

DEVELOPING STUDENT INFORMATION LITERACY SKILL IN SENIOR HIGH SCHOOL

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ABSTRACT:

Filtering the abundance of information is done by providing information literacy skills. Information literacy skills need to be possessed by every student at school age to manage information as needed. The school library is one of the facilities that can equip students' information literacy skills. The school library seeks programs and activities related to information literacy. This study examines the efforts made by the library to develop information literacy skills. This research is descriptive with a qualitative approach. The research was conducted at the Ganesha Library of SMA Negeri 1 Jetis Bantul Yogyakarta. Research informants are the head of the library, deputy head of the library, librarians, teachers of reading interest, and students. The data collection techniques are used by observation, documentation, and in-depth interviews. Data were analyzed by data reduction, display data, and conclusion—the validity of the data used by triangulation of sources. The results showed that (1) Students at SMA Negeri 1 Jetis Bantul Yogyakarta had information literacy skills developed with the support of the Ganesha Library. (2) The efforts made by the Ganesha Library to develop students' information literacy skills are through library programs and activities, the role of librarians, the role of teachers, and the empowerment of human resources. The literacy skills possessed by students help them sort out information according to their needs, especially for the development of their academic activities.

ARTICLE HISTORY:

Received: 27 April 2021

Accepted: 31 May 2021

Published: 22 June 2021

KEYWORDS:

Developing Information
Student Literacy Skill,
Empowering School
Library, Information
Literacy.

ABSTRAK:

Filterisasi terhadap keberlimpahan informasi dilakukan dengan memberikan kemampuan literasi informasi. Pada usia sekolah, kemampuan literasi informasi perlu dimiliki oleh setiap peserta didik agar dapat mengelola informasi sesuai kebutuhan. Perpustakaan sekolah adalah salah satu fasilitas yang dapat dijadikan wadah untuk membekali kemampuan literasi informasi peserta didik. Perpustakaan sekolah mengupayakan program dan kegiatan yang berkaitan dengan literasi informasi. Penelitian ini mengkaji tentang upaya yang dilakukan perpustakaan untuk mengembangkan kemampuan literasi informasi. Penelitian ini menggunakan analisis deksriptif dengan pendekatan kualitatif. Penelitian dilakukan di Perpustakaan Ganesha SMA Negeri 1 Jetis Bantul Yogyakarta. Informan penelitian adalah kepala perpustakaan, wakil kepala perpustakaan, pustakawan, guru pembina minat baca, dan siswa. Teknik pengumpulan data menggunakan observasi, dokumentasi, dan wawancara mendalam. Data dianalisis dengan reduksi data, penyajian data, dan penarikan kesimpulan. Uji keabsahan data yang digunakan yaitu dengan triangulasi sumber. Hasil penelitian menunjukkan bahwa (1) Peserta didik di SMA Negeri 1 Jetis Bantul Yogyakarta memiliki kemampuan literasi informasi yang dikembangkan dengan dukungan Perpustakaan Ganesha. (2) Upaya yang dilakukan Perpustakaan Ganesha untuk mengembangkan kemampuan literasi informasi peserta didik adalah melalui program dan kegiatan perpustakaan, peran pustakawan, peran guru, dan pemberdayaan SDM. Kemampuan literasi yang dimiliki oleh para siswa, membantu mereka dalam memilah informasi sesuai kebutuhan, terutama untuk pengembangan kegiatan akademiknya.

Kata Kunci: *Literasi Informasi, Pemberdayaan Perpustakaan Sekolah, Pengembangan Keterampilan Literasi Informasi.*

INTRODUCTION

Literacy is an activity related to reading and writing. Over time, literacy that initially focused on reading and writing began to shift and expand. Now literacy is expanding as contained in the Main Design of the School Literacy Movement, that literacy components consist of early literacy, basic literacy, library literacy, media literacy, technological literacy, and visual literacy. (Mursyid dkk., 2016:245). This literacy ability is essential for everyone to become a lifelong learner. Especially at this time, technology development is so rapid, which results in an abundance of information. Information literacy is defined as recognising information needs, seeking information, evaluating information, and using information effectively (Morrison, 1997).

The 21st century is when information and communication technology is multiplying, resulting in an information explosion. Every moment humans are flooded with information that is not yet known to be true. It requires humans to



have the ability to recognize their information needs, sort out correct and incorrect information, have a strategy to find the information they want. (Rahayuningsih & Rini Kristanti, 2016:1). If everyone does not have the awareness to be literate, then he will fall into the wrong information.

One effort to filter on the abundance of information is to provide information literacy skills, especially for students, to sort and choose the information that can be accounted for the quality of the information. (Mursyid dkk., 2016:297). Mastery of information literacy will help students convert and understand information to become meaningful, valuable, and valuable for them. In addition, the ability to investigate the author's expertise, check the credibility of sources, and verify facts from various places, including skills from student information literacy (Kendra, 2018:186). Students can determine the type of information needed (Mursyid dkk., 2016:67) and avoid false information or hoaxes circulating.

Libraries have an essential role in helping develop students' information literacy skills (Morrison, 1997). Because most students today are familiar with the world with the internet, so these students search for information using the internet more often than libraries. (Chen, 2015; Jones, 2002; Taylor, 2012)

The intensity of implementing the library activities carried out by the library affects students' level of information literacy (Graves dkk., 2021). In one semester, program activities carried out by librarians can improve students' information literacy skills compared to programs that only meet once (Graves dkk., 2021).

Librarians carry out information literacy programs through several activities such as mobile library services (with a clear schedule), library literacy competitions (writing, reading, drawing, singing), fostering community reading parks, and promoting a love of reading program on special library days. (Tunardi, 2018:78).

Libraries and librarians both have a role to play in developing students' information literacy. The Ganesha Library is a library that won second place in the national library competition in 2019. Researchers assume that the library has been appropriately managed so that it can achieve this achievement. In addition, SMA Negeri 1 Jetis Bantul Yogyakarta is an integral literacy school, which means a school that integrates all learning resources in the school as an

information centre, especially the Ganesha Library, which positions itself as an information centre in the school. This study examines the Development of Information Literacy Skills of Students at SMA Negeri 1 Jetis Bantul Yogyakarta more deeply.

METHODS

Researchers used a qualitative approach as a method of obtaining and analyzing data in the field. The data were obtained directly through observation, in-depth interviews, and documentation studies. Sources of data include the head of the library with the initials CI, the deputy head of the library with the initials SY, the librarians with the initials IR and WD, the teachers who foster interest in reading with the initials IQ, SG, and YC, and students of SMA Negeri 1 Jetis Bantul Yogyakarta with the initials DN, NS, and ES.

The techniques used in data collection are observation, in-depth interviews, and documentation. In this observation, the researcher saw firsthand the situation and condition of the Ganesha Library, the activities of the book lending service, the circulation flow, the condition of facilities and infrastructure as well as matters relating to the activities carried out at the Ganesha Library at SMA Negeri 1 Jetis Bantul Yogyakarta.

Before conducting the interview, the researcher made interview guidelines in the form of questions to run smoothly. The tools used during the interview were writing instruments and recording devices, making it easier for researchers to record the data obtained from the interviews. In this study, interviews were conducted with the head of the library, deputy head of the library, two librarians, three teachers of reading interest, and 3 SMA Negeri 1 Jetis Bantul Yogyakarta students. The documentation results in this study are organizational structure, history, programs and activities, matters relating to the library profile, and the inventory of Ganesha Library facilities and infrastructure.

The data were analyzed using the interactive model from Miles and Huberman, namely data reduction, display data, and conclusion. Data analysis was carried out at the time of data collection and after data collection within a certain period. (Sugiyono, 2013:337).



FINDINGS AND DISCUSSION

The Ganesha Library provides an academic environment for students within the library supported by good and comprehensive Library management. In management, many functions must be carried out. In this regard, one theory that fits the discussion of the library field is the management functions, according to George R. Terry which consist of planning (planning), organizing (organizing), actuating (actuating), and controlling (controlling) (NS, 2006:135). It can be seen through the following picture about Ganesha library management.

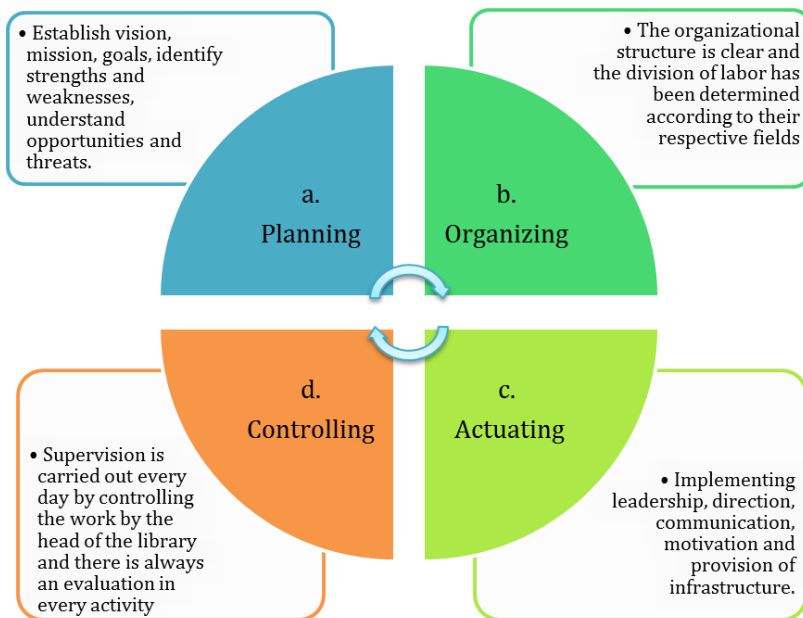


Figure 1. Ganesha Library Management

From the picture above, it can be seen that the implementation of library management in the Ganesha library at SMA Negeri 1 Jetis Bantul Yogyakarta has been able to encourage students to improve their information literacy skills. Students can use this information literacy ability to work on assignments that require sources of information as reference materials, such as making papers, essays, and other written works. In addition, information literacy competence is closely related to critical thinking because information literacy requires students to develop appropriate research questions, find relevant information,

evaluate it, apply it to their questions, and communicate the results. (Wertz dkk., 2013).

Through the academic environment in the Ganesha library, students have been able to carry out the stages of information literacy quite well. For example, it can be seen from the researcher's description of the analysis of the big six information literacy model developed by Michael B. Einsenberg and Robert E. Berkowitz in 1987 at the Ganesha Library. The stages in this model include identifying tasks, information seeking strategies, location and access, using information, synthesis, and evaluation (Riski dkk., 2018:134-135).

1. Identifying Tasks

Identifying the task means defining the information problem at hand and identifying the required information. Students' abilities in this regard, IR said, "They can identify which information is appropriate for their assignment. For example, they have the task of searching for the environment, so they know which information is appropriate." In line with this, SY said that students were able to identify information to do assignments. YC also noted that students were able to identify the information needed when doing tasks. Thus, students of SMA Negeri 1 Jetis Bantul Yogyakarta already can identify the information they need to do assignments.

2. Information Search Strategy

Information search strategies include determining all possible sources and selecting the best sources. The results showed that the ability of students in this stage is the ability to find sources of information and determine the type of information described as follows:

a. Students' ability to find sources of information

OPAC (Online Public Access Catalog) is a local database that can be searched online to check the availability of information sources in the library (Hartono, 2015:35). This OPAC is one of the facilities provided at the Ganesha Library, which is very helpful for students in finding sources of information. Through this OPAC, students can access information sources wherever they are. First, sources of information are searched by entering keywords in the system, then books that match the entered keywords will appear and the bookshelf's location.



b. Students' Ability to Determine Types of Information Sources

Regarding students' ability to determine the type of information, SY stated that students could choose the information source, both books and journals. This ability is supported because the Ganesha Library has provided books and arranged them according to their classification. Therefore, the students can determine the type of information sources in the form of books or journals. In addition, the availability of books that have been arranged according to their classification in the Ganesha Library is beneficial to meet their information needs.

3. Location and Access

Location and access is the third stage in information literacy. In this case, students determine the location of the source and find information in the source. Based on the results of the research, students' abilities in this stage are students' ability to access information, students' knowledge of using online catalogues, how students access information, and students' ability to know the location of information sources.

Students of SMA Negeri 1 Jetis Bantul Yogyakarta already have the ability to access information. Information is accessed through printed books and online media, such as Google Scholar, Google, YouTube, and other social media. However, this ability is not matched by sorting out which information can be accounted for and which information is a hoax. Thus, students still need more learning because students access Google more often, whose sources are not necessarily valid and can be answered.

The use of the online catalogue (OPAC) has been taught during user education activities so that students already know how to use it. This online catalogue can also be accessed anytime and anywhere with the link lib.sman1jetis.sch.id.

The way students access information is by using keywords in the form of titles. If the keyword is not found, students will ask for help from the librarian. Regarding the students' ability to know the location where information sources can be found, the Ganesha library has distinguished the location of the books, making it easier for students to find out. The books that can be borrowed and taken home are located on the 1st floor, while the books that can only be read on the spot are on the 2nd floor. In addition, the

books in the library are also arranged on the bookshelf based on their classification so that students can easily find out where they are—the books they need. The type of books in libraries is following the theory that library classification aims to determine the location of library materials in library collections' ranks to facilitate information retrieval. (Hartono, 2015:131).

4. Using Information

Using information is the fourth stage in information literacy. Students' ability in this stage is the ability of students to make summaries and take relevant sources of information.

The ability of students of SMA Negeri 1 Jetis Bantul Yogyakarta to make summaries is still included in the medium category because they still make summaries in general and cannot summarize in detail using their sentences. However, this is still in the learning process and the school literacy movement, which is being promoted every day for secondary education. With daily literacy activities, students become accustomed to making summaries of their readings.

In taking relevant sources of information, students at this school can find books or sources of information according to what is needed. However, this still has to get direction from the teacher or librarian because not all students immediately find the information they want. When in class, if students have difficulty, they will ask for help from the teacher. If they have trouble in the library, they ask for help from the librarian.

To further support students' abilities, the Ganesha Library strives to provide books that suit students' needs. In addition, the library also conducts a selection before the books are arranged on the shelves so that the books that have been agreed are according to the needs of the students. Librarians carry out this selection process to filter out books that violate SARA elements and are related to pornography. It is following Hartono's opinion that the selection of library materials is one of the core activities of the library. Selection means choosing or determining whether the library material is following the needs (Hartono, 2015:73).

Thus, it can be concluded that SMA Negeri 1 Jetis Bantul Yogyakarta students have a reasonably good ability to carry out information literacy



activities at the fourth stage, namely using information. This ability is supported by the Ganesha Library, which organizes school literacy movement activities and selects library materials.

5. Synthesis

The fifth stage in information literacy is synthesizing or organizing information. Overall students of SMA Negeri 1 Jetis Bantul Yogyakarta have the ability to organize information. Teachers always provide direction and habituation so that students have better abilities. Habituation that has been done is through school literacy movement activities. In the organization of information, knowledge of the inclusion of citations is also required. From the results of the interviews, students already knew about the inclusion of sources because Indonesian language teachers had taught them in teaching and learning activities and during school literacy movement activities, and students had also applied them.

6. Evaluation

In general, evaluation is assessing and improving so that the activities carried out become even better. In terms of information literacy activities, students of SMA Negeri 1 Jetis Bantul Yogyakarta at the evaluation stage asked for advice or assistance from teachers and librarians during information literacy activities. The intensity that students do in this stage is often done. It proves that teachers and librarians provide students with openness to ask for advice or help to feel comfortable and are not afraid to ask questions.

Researchers have described the ability of students of SMA Negeri 1 Jetis Bantul Yogyakarta at each stage of information literacy using the big six models. Teachers who intensively meet with students and librarians who serve students in the library can identify students' information literacy skills. These abilities are recognised when students carry out school literacy movement activities and use the library. Based on this results, it can be concluded that SMA Negeri 1 Jetis Bantul Yogyakarta students have a reasonably good ability to carry out the stages of information literacy to find and utilize the information they need in doing assignments. However, this ability still has to be developed again with the support provided by the Ganesha Library as a learning resource centre at SMA Negeri 1 Jetis Bantul Yogyakarta.

Another literacy model is Empowering Eight. This model was initiated at the International Workshop on Information Skills for Learning International Workshop for Learning in Colombo. These models are intended as a problem-solving approach for learning based on information sources. This model consists of eight components: identity, explore, select, organize, create, present, assess, and apply (Hamidah & Fistiyanti, 2019:19). These components have been completed by The Big 6 as described previously.

In the context of information literacy, libraries and librarians are parties who have the "intention" to carry out information literacy programs. Almost all literature on information literacy states that information literacy is carried out by the library and is one of the library services for the development of its users (Mursyid dkk., 2016:131). Based on this, the school library must strive to develop the information literacy skills of users, especially students. The results showed that the efforts made by the Ganesha Library to develop students' information literacy skills were through library programs and activities, through the role of librarians, through the part of teachers, and empowerment of human resources.

1. Through Library Programs and Activities

The Ganesha Library organizes programs and activities, including user education, school literacy movements, competitions related to information literacy, and rewards. User education is an activity to introduce students to libraries. In the past, librarians only taught how to recognize and use libraries. However, librarians train their users to have complete information skills (Mursyid dkk., 2016:131).

Libraries can also provide excellent service by holding book fairs, increasing book collections by making clippings, compiling collections with a neat system, and making loan administration neatly so that collections that are not in place are easily traced to their whereabouts. (Johansyah dkk., 2019). User education at the Ganesha Library has the objectives stated by the head of library. By conducting user education, the students know how each stage is in borrowing and returning books, then how to find sources of information. The documentation results show that the purpose of user education is that the user can know how to use the library correctly and adequately, so they can find information accurately and adequately. User



education is carried out during the MPLS (School Environment Introduction Period) activity, and the results have been carried out well. In addition, adequate facilities will help create a comfortable atmosphere while in the library, especially when using the library. Therefore, they will choose a comfortable seat for their activities (McGinnis & Kinder, 2021).

2. Through the Role of Librarians

Based on this study, librarians play a role in developing information literacy skills by providing services and utilizing social media. Librarians need to increase sympathy and empathy for students/teachers who visit the library. Librarians must actively serve users with a friendly and responsive attitude (Mursyid dkk., 2016:320). One of the services available at the Ganesha Library is an information literacy service, which is a service provided by the library for users who want to know about the Ganesha Library or find information in the library. To provide these services, librarians at the Ganesha Library apply a communicative and friendly service to students.

Communicative and friendly service is a librarian's strategy to make students not lazy to visit the library to read and borrow books. Librarians are also very open to students who need and ask for help. So that students are not afraid to ask if they have difficulty in finding sources of information.

The librarian's role can also be developed, as in Ika Rahmawati and Yanuar (2017) research regarding the librarian's role. They suggest three roles of librarians in learning information literacy, first, as learning support and collaborate with teaching staff to teach information literacy in the classroom. Second, the librarian who teaches, namely the librarian who teaches information literacy held in library roadshows and personal assistance. Third, as a trainer, the librarian carries out information literacy learning by training students' abilities, such as accessing various sources of information through journals subscribed to by the library and how to use citation applications. (Rahmawati N & Prasetyawan, 2017:7).

In line with research by Hana Silvana and Selly Setiana, librarians are said to be teachers of librarians because of their role in developing students' information literacy skills. The librarian teacher has a key role in three aspects: the curriculum, curriculum leader, and teacher. In the

curriculum aspect, the librarian is an information specialist and an information service manager. As curriculum leader, the teacher-librarian works closely with the principal and senior staff to ensure that the results of information literacy receive special attention in the curriculum. In her capacity as a teacher, she teaches information skills and managing information. Meanwhile, in his capacity as information service manager, the librarian teacher must equip students with the skills to use available information sources, either in books in the library or writing on the internet.(Silvana & Setiani, 2018:221).

3. Through the Teacher's Role

Teachers have great power in shaping students' reading interest. A child/student is sometimes easier to carry out the teacher's orders than his parents' orders. Thus, teachers can design programs to motivate students to read (Mursyid dkk., 2016:180). Based on this, the program to encourage students to read is learning in the library. The teacher collaborates with the Ganesha Library to conduct lessons. Before holding learning in the library, the teacher first coordinates with the librarian to arrange a schedule to not clash with other teachers who will also know.

The information form deputy head of library, the purpose of teacher collaboration in the library by holding learning that the goal is to make students close to libraries with many sources of information. They will get many references to increase knowledge and train them how to get data according to material from various sources of data available in the library.

4. Human Resource Empowerment

Empowerment emphasizes a person was gaining knowledge, skills, and mastery that is more than sufficient in influencing the field of work (Haryanti & Noviliya, 2020: 4). In this regard, the study results indicate that the empowerment of Human Resources in the Ganesha Library is empowerment for librarians.

Empowerment is done by sending librarian training or technical guidance. Librarians are sent with training and education to add insight, skills, and up-to-date information about the library. With this empowerment, the new knowledge gained by librarians is implemented in the library so that the library will be better in the future. However, based



on the documentation of empowerment through education and training or technical guidance, it is not entirely successful. Librarians do not attend several movement pieces due to a lack of information for librarians to find the training schedule or technical guidance. The solution, in this case, is to add relationships and look for information related to education and training or technical advice.

CONCLUSION

Students of SMA Negeri 1 Jetis Bantul Yogyakarta have a reasonably good ability to carry out the stages of information literacy to find and utilize the information they need to do assignments. However, these abilities must still be developed through the support provided by the Ganesha Library as a learning resource centre at SMA Negeri 1 Jetis Bantul Yogyakarta. This support is manifested in the provision of programs and activities that hone students' information literacy skills.

The Ganesha Library's efforts to develop students' information literacy skills can be said to be successful, including through library programs and activities, the role of librarians, teachers, and the empowerment of human resources. With good management, the Ganesha Library can develop students' literacy skills through several programs and activities. These programs and activities are carried out by empowering their human resources. It means that the library does not work alone, but there is a role for librarians and teachers to help develop students' information literacy skills. Thus, the responsibility for the development of student information literacy is not only on the library but also for all academics in the school. Therefore, students' information literacy skills can develop and always experience continuous improvement.

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