Needs Analysis of Digital-Based The Big Six Type TIL (The Information Literacy) Model for Elementary School Intermediate Readers

Analisis Kebutuhan Model TIL (*The Information Literacy*) Tipe *The Big Six* berbasis Digital untuk Pembaca Semenjana Sekolah Dasar

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Abstract

This study aims to analyze the need for developing a digital-based information literacy model, specifically the TIL (The Information Literacy) Model of The Big Six type, designed for fifth-grade elementary school students categorized as intermediate readers. In the current era of digital disruption, where the flow of information is massive, rapid, and not always based on verified facts, information literacy becomes a fundamental skill. Students are often exposed to unfiltered information, which can lead to confusion, misinterpretation, and difficulty in distinguishing factual content from opinion or misinformation. This research employed a qualitative approach using ethnographic methods. Data collection techniques included semi-structured interviews, participatory observation, and documentation involving teachers and students. The findings reveal that students struggle to understand informational texts critically, lack familiarity with effective strategies to access relevant information, and are constrained by limited infrastructure and digital tools. Therefore, the development of a digital-based Big Six TIL Model is considered essential as a structured and contextualized learning approach. This model helps students build critical thinking, information selection, and analytical skills, thereby improving their overall literacy competence. Moreover, integrating digital literacy through this model enhances students' motivation, supports 21st-century skill development, and prepares them to navigate the digital information landscape more responsibly and independently.

Keywords: *Information literacy, TIL model, intermediate readers, elementary education, digital learning.*

Abstrak

Penelitian ini bertujuan untuk menganalisis kebutuhan pengembangan model literasi informasi berbasis digital, yaitu Model TIL (The Information Literacy) tipe The Big Six, yang dirancang bagi peserta didik kelas V sekolah dasar yang dikategorikan sebagai pembaca semenjana. Pada era disrupsi digital saat ini, di mana arus informasi sangat cepat, masif, dan tidak selalu berbasis pada fakta yang terverifikasi, keterampilan literasi informasi menjadi sangat krusial. Peserta didik sering kali menghadapi kesulitan dalam menyaring informasi, membedakan fakta dan opini, serta memahami isi informasi secara kritis. Penelitian ini menggunakan pendekatan kualitatif dengan metode etnografi. Teknik pengumpulan data meliputi wawancara semi-terstruktur, observasi partisipatif, dan dokumentasi yang melibatkan guru dan siswa. Hasil penelitian menunjukkan bahwa peserta didik belum memiliki pemahaman mendalam terhadap teks informasi, belum menguasai strategi akses informasi yang efektif, dan menghadapi kendala infrastruktur serta keterbatasan perangkat digital. Oleh karena itu, pengembangan Model TIL tipe The Big Six berbasis digital dinilai penting sebagai pendekatan pembelajaran yang terstruktur dan kontekstual. Model ini mendukung pengembangan kemampuan berpikir kritis, keterampilan memilah informasi, serta meningkatkan kompetensi literasi informasi peserta didik secara menyeluruh. Selain itu, integrasi literasi digital melalui model ini juga berkontribusi dalam menumbuhkan motivasi belajar, membekali peserta didik dengan keterampilan abad ke-21, serta mempersiapkan mereka untuk menghadapi tantangan informasi digital secara mandiri dan bertanggung jawab.

Kata Kunci: Literasi informasi, model TIL, pembaca semenjana, pendidikan dasar, digital pembelajaran.

1. Introduction

Some skills that individuals need to have include the ability to know correctly and precisely, build networks or access in searching for information, analyse the information obtained, and evaluate so that they can communicate the information obtained (Fahrozy et al., 2022). These are skills that individuals should have so that they will not be easily carried away by information that is not true. In fact, the media not only conveys information and entertains, but also invites readers to represent the messages they receive (Purwaningtyas, 2018). Literacy is an important skill for creating an intelligent and cultured nation. John Miller, President of Central Connecticut State University (CCSU), argues that literacy skills are one of the indicators that individuals in a nation need to master in order to make their contribution as determinants of their nation's future in the international community. UNESCO (2023), states that a set of reading and writing skills from any context and any source is called literacy. Referring to this statement, literacy is indicated to help individuals acquire skills in improving knowledge and developing personal values from reading (understanding content) and writing (expressing thoughts) activities. Literacy can also improve critical thinking skills.

Mastery of literacy skills is an important indicator for improving performance and achieving success. Literacy can be instilled as early as possible so that it is recognised as the main foundation for creating an intelligent and cultured nation (Suranto, 2024). Therefore, attention to the development of literacy has become a focus. Literacy not only equips individuals with basic reading and writing skills but also serves as a bridge to acquire broader knowledge and understanding. This is in line with the purpose of literacy, as stated by Rohman (2022), which is the ability to filter and capture information obtained when reading and writing. These activities generate new and broader knowledge through literacy activities because they are closely related to the potential for critical thinking skills.

Information literacy, in relation to reading and writing skills, is closely related to literacy, which has a broad meaning in understanding something that is happening and having sensitivity to the social environment, which is a manifestation of critical thinking. Literacy has dimensions in categorising its position, for example, information literacy and media literacy (Rahimawati, 2023). Information and media are two different things, but are still related. The difference can be seen from the meaning of information, which is closely related to content. At the same time, the media is more about the expansion of the human sensory system through communication infrastructure in the form of hearing and sight. The similarity is that information is actually conveyed using a medium, in this case, as a form of expanding messages to a large audience. The interconnection between information, media, and literacy is rooted in the skills and sensitivity of individuals when encountering information and media (Purwaningtyas, 2018). Thus, literacy and individual sensitivity to information are closely intertwined and mutually dependent.

The research focuses on information literacy skills for intermediate readers in Phase C, namely fifth-grade elementary school students aged 10-12 years. Information literacy skills are very important in this era of disruption. Driven by the sophistication and the phenomenon of globalisation, more and more information is being received. However, not all information is based on facts and can be proven to be true, so skills are needed to sort through the information. Anisah (2023) argues that information literacy is a combination of reading literacy and digital literacy. Information literacy is needed to equip and build understanding among students to face the pace of information in this era. In response to this, The Big Six type of information literacy model is used as an alternative in teaching information literacy skills to students.

An analysis of the needs of the model in literacy for intermediate readers was initiated to guide solutions in information literacy learning as a way for students to hone their literacy skills and abilities for intermediate readers in accordance with the criteria, needs, and principles of literacy. The needs analysis of The Big Six Model as a literacy model that can be developed for intermediate readers refers to the characteristics of Indonesian language lessons for grades 5-6 of elementary school in the independent curriculum, namely Indonesian as a subject in school can create various language and literary skills, namely receptive language skills including listening, reading, and viewing. Productive language skills include speaking and presenting, as well as writing. These language competencies or abilities are based on three interrelated components that support the development of skills and competencies possessed by students, namely the development of language competencies, the ability to understand, appreciate, respond, analyse, and create literary works, as well as critical and creative thinking. In addition, the development of language, literary, and thinking competencies is expected to shape students who have high literacy skills and competencies and possess the characteristics of Pancasila values.

Preliminary research has shown that in information literacy learning in grade 5 elementary schools, intermediate readers have not used a specific information literacy model. From these findings, it was found that students lacked enthusiasm, had decreased motivation to learn, and had difficulty distinguishing between facts and opinions. Based on the findings in the preliminary research, an innovative information literacy model is needed. In addition, the dynamics of technological media development have increased the flow of information, which is rapidly reaching many groups, including students. Not all of the information available is based on facts; some of it is hoaxes. This poses a problem and a challenge for students to think critically and filter the available information. Thus, there is a need to develop a TIL model in information literacy learning for intermediate elementary school readers so that they can solve information problems using a systematic approach and stimulate students' enthusiasm for information literacy.

2. Literatur Review

This study is based on the development of the TIL (The Information Literacy) Model type, The Big Six, which is digital-based. Conceptually, the TIL (The Information Literacy) Model, also known as The Big Six, has six skills: problem formulation, information search strategies, location and access, information utilisation, synthesis, and evaluation. These six skills intersect with cognitive theory. Bakhrudin et al. (2024) highlight the advantages of cognitive theory, namely t of cognitive learning theory; 1) making students more creative and independent; 2) helping students understand learning materials more easily; 3) cognitive learning methods are innovative; 4) by applying cognitive theory, teachers can maximize students' ability to remember all the material given because cognitive learning emphasizes students' memory always to remember the material given; 5) according to cognitive experts, it is the same as creating or inventing something new or resulting in something new from something that already exists.

The reality is that, based on cognitive theory, learning is understood as the organisation of information, the reorganisation of observations, and the formation of internal processes. These processes are closely intertwined with the process of information literacy learning. According to UNESCO (2023), information literacy empowers individuals in all levels of society to effectively seek, evaluate, utilise, and create information so that they can achieve their personal, social, career, and educational goals. Information-literate individuals can access information about health, the environment, education, and livelihoods, and can make valuable decisions for their lives.

The development of 21st-century technology has brought about a further acceleration in information literacy and the urgency of critical thinking skills in identifying information problems and sorting and selecting information. Currently, the use of social media and gadgets is not limited to adults who are old enough and can absorb information wisely, but also includes children who are still too young to have gadgets, making it necessary to provide education that equips students with the skills to solve information problems (Subarjo, 2017).

Previous research on The Big Six TIL Model has been tried and implemented at the junior high school and Madrasah Tsanawiyah levels. The results of previous research conducted by Rizqita (2025) on information literacy using The Big Six model in improving the quality of learning at Madrasah Tsanawiyah found that the implementation of learning using information literacy based on The Big Six model can improve the quality of learning. In addition, this study found that the indicators that emerged in students were proficiency in finding essential information, evaluating information, and using information to solve problems. By mastering information literacy, students' critical, creative, and innovative abilities, as well as their readiness to compete in the era of globalisation, will develop. In addition, students will also become accustomed to making decisions, becoming independent learners, and easily acquiring new information.

The relationship between information literacy and current technological developments is the era of digitalisation, the shift in functions and ease of access through digital technology, which is the background for the development of The Big Six Type TIL (The Information Literacy) model implemented on a digital basis. In this regard, the world of digital information literacy requires users to have the skills to use information and communication technology and its applications to access and create information (Gusriani, 2023). Closely related are two other forms of literacy: computer literacy (ICT skills) and media literacy (understanding various types of media and formats used to transmit information). For example, the ability to navigate the online world and negotiate hypertext multimedia documents requires technical skills to use the Internet and literacy skills to interpret information (UNESCO, 2023).

Information literacy and media literacy are both integrated based on the content required and the media or devices used. In the process of identifying or analysing a problem, an individual will encounter an information problem that needs to be solved and then obtain the necessary information to resolve the issue. The identification or analysis of a problem through the use of media content involves analysing news articles found in the media (Purwaningtyas, 2018). Purwaningtyas further explains that the mixture of information is closely related to determining the importance of information sources; therefore, it is necessary to organise, recognise, and recreate information and make adjustments to things that have been understood. The process of synthesising information is the ability to connect various sources of information that have been obtained, along with the results of observations, and then insert personal understanding of the problem.

The ease of meeting the needs for references and teaching in information literacy has been made possible by increasingly advanced technology, social dynamics, and developments in education. Reference spaces have become mobile and ubiquitous, reaching users in rural areas, both physically and digitally (Batubara, 2015; Jaya, 2024). Thus, information literacy using a digital-based TIL model has become a form of technological transformation and a means for students to develop critical thinking skills and proficiency in using digital devices. This is particularly relevant for intermediate readers, as this study was conducted in Phase C of fifth-grade elementary school, where students aged 10–12 years are classified as intermediate readers according to the Ministry of Education and Culture's literacy levels.

3. Research Method

This study uses a qualitative approach with ethnographic research. This approach was chosen because it provides an in-depth understanding of information literacy practices and the need to develop a digital-based TIL (The Information Literacy) model of The Big Six for fifth-grade elementary school students. Through the ethnographic approach, researchers can explore social realities in their natural context directly by observing the behaviour, habits, and interactions of students and teachers in the information literacy learning process.

The research was conducted at a private elementary school located in West Java Province. The location was selected purposively because the school had not implemented a specific information literacy learning model and had student characteristics that were in line with the research objectives. The subjects in this study consisted of a fifth-grade teacher and 21 fifth-grade students who were selected directly because of their involvement in information literacy learning activities.

Data collection techniques were carried out using three main methods, namely semi-structured interviews, participatory observation, and documentation. Semi-structured interviews were conducted with teachers and students to explore information about the implementation of information literacy, challenges faced, and expectations of an ideal learning model. These interviews were flexible, allowing the researcher to adjust the direction of the questions based on the answers given by the informants. Observations were conducted directly by following the learning process in the classroom, recording interactions between teachers and students, and observing how students accessed, filtered, and used information in the context of learning activities. The data obtained from the observations were recorded systematically in field notes that described the learning dynamics factually and contextually. In addition, documentation was used as a supplement by collecting learning documents, such as syllabi, worksheets, student assignments, and teaching materials used during the learning process.

As part of data collection, this study also conducted a response test on the initial development of the digital-based Big Six TIL model. This response test involved teachers and all fifth-grade students as correspondents. The purpose of the response test was to assess the extent to which the model developed was acceptable and relevant to the needs of students and learning conditions in the field.

The data obtained were analysed using Miles and Huberman's qualitative data analysis model. The analysis process began with data collection, followed by data reduction, which involved filtering and simplifying the raw data into meaningful information in line with the research focus. The next stage was data presentation in the form of descriptive narratives that illustrated patterns or relationships between data categories. Finally, conclusions were drawn based on the overall results of the analysis. The researchers also conducted triangulation to ensure data validity by comparing data from various sources and using various techniques. This entire process was carried out systematically and continuously to obtain a complete picture of the need for developing a digital-based information literacy model for intermediate readers in elementary schools.

4. Results and Discussion

4.1. Research Findings

The results of this study on the need to develop an information literacy model, namely the TIL (The Information Literacy) Model, also known as The Big Six, are based on digital technology

for intermediate readers in elementary schools. Based on data collected through interviews with fifth-grade elementary school teachers, there are several needs for intermediate readers, namely, fifth-grade students in elementary schools, to be able to understand information literacy. In order for fifth-grade students as intermediate readers to understand information and sort and select accurate information, there is a need for a literacy model with a systematic approach that stimulates critical thinking among fifth-grade elementary school readers.

Based on the results of interviews in this study with fifth-grade elementary school teachers regarding the need for models in literacy, several important points were found. First, fifth-grade elementary school students as intermediate readers do not yet have a complete understanding of the information material to be used in the problem-solving process in learning. Second, intermediate readers are not yet fully familiar with how to access the information needed to solve problems in learning. Third, intermediate readers experience obstacles and barriers in searching for the information they need due to inadequate facilities and infrastructure. Based on these findings, in information literacy learning in fifth grade, teachers need to use The Big Six Information Literacy Model to produce better learning that helps students acquire information literacy skills.

4.2. Discussion

This study discusses the development of a digital-based Big Six Information Literacy (TIL) model for intermediate elementary school readers, tailored to the needs analysis as the initial basis for developing the TIL model in information literacy learning for students. According to Hasugian (2008) and Hasnah (2025), information literacy skills play a vital role in the learning process.

The first finding in the study revealed that fifth-grade students did not have a complete understanding of the reading information that would be used as a problem-solving tool. Therefore, students' information literacy skills need to be continuously honed. As information literacy provides a foundation for individuals through skills and abilities that will be used as lifelong learning, it can support individuals to know how to use the Internet, filter and utilise information, make decisions, and stimulate individuals to think critically and creatively (Hidayah, 2017). The second finding in this study is that students do not yet fully understand how to access information. In contrast, information literacy is a skill and ability that every individual should have, especially students. This is in line with Murti (2018), who states that information literacy is understood as a skill that the public should possess, especially students in the learning process who are faced with so much information from various sources. Information literacy is inseparable from the world of education, which influences the formation of students who can manage the presence of information responsibly and produce students who engage in lifelong learning. The third finding of the study was that students experienced difficulties in obtaining data due to inadequate infrastructure. The data acquisition process can be done by accessing the library, while digitisation can be done using the Internet. In relation to this, Fiqri (2021) argue that to support these activities, school libraries as learning resource centres have a very important role in facilitating all teaching and learning activities in line with educational objectives.

In this regard, teachers have a highly vital contribution in utilising or implementing literacy models in school learning, which will be sustainable in the daily habits of students. Information literacy contains knowledge and individual information needs with the ability to identify, locate, evaluate, reflect, organise information, create and communicate information that has been obtained more precisely to overcome problems faced by an individual (Batubara, 2015). Therefore, to be able to meet the need for information, recognise accurate and relevant information, know how to access information, and then organise the information that has been collected and

communicate it, this study developed a digital-based Big Six Information Literacy (TIL) model for elementary school readers with the following six components.

4.2.1. Problem Formulation Component (Task Definition)

Problem formulation (task definition) is the first stage students use to solve problems related to informational texts. At this stage, students can determine keywords from the informational text and then identify, search for, and collect information related to or connected with the keywords that are the problems in the informational text.

In relation to the problem formulation component, in this study, students were divided into small groups consisting of 3-4 people. Each group was given an expository text with different types of information, and each group defined the problem from the text. Previous research on this component was conducted manually without digital devices, whereas this study was conducted using digital devices.

4.2.2. Information Seeking Strategies Component

At this stage, students determine the information sources to be used and select the best sources relevant to the keywords in the information text specified in the first stage without the help of the teacher. Students discuss with each other in their respective groups and reach a decision based on the results of the discussion, then determine the type of information source to be used so that they can find the best information sources. At this stage, students select articles and news as the types of information that will be used as materials to solve problems. Since this research is digital-based, the information-seeking strategies chosen by students are technological devices such as smartphones, personal computers, tablets, or iPads. In this study, students use computers connected to the Internet to conduct virtual information searches.

4.2.3. Location And Access Component

At this stage, students begin searching for and accessing information. Pattah (2014) argues that students should have information literacy skills that support their literacy skills, namely network-building literacy and library-based literacy.

The location access used by students is the information and communication technology laboratory, as it is related to the use of computers as tools and infrastructure. This is related to the digital-based implementation of the TIL model. Therefore, the access used by class participants is not limited to the conventional use of libraries, so that they can utilise the available facilities, namely the information and communication technology laboratory owned by the school for use by fifth-grade students in the process of acquiring and accessing the information needed (Batubara, 2017). Previous research on the location and access components using the TIL model by previous researchers utilised the existing library location and access in schools. However, in the school where the research was conducted, there was no library, so solutions and innovations were needed. Therefore, this study adopted a digital-based approach, namely the utilisation of a computer laboratory connected to the Internet as a means of accessing and collecting information virtually (Yati, 2019).

Based on the results of the analysis in this research component, fifth-grade students worked together by dividing the tasks of searching for the information they needed as much as they could. The search for information related to the problem keywords was carried out in several ways, namely using a browser or web browser through a computer device, accessing or navigating internet web pages, and visiting several websites.

4.2.4. Information Utilisation Component

After going through the previous three stages, in the fourth stage, students followed up on the results of the various information obtained previously by sorting and selecting information that was highly relevant and accurate according to the keywords found in the problems in the information text.

Before filtering the information needed according to the keywords in the text, students first read all the information they have obtained in the previous stage. This is called the information utilisation process. Fifth-grade students utilise information through basic literacy activities, namely reading informational texts and listening to information presented by other group members regarding the information they have obtained.

The most basic literacy skills that students must have are reading, listening, and writing. Students can be considered literate when they are able to use the information they obtain wisely, whether from reading, listening, or writing (Koesoema, 2017; Wandawati, 2024). In line with Koesoema's statement, the class teacher previously described information literacy learning in grade V as a process in which students read textbooks and brainstorm with group members about the information. This was not optimal.

Fifth-grade students mostly used reading activities from the four basic types of literacy to acquire and utilise information. They read and listened to information that had been obtained previously, then selected and sorted the information that was most relevant to the problem's keywords.

4.2.5. Synthesis Component

Synthesis is the fifth stage in the TIL model. At this stage, fifth-grade students perform two activities, namely (1) organising supporting information that has been obtained previously. Fifth-grade students discuss with their group members to arrange the information they have obtained and previously sorted in a logical order. The information is then presented in a presentation medium such as Canva and Microsoft PowerPoint. (2) Students, together with their group members, present the information they have obtained through group presentations in turn. Each group presents the information they have obtained in front of the other groups as a result of the tasks completed in the previous stages.

In this synthesis stage, students compile the information they have obtained previously and arrange it into a logical structure. Eisenberg and Berkowitz (2000) argue that in the process of organising information, students can make bibliographic notes or content notes, with the aim of facilitating the retrieval of information whenever the data is needed again.

4.2.6. Evaluation Component

The evaluation component aims to develop students' skills and abilities when searching for information using specific search strategies so that they can successfully find accurate and relevant information and sources to fulfil their information needs (Fiqri, 2021). Evaluation is the final stage in the TIL model. At this stage, students and the entire group evaluate the process and results that have been carried out. Fifth-grade students present their findings in turn, starting from group 1 to group 5.

When one group presents the information they have obtained, the other groups observe, listen, pay attention, ask questions, and give suggestions to the group that is presenting. This is a form of evaluating the process and results of information searching. This process shows the level of understanding and critical thinking of students that has been honed and developed, as evidenced

by their responses in the form of critical questions and their ability to provide suggestions on the results of the discussion of information presented by other group members.

After developing the digital-based The Big Six type TIL (The Information Literacy) model for information literacy, which was previously adjusted to the results of the needs analysis, the results showed that students were able to understand the information used to solve problems and identify how to access the information needed through a browser.

Based on the analysis conducted using Miles & Hubermans (1992), from the TIL Model development research with the six components of The Big Six, starting from the problem formulation component to the evaluation component, it was found that fifth-grade students who previously only utilized limited information search references through textbooks or workbooks and brainstorming activities, through the digital The Big Six type TIL (The Information Literacy), digital information literacy learning was conducted digitally with broader exploration opportunities.

5. Conclusion

Information literacy in elementary schools for intermediate readers based on needs analysis needs to be developed using the digital-based Big Six Information Literacy (TIL) model in information literacy for intermediate readers in elementary schools. This study found problems in information literacy learning, which became the basis for developing a digital-based Big Six Information Literacy Model in the information literacy learning process for intermediate readers in elementary schools, especially in grade 5 phase C elementary schools. The level of information literacy of fifth-grade elementary school students as intermediate readers in understanding information was taken into consideration. In addition, based on the analysis of the problems that arose, namely that students could not yet fully understand the information obtained to be able to solve problems, did not yet fully know how to access the information needed, and there were obstacles in finding the information data needed due to a lack of facilities and infrastructure.

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