Eco-Friendly information literacy in green and sustainable business programs

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Abstract

Background of the study: Eco-friendly information literacy plays an important role in helping to change public behavior towards a more environmentally friendly lifestyle.

Purpose: The aim of this research is to examine various aspects of information literacy within the green and sustainable business programs conducted by The Local Enablers (TLE) in an eco-friendly context.

Method: The research method employed is qualitative descriptive study. The research subject is based on the involvement of specific parties with the research object to be studied in-depth. The subjects involved in this study consist of several individuals who play roles in the TLE project team during the planning and implementation of green and sustainable business programs.

Findings: This research outlines the information literacy process in the green and sustainable business program at TLE according to the Big6 Model theory, from problem formulation to information evaluation. The Big6 Model assists TLE as a problem-solving framework for the information needs of the green and sustainable business program. Each member of the TLE team is able to explain the process of searching for and using information during program development.

Conclusion: Eco-friendly information literacy is well-established within TLE, where they actively seek out and implement new environmental information within the TLE ecosystem. In designing and implementing green and sustainable business programs, TLE recognizes the urgency of environmental issues and understands that the process of information literacy is an effective problem-solving tool.

Keywords: Information Literacy, Eco-Friendly, Sustainable Program.

Introduction

In 2022, waste in Indonesia reached 36 million tons, with household waste being the largest contributor at 38.4%. The amount of waste increased from the previous year, where in 2021, the waste generated was 30 million tons. Out of the 36 million tons of waste, only 22.5 million tons were managed through reduction, sorting, and processing. This data is reported by the National Waste Management Information System (SIPSN) for 2022 (Kementerian Lingkungan Hidup dan Kehutanan, 2022). This alarming situation worsened during the prolonged pandemic, resulting in an increase in waste generation by 27-36%, comprising packaging waste such as bubble wrap, cardboard, and other packaging materials (Febianto, 2021). This phenomenon is partly due to online shopping activities, resulting in paper, cardboard, ribbon decorations, stickers, and styrofoam waste.

The increasing human needs each day fuel the debate over this concerning waste situation. Directly or indirectly, this situation has negative effects on the environment. Human activities significantly impact natural systems, which also affect their quality of life. Therefore, it is important for individuals to increase their awareness of the environment. Contributing to reducing the negative environmental impacts involves guiding individuals to improve their decisions regarding environmental issues. Thus, there is a responsibility and obligation to change and develop concepts of eco-friendly information literacy. Individuals who are environmentally literate can help inform well-informed public policy decisions collectively. This way, institutions and communities can enhance awareness of the importance of eco-friendly information literacy (Kaya & Elster, 2019).

Every piece of information that humans receive influences their perception and behavior. Information holds value as it supports human life in its various needs. The importance of information in every decision-making and problem-solving process requires skills in processing and utilizing information, known as information literacy. Information literacy is an individual's necessity to harness their potential and skills in processing and understanding information during their daily activities (Sukaesih, 2019). The form of information literacy application that mobilizes communities in the process of searching for and using information is illustrated in the study of Literasi Informasi Kesehatan Lingkungan pada Masyarakat Pedesaan: Studi Deskriptif di Desa Nagrog Kecamatan Cicalengka (Saepudin, 2013). In their research, factors driving communities to seek environmental health information are based on extrinsic factors such as unhealthy environments, unclear drinking water, and trapped polluted air in homes. From this phenomenon arises community initiatives to investigate the causes of these environmental issues affecting health, thus prompting a process of information literacy to find solutions.

Another study that examines the implementation of information literacy skills is the study of Model Literasi Informasi Pengajar dalam Mengembangkan Model Kecerdasan Ruang Visual (Spatial Intelligence): Studi pada Para Peserta Bimbingan Belajar Villa Merah Bandung (Winoto et al., 2020). The research focuses on educators' perspectives on information literacy and the literacy patterns they employ when seeking information. The study concept revolves around literacy patterns linked to information search steps, based on The Big6 Model theoretical framework. Next, the study on Mengasah Kemampuan Intelektual Melalui Literasi Informasi Model The Big6: Integrasi Dengan Pembelajaran Model Berfikir Induktif (Hastuti, 2019). This research creates a procedure for implementing information literacy by teachers as educational facilitators in school environments through various learning models supported by school facilities and infrastructure. By integrating information literacy into the learning process, students will gain the ability and skills to effectively and efficiently complete tasks assigned by teachers.

Observing the phenomenon of information literacy capability, The Local Enablers

(TLE) acknowledges the existing social reality through their green and sustainable business program in collaboration with Tokopedia, aiming to create a green-based campaign program rooted in environmental responsibility. An important aspect in designing environmentally sustainable programs involves stakeholders who understand the urgency of environmental issues through information literacy processes. The challenge in eco-friendly information literacy isn't just presenting facts or data known to the public, but also providing education that raises awareness and encourages self-reflection among individuals and their environment (Boehnert, 2015). In relation to the issues outlined, it is important to delve deeper into how information literacy can address societal issues qualitatively and descriptively. Using a qualitative descriptive research method, this study aims to explore the phenomenon or social reality through the lens of eco-friendly information literacy in the green and sustainable business programs at The Local Enablers.

The Local Enablers, prioritizing social goals and focusing on social values in its various programs, present an intriguing subject for further investigation into information literacy within its initiatives. Research focusing on eco-friendly information literacy issues remains scarce, presenting an opportunity to open new perspectives and discussions. Environmental concerns are gaining attention from government policies to sustainable food packaging alternatives. Applying The Big6 Model theory, studying eco-friendly information literacy in TLE's green and sustainable business programs can depict and explain the information literacy process—from problem formulation, information search strategies, location and access of information, information utilization, synthesis of information, to information evaluation. This research aims to outline an effective program design perspective on information literacy not only within environmental scopes but also applicable across various fields.

Method

Research Type

The research method employed is qualitative descriptive study. Qualitative research aims to understand phenomena as they naturally occur, based on subjects described in words and sentences within specific natural contexts through various involved approaches. Qualitative research results focus more on meaning rather than generalization (Sugiyono, 2013). Qualitative research using a descriptive approach is conducted to explore a social phenomenon by explaining various related variables of the issue under study, aimed at deriving the underlying causes of such a social phenomenon (Samsu, 2017). Using a qualitative descriptive method, this research aims to explore the phenomenon of eco-friendly information literacy in the green and sustainable business programs at The Local Enablers.

Population and Sample

The research subject is based on the involvement of specific parties with the research object to be studied in-depth. The subjects involved in this study consist of several individuals who play roles in the TLE project team during the planning and implementation of green and sustainable business programs. Data sources are determined from informants who will be interviewed using purposive sampling, where informants are selected based on specific considerations and objectives (Sugiyono, 2013). The object of this research is Eco-friendly Information Literacy within the Green and Sustainable Business Program at TLE. Eco-friendly Information Literacy will be utilized to explore the representation of the Green and Sustainable Business Program using The Big6 Model.

Research Location

The research on eco-friendly information literacy in green and sustainable business programs is conducted at Rumah Kolaborasi The Local Enablers, located at Jalan Ciwulan Number 24, Cihapit Village, Bandung Wetan District, Bandung City, West Java. Data collection for the study took place over a period of 3 months, from July to September 2023.

Data Collection

The primary data sources for this research are observations and interviews with individuals involved in the green and sustainable business program at TLE. Secondary data, which supports and complements the study, includes literature reviews, documents, photos, letters, and other materials. Secondary data for this study consists of literature reviews and documents from the green and sustainable business program, as well as input from participants or supporters involved in the program at TLE.

Data collection techniques employed first involved observation. During research observations, the researcher actively participated in the activities of the green and sustainable business program, working alongside the data sources as part of the TLE project team during the planning and implementation phases. In this study, the researcher engaged in participant observation. Subsequently, interviews were conducted to gather more open and in-depth information from key informants involved in the green and sustainable business program at TLE. Finally, documentation was carried out using archival records from the program, as well as literature such as books, journals, previous research, and relevant scholarly articles.

Data Analysis

This research employs data analysis techniques conducted throughout the study, including data reduction, which simplifies the data. The data reduction in this research focuses on the process of eco-friendly information literacy in TLE's green and sustainable business program. Subsequently, the data is presented narratively, and conclusions are drawn through verification and repeated reviews to ensure that the research questions are answered with reliable conclusions.

Result and Discussion

Overview of the Green and Sustainable Business Program at The Local Enablers

The Local Enablers, hereafter referred to as TLE, is a social enterprise and business incubator that fosters the growth and development of innovations and creativity impacting both society and the environment. By prioritizing collaboration and empowerment, TLE has an ecosystem consisting of several units, each with its own focus and specialization, all contributing to social impact from upstream to downstream (*The Local Enablers, 2022a*).

Picture 1. The TLE ecosystem consists of several business units (*The Local Enablers*, 2023)

The Local Enablers is an inclusive ecosystem established as a model for human resource development based on innovation and social impact. The TLE ecosystem was created using systems thinking and design thinking approaches for individuals and organizations as a foundation for generating solutions and innovations over a period of 14 years. During this period, TLE, as an inclusive ecosystem, has also designed, initiated, driven, and provided entrepreneurial support for SMEs (Small and Medium-Sized Enterprises) and IDEs (Innovation-Driven Enterprises) *(The Local Enablers*, 2023).

With the introduction of green and sustainable business programs, Tokopedia invited TLE to partner in launching the Tokopedia Hijau program in its initial phase (Rizqyta & Tharina, 2023). Tokopedia Hijau is an initiative by Tokopedia aimed at encouraging sellers on its platform to participate in environmental conservation efforts. The program focuses on the importance of practicing eco-friendly business and provides guidance to sellers on implementing small, positive environmental steps in their daily activities and business operations. Not only for sellers, Tokopedia Hijau also invites buyers to participate in environmental conservation efforts. As part of the GoTo Group, Tokopedia is committed to engaging its strategic partners, including sellers and buyers, in promoting environmental sustainability. The Tokopedia Hijau program is part of Tokopedia's efforts to support GoTo Group's commitment to achieving sustainability by 2030 (Tokopedia, 2023).

The Local Enablers (TLE) share strong values and goals with Tokopedia. TLE's mission and spirit align with Tokopedia's commitment to providing positive benefits for Micro, Small, and Medium Enterprises (MSMEs) in Indonesia. To support Tokopedia's mission of achieving inclusive digital economic empowerment, TLE strives to help by transforming mindsets, enhancing skills, and improving mastery of digital technology. TLE provides several frameworks that can be specifically designed to support Tokopedia in creating environmentally conscious and sustainable business practices among its sellers. These frameworks will strengthen the foundations of the sellers, enabling them to adapt effectively to current changes. The foundational aspects that need development include mindset, culture, skills, tools, organizational management, and technological understanding *(The Local Enablers*, 2022b).

Picture 2. Green and Sustainable Business Transformation at The SME Level: The Tokopedia Approach (*The Local Enablers*, 2022b)

Based on Picture 2, the understanding of sustainable business transformation at the SME level involves specific reasons and insights, indicating that SME operators need guidance to implement sustainable business concepts. Furthermore, this development should be experienced equally by all parties. In the digital era, it is essentially expected to facilitate accelerated equality by enabling interactions between individuals. TLE strives to create these connections among Tokopedia's green sellers to establish a sustainable business ecosystem within Tokopedia (*The Local Enablers, 2022b*).

The Process of Eco-Friendly Information Literacy in Green and Sustainable Business Programs at The Local Enablers

The process of eco-friendly information literacy in green and sustainable business programs at The Local Enablers is delineated and identified through The Big6 Model theory. With The Big6 Model, individuals can learn how to recognize their information needs and proceed through a series of steps to effectively and efficiently solve information-related challenges. The skills outlined by The Big6 Model provide a broad set of logical skills to be used as a framework in developing curricula or frameworks for problem-solving skills in various contexts. The Big6 Model itself is an approach used whenever individuals face information challenges or make decisions based on information (Eisenberg & Berkowitz, 2003). The Big6 Model consists of 6 stages of skills used as tools for planning, searching, using, and evaluating information for diverse needs and subjects.

The initial stage in the eco-friendly information literacy process for green and sustainable business programs at TLE is task definition. During this stage, the process begins with problem formulation. To clarify the environmental topic issues in green and sustainable business programs, TLE takes several key steps. TLE starts with empathizing to understand the background and goals of the program. Further steps involve understanding the phenomena through literature review, observing through social media, and interacting with sustainability and environmental experts. TLE investigates seller habits on Tokopedia and the evolving global e-commerce trends that increasingly support diverse eco-friendly products. As a result, the emerging problem is how to introduce eco-friendly products that address consumer concerns by leveraging existing potential while meeting Tokopedia's expectations and goals.

Further, in identifying information needs related to environmental-friendly initiatives in green and sustainable business programs, TLE engages in extensive discussions with Tokopedia to reach consensus, undergo intensive iterations, and leverage TLE's external network across various green and sustainable business ecosystems. This identification process facilitates information dissemination and data collection. Furthermore, to ensure information needs align with environmental-friendly topics, TLE optimizes social media for desired outcomes. During information needs identification, interviews with experienced practitioners and competent stakeholders are considered foundational in understanding issues and utilizing

references related to green and sustainable business. TLE also utilizes information from university publications and learns from other green and sustainable business programs both domestically and internationally to gain insights into relevant terms. This identification is driven by a desire to comprehend previously unknown aspects in the context of green and sustainable business. Based on an interview with Fauzy Akmal Muslimin, the initial project owner of Tokopedia Hijau, he explains:

> *"When it comes to references, there are actually a lot of green competitions abroad like this. In Indonesia, we call it emerging, it exists and is growing. I learned a lot from other competitions, for example, solutions for waste issues, marine debris, and products from SMEs, and so on. How do they conceptualize it? Not just the green business itself, but the environmental concept. I learned a lot from similar competitions"* (Fauzy Akmal Muslimin, Interview, August 19, 2023).

The second stage of information literacy is information search strategy. In this strategy, the first step is to identify all possible sources of information. The information selection process is based on extensive searches, drawing from credible sources such as UNDP, the UN, and NGOs focused on green and sustainable industries. Further information selection is tailored to the needs of the Tokopedia Hijau program, aligning relevant knowledge and focusing on information necessary for program development. Factors considered in determining the type of relevant information sources include expertise, future trends, credibility, ability to contextualize information, and the impact generated by that information. These abilities depend on systemic understanding, such as structure, function, cause-and-effect relationships, and considering perceptions, motivations, decisions, and regulations (Wiek et al., 2011, p. 6). All these factors aid in selecting the most relevant and reliable information sources to support understanding of environmentally friendly topics. TLE also gathers information from methods or frameworks for developing green and sustainable businesses. Information source determination is based on a decision-making process involving multiple parties, and information is drawn from various sources to generate trusted ideas. Advanced information retrieval is part of information literacy skills, helping to develop effective search strategies, yielding better results in the short term and leaving fewer carbon emissions (Kurbanoglu & Boustany, 2014, p. 54).

> *"Firstly, the factors must be theoretical. We need to understand the definition of green business. For example, concepts like ESG, are they suitable for corporations? We need clarity on the scholarly aspect. Secondly, the credibility of the authors or sources. Thirdly, the experience of the individuals involved. Fourthly, they can contextualize it because the field is vast and extensive, but we need something contextual. So, we understand what is required and the scope of green business"* (Muhammad Hanif Izzatullah, Interview, August 2, 2023)

Then, information search strategies are needed to select the best sources of information. The internet serves as the primary source of information. Many insights are found through online articles and journals, while some originate from real-life cases initially surfaced on social media and later synthesized into literature. Active interactions on social media also enable direct meetings and discussions with individuals experienced in environmental and green business domains. Furthermore, scholarly articles and theoretical sources such as the Harvard Business Review (HBR) are used as foundational theories,

combined with practical insights from experienced practitioners.

Efforts to maintain diversity and accuracy of information involve various sources, primarily derived from digital media such as modules, e-books, and relevant publications. Additionally, insights from printed books authored by committed individuals on environmental and sustainability issues are included. Information accuracy is assessed by comparing it with firsthand experiences, considering temporal relevance and context.

In seeking information, credibility is placed on sources with established theoretical and empirical credentials, as well as informative articles that clearly cite their sources. Digital platforms like Mongabay are recognized as credible sources for environmental and sustainability issues. Integrating digital literacy into the thinking and design process enhances internet utilization as a research tool, facilitating rational comparisons and encouraging critical evaluation of various information sources. It provides diverse creative resources and communication tools (Keane & Keane, 2010).

The third stage involves determining the location and access to information. It begins by allocating information sources, both physical and virtual, using keyword searches to find information on eco-friendly topics. The focus is on stringing together keywords contextually and transforming them into more focused key questions. While the internet serves as the primary information source, the emphasis is not just on keywords but also on how these keywords are structured to fit the context. Using ChatGPT enables searching with clear questions, speeding up research, and saving time. This is outlined by Dwi Indra Purnomo, Founder of The Local Enablers, who states:

> *"Many keywords, but nowadays many also use ChatGPT, which is easier. However, it's not just about the keywords themselves, but how to contextualize them. Crafting keywords in AI now is great because you can find contextual keywords. For example, what are the trends? What are the goals? What do you want to achieve? So how do you do this? That's really good. Right now, I'm not just looking for keywords, but crafting key phrases..." (*Dwi Indra Purnomo, Interview, August 15, 2023*)*

In addition, visuals and images from Pinterest assist in searching for information related to mapping thought systems, design thinking, and problem-solving. Searching for articles and developing theories from foreign universities with relevant expertise also involves reading authors' biographies and works, as well as understanding the thoughts and concepts used in scholarly articles. This strategy enables the search for more relevant information aligned with the focus of the topic under discussion.

In managing search results, the approach involves noting key points, creating a framework of thinking, and brainstorming processes with the team. Aspects such as frameworks, theories, and case studies are explored, then organized and summarized. Subsequently, these pieces of information are integrated into the learning journey. This process also includes discussions with the team and stakeholders to ensure alignment with program goals. Information is conveyed through various methods and involves feedback from program participants. Benefits of this diverse information search approach include enhanced knowledge, understanding, and broader perspectives on the topic at hand. Information technology and communication (ICT) are interpreted as learning tools that expand our capabilities in addressing sustainability challenges (Juuti et al., 2021).

Next, finding information within these sources involves focusing on the gathered information in line with the key points established with Tokopedia. This includes creating learning outcomes that guide determining information relevance. Adapting to the learning

outcomes helps filter and integrate information from various sources. This process entails deciding which information to use based on its relevance to achieving these learning outcomes. Additionally, identifying information sources starts from general sources to more specific ones, then directing towards keywords within the program to obtain more relevant information. From these general information sources, selecting program issue focuses is done to extract information relevant to the needs of green and sustainable business programs.

Comprehensive understanding of environmental topics is gained through various sources and strategies, including alignment with learning outcomes, basic understanding of program contexts, and ongoing learning. To ensure accuracy and relevance of information from various sources on environmental topics, steps involve thorough source research. This includes evaluating sustainability definitions found by checking supporting sources from credible ones with relevant scholarly backgrounds or experiences. Furthermore, information validation is done through meticulous search, sustainability definition evaluation, validation through team discussions, and monitoring new developments in the topic. It's also crucial to have a basic understanding of green business, SME contexts, and program cultures at Tokopedia.

The fourth stage in information literacy is information use. It begins with engagement through reading, listening, and observing. Diligent time management and focus in reading information from various sources are key to engaging with information related to environmental topics. Important books are integrated into daily life and read continuously with marking and internalization of relevant information, while news and critical references are accessed regularly through specific keyword searches. Accessing the latest information is straightforward as the topic evolves. When in-depth understanding is required, experts with deeper knowledge in the field are consulted. Information observation is conducted through re-digestion of key points found, with emphasis on relearning.

Discussion with the team is a crucial stage in the development process of eco-friendly information literacy in green and sustainable business programs. Empathy and listening skills from various external sources outside TLE are the initial focus, bringing in individuals knowledgeable in the field for discussions. Information discovered is shared in near-final form, then through discussions with mentors, credible reference institutions, and the internal team, understanding and perspectives are enriched. The team leader's role is to spark discussions and facilitate team dialogue, validating information in case of differing understandings. Solutions for sustainability issues and leveraging sustainability opportunities require strong collaboration among various stakeholders and negotiations with experts and practitioners from different disciplines (Wiek et al., 2011).

Next, extracting relevant information, it's important to triangulate through questioning various sources with different perspectives and experiences to validate information. Accuracy and relevance of information are also checked through evaluating the sources, media, and issuing institutions, using credibility criteria and the volume of coverage as references. Internal discussions with the team also play a role in re-evaluating found information. Intensive communication with the Tokopedia Green team helps ensure information aligns with program needs. The ability to identify information needs determines whether the information meets user requirements (Saepudin, 2013).

In seeking information, citation or referencing is used to identify sources that support understanding of the topic. Relevant information is integrated into projects by including minimal footnotes and maintaining research ethics and program development ethics through proper source referencing. However, this aspect does not primarily concern creativity in processing information. The emphasis lies more on grasping concepts in emerging green economics without being overly constrained by specific rules or standards. Caution against

plagiarism is maintained by citing sources.

The fifth stage involves synthesizing information skills. By organizing information from various sources, a more comprehensive understanding of environmental-friendly topics is achieved through creating presentation decks that use charts and diagrams to visualize relationships between background, root causes, research questions, and objectives. Concept integration from diverse sources is facilitated by visual thinking, linking relevant information and assembling it into a cohesive understanding. Information summaries are verified and carefully checked, including reassessment for accuracy and consistency with relevant theories and frameworks. Information used in presentations or reports is arranged with source website links, enabling further verification if necessary.

Next, information is presented and delivered to a broader and diverse audience using various information technologies for disseminating knowledge on environmental-friendly topics. Personal and TLE social media, along with communication via email, WhatsApp, and face-to-face meetings, are utilized. Tools like Google Meet, Canva, and Miro are employed for communication and collaboration with stakeholders. Additionally, social media is used to create relevant content and distribute information to diverse audiences, including program participants. These platforms are effectively utilized to ensure information reaches the appropriate audience. Presenting information through digital media with modern tools and methods enables individuals to access and comprehend information easily. Thus, individuals develop skills in navigating information in print or electronic media using information technology, accessing information for evaluation, and presenting it in various formats (ALA, 1989) within (Gündüzalp, 2021).

The effectiveness of presenting and disseminating environmental-friendly information in TLE's green and sustainable business program is evaluated based on participant registration numbers and received feedback. Monitoring registration numbers allows the team to assess how well information is conveyed and make improvements if targets are not met. Audience feedback is gathered through various channels such as email, social media, and internal TLE communications. Revisions and improvements are made based on this feedback, particularly regarding content and delivery methods. Effectiveness measurements also involve pre-tests and post-tests to gauge participants' understanding of the material presented. By taking steps based on this feedback, the program continues to be enhanced for better information delivery in the future.

The final stage involves information evaluation. Effectiveness evaluations of the development outcomes of environmental-friendly information in the green and sustainable business program are conducted through various channels and criteria. Audience feedback, including communication preferences and social media engagement levels, serves as indicators. Assessments also include pre-tests and post-tests to measure participants' understanding of environmental-friendly topics and the program. Furthermore, evaluations cover information delivery aspects such as relevance and the benefits of the information conveyed. These evaluations help ensure that the information provided aligns with previously established goals.

The evaluation of information retrieval and use for the Tokopedia Hijau program is crucial for enhancing information literacy in the future. The evaluation process also includes validating information from various sources such as websites and social media, ensuring only valid information is utilized. To improve skills in searching and presenting information in the future, recommended steps include observing trends and interesting aspects related to green business and engaging in discussions with project owners to gain deeper insights into the topic. The findings from this evaluation serve as a foundation for program improvements and enhancements. This approach helps maintain relevance and timeliness of information. This is

based on an interview with Midrar Yusya during the evaluation of information retrieval outcomes.

> *"To better search for and present information in the future, based on the evaluation process earlier, I believe what can be done to stay up to date is important. It's necessary to observe, particularly related to specific topics in green business, such as trends or current happenings, and what is unique and interesting. From observations typically conducted on websites or social media, these inputs are included for consideration. I always try to discuss these considerations with the project owner"* (Midrar Yusya, Interview, August 3, 2023)

Based on efficiently assessing the outcomes of its processes, information discovery steps such as verifying authenticity, credibility, contextual relevance, and information quality have proven quite effective in finding relevant and high-quality information on green and sustainable business topics. These processes function well, although there is room for improvement in terms of validation by peers and further collaboration through discussions or brainstorming with colleagues. Recommended additional steps include trend observation and attention to green business developments, as well as using hashtags on social media to gather information more rapidly. Evaluating found information relies heavily on client communication or stakeholder engagement to gauge its alignment with indicators. The evaluation process also involves collaboration with experts to ensure the information's relevance and deep understanding of the topic.

Evaluation of the information gathering or selection process regarding eco-friendly topics in green and sustainable business programs concludes that establishing Standard Operating Procedures (SOPs) is necessary to ensure knowledge and information search and usage processes are more effective and consistent in future teams. This evaluation will serve as a benchmark for enhancing reference standards in incubating green business programs going forward. Furthermore, it influences selective information searching methods, enhancing data gathering skills and keyword and hashtag usage to filter relevant information on social media.

Conclusion

The step-by-step information literacy process outlined can be applied by The Local Enablers to demonstrate their responsibility in green and sustainable business programs. They believe that through these programs, they can contribute to environmentally friendly solutions. In the task definition stage, The Local Enablers must understand the topic, identify information needs, and deeply formulate issues and program objectives related to environmental issues. In the information search strategy stage, they need to select relevant and credible sources, consider various perspectives, and devise efficient search strategies to minimize carbon emissions. In determining the location and access to information stage, The Local Enablers need to optimize information retrieval using technologies like AI to save time. In the information use stage, they must verify acquired information through critical analysis and internal team discussions. In the information synthesis stage, they ensure consistency in theories and frameworks used and select appropriate platforms for information dissemination. Lastly, in the information evaluation stage, The Local Enablers require clear criteria to assess information relevance and establish high standards of information literacy for future programs. Thus, they understand the urgency of environmental friendliness and utilize information literacy as an effective problem-solving method.

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Authors' Contributions

All authors have contributed to the final manuscript. The contribution of all authors: conceptualization, methodology, formal analysis, writing original draft preparation, writing review and editing. All authors have read and agreed to the published version of the manuscript.

Conflict of Interest

All authors have no conflict of interest related to this study.

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