulib</p>	<p><b>Article History:</b> <i>Submitted/Received Jan 15, 2023</i> <i>First Revised Jan 27, 2023</i> <i>Accepted Mar 27, 2023</i> <i>First Available online May 31, 2023</i> <i>Publication Date May 31, 2023</i></p> <p><b>Keyword:</b> <i>Library Transformation,</i> <i>Social Inclusion,</i> <i>Community Empowerment</i></p>

## 1. INTRODUCTION

Community empowerment is a strategy in the concept of community-centered development as the main subject in the development process (Endah, 2020). Many community empowerment programs have been carried out by various agencies in Indonesia and one of them is the Regional Library and Archives Service (DISPUSIPDA). Since October 2018, they have provided technical guidance on Village/Kelurahan Library Management with the theme "Village/Kelurahan Library Transformation for Community Welfare". The social inclusion-based library transformation program is a form of community empowerment that is carried out through village libraries and is also a way for libraries to be able to maintain their existence as a place where people can gain knowledge, find identity, and increase their potential (Tarigan & Batubara, 2023).

The social inclusion-based library transformation program carried out by DISPUSIPDA is a form of community empowerment carried out through the library. However, before entering into the library transformation, we must have an understanding of libraries, library functions, and the tasks of the library itself. A library is an institution or place that provides a collection of reading materials, references, and information that can be accessed by the general public, academics, and students (Nurislaminingsih, 2020). Libraries aim to provide access to various types of library materials such as books, journals, magazines, newspapers, digital media, and others (Loar & Setiawati, 2023). Libraries have an important role in education, research, and community development (Lestari, 2019).

Apart from contributing to national development, library transformation is also one of the government's efforts to overcome one of the main problems faced by Indonesia (Utama et al., 2023), particularly in the field of education, namely the low interest in reading in Indonesian society. Various efforts have been made by the Indonesian people themselves to increase public interest in reading. (Kuswandi et al., 2022) held a seminar on the importance of reading books and also how reading books can add knowledge and help our daily lives. Meanwhile (Rahmawati, 2023) seeks a reading community by holding book discussions, literacy workshops, and reading groups together as a way to encourage interest in reading among the community. One of the other efforts in developing interest and fondness for reading is by distributing books. Book distribution is the process of distributing or distributing books to various locations, whether to bookstores, libraries, educational institutions, or even directly to individuals or the community (Astuti & Kaligis, 2021). The library itself has the goal of assisting with library materials or books needed by users or users (Fransiska, 2023). Books are one of the absolute requirements needed to increase the success of the program to develop an interest and passion for reading in the community.

The researcher intends to examine how the flow and process of library transformation are based on social inclusion and how the library begins to make changes in service and management strategies and policies that are implemented. The researcher also intends to examine whether the existence of a social inclusion-based library transformation program can be a reinforcement in efforts to improve the quality of human resources in rural communities under the auspices of the Regional Library and Archives Service (DISPUSIPDA) of West Java Province which implements a social inclusion-based library transformation program.

The social inclusion-based library transformation program that has been running since 2018 has targeted villages and districts in West Java Province. Several villages and districts that were targeted by the Regional Library and Archives Service (DISPUSIPDA) of West Java Province included Bekasi district and Tasikmalaya district in 2018, then in 2019, the targeted

villages increased to 41 villages spread across various districts/cities in the West Java area. Some of them are in the city of Bekasi there are the villages of Cikedokan, Jatibaru, and Karangharum; in the city of Tasikmalaya there are the villages of Banyuresmi, Cukangjayaguna, Sukaresik, and Manggungjaya; in Bandung Regency, there are the villages of Arjasari, Lebakmuncang, Margamukti, and Sukapura; in West Bandung City there are the villages of Kanangasari, Tanjungwangi, Galanggang, and Bojongkoneng; in Bogor City, there are the villages of Bojong Murni, Cimanggis, and Sukaresmi; in Cianjur City there are the villages of Cempakawarna, Kadupandak, Saganten, Sukanagara; in Indramayu City, there are Babadan Villages, Dukuh, Kertajaya, Tagalurung; in Sukabumi City there are the villages of Baros, Cibeureum Hilir, Gunungpuyuh, Karamat, Sindangpalay; in Majalengka City there are the villages of Kutamanggu, Maulusma, Pagandon, Pasiripis; in Sukabumi Regency there are the villages of Pasirhalang, Nagrak Utara, Berekah and Pamuruyan. Then in 2020, 2 districts will be included in the Social Inclusion-Based Library Transformation program, namely Purwakarta Regency and Pangandaran Regency. In 2021, another 10 villages will be added, namely from Pangandaran City there are Bangunkarya, Bojong, Cimindi, Cintaratu, and Jangraga Villages; and in Purwakarta City there are the villages of Cadassari, Sumurugul, Cipinang, Kiarapedes, and Pasanggrahan.

The data was taken after visiting the Regional Library and Archives Service (DISPUSIPDA) of West Java Province, especially in the Field of Library Development and Reading Culture. Some of the districts and villages that have been mentioned earlier are funded by the APBN through PERPUSNAS and some are also funded by APBD through DISPUSIPDA of West Java Province. City District Library Service.

The Regional Library and Archives Service (DISPUSIPDA) of West Java Province 2021 has visited several villages in the West Java Province area to implement this social inclusion-based library transformation program to empower local communities through community involvement in the village libraries. Community involvement in question is assistance by the village library in developing the local potential of each village.

Maja Selatan Village which is located in Majalengka, West Java is one of the villages where the Regional Library and Archives Service (DISPUSIPDA) of West Java Province held a series of mobile library festivals in the context of implementing social inclusion-based libraries with the theme "Literation for Majalengka Raharja and West Java Champion Born Inner".

Then the team from the Regional Library and Archives Service (DISPUSIPDA) of West Java Province visited the Al Ittifaq Islamic Boarding School, Bandung Regency to empower students and people who work as farmers around the pesantren.

Then the team from the Regional Library and Archives Service (DISPUSIPDA) of West Java Province also held mobile library activities in the framework of social inclusion-based library transformation to SMP Muhammadiyah 3 Kertasari, Cibeureum, Bandung Regency with the hope that the mobile library service can invite children to read and also apply library transformation based on social inclusion in the Cibeureum area, Bandung Regency. In addition to the mobile library, the Regional Library and Archives Service (DISPUSIPDA) of West Java Province is collaborating with a synergistic team formed by the National Library to form workshops for village library administrators so that village library administrators receive technical guidance and also training on Social Inclusion-Based Library Transformation. By attending the workshop, librarians will be able to become facilitators for village communities and can also become socializers to embrace village communities so they

want to participate in the Social Inclusion-Based Library Transformation program which also aims to prosper village communities.

Based on this background, it is important to conduct this research to find out the policies and strategies of the Regional Library and Archives Service (DISPUSIPDA) of West Java Province in implementing the social inclusion-based library transformation program, how is the process of implementing the program, what are the obstacles in implementing the program and the extent of the progress and impact of the program that has been carried out by the Regional Library and Archives Service (DISPUSIPDA) of West Java Province. This research will see whether the library transformation program based on social inclusion to empower the community can improve the quality of village community resources in the West Java Province area and also help village communities contribute to regional development.

## 2. METHODS

This research uses qualitative methods, with a case study approach. A qualitative method is a research approach used to understand and explain phenomena in depth, explore meaning, and understand the social context and its complexity (Rifa'i, 2023). While the case study approach is one of the qualitative methods commonly used. This approach focuses research on one case or several cases that are limited and specific (Fahlefi, 2021). Methods of data collection conducted by interviews. Interviews are data collection techniques in research that involve direct interaction between researchers and respondents to obtain relevant and in-depth information about a topic or phenomenon (Noval & Nuryani, 2020). In the context of this study, researchers will conduct in-depth interviews with informants by providing several prepared questions. The data analysis technique has several stages, namely collecting data through field observations and collecting data in the form of notes about the situation, conditions, and social inclusion-based library transformation processes carried out by the Regional Library and Archives Service (DISPUSIPDA) of West Java Province..

## 3. RESULTS AND DISCUSSION

The Social Inclusion-Based Library Transformation Program is a program that runs to empower the community through the library (Wulansari et al., 2022). This is related to the concept of welfare literacy where according to (Hidayah et al., 2021) welfare literacy is literacy aimed at improving people's lives. With a literate society, people will be able to develop their potential so that they can meet their daily needs through the capabilities that are developed.

Community empowerment carried out in the Social Inclusion-Based Library Transformation program is by the elements in community empowerment, including institutional improvement, business improvement, income improvement, environmental improvement, life improvement, and community improvement (Maulana et al., 2022).

Institutional improvements that are empowered through the Social Inclusion-Based Library Transformation program are the village libraries themselves. By developing library institutions, the library will be able to encourage the community to participate in institutional activities in the village, both from the library and from other institutions in the village (Nafisah, 2016).

The Social Inclusion-Based Library Transformation Program itself has the goal of empowering the community. Communities are empowered through knowledge, skills, and abilities obtained from the information they get through the library. With this knowledge,

skills, and abilities, the community will be able to improve their business and develop the business so that it can provide satisfaction to all members of the business.

According to (Widyastuti et al., 2016) with the community developing their business, the community will start to innovate. From these innovations, people train their creativity so that they can produce new products or services that will provide additional income for them. Through the Social Inclusion-Based Library Transformation program, people are encouraged to innovate. From these innovations, the community can earn income from the results of their efforts.

The Social Inclusion-Based Library Transformation Program aims to make society prosperous with the library as a center of information (Kurniasih & Saefullah, 2021). According to (Ruhukail & Koerniawati, 2021) a prosperous society can be seen through three aspects, namely connectivity, content, and people.

The connectivity aspect is an aspect that discusses access to information providers and infrastructure strengthening so that the information provided can be accessed by the public. In the Social Inclusion-Based Library Transformation program, the community is encouraged to dig up as much information as possible and is given full access to sources of information through the village library. Communities are encouraged to dig up information to increase their potential so that people can develop their abilities with the knowledge and information they get.

The content aspect is an aspect that discusses strengthening the information content needed by the community. Improving the quality of information is done through books, computers, and the Internet. Through the Social Inclusion-Based Library Transformation program, the village library and the Regional Library and Archives Office of West Java Province conducted a survey of village communities and library managers regarding the information needs needed around the library. This is done to support the community in developing their potential with books that are needed by the community. Apart from reading books, people can also access the internet in the library to find the information they need. Communities can also learn to operate computers through computers in the library.

Then the human aspect in community welfare is how human resources as executors of advocacy build partnerships with government institutions, the private sector, educational institutions/universities, and other resource tools. In the Social Inclusion-Based Library Transformation program, the Regional Library and Archives Service of West Java Province together with the village library as advocacy executors build this partnership with various agencies. This is done so that the Social Inclusion-Based Library Transformation program can run well and so that the Social Inclusion-Based Library Transformation program can continue every year. By maintaining the partnership, human resources will be abundant and will ensure the program can run well.

### **Strategy in Empowerment**

The Regional Library and Archives Service of West Java Province in implementing the Social Inclusion-Based Library Transformation program has a strategy developed so that program implementation can run smoothly. The Regional Library and Archives Service of West Java Province uses the SWOT strategy. Strengths, Weaknesses, Opportunities, Threats. The Regional Library and Archives Service of West Java Province conducts internal analysis to measure their strengths and weaknesses. Then for the external part, the Regional Library and Archives Service of West Java Province identifies the opportunities and challenges that exist.

In implementing the SWOT, the Regional Library and Archives Service of West Java Province took a cultural-based approach. The Regional Library and Archives Service of West Java Province involves the community based on KIE (Communication, Information, and Education). This strategy is intended so that the target community can develop their potential. By utilizing the Social Inclusion-Based Library Transformation program, the community can innovate regarding the local potential of their region.

The Associate Librarian of the West Java Province Library and Archive Service said in an interview:

*"The approach to involving the community is based on KIE, the point is that the community must know the benefits through practice, and if it's for the community it's not just for commissions, yes, but the point is for welfare it means primary needs, food, like that, don't want to mess around, increase knowledge doesn't. But so that mothers and children can develop, for example, in Pangalengan there are coffee products, milk candies, those are already popular, so now we have to make innovation so that it can be marketed globally, what's the method, now here is a book on how to develop The candy, can be through the packaging, or the composition is not just milk and sugar, later there will be new variants, so all of them have books, don't be half-hearted."*

As said by the Associate librarian, the cultural approach based on IEC aims to enable people who are the targets of the Social Inclusion-Based Library Transformation program to innovate through communication with the library, dig deeper information about their potential, and get education about how they can innovate and expand their market. This is in line with research (Trisnawati, 2011) which shows that using a cultural approach in community empowerment efforts can produce significant results. According to (Nurasiah et al., 2022), this method allows the introduction and application of local wisdom, culture, and knowledge in the development process. By combining aspects of culture and local knowledge, it is hoped that the community will feel more involved and better understand the programs being implemented (Santoso et al., 2023).

In preparation for applying this strategy in the field, the Regional Library and Archives Service of West Java Province conducted a field needs analysis. Then the Regional Library and Archives Service of West Java Province formulated what to do with their needs in the field. If there are deficiencies in the field they can prepare and intervene so that unwanted things will not happen.

The results of an interview with one of the Madya librarians in the Regional Library and Archives Office of West Java Province said:

*"Socializing through various media. Now don't think that village people are not media literate, they are media literate. Using social media is also effective. But it is more effective if for the community it is a demonstration. Socialization is being practiced."*

Based on the results of these interviews, it was assessed that socialization in the village community by holding demonstrations would be more effective in embracing the community to participate in the Social Inclusion-Based Library Transformation program. Communities can directly see the activities that occur and the community can also see the benefits if they take part in the program.

The Regional Library and Archives Service of West Java Province together with the synergy team conducted a survey of the community, users, and library managers in the areas that are the targets of the Social Inclusion-Based Library Transformation program. The survey was conducted to determine the priority scale for procurement of collections that are oriented towards increasing or optimizing the implementation of the Social Inclusion-Based Library Transformation program. The survey was conducted using an online questionnaire platform via bit.ly which had to be filled in by the public, users, and library managers regarding bibliographic data needs in their respective regions.

In ensuring that the Social Inclusion-Based Library Transformation program can run continuously, the Regional Library and Archives Service of West Java Province reports through the application, then continues to collaborate with participants of the Social Inclusion-Based Library Transformation program, continuing to collaborate.

The Social Inclusion-Based Library Transformation Program which has been implemented and provides benefits to the village library as well as the community has resulted in the library developing program innovations so that the community is more empowered. The researchers saw some of the programs developed during a visit to Margamekar Village, Pangalengan District, Bandung Regency. Some of these programs include GURAME (Gerakan Urang Maca Rame – rame), SIYANDU (Silang Layang Posyandu), SAGU BAKU (Sambil Nunggu Baca Buku), GEMA BALQU DAKU (Gerakan Masyarakat Baca Al-Qur'an dan Baca Buku).

### **The Role of Librarians Through Librarian Development**

Librarians have a crucial role because as implementers of the Social Inclusion-Based Library Transformation program, librarians meet directly with participants of this program. For this reason, librarians must have the competence to be able to advocate, negotiate, and collaborate. The Madya Librarian at the Library and Archives Service of West Java Province provides several competencies needed by librarians to participate in the Social Inclusion-Based Library Transformation program, these competencies include Understanding what Social Inclusion-Based Library Transformation is, having attended training or Technical Guidance (BIMTEK), can carry out activities independently, can advocate for carrying out an activity to stakeholders, has the skills to promote through social media or directly.

In implementing the Social Inclusion-Based Library Transformation program, the Regional Library and Archives Service of West Java Province, when they visited the village, immediately executed, integrated, and implemented the program. Librarians who have received training (Technical Guidance) will become the main actors in implementing the Social Inclusion-Based Library Transformation program. The programs carried out by librarians in the entire Social Inclusion-Based Library Transformation program include community involvement programs, advocacy programs, collaboration programs, then there are product manufacturing process programs, and many others.

Librarians carrying out the Social Inclusion-Based Library Transformation program certainly do not necessarily work alone. The Regional Library and Archives Service of West Java Province, in the context of the success of this program, invites volunteers who want to take part in missions to increase community literacy to empower the community. These volunteers are called "Literacy Activists". When the researcher interviewed the Madya librarian at the Regional Library and Archives Office of West Java Province, he told about the volunteers, as follows:

*"Right now there are so many volunteers, and they are called literacy activists.*

*Many communities have participated as volunteers, yes, in Bandung alone there*

DOI: <https://doi.org/10.17509/edulib.v13i1.48835>

p- ISSN 2528-1410 e- ISSN 2527-8045

*are more than 94 communities, in West Java there are more than 400 of these volunteers, including those we have fostered, one of them is a reading ambassador, through the reading ambassadors association. But those born by the West Java Provincial Library and Archives Service were only reading ambassadors, the other volunteers came from 27 Regencies/Cities.”*

### **Stakeholder Meeting**

Several agencies that collaborate with the Regional Library and Archives Service of West Java Province include the Education Office, Communication and Information Service, Women's Empowerment Agency, Village Government Service, BKKBN, Fisheries and Maritime Service, Forestry Service, Plantation Service, Food Security Service, and still many other agencies cooperate in the success of this program.

Of course, in this collaboration, the Regional Library and Archives Service of West Java Province coordinates with related agencies. This coordination is carried out by knowing the capacity and authority of each agency that cooperates. With this coordination, the division of labor for each agency will be lighter so that it is not burdensome to one agency.

The Regional Library and Archives Service of West Java Province in addition to coordinating between these agencies also held meetings. The meeting is called a stakeholder meeting. In an interview with the Madya librarian at the Regional Library and Archives Office of West Java Province, he stated:

"Yes, there are regular meetings, there are stakeholder meetings. This stakeholder meeting program is a meeting to evaluate the process that you mentioned earlier, there is a formative evaluation. Formative evaluation is process evaluation, and then there is also a summative evaluation, summative evaluation is an evaluation at the end, usually, it is done at the end of the year which means December.

The stakeholder meeting activity was carried out so that the implementation of the Social Inclusion-Based Library Transformation program went well. In addition, so that there are regular reports on what has been done and what obstacles need to be faced by the executor, is there a need for action to be taken to overcome this.

### **Peer Learning Meetings**

Peer Learning Meetings are meetings arranged to facilitate the exchange of knowledge and experiences between individuals or groups who have the same interests or goals (Dahlia et al., 2023). Peer Learning Meetings can take various forms (Donnelly et al., 2018), such as face-to-face or online meetings, workshops, or seminars/webinars. PLM is usually set up in an open and relaxed atmosphere, allowing all participants to speak and participate actively (Stracke, 2010). According to (Broder et al., 2021) meetings like this are not only beneficial for individual participants but can also help progress and collective growth in a particular field or sector.

The National Library of Indonesia in collaboration with the Regional Library and Archives Service of West Java Province held a Peer Learning Meeting for West Java Province with the theme 'Library Transformation Based on Social Inclusion; Literacy for Prosperity'. The Peer Learning Meeting was held to invite readers in the West Java area to improve literacy so that the people of West Java can increase their level of literacy that people's knowledge and skills can increase their productivity.



The Peer Learning Meeting was held with the hope that the Social Inclusion-Based Library Transformation program could reach rural communities to bring the community closer to access to quality information.

With this Peer Learning Meeting, the understanding of the Social Inclusion-Based Library Transformation program has become wider. Not only implementers and beneficiaries are aware of the existence of the Social Inclusion-Based Library Transformation program. The wider community will understand the importance of literacy and will participate in the success of this program starting from small things such as providing information about the Social Inclusion Based Library Transformation program to their environment.

### **Obstacle factor**

In an interview with the Madya librarian at the Regional Library and Archives Office of West Java Province, the following obstacles were mentioned:

*"Obstacles, yes, obstacles are always there. Indeed, sometimes the source of information, the collection of the village library, cannot be accommodated. So I suggested that at that time it was okay to make it ourselves, or we republish it, or we make an information packaging publication. But Mom explained you have to be accountable, don't be a hoax. Do not omit the source. So for example there is a subject of bamboo as raw material, in Sumedang it's like bamboo right, try printing it out from Google. But earlier, the authority had to be high, it had to be accountable, in print out anything the bamboo could be used for. We will sort it out later, this is information literacy, categorizing, how to use it, actually while practicing it. The results will be published later."*

The Associate Librarian for the Regional Library and Archives Office of West Java Province also added:

*"So the obstacles earlier, there are indeed many problems, 1. The community does not understand this program, maybe the solution will need continuous socialization later; 2. Many village heads do not take sides, when it comes to libraries, we are based on literacy, so they must also be accompanied by adequate sources of information, so there are still many village heads who do not take sides with the development of information sources for their village libraries; 3. The people are still oriented towards government assistance, they depend on it, so they are not yet independent, in fact, they already have it, there are already a lot of them, but more people still depend on government assistance."*

The researcher also had the opportunity to interview the Margamukti Village library manager regarding the obstacles he encountered during the implementation of the Social Inclusion-Based Library Transformation program as follows:

*"Yeah, this, the obstacle is continuity, right, so we maintain sustainability, it's very difficult to sustain, for example, yesterday we and students here had students who were street vendors with us, there were Al Ghiffari students in Edu Park, now there are those who health, there is food security, and so on. We are now, fish farming. Because there is also the local potential, they have pools, so*

*when for example we have held training, there is information on what the pool is like, for example, yes, keep giving seeds, so continuity is the difficult one, for example, how to care for it, how to cultivate it, anyway, in the end, they can't cultivate, they just grow it like that, can't for example from scratch, for example, cultivate it until it's big, it can be bred again, it can't, like that in the end, yes, this is one of the obstacles, so it can only grow it like that, for example, who is tea, the tea fish. So the continuity is a bit difficult, we have to push it."*

## **Discussion and implications**

We investigated IL of three first-year undergraduate cohorts in Sri Lanka. The results showed the level of IL in terms of possession and confidence of the three groups. First, when IL is measured based on the information skill scale of Clark and Catts, the results showed in Table 3 suggest significant differences between the groups except for accessing needed information. When confidence in IL is measured with the information behaviour scale of Pinto and Sales, the results showed significant differences only in information management between engineering and architecture undergraduates, where architecture students showing the highest level of confidence. However, as shown in Appendix 1, the two scales used for the study measured the same areas of IL, where one scale measured possession of skills while the other measured confidence in the use of the skills. Hence, the results suggest more gaps in the possession of IL compared to confidence in the use of the skills. Further, when the rank order of the IL is taken into consideration, as shown in Table 3, in terms of the information skills scale all groups ranked applying information as the highest and managing information as the last; the other three skills were ranked differently by the three groups. However, when the rankings of the information behaviour skills were taken into consideration, the engineering cohort and architecture cohort ranked decision-making as the highest whereas the IT group ranked it as the third. Still, all three groups ranked capacity for analysis and synthesis as the last suggesting more improvements are needed in this area. Second, the majority of all the three groups identified the importance of developing their IL and shown willingness to attend such a programme. Third, the results showed that the role of the mother is important in developing information skill of "evaluate information and information sources", where students who had their mother as a housewife showed higher levels of skill than when mother in paid employment. As discussed in the below paragraphs in detail, our study contributes to the existing literature in several aspects and has implications for the current undergraduate education practice.

## **Theoretical contributions of the findings**

First, the IL literature identifies the field of user-focused studies as important since outcomes of such studies are helpful if designing better instructional programmes acknowledging users' IL gaps. Building on the IL literature on user-focused studies, we investigated three undergraduate cohorts in a university in a developing country (Pinto & Sales, 2007; de Arenas et al., 2014). When literature does not provide sufficient knowledge on users from different study disciplines and different region/country contexts, it limits the advancement of knowledge and the understanding of the applicability of Western-based methodologies in other parts of the world. Therefore, our study is novel and contributes to the existing literature.

Second, our investigation is about user-focused studies within the broader area of IL. Students who make the transition from secondary to tertiary education were found to

possess an inadequate level of IL appropriate for university degree programmes (Gabridge et al., 2008; Lwehabura, 2016; Price et al., 2011). An understanding of users' existing levels of IL and the areas of improvement are the basis for designing instructional programmes. Unless their IL is assessed at the beginning of the studies at the university, the libraries find difficulties in designing instruction programmes addressing the real needs of the students. The literature provides evidence for different designs of user studies. Some studies already provide evidence of conducting user studies to identify a particular user cohort about their information needs and use (Seamans, 2002; Michalak et al., 2017). Getting responses from a larger sample of three students cohorts is a challenge compared to data collecting from small samples of faculty and librarians, and we successfully met the objectives set for our study.

Third, self-assessment of IL skills using a survey was used to determine the undergraduates' perception of their possession and confidence in IL. We used two different scales to evaluate IL- information skills scale and information behaviour scale. The literature supports the use of the self-assessment method and reveals that self-reported measurement scales are as reliable and valid as IL test scores (Gustavson & Nall, 2011). Although the items in these two scales correspond to similar IL areas (IL components), the two scales measured two different things. The information skills scale measures the perceived level of possession of IL whereas the information behaviour scale measures the perceived level of general competence achieved. We believe our user-oriented approach concerned with three different cohorts' perceptions have provided unique information about the IL needs of different cohorts of undergraduates. In this context, our investigation is novel and contributes to the literature.

Fourth, as stated above, investigations on IL demand the study of both possession of and confidence in IL. Achievement is not only based on the possession of necessary skills but also the confidence to use the skills (Bandura, 1977). Therefore, we investigated both areas in our study across three undergraduate cohorts. Findings presented in this article indicate the value of IL research across disciplines worldwide for further enhancement of the understanding.

Fifth, it is well accepted that students commence university education with limited IL skills and this is common in both developed and developing countries. Although data from developing countries are widely available, it is very rare to be found about developing countries. We provided an understanding of the IL instructional needs of three groups of first-year undergraduates at the beginning of their studies from a developing country. All three groups can be identified as below proficient in IL since all groups scored below average scores for all most all IL components (when 3 is considered as the middle point of a 5-point Likert scale) scores. The findings provide a deeper understanding of each group's requirements when designing and developing IL instructional programmes.

### **Implications of the findings for practice**

Developing countries, like Sri Lanka, do not have its own standards, guidelines, principles, and models for IL in students at any level of education, such as high school or university levels. The results of our study may provide encouragement in the design and development of such for the wellbeing of its citizens. Unless IL is contextualized in one's context, it is difficult to provide evidence for achievements in IL.

Second, the acceptance of the need for IL as a graduate attribute emphasizes the need for IL instruction at universities. Our study showed that majority of undergraduates across

the three disciplines at entry-level to the university identifying the value of formal instruction to acquire IL for academic achievements. This may push universities in developing countries to identify IL as part of the undergraduate education and ensure that IL to be recognised as part of the degree programme curricular.

Third, findings on undergraduate users and their possession and confidence in IL are the basis for the development of user-centric library services. The findings of users' IL are important in reaching out to undergraduates from different disciplines, like engineering and architecture, and making adjustments to library services to better serve respective undergraduate cohorts.

Fourth, in connection to the above, the IL components investigated in the study showed significant differences between the cohorts suggesting the requirement of customising IL instruction from one cohort to another. It is one of the most important contributions of our study since it is very rare to find studies of IL across different disciplines.

This section describes the results of data analysis based on the monitoring and evaluation of respondents to a questionnaire related to information systems in the university library conducted at the Raja Ashman Shah Library, Sultan Azlan Shah University (USAS).

#### **4. CONCLUSION**

The policies or regulations made in the Social Inclusion-Based Library Transformation program have two objectives. The first goal is of course to succeed in the Social Inclusion-Based Library Transformation program. Then secondly, because the Social Inclusion-Based Library Transformation program is the government's priority program for poverty alleviation through increasing literacy skills for welfare. The Social Inclusion-Based Library Transformation Program has several regulations/policies to regulate the course of this program, some of which are, the National Library of Indonesia determines the quota that will be used as beneficiary replication. The Regional Library and Archives Service together with the Regency/City determines the locus as replication and beneficiaries in addition to creating a synergistic team and creating a system. The system created is used for data collection reports through the "Sipantes" and "Selembarkertas" applications.

The Regional Library and Archives Service of West Java Province implemented the Social Inclusion-Based Library Transformation program using the SWOT strategy. Strengths, Weaknesses, Opportunities and Threats. The Regional Library and Archives Service of West Java Province analyzes the internal environment and measures their strengths and weaknesses. For the external part, the Regional Library and Archives Service of West Java Province identifies the opportunities and challenges that exist. The Regional Library and Archives Service of West Java Province takes a cultural-based approach in implementing the Social Inclusion-Based Library Transformation program. The Regional Library and Archives Service of West Java Province involves the community on the basis of KIE (Communication, Information and Education).

In implementing this strategy, the Regional Library and Archives Service of West Java Province identified which villages would receive benefits, these villages were selected based on predetermined criteria. The Regional Library and Archives Service of West Java Province together with a synergistic team conducted a survey of the needs of village communities who were targeted for the Social Inclusion-Based Library Transformation program. In preparation for this strategy, the Regional Library and Archives Service of West Java Province conducted outreach to librarians regarding the program to be implemented in their regional village library. In addition to outreach, the Regional Library and Archives Service of West Java Province also carried out promotions or appeals regarding the

importance of libraries. The Regional Libraries and Archives Service of West Java Province and the Village Libraries, in addition to providing information, also provide consulting services.

To ensure that the Social Inclusion-Based Library Transformation program continues, the Regional Library and Archives Service of West Java Province reports through the application system, and then continues to collaborate with participants of the Social Inclusion-Based Library Transformation program so that participants can continue to grow and be empowered.

The Regional Library and Archives Service of West Java Province also has several obstacles in implementing the Social Inclusion-Based Library Transformation program such as information sources, village library collections that have not been able to accommodate, the community does not understand about the Social Inclusion-Based Library Transformation program, Village Heads who have not sided with their libraries, and people who are still oriented towards government assistance.

In implementing the Social Inclusion-Based Library Transformation program, Village Libraries also experience obstacles, namely maintaining program sustainability. The sustainability of the program in question is when the program has been successfully implemented, the participants still have difficulties so their potential does not develop properly. The Village Library has guided and continues to help the community to innovate and develop their potential but still has difficulties in community continuity in developing their potential.

The Social Inclusion-Based Library Transformation Program fostered by the Regional Library and Archives Service of West Java Province has had a huge impact on the target village community. In addition to providing benefits, namely learning through the reading books provided, village communities are also given guidance to improve their welfare. Several forms of guidance were found by researchers in several villages, including Margamukti Village, Margamekar Village, and Kiarapedes Village. The Regional Library and Archives Service of West Java Province together with the Village Library continue to guide the community to innovate. One of the people of Margamekar Village managed to develop his potential, namely cooking. After reading many recipe books at the Margamekar Village Library, he was able to open a catering business. The Kiarapedes Village community also received similar guidance. The Kiarapedes Village Reading Terrace Library has various activities that the community can participate in to improve their literacy and well-being. Not a few of these activities have made the community develop and have succeeded in providing income, including in the arts of music, media, and also agriculture. These activities attract young people in the village to develop their potential in the field they like and innovate in that field.

## 5. AUTHOR'S NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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