

The role of selected Indonesian and Philippine Academic Libraries amidst fake news

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Abstract

People now have easy access to information on the internet, but people find it difficult to find valid information. Librarians in academic environments have a huge task in helping users receive the correct information. Several university academic libraries in Indonesia and the Philippines play a role in providing insight into false information. This study aimed to describe the information literacy program in several university libraries in Indonesia and the Philippines, selected purposively. The research method used descriptive qualitative research with data collection techniques using questionnaires sent to six libraries from two countries. Based on the study results, six libraries from two countries fought fake news by validating information and checking trusted sources from the academic community. Libraries included the Information Literacy Program in lectures to practice critical thinking skills, used information responsibly, disseminated and preserved information, primarily through social media. Academic libraries applied various strategies and methods to teach information literacy to students through fun and engaging lectures, seminars, workshops, and interactive games. Libraries establish communication with librarians, students, lecturers, and universities. Indonesian and Philippine academic libraries effectively use the Information Literacy Program to educate, protect against access and dissemination of false information. The study results can be used as additional literature in information literacy in both ASEAN countries and the movement to eradicate fake news worldwide.

Keywords: Academic libraries; Fake news; Information literacy; Indonesia; Philippines

Abstrak

Masyarakat kini mudah mengakses informasi di internet, namun masyarakat sulit menemukan informasi yang valid. Pustakawan di lingkungan akademik memiliki tugas besar dalam membantu pengguna menerima informasi yang benar. Beberapa perpustakaan akademik universitas di Indonesia dan Filipina berperan memberikan pemahaman mengenai informasi palsu. Penelitian ini bertujuan untuk mendeskripsikan program literasi informasi pada beberapa perpustakaan perguruan tinggi di Indonesia dan Filipina yang dipilih secara *purposive*. Metode penelitian menggunakan penelitian kualitatif deskriptif dengan teknik pengumpulan data menggunakan kuesioner yang dikirimkan pada 6 perpustakaan dari dua negara. Berdasarkan hasil penelitian, enam perpustakaan dari dua negara berperan melawan berita palsu melalui validasi informasi dan memeriksa sumber terpercaya sivitas akademika. Perpustakaan memasukkan Program Literasi Informasi dalam perkuliahan untuk melatih keterampilan berpikir kritis, menggunakan informasi dengan tanggung jawab, menyebarkan dan melestarikan informasi, terutama melalui media sosial. Perpustakaan akademik menerapkan berbagai strategi dan metode untuk mengajarkan literasi informasi kepada siswa melalui ceramah, seminar, lokakarya, dan permainan interaktif yang menyenangkan dan menarik. Perpustakaan menjalin komunikasi dengan pustakawan, mahasiswa, dosen, dan universitas. Perpustakaan akademik Indonesia dan Filipina efektif menggunakan Program Literasi Informasi sebagai sarana mendidik, melindungi dari akses dan penyebaran informasi palsu. Hasil penelitian dapat digunakan sebagai literatur tambahan di bidang literasi informasi di kedua negara ASEAN dan gerakan pemberantasan berita palsu di seluruh dunia.

Kata Kunci: Perpustakaan perguruan tinggi; Berita bohong; Literasi informasi; Indonesia; Filipina

INTRODUCTION

The world is on one hand. Perhaps the statement became impossible in ancient times, but it becomes a reality now. We are accessing the internet to grasp the world. How did it come? The world becomes narrow as we can reach information even in other parts of the world in a second through the internet. Internet of technology is developing so rapidly, changing all aspects of human life, including the way we interact (Wegmann, Stodt, & Brand, 2015). Internet emerges as a technology that answers the needs of modern society to build social interaction and allows humans to interact with others without the limitation of space, time, and borders (Levickaite, 2010).

Social media is one of the communication tools currently used by almost everyone in the world (Donelan, 2016). Facebook is one example of a social media platform that has the largest users in the world (Santia & Williams, 2018). "Facebook has 2.07 billion monthly active users in the 3rd quarter of 2017" (Chen, 2018). This large number of social media users has a certain implication in life in this technological era.

Everyone can produce information easily in this digital era. People who are well-versed in using these media, in some ways, may lead or mislead the public by posting and sharing information that is accessible to everyone (Aldwairi & Alwahedi, 2018). Social media like to fire, which is useful when used correctly, and harmful when used erroneously. Ethics and social media regulations always are social media might burn out of control without a set of rules (Bertot, Jaeger, & Hansen, 2012). It will be very easy for someone to drop, slander, and defame others with only one finger, with no self-

control in using social media. (Calvin, Bellmore, Xu, & Zhu, 2015). Someone often circulated fake news during narrative contestation in cyberspace, especially social media. We need academic libraries more than ever to combat a rising tide of fake news and public lies and to help their patrons discriminate between truth, error, and propaganda (Anderson, 2017).

Media and Information Literacy (MIL) refers to the essential competencies (knowledge, skills, and attitudes) that allow citizens to engage with media and other information providers effectively and develop critical thinking and lifelong learning skills for socializing and becoming active citizens" (UNESCO Institute, 2021). Media and Information Literacy recognizes the role of information and media in our daily lives (Gretter & Yadav, 2016). This denotes the importance and value of MIL to people from all walks of life. This further signifies the role of information professionals such as librarians in educating people to strike a balance between what is factual and what is fictional information.

Despite efforts on instilling the value of MIL, there are still others who instigate fake information. Low information literacy level is allegedly behind the rampant circulation of hoaxes. In some developing countries, reading habit is still relatively low (Samsuddin, Shaffril, Bolong, & Mohamed, 2019).

Indonesia is one of the developing countries with low scores for its reading habit. The Indonesian society's reading habit only reached 0.001 percent wherein 250,000 Indonesians out of 250 Million total Indonesian populations have an interest in reading (Poedjiastutie, 2018). Indonesian have ranked information literacy 60 out of 61 countries studied

(Pitoyo, 2020). Despite this, Indonesians, through some information literacy programs and researches, are working things out in improving their situation.

Unlike Indonesia, The Philippines did not include in the list of 2016 World's Most Literate Nations of Central Connecticut State University (Pitoyo, 2020). The country's literacy data from The National Statistics Office's 2010 Census of Population and Housing (CPH), though not included in the list, revealed that 97.5% of the 71.5 million individuals 10 years old and older were literate or could read and write. In the Philippines, the ability to read and write is a priority, so they encouraged any effort to promote literacy by any organization or even private individuals (Abad, 2020). The Philippines was also the first country in Asia to incorporate media education into the formal school curriculum (Indyer, 2014). The world in this time where there is a widespread of "alternative facts" and fake news, especially in the online world (Cooke, 2017), it is indeed essential to institutionalize media and information literacy (Weiner, 2012). Especially in the early years of a child's exposition to the internet and gadgets, as it is the paramount way to fight the proliferation of fake information. However, Filipina and Indonesia found several fake news websites for political purposes (Sadiku, Eze, & Musa, 2018).

The library in the academic setting as a knowledge repository plays a very important role in providing educational literacy information, especially to the community closest to it, the students and faculty (Hattwig, Bussert, Medaille, & Burgess, 2013). Libraries provide information literacy education in universities (Moselen & Wang, 2014). It

teaches the entire academic community to validate the information and combat the propagation of falsified information.

Academic libraries are one of the most profitable types of libraries in contributing to the dissemination of scientific information in education. They have an important role in assisting the implementation of Indonesian universities' Tri Dharma (Three laws), namely education, research, and community service. These libraries, typically found in universities, faculties, as well as institutions affiliated with universities, have the main purpose of helping universities achieve their goals (Nelisa & Ardoni, 2017). The university established academic libraries to meet the information needs of the college community, provide reference library materials at all academic levels, provide study space for users, provide lending services for different uses, and provide actionable information services that are not only limited to the college environment but also the local industrial agency environment (Nelisa & Ardoni, 2017). Deemed to be Indonesia's education city (Ramdhani, Istiqomah, & Ardiyanti, 2012), Yogyakarta is home to some of the notable academic libraries in Indonesia such as UIN Sunan Kalijaga Library, Universitas Gadjah Mada (UGM) Library, and Universitas Islam Indonesia (UII) Library. These three libraries are some of the well-known institutions providing excellent library services in Indonesia's education city.

The academic libraries in the Philippines can not overlook. Libraries will always have a special place in the academic setting as it provides the fundamental resources and information in response to the needs of the scholastic community. Philippine academic libraries

play a significant role in educating its community in the proper use of valid and factual information and reliable sources through its various Information Literacy (IL) programs. Academic libraries of the two countries are at the forefront in the mission of instilling the value of factual information and validating “alternative facts” to prevent the proliferation of fabricated information. The Rizal Library of the Ateneo de Manila University (ADMU), the Learning Commons of the De La Salle University (DLSU), and the University Library of the University of the Philippines-Diliman has been putting all the efforts in this global movement in countering fake news.

These selected academic libraries in both countries have always been at the forefront of this undertaking. This signifies their role in educating and equipping their respective communities in checking what is factual and fictional because of the vast amount of information readily available online. This study aims to describe the selected Indonesian and Philippine academic libraries Information Literacy programs and their effectiveness, as their means of educating their respective academic community; saving them from accessing and spreading fabricated information as perceived by their respective libraries. This will also identify the role of libraries in these two ASEAN countries in the global fight for countering falsified information.

Academic libraries have realized their role in educating their academic communities on the importance of Information Literacy to people from all walks of life (Moselen & Wang, 2014). These Information Literacy programs provide knowledge and skills in identifying and evaluating information

sources to help them come up with informed and cognizant decisions in life (Chen & Lin, 2011). Libraries should consider the importance of Information Literacy programs. In June 2003, the Association of College and Research Libraries (ACRL) Board came up with the document entitled *Characteristics of Programs of Information Literacy that Illustrate Best Practices: A Guideline*, which was revised in January 2012. This document is used to assess the Information Literacy Programs and their effectiveness. The guideline signifies that a good and effective Information Literacy Programs should have the following characteristics: a sound mission statement, a set of goals and objectives, good planning, administrative and institutional support, articulation and program sequence, good collaboration, pedagogy, well-balanced staffing, outreach, and measurable assessment and evaluation (Association of college & Research Libraries (ACRL), 2019). Several related studies focus on the role of libraries in counteracting fake news conducted in other countries. The internet plays an important role in the lives of information professionals (Uzohue & Yaya, 2016). Information professionals must always pay attention to the validity and reliability of the information readily available online, as this information might lead or mislead the public if shared (Luo, 2012).

Wasike (2013) denotes the challenges and opportunities and the proper use of social media in libraries. Librarians should be able to optimize the function of social media to further improve library services, realize social media is a space that is not neutral and requires user control, understand the ethics in using social media, particularly its information

dissemination function.

The study of Fernandez (2017) presented the challenges in accessing information in this era of rapid technological development and the increasing level of mishandling information. The proliferation of fake news noted a substantial challenge in this era. We expect libraries to provide more information literacy education that aims to provide knowledge and skills in accessing and evaluating information resources. In addition, a collaboration between libraries, communities, and technology companies should help address this kind of challenge.

Rochlin (2017) revealed that the proliferation of fake news in this digital era was because of the increasing number of "online trolls" or "volunteers" that spread fake news. The terms "clicks-as-reward" and the bombastic title of fake news articles make people interested in reading and sharing them. Libraries, through their information literacy programs, can be of great help in educating the community in identifying reliable and valid information to prevent the propagation of falsified and fabricated information.

Based on the several studies above, there are similarities and differences with our research. We have similarities in public anxiety about the widespread of fake news and describe what role the library must play, namely to carry out information literacy. The research novelty of this research is a comparative study of two different areas. We discuss the role of libraries in fake news and compare several selected libraries in Indonesia and the Philippines to find out the perspective of each country.

The International Federation of Library Associations (IFLA) has always

been at the forefront in educating the public in this widespread of fabricated information. One of their efforts is to come up with an infographic with eight simple steps on how to spot fake news based on the FactCheck.org article entitled How to Spot Fake News (Lim, 2020). This infographic encourages critical thinking among users to help them identify between factual and fake news.



Figure 1. How to spot fake news

Source: The International Federation of Library Associations (IFLA), 2017

This infographic has similar points with Stein-Smith (2017) in recognizing fake news, among others checking news sources to analyze a news story legitimate, check a piece of reliable source news, check the data a survey, statistic, or poll on the website through click "about us" or "who we are" to get more information on the source, check link a Uniform Resource Locator (URL) on a typo or misspelling, get news from a variety of sources that to be reliable, and get the news from one or

more languages spoken. Academic libraries have an important role in this information era through Information Literacy (IL) Programs that educate the community in identifying reliable and valid information to prevent the propagation of falsified and fabricated information (De Paor & Heravi, 2020). This study aims to describe Information Literacy Program in several selected academic libraries in Indonesia and the Philippines regarding educating users to avoid fake news.

RESEARCH METHODS

The study employed the descriptive qualitative method to identify the different Information Literacy Programs of selected Indonesian and Philippine academic libraries to educate the academic community, thus, saving them from accessing and spreading fabricated information. The subjects of this research were librarians in Indonesian and Philippine academic libraries who were currently in charge of spearheading their respective Information Literacy Programs.

The researchers identified three academic libraries from Indonesia and three academic libraries from the Philippines. We randomly selected these libraries to represent the academic libraries in both countries. The data collection techniques are questionnaires and interviews. We directed librarians who take charge of the library's Information Literacy Program to answer questionnaires randomly. Researchers made use of a questionnaire got by extracting the key points from the review of related literature presented in which most of the questions came from the ACRL guidelines. The questions basically aimed to determine the

various initiatives undertaken by these academic libraries in Information Literacy Program include their mission statement that has established measurable outcomes, administration, and institutional support, the articulation of the program and its integration in the curriculum, collaboration libraries with faculty, students, staff, and other stakeholders, the method of teaching Information Literacy, having competent people who will be responsible in the information's implementation literacy programs, outreach or social engagement, and assessment or evaluation of the Information Literacy Program. A follow-up interview was conducted for those items that need some clarification. The anonymity of the respondents was maintained to ensure confidentiality and privacy.

We wrote the conclusion from the analysis and interpretation of the findings of the research. We used the analysis data technique through tabulated to provide a more data interesting result in line with the objectives of the study through several stages, collection, reduction, analysis, and withdrawal of conclusions. The data collection, processing, preparing data includes scanning material, processing interview transcripts, typing field data, and sorting compiling data into different types depending on the data source. Data reduction is an analysis that categorizes, directs, discards unnecessary data, performs, and organizes the data. We analyzed the data presentation as matrices, graphics, carts, or networks. The withdrawal of conclusions is verification of various data collected. Data verified with other data, then the data is valid for conclusions to be made.

RESULTS AND DISCUSSIONS

Yogyakarta is an educational city in Indonesia which has notable academic libraries such Universitas Islam Negeri (UIN) Sunan Kalijaga Library, Universitas Gadjah Mada (UGM) Library, and Universitas Islam Indonesia (UII) Library. The three libraries provide excellent library services, good standing from the National Library of Indonesia, implement their own Information Literacy Programs, and introduce library facilities, services, information search, and evaluation strategy to users. The three libraries have a firm commitment to provide valid and reliable information to users through the well-balanced collection, effective library services, competent staff members, established library, and information literacy programs.

Universitas Islam Negeri (UIN) Sunan Kalijaga is a religious university, that is Islam, under the Ministry of Religious Affairs of Indonesia, established in 1950. The academic library has received a level A in Accreditation from the National Library of Indonesia, used as a comparative study site for several libraries, and achieved MURI Records as the first library using RFID technology in Indonesia. Universitas Islam Negeri (UIN) Sunan Kalijaga subscribes to several online digital information sources and delivers them to its users. Librarians save some guidelines for the use of digital information sources library on websites and social media.

Universitas Gadjah Mada (UGM) is also one of the oldest and best universities in Indonesia. The excellent library supports the vision and mission of the university. Universitas Gadjah Mada comprises several libraries, a central and graduate libraries. A central library

comprises 18 faculty libraries and 12 library study centers. The unit libraries of Universitas Gadjah Mada provide an integrated catalog, several internal digital information sources, such as electronic thesis, electronic journals, speeches and faculty publications, rare collection, book, and journal collection that can only access through intranet. The library subscribes to several online digital information sources, implementation Information Literacy (IL) Programs, activities for the academic community like search guides, plagiarism guidelines, and citation management guides. Besides these routine activities, the library also holds seminars, workshops, talk shows, book reviews, and exhibitions on current issues.

Universitas Islam Indonesia (UII) is one of the leading private universities in Indonesia established one month before the proclamation of Indonesian independence in 1945. Currently, it has grown to become one of the chosen to learn places of most Indonesians. Universitas Islam Indonesia has several campuses in different locations with their own academic libraries in the north of Yogyakarta, the heart of Javanese culture. This university has ranked the highest in terms of research performance of the Ministry of Research, Technology, and Higher Education in 2016. The library subscribes to several online digital information sources for the use of the entire academic community, that is about the access and utilization of digital information resources on their website.

Philippine academic libraries play a significant role in educating its community in the proper use of valid and factual information and reliable sources through its various Information Literacy Programs. Academic libraries of three of the premier

university in the country were always on the vanguard in teaching the significance of factual information and validating “alternative facts” to avert the propagation of fake information. The Rizal Library of the Ateneo de Manila University (ADMU), the Learning Commons of the De La Salle University (DLSU), and the University Library of the University of the Philippines-Diliman has been putting all the efforts in this global movement in countering fake news.

The Rizal Library of the Ateneo de Manila University exists in response to the mission to facilitate learning by providing information services to the Loyola Schools community to enable them to achieve excellence in carrying out the research, teaching, and community service functions of Ateneo de Manila as a Catholic, Filipino, and Jesuit university (David & Kim, 2012). It houses print, non-print, and electronic resources that aim to provide support to the information, research, and curricular needs of the entire academic community. Aside from collections, it has library services and programs that help students and faculty is Rizal Library in recognition of Dr. Jose P. Rizal, the Philippines’ national hero, who was the most notable alumni of the University at the heart of the university.

The Learning Commons of the De La Salle University started its humble beginnings with barely 10,000 books and 100 seating capacity on the first two floors of St. Joseph Hall in July 1956 (De La Salle University, 2017). This Library now occupies 5th to 14th floor of the Henry Sy, Sr. Hall at the center of the campus, housing more than a hundred thousand books, journals, AV, electronic resources, and rare collections. The library serves the informational, research, extension,

curricular needs of the entire academic community, and programs are also available to patrons.

The University of the Philippines-Diliman (UP-D) University Library envisions global information exchange throughout the UP Library system and as the information resource center of excellence in science and humanities (Joshua, 2014). This university established in 1908 and the University Library beginnings in 1922 (Buenrostro & Cabbab, 2017). The University of the Philippines-Diliman (UP-D) University Library has a collection library of examples of prints, electronic, and digital format aids in teaching, research, and extension work in a variety of disciplines in the university. The university library has functioned as a learning space, repositories of knowledge, technological center, and offers information literacy programs to the entire academic community.

The information literacy programs have the importance of exemplary and we cannot ignore. Association of College & Research Libraries (ACRL) (2019) endeavors to articulate elements of a commendable Information Literacy program for undergraduate students, which were identified through assessments of its programs and philosophies. A document that aims to assess the effectiveness of an Information Literacy program to become successful and commendable should have these characteristics a sound mission statement, set of goals and objectives, good planning, administrative, and institutional support, articulation and program sequence, good collaboration, pedagogy, well-balanced staffing, outreach, and measurable assessment and evaluation (Association of

College & Research Libraries (ACRL), 2019). All the characteristics are present in any Information Literacy Program that will surely be successful and effective.

Table 1
Indonesian and Philippine academic libraries and their Information Literacy (IL) programs

Num.	Name of library (country)	With IL program	Without IL Program
1	UIN Sunan Kalijaga Library (Indonesia)	√	-
2	Universitas Gadjah Mada Library (Indonesia)	√	-
3	Universitas Islam Indonesia Library (Indonesia)	-	√
4	Rizal Library, Ateneo de Manila University (Philippines)	-	√
5	The Learning Commons, De La Salle University (Philippines)	√	-
6	The University Library, University of the Philippines-Diliman (Philippines)	√	-

Source: Researcher's Primary Resources, 2018

Based on results research, there are 6 academic libraries where 2 academic libraries from each country do not have any established information literacy program, as shown in table 1. We have observed two Indonesian academic libraries have the same title for their Information Literacy Program, UIN Sunan

Kalijaga Library, and Universitas Gadjah Mada Library. The Indonesian academic libraries more focus on several purposes for recognizing information needs, locating and evaluating the quality of information, storing and retrieving information, using the information in an effective and ethical way, and applying the information to create and communicate knowledge. The Indonesian academic libraries have usually done workshops and training.

Table 2
Indonesian and Philippine academic libraries title of IL Program

Num.	Name of library (country)	Title of IL Program
1	UIN Sunan Kalijaga Library (Indonesia)	Information Literacy Training
2	Universitas Gadjah Mada Library (Indonesia)	Information Literacy Workshop
3	Universitas Islam Indonesia Library (Indonesia)	-
4	Rizal Library, Ateneo de Manila University (Philippines)	-
5	The Learning Commons, De La Salle University (Philippines)	IamInfoSMART
6	The University Library, University of the Philippines-Diliman (Philippines)	Research Made Easy @ Your Library

Source: Researcher's Primary Resources, 2018

Table 2, 4 academic libraries, or 66.67% stated that they have some sort of title for their Information Literacy Programs. The two Philippine academic

libraries have created some titles for their Information Literacy Programs. The University of the Philippines–Diliman (UP-D) Main Library's information literacy program aims to help students to conduct research in an easier way through the help of library resources and services. These academic libraries include using various library collections, such as databases, e-books, e-journals, print books, journals, and also availing different library services such as reference services, document delivery, and interlibrary loan services, among others.

The De La Salle University Libraries have come up with the *IamInfoSMART*, an annual weeklong information literacy campaign that encourages and fosters smart production, consumption, and dissemination of information. The abbreviation *IamInfoSMART* means, I am Information SMART. We can seek the right information, manage information, retrieve information effectively, assess information critically, to refer information sources correctly, and treat and apply information ethically (Yap & Penaflor, 2020).

The research found 6 academic libraries that have a sound mission statement. Six academic libraries aligned with the library's mission statement that response to the larger mission statement of the institution. Five libraries or 83.33% have a set of determining goals and objectives that are consistent with the mission, goals, objectives of the library and the institution, and established measurable outcomes. This is means, Information Literacy Programs and initiatives were in line with their respective institution's mission, goals, and objectives.

Libraries on the same number have a good planning style that articulates and develops mechanisms to implement

and/or adapt components of the best practices (mission, goals and objectives, administration and institutional support, articulation (program sequence) with the curriculum, collaboration, pedagogy, staffing, outreach, and assessment/evaluation. The De La Salle University Libraries create a committee to plan things out for the weeklong annual celebration annually. The committee is a chair and co-chair

In addition, other committees are being tapped to join in this celebration. The same number of respondents got administrative and institutional support that assigns Information Literacy leadership and responsibilities to librarians, faculty, and staff. Support from the management is very much essential for the information literacy program to be successful. The libraries will implement these programs with their support, endorsement, recommendation, and faculty and students to take part in such activities.

This further signifies that they put such value on the knowledge, skills, and expertise of pertinent personnel as the key actors in the information's success literacy program. In addition, giving enough support as budget, resources, and equipment will also make a difference in making the program a success. These kinds of support will help ensure that the information literacy sessions and activities will carry out smoothly. The Universitas Islam Indonesia Library never held information literacy formally, so they don't have the name for the program. But they held an activity for the new students annually regarding information literacy. This academic library has Information Literacy Programs in the Annual Budget Work Plan of the Library Directorate at the

start of the school year. This means that the library could implement the program every year not just through cooperation from the various sectors but most especially, with the support from the management.

As for articulation or program sequence within the curriculum that identifies the scope (i.e., depth and complexity) of competencies to be gained on a disciplinary level and at the course level, 4 academic libraries of 66.67% out of 6 participants provided an affirmative response. This further signifies that the library and information literacy programs were in line and integrated with the requirements and scholarly needs of the students, both at disciplinary and course levels. The libraries make sure that, as much as possible, their library and information literacy programs inform students, educate, and equip them with lifelong learning skills. They will need this skill in answering their assignment and making cognizant decisions outside of the university setting.

Five libraries or 83.33% have a good collaboration that fosters communication among disciplinary faculty, librarians, other instructors (e.g., teaching assistants), administrators, and other staff within the institution and focuses on enhancing student learning and skill development for lifelong learning. These libraries have established favorable working relationships and rapport among other members of the academic community. The other members of the academic community consider the library as a partner in fostering lifelong learning skills to students.

Faculty send requests to libraries to conduct such information literacy classes during their particular schedules.

Librarians ask for lectures about information literacy importance and how libraries can help students in their assignment and research needs. In addition, all academic libraries have a pedagogy that supports diverse approaches to teaching and learning.

The academic libraries employ and implement various strategies and methods for teaching information literacy to students through lectures, seminars, workshops, and interactive games that were fun and engaging. And then, all libraries do Information Literacy Programs, organize workshops or seminar formats, and schedule information literacy classes at their university. For instance, the Universitas Islam Negeri Sunan Kalijaga Library organizes an open information literacy class for at least 2 hours once a week, which was dedicated to any members of the academic community who would like to attend the training. They can accommodate a maximum of 15 people at a time. In addition, they still offer information literacy classes and orientation for bigger groups at every start of the semester, with the schedule determined and agreed upon by the students and the library.

Six academic libraries have staffing that includes librarians, library staff, administrators, program coordinators, instructional technologists, as well as disciplinary faculty, graphic designers, teaching/learning specialists, and other program staff as needed. This means that these libraries invest in the talents, knowledge, skills, and expertise of the library staff and units or departments outside the library to ensure the quality of information literacy programs being rendered to the students. The four libraries have outreach initiatives that clearly define

and describe the program and its value to targeted audiences, or amount of 66.67%, including those within and beyond the specific institution. Five libraries have assessment and evaluation modules that develop a process for program planning, evaluation, revision, and measure the progress of meeting the program's goals and objectives amount of 83.33%. The libraries on assessment and evaluation modules aim to gauge that the objectives of the program and further improvements should consider. Students or participants ask to answer a simple survey or questionnaire to determine if they find the information literacy sessions useful. These questions focused on the topics covered, the knowledge imparted by the resource persons, the venue, the materials used, the program flow, and their overall satisfaction with the session. In addition, the libraries also welcomed comments and suggestions for the improvement of the sessions in the future.

Six libraries in library Information Literacy Programs have a role in countering fake news, signifying that help educate the academic community the value of validating information and checking reliable sources. These libraries have incorporated lectures and topics that discuss and highlight verifying trustworthy sources using critical thinking skills and the responsible production, consumption, dissemination, and preservation of information, especially through social media. Three Philippine academic libraries or 50% of the respondents denote that their information literacy programs encourage searching for factual data and seeking expert advice for every piece of information they encounter, especially in social media. This further signifies that they offer skill-building

techniques and strategies on how to validate the source or information not just by merely examining the content but by also asking for advice from experts on the topic or discipline.

In addition, all academic libraries selected believed that it supports lifelong learning. This means that the information literacy skills and competencies aim to be instilled in the way of living off each student and to be used in making informed decisions in life. Four academic libraries, or 66.67% of the respondents, denote that their respective libraries involved the entire academic community in its initiative in countering falsified information. This further signifies that the libraries have organized and conducted some programs and initiatives that aim the involvement the members of their respective academic communities. These activities target engagements and participation such as lectures, forums, information literacy sessions, workshops, among others.

Libraries now are taking some initiative to ensure that they remain relevant in these changing times. The emergence of technological innovations and social media has been quite challenging in making libraries relevant nowadays, but libraries remain to respond to the needs of their academic community. Social media has become one of the primary sources of information for many, thus, it is very much essential for libraries, through their various information literacy initiatives and programs to ensure that users will produce, consume, or disseminate information amidst the rampant proliferation of fake news. From these findings, we can note that academic libraries play an important role in combating fake news and fabricated

information through their various information literacy initiatives.

Six academic libraries have a role that goes beyond the traditional function of charging and discharging books and even beyond their basic library collections and services. The libraries with the well-balance collection, conducive space, efficient library services, competent librarians and library staff, and effective library programs, would be the best libraries that are putting the best foot forward and redefining their roles in this changing world. Libraries should really take a step forward in making a difference in how people consume information with the proliferation of fake news, alternative facts, and fabricated information in the online world.

CONCLUSION

Based on the findings, we concluded that the Information Literacy (IL) Programs of selected Indonesian and Philippine academic libraries were effective as their means of educating their respective academic community, saving them from accessing and spreading fabricated information as perceived by their respective libraries. The libraries act as the premier educating from academic institutions on countering fake information, educating them about accessing and spreading fabricated information. The academic libraries in Indonesia and the Philippines also offer some library services like seminars, forums, lectures, and workshops on how to do research properly, locate trustworthy sources, validate information, cite sources, avoid plagiarism, and even use citation management tools. All academic libraries in the two countries have similarities regarding the information literacy

programs they implement, there are still variations in some aspects that probably deal with the diverse needs of clients in each country. The library has a monumental task to do in this global movement of countering falsified information by making sure that aside from having reliable and trustworthy sources. They also have the capability of educating and equipping the public with the responsible use of information. More academic libraries and more countries covered in the study can provide a better understanding and appreciation of how Information Literacy Programs conduct and the importance of it countering fake news and fabricated information. Recommendations for further research, we will cover more areas and other pertinent topics related to information literacy to provide a more interesting result for the study in the future.

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