Information Literacy and Territorial Integrity

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Abstract. The purpose of this study is to analyze matter about information literacy and territorial integrity in history textbook which used in high school. The approach used in this study is a qualitative approach. This approach is used because this study wants to provide descriptive descriptions of the naturalistic nature of the research area as the main characteristics in qualitative research are naturalistic. The result of study shows that the information literacy and territorial integrity matter in history textbook not predominate yet. It not inspires students to realize the ability of process the information correctly, such as to scope, access, evaluate, manage, synthesise, and ethically use information for any decisions. Based on this research, author suggest that the history textbook must be more focuses on developing cognitive and meta-cognitive skills in student-centred learning context. Then, the sense of nationality and territorial integrity can be maintained.

1. Introduction

Entering the 21st century, countries in the world including Indonesia get a rush of globalization as the impact of the opening of territorial boundaries. It is strongly supported by advances in information and communication technology at this time. Easily public opinion can be led through an issue that develops in such a way that it can have both positive and negative impacts. Positive impact, can encourage the progress and integrity of a territory Country and nation. While the negative impact, can lead to friction that leads to the split of a nation, and the release of parts of a country. A matter of concern if not addressed quickly and precisely by every stakeholder, especially educational stakeholders. The strengthening of information literacy on the implementation of the 2013 curriculum in Indonesia is expected to reduce the negative impact of the rapid flow of information, so that the sense of nationality and territorial integrity can be maintained. Societies around the world are increasingly affected by rapid developments in all kinds of new information technologies, information networks, and social media [1].

Indonesia, known as the equatorial emerald with a range of areas from Sabang to Merauke, from Minangas to Rote Island, is an archipelago country that is very rich in biodiversity. Its diverse ethnic, religious, cultural, and diverse population is spread over approximately 13,000 large and small islands. In addition, the position is strategically flanked by two continents and two oceans.

Such a powerful and massive globalization and information flow affect all the joints of human life in this world (social, cultural, economic, and political). Various events in the world can quickly and easily reach the other side of the globe, as if not know the boundaries of the territorial sovereignty of a State. No exception Indonesia is also affected, the flow of information has swiftly reached the grip of every individual, entering the privacy spaces without knowing the age limitations or social status of a person.
Certainly, it brings a positive and negative impact on this nation (Indonesia). Positive impact, which can open the insights that encourage the progress and integrity of a territory of the State and nation. Different types of positive information can be an insight-gain reference for various aspects of human life. While the negative impact, which can lead to friction that leads to the split of a nation, and the release of parts of a country. It is very dangerous for the wholeness of the nation and the nation which has the most extensive landscape on earth and has religious, ethnic, cultural and interest as well as Indonesia. The Internet embodies some inherent risks for its users, especially for the ones with lower levels of information literacy [2].

The rapid development of information technology in the flow of globalization is rapidly consumed by our society, but not accompanied by a culture to address and use it. Thus there is a cultural gap (Cultural lag) in society. It is characterized by the difficulty of people distinguishing which information and where hoaxes are. Easily we spread the information we get without being checked the truth, especially through social media like Facebook, WhatsApp, Line, twitter, and others. In the school and academic world also affected the same thing, in which the academic community experienced the phenomenon of "copy & paste" which leads to plagiarism. Not to mention the phenomenon of shifting values, violence, intolerance, radicalism, terrorism, separatism and other negative impacts that indicate the low ability of information literacy.

Based on the above, the authors are interested to examine how the strengthening of information literacy can be a solution to knit the integration of the nation and the territorial integrity of The Unitary State of Republic Indonesia.

2. Methods
The approach used in this study is a qualitative approach. This approach is used because this study wants to provide descriptive descriptions of the naturalistic nature of the research area as the main characteristics in qualitative research are naturalistic. Qualitative research is a research procedure that produces descriptive data in the form or writing and behavior of the people observed [2]. In this study, the researchers did not conduct the measurement as usual in the quantitative approach, but the researchers will describe the picture of what it is to the reality studied. Reality is referred to in this research is a script or narration that exist in the document curriculum, mass media, and related literature.

This research was conducted within 3 months with located in Bandung, Indonesia. The subjects of this study are teachers, students and interactive processes that occur between teachers and students and among fellow students during the learning process.

As is common in qualitative research that research instrument is more emphasized to the researcher itself (human instrument). The ability of researchers in collecting data departs from the focus of research problems. In this study the focus of the problem is how the values of multiculturalism that exist in high school history textbooks. Based on the focus of the problem, researchers try to find data in the form of narration or text description in textbooks lessons. The determination of the data used as the object of analysis is based on the theoretical framework of historiography. Thus the data used is constructed by researchers based on the theoretical framework used in this study. Data in qualitative research is a constructed reality [3].

Textbook history lessons in high school is the main instrument in this study which can theoretically be categorized as a document. While other instruments used in addition to textbooks as documents are observations and interviews. This instrument is used during the learning process. The purpose of the observations and interviews in this learning process is to explore how students view about multiculturalism, nationalism, and the unity of NKRI territory after the learning process takes place.

The data used in the form of text or historical narration in textbooks. Processing and data analysis used by content analysis to text. Content analysis departs from the basic assumption of the social sciences that the study of the process and content of communication is the foundation of the study of the social sciences [4]. The process and content of the communication referred to in this research is the
narrative or text product described in the text. The author of the text or text, in this case communicates his ideas and thoughts with regard to his description.

Content analysis includes efforts to classify symbols used in communications using criteria in classification, and use certain analytical techniques to make predictions. The symbols referred to in this study are how researchers carefully read the text description then marked based on the classification in historiography theory. Criteria used in this study is the value that contains elements of nationalism and territorial integrity.

3. Results and Discussion

Entering the 21st century there are four converging forces that characterize the thinking and doing skills, namely knowledge works, thinking tools, digital lifestyle, learning research. There are four main forces that will form 21st century skills, namely knowledge work, thinking tools, digital lifestyles, and learning research [5]. The need for knowledge work is that students can create and produce innovation in order to solve problems; Thinking tools is considered a potentially powerful force for the 21st century in line with the speed of information and communication development; Digital lifestyle is an unavoidable lifestyle demands in order to develop thinking tools, if one stutters technology then it will be left behind; Learning research is an entrance demand in the century of knowledge where a person is required to always think like a researcher, looking for and finding something new [6]. The image below shows the four forces needed for learning in the 21st century [7].

Based on the figure 1, it is necessary to have the competence of "information literate", i.e. as revealed by Klebansky and Fraser is "Being" information literate 'means that individuals are able to recognize when information is needed and have the ability to scope, access, Evaluate, manage, synthesise, and ethically use information for any task or decision that they are required to undertake [8].

The enactment of the 2013 Curriculum in Indonesia is a realization of 21st century education that poses learners as the center of the educational process. Considering the four convergent powers, the 2013 curriculum focuses on improving the intelligence and character building of the nation which is realized as the achievement of core competencies, namely religious competence, social competence, cognitive competence, and skill competence.

At the level of learning practice, the first two core competencies are approached with indirect teaching patterns, due to their character formation. While the 3rd and 4th core competencies use direct teaching through a scientific approach, because of its focus on cognitive enhancement.

The applied scientific approach consists of five steps: observing, questioning, associating, experimenting, and communicating. It really requires the ability of information literacy that emphasizes the ability to search, select, sort, process and communicate information. Thus, will appear literacy intelligence that can prevent the occurrence of the phenomenon of failing to understand due to
grow bad habits "copy paste". It is a concern if this copy paste practice is widespread and entrenched can lead to plagiarism in the academic field and other fields. If left to grow, we can make our younger generation a "thief character". Furthermore, this copy paste habit can develop into a phenomenon of "forward", which is forward the news or information received someone without filter to others. This is what produces a phenomenon that is popular today and is being fought by this nation is the phenomenon of hoax. The situation has an impact on various areas of life (economic, health, social, cultural, political, defense, and security) that gave rise to economic crisis, health crisis, intolerant attitude, radicalism, which is a threat to the integration of the nation and the territorial integrity of NKRI.

Based on the above, it places the information literacy as an important and urgent need for this nation and Country. Knowing how to think…to extend the mind beyond the obvious and develop creative solutions to problems…should be the outcome of a good education. Out thinking skills affect how well we can receive and process new information [9] [10]. If described, the Literacy capabilities of this information involve knowledge, skills, and attitudes / values / ethics. Operational definitions of information literacy are provided in table 1 below [11]

| Knowledge | Skill | Attitude |
|------------|-------|----------|
| Access and evaluate information: | Access and evaluate information | Access and evaluate information |
| • Access Information efficiently (time) and effectively (sources) | • Ability to search, collect, and process (create, organize, and distinguish relevant from irrelevant, subjective from objective, real from virtual) electronic information, data, and concepts and to use them in a systematic way | • Propensity to use information to work autonomously and in teams; critical and reflective attitude in the assessment of available information |
| • Evaluate information critically and competently | | • Use and manage information |
| • Use and Managed information: | | • Positive attitude and sensitivity to safe and responsible use of the internet, including privacy issues and cultural differences |
| • Use information accurately and creatively for the issue or problem at hand | • Ability to search, collect, and process (create, organize, and distinguish relevant from irrelevant, subjective from objective, real from virtual) electronic information, data, and concepts and to use them in a systematic way | • Interest in using information to broaden horizons by taking part in communities and networks for cultural social and professional purposes. |
| • Manage the flow of information from a wide variety of sources | • Ability to access and search a range of information media including the printed word, video, and websites and use internet-based services such as discussion fora and email | |
| • Apply a fundamental understanding of ethical/legal issues surrounding the access and use of information | • Ability to access and search a range of information media including the printed word, video, and websites and use internet-based services such as discussion fora and email | |
| • Basic understanding of the reliability and validity of the information available (accessibility/acceptability) and awareness of need to respect ethical principles in the interactive use of IST | • Ability to access and search a range of information media including the printed word, video, and websites and use internet-based services such as discussion fora and email | |
| Apply technology effectively | • Ability to use information to support critical thinking, creativity, and innovation in different contexts at home, leisure, and work. | |
| • Use technology as a tool to research, organize, evaluate, and communicate information | • Ability to access and search a range of information media including the printed word, video, and websites and use internet-based services such as discussion fora and email | |
| • Use digital technologies, communication/networking tools, and social networks appropriately to access, manage, integrate, evaluate, and create information to successfully function in a knowledge economy | • Ability to use information to support critical thinking, creativity, and innovation in different contexts at home, leisure, and work. | |
| abstract body | • Ability to use information to support critical thinking, creativity, and innovation in different contexts at home, leisure, and work. | abstract heading (also in Bold) |
Learner or student-centred learning focuses on developing cognitive and meta-cognitive skills which facilitate deep rather than surface learning, and which form the basis for critical thinking, problem solving, and self-directed lifelong learning [12]. Therefore, in 2013 Curriculum, the learning process should be performed through scientific approach, project based learning model, problem based learning model, and discovery learning. Students are encouraged to make observation, have discussion, do reasoning, make experiment, make conclusion and communicate with their peers at school [13] [14].

4. Conclusions
Information literacy can be started from the process of reading habituation gradually at all levels. In the early stages can be started by using a free themed book, then a particular theme, for the next particular theme with a certain time limit. If it has become a habit, it is expected to develop the ability to filter information, criticize information, and communicate information to each learner at all levels. Thus it is expected that the young generation of this nation can become a nation of character and able to stem potential threats to the integration of the nation and the territorial integrity of NKRI.

Through the strengthening of information literacy is expected to bring out the character of the nation that in the end can strengthen the unity of the nation and the territorial integrity of the Republic of Indonesia.

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