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The Relationship between Information Literacy and Playing Skills in Bridge Athletes at Padjadjaran University

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ABSTRACT

This study analyzes the relationship between information literacy and playing skills in bridge athletes at Padjadjaran University. The formulation of the problem in this study is whether there is a relationship between the eight components of the empowering eight information literacy model, namely identification, exploration, selection, organization, creation, presentation, assessment, and application, with bridge playing skills in Padjadjaran University Bridge Athletes. This study uses a quantitative approach with a survey method, where questionnaires are distributed to a research sample of 45 bridge athletes. The study employs a saturated or census sampling technique, which involves including all population members as respondents. The data analysis technique used is the Spearman Rank correlation test to measure the relationship between information literacy and bridge playing skills. The results of the study showed that there was a significant relationship between information literacy and bridge playing skills. The information application subvariable has the strongest influence on bridge playing skills. This finding confirms that bridge athletes with better levels of information literacy have a higher ability to understand strategies and make more appropriate decisions during the match. The conclusion of this study emphasizes the importance of developing information literacy skills in coaching bridge athletes, so that they can be more effective in processing and applying the information obtained. This study suggests the need to strengthen information literacy so that bridge athletes are accustomed to managing information effectively and making it part of the thinking process and decision-making while playing.

Keywords: *information literacy; bridge playing skills; empowering eight.*

INTRODUCTION

The development of information technology is an inevitable phenomenon in people's lives that goes hand in hand with the progress of knowledge that continues to grow. The rapid growth of information technology has expanded the spread of information with a flow that is difficult to control, creating a massive information explosion. According to data from Hosting Facts in 2017, more than 2 million blogs are published on the internet every day (Kusunarningsih, 2018). This creates a major challenge, especially for students, who are required to find effective ways to access, evaluate, and utilize information from various sources and formats. In a situation where the flow of information is so rapid and uncontrolled, the ability to filter relevant and quality information becomes very important. This shows how crucial information literacy is in today's digital era. The ability to carefully sort and manage information wisely is the key to remaining competitive and insightful in various fields.

According to the American Library Association in Muhajang & Pangestika (2018) information literacy is an individual's capacity to (1) be aware of the existence of information needs, (2) track and access appropriate information sources, (3) critically analyze the validity and relevance of information, and (4) implement it optimally to solve problems or make decisions. Furthermore, Lopez & Tuazon (2020) also explained that Information literacy includes several main aspects, including the ability to identify the need for information, understand and respect intellectual property rights such as copyright and trademarks, apply ethical principles in the use of information, and access information through various media, including digital platforms, communication channels, technological devices, and mobile applications.

Murti & Winoto (2018) added that information literacy has a strong and significant relationship with students' academic achievement, where students who are more proficient in using information literacy tend to achieve higher achievement. This ability is not only useful in an academic context but can also support other skills, including bridge playing skills, because it allows players to access and evaluate relevant information related to techniques, strategies, and the latest developments in the game. One information literacy model that can be applied is the Empowering Eight model. This model is designed to help individuals solve various information problems through eight main stages. This model is flexible, where the stages do not have to be followed sequentially. Users can start from any stage as needed (Mirazita & Rohmiyati, 2015) .

Ningtias & Kurniawan (2016) explains that the Empowering Eight model includes a series of abilities, such as recognizing information needs, finding relevant information, selecting appropriate information, evaluating the quality and accuracy of information, using information to create new knowledge, communicating information effectively, receiving feedback, and applying input and judgment. This model consists of eight components of skills that must be mastered by individuals, namely, first, Identification, which includes choosing a topic or subject to discuss, identifying relevant keywords, planning an information search strategy, understand and select the target audience, determine the final format for presenting information, and recognize the various sources of information that can be used. Second, Exploration, which includes find sources of information that are relevant to the topic, conduct interviews, field visits, or additional research as needed, and find information related to the selected topic. Third, Selection, which includes select the most relevant information, assess whether an information source is too easy, too difficult, or just right, record important information through notes or diagrams, determine the steps in the information gathering process, and collect accurate quotes or data. Fourth, Organizations, which include grouping and sorting information, distinguish between fact, opinion, and fiction, check for bias or non-objective views in information sources, organize information logically, and using visual tools to compare information. Fifth, Creation, which includes presenting information in your own words, revise and edit work, both independently and with others, and complete the list of references used. Sixth, Presentation, which includes practice for presentation activities, share information to the right audience, present information in a format appropriate to the audience, and prepare and use presentation equipment properly. Seventh, Assessment, which includes evaluate what can be improved in the future, assess your own performance based on the feedback received, reflecting on how well the work has been done, determine new skills to learn, and receive feedback from others. Eighth, Implementation, which includes review the assessments and feedback provided, using feedback for further learning, applying acquired knowledge in new situations, determine where these skills can be reused, and adding work results to the portfolio.

Bridge itself is a card game played by four people, where each player gets 13 cards from a total of 52 cards. The cards are divided into four types (spades, hearts, diamonds, and clubs), in order from the highest (Ace) to the lowest (2). Players signal to their partners about the strength of the cards they hold through a bidding process, which is a bargaining system to determine who will play a card and who will stay and try to thwart the opponent. This game is

similar to chess in that it requires strategy, the ability to read opponents, and quick thinking. The difference is that bridge is played in pairs, so cooperation and communication with your partner are essential to winning. Time management is also an important factor because each round of the game only lasts about 7–8 minutes, so players must be quick and precise in making decisions (Punch & Snellgrove, 2023) .

This game is considered quite complicated because it often presents complex situations that require problem-solving and the use of cognitive strategies. The ability to read the opponent's movements and the game situation is very important in forming an effective strategy (Hen-Herbst et al., 2023). Punch & Snellgrove (2020) stated that there are several important skills that bridge athletes agree are the keys to success, namely reading players and playing strategies, responding with discipline, and developing solid partnerships. In this context, information literacy becomes a key skill in the problem-solving and decision-making process. Every individual is required to be able to collect and evaluate relevant information in order to make the right decision. In line with this, Skovira in Yanto & Erwina (2017) states that a person can be said to have good information literacy if he/she is able to find the information needed, evaluate its relevance and adequacy, and apply the information in decision making and problem solving. This process is also in line with the concept of information literacy, which focuses on an individual's ability to search for, process, and evaluate information to support effective decision making (Sulasari et al., 2020).

UKM (Student Activity Unit) Bridge Padjadjaran University (Unpad) is one of the student organizations that focuses on the card game of bridge. Through a series of routine training, UKM Bridge Unpad not only seeks to improve the technical abilities of its athletes, but also prepares them to take part in various competitions, ranging from regional, national, to international levels. In addition, this UKM also plays a role in building a strong competitive mentality, improving teamwork, and developing sharp analytical skills in dealing with various game situations. Therefore, information literacy skills can be a determining factor that provides strategic advantages for athletes so that they can be more effective in analyzing opponents' playing patterns, identifying weaknesses, and formulating more optimal strategies. This makes information literacy an increasingly important component in the training process for Unpad Bridge athletes. The ability to search for, evaluate, and utilize information effectively can help athletes develop more mature and adaptive strategies. Understanding the relationship between information literacy and athlete performance can open up opportunities to identify more

effective training methods, not only in the context of bridge games but also in various other disciplines that require in-depth mastery of information and strategy.

This phenomenon has been a concern in several previous studies. For example, a study conducted by Hen-Herbst, Lamash, Fogel, & Meyer (2023) highlighted the importance of continuing studies to review various aspects of cognitive strategies used by bridge players and other mind sports. Bridge itself is a strategic game and can be played by various groups, from children to adults. In addition, research by Punch, Russell, & Cairns (2021) revealed that bridge involves the development of complex cognitive skills, such as strategic thinking skills, quick decision making, and emotional management. These skills are not only influenced by individual factors, but also by social interactions and team dynamics. However, there are still many aspects that need to be studied further, especially related to other factors that can affect the cognitive skills of bridge athletes.

Previous studies have focused more on aspects of cognitive strategy and social interaction in bridge games, but none have specifically examined the role of information literacy in improving bridge playing skills. This is what prompted the author to conduct further research on how information literacy can affect an individual's ability to play bridge. The novelty of this study lies in its focus on the relationship between information literacy and bridge playing skills, which has never been explored in depth before. The formulation of the problem in this study is whether there is a relationship between the eight components of the empowering eight information literacy model, namely identification, exploration, selection, organization, creation, presentation, assessment, and application, with the bridge playing ability of Padjadjaran University Bridge Athletes. This study aims to understand whether there is a relationship between information literacy and bridge playing skills. In addition, this study is expected to provide new contributions to understanding the role of information literacy in mind sports, especially bridge, as well as provide recommendations for improving the quality of training and preparation of athletes in the future. Thus, this study is not only relevant in the context of bridge sports but can also be applied in various other fields that require in-depth mastery of information and strategies.

METHODS

This study examines the relationship between information literacy and bridge playing ability using a quantitative approach. According to Karimudin et al (2022), quantitative research is a method carried out systematically to study phenomena and their causal relationships through the collection of measurable data analyzed using statistical,

mathematical, or computational approaches by utilizing relevant theoretical frameworks and quantitative models. This study uses a correlational method, which aims to determine the relationship and level of association between two or more variables, where changes in one variable are followed by regular changes in other variables, both positive and negative (Hasbi et al., 2023). In this study, the population was 45 Bridge athletes at Padjadjaran University. Given the relatively small population, this study used a saturated or census sampling technique, where all members of the population were sampled. This technique is often used when the population is limited or when the study aims to achieve generalization with a minimal error rate. Thus, the number of samples in this study is the same as the population, namely 45 Bridge athletes at Padjadjaran University.

In this study, there are two main variables, namely information literacy (X) and the dependent variable is bridge playing skills (Y). The information literacy variable (X) is divided into eight subvariables, namely identification, exploration, selection, organization, creation, presentation, assessment, and application. Data collection techniques used include questionnaires, observations, and literature studies. The questionnaire was distributed to 45 Bridge athletes of Padjadjaran University as respondents via the *Google Form platform*. Observations were made on Bridge athletes to gain additional insights relevant to the study. Meanwhile, literature studies were conducted by utilizing information sources such as books, scientific articles, theses, websites, and others. The flowchart of the research stages carried out is described in Figure 1.

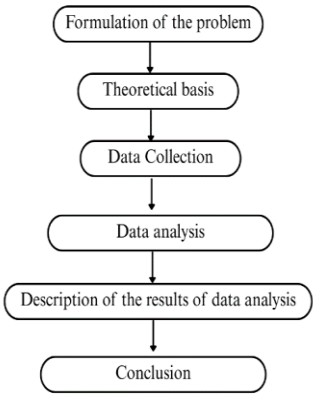

Figure 1. Research stages flowchart
Source: Data processing (2025)

Data analysis in this study used inferential statistics. There are two variables tested based on the proposed hypothesis, namely, information literacy as an independent variable and bridge playing skills as a dependent variable. Both of these variables have ordinal data with a *Likert scale* consisting of five levels. To calculate the correlation coefficient between the two variables, the *Spearman Rank correlation formula is used*. Spearman's rank correlation analysis

is a method used to assess the relationship or test associative hypotheses between ordinal variables. After conducting a hypothesis test, the next step is to evaluate the strength of the relationship between the variables by looking at the correlation coefficient value. Interpretation of the level of relationship is based on the *Guilford table* (see Table 1), which provides a guide to understanding how strong the relationship is between variables based on the correlation value obtained.

Table 1. Guilford Table

Absolute Value	Interpretation
<0.20	Slight
0.20 – 0.40	Low correlation
0.40 – 0.70	Moderate correlation
0.70 – 0.90	High correlation
>0.90	Very high correlation

Source: Guilford in Sugiharni & Setiasih (2018)

RESULT AND DISCUSSION

As shown in Table 2, the results of the significance test for the identification subvariable (X1) and bridge playing skills (Y) show that the t-value of 4.207 is greater than the t-table value of 2.01669. Thus, H_0 is rejected and H_1 is accepted, which means that there is a significant relationship between information identification and bridge playing skills. In addition, the correlation coefficient value of 0.54 indicates that the relationship between the two variables is in the moderate relationship closeness category. This finding indicates that the ability to identify information plays an important role in improving bridge playing skills.

Table 2. Relationship between Identification (X1) and Bridge Playing Ability (Y)

Variables	Correlation Coefficient	t_{count}	t_{table}	Conclusion
X1 - Y	0.54	4,207	2.01669	There is a relationship

Source: Data processing (2025)

Information identification includes the ability to select information topics, identify keywords, plan how to search for information, select and understand the audience, select the final format, and identify various sources of information that may be used. The ability to identify information contributes to improving bridge playing skills. Athletes who are able to identify relevant information will be able to improve their understanding of game patterns and be more confident in making decisions during the match. Athletes who are skilled at identifying information will be better prepared to strategize, adapt to opponents, and make more accurate decisions, thereby increasing their chances of winning.

Relationship between Exploration (X2) and Bridge Playing Ability (Y)

Table 3. Relationship between Exploration (X2) and Bridge Playing Ability (Y)

	Correlation Coefficient	t_{count}	t_{table}	Conclusion
X2 - Y	0.48	3,587	2.01669	There is a relationship

Source: Data processing (2025)

As shown in Table 3, the results of the significance test for the exploration subvariable (X2) and bridge playing skills (Y) show that the t-value of 3.587 is greater than the t-table value of 2.01669. Thus, H_0 is rejected and H_1 is accepted, which means that there is a significant relationship between information exploration and bridge playing skills. In addition, the correlation coefficient value of 0.48 indicates that the relationship between the two variables is in the moderate relationship closeness category. This finding indicates that information exploration skills play an important role in improving bridge playing skills.

Information exploration includes the ability to search for sources of information relevant to a chosen topic, conduct additional research if necessary, and find information related to the topic. With effective exploration, athletes can identify the methods and sources of information that best suit their needs and come from credible sources. In addition, information exploration encourages athletes to continue learning and adapting to the latest developments in the world of bridge. This allows them to remain competitive and always be prepared to face opponents with various playing styles.

Relationship between Selection (X3) and Bridge Playing Ability (Y)

Table 4. Relationship between Selection (X3) and Bridge Playing Ability (Y)

Variables	Correlation Coefficient	t_{count}	t_{table}	Conclusion
X3 - Y	0.526	4,055	2.01669	There is a relationship

Source: Data processing (2025)

As shown in Table 4, the results of the significance test for the selection subvariable (X3) and bridge playing skills (Y) show that the t-value of 4.055 is greater than the t-table value of 2.01669. Thus, H_0 is rejected and H_1 is accepted, which means that there is a significant relationship between information selection and bridge playing skills. In addition, the correlation coefficient value of 0.526 indicates that the relationship between the two variables is in the moderate relationship closeness category. This finding indicates that the ability to select information plays an important role in improving bridge playing skills.

Information selection includes the ability to select the most relevant information, categorize information sources, record important information systematically, plan information collection steps, and collect accurate data. Information selection skills not only help bridge athletes collect relevant and quality information, but also enable them to sort out relevant data from existing information. This ability is very important because it helps athletes understand the bidding system more deeply, avoid misperceptions, and apply the right strategy during the match. Effective information selection can ensure that athletes only rely on accurate and reliable data, both from reading sources and discussions with other athletes.

Relationship between Organization (X4) and Bridge Playing Ability (Y)

Table 5. Relationship between Organization (X4) and Bridge Playing Ability (Y)

Variables	Correlation Coefficient	t_{count}	t_{table}	Conclusion
X 4 - Y	0.65	5,608	2.01669	There is a relationship

Source: Data processing (2025)

As shown in Table 5, the results of the significance test for the subvariables of organization (X4) and bridge playing skills (Y) show that the t-value of 5.608 is greater than the t-table value of 2.01669. Thus, H_0 is rejected and H_1 is accepted, which means that there is a significant relationship between information organization and bridge playing skills. In addition, the correlation coefficient value of 0.65 indicates that the relationship between the two variables is in the moderate relationship closeness category. This finding indicates that information organization skills play an important role in improving bridge playing skills.

Information organization includes the ability to filter information, distinguish between fact and opinion, identify bias in information sources, organize information logically, and use visual tools to compare information. Information organization skills not only help bridge athletes manage information effectively but also enable them to develop more informed, data-driven strategies. These skills allow athletes to be more systematic in collecting, sorting, and using relevant information during the game.

Relationship between Creation (X5) and Bridge Playing Ability (Y)

Table 6. Relationship between Creation (X5) and Bridge Playing Ability (Y)

Variables	Correlation Coefficient	t_{count}	t_{table}	Conclusion
X5 - Y	0.583	4,705	2.01669	There is a relationship

Source: Data processing (2025)

As shown in Table 6, the results of the significance test for the subvariables of creation (X5) and bridge playing skills (Y) show that the t-value of 4.705 is greater than the t-table value of 2.01669. Thus, H_0 is rejected and H_1 is accepted, which means that there is a significant relationship between information creation and bridge playing skills. In addition, the correlation coefficient value of 0.583 indicates that the relationship between the two variables is in the moderate relationship closeness category. This finding indicates that the ability to create information plays an important role in improving bridge playing skills.

Information creation includes the ability to present information in one's own words, revise and edit work independently or with friends, and compile a list of sources of information. Information creation skills not only support more effective information management, but also play a role in helping bridge athletes develop more structured strategies. Through a systematic information creation process, they can evaluate whether the bidding they have done is in accordance with the agreed system and identify steps that can be optimized to increase the chances of winning.

Relationship between Presentation (X6) and Bridge Playing Ability (Y)

Table 7. Relationship between Presentation (X6) and Bridge Playing Ability (Y)

Variables	Correlation Coefficient	t_{count}	t_{table}	Conclusion
X 6 - Y	0.625	5,250	2.01669	There is a relationship

Source: Data processing (2025)

As shown in Table 7, the results of the significance test for the presentation subvariable (X6) and bridge playing skills (Y) show that the t-value of 5.250 is greater than the t-table value of 2.01669. Thus, H_0 is rejected and H_1 is accepted, which means that there is a significant relationship between information presentation and bridge playing skills. In addition, the correlation coefficient value of 0.625 indicates that the relationship between the two variables is in the moderate relationship closeness category. This finding indicates that information presentation skills play an important role in improving bridge playing skills.

Presentation of information includes the ability to practice for presentation activities, deliver information to the right audience, adjust the presentation format according to the needs of the audience, and prepare and use equipment properly. Presentation of information skills contribute to the effectiveness of communication in the game of bridge which also plays an important role in improving playing skills.

Relationship between Assessment (X7) and Bridge Playing Ability (Y)

Table 8. Relationship between Assessment (X7) and Bridge Playing Ability (Y)

Variables	Correlation Coefficient	t_{count}	t_{table}	Conclusion
X7 - Y	0.647	5,564	2.01669	There is a relationship

Source: Data processing (2025)

As shown in Table 8, the results of the significance test for the assessment subvariable (X7) and bridge playing skills (Y) show that the t-value of 5.564 is greater than the t-table value of 2.01669. Thus, H_0 is rejected and H_1 is accepted, which means that there is a significant relationship between information assessment and bridge playing skills. In addition, the correlation coefficient value of 0.647 indicates that the relationship between the two variables is in the moderate relationship closeness category. This finding indicates that information assessment skills play an important role in improving bridge playing skills.

Information assessment includes the ability to evaluate aspects that can be improved next time, assess performance in response to feedback on work that has been done, reflect on the extent of achievement that has been achieved, identify new skills that need to be learned, and receive feedback from others. Information assessment plays an important role in supporting the development of bridge playing skills. Athletes who have information assessment skills will be able to continue to hone their skills, correct mistakes, and become more competitive in each match they play.

Relationship between Implementation (X8) and Bridge Playing Ability (Y)

Table 9. Relationship between Implementation (X8) and Bridge Playing Ability (Y)

Variables	Correlation Coefficient	t_{count}	t_{table}	Conclusion
X 8 - Y	0.717	6,744	2.01669	There is a relationship

Source: Data processing (2025)

As shown in Table 9, the results of the significance test for the application subvariable (X8) and bridge playing skills (Y) show that the t-value of 6.744 is greater than the t-table value of 2.01669. Thus, H_0 is rejected and H_1 is accepted, which means that there is a significant relationship between the application of information and bridge playing skills. In addition, the correlation coefficient value of 0.717 indicates that the relationship between the two variables is in the category of high relationship closeness. This finding indicates that the ability to apply information plays an important role in improving bridge playing skills.

Application of information includes the ability to review the assessment and feedback that has been given, use the results of the evaluation in the next learning process, apply the knowledge that has been gained in various new situations, identify other situations where new skills can be used, and document in a portfolio. Application of information plays an important role in increasing the effectiveness of learning, improving game strategies, developing analytical thinking skills, and helping bridge players adapt to various game situations. Application of information is an important stage in the development of bridge playing skills because it allows players to use previous evaluations and learning to improve their performance.

Some of the results found in this study show a difference in focus compared to previous studies. Such as previous research conducted by Hen-Herbst et al. (2023) where the study emphasized the importance of cognitive strategies in bridge games, and also previous research conducted by Punch et al. (2021) which highlighted the formation of identity and the dynamics of social interactions between bridge athletes. Meanwhile, the results of this study show a new perspective by placing information literacy as the main skill that supports the process of strategic thinking and decision making when playing bridge. Different from previous studies that tended more towards psychological and social aspects, the findings in this study show that the ability to manage information systematically through the Empowering Eight stages is closely related to improving playing skills.

Some of the things found in this study are that the information application component is the most influential factor in bridge playing skills. This shows that the success of bridge athletes is not only determined by the ability to access or evaluate information, but also by the ability to apply the information in the context of the game directly. This finding reinforces the importance of information literacy in developing adaptive and reflective strategies, and opens up new space in the study of information literacy in the field of cognitive-based sports, especially for the development of more structured and information-based bridge training.

CONCLUSION

This study was conducted with the aim of determining whether there is a relationship between information literacy consisting of eight components; identification; exploration; selection; organization; creation; presentation; assessment; and application with bridge playing skills in bridge athletes at Padjadjaran University. The results showed that all components of information literacy have a significant relationship with bridge playing skills, where the higher the information literacy skills possessed by athletes, the better their performance in formulating

strategies, making decisions, and working together in teams. Among the eight components, information application showed the strongest influence, indicating that success in playing is not only determined by the ability to access and assess information, but also by the skill in applying it appropriately in the context of the game. However, this study has several limitations, namely the limited scope of the Padjadjaran University bridge athletes and the use of a quantitative correlational approach that has not been able to explain the cause and effect relationship in depth. Thus, the suggestion in this study is the need to strengthen information literacy so that bridge athletes are accustomed to managing information effectively and making it part of the thinking process and decision-making while playing.

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