

Conference Paper

Street Children's Information Literacy: A Case Study at a Foundation in Bandung

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Abstract

This study aims to gain an overview of abandoned children's understanding of information needs, sources of information, how to obtain information, how to evaluate the information obtained, and how to utilize the information obtained. By using mixed-methods research, which involves the collection and analysis of quantitative and qualitative data; this study shows that the street children who are living in a Yayasan Bahtera shelter at Bandung have information literacy. This can be seen from their understanding of the whole information which could be obtained well.

Keywords: information literacy, information understanding, street children

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1. Introduction

Yayasan Bina Sejahtera Indonesia Bandung is a shelter house intended for street children in the Bandung area. The phenomenon of shelter members who are also street children is very interesting to observe because, in addition to struggling with formal school lessons, they also have to work to meet the needs of family life.

Street children have the characteristics of being staunch and struggling to improve their lives and achieve what is desired [1]. In addition to learning to meet academic needs, they also have to add skills in working to meet economic needs and at the same time have to wrestle with a variety of complex problems because they always intersect with the world of work, which, incidentally, is the world of adults [2].

It is interesting to know how these street children react to the information needs that arise in their lives – react in the sense of how they recognize the need for information, how to find sources of information, how to obtain information, evaluate, and utilize the information according to their needs, and how they divide their time to carry out all the processes. In general, this series of activities is known as 'information literacy'.

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Information literacy is an information science and library study that focuses on establishing the ability to recognize the need for information, and where and how to obtain information sources, and evaluate and utilize the information obtained to solve the problems facing a person [3]. Problems can be anything, from personal problems to problems in society to formal and informal education issues.

The term 'information literacy' was first put forward by Paul Zurkowski, who said people who are information literate are people who are trained in the application of resources in their work [4]. Meanwhile, ANZIL (Australia and New Zealand Information Literacy) states that a person can be said to be information literate when he is able to use information searching tools in different types and different forms [5]. Literacy Definition new information was reached in 2005 when IFLA, UNESCO and the National Forum for Information Literacy (NFIL) sponsored a high-level meeting at the Bibliotheca Alexandrina in Alexandria, Egypt. As a result of the meeting, the following definition of information literacy emerged: Information literacy encompasses knowledge of one's information concerns and needs, and the ability to identify, locate, evaluate, organize, and effectively create, use, and communicate information to address issues or problems at hand; it is a prerequisite for participating effectively in the information society, and is part of the basic human right to life – long-term learning.

Information itself is data that has a special value for the individual, which means the value of information for each person can be different. The information explosion era exposes us to the fact that information sources are scattered in different places and forms, wandering freely without being fully controlled, even by the government, no matter how strong they are.

This era also teaches us that the source of learning is not in fact only from within the classroom. Different forms and types of learning resources are available and can actually be accessed easily and relatively cheaply by elementary school students, ranging from children's magazines, radio shows, and television, to multimedia formats on the Internet.

In the middle of the same information explosion era, some students may be surprised and confused because they do not know how to choose proper and appropriate learning resources to meet their needs. This is mainly due to two things: firstly, they do not know how to evaluate the sources of learning and information available; and secondly, students depend strongly on their teacher.

In many schools, elementary school students have been required to become more independent. This paradigm begins with the application of active student learning methods to competency-based curriculum methods. But unfortunately, the position

of the teacher as the main learning resource center has not changed. In fact, students should have started their own independent learning methods, as stated by Patrikakou and Weissberg [6]: "As children move into adolescence, they mature cognitively, emotionally, and socially, becoming more independent, and are faced with more complex learning tasks."

Under normal conditions, the age of elementary school students may not yet be considered age-bearing adolescent. However, most street children, who already have to help their parents to earn a living, are required to become 'adults' earlier. They have learned to be independent and responsible. Similarly, besides having to study in an academic environment, they also have to hone skills in order to increase income and struggle to solve complex problems because of the work environment that also involves a wider variety of representatives of society.

2. Methods

The location of this research is Yayasan Bina Sejahtera Indonesia, situated on the city side of Bandung at Jalan Cijerah Gg. Al-Hidayah No. 40 RT. 07 RW. 04 Babakan Ciparay Bandung, while the object of this study is street children who became foster children of the Foundation.

This research uses a mixed-methods approach. This method involves collecting and analyzing quantitative and qualitative data. Quantitative data use closed-ended questions for measuring behavior, attitudes, and performance, as well as statistical data, while the qualitative data use open questions to obtain information from resource persons through interviews and observation.

The data collection techniques used were questionnaires and in-depth interviews with interview guides. The interview guides were prepared in accordance with the ACRL (Association of College and Research Libraries) standards [7], "a set of abilities to recognize when information is needed and locally." Here, the question is about when a person needs information, how he finds information and evaluates it, and is able to exploit information to make the right decisions.

The population is all students from grade 4 up to 6 of Yayasan Bina Sejahtera Indonesia Bandung, comprising 60 people. The samples taken for the questionnaire are total sampling, but because of the absence of some students taking part in the research, only 43 students were obtained. The interviews were conducted with two representatives of each class, comprising a total of six persons.

3. Results

Yayasan Bina Sejahtera Indonesia (Bahtera) is a nongovernmental organization (NGO) whose programs are more specialized in community empowerment, especially children from Bandung suburbs. The program is conducted at primary and secondary school education level and regards street children literacy. Children who are cared for are also equipped with basic skills, including skills relating to t-shirt printing, automobiles (mechanics and car drivers), batik, sewing, computers, waste utilization, basic health services, scholarships, and alternative capital assistance, while the goal is the protection of children who need special protection, and the fulfillment of the rights of children who require special protection and the avoidance of all forms of exploitation and violence.

The targets of the service are individuals, groups, and marginalized communities, especially girls and families such as street children, who are victims of child labor and child sexual exploitation, and children in conflict with the law, among other child issues.

The approach method used is intervention, meso, macro, with an emphasis on a 'holistic/integrated approach'. The working principle of the Bahtera Foundation refers to the principles of nondiscrimination, the right to life (survival and growth), the best interests of the child, and participation.

From January to November 2016, there were 266 people accompanied by the Bahtera Foundation, with 148 males and 118 females. The ages of the children ranged between five and 20 years, and the activities were *ngamen* (playing music on the street), *nopeng* (masked dancing on the street), *asong* (selling goods on the street), *ngemis* (beggars), scavengers, and *tukang gelap* (car washers on the street).

The first information skill or information literacy is measured from a person's knowledge of the information needed when he or she makes a decision, or when he or she does a task in accordance with library experts: "Information Literacy is a set of abilities enabling individuals to recognize when information is needed ..." [7].

To know the level of knowledge of elementary students about the information needed when they decide to do something, the following will be submitted research data on the source of information required respondents who are elementary students when they are to engage in school activities.

The first information skill or information literacy is measured from a person's knowledge of the information needed when he or she will make a decision, or when they will do a task in accordance with the library experts: "Information literacy is a set of abilities enabling individuals to recognize when information is needed ..." [7].

Therefore, society can potentially be trapped in the vast amount of information that is growing and becoming increasingly complex. To prevent it, everyone should have the ability to search, use, and evaluate the information needed effectively and efficiently and be able to develop it into new knowledge. This ability is better known as information literacy, which in Indonesian is better known as information literacy or information literacy. The Southern Association of College and Schools [8] defines information literacy as the ability to discover, evaluate, and use the information to become lifelong and independent learners.

Once a person knows the information they need to support action or decision-making, the next step as an information literacy skill is to determine the source of information that has complete information: for example, about the source that stores the information that should be used in order to obtain complete and precise information. The respondents were asked about the source of learning information that they use if they want to learn to draw. Their knowledge of sources of information indicates that the most widely used drawing learning resource is a book about drawing with 71.43%, while the most widely used source of learning about wild animals is a wildlife book in Africa with 51.43%, and an ancient animal book is used by 57.14% of the respondents while looking for information on how dinosaurs hunted prey. Most respondents (48.57%) used a list of outstanding students rather than reading magazines or newspapers.

Once a person has decided on the source of information he or she will choose, the literacy skill associated with the further information is the ability to obtain the source of information. The ability in obtaining the source in the early stages is knowing how to find the source of information selected [9]. In the Bahtera Foundation, to obtain information resources, the dictionary is the most commonly used reference source for finding the meaning of a word (65.71%), whereas the respondents mostly search for information about comic figures in a bookstore (77.14%). When looking for information about traditional figures most respondents go directly to the bookstore (42.86%). For up-to-date information, 71.42% of the respondents chose to watch the news on television.

The fourth information literacy capability is the ability to evaluate information received before using it to take action or make decisions. The ability of the respondents in evaluating the information in this study is measured from the actions of the respondents after gaining exposure to information that they did not intentionally seek, and confirmation action on the source of information or on the parties assessed know

further information. Here, most of the students (95%) in the Bahtera Foundation have begun to be able to evaluate the information received.

Razali [10], a librarian from the Penang State Educational Technology Division of Malaysia, stated: "Information literacy (IL) is a process that requires learners to find, understand, evaluate, and use information effectively ..." Therefore, a person can be said to have information literacy if he/she understands the main benefits of information and is able to use it appropriately. He should also be aware of other benefits of information, in addition to the main benefits.

In the Bahtera Foundation, students are still able to act independently in making decisions or solving problems because they have been able to find, understand, evaluate, and use information effectively. It is acknowledged that student independence is very important and an absolute demand, as proposed by Patrikakou and Weissberg [6], that as children move into adolescence, they are mature cognitively, emotionally, and socially, are becoming more independent, and are faced with more complex learning tasks.

4. Conclusion

The street children who are living in a Yayasan Bahtera shelter at Bandung have information literacy. This can be seen from their understanding of the whole information which could be obtained well.

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