COMMUNITY INFORMATION BEHAVIOR IN THE ERA OF INFORMATION DISCLOSURE

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ABSTRACT

The purpose of this study was to determine the behavior of information in the community of Nusa Penida District, Klungkung Regency, Bali. The method used in this study is a quantitative descriptive method using the Niedzwiedzka Model. The population of this research is the people of Nusa Penida, amounting to approximately 50,000 people spread over 16 villages. Determination of the sample using the Slovin formula with an error rate of 10% so that a sample of 110 people is obtained. The sampling technique in this study used a stratified random sampling technique. The data collection technique of this research used a questionnaire. The results of this study are expected to provide an overview of the behavior of identifying information needs, decisions to seek information, behavior of implementing strategies in finding information. In addition, this study will find information selection behavior, namely by comparing and evaluating information with their own knowledge and then selecting relevant information.

Keywords: *Information behavior, niedzwiedzka model, information seeking behavior*

1. PREFACE

Based on data from the Ministry of Tourism and Creative Economy, in January 2019 the average tourist visit to Nusa Penida in a day could reach 10,000-15,000 visitors from international and domestic. This further strengthens Nusa Penida as one of the main destinations in Bali today. Nusa Penida sub-district is a sub-district in Klungkung district, Bali, Indonesia. Its area is 202.84 km². The population is 45,110 people by BPS Census [1]. Nusa Penida sub-district is divided into 16 villages, namely: Batukandik, Batumadeg, Batununggul, Bunga Mekar, Jungutbatu, Toyapakeh Village, Klumpu, Kutampi, Kutampi Kaler, Lembongan, Ped, Pejukutan, Sakti, Sekartaji, Suana and Tanglad.

The number of visitors from outside the Bali area, especially abroad has brought changes in the social influence of people's habits in Nusa Penida. One of the things that can have an effect is a person's habits in obtaining information, sorting, and disseminating information. A person's bad habits in the habit of information will have a bad impact on social life. Information is very easy to spread regardless of the borders of a country. Even in Indonesia itself, which is a democratic country, has been protected by the Constitution. The 1945 Constitution of the Republic of Indonesia Article 28 F states that every person has the right to communicate and obtain information to develop his personal and social environment, and has the right to seek, obtain, possess, and store information by using all available channels.

Information behavior is a term in the study of library science. Information behavior is formed from two words, namely behavior and information. Behavior is a response to a stimulus. While information is everything that is communicated or delivered both orally and in writing, in the form of symbols, data, numbers, and so on. Information behavior is needed in the era of

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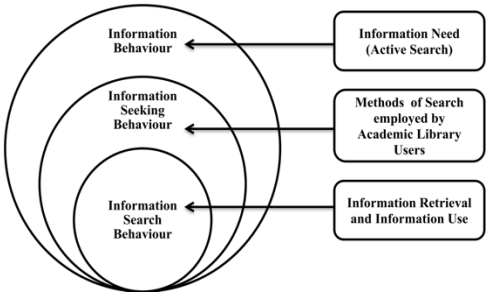
information disclosure. This relationship can later have an impact on many aspects of life such as ideology, politics, economy, society, culture, defense, and security.

Based on the Research Master Plan (RIP) of Udayana University 2017-2021 in the leading fields of Tourism, Economics and Socio-culture, the research map targets the third point, namely, product and packaging design for the tourism industry. In line with the government program for Nusa Penida, it is required to implement sustainable tourism (sustainable tourism). To support sustainable tourism in Nusa Penida, data on the information behavior of the community is needed in order to determine policies, especially in relation to tourism policies after the enactment of the new normal tourism era. There has been no research or research conducted before to see and measure the level and mapping of people's information behavior. The purpose of this paper is to find out the Information Behavior of the Public in the Era of Information Openness. The benefits of this research can be the basis for consideration of policies for the development of Nusa Penida tourism areas in accordance with the mapping of the information behavior of the community. In addition, it can be the basis for the development of Nusa Penida as a destination that supports sustainable tourism. Researchers will know the mapping of the information behavior of the people of Nusa Penida, especially the ability to identify (identification), the ability to determine to find information (finding), the ability to find information strategies (strategy), the ability to select (select)and the ability to use information (usage) [2]. The next researcher will have a reference on research on the topic of information behavior, especially in the people of Nusa Penida. The scope of this research consists of the level of information literacy in the people of Nusa Penida, in particular the ability to identify (identification), the ability to determine to find information (finding), the ability to find information strategies (strategy), the ability to select (select)and the ability to use information (usage).

Information search is an attempt to obtain information in meeting one's needs and gaps. Information search is a process in solving information cases. Information seekers such as lecturers, students, librarians, and other academic communities are the subject of information seeking theory [2]. Information seeking behavior is behavior at the macro level (microlevel), in the form of seeking behavior that shows a person interacting with information systems. This behavior consists of various forms of interaction with the system, both at the level of interaction with the computer, as well as at the intellectual and mental level (eg, the use of Boolean strategies, or the decision to choose the relevant book among the rows of books in the library [4].

Figure 1
Wilson's Nested Model Adapted to Academic Library Users' Practices by Wilson [3]



According to Costa and McCrae cited by Heinstrom [4], there are 5 dimensions of personality and the influence on information behavior, including:

(a) Neuroticism (neuroticism), which is a measure that affects an emotional control. Low levels of neuroticism indicate emotional stability while high levels of neuroticism increase the likelihood of experiencing negative emotions in the sense that emotions cannot be controlled. A person with a high level of neuroticism will be more easily disturbed by stimuli in the surrounding environment. They often become worried, temperamental, unstable, and sad.
(b) Extraversion-introversion, a dimension of contrast that comes out of a person's character. Extroverts tend to be more physically and verbally active whereas introverts are independent, stable, and tend to be aloof.
(c) Openness to experience, which is a measure of breadth, depth, and variability in one's imagination and experience. Factors related to the openness of this experience include intellect, openness to new ideas, cultural interests, talents, education, creativity and interests.
(d) Scale agree ableness, scale that relates to nurturing, caring, and emotional support for competitiveness, hostility, injustice, selfishness and jealousy.
(e) Conscientiousness which is a measure of goal-directed behavior and the amount of impulse control. Awareness is associated with educational achievement and in particular for the will to achieve something. The more careful a person is, the more competent and responsible he is for something he does.

According to Sulistyo-Basuki [5] the behavior of user information is influenced by various factors including: (a) education or user experience; (b) accessibility of information units; (c) availability of information sources; (d) availability of time for users to search for information; and (e) facilities and infrastructure.

So, based on the statements above, it can be seen that Information behavior is the overall pattern of human behavior related to engaging in information, requiring, thinking about, treating, seeking, and utilizing information from various channels, sources, and other information storage media.

According to Kingrey [6] information seeking behavior is determined by several factors, namely; cognition, environment, and purpose. In information seeking behavior is influenced by educational background, frame to reference, the environment in which the individual works, and the purpose of seeking information. In addition, there are also internal factors that influence the behavior, such as motivation and other technical and non-technical reasons {7]. The use of information source media is also one of the reasons for a person's information seeking behavior, both in terms of economy, convenience, effectiveness, and the validity of information. Based on the statements above, it can be stated that information seeking behavior is behavior that shows a person interacting with information systems. This behavior consists of various forms of interaction with the system, both at the level of interaction with the computer, as well as at the intellectual and mental level [8].

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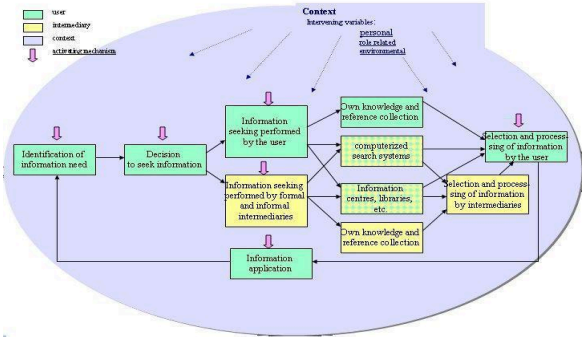
Figure 2
Information Behavior, Model by Niedzwiedzka [9]



Information behavior has many models, which then from the many models of information behavior formulated by scientists in the field of information science. The information behavior model that was first shown was by Wilson in 1981 and 1996 [10]. However, with the current development of the information world, the world of information is experiencing very rapid development, a variety of information comes with a very diverse model of the information behavior model that was first proposed. By Wilson in 1996 which consists of psychological conditions, demographic variables, one's role, environmental variables, and characteristics of information sources. In 2003 Niedwiedzka revised what Wilson had stated. Niedzwiedzka made a revision in 2003, he formulated information behavior based on the corrections he found in Wilson's 1996 information behavior [11]. As for the information behavior model resulting from the revision, Niedzwiedzka started the information model with several stages, namely:

(a) Identifying information needs

Certain needs, therefore, if the information needs are not met, it will create a problem for the user. Information needs for the user can be identified by identifying the user's needs. Identification in needs is the initial stage of a person's thinking when looking for information, what to look for, how to look for it, and through what to look for information.

(b) Deciding to find information

After identifying the information needs, then deciding to find information and finding out how to find the information according to what is needed and the media used. In deciding to search for information, a person begins to focus on the type of information that is accurate with the topic being sought and in accordance with his contextual needs.

(c) Implementing an information discovery strategy

In implementing an information discovery strategy, users must know that to obtain and find information, the first thing to do is to determine what funds are needed and what to look for, and then the media or tools that will help find the information needed.

(d) Selecting information

After information is found, then the information is selected which is relevant to its needs so that it can answer all information needs. In selecting information, it can be done by: Accommodating all the information obtained, taking one of the useful information in a particular source of information, checking the accuracy of the information that has been found.

(e) Using information

After the information has been selected, it is used according to the needs of an individual or group. In the use of information, each individual performs physical or mental actions when a person combines the information obtained with the basic knowledge previously possessed so that the relevant information can be used properly [12].

2. RESEARCH METHOD

This type of research is quantitative descriptive, where all the data obtained will be explained and presented in the form of a table and described according to the questionnaire questions. In this research, the method used is descriptive research method. This method is done by describing the data that has been collected as it is. The location of this research is in Nusa Penida which is divided into 16 villages, namely: Batukandik, Batumadeg, Batununggul, Bunga Mekar, Jungutbatu, Toyapakeh Village, Klumpu, Kutampi, Kutampi Kaler, Lembongan, Ped, Pejukutan, Sakti, Sekartaji, Suana and Tanglad. The population of this research is the people of Nusa Penida, amounting to approximately 50,000 people spread over 16 villages. Determination of the sample using the Slovin formula with an error rate of 10% so that a sample of 110 people is obtained.

Based on the results of the study, it was found that the ability to identify (identification) begins with several stages, including defining the topic/subject.

Based on data with a total percentage of 100% and 110 respondents, 20 respondents (18%) very often identify information by determining the topic or subject first before searching and searching for information and as many as 40 respondents (36%) often identify information by determining the topic or subject first before searching and searching for information. In addition, as many as 40 respondents (36%) stated that they sometimes identify information by determining the topic or subject first before searching and searching for information and as many as 5 respondents (5%) stated that they rarely identify information by determining the topic or subject first before searching and searching for information. browse information. Finally, only 5 respondents (5%) stated that they had never identified information by determining the topic or subject first before searching and searching for information. by determining the topic or subject first before searching and searching for information and the lowest percentage (5%) as many as 5 respondents who stated that they had never identified information by determining the topic or subject first before searching and searching for information.

Based on data, with a total percentage of 100% and 110 respondents, 23 respondents (8%) frequently explore information, indicated by their ability to use Boolean Operator search strategies (AND, OR and NOT). A total of 27 respondents (22%) often explore information as indicated by their ability to use Boolean Operator search strategies (AND, OR and NOT). Furthermore, 50 respondents (48%) occasionally explored information as indicated by their ability to use Boolean Operator search strategies (AND, OR and NOT). A total of 5 respondents (5%) rarely explore information as indicated by their ability to use Boolean Operator search strategies (AND, OR and NOT). and finally, there are 5 respondents (5%) who have never explored information as indicated by their ability to use Boolean Operator search strategies (AND, OR and NOT). The conclusion from the table above is that the highest percentage (48%) of 130 respondents sometimes explores information as indicated by the ability to use Boolean Operator search strategies (AND, OR and NOT) and the lowest percentage, 19 respondents (7%) rarely explores information. demonstrated by the ability to use Boolean Operator search strategies (AND, OR and NOT).

Based on data with a total percentage of 100% and 110 respondents, 25 respondents (23%) chose the form of digital (electronic) information. Furthermore, 44 respondents (40%) chose the form of audio-visual information. A total of 23 respondents (21%) chose the printed form of information. Furthermore, 17 respondents (16%) chose a combination of digital (electronic), audio-visual and printed information. Finally, none of the respondents (0%) stated another form

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of selecting information. The conclusion from the table above is that the highest percentage of 44 respondents (40%) chose the form of audio-visual information and the lowest percentage (0%) was that none of the respondents stated other forms of choosing information.

Based on data, with a total percentage of 100% and 110 respondents, 16 respondents (15%) very often organize information, indicated by their ability to organize and sort information. Furthermore, 21 respondents (19%) often organize information as indicated by their ability to organize and sort information. A total of 29 respondents (26%) stated that they sometimes organize information as indicated by their ability to organize and sort information. Furthermore, as many as 22 respondents (20%) stated that they rarely organize information as indicated by their ability to organize and sort information. The conclusion from the table above is that the highest percentage of 29 respondents (26%) stated that they sometimes organize information as indicated by the ability to organize and sort information. and the lowest percentage as many as 16 respondents (15%) very often organize information indicated by the ability to organize and sort information.

Based on data with a total percentage of 100% and 110 respondents, 17 respondents (16%) stated that they created information by arranging information according to their opinions in a meaningful way. Furthermore, 29 respondents (26%) stated that they created information by revising and editing, alone or with a motivational guide to seek information. A total of 44 respondents (40%) stated that they created information by finalizing the bibliographic format. Furthermore, as many as 11 respondents (10%) stated that they were looking for information with the ability to write works. Finally, 9 respondents (8%) stated that they created information by understanding Intellectual Property Rights. The conclusion from the table above is that the highest percentage, 44 respondents (40%) stated that they created information by finalizing the bibliographic format and the lowest percentage, namely 9 respondents (8%) stated that they created information by understanding Intellectual Property Rights.

Based on the data with a total percentage of 100% and 110 respondents, 24 respondents (16%) stated that the way to understand information was to read carefully. Furthermore, 42 respondents (28%) stated that the way to understand information was by having discussions with the teacher. Then, 13 respondents (8%) stated that the way to understand information was by comparing it with information from books/other sources, as many as 12 respondents (8%) stated that the way to understand information was by discussing with friends and the last 61 respondents (40%) stated that the way to understand information is to have discussions with parents. The conclusion from the table above is that the highest percentage (60%) as many as 61 stated that the way to understand information was by discussing with parents and the lowest percentage (8%) as many as 8 respondents stated that the way to understand information was by discussing with friends.

3. RESULT AND DISCUSSION

Most of the respondents (81%) define the topic/subject before searching for information. Determining and understanding the presentation target by respondents is done by understanding the study to be read (80%). Furthermore, respondents choose the relevant format for the final product by determining what form of media will be used in conducting the search. The important point at this stage is by identifying keywords, most respondents (89%) first identify keywords before conducting a search and then plan what search strategy to do and finally identify various types of information sources.

The second stage in this evaluation is the ability to explore (explore), almost half of the respondents determine the location of the source according to the topic (50%) and most of the respondents find information that is appropriate to the topic (79%) and only some respondents (37%) conduct interviews, field trips or other outside research. Stages of selection ability (select), most respondents (82%) choose relevant information and determine which sources are too easy, too difficult or appropriate (84%). Furthermore, recording relevant information by making notes or making visual organization such as carts, graphs, charts, summaries is done by 66% of respondents. Identifying the stages in the process is done by mapping out which information is appropriate for some respondents (85%). Most respondents collect appropriate citations and identify the stages in the process. Organizing information, sorting information, then distinguishing between facts, opinions and fantasies, then checking whether there is bias in the source and arranging the information obtained in a logical order and using visual organizers to compare or contrast the information obtained.

Most of the respondents have the ability to create information, with the following details: arranging information according to opinions in a meaningful way (93%), revising and editing, alone or with a supervisor (70%) and finalizing the bibliographic format (73 %). Stages of presentation skills (present), it is stated that most respondents practice presentation activities well (80%), then share information with appropriate people or parties (69%), then present information in the right format according to the audience (73%) . Finally, respondents arrange and use the appropriate equipment (69%). Stages of assessment ability (assess), it is stated that respondents receive input from other students (66%) and self-access performance in response to an assessment of work from the teacher (82%) and reflect on how far they have succeeded and determine whether skills are still needed and consider what could be done better the next time (77%)

The final stage in this evaluation is to measure the ability to apply (apply) in utilizing information starting with reviewing inputs and incoming assessments (70%). Then, using input and assessment for the purposes of the next learning/activity (55%) and encouraging the use of knowledge gained from various situations (74%). Furthermore, defining skills can now be applied to the subject (75%) and adding products to the production portfolio (66%).

4. CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the study, it was concluded that most of the respondents already had good identification skills, qualified exploration skills, critical selection skills, the ability to organize carefully, and then the ability to create information. It is also good, the presentation ability is not optimal, the assessment ability is quite good and the application ability in utilizing information is good.

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