B20 Model of Information Literacy-Based Collaboration of Teacher

by Ali Mustadi

Model of Information Literacy-Based Collaboration of Teacher and Librarian in Integrative Thematic Learning for Primary School

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Abstract—This research article aims to improve students' writing skills through information literacy based-collaboration between teacher and librarian. Teachers and librarians have the same responsibility to enhance the information literacy of the students. As a matter of fact, those two parties rarely work together. This model is trying to direct teacher and librarian to actualize the information literacy among students through a mutual effort. Each party has involvement, commitment, and full participation in the literacy activity to enhance students skills in information literacy and simultaneously to develop students' writing skills of explanation text. The collaboration model between teachers and librarians is divided into three stages namely planning, execution, and evaluation. Every stage comes with instructions for teacher, librarian, and students.

Keywords—information literacy, teacher and librarian collaboration, thematic integrative, writing explanation skills.

I. INTRODUCTION

The government has established the 2013 curriculum to strengthen the students learning center by involving interactions among students, teachers, society, and the surrounding environment. The pupils also demand to be active to search for various knowledge, so that they are able to be independent learners. This model should be supported by information literacy. Since it can help the pupils to realize information, to search, to select, and to digest information critically before making use of the information [1].

The paradigm has shifted in the 2013 curriculum to demand all school residents' to support the learning process. This collaboration will create a good learning environment focusing on academic success. It involves the staff to work together with the teachers to improve their learning. The teachers need a library to facilitate students in order to find information sources. According to Law No.23/2007 [2], the library does not only provide books but they are also an integral part and inseparable from the learning process. Carison and

Brosnahan [3] explained that class teachers who actively involves librarian and ask for advice in research projects can make library media center (LMC) to discuss the activity that allows collaboration. The teachers' can have the learning model to facilitate available information sources in the library. It can train the students to find and process information effectively and promote autonomous learning.

This information literacy model will be a library reference utilization through the collaboration between teachers and librarians. Teachers have a syllabus with the library as the information sources and librarians have a program to develop information literacy in schools. This literacy model becomes a mutual agreement between teachers and librarians to improve the learning activity. This literacy model can also overcome the lack of library utilization. The collaboration between teachers and librarians in the learning planning starts with the scheduling of library utilization, especially in schools with large parallel classes.

A. The Structure

a. The low literacy of Indonesian students can be seen in their writing skills. It urges to develop information literacy based on a collaboration between teachers and librarians.

b. This research can provide a repertoire of theories and practical picture of information literacy based on the collaboration between teachers and librarians in integrative thematic learning. There are a few studies about information literacy activity in primary school, especially in Indonesia. The result of this research can be a description of information literacy application in primary schools in Indonesia. This result will also give a contribution to the education development.

c. What is the type of collaboration model between librarian and teacher that feasible in improving the writing skill of explanation text of students?

d. This research aims at improving the students' information literacy through collaboration between teachers and librarians.

e. This research is focusing on the students' writing skill in primary school.

II. LITERATURE REVIEW

A. Information Literacy

UNESCO [4] defines literacy as the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials with various contexts. Literacy involves a continuum of learning to achieve his or her goals, develop his or her knowledge and potential as well as actively participate in community and wider society. There is no single notion of literacy as a skill since it involves multiple literacies. People engage in both oral and written practices and in learning new literacies at different stages of lives, like digital technologies.

This research is focusing on the literacy of primary school students and the school library to implement a library based learning. This learning model puts library as learning information sources for students and teachers so that information literacy competency could be achieved, i.e, the ability to manage and communicate the information, more than reading, writing, and calculating.

Eisenberg [5] define information literacy is a set of skills and knowledge that allows us to find, evaluate, and use the information and filter the unnecessary information. Information literacy requires the supporting instruments to be successful in navigating the needs of information at present and in the future because information and technology developments are influencing everyone in the working world and education. According to *Towards Information Literacy Indicators* in UNESCO's 2008 [4] Information for All Programme (IFAP) adopted the following definition of IL: Information literacy is the capacity of people to recognize their information needs; locate and evaluate the information quality; store and retrieve information; make effective and ethical use of information, and apply and communicate information.

B. The collaboration of teacher and librarian

Collaboration is a process in which two or more individuals are working together to integrate information in order to improve students' learning [6]. Collaboration is the social-purpose activity that has a significant influence on human conscious thought, such as the new ways of human perspective. Vygotsky emphasizes the interaction of interpersonal (social) factors, historical culture, and individual as the keys of human development. Interaction towards people in the surrounding neighborhood that established through an internship or collaboration by stimulating the development process and encouraging cognitive development as well. One of the primary concepts in Vygotsky theory is the zone of proximal development (ZPD). This concept is identified as the gap between the level of actual growth that determined through personal problem solving and the potential growth determined through a problem solving from others support. The cognitive changes that occur in ZPD are when the teacher and student share cultural instruments, such as. an interaction with culture media or internalization with students' personality [7].

The American Library Association (ALA) [8] explained that collaboration is important because it helps the teacher to establish a society in an effective situation in order to involve in the student's education, strengthen the school program, and developing the library as a school program. Furthermore, ALA explains that there are only a few teachers that willing to collaborate in information literacy practice. Teachers in many countries do not yet understand the importance of collaboration between teachers and librarians. In Ireland, as an example, there are still many teachers have not understood the information literacy. As part of a broader study of teachers' knowledge and perceptions of IL. The school's librarians in Northern Ireland were interviewed and it revealed the low levels of collaboration with teachers. Many librarians reported feeling excluded by the teachers in their schools in various ways. [9] This collaboration needs the headmaster intervention to use his influence to make sure that teachers and librarians collaborate in case of, teaching plans and assessing the information literacy together. [10]

Teachers and librarians collaboration is a mandate from the 2013 curriculum by strengthening curriculum management as listed in the Regulation of Minister of Education and Culture No.57/2017 [1]. The students are expected to get interactive learning experience (interactive teacher-students-society-natural environment, source/ media). This case requires the teacher to collaborate with the surrounding environment, and society, especially with the library so that the students will have the facility to access the needed information. Carlson & Brosnahan, [3] mention that creative teacher and librarian will give students a chance to learn based on the information from printed media in the library or electronic media outside the library. It can build the students' problem solving and information technology skills as their basic investment for the lifelong learner. Libraries are an"essential element" of information literacy since "they provide resources and services in an environment that fosters free and open inquiry and serve as a catalyst for the interpretation, integration, and application of knowledge in all fields of learning". Because of its emphasis on lifelong learning, empowerment, social inclusion and other social justice elements, information literacy has a crucial role in the student's development. [11]

C. Integrative Thematic

Fogarty [12] convey that, meaningful learning means that students will be able to understand the concepts they learn through direct and real experience that connect between concepts in the inter-subject or cross-subject. An integrative thematic model in Primary School illustrates important elements from this approach by changing literacy skills, i.e. reading,

writing, listening, and speaking into a literature-based program that absorbs all energy from learners and subjects. Literacy is learning that includes an integrated curriculum as the opposite of conventional and fragmented model where every subject directed separately. The integrative thematic model is designed with learning as a focus, but the fragmented model has the content as a focus.

D. Writing Explanation Skills

Explanation text that described by Knapp and Watkins [13] is the function of fundamental language to understand the entire things in the world and how they work. The explanation genre is used to reveal the sequence of logical events that are associated with the environmental function that related to the ways to understand and interpret various idea and concepts of culture and the intellectual application. This kind of text is also used to write the natural, technology, and social phenomenon. It is oriented to the explanation of "why and how" questions that frequently occur at the same time in creating text.

III. RESULTS AND DISCUSSION

This information literacy model refers to Broussard's opinion by helping students through making an outline for a piece of writing as well as improving motivation and enhancing self-efficacy. The next stage searches and comprehend Information. The study of "Research as Investigation ", and "Searching as Strategic Exploration", emphasizes the repetitive nature of research in which reflection, reading, and writing occur simultaneously throughout the creation of knowledge and the process of making meaning 'Last Instructional' which can help students effectively synthesize information from various sources. It stresses that 'Writing and information literacy is a set of judgments and decisions. Librarians need to understand and influence student decisions if they want to obtain information literacy [14]. Broussard adds with the claim that 'If librarians were to develop a thorough understanding of composition and rhetoric as it relates to information literacy, they would be able to bridge the artificial divide between research and writing, improve direct instruction with students and indirect instruction through advocacy with teachers and other institutional stakeholders'.

Information literacy on integrative-thematic learning looks parallel with the Big6 design proposed by Eisenberg and Berkowitz [15]. The steps of Big6 are the fulfillment process of the information needs and Bloom Taxonomy description. The logical development and critical thinking approach are to conduct problem-solving. The Big6 approach consists of task definition, information seeking strategies, location and access, information use, synthesis, and evaluation. The correlation between Big6 and Taxonomy proposed by Bloom also consist of knowledge, comprehension, application, analysis, synthesis, and evaluation. All these things show the process of a critical-level of thinking. The role of the library in Bloom Taxonomy becomes very important because it becomes a basis of mindset development of

students. Big6 as the center of the education program is explained further by Eisenberg that positive responses towards the Big6 approach are highly influencing the learning of information problem solving as the general process of critical thinking. Big6 as an understanding of high concept brings the traditional library instruction skill into the new concept. Many students have rarely been challenged to consider how they are finding and using information; hence they can find reflection on these difficult aspects. However, in terms of students' understanding of IL issues and concepts, Bent [16] who was working with both school and university students, discovered that many students had a much more sophisticated understanding than their teachers' prediction. These students also indicated that they would be receptive to more explicit engagement on how they can develop as information literate learners.

Collaboration between librarian and teacher in integrative-thematic learning is an effort ta facilitate students to acquire information literacy skills. It is to make them aware that information is required to solve their problem. With this strategy, the students can search strategy to find sources, to assess, and to understand information through organizing and filtering process towards the available information. The information is translated and concluded over several activities such as analyzing, synthesizing, evaluating, and organizing data then communicating the acquired information. The last effort is evaluating the results and processes that have been executed, therefore, they would be autonomous learners.

Information literacy provided in primary school gives students the opportunity to have an ability to find information through the awareness towards the information needs. The students attempt to seek for the answer of the needed information by reading, either from books or digital information. This process generates cleverness in thinking and enhances the proficiency in problem-solving and formulating it into written text, thus, the students obtain the writing skills. This paper is focusing on the writing skills of explanation text to answer 'how' and 'why' questions. Good writing is produced by the writers who mastered the idea that will be put into a piece of writing, then organize the idea in accordance with the appropriate structure. If both things above are reviewed by referring to the substantive truth based on the content, and the appropriateness of substantive presentation referring to the form of language used [7]. The substantive truth requires complete information and facts that support the presented contents in the writing. It also requires a conceptual reference or theoretical framework to emphasize the substantive truth. Those references are linked by their correlation with causal logical thinking.

Meanwhile, information literacy is a skill in integrative-thematic learning required by students, it facilitates students to realize the availability of information, investigating from the source, producing new information, evaluating and communicating. This condition is in line with the important element of the integrative-thematic approach. The information literacy

generates opportunities for the development of the reading, writing, listening, and speaking through a literature-based program that captivates all learners' competencies on the subjects.

Bruce expressed that information literacy in education is impossible to be conducted without any collaboration. Students, information experts, curriculum creator, social organization, teachers, all together, require information literacy awareness. They have to work together to create a learning experience to facilitate information literacy. There are no groups, individual, government, schools/universities or teachers that can take a single responsibility in information literacy. This responsibility has to be divided into strategic activities of partnership in various choices, such as curriculum design, policy development, staff development, research, teaching class supported by the leaders, including School Principle.

A collaboration between librarian and teacher is a complex thing. Montreal-Overal [6] in the Journal of American Association of School Librarians (AASL) wrote four models of cooperation between teacher and school library media specialist (SLMSs) that usually used to describe the collaboration. These models were developed by Loertscher who revealed taxonomy and reviewed the literature of collaboration in a wide context. These models are Model A: coordination; Model B: cooperation/partnership; Model C: instructional-integrated, and Model D: curriculum-integrated.

The difference between these four models is on the individual involved in the coordination and cooperation. The coordination and cooperation might be developed into full collaboration, but each individual has a different purpose in serving. The main differences of the models above are (1) the meaning of work relationship or the reasons to cooperate; (2) the intensity or the involvement level, the commitment, or the participation among participants (the next step of intensity); and (3) the focus for the students' improvement.

Information literacy that will be developed by the researcher is referring to Model C where teachers and librarians have the same purpose in formulating the curriculum. Each of them has equal involvement, commitment, or participation in the literacy activity for improving the students' skills in information literacy, thus, they will become long life learners. The C model is considering to the researcher's observation in some schools in which the D model is quite difficult to be implemented. The model of D will be able to be implemented if the Model C has become second nature. Theoretically, information literacy model developed in Model C is presented as follows:
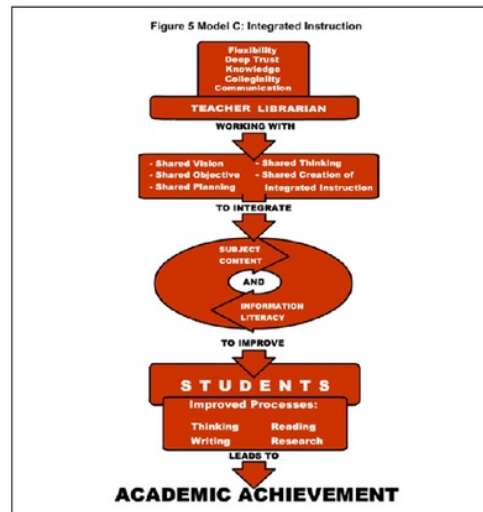

Fig. 1. Integrated instruction

The model of information literacy that refers to the C model is having integration of librarian and teacher. The involved librarian and the teacher can have mutual thinking, planning, integrated-instruction creation as the collaboration efforts as well as integrating thematic materials and information literacy. The librarian and the teacher are collaborating collectively and share responsibilities as a partner by integrating their expertness, thus, they provide meaningful learning experiences to facilitate the students to acquire their respective potentials.

Both the librarian and the teacher provide contributions to instruct various cases in accordance with their experiences in developing integrative-thematic materials and information literacy. The information literacy included in the library curriculum and integrative-thematic curriculum is provided for the students to acquire coherent instruction that might be unavailable when the contents and information literacy are introduced separately. The collective wisdom between the librarian and the teacher expand their opportunity to learn. The collaboration is in the form of working together to plan activity, lesson, and unit as well as creating a synergy that can not be done individually in education and literature sectors, such as deep-thinking of intellectual activity of The C model which located in the heart of collaboration and directed towards particular the purposes of the students' learning. The librarian and teacher are integrating classroom learning and library curriculum through planning, implementation, and evaluation that conducted collaboratively in order to improve the students' learning process. Through the collaboration process between librarian and teacher, the lesson becomes more meaningful that is able to improve the students' conceptual development.

IV. CONCLUSION

Information literacy is required by students in integrated-thematic learning. It can facilitate students

with the required skills during integrated-thematic learning. The implementation of the learning methods of problem-based learning, project-based learning or the other method is realizing the availability of information, searching the information source, then processing, evaluating and communicating it as new information. These activities are in line with the important element of integrative-thematic approach which explain that the information literacy provides development opportunity of reading, writing, hearing, and speaking skills through a literature-based program that absorbs the entire energies of the learning process and learning subject [12].

The collaboration that involves the librarian and teacher has changed the learning process. This condition brings renewal and curriculum changes which aim for the students' success. Librarians and teachers provide a creative atmosphere, innovative thinking, and learning with the context of the inquiry, problem-solving, and writing. A writing explanation skills are the answer to the question of why and how to become more significant because it contains information from relevant sources. Students will be accustomed to seeking the needed information, revealing everything they want to know, and communicating the acquired results through explanatory writing. Most importantly, through information literacy, students not only learn to communicate through explanatory writing but they also learn about the ethics of writing by appreciating the writings of others with proper citations.

V. SUGGESTION

The information literacy in the education sector is not possible without any partnership or collaboration. The entire actors should work together to create a learning experience that able to facilitate information literacy. The most important collaboration at all levels of education, from primary school to doctoral is between teachers and information experts/librarians. There are still many teachers and librarians who have not realized that the duty of teaching information literacy will be easier with mutual collaboration. It will the principal responsibility to provide direction and a conducive environment for creating effective collaboration on information-based literacy between teachers and librarians.

ACKNOWLEDGMENT

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