



## **The Impact of Lecturers' Information Literacy on Research Results Publication**

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### **ABSTRACT**

Information literacy highpoints the individual reputation in adaptation to searching and accessing information effectively. Though a person knows how to find the information she/he needs, learning how to evaluate and use information literacy wisely is essential. This research applied a qualitative method using a structured interview. The instrument in this study was based on the ACRL standard entails research subjects are expected to know more than just how to obtain information. Research subject also understand the limitations of and the need to know how they use data, and they understand how to organize and communicate information. This study explores the impact of lecturers' information literacy and the publication of research results in the International Journal. The lecturers' information literacy was described and interpreted by finding out the highest frequency to be linked with the publication of research results conducted through previous literature studies. Lecturers' information literacy in Universitas Negeri Makassar, Indonesia, is concluded as good. Informants can determine the nature and scope of the information needed. Research subjects have sufficient skills in accessing the required information effectively and efficiently. Research subjects understand the importance of critically evaluating information and its sources and incorporating selected information into a knowledge base and value system. Individually or as members of a group, informants can use information effectively to fulfill certain objectives.

**Keywords:** information literacy; publication ethics; online resources; scope of information.

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## INTRODUCTION

Information literacy highlights the importance of everyone being adept at searching and accessing information effectively. Although we know how to find the information we need, we must also learn how to evaluate it and use it wisely. Information literacy is an essential set of knowledge and skills that a person must possess in a work environment that is always struggling with information every day. The rapid development of technology and a large amount of information available make information literacy a critical skill. The variety of media used to contain information is a challenge for evaluating, filtering, understanding, and determining the information needed.

Information literacy should be considered a significant part of a learning character and a key performance characteristic for an organization (Bruce, 1999; Bezerra et al., 2019). However, it should be noted that according to Breivik (2005), current university graduates are less prepared to face the world of information than students from previous generations. With the convenience obtained through the use of computers, the internet, and the ability to use information retrieval tools, many college graduates are too quickly satisfied with the information they get immediately without considering the accuracy, reliability, and relevance of the information they find.

Likewise, Oman (2001) stated that information literacy taught in an academic environment is not sufficient for applying the world of work. There is a growing awareness among company leaders of the importance of hiring employees who can manage information effectively. Ironically, the information explosion is not directly proportional to the information literacy knowledge of existing graduates. The ease of information can impact traditional models of information seeking attitudes, emphasizing the importance of evaluating search results' relevance (Rieh, 2002). We become too dependent on the internet to meet information needs, regardless of the accuracy of the information obtained. The main attraction for someone finding information is search tools like Google, which save time. After a few minutes of searching the internet, all the required information for a task can be fulfilled. As Breivik, Oman, and Thompson mentioned, information literacy is more widely known as finding, evaluating, and using information effectively.

A popular definition of this concept comes from the American Library Association, which described information literate people as experts at “knowing when they need information, identifying the necessary information to solve a particular problem, finding the information required. , evaluate information, organize information, and use information effectively to solve the issue at hand “(American Library Association Presidential Committee on Information Literacy) (American Library Association (ALA), 2008). This concept is widely recognized in the library community as a must-have ability today. Information literacy programs are generally developed and implemented by college librarians to nurture these critical skills in students. Information literacy initiatives typically include in-class teaching programs, library workshops, integration of an information literacy component in curricula, and in some cases, entry into college credit programs, which are aimed at developing information literacy and lifelong learning.

The explosion of information facing society today raises whether researchers' information literacy as part of the academic community is appropriate. If information literacy can give researchers a competitive advantage in research, this can spur researchers to succeed in the future. Information literacy will make it easier for researchers to independently carry out research or study activities wherever they are and are currently interacting with various information. This ability will affect scientific writing as a form of publication of research results because of information literacy skills. A researcher can think critically and logically and does not easily believe the information obtained, so it is necessary to evaluate it before using it.

Information literacy encompasses the ability to act effectively as part of an information society (Orgeron 2018; Coonan et al., 2020). If lecturers have an adequate information literacy level, they will know more than just how to obtain information. Researchers are also required to understand limitations and needs, such as learning how they use data and understanding how to organize and communicate their data. It involves critical thinking processes, personal and professional ethical awareness, evaluating information, conceptualizing information needs, collecting data, interacting with information professionals, and using existing knowledge to solve decision-making and research. This information-based process is also essential in shaping learning character that needs to be supported by an information technology infrastructure.

Human resources as academic staff in higher education need serious attention so that researchers can work excellently and professionally. Lecturers are required to continue developing expertise and skills in line with the development of science and technology. Lecturers, as potential resources, are necessary to continue developing knowledge and skills following changes in science and technology. Information literacy is needed so that the publication of research results can increase and quality and develop information and communication technology. The rate of lecturers as part of potential human resources is determined by how they can improve their abilities, skills in performance through experience, training, and motivation from the leadership. The performance appraisal carried out for researchers is necessary to monitor the training success and motivation provision. Performance appraisal systems usually refer to formal and structured measures used as instruments to assess job-related traits, behavior, attendance levels, and work outcomes.

Individual success is defined by Bandura (2010) as people can control and carry out the required programs or actions to achieve goals. The skills needed are generally considered insufficient for success, but trust is also required to use skills effectively. Although individual achievements do not reflect actual skill levels, they do influence the task execution process. Individuals who are often successful are more likely to succeed in an activity, whereas individuals with low success are more likely to give up easily in challenging activities (Serap Kurbanoglu, 2003). In this case, having a high sense of success is just as crucial as having information literacy skills (Serap Kurbanoglu et al., 2006). Thus, factors supporting individual success, such as education, length of work, and rank, are also considered in looking at the relationship to lecturers' information literacy and their ability to identify the criteria required by an accredited journal as a means of publishing research results in this paper.

The data collected by the author currently finds that researchers have constraints in the form of a lack of supporting literature for research activities, lack of access, and a limited number of lecturers who publish the results of the research they have done. If

information literacy can give lecturers an edge in a particular research area, it could further develop these skills throughout their lives. Experts also recognize that information literacy is essential for success in today's workplace, but research in this field is relatively sparse (Bruce, 1999). The level of information literacy affects lecturers' performance, whose accumulation will impact the institution's ability to utilize research results. This information literacy competency needs to be internalized to all lecturers to realize that lecturers should have research skills for the institution's progress.

This study was designed to explore the impact of lecturers' information literacy and the publication of research results. The research subjects in this study are lecturers who already have a functional level at a senior lecturer who can explore the world of work and carry out learning activities for their research interests. This study aims to determine the level of information literacy that needs to be possessed in the work environment and whether this ability affects the published research publications produced. The most critical investment that may be made by an institution or company is human resource development with increased skills and knowledge. The term "information literacy" was first used in the context of the work environment. Zurkowski first introduced information literacy on The National Commission on Libraries and Information Science (NCLIS) in the United States (Badke, 2010). Zurkowski used the term for private sector service activities that emphasize the need for skills in dealing with the complexities and information problems in the workplace. Zurkowski used the expression information literacy to describe "techniques and abilities" to utilize various primary information tools and sources to solve their problems (Eisenberg, 2008).

Zurkowski stated that information sources are used in the work environment and the skills required to use primary information sources and tools and solve problems (Behrens, 1994). The researchers have discovered the importance of information literacy skills in various environments, including within the home (Rieh, 2002), corporate research laboratories, and educational institutions (Leckie et al., 1996). On the one hand, in education, information literacy is seen as the acquisition and development of a skill set closely related to library literacy and learning methods in a formal context (Lloyd, 2007). Information literacy is a strength that is expected to enrich human resource knowledge to suit the needs of the world of work and science development. Information literacy is intended to increase the quality and number of research publications, which have an effect on the nation's progress.

## **RESEARCH METHOD**

### **Research design**

This research applied a qualitative method using a structured interview. The researchers describe the findings data obtained to be further interpreted. The instrument in this study was based on the ACRL standard (Emmett & Emde, 2007). The researchers made some modifications based on the characteristics of the informants and the objective of this study. The instrument was validated in the Publication Center of Universitas Negeri Makassar. Data was collected through a structured interview. Primary data collection is an essential process in this research. Two phases of data collection were carried out, including a literature study and interview. Primary data that is disseminated through an interview consists of informants who support individual success, including education, length of work, functional positions, knowledge of information literacy, and understanding of the publication of the informants' research results. The data obtained

using interview have been designed for qualitative data and has previously been tested on informants. The structured interview was conducted to receive relevant information in line with the objectives of the study.

## **DATA ANALYSIS**

### **Lecturers' information literacy**

Lecturers are expected to know more than just how to obtain information. They also understand the limitations of and the need to know how they use data, and they understand how to organize and communicate information. The main questions observed include some indicators created by ACRL. The analyses were measured through a questionnaire. Informants were asked to choose the answer according to the knowledge they have. There is also the respondent's answer is given a score of 4 if the answer is A, a score of 3 if answer B, score 2 if answer C and score 1 if the answer is D. Data measurement was done based on the total score obtained by each respondent per group of research variables.

### **Publication of Research Results**

Publications resulting from research activities are means of delivering research results in education, which is usually published in a use journal utilized by the community. The Lecturer's knowledge of the International journal reputation is defined as the respondent's interpretation of the publication of research results. The main questions include:

- The suitability of the name with specialization in the field of education
- Systematics and consistency of writing
- Involving peer reviewers
- Publications are aimed at the scientific community
- Originality in the advancement of Education

Informants were asked to state whether the criteria mentioned above are necessary or not contained in the publication of research results. The informant's answer given a score of 1 if the answer does not know, a score of 2 if not necessary, a score of 3 if required and score 4 if necessary. Data measurements were carried out based on the total number of scores obtained by each informant.

## **RESULTS AND DISCUSSION**

This study explores the impact of lecturers' information literacy and the publication of research results in the International Journal. First, the data collected from distributing online questionnaires. The lecturers' information literacy was described and interpreted by finding out the highest frequency to be linked with the publication of research results conducted through previous literature studies.

### **Information literacy**

Attitude and scope of information required

The following items measure the lecturers' attitude and the scope of information required:

- Defines required information
- Identify various types, formats, and potential sources of information

- Consider the costs and benefits of seeking the required information
- Re-evaluate the nature and scope of the required information

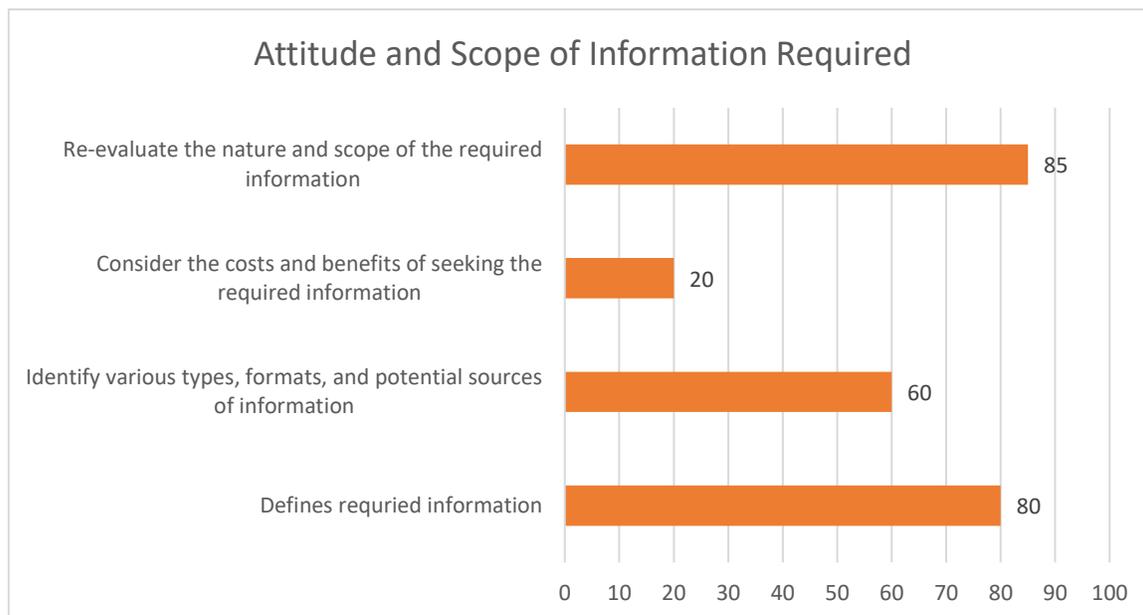


Figure 1. Attitude and scope of information required

Lecturers seem to have the ability to re-evaluate the nature and scope of the information needed. As many as sixty percent of informants can identify various types, formats, and potential information sources. Figure 1 shows that eighty-five percent of informants can first formulate their information needs and the rest state that they directly search for information. Informants determine their information needs then make details about the topics or subjects required so that the right source of data can be determined according to requirements. This method is included in the activity of formulating the required information criteria. Lecturers identify the types and formats of information by knowing how knowledge is produced formally and informally, then processed and disseminated. These activities include understanding the types and knowing how suitable information sources can be found in both printed and electronic form and choosing the appropriate format. However, Figure 1 shows that only twenty percent of informants can consider the costs and benefits of seeking information. This happens because lecturers rarely believe the cost of the information carried out. Initially, when looking for information, the cost in the search process is not a significant consideration. According to the informants, this is because the cost required to find information is not a major consideration.

According to ACRL (2007), a person is said to have useful information literacy if he continuously re-evaluates the nature and scope of the information he needs. Re-evaluating the boundaries of knowledge means that the researcher reassesses his knowledge needs to clarify, correct or redefine the real required questions. This can also be interpreted as describing the criteria used when making choices such as identifying subjects, keywords, selecting and understanding the form of presentation needed, and determining the location of information sources that match the topic. Thinking critically

and adapting to new situations is an essential skill for people who are aware of information literacy.

### Access the required information

This theme is subject to explore the lecturers' ability in accessing required information effectively that can be measured by the items below:

- Select the most appropriate information retrieval method
- Develop and implement an effective search strategy
- Rediscover information online
- Change the search strategy if necessary
- Quoting, recording, and processing information and its sources

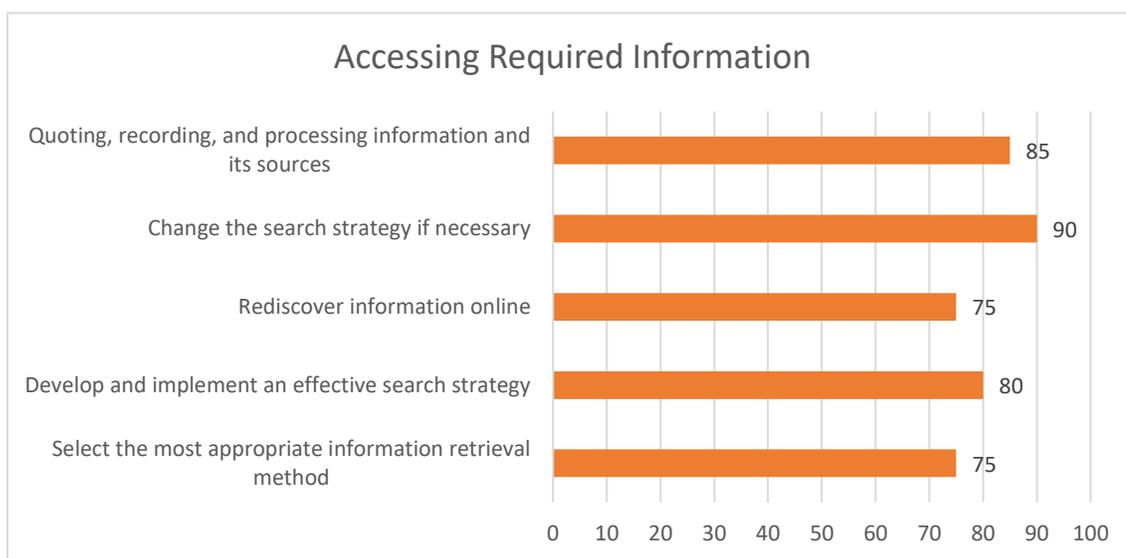
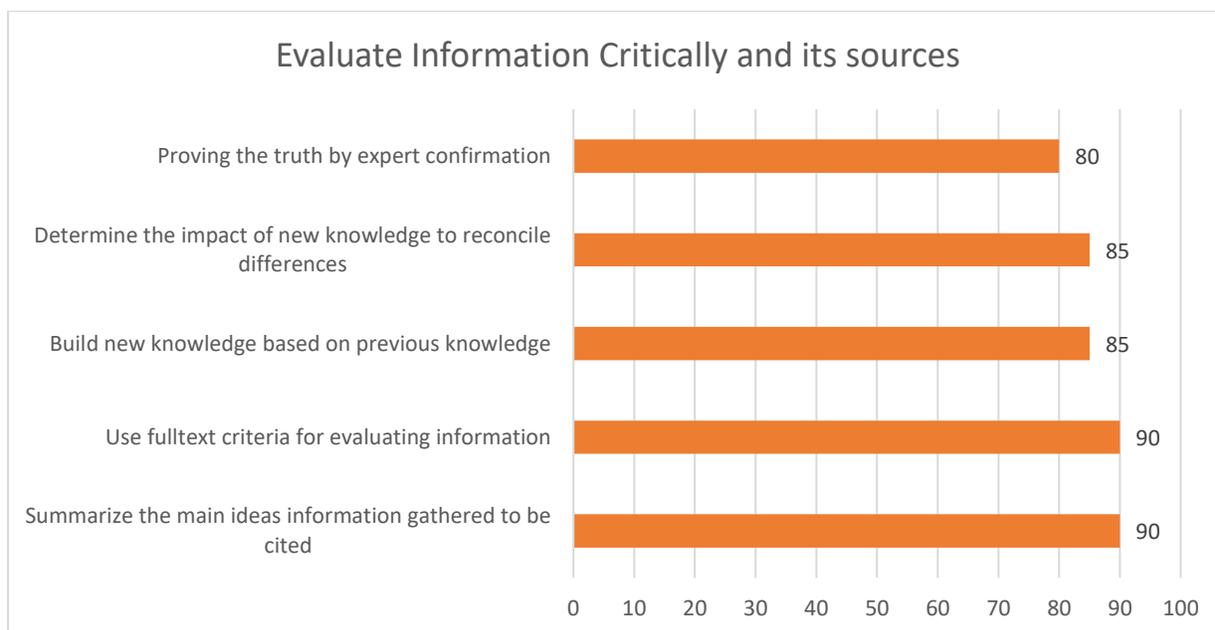


Figure 2. Accessing required information

As many as ninety percent of informants can change their search strategy if necessary. Figure 2 shows that informants stated that they would change their search strategy when finding the library's information by asking the librarian. Independence in obtaining information is indeed the focus of information literacy. Still, the tendency to find appropriate information is also needed, so researchers need to change their search strategy when finding the required information. As many as eighty-five percent of informants could quote, record, and process information and its sources. The necessary process of a person's literacy can be seen through access and consuming media content or information source. Hobbs (2018) describes the ability to find and organize information concerning information and communication technology development. Figure 2 shows that as many as eighty percent of informants could build and implement an effective tracking strategy. To find an appropriate source of information, many informants could develop and implement an effective search strategy. The data in Figure 2 shows that informants could select the most relevant search method to find and rediscover the online information needed. This can be seen because seventy-five percent of informants chose indicators using the most appropriate retrieval methods and rediscovering information online.

### Evaluate Information Critically and It's Sources

- The ability of lecturers in evaluating the information critically was measure as follows:
- Summarize the main ideas information gathered to be cited
- Use full-text criteria for evaluating information
- Build new knowledge based on previous knowledge
- Determine the impact of new knowledge to reconcile differences
- Proving the truth by expert confirmation

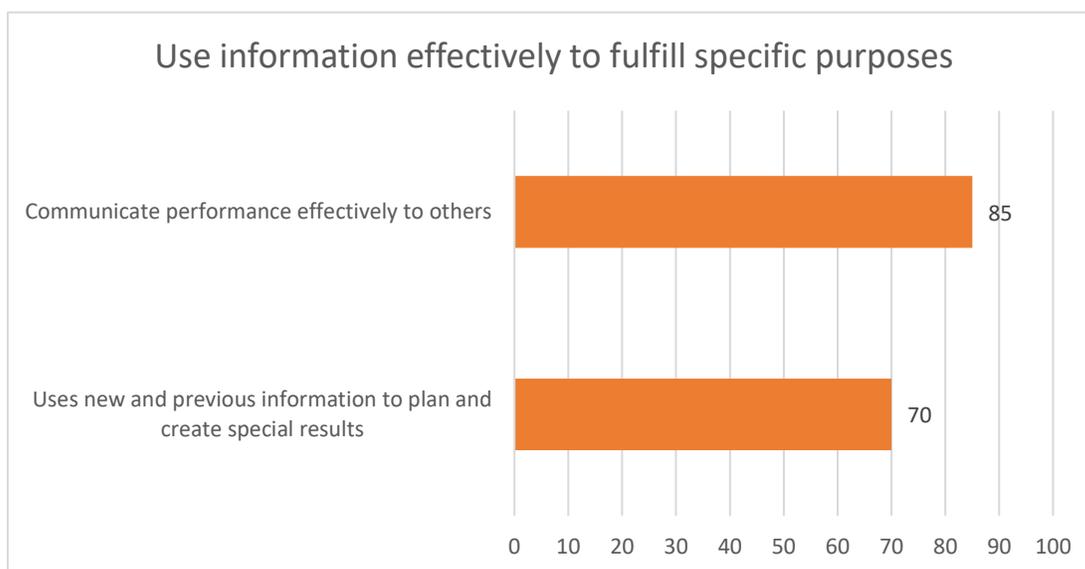


**Figure 3. Evaluate Information Critically**

Figure 3 shows that eighty percent of informants can summarize the main ideas, this can be seen through the use of information sources needed to find out the complete address. Figure 3 above shows that ninety percent of informants stated that articles in the full-text form are criteria for evaluating information. This answer can be concluded that most informants are responsible for accessing information technology and avoiding misinterpretation in evaluation ideas. The following indicator is constructing new knowledge by comparing it to previous knowledge, which is eighty-five percent to determine differences or contradictions or other unique information, which is also in the same percentage. Figure 3 above shows that eighty percent of informants conducted discussion activities with experts to evaluate the previous knowledge and compare with the latest one in the process of evaluating information. Someone who has good information literacy can evaluate the information and its sources by comparing the information obtained with other information to see the information obtained's suitability. In addition, it is a means of support and discussion with experts and experts in their fields.

### **Individually or as a member and a group uses information effectively to fulfill certain objectives**

Information literacy can be measured through the fourth ACRL standard, namely, researchers' ability to use information effectively. The seventeenth indicator is implied from question number twenty. Informants' answers can be seen in Table 4 below:



**Figure 4. Use information effectively to fulfill specific purposes**

The data in Figure 4 above shows that eighty-five percent of informants said they chose the most appropriate media to communicate their work to others. This is in line with the requirements for someone to be said to be professional, namely being able to communicate effectively, both orally and in writing, good at hearing, having an attractive personality. Hobbs (2018) states that the ability to communicate information is the essence of literacy, both in the form of receiving and receiving messages. Someone who has information literacy will effectively communicate his work to others. This can be seen through the selection of media and the format of means of communication that support the achievement of the intended objectives. The data in figure 4 shows that seventy percent of informants can use information effectively to plan, create, and produce better performance. Information can be said to be good or accurate can be seen from the source of information. A complete and clear source of information will affect the quality of the information obtained. From Figure 4 above, it can be seen that the majority of informants chose the closest source in order to obtain the appropriate information. This implies that the researcher's information literacy is good enough.

### **Understand the issues of economic, legal, and socio-economic aspects surrounding the ethical and legal use and access to information**

The final standard of information literacy made by ACRL implies the importance of researchers understanding economic, legal, and socio-economic issues surrounding the ethical and legal use and access. The summary of the answers can be seen in the following figure 5:



Figure 5. Understand the Publication Ethics

The data in Figure 5 shows that ninety percent of informants choose ResearchGate, Academia, and LinkedIn to publish their pre-print publication. This choice is considered appropriate considering that by distributing the preprints, the work can be accessed by many people from various places. The above Figure 5 indicates that lecturers' ability to comply with regulations/laws and institutional and ethical policies related to access to and use of information sources. The informants seem to include the author's name and reference in each work cited. The lecturers show that it is better to include data that refers to where the idea came from. However, lecturers ignore the business aspects of the use of reading sources. This may be due to a lack of legal access that is waived by the government. Thus, the strong urge to access important information tempts lecturers to access information by downloading articles or books from prohibited websites.

### **Publication of research results**

The publication of research results in the form of scientific papers is published in journals and can be published in the form of section books or proceedings. This research shows some implicit similarities between the ACRL information literacy standard and the criteria for international publication. The data obtained is presented in Figure 6 below:

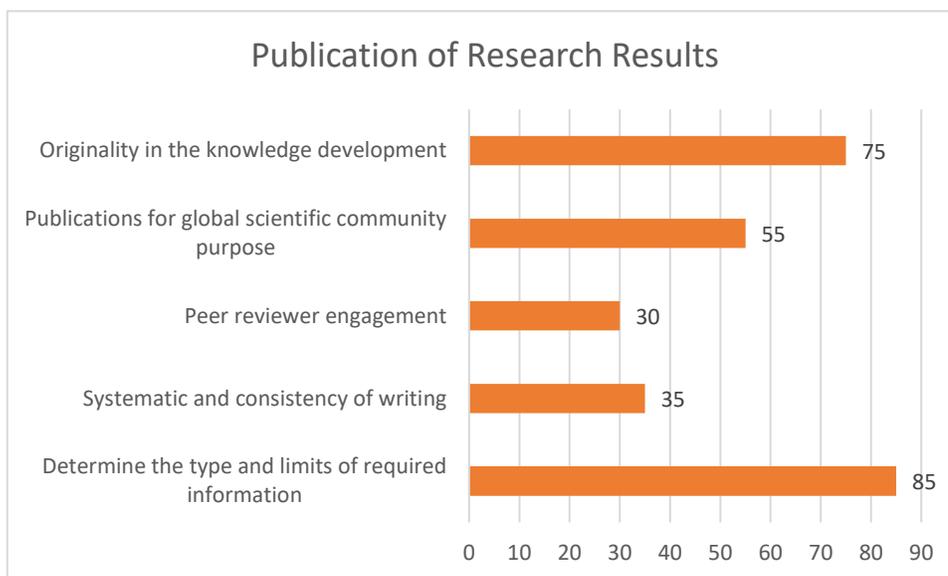


Figure 6. Publication of research results

Figure 6 above shows that most lecturers indicated the ability to determine the types and limits of information required to produce originality in knowledge development. However, only half of them could be published in the global scientific community due to lack of systematic and consistent writing. Besides, only thirty percent of informants involve peer review before sending their work to an international journal.

## CONCLUSION

Lecturers' information literacy in Universitas Negeri Makassar, Indonesia, is concluded as good. Informants can determine the nature and scope of the information needed. Informants have sufficient skills in accessing the required information effectively and efficiently. Informants understand the importance of critically evaluating information and its sources and incorporating selected information into a knowledge base and value system. Individually or as members of a group, informants can use information effectively to fulfill specific objectives. This study explores informants' sufficient understanding of economic, legal, and socio-economic issues regarding the ethical and legal use and access to information. The results of this research show that the publication of research results is not only limited to writing published in scientific journals but can also be in the form of books and proceedings. The researchers suggest to explore and develop more information literacy skills so that senior lectures can produce a better publication of research results in both quantity and quality.

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