

DISSEMINATION OF INFORMATION VIA LITERACY PODCASTS IN LIBRARY

Siti Faridatus Sholikhah

Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung, Indonesia
Email : sholikhahfaridatus732@gmail.com*

Prisca Budi Juvitasari

Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung, Indonesia
E-mail: priscajuvita@gmail.com

Receive : 13 May 2024
Accepted : 18 Nov 2024
Published: 18 Nov 2024
DOI : 10.30829/jipi.v9i1.20001

Abstract

In the current era, getting information is very easy with the support of updated information technology or new media. The existence of new media has given rise to various innovations, one of which is the dissemination of information. In information dissemination activities, the main thing that must be present is the media for dissemination and the events that are broadcast, for example podcasts. Currently, podcasts are very popular with Gen Z. Because of the large number of podcast fans, the Blitar Regency Library and Archives Service has also adopted this activity to become a new innovation in disseminating information in libraries. The aim of this research is to determine the dissemination of information through whispered literacy podcasts at the Blitar Regency Library and Archives Service and to determine the barriers to information dissemination at the Blitar Regency Library and Archives Service. This research uses a qualitative type of research using a phenomenological approach. Researchers collected data using observation, interview and documentation techniques. The data that has been obtained is then analyzed using Miles and Huberman analysis in the form of data collection, data reduction, data presentation, and drawing conclusions. The results of this research show that the whispered literacy podcast has a schedule once a week with a scheduled host and resource person. The target of this Podcast is from ages 13+ or Gen Z. The media used are Instagram, Facebook, YouTube and websites. The obstacles that occur in this podcast activity consist of internal obstacles in the form of a lack of human resources, time and funds, while external obstacles include the difficulty of adjusting time between agencies and resource persons.

Keywords: *Information dissemination, podcast, Regional Library*

INTRODUCTION

The term communication has existed since ancient times, whether done directly or through intermediaries. Because basically humans are social beings who have the freedom to interpret the meaning of communication according to the approach taken by each (Hikmat, 2018). Good communication will bring up information supported by updates to information technology or the existence of new media.

Information dissemination is an activity of delivering information through mass media to the wider community. Mass media connected by the internet has given rise to a new network, namely social media. Social media is a communication tool. Quoted from CCN Indonesia June 2017 social media can be used as a means of disseminating up-to-date information in just a

matter of minutes and the public can easily enjoy it without having to have age restrictions. the development of social media and the large number of its users have given rise to various innovations that bring change. One of the innovations in disseminating information that is currently trending is podcasts.

Information dissemination is carried out at the Blitar Regency Library and Archives Service by running the Whispering Literacy Podcast program. The program is carried out so that the public continues to get the latest information they need. The podcast was first uploaded by the Blitar Regency Library and Archives Service in August 2021 with 204 views on YouTube. The program is a means of promotion for the Blitar Regency Library and Archives Service to the wider community, which in 2021 was still experiencing the Covid-19 pandemic. Until now, the number of podcast views is 17 contents. In the production process, the whispered literacy podcast is managed by a team and assisted by a social media team, so the total number of managers is 13 people.

The themes taken at the time of the podcast are still around literature, social literacy, robotics, etc. However, it is possible that in the future it will explore all themes about literacy. In the context of communication strategy and public dissemination, the principle of communication is achieving common interest, namely how the interests of the government and the community can "meet". Therefore, there are several steps that must be considered. First, determine and understand the objectives. Second, identify the core or key messages that will be communicated. Third, understand the target audience. Fourth, determine the most effective media. Fifth, motivate the audience to provide feedback or input. Sixth, the frequency of message delivery. Seventh, consider the impact, both negative and positive. In this case, the measure of success of a communication program is not only the message delivered. But rather the need to evaluate the extent to which the audience understands the key message well and analyze whether all strategies are in accordance with the problem faced or the reason for the communication (Leeuwis, 2006).

Several previous studies have been conducted to prove that podcasts can be used as a medium for disseminating information and have obtained satisfactory results. First, Bella Ayu Santhia's research entitled "The Role of Podcasts as a Media for Disseminating Information on the Work Program of the Bandung City Communication and Informatics Service 2022". This study shows that the Bandung City Communication and Informatics Service has a role as a communicator to provide information related to work programs, targeting Gen Z aged 20-24 years. Second, Jumino's research entitled "Utilization of Podcasts and Instagram by the Literary Community as a Media for Disseminating Information in the Library Sector 2020". The analysis carried out shows that the literate community has a role as a communicator to disseminate information in the library sector. In disseminating information, the literate community has set targets in the form of people related to the library sector and the wider community. Third, Abdul Rachman and Femi Oktaviani's research entitled "Impact of Disseminating Information on the Frontline Boys Podcast for Audiences 2023". This study shows that the impact obtained after listening to the frontline boys podcast can be felt by the audience in the form of additional information (cognitive), changes in attitude (affective), and changes in action (conative).

This study has differences with the three previous studies, namely the theory used in the first and second studies. The first and second studies used Lasswell's theory while this study uses Leeuwis' theory. The third study has a difference in the theory used and the focus of the study, namely the effect and impact, while this study focuses on the steps for conveying information.

The formulation of the problem in this study is How is the dissemination of information through the whispered literacy podcast at the Blitar Regency Library and Archives Service, and What are the obstacles to the dissemination of information through the whispered literacy podcast at the Blitar Regency Library and Archives Service. The purpose of this study is to find out the dissemination of information through the whispered literacy podcast at the Blitar Regency Library and Archives Service and to find out the obstacles to the dissemination of information through the whispered literacy podcast at the Blitar Regency Library and Archives Service

RESEARCH METHOD

This study uses a qualitative research method. According to Sugiyono (2018), qualitative research is research based on the philosophy of postpositivism which is used to examine a scientific condition (experiment) where the researcher is the key instrument, the data collection technique uses triangulation (combination) and the data analysis uses qualitative.

The approach taken in this study is a phenomenological approach. Phenomenology is the science of the essences of consciousness and the ideal essence of objects as a correlation with consciousness (Donny, 2005). The time of this research was conducted in February 2024 for 1 full month. Many informants were interviewed as many as 7 of the 13 employees involved. Data collection techniques consist of observation, interviews and documentation. At this stage the researcher used unstructured observation because the focus of this research is not yet clear. The focus of the research will continue to develop during the observation activities. However, when the research problem is clear, observations can be carried out in a structured manner using existing observation guidelines. Data analysis in this study uses Miles and Huberman analysis, namely the data that has been collected will be reduced after that the data presentation and conclusion drawing. After getting the conclusion, the data obtained is tested for validity using data triangulation, a checking technique in the form of source, technique and time triangulation.

RESULT AND DISCUSSION

Information Dissemination

Dissemination of information or information dissemination is an activity of providing information to the public to increase knowledge for the recipient. Currently, the dissemination of information can be done directly or through digital media. However, it should be noted that in disseminating information as an information producer, you must know the steps that must be taken in providing information. According to Cees Leeuwis (2006), there are several steps that must be considered in the dissemination of information:

- a. Determine and understand the objectives

The Blitar Regency Library and Archives Service has an information dissemination program, namely the Whispering Literacy Podcast. This program began when the number of Covid-19 cases was still high and one of the librarian staff participated in basic training. This podcast program remains in the Blitar Regency Library and Archives Service until now because in addition to this podcast being presented casually or not too formal, with the podcast, the Blitar Regency Library and Archives Service can promote libraries. The Blitar Regency Library and Archives Service continues to maintain

podcasts as a medium for information dissemination because currently podcasts are programs that are in great demand by the public, especially young people. This statement is in accordance with Wijaya's statement (2015) that communication planning is used to find out how to disseminate messages appropriately by communicators to the right targets using the right media and at the right time. The Blitar Regency Library and Archives Service always plans everything carefully before disseminating information, both in terms of the information to be shared, the media used or so on.

b. Identifying the core or key messages (key messages) to be communicated

When conducting dissemination, an institution must have identified the message to be conveyed to the audience so that the dissemination activity is more focused. This is also done by the Blitar Regency Library and Archives Service in dissemination activities which have also determined the message to be conveyed in the form of determining the theme in each schedule. In addition, in carrying out this whispered literacy podcast program, it always brings in resource persons who meet the predetermined criteria in the form of someone who is qualified or indeed an expert in their field. The informant's statement is in accordance with Lasswell's theory in (Ruben and Stewart, 2006) that messages have three components, namely meaning, symbols to convey meaning and the form of message organization. The contents of the message can take various forms, such as news, general information, TV advertisements, films, entertainment. Messages undergo construction or packaging so that they are attractive to the audience.

Therefore, in finding a resource person to convey a message, a qualified speaker is needed, so that the information to be conveyed to the audience can be conveyed properly and can be accepted. Because not everyone can convey information well and be understood by the wider community. Before the recording of the literacy podcast, the resource person will be given a briefing, clues to questions and of course a discussion. This activity is carried out to build chemistry between the host and the resource person. If the chemistry between the two has been built, later when the recording is carried out, it will look more relaxed and not awkward. When before doing the whispered literacy podcast, the host on duty will look for information that will be conveyed when recording the whispered literacy podcast. The sources used are books and the internet.

c. Understanding the target audience

When disseminating information, one thing that should not be overlooked is who will be the consumer of the information created. The Blitar Regency Library and Archives Service in disseminating information through the whispered literacy podcast has also determined who will be the target of the information. Basically, a program that is run must have its own way of promoting so that the audience is interested in watching. Lasswell's theory in (Ruben and Stewart, 2006) the To Whom indicator (for whom or recipient) that the communicant can be a person, group, organization, institution, or country that receives a message from the source, can be called a destination, listener, audience, communicant, interpreter, or decoder. That way, the target in this podcast is the age of 13+ or gen Z as the main goal in delivering the message and also the listeners that the service wants to achieve. The Blitar Regency Library and Archives Service in promotional activities is carried out in several ways, including being made into a story on WhatsApp, uploaded on the service's social media or done directly when conducting

a mobile library. This activity was carried out to attract the audience's interest in watching the whispered literacy podcast created by the service

d. Determining effective media

When disseminating information, it is necessary to choose effective media so that information can reach the audience. Currently, as time goes by, many people have used digital media to disseminate information. Because it saves time, energy and also the costs used. Before recording, the Blitar Regency Library and Archives Service in the whispered literacy podcast program made preparations such as determining sources, formulating a list of questions, setting up the tools used for recording the whispered literacy podcast. After that, the podcast recording entered the editing stage and the upload process to the service's social media. The social media used by the service is a media that is widely used in the community. Choosing the right media in disseminating information has a big impact on whether the information can be conveyed properly or not to the audience. This is in accordance with the theory put forward by Lasswell in (Ruben and Stewart, 2006) on the In Which Channel instrument (channel/media) that choosing the right media can strengthen the influence of the message so as to facilitate public opinion. The Blitar Regency Library and Archives Service uses its social media effectively to disseminate information, including the Website, Instagram, Facebook, and YouTube.

e. Motivating the Audience to Provide Responses and Input

When delivering information, the Blitar Regency Library and Archives Service never forgets to always invite its audience to communicate through the responses and input provided by the audience. This is used to see how good the information provided by the service is through this whispered literacy podcast. The responses and input provided by the audience are not only written on Instagram, Youtube, Facebook and Website. Because there are several audiences who provide responses and input via WhatsApp. After receiving responses and input from the audience, the service will see whether the responses and input are constructive or not and in making decisions also involve the leadership. Constructive responses and input are used as motivation by the Blitar Regency Library and Archives Service to improve the shortcomings of the whispered literacy podcast program. In addition to being used as motivation, these responses and input are also used as an evaluation of the service to become better. Ramayulis (2010) said that evaluation is not just a value of an activity spontaneously and incidentally, but is an activity to assess something in a planned, systematic, and based on clear objectives. The existence of evaluations is also used as encouragement for employees to further hone their abilities to become the best.

f. Frequency of Message Delivery

In the whispered literacy podcast program, the main thing to do is to convey information to the audience well. At the Blitar Regency Library and Archives Service, when the podcast recording schedule is scheduled, the hosts on duty have been determined. The host has the task of contacting sources, compiling scripts, creating questions and guiding the whispered literacy podcast program. So each host on duty is responsible for the script that will be used for the whispered literacy podcast. This is in accordance with Lasswell's theory in (Ruben and Stewart, 2006) the Say What instrument (message) that messages have three components, namely meaning, symbols to convey meaning and the form of message organization. The service compiles the podcast script starting from

letter symbols that are combined to become a meaning that can be understood and can be used as a guideline later when the podcast program takes place.

The broadcast schedule for this whispered literacy podcast has been determined, namely once a week. So there is no special schedule used or at certain events. In order for the delivery of information to reach the audience, the Blitar Regency Library and Archives Service evaluates several responses and input from the audience. As well as paying attention to the stages before, during, and after the whispered literacy podcast is carried out. Before the podcast, for example, determining the theme, resource person, preparing the recording equipment, making a list of questions, and so on. During the podcast, things that need to be considered are the intonation of speaking, the information conveyed, and how to make the podcast not boring. After the podcast, of course, there is always something called an evaluation which is used to provide progress for the whispered literacy podcast program.

g. Determining Impacts, Positive and Negative

Every activity, program, and event must have positive and negative impacts that will arise. These impacts can occur directly or indirectly. Like this whispered literacy podcast program, of course there are positive and negative impacts that will be felt after listening to and watching this podcast video. The podcast videos broadcast by the Office have of course gone through very careful filtering so that they can be broadcast to the public. However, the impacts given cannot be seen directly because the program is not broadcast live. This is in accordance with the theory put forward by Lasswell in (Ruben and Stewart, 2006) the With What Effect indicator that effects consist of two types, namely direct effects and indirect effects. Direct effects occur when communication is face-to-face, while indirect effects usually occur in the form of communication using mass media intermediaries, either in print or electronic form. And of course in a program that is held there are times when challenges will occur. This is no exception for this whispered literacy podcast which also faces challenges. When there is a challenge faced, there must be a way out, the Blitar Regency Library and Archives Service took a solution from within in the form of improving its human resources and improving the quality of publications with sufficient financial support, so that it can compete with podcast programs out there.

Obstacles to the Distribution of Information

A program activity that is held on a small to large scale certainly has obstacles. No exception for the whispered literacy podcast program organized by the Blitar Regency Library and Archives Service. In running its program, the service experienced obstacles in the form of internal and external obstacles.

Internal obstacles are obstacles that occur within an organization. Usually these obstacles are in the form of a lack of qualified human resources, due to funding issues, and so on. However, even though there are internal obstacles that often occur, the Blitar Regency Library and Archives Service always has solutions that can be used, such as the problem of time. The Blitar Regency Library and Archives Service makes a schedule for hosts and resource persons on duty in the podcast and for funding issues for resource persons, the service always works together to collaborate with literacy activists to be used as resource persons.

External obstacles are obstacles that occur outside the organization. For the Blitar Regency Library and Archives Service itself, in the Whispering Literacy Podcast program, the external obstacle that occurred was the difficulty in matching the schedule between the resource person and the Blitar Regency Library and Archives Service. The solution taken by the Blitar Regency Library and Archives Service to keep the podcast program running is to record the whispering literacy podcast outside of working hours. This activity has also often been carried out by the service to overcome these external problems.

CONCLUSION

The Blitar Regency Library and Archives Service operates as an entity under the authority of the district or city government. One of its innovations is the whispered literacy podcast. The Whispered Literacy Podcast is conducted weekly, featuring a designated host and a resource individual. The host responsible for the search for material employs resources from the library and the internet. The intended audience for this whispered literacy podcast encompasses all demographics, with a particular focus on individuals aged 13 and older, including Gen Z youth. The service employs social media platforms such as Instagram, Facebook, YouTube, and websites to disseminate information effectively. In the whispered literacy podcast video, the host encourages the audience to share their thoughts and feedback, including requests for likes, subscriptions, and comments. The information provided by the service consistently takes into account both the positive and negative effects on the audience.

The challenges presented in this whispered literacy podcast are categorized into two types: internal challenges and external challenges. The service faces internal challenges, including insufficient human resources and time allocated for podcast production, as well as a lack of funds to engage the desired resource persons. The external challenges that arise include the difficulty in coordinating the timing between the service and the invited resource persons for the podcast. To address this challenge, the service can implement a schedule for hosts and resource persons on duty, collaborate with existing literacy activists, and produce recordings of whispered literacy podcasts outside of regular working hours.

SUGGESTION

The distribution of information extends beyond social media platforms such as Instagram, Facebook, YouTube, and websites. Additionally, this can be accomplished on Spotify, as it is a prominent platform for podcast content that is highly regarded by Gen Z today. The recording may incorporate several quizzes designed for the audience to enhance engagement. Additionally, prizes could be awarded to fortunate participants as a strategy to stimulate interest. This approach aims to foster two-way communication within the whispered literacy podcast. It is essential to maintain a consistent schedule for uploading the whispered literacy podcast to social media.

THANK YOU-NOTE

The author expresses gratitude to the supervisor for their unwavering patience and guidance, which were instrumental in the successful and smooth completion of this research. The author expresses gratitude to the Library and Archives Service of Blitar Regency for permitting observations and research within the library.

REFERENCES

- Achmad, Mansur Sutedjo, Dkk. 2012. *Layanan Cinta Perwujudan Layanan Prima Perpustakaan*. Jakarta: Sagung Seto.
- Agusta, A R, S Hanum, J A Simaremare, A Wahab, dan ... 2021. *Inovasi Pendidikan*. https://books.google.com/books?hl=en&lr=&id=i8o5EAAAQBAJ&oi=fnd&pg=PA72&dq=%22nur+dahniar%22&ots=7-ZfQWeVbs&sig=6eonC-rsgtoLo_xXjMf2D_mvOuI.
- Anggito, Albi, dan Johan Setiawan. 2018. *Metodologi penelitian kualitatif*. CV Jejak.
- BNPB. 2007. "Undang-Undang Republik Indonesia Nomor 43 Tahun 2007." *Pravoslavie.ru*.
- Bella Ayu Santhia, Dewi K. Soedarsono. 2022. "Peran Podcast Sebagai Media Penyebaran Informasi Program the Podcast Role As Information Dissemination Media of Bandung City Communication and Informatics Department Programs." *MEDIALOG: Jurnal Ilmu Komunikasi* 5(2): 45–60. <http://disdik.jabarprov.go.id/>.
- Bonini, Tiziano. 2015. "The 'Second Age' of Podcasting: reframing Podcasting as a New Digital Mass Medium." *Quaderns del CAC XVIII*(41): 21–30. http://www.cac.cat/pfw_files/cma/recerca/quaderns_cac/Q41_Bonini_EN.pdf.
- Briggs, Mark. 2007. "Journalism 2.0. How to Survive and Thrive: A digital literacy guide for the information age." University of South florida.
- Cangara, Hafied. 2006. *Pengantar Ilmu Komunikasi*. Jakarta: PT. RajaGrafindo Persada.
- Darmanto, Priyono dan Syamsiah, Nur. 2018. *Manajemen Perpustakaan*. 1 ed. ed. nur syamsiah. Jakarta: Bumi Aksara.
- Donny. 2005. "Fenomenologi dan Hermeneutika: sebuah Perbandingan." <https://kalamenau.blogspot.com/2011/05/fenomenologi-dan-hermeneutika-sebuah.html>.
- Dyah Prastuti, Citra. 2019. "Peluang baru itu bernama podcast." *KBR MEDIA*. https://kbr.id/berita/nasional/peluang_baru_itu_bernama_podcast (Januari 26, 2024).
- Georghagan, Michael, dan Klass. 2007. *Solusi Podcast: Panduan Lengkap Podcasting Audio dan Video Friends of Ed Series*. USA: Friends Of.
- Hartono. 2020. *Transformasi Perpustakaan Dalam Ekosistem Digital: Konsep Dasar, Organisasi Informasi, dan Literasi Digital*. Jakarta: Prenada Media Group.
- Haryanto, Ruslijanto. Hartono, Multo. Datu. 2000. *Metode penulisan dan penyajian karya ilmiah*. Jakarta : EGC
- Hikmat, Mahi.M. 2018. *Jurnalistik: Literary Journalism*. Jakarta Timur: Prenada Media Group.
- Ibrahim. 1988. *Inovasi Pendidikan*. Jakarta: Depdikbud Dirjen Pendidikan Tinggi Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan.
- Maryani, E. & Arifin, H. S. 2014. "Konstruksi Identitas Melalui Sosial Media." *Jurnal Kajian Komunikasi Universitas Padjadjaran* 1(1): Hal 44.
- Mayfield, Antony. 2008. "What Is Social Media?" *Icrossing*: 1–36. http://www.icrossing.co.uk/fileadmin/uploads/eBooks/What_is_Social_Media_iCrossing_ebook.pdf.
- Norhayati, dan Jayanti, Sherly. 2020. "Pemanfaatan Teknologi untuk Mendukung Kegiatan Belajar Secara Mandiri (Studi Kasus: Penggunaan Podcast oleh Mahasiswa di Kota Palangkaraya)." *Jurnal Humaniora Teknologi* 6 (1): 29–36. doi:10.34128/jht.v6i1.73.
- Nugraha, Catur. 2020. *CYBER SOCIETY: Teknologi, Media Baru, dan Disrupsi Informasi*. Jakarta: Prenada Media Group.
- Paulina Tinambunan, Anitha. (2023). "Time Management" Bagaimana Menggunakan Waktu dengan Baik. *Jurnal Pengabdian Pada Masyarakat* Vol 1 No. 2 Januari 2023. E-ISSN : 2962-

7427

- Pendit, Putu Laxman. 2003. *Penelitian Ilmu Perpustakaan Dalam Informasi Suatu Pengantar Diskusi Epistemologi Dan Metodologi*. Jakarta: JIP-FSUI.
- Puspa Samodra, Fitriyani. 2023. "Diseminasi adalah Penyebaran Informasi, Berikut Strategi dan Tahapannya." *Liputan6.com*. <https://www.liputan6.com/hot/read/5245991/diseminasi-adalah-penyebaran-informasi-berikut-strategi-dan-tahapannya?page=4>.
- Ramayulis, Ilmu Pendidikan Islam, Jakarta: Kalam Mulia, 2008.
- Rusdi, Farid. 2010. "Podcast Sebagai Industri Kreatif." <http://dewanpers.or.id/publikasi/buku/878-data->
- Rogers, Everett M., Arvind Singhal, dan Margaret M. Quinlan. 2019. "Diffusion of innovations." *An Integrated Approach to Communication Theory and Research, Third Edition (December 2016): 415-33*. doi:10.4324/9780203710753-35.
- Sandjaja, Albertus Heriyanto. 2011. *Panduan Penelitian*. Indonesia: Prestasi Pustakaraya.
- Santoso, Edi, dan Setiansah, Mite. 2010. *Teori komunikasi*. Yogyakarta: Graha Ilmu.
- Shinta N, Dewi. 2023. "Begini Ekosistem dan Potensi Podcast di Indonesia." *DIGATION.id*. <https://www.digation.id/read/019168/begini-ekosistem-dan-potensi-podcast-di-indonesia>.
- Sinaga, Deddy. 2017. "Dampak Positif dan Negatif Media Sosial." *CCN Indonesia*. <https://www.cnnindonesia.com/edukasi/20170621163419-445-223341/dampak-positif-dan-negatif-media-sosial>.
- Smith, Jonathan A. 2009. *Dasar-Dasar Psikologi Kualitatif : Pedoman Praktis Metode Penelitian / Qualitative Psychology A Practical Guide to Research Method*. Yogyakarta: Pustaka Pelajar.
- Sugiono. 2018. *Metode Penelitian Kualitatif, kuantitatif dan R&D*. Bandung: ALFABETA.
- Syafrina, Annisa Eka. 2022. "Penggunaan Podcast Sebagai Media Informasi Di Kalangan Mahasiswa Fakultas Ilmu Komunikasi Universitas Bhayangkara Jakarta Raya." *Jurnal Komunikasi, Masyarakat Dan Keamanan* 4(2). doi:10.31599/komaskam.v4i2.1680.
- Uchjana Effendy, Onong. 2008. *Ilmu, Teori dan Filsafat Komunikasi*. Bandung: Citra Aditya Bakti.
- Walujo, Kanti. 2011. "Wayang sebagai media komunikasi tradisional dalam diseminasi informasi." *Kementerian Komunikasi dan Informasi RI Direktorat Jenderal Informasi dan Komunikasi Publik*.
- Widodo, Y. 2012. "Diseminasi Informasi Publik di Era Internet." *Fisip.uajy.ac.id*. <https://fisip.uajy.ac.id/diseminasi-informasi-publik-di-era-internet/>.
- Wijaya, I. S. (2015). *Perencanaan dan strategi komunikasi dalam kegiatan pembangunan*. Lentera, 17(1).
- Yusup, Pawit M. 2016. "Ilmu Informasi, Komunikasi, dan Kepustakaan" ed. Rachmatika. Rini. *Ilmu Informasi, Komunikasi, dan Kepustakaan*