ABSTRACT

Information literacy and self-efficacy skills are needed for students in the information age. Information literacy skills are needed to avoid the negative impact of rapid information growth. One of the negative impacts was the availability of information which is not entirely correct. Meanwhile, self-efficacy must be possessed in order to practice information literacy skills with confidently and competently. The purpose of this study was to determine the level of information literacay self-efficacy of library science at Diponegoro University. This research was a quantitative research with descriptive survey research type. The data were collected by using the research instrument of Kurbanoglu's Information Literacy Self-Efficacy Scale (ILSES). The study population included 379 library science students class of 2015, 2016, 2017, and 2018 with a total sample of 144 students. The research sample was obtained using the Harry King method. Tables of frequencies, proportions, means, and categorization criteria were used in the analysis of research data. The results of the study stated that the category of information literacy self-efficacy level of students of class 2016 was high and reached the highest score with a total value of 111.31. Then followed by library science students class of 2015 with the total value of each statement at 110.56 it was included moderate level category in the information literacy self-efficacy. Meanwhile, in the third was filled by students of class 2017 with the total value of each statement at 108.83 it was included moderate level category in the information literacy self-efficacy. The lowest score was achieved by students of class 2018 with the total value in each statement at 103.56 it was included moderate level category in the information literacy self-efficacy.

Keywords: Self-Efficacy; Information Literacy; Library Science Students