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Assessing community information literacy through the empowering eight model: Evidence from Rumah Peradaban SNC Fannaz Indonesia

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ABSTRACT

This study analyzes the information literacy skills of the community based on the Empowering Eight model at the SNC Fannaz civilization house in Sei Mencirim Village, Deli Serdang Regency. The aim was to determine the community's literacy skills based on the Empowering Eight model. The method used was a survey and questionnaire with descriptive statistical data analyses. The results of the study showed that based on the calculations of the Grand Meanon eight model indicators of Empowering Eight (E8), the information literacy skills of the members of the SNC Fannaz Civilization House showed very optimal achievements and were in the very high category for all aspects. Mastery of the Search and Assessment Stages (Identify, Explore, Select, Access): The four indicators with the highest average values (3.49 - 3.58) are Explore (3,49), Select (3,58), Present (3.54), and Access (3.50). This shows that members have a very strong ability to seek information from various sources (Explore), select and evaluate the most relevant information (Select and Access), and effectively present their findings (Present). The achievement of the management and utilization stages (Organize, Create, Apply) was measured by the indicators Organize (3,36), Apply (3.27), and Create (3.11). Although Create (3.11) is the lowest value among all indicators, it is still in the very-high category. This shows that the ability of members to create new information products from existing sources is the aspect that needs the most improvement, but fundamentally, it is still very good.

Keywords: Information literacy skills; Empowering Eight model; Community-based literacy; Learning community; Descriptive statistical analysis.

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1. INTRODUCTION

The trajectory of national development is fundamentally shaped by the quality of human resources, particularly their capacity to adapt to socio-economic change, engage in innovation, and participate meaningfully in knowledge-based societies (da Silva et al., 2022). In this context, literacy constitutes the core foundation of human capital development. Contemporary scholarship, however, no longer conceptualizes literacy as merely the ability to read and write. Instead, literacy has evolved into a broader construct encompassing information literacy, the capacity to access, evaluate, interpret, use, and produce information effectively, critically, and ethically across diverse social and cultural contexts (Vodă et al., 2022). This reconceptualization is especially salient in developing countries such as Indonesia, where rapid digitalization, social transformation, and decentralized governance structures increasingly demand citizens capable of navigating complex and dynamic information environments (Rohayati & Abdillah, 2024).

A critical empirical phenomenon motivating this study is the persistent disparity between Indonesia's growing structural demand for an information-literate society and the realities reflected in its national and regional literacy indicators (Minsih et al., 2025). Despite sustained governmental commitment through initiatives such as the National Literacy Movement and social inclusion–based library transformation programs, the Community Literacy Index (Indeks Literasi Masyarakat/ILM) continues to display significant unevenness, particularly in rural and semi-rural areas. At the grassroots level, limited access to credible information resources, uneven digital infrastructure, and low levels of functional and critical literacy restrict community participation in education, local economic development, and public decision-making (Djatmiko et al., 2025). Under such conditions, information literacy emerges not only as an educational concern but also as a multidimensional social issue with direct implications for equity, community empowerment, and sustainable development (Raman et al., 2025; Tafese & Kopp, 2025).

Recent global and national trends have intensified the urgency of strengthening information literacy competencies (Asmayawati et al., 2024). International literacy assessments and domestic surveys consistently indicate low reading interest and limited critical engagement with information among substantial segments of Indonesia's population. Concurrently, the rapid expansion of information and communication technologies has produced what scholars characterize as an "information tsunami," marked by accelerated circulation of fragmented, unverified, and often misleading content. In such an environment, individuals and communities lacking adequate information literacy skills are increasingly vulnerable to misinformation and disinformation, resulting in suboptimal decision-making related to health practices, economic behavior and civic participation (Johnson, 2025). Consequently, the development of functional and informational literacy has become a strategic priority within Indonesia's educational, cultural, and social policy frameworks, particularly through community-based and socially inclusive approaches (Sari et al., 2024).

Information literacy is widely understood as the ability to recognize information needs and locate, evaluate, organize, and apply information effectively, responsibly, and ethically. Beyond its technical dimensions, information literacy supports lifelong learning, critical awareness, and community resilience. However, evaluating whether literacy initiatives genuinely empower communities requires an analytical framework capable of capturing not only information-seeking behaviors but also the internalization, transformation, and application of knowledge in real-life contexts. In this regard, the Empowering Eight (E8) Model, developed through collaborative initiatives of the IFLA-ALP and the National Institute of Library and Information Sciences (NILIS) in Sri Lanka, offers a contextually grounded and theoretically robust framework particularly suited to Asian and developing-country settings (Wijetunge & Singh, 2021). The model conceptualizes information literacy as an eight-stage process: Identify, Explore, Select, Organize, Create, Present, Assess, and Apply, emphasizing problem-solving orientation and the practical utilization of information.

Despite the expanding body of scholarship on information literacy and community reading centers, several critical research gaps remain. Contextually, empirical applications of the Empowering Eight Model have predominantly focused on formal educational environments, such as schools and

universities, while community-based literacy initiatives, especially within rural Indonesian contexts, remain insufficiently examined. Theoretically, many prior studies tend to isolate specific components of information literacy, such as access or evaluation skills, rather than interrogating the full sequential process articulated by the E8 Model. Methodologically, there is a notable scarcity of site-based empirical analyses that link information literacy stages to concrete empowerment outcomes within socially inclusion-oriented community programs. Consequently, the extent to which the Empowering Eight Model functions as a transformative mechanism rather than merely a descriptive framework within lived community contexts remains underexplored.

This study addresses these gaps by examining the implementation of information literacy practices through the Empowering Eight Model within a community-based literacy ecosystem. The research was conducted at Rumah Peradaban SNC Fannaz in Sei Mencirim Village, Deli Serdang Regency, a community reading center that transcends conventional literacy provision. The institution has consistently implemented social inclusion–based literacy programs (Transformasi Perpustakaan Berbasis Inklusi Sosial/TPBIS), integrating health and family literacy through Posyandu reading corners, economic literacy through partnerships with micro, small, and medium enterprises (MSMEs), and spiritual and social literacy through initiatives such as Safari Siroh and BaBeDa (Beneficial Reused Goods). These programs reflect a multidimensional, practice-oriented approach to literacy that aligns closely with the epistemological assumptions underlying the Empowering Eight framework.

The institutional recognition attained by Rumah Peradaban SNC Fannaz, including the acquisition of an official Library Identification Number (Nomor Pokok Perpustakaan/NPP) and regency-level awards, underscores its strategic relevance as a site for empirical investigations. Nevertheless, to date, no academic study has systematically examined Thematic Literacy Community Service (KKN Tematik Literasi) activities conducted at this location using the Empowering Eight Model as an analytical framework.

Accordingly, this study aims to analyze the implementation of information literacy competencies across the eight dimensions of the Empowering Eight Model and evaluate the extent to which these practices contribute to community empowerment in Sei Mencirim Village. By extending the application of the E8 Model to a rural, community service-based literacy context, this research contributes theoretically by testing the model's explanatory robustness beyond formal education settings and empirically by providing evidence of its practical relevance. From a practical standpoint, the findings are expected to inform higher education institutions, community literacy organizations, and policymakers in designing inclusive, context-sensitive, and sustainable literacy interventions.

2. METHODS

2.1. Research Design

This study employed a quantitative descriptive research design and descriptive statistical analysis to examine the level of community information literacy based on the Empowering Eight (E8) Model. A descriptive approach was selected because the primary objective of the study was not to test causal relationships or make statistical generalizations to broader populations, but rather to systematically describe and evaluate the current state of information literacy competencies among community members engaged in literacy activities (Boeriswati, 2012). Descriptive statistics enable researchers to summarize and interpret empirical patterns in the observed data without imposing inferential assumptions (Yuliana et al., 2023).

2.2. Unit of Analysis, Location, and Research Context

The unit of analysis in this study was individual community members participating in literacy activities within the environment of the Rumah Peradaban SNC Fannaz. The research was conducted in Hamlet IV, Sei Mencirim Village, Deli Serdang Regency, Indonesia, an area characterized by active community-based literacy initiatives implemented through a socially inclusion–based approach. Rumah

Peradaban SNC Fannaz functions as a community literacy center that integrates educational, economic, health, and social programs, making it a relevant and meaningful context for assessing information literacy competencies using the E8 framework.

2.3. Population and Sampling Technique

The population of this study comprised all residents of Hamlet IV, Sei Mencirim Village, who lived in the immediate environment of Rumah Peradaban SNC Fannaz. Based on village administrative records, the total population consists of 1,680 individuals, including 824 males and 856 females (Ahmad et al., 2023). To determine the sample size, this study employed the Slovin formula, which is appropriate when the population size is known and the researcher seeks to control the sampling error at a specified level of precision. A 5% margin of error was selected to balance statistical reliability with practical constraints related to time and access to the respondents (Shukla, 2020). The Slovin's formula is expressed as follows:

$$n = \frac{N}{1 + Ne^2}$$

Description:
n = Total sample
N = Population size
e^2 = Determined precision, sampling error = 5%

Based on the Slovin formula, with a population of 1,680 respondents and a significance level of 5%, the sample size was calculated as follows:

$$n = \frac{1680}{1 + 1680\ (0{,}5^2)}$$
$$n = \frac{1680}{1 + 1680(0{,}0025^2)}$$
$$n = \frac{1680}{1 + 42{,}025}$$
$$n = \frac{1680}{43{,}025}$$
$$n = 39{,}04 = 39$$

The initial data analysis used in this study employed a mean. The mean is a method for explaining group characteristics based on the average values. The mean formula was used to address these research questions. The mean formula applied in this study was as follows:

$$Me = \frac{\sum xi}{N}$$

Description:
Me = Mean or average
$\sum xy$ = Sum of values from x_1 to x_n
N = Number of individuals

Accordingly, 39 respondents were included in the study. The sampling technique used was purposive sampling, focusing on residents who were actively involved in or had direct exposure to literacy activities facilitated by Rumah Peradaban SNC Fannaz. This approach was chosen to ensure that the respondents possessed relevant experience and knowledge necessary to meaningfully assess information literacy competencies.

2.4. Inclusion and Exclusion Criteria

The following criteria were applied to enhance the relevance and validity of the data:

A. **Inclusion criteria**:

(1) Residents of Hamlet IV, Sei Mencirim Village;
(2) Individuals aged ≥ 17 years
(3) Individuals who had participated in or were familiar with literacy programs conducted by Rumah Peradaban SNC Fannaz.

B. **Exclusion criteria**:

(1) Residents who had never engaged with or been exposed to literacy activities.
(2) Individuals who were unable to complete the questionnaire due to literacy or health constraints.

2.5. Research Instrument and Data Collection Procedures

Data were collected using a structured questionnaire developed based on the eight indicators of the Empowering Eight Model: Identify, Explore, Select, Organize, Create, Present, Assess, and Apply. Each indicator was operationalized into several statement items measured using a Likert-scale format, allowing respondents to indicate their level of agreement. Prior to data collection, the questionnaire was reviewed for clarity and relevance to ensure its content validity. Data collection was conducted in person to minimize non-response and misunderstanding of the questionnaire items. The data collection process took place over a two-week period, during which the respondents were informed about the purpose of the study, assured of confidentiality, and asked to provide informed consent.

2.6. Bias Minimization Strategies

Several measures were implemented to minimize the potential sources of bias. First, standardized instructions were provided to all respondents to reduce the risk of interviewer bias. Second, anonymity was ensured to minimize social desirability bias in the responses. Third, the questionnaire items were phrased in clear and neutral language to reduce interpretation bias. Finally, data were collected from respondents with direct experience of the literacy programs to avoid speculative and uninformed responses.

2.7. Data Analysis Techniques and Justification

Data analysis was conducted using descriptive statistical techniques, specifically mean and grand mean analysis, as these methods are well-suited to summarizing Likert-scale data and addressing the research objectives. The mean score was calculated to describe the average response for each item and indicator, providing an overview of the respondents' information literacy competencies. To obtain an overall assessment of each Empowering Eight indicator, a grand mean was calculated by averaging the mean scores across all items within each indicator. This approach allows for a comprehensive interpretation of performance levels across the eight stages of information literacy. To interpret the results, the mean values were classified using a scale width formula:

$$\text{Scale Width} = \frac{\text{Maximum Score} - \text{Minimum Score}}{\text{Number of Response Categories}}$$

Based on this calculation, a scale width of 0.75 was obtained, which was then used to categorize the results into predefined interpretation levels. This method provides a systematic and transparent framework for translating numerical values into meaningful qualitative interpretations, making it appropriate for evaluating community-level literacy skills. Overall, the selected analytical techniques align with the descriptive nature of the study and are appropriate for capturing the extent to which information literacy competencies, as conceptualized by the Empowering Eight Model, have been internalized and practiced in the community.

3. RESULT AND DISCUSSIONS

This section presents and statistically analyzes the data collected from the Thematic Literacy Community Service Program (KKN Tematik Literasi) site. The analysis focuses on the Empowering Eight Model as an evaluation framework. Data were obtained from 39 respondents using 34 statements divided into eight main indicators: Identify (six statements), Explore (three statements), Select (five statements), Organize (five statements), Create (three statements), Present (four statements), Assess (five statements), and Apply (three statements). The percentage analysis results are as follows:

3.1. Identification

Based on the analysis of six statements under the Identification (Identify) indicator, the findings are as follows. For subject categorization, 17 respondents (43.5%) strongly agreed, 14 respondents (35.8%) agreed, 7 respondents (17.9%) disagreed, and 1 respondent (2.5%) strongly disagreed, resulting in a mean score of 3.20, categorized as high. For determining the audience, 20 respondents (51.2%) strongly agreed, 15 respondents (38.4%) agreed, 3 respondents (7.6%) disagreed, and 1 respondent (2.5%) strongly disagreed, yielding a mean score of 3.38, categorized as Very High. For format determination, 24 respondents (61.5%) strongly agreed, 12 respondents (30.7%) agreed, 3 respondents (7.6%) disagreed, and none strongly disagreed, producing a mean score of 3.53 (Very High).

For keyword categorization (see Table 1), 18 respondents (46.1%) strongly agreed and 21 respondents (53.8%) agreed, with no disagreement, resulting in a mean score of 3.51 (Very High). For designing search strategies, 20 respondents (51.2%) strongly agreed, 17 respondents (43.5%) agreed, 2 respondents (5.1%) disagreed, and none strongly disagreed, resulting in a mean score of 3.41 (Very High). For categorizing information resources, 24 respondents (61.5%) strongly agreed, 12 respondents (30.7%) agreed, 3 respondents (7.6%) disagreed, and none strongly disagreed, producing a mean score of 3.46 (Very High).

Table 1. Analysis of Identification Indicator

No	Instrument Item	Mean Score	Category
1	Subject categorization	3.20	High
2	Determining the audience	3.38	Very High
3	Format determination	3.53	Very High
4	Keyword categorization	3.51	Very High
5	Designing search strategies	3.41	Very High
6	Categorizing information resources	3.46	Very High

Source: Research Data Processing, 2025

The Grand Mean for the Identification indicator was calculated as follows:

$$= \frac{3{,}20 + 3{,}38 + 3{,}53 + 3{,}51 + 3{,}41 + 3{,}46}{6}$$
$$= \frac{20{,}49}{6}$$
$$= 3{,}41$$

3.2. Exploration

Based on the analysis of three statements under the Exploration indicator (see Table 2), determining subject selection showed that 20 respondents (51.2%) strongly agreed, 18 respondents (46.1%) agreed, 1 respondent (2.5%) disagreed, and none strongly disagreed, yielding a mean score of 3.48 (Very High). Obtaining accurate information showed that 20 respondents (51.2%) strongly agreed, 16 respondents (41.0%) agreed, 3 respondents (7.6%) disagreed, and none strongly disagreed, resulting in a mean score of 3.43 (Very High). Conducting research visits showed that 24 respondents (61.5%) strongly agreed, 14 respondents (35.8%) agreed, 1 respondent (2.5%) disagreed, and none strongly disagreed, yielding a mean score of 3.58 (Very High).

Table 2. Analysis of Exploration Indicator

No	Instrument Item	Mean Score	Category
1	Determining subject selection	3.48	Very High
2	Obtaining accurate information	3.43	Very High
3	Conducting research visits	3.58	Very High

Source: Research Data Processing, 2025

The Grand Mean for the Exploration indicator was calculated as follows:

$$= \frac{3{,}48 + 3{,}43 + 3{,}58}{3}$$
$$= \frac{10{,}49}{3}$$
$$= 3{,}49$$

3.3. Selection

Based on the analysis of five statements under the Selection indicator (see Table 3), determining appropriate information showed that 34 respondents (87.1%) strongly agreed and five respondents (12.8%) agreed, resulting in a mean score of 3.87 (Very High). Differentiating levels of information sources showed that 30 respondents (76.9%) strongly agreed, 8 respondents (20.5%) agreed, 1 respondent (2.5%) disagreed, and none strongly disagreed, yielding a mean score of 3.74 (Very High). Recording relevant information sources showed that 18 respondents (46.1%) strongly agreed, 20 respondents (51.2%) agreed, 1 respondent (2.5%) disagreed, and none strongly disagreed, resulting in a mean score of 3.43 (Very High). Categorizing selection stages showed that 23 respondents (58.9%) strongly agreed, 15 respondents (38.4%) agreed, 1 respondent (2.5%) disagreed, and none strongly disagreed, yielding a mean score of 3.56 (Very High). Collecting appropriate quotations showed that 16 respondents (41.0%) strongly agreed, 20 respondents (51.2%) agreed, 3 respondents (7.6%) disagreed, and none strongly disagreed, resulting in a mean score of 3.33 (Very High).

Table 3. Analysis of Selection (Select) Indicator

No	Instrument Item	Mean Score	Category
1	Determining appropriate information	3.87	Very High
2	Differentiating levels of information sources	3.74	Very High
3	Recording relevant information sources	3.43	Very High
4	Categorizing stages of the selection process	3.56	Very High
5	Collecting appropriate quotations	3.33	Very High

Source: Research Data Processing, 2025

The Grand Mean for the Selection indicator was calculated as follows:

$$= \frac{3{,}87 + 3{,}74 + 3{,}43 + 3{,}56 + 3{,}33}{5}$$
$$= \frac{17{,}93}{5}$$
$$= 3{,}58$$

3.4. Organization

Based on the analysis of five statements under the Organization indicator (see Table 4), sequencing information showed that 20 respondents (51.2%) strongly agreed, 17 respondents (43.5%) agreed, 2 respondents (5.1%) disagreed, and none strongly disagreed, resulting in a mean score of 3.46 (Very High). Recognition of information showed that 13 respondents (33.3%) strongly agreed, 22 respondents (56.4%) agreed, 4 respondents (10.2%) disagreed, and none strongly disagreed, yielding a mean score of 3.23 (high). Checking for bias in information sources showed that 19 respondents (61.5%) strongly agreed, 16 respondents (41.0%) agreed, 4 respondents (10.2%) disagreed, and none strongly disagreed, resulting in a mean score of 3.38 (Very High). Sequencing information logically showed that 16 respondents (41.0%) strongly agreed, 19 respondents (61.5%) agreed, 4 respondents (10.2%) disagreed, and none strongly disagreed, yielding a mean score of 3.30 (Very High). Utilizing visual organizers to differentiate information showed that 20 respondents (51.2%) strongly agreed, 18 respondents (46.1%) agreed, and none disagreed, resulting in a mean score of 3.43 (Very High).

Table 4. Analysis of Organization Indicator

No	Instrument Item	Mean Score	Category
1	Sequencing information	3.46	Very High
2	Recognizing information	3.23	High
3	Checking bias in information sources	3.38	Very High
4	Logical sequencing of information	3.30	Very High
5	Using visual organizers to differentiate information	3.43	Very High

Source: Research Data Processing, 2025

The Grand Mean for the Organization indicator was calculated as follows:

$$= \frac{3{,}46 + 3{,}23 + 3{,}38 + 3{,}30 + 3{,}43}{5}$$
$$= \frac{16{,}8}{5}$$
$$= 3{,}36$$

3.5. Creation

Based on the analysis of three statements under the Creation indicator (see Table 5), providing information based on one's own ideas showed that 12 respondents (30.7%) strongly agreed, 23 respondents (58.9%) agreed, 4 respondents (10.2%) disagreed, and none strongly disagreed, resulting in a mean score of 3.20 (high). Independently revising information showed that 13 respondents (33.3%) strongly agreed, 17 respondents (43.5%) agreed, 8 respondents (20.5%) disagreed, and none strongly disagreed, yielding a mean score of 3.05 (high). Finalizing bibliographic formats showed that 12 respondents (30.7%) strongly agreed, 19 respondents (48.7%) agreed, 8 respondents (20.5%) disagreed, and none strongly disagreed, resulting in a mean score of 3.10 (high).

Table 5. Analysis of Creation Indicator

No	Instrument Item	Mean Score	Category
1	Providing information based on own ideas	3.20	High
2	Independently revising information	3.05	High
3	Finalizing bibliographic formats	3.10	High

Source: Research Data Processing, 2025

The Grand Mean for the Creation indicator was calculated as follows:

$$= \frac{3{,}20 + 3{,}05 + 3{,}10}{3}$$
$$= \frac{9{,}35}{3}$$
$$= 3{,}11$$

3.6. Presentation

Based on the analysis of four statements under the Presentation indicator (see Table 6), the results show that for presentation practice, 15 respondents (38.4%) strongly agreed, 20 respondents (51.2%) agreed, 3 respondents (7.6%) disagreed, and none strongly disagreed. The mean score was 3.25, which was categorized as high. For sharing information with the audience, 23 respondents (58.9%) strongly agreed and 16 respondents (41.0%) agreed, resulting in a mean score of 3.58 (Very High). For demonstrating accurate information, 24 respondents (61.5%) strongly agreed, 14 respondents (35.8%) agreed, 1 respondent (2.5%) disagreed, and none strongly disagreed, yielding a mean score of 3.58 (Very High). For using appropriate equipment, 30 respondents (76.9%) strongly agreed and 9 respondents (23.0%) agreed, resulting in a mean score of 3.76 (Very High).

Table 6. Analysis of Presentation Indicator

No	Instrument Item	Mean Score	Category
1	Practicing for presentation activities	3.25	High
2	Sharing information with the audience	3.58	Very High
3	Demonstrating accurate information	3.58	Very High
4	Using appropriate equipment	3.76	Very High

Source: Research Data Processing, 2025

The Grand Mean for the Presentation indicator was calculated as follows:

$$= \frac{3{,}25 + 3{,}58 + 3{,}58 + 3{,}76}{4}$$
$$= \frac{14{,}17}{4}$$
$$= 3{,}54$$

3.7. Assessment

Based on the analysis of five statements under the Assessment indicator (see Table 7), the findings show that receiving feedback from peers resulted in 23 respondents (58.9%) strongly agreeing, 15 respondents (38.4%) agreeing, 1 respondent (2.5%) disagreeing, and none strongly disagreeing, with a mean score of 3.51 (Very High). Responding to teacher evaluations, 24 respondents (61.5%) strongly agreed, 14 respondents (35.8%) agreed, 1 respondent (2.5%) disagreed, and none strongly disagreed, resulting in a mean score of 3.58 (Very High). Considering previously performed work, 18 respondents (46.1%) strongly agreed and 21 respondents (53.8%) agreed, yielding a mean score of 3.46 (Very High). Identifying newly acquired skills showed that 20 respondents (51.2%) strongly agreed, 18 respondents (46.1%) agreed, 1 respondent (2.5%) disagreed, and none strongly disagreed, producing a mean score of 3.48 (Very High). Regarding strategies for self-improvement, 21 respondents (53.8%) strongly agreed, 16 respondents (41.0%) agreed, 2 respondents (5.1%) disagreed, and none strongly disagreed, yielding a mean score of 3.48 (Very High).

Table 7. Analysis of Assessment Indicator

No	Instrument Item	Mean Score	Category
1	Receiving feedback from peers	3.51	Very High
2	Responding to teacher evaluations	3.58	Very High
3	Reflecting on completed performance	3.46	Very High
4	Identifying newly acquired skills	3.48	Very High
5	Considering strategies for self-improvement	3.48	Very High

Source: Research Data Processing, 2025

The Grand Mean for the Assessment indicator was calculated as follows:

$$= \frac{3{,}51 + 3{,}58 + 3{,}46 + 3{,}48 + 3{,}48}{5}$$
$$= \frac{17{,}51}{5}$$
$$= 3{,}50$$

3.8. Application

Based on the analysis of three statements under the Application indicator (see Table 8), evaluating the feedback received showed that 19 respondents (48.7%) strongly agreed, 17 respondents (43.5%) agreed, 2 respondents (5.1%) disagreed, and 1 respondent (2.5%) strongly disagreed, resulting in a mean score of 3.35 (Very High). Utilizing feedback from learning activities showed that 16 respondents (41.0%) strongly agreed, 14 respondents (35.8%) agreed, 7 respondents (17.9%) disagreed, and 2 respondents (5.1%) strongly disagreed, yielding a mean score of 3.12 (high). Applying acquired knowledge showed that 20 respondents (51.2%) strongly agreed, 15 respondents (38.4%) agreed, 3 respondents (7.6%) disagreed, and none strongly disagreed, resulting in a mean score of 3.35 (Very High).

Table 8. Analysis of Application Indicator

No	Instrument Item	Mean Score	Category
1	Evaluating feedback received	3.35	Very High
2	Utilizing feedback from learning activities	3.12	High
3	Applying acquired knowledge	3.35	Very High

Source: Research Data Processing, 2025

The Grand Mean for the Application indicator was calculated as follows:

$$= \frac{3{,}35 + 3{,}12 + 3{,}35}{3}$$
$$= \frac{9{,}82}{3}$$
$$= 3{,}27$$

Based on the Grand Mean analysis across the eight Empowering Eight indicators, the average scores indicate the following:

1. Identify obtained a mean score of 3.41 (Very High).
2. Explore obtained a mean score of 3.49 (Very High).
3. Select obtained a mean score of 3.58 (Very High).
4. Organize obtained a mean score of 3.36 (Very High).
5. Create obtained a mean score of 3.11 (High).
6. Present obtained a mean score of 3.54 (Very High).
7. Assess obtained a mean score of 3.50 (Very High).
8. Apply obtained a mean score of 3.27 (Very High).

A comparative visualization of these results is presented in the graph.

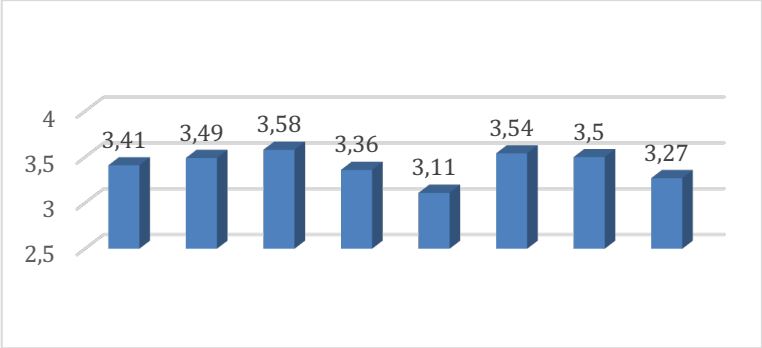

Figure 1. Final Mean Score Results of the Empowering Eight Model

Source: Research Data Processing, 2025

3.9. Discussions

3.9.1. Conceptual Interpretation of Community Information Literacy through the Empowering Eight Framework

The results of this study demonstrate that the implementation of information literacy activities within the Thematic Literacy Community Service (KKN Tematik Literasi) program at Rumah Peradaban SNC Fannaz yielded predominantly high to very high levels of competency across the eight dimensions of the Empowering Eight (E8) Model. From a conceptual perspective, these findings affirm the analytical relevance of the E8 framework in capturing information literacy as a multidimensional and process-oriented construct in nonformal, community-based learning environments.

The consistently strong performance observed in the Identify, Explore, and Select dimensions reflects the effective development of foundational information literacy competencies, particularly those associated with recognizing information needs, formulating search strategies, and evaluating source relevance. Within the E8 framework, these stages constitute the cognitive entry points of information engagement, and their high scores suggest that the literacy intervention successfully aligned information-seeking activities with participants' lived experiences and their community needs. This supports the theoretical argument that contextualized and problem-centered literacy instruction enhances early stage information literacy acquisition, especially in settings characterized by limited prior exposure to formal information systems.

The Organize, Present, and Assess dimensions also achieved very high mean scores, indicating the participants' capacity to synthesize information, communicate knowledge, and engage in reflective evaluation. Theoretically, this finding reinforces the E8 model's emphasis on information literacy as a cyclical and reflexive process, rather than a linear sequence of technical skills. The prominence of evaluative and communicative competencies suggests that the program facilitated not only information processing but also metacognitive awareness, enabling participants to assess the quality, relevance, and implications of information in social contexts (Fontão et al., 2024).

In contrast, the comparatively lower scores observed in the Create dimension indicate a structural limitation in the development of advanced information literacy competencies, particularly those related to original knowledge production, independent revision, and formal information attribution. From a theoretical standpoint, this outcome reflects a well-documented hierarchy within information literacy development, whereby productive and transformative competencies emerge later and require sustained institutional support, extended practice and higher levels of epistemic confidence. Consequently, this finding delineates an important boundary condition for the E8 model when applied to short-duration, community service–based interventions.

3.9.2. Empirical Positioning within the Information Literacy Literature

When situated within the broader empirical literature, the findings of this study are largely consistent with previous research applying the Empowering Eight Model in educational and community contexts, particularly within Asian and Global South settings. Prior studies consistently report strong outcomes in information identification, evaluation, and application when literacy initiatives are embedded in culturally and socially relevant environments. This study contributes to the literature by extending these findings to a rural, community-based literacy ecosystem that operates outside formal educational institutions in India.

Notably, the relatively strong performance in the Apply dimension distinguishes this study from several school-based investigations, which frequently report challenges in translating information literacy competencies into practical action. The integration of literacy activities with concrete social, economic, and health-related programs at Rumah Peradaban SNC Fannaz appears to function as a mediating mechanism, reinforcing the instrumental value of information literacy. This suggests that functional integration is a critical contextual variable influencing the effectiveness of application-oriented literacy outcomes.

3.9.3. Socio-Structural Implications of Community-Based Information Literacy

Beyond its pedagogical implications, the study's findings carry broader significance for understanding the role of information literacy in addressing structural social challenges, including informational inequality, digital exclusion, and uneven community capacity for participation in the development process. In rural contexts such as Sei Mencirim Village, limited access to credible information and weak information literacy competencies can exacerbate existing socioeconomic disparities and undermine community resilience. The high levels of information literacy observed in this study suggest that community reading centers can operate as localized epistemic infrastructures that mediate knowledge access and support informed decision-making. By strengthening individuals' capacity to critically engage with information, such initiatives may indirectly contribute to improved public trust, enhanced civic participation, and more inclusive local governance. These outcomes position information literacy not only as an educational intervention but also as a social capability with implications for equity and sustainability.

3.9.4. Policy-Relevant and Programmatic Implications

The empirical patterns identified in this study have several policy implications. First, they underscore the strategic value of community reading centers as instruments for advancing national literacy and social inclusion, particularly in underserved areas. Second, the findings indicate that literacy interventions grounded in structured information literacy models, such as the Empowering Eight, are more likely to produce transferable and application-oriented competencies. At the operational level, higher education institutions engaged in community service programs should institutionalize theoretically grounded literacy frameworks and allocate sufficient resources to support higher-order literacy development, particularly in content creation and knowledge production. Similarly, local governments and civil society organizations should prioritize sustained facilitation and capacity-building mechanisms over short-term literacy activities that focus solely on access and consumption of information.

3.9.5. Methodological Constraints and Interpretive Cautions

Several methodological and contextual limitations warrant careful consideration in this study. The study's reliance on a relatively small, purposively selected sample constrains the external validity of its findings. Additionally, the use of self-reported survey data introduces the possibility of response bias, including social desirability. The cross-sectional design further limits the ability to assess developmental trajectories or establish causal relationships between program participation and the literacy outcomes. These constraints suggest that the findings should be interpreted as context-specific insights rather than definitive evaluations of the effectiveness of the Empowering Eight Model across settings.

3.9.6. Directions for Subsequent Scholarly Inquiry

Future research should address these limitations using longitudinal and comparative designs that examine the durability and transferability of information literacy competencies over time. Incorporating qualitative methods, such as ethnographic observation or in-depth interviews, would provide richer insights into how information literacy is enacted in everyday community practices. From a theoretical perspective, further studies could explore mediating and moderating variables, such as facilitator expertise, digital infrastructure, and participant motivation, that condition the effectiveness of the Empowering Eight Model in diverse community contexts.

4. CONCLUSION

Based on the Grand Mean analysis of the eight indicators of the Empowering Eight (E8) model, the information literacy competencies of the members of Rumah Peradaban SNC Fannaz were categorized as very high across all assessed dimensions. This indicates that the implementation of community-based literacy activities has been highly effective in fostering comprehensive information-literacy skills among participants. The findings confirm that the Empowering Eight model functions as a robust and holistic framework for strengthening literacy competencies in community literacy institutions.

The strongest achievements were identified in the stages of information seeking, evaluation, and presentation, particularly in the Explore, Select, Present, and Assess indicators, which recorded the highest mean scores. These results demonstrate that participants possess strong abilities to search for information from diverse sources, critically select and evaluate relevant information, and communicate their findings. These competencies reflect a high level of critical awareness and active engagement with information in community-based learning contexts.

Although the Organize, Apply, and Create indicators recorded comparatively lower mean scores, they nonetheless remained within the very high category. The Create indicator, in particular, suggests that transforming existing information into original knowledge products remains the most challenging aspect for participants. However, this does not indicate a deficiency but rather highlights an opportunity for further development to enhance creative and productive information use. Overall, the findings affirm that the Empowering Eight model is effective in promoting transformative, sustainable, and empowerment-oriented information literacy in community settings.

Theoretically, this study strengthens the empirical foundation of the Empowering Eight model as an analytical framework for assessing information literacy beyond formal educational environments. The results emphasize the importance of maintaining structured and inclusive literacy programmes that balance information access, evaluation, creation, and application. Literacy communities and higher education institutions should integrate creative knowledge production activities and reflective learning processes to enhance the long-term impact of community literacy initiatives.

Ethical Approval
Ethical approval was not required for this study

Informed Consent Statement
Not applicable

Authors' Contributions
Yusrin Karauna conceptualized the study, designed the research framework, led data collection, and drafted the original manuscript. Sunyianto contributed to the methodology development, supported data analysis and interpretation, and assisted in refining the discussion. Mohammad Fadli contributed to literature review enrichment, instrument validation, and results presentation, including preparing tables and technical formatting. Seri Nurainun provided critical review and editing, strengthened the theoretical and practical implications, and finalized the manuscript for submission. All authors reviewed and approved the final version of the manuscript.

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Data Availability Statement
The data presented in this study are available on request from the corresponding author due to privacy reasons.

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