



Information Literacy Based on Students Entrepreneurship at Sebelas Maret University Library

Haryanto¹, Sapto Hermawan²

¹ UPT Perpustakaan, Universitas Sebelas Maret Surakarta

³Fakultas Hukum, Universitas Sebelas Maret

* Corresponding Author. E-mail: haryanto79@staff.uns.ac.id

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Abstrak

Tujuan dari penelitian ini adalah menganalisis pengembangan layanan UPT Perpustakaan UNS melalui literasi informasi berbasis kewirausahaan mahasiswa menurut Para Ahli, pustakawan, pimpinan perpustakaan dan mahasiswa, serta kendala-kendala yang dihadapi dalam pelaksanaannya. Metode yang digunakan dalam penelitian ini adalah penelitian kualitatif dengan pendekatan deskriptif, analisis data menggunakan *miles and huberman*. Instrumen pengambilan data yang digunakan dalam penelitian ini adalah observasi, wawancara, dan dokumentasi dan Focus Group Discussion (FGD). Hasil penelitian, pengembangan layanan literasi informasi berbasis kewirausahaan mahasiswa UPT Perpustakaan UNS dilakukan melalui kegiatan pemberdayaan koleksi kewirausahaan, pemberdayaan pustakawan dalam menyelenggarakan kegiatan literasi informasi kewirausahaan, Konsep pelaksanaan literasi informasi kewirausahaan dilaksanakan dalam bentuk seminar, workshop, FGD bidang kewirausahaan, serta kunjungan langsung ke berbagai pelaku usaha unit usaha mikro. Materi literasi informasi kewirausahaan mahasiswa berupa pelatihan bidang peternakan, pertanian, bisnis digital serta produk UMKM dengan modal kecil agar mampu diduplikasi dan dimodifikasi oleh mahasiswa sehingga mahasiswa dapat praktik tanpa kesulitan dalam pendanaannya, selain itu juga diperlukan motivator untuk menumbuhkan semangat dalam berwirausaha dikalangan mahasiswa. Kendala-kendala yang dihadapi UPT Perpustakaan UNS dalam penerapan literasi informasi berbasis kewirausahaan mahasiswa yaitu belum adanya pustakawan dengan spesialisasi bidang kewirausahaan untuk menyiapkan perencanaan kegiatan literasi kewirausahaan mahasiswa serta sebagai koordinator kelompok mahasiswa wirausaha di UPT Perpustakaan UNS. Kendala lain yaitu belum adanya tempat di UPT perpustakaan yang dapat dimanfaatkan khusus untuk berkumpulnya mahasiswa wirausaha untuk berinteraksi, berdiskusi menumbuhkan ide dan mengembangkan usaha.

Kata Kunci: Literasi Informasi; Kewirausahaan; Perpustakaan Perguruan Tinggi; Mahasiswa

Abstract

The purpose of this study was to analyze the development of UNS Library UPT services through student entrepreneurship-based information literacy according to experts, librarians, library leaders, and students, as well as the obstacles faced in its implementation. The method used in this study is qualitative research with a descriptive approach and data analysis using Miles and Huberman. The data collection instruments used in this study were observation, interviews, documentation, and Focus Group Discussion (FGD). The results of the study, the development of entrepreneurship-based information literacy services for UPT Library UNS students was carried out through the empowerment of entrepreneurship collections, appointment of librarians in organizing entrepreneurial information literacy activities, the concept of implementing entrepreneurial information literacy was carried out in the form of seminars, workshops, FGDs in the field of entrepreneurship, as well as direct visits to various micro business unit business actors. Student entrepreneurship information literacy materials are in the form of training in animal husbandry, agriculture, digital business, and business products with small capital so that they can be duplicated and modified by students so that students can practice without difficulty in funding, besides that a motivator is also needed to foster enthusiasm in entrepreneurship among students. The obstacles faced by the UNS Library in implementing student entrepreneurship-based information literacy are the absence of librarians specializing in entrepreneurship to prepare planning for student entrepreneurial literacy activities and coordinators of entrepreneurial student groups at the UNS Library. Another obstacle is that no place in the UPT library can be used specifically for gathering entrepreneurial students to interact, discuss, grow ideas and develop businesses.

Keywords: Information Literacy; Entrepreneurship; College Library; Student

Introduction

Human Resources with a bachelor's degree is a product of higher education institutions that are expected with their intellectual and expertise to get jobs that are by their fields, but the conditions in the area speak differently; the imbalance between the number of jobs and the number of job seekers graduates

makes many graduates become educated unemployed. Every year Universities graduate hundreds of thousands of graduates, while employment growth is minimal. Data from the Central Statistics Agency (BPS) shows that the open unemployment rate with an undergraduate education level will reach 5.98% in 2021.[1] This shows that universities tend to print students as job seekers and are still not equipped with

entrepreneurial literacy. Based on these data, efforts are needed from various Work Units in Higher Education to contribute to providing information literacy based on student entrepreneurship as a provision for students to become entrepreneurs to create jobs during their studies and after graduating from college. Overseas library space and services The College has expanded its mission from providing only research services and quiet study spaces, developing using space, and redesigning library services to becoming a hub for innovation on campus. [2] The Innovation Rooms become entrepreneurship training centers for students to research products, create products, discuss business and share business ideas. This is the direction of the development of the university library. Information services that utilize professional information in libraries provide innovation and entrepreneurial services for professionals to learn.[3]

After completing their studies at university, the graduates who have just graduated are confused; many of them feel they do not have or are not fully able to master the skills or expertise required by the world of work. [4] These graduates are faced with the choice of looking for work or creating jobs. Unfortunately, most students' interest is to become job seekers; as a result, after finishing their studies, they try hard to find jobs that are considered more prestigious. Unlike if entrepreneurial information literacy for students has been instilled since the beginning of college, their critical thinking will make most students realize that jobs are not all to be found but created. For this reason, student entrepreneurship information literacy is needed, which is expected to open students' horizons on the importance of being pioneers or opening up employment opportunities.

Sebelas Maret University Library, as an information management institution in charge of supporting the implementation of the Tri Dharma of Higher Education, can play a role as a liaison in creating an entrepreneurial climate among students through information literacy activities based on student entrepreneurship, information literacy that has been carried out to date includes related information literacy. With learning media, such as how to access various databases of information sources in the UNS environment (e-books, e-journals, and digital libraries), it is necessary to develop

library services in the form of student entrepreneurship-based information literacy.

In the information age, everyone must be able to find and seek the information needed to meet their needs. [5] For this reason, literacy skills are the primary key to one's self-development. In general, literacy is defined as the ability to read and write, such as the definition in the Oxford dictionary that literacy is the ability to read and write, meaning the ability to read and write. To be able to find them, evaluate them, and use them effectively. After completing their studies, the basic need of students is to get a job or entrepreneurship; for that, it is essential to have information literacy related to entrepreneurship to foster an entrepreneurial spirit among students so that they do not become educated and unemployed. The concept of information literacy was first introduced by Paul Zurkowski (president of the Information Industries Association) in 1974 in America. The idea of information literacy was used in a proposal addressed to The National Commission on Libraries and Information Science (NCLIS) in the USA.[6] Doyle in Eisenberg said that information literacy is the ability to access, evaluate, and use information from various sources. [7] Mastery of information literacy can foster skills in a person; it can also enable the ability to find information, select, assess, classify information sources, and use and present information based on ethics. So, mastery of information literacy is essential in influencing the quality of life and public welfare. Welfare is manifested in the ability to find work or create jobs (entrepreneurship). College students must be literate in entrepreneurship because entrepreneurship will make students improve their quality as quality human resources. With entrepreneurial literacy, students will have other options, namely, creating jobs besides looking for work.

Research related to student entrepreneurship that has been carried out includes:

Research conducted by Pihie and Sani. [9] proves that entrepreneurship education students can broaden their understanding of entrepreneurship and explore their mindset to increase entrepreneurship awareness and entrepreneurial skills. They are also capable and confident to start their own business; they are ready and motivated to create their own.

Entrepreneurship education is carried out using teaching techniques, such as running a real business, visiting business locations, and interviewing entrepreneurs. These teaching techniques are essential in increasing students' awareness and entrepreneurial skills.

Research conducted by Mnyabiso, Z.S., Aderibigbe, J.K., Chimucheka, T., & Delpont, J. on an unfavorable environment influencing entrepreneurial intentions among South African college students. The results show a tremendous impact if policymakers introduce entrepreneurship to students. [10]

Another study by Ramugondo revealed that "motivating factors include a low economic growth rate as an enabling factor for infopreneurship." However, the desire for independence is the most critical factor for students to do entrepreneurship [11]. Another factor is the locus of control and being proactive, which is essential for creating entrepreneurial intentions. In addition, entrepreneurship education is also necessary to increase students' knowledge level in the entrepreneurial process.

From these various studies, it can be concluded that research related to student entrepreneurship in universities has been carried out but has not touched on the information literacy aspect that can be carried out by university libraries, as well as how the concept of implementation and the obstacles are.

Based on the introduction above, the authors formulate the problems that will be studied in this study is how to apply student entrepreneurship-based information literacy by the characteristics of the Sebelas Maret University Library UPT according to experts, library leaders, librarians, and students, as well as what obstacles are faced UPT Library UNS in the implementation of student entrepreneurship-based information literacy.

Method

The method used in this study is qualitative research with a descriptive approach and data analysis using Miles and Huberman. The data collection instrument used in this research is Focus Group Discussion (FGD), observation, interviews, and documentation. It is intended to describe

existing natural and human-engineered phenomena, which pay more attention to the characteristics, quality, and interrelationships between activities. This descriptive qualitative research interprets and describes existing data and the current situation.

Research Results and Discussion

Sebelas Maret University Library (UNS) implemented a centralized system starting in 2016; centralization at the Sebelas Maret University Library was the unification of faculty libraries in the university environment into one in the university library; this centralization made the UNS Library have characteristics, including the Library of UNS serves students from 91 programs Studies from all Faculties and Vocational Programs at Sebelas Maret University. Combined human resources support the UPT Library of UNS from the faculties, namely librarians, with a total of 29 people with various educational levels from Diploma 2 to Postgraduate Masters, so it has great potential in developing library services, especially in information literacy activities.

In information literacy activities, the UNS Library UPT often organizes workshops, seminars, and training activities; in 2022, the UNS library has recorded 16 seminars, workshops, and training-resources tracking material, using reference managers, social media, and other fields. Information literacy carried out by the university library includes using e-resources and applications in scientific writing: Turnitin, Mendeley, and Zotero. In addition, the library also organizes self-development, including public speaking. These various activities have not touched student entrepreneurship information literacy, so developing services that can improve students' entrepreneurial spirit is necessary. Education in higher education is not solely the responsibility of lecturers. As information managers, librarians must also play a role in providing and organizing information literacy that supports the development of student skills, including entrepreneurship. Entrepreneurial literacy will increase students' interest in entrepreneurship; this is what Ruslan Juliana Pardosi stated entrepreneurial literacy had a

positive and significant effect on entrepreneurial intentions.[22]

Mastery of information literacy can foster skills in a person besides that can also foster the ability to seek information, select, assess, and classify information sources, as well as use and present information based on ethics; this shows that mastery of information literacy is essential in influencing the quality of life and well-being. For this reason, literacy should be an ability that must be mastered and possessed by everyone in supporting the development of their lives so that they can analyze needs and find solutions to various problems with the correct information to help their performance in aspects of their lives. Providing these information needs, of course, can be done independently or come to information centers such as libraries which librarians manage. If you encounter problems searching for information, the information meets your needs. The development of information technology is currently influential in all things. The types of entrepreneurship are also developing; it can be seen from the current digital-based entrepreneurship, which is quite fast. According to experts, the need for online stores, content creators, and various skills that support digital entrepreneurship has not been used as a library as information literacy material. For young people or digital-based students, this should encourage libraries to hold not only information literacy-related lectures but various entrepreneurship information literacy, both conventional and digital.

Based on the results of interviews with student respondents, it can be concluded that entrepreneurial literacy is very important for them in providing knowledge related to entrepreneurship and literacy related to lectures. Currently, there has been a change in students' mindset that studying can be done while working or starting entrepreneurship, besides that various entrepreneurial competitions organized by campuses and private parties make students interested in competing by making entrepreneurship proposals submitted to get funds to start entrepreneurship. The books in the library are sufficient to determine the type of entrepreneur, but they must be improved. The following collection needed is motivation-related books written by well-known

motivators; until now, they are still rare, even if there are few in the library.

In determining what entrepreneurship will be done, many students still find obstacles, namely, what business will be carried out and how to develop it; they realize that in entrepreneurship, it is necessary to analyze and look at the market so that an entrepreneur can run and not suffer losses, for that we need good planning. Careful and cannot be done alone; based on this, entrepreneurship information literacy for students is critical to solving the problems faced by students in entrepreneurship; from here, they understand the importance of entrepreneurial information literacy. Students also stated that a place in the library was needed to gather as a group of entrepreneurial students; with this group, they could discuss and analyze various problems students faced in starting and developing businesses. It was further revealed that the desired form of information literacy is not always seminars or workshops; field visits to entrepreneurial centers are also a form of entrepreneurial information literacy that libraries must consider because, in entrepreneurial centers, students can interact directly with business actors so that knowledge related to products from processing until marketing can be discussed with business actors.

Based on the Focus Group Discussion, all participants supported that university libraries should develop entrepreneurship-based information literacy services for students. Implementing student entrepreneurship-based information literacy is carried out through empowering entrepreneurial collections and human resources in universities (librarians, lecturers, and Practitioners) who can provide information literacy lessons related to entrepreneurship. The concept of implementing entrepreneurial information literacy is carried out in the form of seminars, workshops, FGDs entrepreneurship, and most importantly, the library should be a student facilitator in entrepreneurship through these activities, further emphasized by information literacy experts that the form of information literacy can be developed in the form of field visits to entrepreneurial centers. Participants are students who have an interest in self-development in entrepreneurship. The FGD

participants further emphasized that the entrepreneurial material is in the form of businesses with small capital so that students can duplicate and modify it so that entrepreneurial students can start entrepreneurship without difficulty in money. The UNS library must prepare a place in the form of an entrepreneurial corner that contains a collection of entrepreneurship and librarian motivational books; the entrepreneurial hub must be managed professionally by librarians who specialize in information literacy in the field of entrepreneurship to prepare planning for entrepreneurial literacy activities and coordinate entrepreneurial students.

Based on various research data showing the importance of entrepreneurship information literacy for students, the library as an information literacy center should not only provide information literacy related to college learning but also touch on the aspects of developing student skills that support entrepreneurship because, after all, the orientation of students after finishing studies is work or entrepreneurship. In organizing entrepreneurial literacy, the library must prepare a corner that contains a collection of entrepreneurship as well as various collections of motivational works of professional motivators. Its management the hub must be managed by a librarian with specialization in the field of entrepreneurship because it must coordinate entrepreneurial students, provide information related to competitions or competitions in the field of entrepreneurship, provide administrative assistance to entrepreneurial student groups as well as communicator media between libraries and entrepreneurial student groups. There are two activities for students, namely growing motivation for entrepreneurship and entrepreneurial development activities that students have initiated.

Conclusion

The development of UNS Library services through student entrepreneurship-based information literacy, according to experts, librarians, library leaders, and students, is carried out through activities of empowering entrepreneurial collections and human resources in the library (librarian). Implementing entrepreneurial information

literacy is carried out by developing readers and organizing activities. Collection development, namely the development of a group of books on entrepreneurship in agriculture, animal husbandry, digital business, etc., can be used as business ideas for students. While the concept of information literacy is through activities by holding seminars, workshops, and FGDs related to the development, marketing, and capital of a business, besides that, coaching clinics for entrepreneurship can also be carried out, with entrepreneurial material in the fields of animal husbandry, agriculture, digital interaction with small capital so that they can be duplicated and modified. by students so that entrepreneurial students can practice without difficulty in funding.

In addition to the various activities above, entrepreneurship information literacy can be carried out by the library by directly inviting students interested in entrepreneurship to direct visits to different business actors in the field. Students can see a product's production process, marketing, and business analysis.

The obstacles faced by the UNS Library in implementing student entrepreneurship-based information literacy are the absence of librarians with specialization interests in the field of entrepreneurship to coordinate entrepreneurial students and prepare plans for student entrepreneurial literacy activities, besides that there is no Entrepreneur Corner facility in the UPT library as a place for students to gatherings to interact and discuss business development among fellow entrepreneurial students.

Suggestion: Student Entrepreneurship-Based Information Literacy is a crucial service development in providing entrepreneurship education to students. Higher education libraries must transform to give and serve collection borrowings and convey the substance of the entrepreneurial collections to foster an entrepreneurial spirit. Academic libraries must play an active role in helping the government face social problems related to educated unemployment through organizing student entrepreneurship-based information literacy.

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Profil Penulis

Haryanto lahir di Kota Sukoharjo Jawa Tengah 06-04-1979, merupakan alumni Pascasarjana UIN Sunan Kalijaga Yogyakarta pada tahun 2015. Sejak 2001 sampai saat ini aktif sebagai Pustakawan di Fakultas Hukum dan UPT Perpustakaan Universitas Sebelas Maret Surakarta.

Sapto Hermawan lahir di Kota Wonogiri 09-09-1980, Jawa tengah. alumni Program Doktor Pascasarjana Universitas Gadjah Mada Yogyakarta tahun 2018, Sampai saat ini aktif sebagai Dosen Senior bidang Hukum Administrasi negara di Fakultas Hukum Universitas Sebelas Maret Surakarta.