

ENHANCING INFORMATION LITERACY SKILLS THROUGH THE IMPLEMENTATION OF THE EMPOWERING 8 MODEL FOR THE ACHIEVEMENT OF SUSTAINABLE DEVELOPMENT GOALS

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Abstract

The 2030 Sustainable Development Goals (SDGs) are global goals set by the United Nations to achieve sustainable progress and improve people's quality of life. In the era of digital transformation, information literacy is an important key in achieving the SDGs. In the context of education, literacy plays an important role in achieving the SDGs. This article aims to review various literature on improving information literacy skills through the Empowering Model in the success of the Sustainable Development Goals. The method used by the author is the literature study method. The literature study in this research was taken from various sources, including scientific journals, books, and other literature. The result of this literature study is an empowering 8 model that can be implemented in schools and outside schools to improve the quality of community literacy. The empowering 8 information literacy model includes the ability to identify, explore, select, organize, create, present, assess, and apply information that can benefit individuals and society.

Keywords: Information literacy skills, empowering 8 models, sustainable development goals

Abstrak

Tujuan Pembangunan Berkelanjutan (SDGs) 2030 adalah tujuan global yang ditetapkan oleh Perserikatan Bangsa-Bangsa untuk mencapai kemajuan berkelanjutan dan meningkatkan kualitas hidup masyarakat. Dalam era transformasi digital, literasi informasi merupakan kunci penting dalam mencapai SDGs. Dalam konteks pendidikan, literasi memainkan peran penting dalam mencapai SDGs. Artikel ini bertujuan untuk mengulas berbagai literatur tentang peningkatan keterampilan literasi informasi melalui Model Empowering dalam keberhasilan Tujuan Pembangunan Berkelanjutan. Metode yang digunakan oleh penulis adalah metode studi literatur. Studi literatur dalam penelitian ini diambil dari berbagai sumber, termasuk jurnal ilmiah, buku, dan literatur lainnya. Hasil dari studi literatur ini adalah model Empowering 8 yang dapat diimplementasikan di sekolah dan di luar sekolah dalam upaya meningkatkan kualitas

literasi masyarakat. Model literasi informasi Empowering 8 mencakup kemampuan untuk mengidentifikasi, mengeksplorasi, memilih, mengatur, menciptakan, menyajikan, menilai, dan menerapkan informasi yang dapat memberikan manfaat bagi individu dan masyarakat.

Kata kunci: Keterampilan literasi informasi, empowering model 8, tujuan pembangunan berkelanjutan

INTRODUCTION

The primary objective of endeavors in Indonesia is to enhance the quality of life by prioritizing sustainable development. The Sustainable Development Goals (SDGs) have been established as a framework to be implemented over the next 15 years until 2030, to accomplish this objective. The SDGs comprise 17 goals that encompass several domains including education, health, energy, environment, and others. The 2030 Sustainable Development Goals (SDGs) are internationally agreed objectives established by the United Nations to attain sustainable advancements and enhance the well-being of individuals. Information literacy plays a

crucial role in attaining the Sustainable Development Goals (SDGs) throughout the digital revolution age. Information literacy encompasses more than just possessing the technical proficiency to utilize information and communication technology (ICT). It also entails the capacity to recognize, comprehend, and proficiently employ information. Literacy is a crucial factor in attaining the Sustainable Development Goals (SDGs) within the field of education. In the digital age, digital literacy has emerged as a highly pertinent topic. This research seeks to examine the consequences of digital literacy on the attainment of the 2030 Sustainable Development Goals (SDGs) in Indonesia, specifically in the areas of education and community development. Education and community development are crucial in establishing the basis for sustained advancements in social, economic, and environmental domains. Digital literacy encompasses not only the technical proficiency to operate digital devices and platforms, but also entails a profound comprehension of how digital technologies can be optimally utilized for educational purposes, research, and the transmission of information.

Information literacy is crucial for supporting the Sustainable Development Goals (SDGs) due to various factors. knowledge literacy facilitates the acquisition of comprehensive and reliable knowledge, allowing individuals to comprehend environmental and sustainable development matters. Furthermore, information literacy significantly contributes to enhancing the caliber of education, fostering innovation, promoting gender equality, and empowering economies. Furthermore, information literacy empowers individuals to actively engage in societal activities and enhance their understanding of environmental concerns and sustainable progress. Nevertheless, the implementation of information literacy faces several obstacles, including restricted internet availability in certain regions, learners' reliance on self-motivation in E-learning, and the limitations of presenting intricate material through online platforms. Hence, it is imperative to foster

cooperation among the government, educational institutions, and society at large to enhance information literacy and successfully adopt innovative learning models.

In the Indonesian setting, it is essential to prioritize initiatives aimed at enhancing information literacy and implementing innovative learning models to successfully attain sustainable development goals and narrow the education gap. Through collaborative endeavors, Indonesia is anticipated to achieve substantial advancements in facilitating the execution of the 2030 Sustainable Development Goals (SDGs) and enhancing the well-being of its populace. According to Shi dkk., (2022) information literacy refers to the capacity to effectively handle the overwhelming expansion of information in terms of its volume and quality. (Radovanović dkk., 2020) defines information literacy as a modern form of liberal education that encompasses not only the skills needed to navigate technology and access information, but also the ability to critically analyze the nature of the information, the technical systems supporting it, and the social, cultural, and philosophical influences that shape it.

According to ElMassah & Mohieldin, (2020) information literacy, which encompasses the skills of accessing, evaluating, and utilizing information from diverse sources, is crucial for achieving successful learning. According to Deja dkk., (2021) information literacy provides advantages such as facilitating decision-making, enhancing individuals' information literacy skills, and enabling the generation of new knowledge. Mondejar dkk., (2021) argued that the efficacy of information exchange activities is contingent upon the implementation of information literacy. Lozano-Díaz & Fernández-Prados, (2020) argue that high-quality and robust literacy skills facilitate increased access to information, enhance information interchange among individuals, and have a broad-ranging developmental influence.

Information literacy skills not only contribute to the achievement of the SDGs, but they are also valuable in endeavors to enhance literacy standards in Indonesia. This is particularly important given the concerning level of literacy in the country, as indicated by several polls. According to a report by the Organization for Economic Cooperation and Development (OECD) using PISA data, Indonesian students have lower science literacy skills compared to students from other countries, as measured by average scores on international mathematics and science tests (Bilderback, 2024).

The difficulties associated with instructing information literacy in the contemporary setting have been extensively recorded. While students frequently exhibit a notable degree of assurance in utilizing technology, it does not automatically imply that they possess proficient information literacy skills. Consequently, aculty members in specific academic fields may erroneously assume that their students already have the required abilities, resulting in the rejection of library teaching. To fill this void, it is essential to implement a multi-tiered strategy that takes into account the developing skills of pupils (González-Salamanca dkk., 2020).

The advent of the digital era has revolutionized how we obtain, utilize, and distribute information. In today's world, where we have easy access to a vast amount of information,

it is crucial to possess excellent information literacy abilities (Akpuokwe dkk., 2024). Information literacy is an essential ability in the digital era, as people are overwhelmed with a substantial volume of information from diverse sources. The researchers have presented the Empowering Model 8, which provides a comprehensive framework for improving information literacy skills. Incorporating this concept into both introductory and advanced courses allows institutions to create scalable methods for enhancing students' information literacy skills.

To tackle this difficulty, the Empowering 8 model provides a thorough framework for the development and improvement of information literacy skills. The Empowering 8 model consists of eight interrelated dimensions: Recognizing the Need for Information, Determining the Extent of Information Needed, Accessing Information Effectively, Evaluating Information Critically, Using Information Ethically, Synthesizing Information, Communicating Information, and Reflecting on the Information-Seeking Process (Mansour, 2020). This model offers a systematic method for empowering students and individuals with the essential abilities to navigate the digital environment and become more knowledgeable, discerning, and conscientious users and producers of information.

The Empowering Model 8 provides a holistic framework to develop information literacy skills. This model emphasizes critical and analytical thinking, prompting students to engage with information technologies more thoughtfully and purposefully (Carr dkk., 2020). By integrating this model into both lower- and upper-level courses, institutions can ensure that students develop these skills progressively, challenging them to become more sophisticated information users.

METHOD

The method used by the author is the literature study method. According to Andlini, a literature study is a study to analyzes literature data to reach conclusions (Purwanza, 2022). Literature studies involve constructing a detailed explanation of the methodology by conducting conceptual investigations through literature reviews (Jaya, 2020). Literary studies, often known as literary studies, refer to theoretical examinations and references to other scholarly works that explore the culture, values, and norms that emerge within a certain social context (Winarni, 2021). Literary studies are undertaken in research to enhance knowledge, evaluate theories, and enrich the scientific literature about research issues. The literature analysis in this study draws from a diverse range of sources, such as scientific journals, books, and other relevant publications.

RESULTS AND DISCUSSION

The Empowering 8 standard is often regarded as the most appropriate for Asians, as it was developed by Asians themselves (Martínez dkk., 2021). This information literacy paradigm, known as Empowering 8, was the outcome of two workshops. The inaugural workshop took place in Colombo, Sri Lanka, in November 2004, organized by the Indian Library Association. The second workshop was held in Patiala, India, in November 2005, under the auspices of the International Library Association.

The International Workshop on Information Skills for Learning "Empowering 8" took place in November 2005. The components encompassed by the Empowering 8 Model are:

1. Identify (search) i.e. define the topic/subject (search using keywords, use search strategies); determine and understand the target audience; choose a relevant format for the final product; identify different types of information sources where it can be found.
2. Exploring (finding) i.e. determining the location of sources appropriate to the topic; finding information appropriate to the topic; and conducting interviews, field trips or other outside research.
3. Selecting (accessing) i.e. selecting relevant information; determining which sources are too easy too difficult or appropriate, and collecting appropriate citations.
4. Organizing (processing) i.e. sorting information, distinguishing between fact, opinion and fiction; checking for bias in sources; using visual organization to compare or contrast information obtained.
5. Creating (creating) i.e. preparing information using one's language; finalizing the bibliography/library format.
6. Presenting (communicating) i.e. sharing information with an appropriate person or audience; presenting information in an appropriate format to suit the audience.
7. Assessing (evaluating) i.e. receiving feedback from the listener; assessing our performance in response to the assessment from the lecturer; reflecting on how well the search information has been done; considering what can be done better the next time on the next occasion.
8. Applying (using) is reviewing the input and assessment given; trying to use the new knowledge gained in various situations; using input and assessment for further learning (Promrub & Sanrattana, 2022).

Empowering 8 can be implemented either through educational programs in schools or through training initiatives targeting the broader population. The Empowering 8 model of information literacy offers several advantages. Firstly, it enables students to identify their information needs based on the problem or topic at hand. Secondly, it allows students to explore and access sources and information that are relevant to the given topic. Thirdly, it helps students in selecting appropriate information sources. Fourthly, it assists students in organizing and distinguishing information as per their requirements. Fifthly, it enables students to create meaningful work based on the information they have gathered. Sixthly, it equips students with the skills to effectively present their work. Seventhly, it enables students to critically evaluate the work they have produced. Lastly, it empowers students to apply the knowledge and skills gained from their work in their everyday lives. It is worth noting that the empowering model is not limited to educational settings but can also be applied to address information literacy challenges in professional and personal contexts

Cavalcanti-Bandos dkk., (2021) The Empowering 8 information literacy model is integrated with the Resource Based Learning learning model in the classroom. Therefore, it is suitable to assess information literacy and student learning outcomes using the Resource Based Learning model with the Empowering 8 approach. This is because student learning activities related to information literacy take place both within and outside of school.

The adoption of the Empowering 8 approach in schools can be achieved by following these steps:

1. **Teacher Training:** Educators must undergo training to comprehend and effectively apply the Empowering 8 paradigm in the educational process. This training program encompasses workshops, seminars, and hands-on training sessions.
2. The Empowering 8 approach should be incorporated into the school curriculum to promote integration. Every individual might utilize the procedures of this framework to assist kids in cultivating their information literacy abilities.
3. **Utilization of Libraries and Digital Resources:** Educational institutions should ensure students have sufficient access to library facilities and digital resources. It is imperative to motivate students to utilize diverse sources of information during their learning journey.
4. **Collaborative Projects:** Students can participate in collaborative projects that involve the implementation of the Empowering 8 steps. These projects facilitate the cultivation of teamwork and problem-solving skills in pupils.
5. **Assessment and Critique:** The process of acquiring knowledge should incorporate ongoing assessment and critique. Teachers must offer positive comments to pupils to enhance their information literacy skills.

When implementing the Empowering 8 model, there may be several obstacles that can arise. Some of these challenges include:

1. **Inadequate Competencies and Knowledge:** Numerous schools, particularly in underdeveloped regions, have the challenge of insufficient competencies and knowledge regarding information literacy among educators and pupils. This can impede the efficient execution of the Empowering 8 model.
2. **Scarce Resources:** Scarce resources such as financial capital, educational materials, and technological infrastructure can provide significant barriers. Schools face challenges in creating a conducive learning environment for the development of information literacy skills due to insufficient resources.
3. **Resistance to change** is a prevalent obstacle when it comes to implementing new pedagogical strategies. Teachers, administrators, students, and parents may exhibit hesitancy in relinquishing established teaching methods and harbor doubts regarding the efficacy of innovative approaches like Empowering 8.

4. Inflexible rules and Regulations: Inflexible education rules and regulations might restrict instructors' adaptability and independence in implementing innovative teaching methods. Rigorous assessment criteria and rigid educational programs can impede the adoption of the Empowering 8 framework.
5. Insufficient training and professional development for instructors can impede the adoption of this paradigm. Continual training is necessary for teachers to enhance their information literacy skills and effectively incorporate the Empowering 8 paradigm into their teaching practices.
6. Time constraints: The limited amount of time available to explore and execute new teaching methodologies is often a difficulty. Teachers frequently have the challenge of juggling curriculum requirements, standardized testing, and administrative responsibilities, which might restrict their ability to embrace innovative teaching approaches.

Regarding solutions to address the aforementioned issues, there are several options.

1. Training & Professional Development: Offering extensive and continuous training for educators on information literacy and the Empowering 8 framework. Engaging in workshops, receiving mentoring, and participating in collaborative learning groups can enhance teachers' proficiency and self-assurance in implementing this methodology.
2. Enhanced Resources: Allocate sufficient resources to effectively support the execution of the Empowering 8 concept. This encompasses the allocation of funds towards information technology, educational resources, and well-equipped library amenities.
3. Increasing Awareness and Garnering Support: Promote the significance of information literacy to all parties involved, such as educators, learners, guardians, and decision-makers. The successful implementation requires support from all parties.
4. Advocate for the implementation of policies that promote flexibility and enable innovation in education. This may entail campaigning for policy reforms at the local, regional, and national levels to facilitate the implementation of the Empowering 8 model.
5. Collaboration and Partnerships: Establishing alliances with communities, organizations, and enterprises to obtain supplementary support and essential resources. These partnerships can help surmount constraints on resources and offer supplementary assistance to educational institutions. Schools may enhance the implementation of the Empowering 8 approach and support students in acquiring crucial information literacy skills by tackling these difficulties.

CONCLUSION

In conclusion, the text discusses the importance of information literacy in achieving Sustainable Development Goals (SDGs) 2030, emphasizing the Empowering 8 model as

a key tool to enhance information literacy skills. The Empowering 8 model encompasses various abilities such as identifying, exploring, selecting, organizing, creating, presenting, evaluating, and applying information, which can benefit individuals and communities in improving literacy quality and supporting SDGs.

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