



ADVANCING ASIAN SPECIAL LIBRARIES TOWARDS THE FIFTH INDUSTRIAL REVOLUTION

Proceedings of the 8th International Conference of Asian Special Libraries (ICoASL 2023)

Stephen B. Alayon, Willian S. A. Frias, Rosally D. Funclara
(Editors)

22-24 February 2023
University of San Carlos - Talamban Campus
Cebu City, Philippines



Organized by the **Special Libraries Association – Asian Community (SLA-Asia)**
in collaboration with the **Association of Special Libraries of the Philippines (ASLP)**
and **Cebu Librarians Association, Inc. (CLAI)**

**Advancing Asian Special Libraries Towards the Fifth Industrial Revolution:
Proceedings of the 8th International Conference of Asian Special Libraries
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FOREWORD

This publication is a product of the 8th International Conference of Asian Special Libraries held on 22-24 February 2023 at the University of San Carlos, Cebu City, Philippines. The conference was organized by the Special Libraries Association - Asian Community (SLA-Asia) under the leadership of Mr. Joseph M. Yap. This is in collaboration with the Association of Special Libraries of the Philippines (ASLP) chaired by Mr. Bryan Boy C. Cortez and co-chaired by Ms. Maria Teresa M. Cabance, and the Cebu Librarians Association, Inc. (CLAI), chaired by Ms. Marciana Mariñas. This year's conference theme is *"Advancing Asian Special Libraries Towards the Fifth Industrial Revolution"*. The theme is timely as we enter the next period of advanced technology while transitioning to the post-pandemic era. Due to the fast pace of technological innovation, libraries must quickly adopt and integrate these technologies, particularly the frontrunners of the fifth industrial revolution (IR): artificial intelligence (AI) and robots. Libraries need to keep up with changing users' needs, and stay astride with the current trends in the field. It is important to note that the rapid adoption of technologies in libraries has also led to a change in the mindsets of librarians, library services offered, and the technological competencies required of a librarian and information professionals. The conference included the following topics supporting the theme: (1) Hybrid and HyFlex Library Services, (2) Digital Reference Services, (3) Librarian 5.0, (4) Automated Reference Service, (5) Virtual Space in Physical Library, (6) Special Libraries as a Beacon of Digital Transformation, (7) AI in Libraries, (8) Digital Libraries, (9) Smart Libraries, (10) Robots and Librarians, (11) Managing Libraries in IR 5.0, (12) Roles of Library Associations in the Advancement of the Profession, (13) Web 5.0: Blockchain-Powered Digital Network, (14) Media and Information Literacy Challenges in Information Practice, (15) Pedagogical Approaches in Digital and AI Literacies, (16) LIS Theories Related to the Theme, and, (17) Curriculum and Instruction in LIS. Out of 50 papers submitted to the ICoASL 2023 Scientific Committee, 30 papers from seven (7) Asian countries were selected and compiled in this publication, including the four (4) poster abstracts. This compilation will not be possible without the careful selection, review, and guidance of the ICoASL 2023 Scientific Committee. We would like also to acknowledge SLA – Asian Chapter, ASLP, CLAI, University of San Carlos, various partner organizations and sponsors for the support, the researchers who heeded the call for papers and posters, and most especially, the participants for attending the Conference.

Disclaimer:

The opinions expressed in this publication are those of the respective authors and do not necessarily reflect those of SLA, SLA-Asia, ASLP, CLAI, the publisher, and the editors.

MIL and IL: exploring the gaps in LIS Curriculum at Islamic State University Indonesia

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Abstract

The dissemination of various information in the digital era contributes to an information flood, either valid or false information has a potential negative impact on every aspect of life. The ability to access, evaluate and use information becomes an essential skill for people. Media and information literacy (MIL) offers a set of competencies that can potentially equip people to handle information. Hence, as active information users, it is important for students to have MIL competencies to support the teaching-learning process. LIS Department which prepares students as information professionals should include MIL in its curriculum. Most LIS Department in Indonesia has information literacy in their curriculum. This paper aims to explore the scope of Information Literacy teaching (IL) in library and information science (LIS) curricula compared to MIL competencies in order to identify the gap between IL and MIL components that will be important feedback to improve the LIS curriculum. This is qualitative research that employs observation, interview, and document review to gather data. Three LIS departments from Islamic universities in Java are chosen as a sample to be studied (UIN Yogyakarta, UIN Malang, and UIN findings). The finding shows that three LIS departments focus more on IL competencies for academic purposes and still do not include media literacy element. However, there are MIL elements that are also taught in LIS such as safety in using digital media primarily for protecting data privacy.

Keywords: *Information Literacy, Media and Information Literacy, LIS curriculum, Higher education*

Background

The important role of various media to disseminate information is not deniable (Igwebuike, 2021). However, it is important to note that information on the web varies and increased significantly during the COVID-19 era which provides either helpful or dangerous information. And during lockdown time, people only depend on the information that can be accessed on the web, which greatly impacts the high use of the Internet (Xiao & Su, 2022). In Indonesia, the number of people accessing the Internet from 2020-2021 increased by 16% or 27.000.000 (*Digital 2022: Indonesia — DataReportal – Global Digital Insights*, 2022). Data from APJII also show that the use of the Internet during COVID mostly for educational content is the impact of online learning during the lockdown era (APJII, 2020). Furthermore, easy access to

the Internet as the consequence of the rapid development of information and communication technology enables people to produce, disseminate and use fake news and disinformation that causes difficulty to differentiate between authentic and false (Dame Adjin-Tetty, 2022). The emergence of disinformation, misinformation, dan fake news during the pandemic contributes to the spreading of infodemic on the web which in turn also contributes to the negative impact on society, for example, information on medicine related to covid-19 with unclear validity becomes more dangerous than disinformation in other areas (Julie Posetti and Kalina Bontcheva, 2021, p.2). Distributing fake news also occurred in political practice in Indonesia during the presidential election of 2019 inviting political riots (Marlianingsih et al., 2020). In short, the dissemination of various information using digital media impacts the information flood, either valid or false information that can potentially negatively impact every aspect of life. Therefore, teaching media literacy is important to equip people with the ability to analyze and be critical of information heard, written and, heard (Cuervo Sánchez et al., 2021) since media literacy is a process of questioning and understanding the meaning of messages delivered through various media. Media literacy competency has a broader scope than information literacy skills that offer competencies; the ability to search, evaluate, use, and create information in an effective way to attain personal, social, occupational, and educational goals.

Media and information literacy (MIL) competence is important for students since they are one of the active information users that need information to support the learning process (Tatar et al., 2022). Higher education not only equip students to acquire knowledge but also ensures that they learn process to create new knowledge and accept many ways and tools for lifelong learning (Lokse et al., 2017). Teaching MIL can be a way to prepare students to be a long-life learner. In addition, information literacy is a basic and vital element for general education requirements (Freeman & Lynd-Balta, 2010). Furthermore, Wakimoto (Huang et al., 2016) states that without having and using information literacy skills properly, one cannot reach education and professional target. As to awareness of the importance of information literacy increase, some universities offer information literacy courses in their curriculum, such as the University of North Carolina Chapel Hill which embeds information literacy as a required course (Huang et al., 2016). Library and Information Science Department whose mission is to provide information specialist also include information literacy in the curriculum to respond IFLA Guidelines for Professional Library and Information Science (LIS) Education Programs (Chu et al., 2022) that states that Literacy (including multi-literacy, information literacy, media literacy, and digital literacy) is one of foundational area of knowledge that should be provided in LIS curriculum. However, as information are delivered in various media for various purposes, information literacy skill is not enough, and having MIL competency are more important since MIL combine three competence namely information, digital, and media literacy. MIL support ability to critical thinking to understand media function, information system and content of the media (Moeller et al., 2011).

In Indonesia, information literacy is more popular than MIL, and moreso many universities offer information literacy as a required course in LIS curriculum. Therefore, it is important to explore the scope of Information Literacy teaching (IL) in LIS curriculum compared to MIL competencies in order to identify the gap between IL and MIL components that will be useful feedback to improve LIS curriculum. This research will focus on three LIS Department of Islamic University; UIN Sunan Kalijaga Yogyakarta, UIN Maulana Malik Ibrahim Malang, and UIN Syarif Hidayatullah Jakarta. This research aims to analyze thoroughly LIS curriculum of

Islamic University that provides competence to support media and information literacy (MIL) competencies.

Theoretical Framework

Media and Information Literacy

According to UNESCO, the term 'MIL' reflects implies an attempt to address the different but related conceptions of literacy in the fields of information, media and ICT (Moeller, 2021 p. 13). The development of digital media to disseminate information makes MIL competencies important in digital era. Furthermore, Moeller (2011) states that media and information literacy is the ability to think critically to know media function, information systems and media content. This ability emphasizes on the skill to evaluate media content and also support people to be involved more actively in the use of information system, media and information technology, and communication. In another word, media and information literacy provide people with the competencies to evaluate information from formal or informal media, and to understand solutions offered by media (Lau, J., 2010). Based on the consensus among information experts in technology, media, and information literacy is concerned with people's understanding of content, how and by whom it is produced and disseminated; whether or not people use information, whether or not they engage with libraries, the media, and technology services; what knowledge, skills, and attitudes people need to evaluate information; and how people can manage their interaction with information to achieve desired outcomes in their social, political, economic, and cultural lives (Carlsson, 2019).

Standard for MIL Competencies

Teaching media and information literacy should be based on the competencies as developed by UNESCO through Global Standards for Media and Information Literacy Curricula Development Guidelines. In this guideline, it is stated that developing MIL will focus on an integrated set of core and common learning outcomes that all stakeholders seeking and should avoid the segregation of three (3) concepts, namely: media literacy, information literacy and digital literacy (Azoulay, 2019). This means that teaching MIL will include those three concepts. This standard identifies key element/ outcome of MIL derived from information literacy and media literacy elements that consist of three main components and sub-component as shown in the table below.

Table 1. Three main components, sub-components and core competencies

No	Component	Sub-Component	Core Competencies
1	• Access / Retrieval of Media and Information	• Definition and articulation of media and information	<ul style="list-style-type: none"> • Recognizes the need for media and information • Defines the need for media and information • Recognizes that a variety of media and information serve a variety of purposes • Recognizes a problem and looks for solution/media and information • Develops search strategies search process to find media and information • Identifies the media and information for a particular purpose and define the necessary content • Evaluates potential sources to look for media and information
		• Location and retrieval of media and information	<ul style="list-style-type: none"> • Chooses appropriate media and information sources • Accesses the selected media and information sources • Selects and retrieves the located media and information
2	• Evaluation / Understanding of Media and Information	• Assessment of media and information	<ul style="list-style-type: none"> • Analyzes, examines, and extracts relevant media and information • Distinguishes editorial from commercial content / factual and fictional content of media and information • Recognizes that media try to attract different audiences for different purposes • Interprets media and information • Understands and evaluates the functions of media and information in society • Understands and questions context, ownership, regulation, audiences, economic, legal, privacy and security issues of media and information • Evaluates how people, places, issues, ideas and concepts are represented in media and information, with an appreciation of the importance of diversity in the media and information • Evaluates currency, relevance, accuracy and quality of the retrieved media and information • Recognizes that media and information have social and political implications and that the media and information often have an agenda setting function • Selects and synthesizes media and information

		<ul style="list-style-type: none"> • Organization of media and information 	<ul style="list-style-type: none"> • Identifies the best and most useful media and information • Determines appropriate and relevant use of media and information • Groups and organizes the retrieved media and information • Arranges/Saves/Stores/Preserves/Deletes media and information
3	<ul style="list-style-type: none"> • Use / Communicate Media and Information 	<ul style="list-style-type: none"> • Creation of knowledge 	<ul style="list-style-type: none"> • Learns or internalizes media and information as personal knowledge • Applies media and information in contextually-relevant settings to target audience • Evaluates knowledge for usefulness
		<ul style="list-style-type: none"> • Communication and ethical use and media and information 	<ul style="list-style-type: none"> • Communicates in media and information formats for a particular message for a particular audience • Demonstrates ethical use of information • Protects personal data • Identifies and interacts with bodies that regulate media and information • Communicates the learning product with acknowledgement of intellectual property • Uses the relevant acknowledgement style standards

Methodology

This is qualitative research that will compare MIL standard competences with the content of Information Literacy course in UIN Sunan Kalijaga Yogyakarta and UIN Syarif Hidayatullah Jakarta Indonesia. UIN Yogyakarta, UIN Malang and UIN Jakarta are chosen as samples of the research since these UIN have offered Information Literacy courses since 2005. Data gathering used in this research are observation, interview and reviewing document. Interview was used to attain information on three domain of information literacy namely: access, evaluate and Use/Create/Communicate Information. The informants chosen in this research are lecturers who teach Information Literacy course. Observation was employed to explore the description and the content of course by using curriculum document and teaching plan of information literacy developed by the lecture. The content of Information Literacy then is compared to the component of Media and Information Literacy which consist of: 1) Access or retrieval of information (determine media and information need, find and media and information retrieval); 2) Evaluation/understanding information, with its focus on the ability of students to evaluate information critically and competently and to organize information; 3) Use/Create/Communicate Information that is related to competency to create knowledge and to use media and information in ethically way. The result of this

comparison will show the gap between teaching information literacy and standard competence of MIL. Penelitian ini akan

The validity of the data in this study was achieved in two ways. First, the data needed is seen from the comparison between the levels of knowledge, values and practices with which the relationship and synchronization of data can be carried out. Secondly, validity is also determined by different categories of information that allow comparison and also testing of data. The data used are not only objective but also subjective so that the truth can be obtained.

Findings

Course description

The aim of teaching information literacy in LIS is to ensure that LIS students have information literacy competencies that simply consist of the ability to access, evaluate and use information properly, and in turn, students can teach and spread IL skills among the community to foster critical thinking and promote life-long learning. The course focus on information literacy competence based on the integration of several standards developed by UNESCO, SCONUL, and ACRL. UIN Sunan Kalijaga offers the scope of IL learning with these topics: 1) general concept of Information literacy that includes: the importance of learning IL, the definition and standard of information literacy 2) Information needs and information resources 3) Finding information: a strategy for searching 4) Searching information on the web: OPAC, journal database 5) Evaluation of information 6) Evaluation of information resources 7) Plagiarism, copyright, paraphrasing 8) the use of information emphasizing on referencing and citation.

UIN Jakarta shows the same trends. The IL curriculum is designed to help students master the fundamental concepts and theories of multiliteracy, including information literacy standards as well as discussions about media literacy, moral literacy, and the ability to learn and think. Models of information literacy that can be used to teach literacy skills to users in libraries, archives, and other information institutions. Students are also expected to master various developments in contemporary issues relevant in libraries, archives, and information institutions in order to design the teaching of information literacy competencies for users and the general public. Lectures, discussions, presentations, and assignments are among the methods employed. Understand science as it relates to theories and applications of information literacy in an open, critical, innovative, and confident manner.

Meanwhile, LIS Department of UIN Maulana Malik Ibrahim Malang has more credit of Information Literacy course (Information Literacy 1 and Information Literacy 2) delivered in separate terms. Therefore, the scope of topic given in this course become broader than of UIN Yogyakarta and UIN Jakarta. Based on the teaching plan developed by the lecturers, it is found that topic of Information Literacy 1 focuses on information literacy skill that consists of how to define information need, evaluation of information, ethics in using and creating information, digital literacy and implementing information and digital literacy skill in a community. For Information Literacy 2, the topic covers the history and development of information literacy various information literacy model (The Big 6, The 7 Pillar of Info Literacy, E-8, Bruce's 7 Faces Of Info Lite), multiliteracies, strategy to handle hoax and fake news and at the end of the semester students will applied those information literacy models

in education institution, from elementary school to higher education through teaching program for students.

MIL, IL, and curriculum at Islamic State University

Basically, in UIN Yogyakarta, Jakarta and Malang information literacy class focus more on information literacy skill consisting of accessing determining information need, accessing information needed effectively and efficiently, information, evaluating information and its sources, using information, and understanding how to use information ethically and legally. However, some UINs also teach other aspect of MIL and digital literacy. And based on comparison between MIL competency and topic being taught in 3 LIS Departments, it is found that there are gaps between MIL and IL skill in Information Literacy courses as discussed below.

Access and information retrieval.

According to MIL standard, this component has two sub-components namely; 1) definition and articulation of media and information; 2) Location and retrieval of media and information. For the first sub-component, UIN Yogyakarta focuses on how to define information need and introduce types of information sources relevant to information needs (printed and electronic resources) and introduction to various search strategies. Some competencies of MIL related to first sub-component are not included in the scope of the topics being taught in IL class such as recognizing and identifying media and information for particular purposes and define necessary content and the evaluating potential sources. For the second sub-component, IL class at UIN Yogyakarta puts information retrieval become an important aspect in teaching information literacy in which students learn search strategy find Information on the web effectively and efficiently by using appropriate strategies, and then select relevant information. This aspect has met MIL competency, however finding information in various media should be introduced to students.

UIN Jakarta directs activities in areas such as: Recognizes the importance of media and information; Defines the importance of media and information. Recognizes that various forms of media and information serve a variety of functions. Creates search strategies for finding media and information. Identifies and defines the media and information required for a specific purpose. Selects suitable media and information sources Accesses the media and information sources of choice Selects and retrieves the media and information that has been located. UIN Malang emphasis on the introduction of various IL models. For first sub-component, IL class covers topic on information need in general and search strategy. And for the second sub-component, accessing electronic journal become the main topics in which students learn and practice search skill on various electronic journal databases.

Evaluation/ understanding information

It seems that this component is very important in MIL in which has 14 competencies from two sub-components namely; evaluating media and information and organizing media and information. Evaluation aspect in MIL has detail criteria such as analyze messages in a variety of forms by identifying the author, purpose and point of view, and evaluating the quality and credibility of the content, and ability to distinguishing between commercial factual and fiction content. These criteria are not

given in detail in IL class either in UIN Yogyakarta and Malang. Rather, the focus of evaluation is on evaluation of information found during searching process using CRAAP criteria (currency, authoritative, accuracy and purposes). However, for UIN Yogyakarta the evaluation process is not taught in a detail way. Some elements of evaluation such as understanding “messages” from various media (producer, intention of information, political aspect of information, etc.) are not included in the class. The second component, organizing media and information, is not specifically taught in IL class at UIN Yogyakarta and Malang. IL class focuses on how to select the search result that will be used as resources by introducing acknowledgement style (referencing and citation). UIN Jakarta focuses on Analyzes, investigates, and extracts pertinent media and information. Recognizes that media attempts to attract different audiences for various purposes. Understands and evaluates the functions of media and information in society; assesses the currency, relevance, accuracy, and quality of the media and information retrieved; Organizes and groups the retrieved media and information (Zotero, Mendeley Reference Manager)

Use/Create/Communicate Information

Creation of knowledge and ethics in using information and media are the key elements in the third component of MIL. In teaching this component, UIN Yogyakarta and Malang cover topics more on sub-component 2, how to use information ethically in students’ academic works through referencing and citation using standard such as MLA and APA. The lecturers also highlight issues on copyright & plagiarism as the consideration for using referencing and citation. The concept of Creative commons also taught in UIN Malang to emphasize copyright. Some essential topics of MIL are not included in UIN Yogyakarta such as; Protecting personal data and safety, intellectual property, communication with media producer. Meanwhile UIN Malang introduced digital literacy skill and include the safety of personal data. This means that both UIN Yogyakarta and Malang have prepared students with MIL competencies in three area: 1) Demonstrates ethical use of information 2) Communicates the learning product with acknowledgement of intellectual property, and 3) Uses the relevant acknowledgement style standards. And for UIN Malang, IL class also equip students with competency on protecting personal data.

UIN Jakarta uses media and information in context-appropriate settings to reach out to a specific audience. Uses media and information formats to convey a specific message to a specific audience. Uses information in an ethical manner. Personal data is protected, and the learning product is communicated with intellectual property acknowledgement. Uses the appropriate acknowledgement style guidelines. Access, evaluation, and application Although UIN Jakarta has implemented an information component, it does not cover all media uses as described in MIL. Digital literacy, digital skills, digital ethics, digital safety, and digital culture are among the activities undertaken.

No.	Component	Sub-Component	Kompetensi yang diajarkan		
			UIN Yogyakarta	UIN Malang	UIN Jakarta
1	• Access / Retrieval of Media and Information	• Definition and articulation of media and information	<ul style="list-style-type: none"> • Defines the need for media and information • Introducing a variety of information sources rather than media and information that serve a variety of purposes • Develops search strategies search process to find media and information 	<ul style="list-style-type: none"> • Define the information need • Develop search strategies to find information 	<ul style="list-style-type: none"> • Recognizes the need for media and information • Defines the need for media and information • Develops search strategies search process to find media and information
		• Location and retrieval of media and information	<ul style="list-style-type: none"> • How to search information on the web using appropriate strategies, select relevant information 	<ul style="list-style-type: none"> • Show ability to access electronic journal 	<ul style="list-style-type: none"> • Chooses appropriate media and information sources • Accesses the selected media and information sources • Selects and retrieves the located media and information
2	• Evaluation / Understanding of Media and Information	• Assessment of media and information	<ul style="list-style-type: none"> • Evaluates currency, relevance, accuracy and quality of the retrieved information 	<ul style="list-style-type: none"> • Evaluates currency, relevance, accuracy and quality of the retrieved information • using CRAAP Test 	<ul style="list-style-type: none"> • Analyzes, examines, and extracts relevant media and information. • Evaluates currency, relevance, accuracy and quality of the retrieved media and information

		<ul style="list-style-type: none"> • Organization of media and information 	<ul style="list-style-type: none"> • Groups and organizes the retrieved media and information (Reference Manager: Mendeley, Zotero) 		
3	<ul style="list-style-type: none"> • Use / Communicate Media and Information 	<ul style="list-style-type: none"> • Creation of knowledge 	<ul style="list-style-type: none"> • How to write an academic work 	<ul style="list-style-type: none"> • Applies media and information in contextually-relevant settings to target audience 	
		<ul style="list-style-type: none"> • Communication and ethical use and information 	<ul style="list-style-type: none"> • Demonstrates ethical use of information • Uses the relevant acknowledgment style standards: citation and referencing 	<ul style="list-style-type: none"> • Demonstrates ethical use of information • Uses the relevant acknowledgment style standards: citation and referencing • Protects personal data 	<ul style="list-style-type: none"> • Demonstrates ethical use of information • Protects personal data • Uses the relevant acknowledgment style standards

Integrating Industry Revolution 5.0 and IL /MIL curriculum

Industry 5.0 reflects a shift from a focus on economic value to a focus on the value of society, and a shift in focus from well-being to well-being. Focus on social values and well-being. Industry 5.0 has three main pillars: human-centered, resilient, and sustainable. All three have significant implications for business strategy and are also no less important is the library as an institution that strengthens aspects of knowledge development. Therefore, the position of people as a means (for example, as in human resources) becomes seeing people as goals. A shift in perspective from people serving organizations, to organizations that serve people. (Kraaijenbrink, 2022).

The connection present curriculum with the revised proposal is that sama2 leads to the development of the concept of IL so that one becomes independent learning. But it turned out that it was not enough. The digital divide doesn't just point to the physical, material and technical aspects of information and communication technology. but it also recognizes the impact of the gap between those who can discover, manage, create, and disseminate information and knowledge using various technological tools in innovative and effective ways, and, on the other hand, a

paradigm shift of education from once in a lifetime to continuous learning, with a process of self-improvement that lasts throughout life (Al Zou'Bi, 2022). When the living, social and working environment of citizens undergoes constant changes, there is a need to cultivate new competencies and look for new approaches to literacy.

In light of the foregoing, it is critical to integrate the MIL component into the IL curriculum. Of course, in response to this, the gap discovered in the existing LIS curriculum that the LIS curriculum still tends to be in skill development. In fact, the competence required today is information literacy, which directs development to the skills outlined in the curriculum of these three institutions, producing someone who is media and information literate and becomes not only a consumer of information and media content, but also a producer of information and media content. It is also a responsible information seeker, knowledge creator, and innovator who can use a variety of information and communication tools and media to participate and engage in personal, professional, and social activities, as well as share information and media content in all formats, using a variety of tools in a critical, ethical, and effective manner.

To detect the need for MIL in the LIS curriculum, the status and availability of competencies about MIL need to be outlined in order to see a gap between these two literacy. Some competent MIL that needs to be integrated are competencies that are not only oriented towards building one's skills. As seen in the three institutions of UIN Jakarta, UIN Malang and UIN Jakarta which tend to emphasize the development of skills related to information technology. The importance of the virtual world not only provides opportunities, but also implies potential risks and threats, including risks associated with information reliability, privacy, security and ethical issues, and potential abuse by any individual, public or private entity. Similarly, citizens need to understand how media information and content can be accessed, how this content originated, how they were created, funded, protected, evaluated, and shared. Because all citizens need to know the functions, roles, rights and obligations of information institutions and the media in the knowledge society. This MIL is what is currently considered (Igwebuike, 2021).

Therefore, the essential components that must be covered in the new curriculum are related to Communication and ethical use and media and information. This includes the ethical use of media and information Understanding the world through the media Effectively and safely using various means of communication (for example, telephone, blog, social media) to communicate with others and share information. Similarly, matters relating to Search effectively and efficiently for useful media messages and information Recognizing the effects of media and information on individuals and society Critically analyzing and evaluating the content of media messages and information Understanding how to select, organize, and synthesize media messages and information Understand how different media formats. Valuing media and information content and formats in an aesthetically pleasing way Using a variety of tools for the creation and aesthetic presentation of media and information in a variety of formats.

Citizens' abilities can be developed through an IL curriculum. This digital divide encompasses more than just physical, material, and technological barriers; it also encompasses knowledge. MIL appears to lead to something necessary so that the three institutions' curriculum information literacy can be more situational, pluralistic, and dynamic, while also referring to information, communication, media, technology, and digital aspects. In order to be more empowered and to participate in the global knowledge society. The adoption of such an approach should be seen in the light of

accessibility, convergence, and greater distribution of information and media content, in a variety of formats and through diverse digital tools. MIL helps develop critical thinking and problem solving, while increasing collaboration and participation.

Possibility to integrate MIL with new curriculum

Creating an enabling environment for MIL to become an important part of the curriculum is a critical step toward incorporating it into the learning curriculum. One of the underlying possibilities for integrating MIL with the new curriculum is that by incorporating MIL values and components into the curriculum, all parties will gain confidence in the breadth and depth of aspects. This implies that one must have the tools and resources necessary to achieve individual, professional, and social goals based on MIL-related competencies. Therefore, several things must be done to carry it out. First, it instills an understanding of the concept of MIL and its importance in supporting the industrial revolution 5.0 to lecturers who teach courses, study programs, and university leaders.

In addition, professional development must exist and all staff should have equal opportunities to participate in developing curricula and guidelines for professionals by adapting the MIL Curriculum model. Organize intensive international, national and local meetings with IL and ML experts, and other stakeholders to gain new insights, strengthen dialogue, consensus, and develop common approaches and strategies (Yap & Manabat, 2018). Professional development is given to key persons in order to have the opportunity to participate in activities enabling the development of ideas and trends in the implementation of MIL.

Conclusion

MIL is not well known in Indonesia; Information literacy is more popular primarily in academic setting and become one of required courses offered in Library and Information Science. By comparing between MIL competencies and information literacy skill taught in Islamic State University in Indonesia, it is uncovered that some elements of MIL have been taught in IL courses. However, some important aspect of MIL competencies is still not given in IL class that occur in LIS Dept UI Yogyakarta such as evaluate and interpret “messages” of information delivered in various media, organizing and creating knowledge in appropriate ways, protecting personal data, etc. this shows that there is a gap in teaching IL in terms of supporting topics to meet MIL competencies.

The IL curriculum implemented by these three institutions closely resembles some of the MIL components. However, the curriculum in the access category has not been directed to media that can be used for sustainable development, including open, transparent, and inclusive societies, in Understanding the role and functions of information providers such as libraries. The need for literacy integration in MIL should be addressed in LIS curriculum. The importance of this will be instilled in lecturers and students as aspiring librarians who will be the primary gatekeepers of knowledge. MIL-literate librarians will be able to have a broad impact on society and the global world.

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