Status of local knowledge and information literacy among The Minangkabau Community in Indonesia

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Abstract

Background of the study: The topics of local knowledge and information literacy have tremendously been discussed in research on information literacy and local knowledge around the world, including in Indonesia. However, these aspects are still under-researched particularly when it comes to the issue of the status local knowledge and that is related to information literacy. Based on this main gap, this paper presents a study that examined local knowledge and information literacy, to specifically address the issue.

Purpose: To identify the status of local knowledge and information literacy among the Minangkabau Community in Agam district, Indonesia.

Method: A quantitative approach by using a survey was conducted involving 384 Minangkabau communities in Agam district, Indonesia selected using a random sampling technique

Findings: The findings reveal a significant value of 0.000 (p0.05), indicating that there is a substantial positive link between tacit and explicit knowledge and information literacy. Furthermore, the Pearson correlation coefficient value shows a value of 0.712 which is in the range of 0.60 – 0.799 so it is in a strong category. From the results, the analysis shows that the Minangkabau community has positive information literacy and the local knowledge processes variable can encourage activities of local knowledge in the community, special in Agam district, Indonesia.

Conclusion: Status of local knowledge cover combination of knowledge such as from tacit and explicit will support the Minangkabau community to sustain their local knowledge with accurate information seeking strategies.

Keywords: local knowledge, information literacy, Minangkabau community

Introduction

Local Knowledge (LK) is a form of environmental knowledge that is prominent in the public life of a city or area. So, in terms of a given region and society, LK is a value system carried out by careful interaction with the environment. All types of LK, when internalised, practised, taught, and handed on from generation to generation, produce a pattern of human behaviour towards other people. LK is still stored in a communal society in every tribe in Indonesia. LK is the distinct knowledge of a specific community or culture that has evolved as a result of an ongoing reciprocal relationship between the community and the environment (Wibowo et al., 2021).

According to Gadgil, Berkes, and Folke, despite the variety of indigenous and LK systems across peoples and cultures, there are some common characteristics. For example, knowledge often combines culture, practice, and beliefs and arises from a deep relationship with the environment (Wheeler & Root-Bernstein, 2020). Makino and Delios (1996) define LK as "a broad body of knowledge that includes information and know-how about a specific region's economy, politics, culture, local demands and tastes, infrastructure, resources, and other factors" (Loch & Riechers, 2021).

LK may be characterised as a way of life and knowledge, as well as many living tactics used by the local community in response to various difficulties and requirements. This encompasses how people see and measure their environment, as well as how they solve issues and authenticate new knowledge. It encompasses the processes through which knowledge is generated, stored, applied, and transmitted to others. LK is often shown as separate from expert or scientific knowledge, which is widely assumed to be codified, unambiguous, logical, systematised, placeless, non-contextual, and hence transportable. (Setten & Lein, 2019). That cultures are persistent, that is, past cultures continue to influence current and future societies' cultures and material lives. As a result, LK in communities evolves both historically and in the present (Moshenska, 2018). Almost all information is embedded in local knowledge as the manifestation of a population's local identity, notwithstanding the contemporary globalization of society and the economy (De Lucia et al., 2020).

The Sustainable Development Goals (SDGs) are very significant in community planning. The SDGs' guiding concepts are as follows: Environmental sustainability, social justice, economic efficiency, and cultural compatibility with society are all requirements for progress (Hosseinnia & Shoja, 2017). The SDGs promote alternative individual actions; maintain economic growth while reducing socio-political inequality and conflict, and they take advantage of science and expertise to help with this transition (Marouli, 2021). The SDGs place a strong emphasis on local solutions for achieving global sustainability, particularly those based on accumulated ecological and regional knowledge (Brown et al., 2020).

LK refers to specialised knowledge that is unique to a certain culture or civilisation. This is also known as tribal knowledge, people's knowledge, traditional knowledge understanding, or traditional research. LK is local community knowledge that consists of a collection of acquired experiences and gives information demonstrating the behavioural traits of the local community or local culture. LK includes indigenous, traditional, and inherent knowledge relating to the way of life of local rural people (Sufo Kankeu et al., 2020). So, in terms of a specific location and community, LK is a value system that is carried out through careful interaction with the environment. When internalised, practised, taught, and handed on from generation to generation, all types of LK build a pattern of human behaviour towards other people.

LK in the community is also very dynamic, hidden (tacit), and only owned by certain people or groups, and the transfer process is carried out orally. Although this is very possible the occurrence of deviations, reduction in the value of information, and even loss of knowledge

(information lost) in the transfer process. This greatly affects the survival of the group in the future and has an impact on group identity, not least in the Minangkabau community in Indonesia. As a result, LK must be managed, maintained, conserved, shared, and developed; in other words, LK must be transferred, which is referred to as knowledge transfer.

One of the forums for managing, maintaining, preserving, sharing, and developing LK is part of the knowledge transfer carried out through community groups. This LK can be in the form of derived knowledge from parents, knowledge that comes from personal experience, and knowledge that comes from interactions within groups and external parties. Furthermore, Nonaka and Takeuchi (1995) provide the SECI model, which includes four forms of knowledge transfer: socialisation, externalisation, combination, and internalisation (Bibi et al., 2021). Tacit knowledge is formed as a mental model and technical abilities through socialization (Işık et al., 2021; Zaim et al., 2019). Through imitation, practice, and observation, it is possible to acquire tacit knowledge. The process of making implicit knowledge explicit through the use of metaphors, analogies, hypotheses, or models is known as externalization. The combination is the process of integrating systematic concepts from many explicit information sources into knowledge systems. Explicit knowledge is information that is shared orally or through written materials, meetings, emails, or phone calls.

Individuals depend on information to function in society, hence information literacy (IL) is a necessary precondition for preserving local knowledge as a cultural heritage. The result is that various measures must be implemented to promote the Minangkabau community's learning of information literacy in local knowledge management. The concerns of information literacy and local knowledge have gotten a lot of attention in research on information literacy and local knowledge across the world, particularly in Indonesia. This is followed by literature on how information literacy, local knowledge, and the Minangkabau Community might be improved.

IL is often characterised as an individual's ability to recognise when information is required, as well as a set of skills for seeking, finding, analysing, evaluating, and communicating information. IL competences are described as the gathering, organisation, exchange, development, and optimum use of personal information to improve professional competencies and success in all areas of life and work (Keshavarz, 2021). The capacity to utilise information technology to acquire, assess, and apply what one has learned in school, work, and everyday life is referred to as IL (Leung et al., 2019). IL is critical for human capital development and learning, as well as for lifelong learning and knowledge generation (Dipetso & Moahi, 2019).

IL is described as an integrated set of abilities, knowledge, practises, and dispositions that equip one to ethically seek, interpret, and generate information while gaining a critical grasp of how information systems interact to produce and spread news, information, and knowledge (Head et al., 2019). IL has been characterised as a process that begins with recognising a requirement, then moves on to devising a search strategy, consulting relevant sources, assessing the authority and validity of the information, and eventually employing it (Kurbanoğlu et al., 2019). Assessing information requirements, acquiring access to, accessing, and managing information all need IL skills (Zeeshan et al., 2020). IL activities have a critical part in the process of human development in new multicultural environments.

Although many studies on LK have been carried out, the IL aspect has been neglected. As a result, this study examines the behavior of the Minangkabau community in Agam district, Indonesia, using the variables of IL and LK. Therefore, the purpose of study is to identify the status of local knowledge and information literacy among the Minangkabau Community in Agam district, Indonesia. The findings of this study will help increase public awareness of the importance of LK and the government can take policies to protect LK in Indonesia. This part

will be discussing the fundamental problem of IL and LK is important for social and knowledge development. However, there are a few identified problems as below: illiterate and inadequate management of LK in Indonesia, the knowledge transfer process still not clear, and lack of awareness of the importance of LK for social and knowledge development.

Method

Research type

In order to identify the status of information literacy and local knowledge among the Minangkabau community in Indonesia's Agam district, this study used a quantitative research methodology. There is increasing interest in the application of quantitative tools to Indigenous research in order to supplement qualitative research. Quantitative social science research within Indigenous ways of knowing and being, as reported by Blackstock (2020) and based on Simpson & Mendenhall (2022), emphasizes the possibility of community-based participatory research.

Population and sample

The population of Minangkabau community was selected at the Agam district, Indonesia as one of the largest Minangkabau communities in Indonesia. In the Agam district of West Sumatra, there are 82 villages with a total population of 494,614 in 2020. A sample size of 384 was obtained using a sample size Raosoft Calculator. As for this study, Purposive random sampling used in this analysis because the possibility of elements from the population being selected as sample subjects is known.

Research location

Research location in the district of Agam, West Sumatera, Indonesia. The selection of this location is because Agam district is one of the largest districts in West Sumatera. Agam district has a long and complete history, both in the field of government and in the field of customs. Starting from the Minangkabau Kingdom in the mid-17th century.

Data collection

This study uses survey questionnaires as data collection technique. Survey questionnaires was designed to answer the research objectives with A, B and C section, namely, Section A: Demographic Profile, Section B: Status of Local Knowledge, Section C: Information Literacy. The researcher distributed 500 questionnaires, of which 426 were returned, 42 of which were unusable and 384 were usable.

Data analysis

SPSS version 26 was used to analyze data from this study, which included 384 respondents. The conceptual model of this study included 40 indicator variables measuring the two main theoretical constructs. All of these variables were assessed using a questionnaire developed specifically for this study. The questionnaire for this study used a five-point Likert Scale, with one being strongly disagreed and five being strongly agreed.

Data exploration is considered important as it leads to a better understanding of the nature of data. For descriptive analysis, this study conducted an analysis that started with preliminary data analysis describing the procedures undertaken to cleanse the data, the evaluation of the response rate, and a general description of the survey respondents. Participants were asked to rate items based on variables. The questionnaire asks pertinent questions about the community's information resources and IL.

Result and Discussion

Profile respondent is visually demonstrated in the following format to observe the percentage level and frequency of the sample (N=384).

Table 1. Profile Respondents

Characteristic	Details	Frequency	Percentage
District	Ampek Nagari	3	0.8
	Lubuk Basung	99	25.8
	Tanjung Mutiara	3	0.8
	Tanjung Raya	9	2.3
	Matur	4	1.0
	Tilatang Kamang	2	0.5
	Ampek Angkek	23	6.0
	Candung	5	1.3
	Baso	26	6.8
	Kamang Magek	33	8.6
	Malalak	27	7.0
	Banuhampuh	72	28.8
	Palembayan	8	2.1
	Sungai Pua	2	0.5
	Palupuh	31	8.1
	IV Koto	37	9.6
	Total	384	100.0
Age	16-20	96	25.0
	21-25	114	29.7
	26-30	38	9.9
	31-35	34	8.9
	36-40	29	7.6
	41-45	28	7.3
	46-50	13	3.4
	Over 50	32	8.3
	Total	384	100.0
Gender	Male	129	33.6
	Female	255	66.4
	Total	384	100.0
Education	Junior High School	27	7.0
	High School	140	36.5
	Diploma	48	12.5
	Bachelor	142	37.0
	Postgraduate	14	3.6
	Others	13	3.4
	Total	384	100.0
Occupation	Farmer	16	4.17
	Laborer	8	2.08
	Traders	23	5.99
	Fisherman	1	0.26
	Private Employees	49	12.76
	Housewife	41	10.68
	Student	166	43.23
	Teacher	4	1.04

Civil Servants	30	7.81
Craftsman	4	1.04
Community Leader	1	0.26
For Other	41	10.68
Total	384	100.0

Table 1. Illustrated the demographic profile of the survey for the district, there are 384 respondents in Lubuk Basung 99 (25.78%), followed by Banuhampu 72 (18.75%), IV Koto 37 (9.63%), Kamang Magek 33 (8.59%), Palupuh is 31 (8.07%), Malalak is 27 (7.03%), Baso is 26, Ampek Angkek is 23 (5.98%), Tanjung Raya is 9 (2.34%), Palembayan is 8 (2.08%), Candung is 5 (1.30%), Matur is 4 (1.04%), Ampek Nagari and Tanjung Mutiara is 3 (0.78%), Sungai Pua and Tilatang Kamang is 2 (0.52%).

The most dominant age of the respondents was between 114 (29.69%) were grouped at 21-25 years, followed by 96 (25%) participants in the age group of 16-20 years, 38 (9.89%) were grouped at 26-30 years, 34 (8.85%) were grouped at 31-35 years, 32 (8.33%) were found to be 50 over years old, 29 (7.55%) were grouped at 36-40 years, 28 (7.29%) were grouped into 41-45 years, and 13 (3.38%) were grouped into 46-50 years. It showed also, that the majority of the respondents are female 255 (66.41%) whereas the number of male respondents is 129 (33.59%). Regarding academic qualifications, the most dominant education qualifications of the respondents in bachelor's 142 (37.0), followed by high school 140 (36.46%), diploma 48 (12.5%), junior high school 27 (7.0%), postgraduate 14 (3.64%), and others (graduated from elementary school and did not finish elementary school) 13 (3.38%). For professional qualifications, 16 (4.17%) participants are farmers, 8 (2.08) laborers, 23 (5.99%) traders, 1 (0.26%) fisherman, 49 (12.76%) private employees, 41 (10.68%) housewives, 166 (43.23%) students, 4 (1.04%) teachers, 30 (7.81%) civil servants, 4 (1.04) craftsmen, 1 (0.26) community leader, and 41(10.68%) others.

Nonaka (1994) and Nonaka & Takeuchi (1994) proposed four models of knowledge transfer formation, generally known as the SECI Model (1995). Local society's knowledge is characterised by unstructured tacit information and is kept in the knowledge owner's memory. Describes the transmission of information within an organisation or in everyday life activities, which may be obtained from tacit or explicit knowledge. Furthermore, explicit and tacit information interact in real time.

Table 2. Status of Local Knowledge

Variables	Item	Mean	Std.	Dev.
Local Knowledge	Socialization	4	4.31	.698
	Externalization	4	4.28	.708
	Combination	4	4.35	.677
	Internalization	4	4.17	.778
	Overall Mean Score for Status of Local Knowledge		4.27	

The researcher used a 5-point Likert scale to measure the status of local knowledge transfer. Table 3 presents a descriptive analysis of local knowledge transfer. According to the findings, the highest mean value for explicit knowledge: combination (M=4.35) consists of Minangkabau traditional art functions as an educational medium, transfer of knowledge and experience is carried out through formal and informal discussions, getting used to learning from

reading books, news, and documents local knowledge, and become familiar with proverbs. Accessing results from seminars, workshops, training programs, or conferences, managing LK training programs, encouraging LK activities in the community, and organizing meetings, seminars, roadshows, or conferences have the lowest mean recorded (M=4.17). The overall mean for the Minangkabau community's state of local knowledge transfer is 4.27. This study used standard dimensions for IL in the Big 6 Model. Within this study, the dimensions proposed were the most suitable to measure information literacy in the Minangkabau Community Indonesia.

Table 3. Status of Information Literacy

Variables	Item	Mean	Std.	Dev.
Information Literacy	Definition of information needs	4	4.30	.708
	Information seeking strategies	4	4.32	.724
	Location and access to information	4	4.24	.756
	Information usage	4	4.20	.610
	Synthesis: information organization	4	4.10	.798
	Evaluation	4	4.17	.764
	Overall Mean Score for Status of Information Literacy	4.22		

N= 384
1= strongly disagree, 2=disagree, 3= neutral, 4=agree, 5= strongly agree

The researcher assessed information literacy using a 5-point Likert scale. Table 2 details the descriptive analysis of information literacy. According to the findings, the highest mean value for information-seeking strategies is (M=4.32), which means I determine the source of the information, I use print and digital media from a variety of available sources, as well as information sources in terms of novelty and accuracy, to find information. The lowest value of the mean recorded is synthesis: information organization (M=4.10) which is " I can easily and quickly retrieve the information I've stored because I save the information I've found, store it in multiple locations (by backing it up), classify it based on its subject, and classify it again. The overall mean for the Minangkabau community's status information literacy is 4.22.

The researcher investigates the correlation of the identified LKT: tacit knowledge and explicit knowledge with IL. From a statistical standpoint, the Pearson correlation coefficient, r, can range from +1 to -1. A value of 0 indicates that there is no relationship between the two variables. The correlation's significance (P value) is calculated at the 0.01 level. It should be noted that the significance value for all of the relationships was less than the 0.01 chosen levels, indicating that the test is significant.

The data reveal a 0.000 (p0.05) significance value, indicating that there is a substantial positive link between tacit and explicit knowledge and information literacy. Furthermore, the Pearson Correlation coefficient value is 0.712, which is in the range of 0.60 - 0.799, indicating that it is in the strong group. The study found a substantial positive link between tacit and explicit knowledge and information literacy.

Table 4. Summary of Correlation between Research

		Tacit Knowledge	Explicit Knowledge	Information Literacy
Tacit Knowledge	Person Correlation	1	.756**	.712**
	Sig. (2-tailed)		.000	.000
	N	384	384	384
Explicit Knowledge	Person Correlation	.756**	1	.737**
	Sig. (2-tailed)	.000		.000
	N	384	384	384
Information Literacy	Person Correlation	.712**	.737**	1
	Sig. (2-tailed)	.000	.000	
	N	384	384	384

** Correlation is significant at the 0.01 level (2-tailed)

The purpose of this research is to investigate the situation of IL and LK in the Minangkabau population in Indonesia's Agam area. In our daily life, particularly in the Minangkabau community, IL is crucial. In six phases, examine IL: describing the issue, developing information-seeking techniques, locating and obtaining information, using information, synthesising (information organisation), and assessing. From the results, the highest mean value for information-seeking strategies is (M=4.32). At the same time, synthesis: information organization showed the lowest value of the mean recorded synthesis: information organization (M=4.10) which indicated that the Minangkabau community in the Agam district has a significant level of IL that is related to LK.

Lifelong learning is commonly viewed as vital to attaining both personal empowerment and economic growth (Zeeshan et al., 2020). Individuals with IL may learn more efficiently because they understand how to gather, organise, utilise, and convey knowledge (Saputra, Gunaidi, & Samosir, 2023). The dimensions proposed were the most suitable to measure LK in the Minangkabau community Indonesia by SECI Model are tacit to tacit, tacit to explicit, mixing explicit to explicit, and explicit to tacit. From the results, the highest mean value for explicit knowledge: is a combination (M=4.35), and the lowest value of the mean recorded is explicit knowledge: internalization (M=4.17). The researcher examines the relationship between IL and the identified LK both tacit and explicit knowledge. It is clear from the data that there is a substantial positive association between tacit and explicit knowledge and IL (p0.05 significance value). Additionally, the Pearson correlation coefficient value of 0.712 falls between the ranges of 0.60 to 0.799, placing it in the strong group.

Literacy capital was present in these communities in at least three ways: it was used to uphold cultural traditions; community members served as literacy sponsors, providing people with books and spreading the love of reading throughout the community; and students and their families engaged in literacy practices that challenged and resisted unfair sociopolitical systems (Trigos-Carrillo, 2020). Harper (2007) added that people use their literacy capital to protect their culture and counteract the effects of cultural globalization (Trigos-Carrillo, 2020).

Tacit knowledge is acquired by observation, imitation, and practise. Tacit information

may readily become explicit and proliferate through face-to-face contacts, new online tools, and online groups, enabling more dynamic knowledge sharing (de Castro Peixoto et al., 2022). Externalisation is the process of articulating implicit information in the form of explicit conceptions such as metaphors, analogies, theories, or models. By merging diverse knowledge experiences, the combination incorporates structural principles into a knowledge framework. Explicit information is sent through means such as records. Internalisation is the process of transforming explicit information into implicit knowledge, often known as learning by doing.

Conclusion

In conclusion, the analysis shows that the Minangkabau community has positive IL. They responded that the IL variable is: they formulate in advance the information needed, they use information sources in terms of novelty and accuracy, they can easily find the information needed, and they effectively communicate the results of the information found to others, they store information in more than one location (backing up information), and they do not directly use the information found to solve the problem. About the LK processes variable, the Minangkabau community is learning new knowledge or skills directly through the work done or by observing how to complete a job, write down the knowledge and experience gained, familiarize themselves with providing assistance and advice in solving problems through LK and encouraging activities of LK in the community. There is a significant positive relationship between tacit and explicit knowledge and IL. Finally, this research will offer substantial theoretical, methodological, and practical contributions to the study of IL and other disciplines of study concerned with the significance of LK to the greater community. The study's results will give the government and policymakers with useful insight into the protection of LK under Indonesia's LK regulations.

This research has a number of limitations; firstly, the geographical area is only limited to the Agam district, so it can be said that this research was not conducted comprehensively. This research has provided enlightenment and added insight into local knowledge and literacy information. It is helpful in understanding and examining the role of local knowledge in social and knowledge development. This research has considered the limitations faced and suggests future research to look further into expanding the conceptual framework with the addition of the areas studied. Future research can also observe the existing situation from different perspectives. It is also suggested to conduct comparative studies and expand the field of research accordingly. From a theoretical point of view, it is suggested for future research to apply other theories for further investigation as this may result in new findings and new research directions so as to make further contributions to the library sector and the education sector as a whole.

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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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