

# **THE ROLE OF THE LIBRARY OF UNIVERSITAS SEBELAS MARET IN EMPOWERING DIGITAL LITERACY FOR MARGINALISED COMMUNITIES: CASE STUDY IN JEBRES SURAKARTA, NGRINGO KARANGANYAR AND PALUR SUKOHARJO CENTRAL JAVA**

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## **ABSTRACT**

The purpose of this study is to examine the role of the Library of Universitas Sebelas Maret (UNS) Surakarta in empowering digital literacy in marginalised communities. This research method is a survey research based on data obtained in the field. The population of this study is marginalised communities, namely Jebres Village, Jebres District, Surakarta City; Ngringo Village, Jaten District, Karanganyar Regency; and Palur Village, Mojolaban District, Sukoharjo Regency, Central Java, Indonesia. The population sample for each village was taken purposively (purposive sampling) as many as 15 people, so there was a total of 45 respondents. The research design used is a qualitative and quantitative research approach, or mixed method research. This research is an explanatory research. The data collected in this study were obtained using several techniques: observation, interviews and documentation. Data analysis in this research is

descriptive analysis, cross-tabulation and SWOT analysis. The results of the study show that the number of family members who use and manage digital media wisely and appropriately is 1 person per family. The number of variations of digital media that are mastered in the family is as many as 3 variations (in the form of television, cellphones and laptops). The average length of time for using digital media in the family per day is around 11 hours per day. In addition, the average respondent stated that the Library of UNS had not played an optimal role in the process of empowering digital literacy in marginalised communities, namely as many as 21 people (46.67%), while as many as 24 people (53.33%) stated that they had played a role. This shows that the Library of UNS has played a role but has not been optimal in empowering digital literacy in marginalised communities. Therefore, it is necessary to increase the role of the Library of UNS in an effort to participate in empowering digital literacy to accelerate transformation in marginalised communities.

**Keywords:** library role, digital literacy, transformation acceleration, marginalised communities

## INTRODUCTION

The marginalised communities around the Universitas Sebelas Maret (UNS) Surakarta campus are people who have different levels of education, welfare and creative power. Libraries as centres of knowledge and technology resources are expected to be able to participate in developing literacy among the community. So, it is necessary to empower marginalised community literacy, especially in developing digital literacy. This is a form of realisation of the *Tri Dharma Perguruan Tinggi*, namely education, research and community service.

Disruption initiates the birth of a new civilisation with more innovative and disruptive strategies. This era of disruption will require us to continue to change, so the current disruption is no exception in the library and information sector. All people who are far from the digital world are stuttering about this disruption

phenomenon. The library is expected to be a solution because it can provide more service opening hours compared to the school library. It also has a broader user segmentation, not only for school students but also for all levels of society. Law of the Republic of Indonesia No. 43 of 2007 about Library states that the library has a very strategic role if it is managed properly and professionally. The library is expected to become an information centre and spearhead the literacy movement in the community. Even further, the library can become a locomotive for the development of creative, critical, empowered and independent human resources through information, and a variety of activities and services provided by the library (Perpusnas, 2019).

The existence of the UNS Surakarta campus is inseparable from the surrounding community. So, it is hoped that there will be a symbiosis of mutualism between the academic community of the UNS campus, especially the Library of UNS and the marginalised communities. According to Sidu (2006), the main target of community empowerment is the poor, weak, marginalised and neglected. Community empowerment is increasing the community's ability to analyse conditions and potential, as well as problems that need to be addressed. The success of the empowerment process is highly dependent on the support of physical capital, human capital, social capital and the ability of the empowerment actors.

It is hoped that this research can be used as additional information for policymakers to formulate the model and role of the Library of UNS in empowering digital literacy in marginalised communities as an effort to accelerate the transformation of society. Therefore, the problem can be formulated, namely what is the role of the Library of UNS in empowering digital literacy in marginalised communities in an effort to support the *Tri Dharma Perguruan Tinggi*.

## LITERATURE REVIEW

According to Sutarno (2006), libraries belong to the community, meaning that libraries are built and managed by the people concerned about who are around them and make use of the library. Next, the community library is for the community, to serve the interests of the people who live in the vicinity. The general understanding is that the community members who live in the library area consist of all levels of society without discriminating against social, economic, cultural, religious, customs, educational level, age and so on. Everyone has the same right to use the library (information democracy). Then, the library is the responsibility, authority and rights of the local community in building, managing and developing it. In this case, it is necessary to develop a sense of belonging, sharing responsibility and taking care of it. People who pay attention and care for the library are those who realise and appreciate that the library is not only important but very much needed by the community. In this case, the Library of UNS is essentially a library entity belonging to the community not only belonging to the academic community of UNS. Hence, the role of the Library of UNS in participating in empowering digital literacy in marginalised communities is highly anticipated for its realisation and concrete form.

Many people think that libraries are visited more by those who feel the need for knowledge, especially students, lecturers and researchers (Rusmana, 1996). This kind of assumption means that many people feel that the library does not belong to them but belongs to a certain group of people. Sudarsono (2006) stated that it can be assumed that all types of libraries that are currently being developed and managed seem to only be useful for elite groups or certain groups.

According to Suharto (2005), that empowerment is a process and a goal. There is a causal relationship between the library and the community, namely the relationship of cause and effect. There is a library because there are people who need it and the existence of a library is to serve the community (Sutarno, 2006). In addition, the role of librarians is also very important to empower digital

literacy in the area around the campus. In this case, the academic librarians play an important role (Andayani, 2016; Khotimah, 2016; Mustati and Najib, 2013; Noh, 2022; Yoon *et al.*, 2022). Rohmadi (2018) stated that the initial key in dealing with technology in the 4.0 era is to start with the manager or librarian. Librarians must be open minded to technological advances. As for leadership, the tenacity of a librarian is the initial key to success in facing the industrial era 4.0. The Library of UNS must actively cooperate with other libraries to empower digital literacy, because libraries definitely have their own strengths and weaknesses. By actively cooperating and synergising between libraries, the library as a centre of knowledge, as a centre for activity and as a recreation centre will increasingly benefit the wider community.

## **METHODOLOGY**

The population of this study is the outskirts of the Library of UNS Surakarta campus. Given the limited time, cost and human resources, the study population was limited to the people of Jebres Village, Jebres District, Surakarta City; Ngringo Village, Jaten District, Karanganyar Regency; and Palur Village, Mojolaban District, Sukoharjo Regency, Central Java Province, Indonesia. The population sample for each village was taken purposively (purposive sampling) as many as 15 people, so there were 45 respondents. According to Sugiyono (2001), if the research object is very broad, for example covering a country, province, city or district, it is better to take regional samples as well as respondents using samples in certain areas (cluster/area sampling).

The research design is a survey research based on the data obtained in the field. According to Singarimbun and Effendi (1989), that survey research can be used for assessment purposes, descriptive exploratory, explanation, evaluation, prediction, research on indicators and operational research. The research design uses a qualitative and quantitative research approach, or mix method research. This research is an explanatory research. The data collected in this study consisted of primary data and secondary data, which were obtained using field observation

techniques, in-depth interviews and data documentation. Presentation of data analysis in this study, namely the Miles and Huberman model (2014), includes data reduction, data display, conclusion drawing or verification. Cross-tabulation data analysis and SWOT analysis were also carried out.

## RESULT AND DISCUSSION

### *Age of Respondents*

**Table 6.1:** Age of Respondents

No.	Age (Year)	Total (Person)	Percentage (%)	Cummulative (%)
1.	< 15	0	0	0
2.	16 - 30	13	28.9	28.9
3.	31 - 60	32	71.1	100.0
4.	> 60	0	0	100.0
	<b>Total</b>	<b>45</b>	<b>100.0</b>	<b>100.0</b>

Source: Primary data processed (2023)

In Table 6.1, based on the results of the study, it shows that the age of the respondents was generally 31 to 60 years old (71.1%), it was 28.9% for ages 16 to 30 years old, while there was no respondent for under 15 years old and over 60 years old (0 %). This shows that respondents in the marginalised communities around the campus who have the will and ability to be digitally literate are at a productive age (15 to 60 years old). Productive age is expected to be the basic capital to empower digital literacy in marginalised communities, because productive age is easier to absorb, implemment and disseminate digital literacy.

### *Gender of Respondents*

**Table 6.2:** Gender of Respondents

<b>No.</b>	<b>Gender</b>	<b>Total (Person)</b>	<b>Percentage (%)</b>	<b>Cummulative (%)</b>
1.	Male	18	40.0	40.0
2.	Female	27	60.0	100.0
<b>Total</b>		<b>45</b>	<b>100.0</b>	<b>100.0</b>

Source: Primary data processed (2023)

Based on Table 6.2 above, the results of the study show that on average, the respondents were mostly female, namely as many as 27 people (60.0%), while there were 18 male respondents (40.0%). This shows that in the marginalised communities around the campus, women have the will and ability to be literate more than male. On the outskirts of society, many females spend time with their children, compared to male. Hence, in general, it is easier for female to implement digital literacy.

### *Education Level of Respondents*

**Table 6.3:** Education Level of Respondents

<b>No.</b>	<b>Education level</b>	<b>Total (Person)</b>	<b>Percentage (%)</b>	<b>Cummulative (%)</b>
1.	Elementary school	1	2.2	2.2
2.	Junior high school	4	9.9	11.1
3.	Senior high school	22	48.9	60
4.	Diploma 1/Diploma 2	1	2.2	62.2
5.	Diploma 3/Diploma 4	6	13.3	75.5
6.	Undergraduate/ Graduate/ Postgraduate	11	24.5	100.00
<b>Total</b>		<b>45</b>	<b>100.0</b>	<b>100.0</b>

Source: Primary data processed (2023)

Table 6.3 above shows that the average respondent has secondary education qualifications (senior high school equivalent), namely 22 people (48.9%), for undergraduate/graduate/postgraduate education as many as 11 people (24.5%), then diploma 3/diploma 4 as many as 6 people (13.3%), and junior high school equivalent as many as 4 people (9.9%). Meanwhile, the education level of diploma 1/diploma 2 and elementary school is equal to 1 person (2.2%) each. This shows that the dominant level of secondary education also influences the level of willingness and digital literacy skills in society. This is not directly proportional to the existence of UNS as a higher education institution, where people on the outskirts should also have a higher level of education, so that the willingness and ability to be digitally literate is also high. However, the people are not even highly educated.

### *Work Type of Respondents*

**Table 6.4:** Work Type of Respondents

No.	Work type	Total (Person)	Percentage (%)	Cummulative (%)
1.	School student	2	4.5	4.5
2.	College student	5	11.1	15.6
3.	Entrepreneur	6	13.3	28.9
4.	Private sector employee	17	37.8	66.7
5.	Housewife	9	20	86.7
6.	Trader	1	2.2	88.9
7.	Civil servant /Soldier/ Police	5	11.1	100.0
<b>Total</b>		<b>45</b>	<b>100.0</b>	<b>100.0</b>

Source: Primary data processed (2023)

Table 6.4 above shows that the average number of respondents is private sector employees, namely 17 people (37.8%), 9 housewives (20.0%) and 6 entrepreneurs (13.3%). Respondents who work as Civil servant /Soldier/ Police and students are 5 people each (11.1%). Meanwhile, there were 2 students (4.5%)



and 1 trader (2.2%). This shows that many marginalised people work as private employees, because in the area around the campus, there are also many large private companies. Many also work as housewives and entrepreneurs because in this area, there are many rental houses (boarding houses) for students or employees, there are also many entrepreneurial opportunities, culinary service entrepreneurs, trade, transportation and others. This also shows that they have more free time to develop digital literacy.

### *Number of Family Members*

**Table 6.5:** Number of Family Members

<b>No.</b>	<b>Number of family members</b>	<b>Total (Person)</b>	<b>Percentage (%)</b>	<b>Cummulative (%)</b>
1.	1 - 2	2	4.5	4.5
2.	3 - 4	32	71.1	75.6
3.	$\geq 5$	11	24.4	100.0
	<b>Total</b>	<b>45</b>	<b>100.0</b>	<b>100.0</b>

Source: Primary data processed (2023)

Based on Table 6.5 above, it shows that the average number of family members with 3 to 4 people is 32 people (71.1%), the number of family members  $\geq 5$  people is 11 people (24.4%), while the number of family members with 1 to 2 people as many as 2 people (4.5%). This shows that most members of marginalised communities have a sufficient number of members, not large or small families. This shows that the empowerment of digital literacy is very much needed for them because they have sufficient time allocation and have a big role for the development of digital literacy.

*Income Level of Respondents*

**Table 6.6:** Income Level of Respondents

No.	Income level (Rp.)	Total (Person)	Percentage (%)	Cummulative (%)
1.	0 – 1,000,000	17	37.8	37.8
2.	1,100,000 – 3,000,000	23	51.1	88.9
3.	3,100,000 – 5,000,000	4	8.9	97.8
4.	> 5,000,000	1	2.2	100.0
<b>Total</b>		<b>45</b>	<b>100.0</b>	<b>100.0</b>

Source: Primary data processed (2023)

Based on Table 6.6 above, the average respondent that has a family income between Rp.1,100,000 to 3,000,000 is 23 people (51.1%), < Rp.1,000,000, 17 people (37.8%), 4 people for Rp.3,100,000 to 5,000,000 (8.9%), while income above Rp.5,000,000 is 1 person (2.2%). This shows that the income of marginalised communities is quite low, which also influences the empowerment of digital literacy in the community. In the literacy empowerment process, there must be some income that needs to be set aside, both for buying facilities and infrastructure, and other supporting factors to empower digital literacy.

**Total Ownership of Library Materials Owned by Respondents**

**Table 6.7:** Total Ownership of Library Materials Owned by Respondents

No.	Total ownership of library materials owned (Pieces)	Total (Person)	Percentage (%)	Cummulative (%)
1.	1 – 10	5	11.1	11.1
2.	11 – 50	34	75.5	86.6
3.	51 – 100	4	8.9	95.5
4.	> 100	2	4.5	100.0
	<b>Total</b>	<b>45</b>	<b>100.0</b>	<b>100.0</b>

Source: Primary data processed (2023)

Table 6.7 above shows that the average number of library materials 11 to 50 is 34 people (75.5%), 1 to 10 pieces is 5 people (11.1%), 51-100 pieces is 4 people (8.9%), and above 100 pieces is 2 people (4.5%). This shows that the number of ownerships of library materials in marginalised communities is still quite low. This is quite reasonable because it is positively correlated with the level of education and income level of the community, where education level and income level are still quite low. Related to these data, extra staff is needed to support the process of empowering digital literacy in society.

**The Distance of the Respondent to the Library of UNS**

**Table 6.8:** The Distance of The Respondent to The Library of UNS

No.	Distance (km)	Total (Person)	Percentage (%)	Cummulative (%)
1.	≤ 1.0	15	33.3	33.3
2.	1.0 – 2.0	23	51.1	84.4
3.	≥ 2.0	7	15.6	100.00
	<b>Total</b>	<b>45</b>	<b>100.0</b>	<b>100.0</b>

Source: Primary data processed (2023)

Based on Table 6.8 above, it can be seen that 23 people (51.1%) have an average distance of 1.0 to 2.0 kilometres between the house and the Library of UNS, 15 people (33.3%) have a very close distance (<1.0 km), and 7 people (15.6%) have a little far distance above 2.0 kilometres . This shows that geographically, the respondents are close to the Library of UNS, which is expected to become the centre or epicentre of empowering digital literacy in marginalised communities. The role of the Library of UNS is very significant in empowering digital literacy in the community, because its location is close to the community, so it is hoped that there will be no obstacles in empowering digital literacy.

### *Number of Respondents' Device Ownership*

**Table 6.9:** Number of Respondents' Device Ownership

<b>No.</b>	<b>Device ownership (Pieces)</b>	<b>Total (Person)</b>	<b>Percentage (%)</b>	<b>Cummulative (%)</b>
1.	1 – 2	8	17.8	17.8
2.	3 – 4	31	68.9	86.7
3.	≥ 5	6	13.3	100.00
	<b>Total</b>	<b>45</b>	<b>100.0</b>	<b>100.0</b>

Source: Primary data processed (2023)

Referring to Table 6.9, the results of the study show that the average number of gadgets owned by each family is quite large, where the number of devices 3 to 4 is owned by 31 people (68.9%), the number of devices owned 1 to 2 is 8 people (17.8%) and the number of owners of more than 5 devices is 6 people (13.3%). This study shows that the number of devices owned by each family member is expected to have a significant influence on the process of empowering digital literacy in these marginalised communities. Ownership of device seems to be an absolute requirement for community development. It is hoped that the community can also be literate in digital technology.

### *The Level of Reading Culture of the Community*

**Table 6.10:** The Level of Reading Culture of The Community

<b>No.</b>	<b>Aspect</b>	<b>Average</b>
1.	The number of variations in the collection of reading material owned by the family	5 variations
2.	Frequency of reading in the family per day	1 hour per day
3.	The level of reading culture in the family environment	Low

Source: Primary data processed (2023)

Based on Table 6.10 above, the research results show that the average number of variations in reading material collections owned by families is 5 variations, including non-fiction print collections, fiction print collections, audio collections, visual collections and audio-visual collections. The frequency of reading in the family is an average of 1 hour per day. The level of reading culture in the family environment is relatively low at this time. This is quite reasonable because at this time, the community is presented with various choices of various reading collections and the activities for each family member. Apart from that, there is also the fading of social feeling among the people, as well as the rise of instant culture that has contributed to the low level of reading culture in the family environment. However, this does not have an impact on empowering digital literacy, which tends to increase based on the use of digital technology that is quite popular among the public.

***Digital Literacy of Marginalised Communities around Campus***

**Table 6.11:** Digital Literacy of Marginalised Communities Around Campus

<b>No.</b>	<b>Aspect</b>	<b>Average</b>
1.	Number of family members who use and manage digital media wisely and appropriately	1 person
2.	The number of variations of digital media controlled in the family	3 variations (Television, Cellphone, Laptop)
3.	Length of time spent using digital media in the family per day	11 hours per day
4.	The quality of digital media use within the family	Good

Source: Primary data processed (2023)

Based on Table 6.11 above, the number of family members who use and manage digital media wisely and appropriately is one person. As for the number of variations of digital media that are mastered in the family, there are as many as three variations (in the form of television, cellphone and laptop). This is quite reasonable because society in today's modern era really needs and depends on digital media as a means and source of digital media in accelerating the transformation of society.

The results of the study also show that the average length of time of using digital media in the family is around 11 hours per day. Based on these data, it can be said that people spend almost half of the day using digital media in the family. This may be due to the current condition, which is still in the COVID-19 pandemic. Related to this, it also shows the important role of digital media in supporting the life of a family in society, with the hope that digital media is utilised as well as possible in an effort to accelerate the transformation of society.

In addition, the quality of using digital media in families in communities around the campus is generally good. It is hoped that this will continue to be maintained, and also here the role of the Library of UNS Surakarta is demanded in supporting the process of empowering digital literacy in society, as an effort to accelerate the transformation of marginalised communities around the campus, which refers to the results of the research data are in fact relatively lagging behind in accelerating the transformation.

***The Role of the Library of UNS in Empowering Community Digital Literacy***

**Table 6.12:** The Role of The Library of UNS in Empowering Community Digital Literacy

No.	Aspect	Total (Person)	Percentage (%)	Cummulative (%)
1.	Role	24	53.33	53.33
2.	No Role	21	46.67	100.0
	<b>Total</b>	<b>45</b>	<b>100.0</b>	<b>100.0</b>

Source: Primary data processed (2023)

The research data listed in Table 6.12 above showed that the average respondent stated that the Library of UNS had not played an optimal role in the process of empowering digital literacy in marginalised communities, namely as many as 21 people (46.67%), while as many as 24 people (53.33%) stated that they had played a role. This shows that the Library of UNS has played a role but has not been optimal in empowering digital literacy in marginalised communities. Therefore, it is necessary to increase the role of the Library of UNS in an effort to participate in empowering digital literacy to accelerate transformation in marginalised communities.

Based on the description above, a reliable strategy is needed in relation to the role of the Library of UNS in an effort to participate in empowering digital literacy in marginalised communities. From

the SWOT analysis (Strengths, Weaknesses, Opportunities, Threats), the following results are obtained:

1. **Strengths.** There is an advantage in the variety of book collections related to digital literacy owned by the Library of UNS, which are very diverse in terms of both quantity and quality. In addition, the potential of the Library of UNS human resources is good in terms of education and competence.
2. **Weaknesses.** The marginalised communities around the campus said that the standard operational procedure (SOP) to access the Library of UNS had not been understood. Also, the Library of UNS has not provided counseling, assistance or coaching related to digital literacy to marginalised communities.
3. **Opportunities.** There are opportunities for collaboration between Mobile Libraries (PUSLING) and Community Reading Parks (TBM) at the community level around the campus, as well as several Non-Governmental Organizations (NGOs) that manage the library. Due to the high enthusiasm of the community to enter the Library of UNS, there is hope that there will be an acceleration of the transformation process for the community.
4. **Threats (Challenges).** The community is reluctant to visit the Library of UNS because they have not received sufficient outreach, assistance, and coaching. Additionally, the existence of the Surakarta Regional Archives and Library Service (ARPUSDA), Mobile Libraries (PUSLING), District/Kelurahan/Kampung Libraries, and Community Reading Parks (TBM), all of which are easily accessible to the public, creates competition. Furthermore, challenges from other higher education libraries make it even more difficult to gain the community's support around the campus.

The key strategies developed by the Library of UNS in an effort to participate in empowering digital literacy in marginalised communities are to optimise socialisation, mentoring and coaching, and plant a culture of digital literacy among marginalised communities, through a mutually beneficial



symbiosis (mutualism symbiosis) between the Library of UNS with marginalised communities, as an effort to accelerate the transformation process into a sustainable society.

## CONCLUSION

Libraries as centres of knowledge and technology resources are expected to be able to participate in developing digital literacy among the community. The key strategies developed by the Library of UNS in an effort to play a role in empowering digital literacy of the campus community are to optimise socialisation, mentoring and coaching, and plant a culture of digital literacy among communities around the campus, through a mutually beneficial symbiosis (mutualism symbiosis) between the Library of UNS with marginalised communities, as an effort to accelerate the transformation process to a sustainable society. The results of the study show that the number of family members who use and manage digital media wisely and appropriately is 1 person per family. The family masters three types of digital media: television, cellphones, and laptops. The average daily usage of digital media within the family is approximately 11 hours.

In addition, the average respondent stated that the Library of UNS had not played an optimal role in the process of empowering digital literacy in marginalised communities, namely as many as 21 people (46.67%), while as many as 24 people (53.33%) stated that they had played a role. This shows that the Library of UNS has played a role but has not been optimal in empowering digital literacy in marginalised communities. Therefore, it is necessary to increase the role of the Library of UNS in an effort to participate in empowering digital literacy to accelerate transformation in marginalised communities.

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