INFORMATION LITERACY EDUCATION FOR STUDENT IN HIGHER EDUCATION

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A B S T R A C T

This study aims to describe importance of information literacy competency for student in higher education and how to run the education of information literacy with special reference to Faculty of communication Science (Fikom), Universitas Padjadjaran Bandung. It used descriptive analysis method. Information literacy competency is a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. People with information literacy competency will be able to live in information society where information and knowledge are the most important element. The students with information literacy competency will be able to handle the study well, they will be creative and innovative students and have positive contributions for the community and the most important thing they will be independent and active lifelong learners. Fikom Unpad has run information literacy education as a non formal course and it carried out by the Fikom Library and Knowledge Centre for all Fikom students, and as formal course it began in 2016 as a subject in orientation program for new students. In Study Program of Library and Information Science, information literacy is one of a subject which avalilable in its curricullum and the value is 3 credits. Generally, information literacy education for students in Unpad has been run by each faculty library as non formal course through users education program. It is recommended that all faculties at Unpad have information literacy education as formal course. They may follow Fikom which includes the information literacy subject in orientation program for new students.

K E Y W O R D S : Information literacy education, higher education student

INTRODUCTION

People live in information society will face situation where information is the most important thing in all aspects of life. They need information for learning, making a decision in work, doing a bussiness, gardening, parenting, etc. By using information technology or computer, information may distribute fastly and people can find it easily in many formats. People will find abundance of information, but they often confuse how to get the accurate, valid, and relevant information. So, people in information society need a competency how to find the relevant and accurate information in effective and efficient way, how to use the information for specific purpose, how to create new information or knowledge and how to share the new information effectively. Those competency is called as information literacy competency.

Information literacy competency is one of the most important competency which must owned by all member of information society. So, it is crucial to educate people and teach it in formal education on every school level since elementary school until higher education or it can be taught in non formal education.

It is very crucial to educate Information literacy for students in higher education, because the higher education or the universities is the highest education level which prepare the students to get involve in society development when they have graduated. Whether they will be workers, scientists, businessmen, etc. they have to be able to solve the problem independently. In addition, the students in higher education will find the study condition that they have a lot of works such as writing essays, doing research and make reports, etc., and most of their works need information. Especially when the learning system is student-centered where inquiry is the norm, problem solving becomes the focus, and thinking critically is part of the process. Such learning environments require information literacy competencies. So they must be a good independent learner in order to handle the study well and finish it on time. Moreover, the university graduates with information literacy competency should be lifelong learner which always have knowledge thirsty, so they will be able to create new information or new knowledge and share it to the community. Developing lifelong learners is central to the mission of higher education institutions. By ensuring that individuals have the intellectual abilities of reasoning and critical thinking, and by helping them construct a framework for learning how to learn, the universities provide the foundation for continued growth throughout their careers, as well as in their roles as informed citizens and members of communities. Information literacy forms the basis for lifelong learning.

This article aims to explain the importance of information literacy competency for student in higher education and how the information literacy education has been running with a special reference to Faculty of

Communication Science, Universitas Padjadjaran Bandung. It used descriptive analysis method.

Importance of Information Literacy Competency for Student in Higher Education

Unesco has formulated definition of Information literacy: encompasses knowledge of one's information concerns and needs, and the ability to identify, locate, evaluate, organize and effectively create, use and communicate information to address issues or problems at hand; it is a prerequisite for participating effectively in the information society, and is part of the basic human right of lifelong learning. (US National Commission on Library and Information Science, 2003 in Sudarsono, 2007).

Based on information literacy definition from Unesco, it can be identified there are five components of information literacy. It means people with information literacy competency will have abilities of those components. The components can be explained as follow:

1. Ability to recognize when need information
    Sometimes someone has a problem but he does not know how to solve the problem, or even he does not aware that he has a problem. Someone with information literacy competency will be aware that he has a problem and he needs information with relevant to solve the problem. So, this is a basic competency that makes someone active and thinks critically and try to be an independent learner.

2. Ability to identify and find location of needed information
    When someone has been aware that he needs information to solve the problem, he will try to look for the needed information. Someone with information literacy competency knows where and how to find the information. As example, he knows that he should come to a library and try to find the needed information by reading books, journal, access internet, or ask a librarian for a help. There are many information sources available and he can identified which one is a credible information source.

3. Ability to evaluate information critically
    Someone with information literacy competency will evaluate critically the information which got from information media. As example, he will evaluate the information based on qualified information criteria which consists of the information is relevant with the needs, the information is valid or accurate not a false or hoax, the information is objective, the information is comprehensive, and the information is current. This competency makes him get qualified information as a consideration to solve the problem.

4. Ability to organize and integrate new information with his own prior knowledge
    Someone with information literacy competency will organize and integrate the new information he got with his prior knowledge.. He will be able to think critically and make a comprehensive conclusion. So, he can create new information/knowledge from different perspective.

5. Ability to use and communicate new information effectively
    Someone with information literacy competency will use the new information as a consideration to solve his problem. So, he will be able to make a wright decision regarding his problem. Moreover, he will be aware that the new information which created could be useful for others and he will like to share it with them. This is a contribution for community development as well as for knowledge development.

In addition, American Library Association (1989) formulated some abilities of people with information literacy competency which consists of determine the extent of information needed, access the needed information effectively and efficiently, evaluate information and its sources critically, incorporate selected information into one's knowledge base, use information effectively to accomplish a specific purpose, understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally. (American Library Association, 1989).

Based on the American Library Association concepts of information literacy, there is one important thing which added that people with information literacy competency have to understand the economic and legal issues surrounding the use of information. It means that people have to be aware that there is a cost in producing and access information, and do not mind to pay to get information. Although there are much information available for free. Moreover, people have to be aware that there is a copy right on information. So, when use information have to mention the source and declare it to avoid plagiarism.

All information literacy components mention above are very important for people live in information society, especially for students in higher education, because during studying in the university the students have to do research and publish the reports, and the students be prepared to have contribution in community development and knowledge development after they finish the study.

Higher education is education at a college or university where subjects are studied at an advanced level. (Oxford Dictionary). In Indonesia, student at higher education has a special name calling that is *mahasiswa* which means highest student. It means the students are mature and have social responsibility as member of society.

Learning and teaching process in higher education is very different from senior high school. Sudarman (2004) said the difference is because higher education is education for mature student with objectives to provide intellectual attitude and prepare skilled, independent, and professional worker, to fullfil demand of labour market, or to support science development. In higher education students will be taught to be a professional, technisian, scientist who will be ready to join community development in the future. (Sudarman, 2004:1).

According to Indonesian Government Act number 12/2012 about Higher Education, one of higher education function is developing all civitas academica (lecturers, students, administrator) to be innovative, responsive, creative, skilled, competitive, and cooperative through implementation of Tridharma which consists of education, research and public service.

So,these functionsof higher education demands all civitas academica especially students and lecturers to work hard on their own subject. They must create new information/knowledge through research and publish their innovations/findings on media in order to be known and give contributions to Indonesia society and to global society. This duty needs a spirit to keep learning and know how to learn effectively.   Information literacy forms the basis for lifelong learning. So, the higher education working atmosphere needs information literacy competency for both students and lecturers.

Teaching Information Literacy for Student in Higher Education

There are several models of information literacy. The model explains some steps of information literacy and makes it easier to learn. There are two models which often be used in teaching information literacy, those are the Big 6 model and Empowering 8 model.

The Big 6 model was developed by Michael B. Eisenberg and Robert E. Berkowitz in 1987. It explains that information literacy consists of 6 skills and every skills consists of 2 steps. It can be explain as follows:

Skill number 1 is identified problem which consists of formulated the problem and identified needed information. Skill number 2 is information searching strategy which consists of decide information source and choose the best source. Skill number 3 is located and access which consists of located information sources intellectually and physically, and find information from those sources. Skill number 4 is use of information which consists of reading, listening, touching, etc., and summarizing relevant information. Skill number 5 is synthesize which consists of organize information from many sources and presentation of the information. Skillnumber 6 is evaluation which consists of result evaluation (effectivelly), and process evaluation (efficiently). (Eisenberg, M and Berkowitz, B. In Diao, AI. 2010).

Based on the Big 6 Model a teacher will explain for every step and give the student assignment and practice. Generally each student must have his own case or problem to be solved. They will practice step by step to solve the problem untill finish. At the end of the step the students have solved the problem based on the information they got and they have their own paper or report as an outcome. The paper should be presented in the class and they will discuss it. It means they practice how to share the information/knowledge they have created with their friends. When the paper discussed, it also means an evaluation of the result as the last step of information literacy process.

Teaching information literacy in higher education could use the Big 6 model. This is a popular model which use when teaching information literacy especially at school.

There should be a collaboration between the lecturer and the university library/librarian in information literacy learning process, because almost all steps of learning process need practice. The library is a place where information sources are available and student can practice how to do information searching systematically. In addition, the librarian may gives assistance to the students who need a help. Generally, the librarian have information literacy competency because it is a subject taught in library school.

Information Literacy Education at Faculty of Communication Science, Universitas Padjadjaran Bandung

Faculty of Communication Science (Fikom) is one of the faculty in Universitas Padjadjaran Bandung. It has 5 study program those are Communication Science, Journalism, Public Relations, Communication Management, Library and Information Science, Television and Film Study Program. Fikom has run information literacy education as a non formal course. It has been run by Fikom Library and Knowledge Centre for all Fikom students. As we know that one of academic library function is to educate students as library users to use library effectivelly. It means the librarian should educate and assist the students on information searching, and use all information sources available in the library for their information need. This task of library is one of information literacy step.

Based on a research report by Yulianti in 2012 on implementation of information literacy program at Fikom Unpad could be explain that the program consist of design a planning, provides infrastructure, prepare trainer, formulate the course content, choose teaching method, provide teaching media, planning teaching-learning process, provide hand out for student, allocation of time and site for education process, and prepare evaluation system. In addition, Yulianti explained that the information literacy course content should include information about culture of *KaSundaan* and *KaUnpadan* (local content about Sundanesse and Unpad).

The report also explained that the Fikom administrators have been aware the importance of information literacy education for students, especially education on scientific writing includes how to make a wright citation and avoid plagiarism. Whereas sundaness culture and Unpad culture content should be part of the course because all Unpad students must familiar with it in order to be involve smoothly with the local community especially during they are studying at Unpad.

Moreover, the report gave recomendations that dean of Fikom Unpad should make a policy about implementation of information literacy program in Fikom. In addition, the report suggested that the Fikom library including the librarian should be part of the program in cooperation with lecturers.

Formally, Information literacy education at Fikom began in 2016 for all new students of Fikom. The information literacy subject is one of the subjects which was taught to the new students as part of orientation courses. Content of the information literacy subject including midle test and examination questions was prepared by a special team. The team also prepared the teaching team with training for trainee program. The teaching team consists of some lecturers of Fikom, especially the lecturers from the Study Program of Library and Information Science in cooperation with the librarians of Fikom Library. The value of information literacy subject is 1 credit only, the teaching-learning process held once a week for 50 minutes in the class and the students sometimes doing their assignments in the faculty library.

Based on interview with the committee of Information Literacy Program, objectives of information literacy education program among others are to educate the new students on information searching effectivelly both of on printed information sources and online information sources. So, it makes the students being digital/internet literate. The subject also included how to write an essay and make a presentation. In addition, the students also be taught how to do citation in order to avoid plagiarism. This is a simple information literacy education program. It is hoped that the program will help the new students to adapt to the new learning environment in higher educatian where they should be independent and selfhelp learner. Some handicaps find out are the students seem to be confuse because too much things to be learned in short time, some students have not familiar with information technology, some of course topics could not learned effectively, as example the students did not do presentation of their assignment because of limited time.

Actually, the information literacy education helps the students to do their study well and be a good and independent learner which can solve the problem smartly. It is hoped this competency will make the students be more creative and think critically. And the students will handle the study well and finish it on time.

On the other hand, in the Study Program of Library and Information Science, information literacy is 1 of a subject available in the curricullum. It value is 3 credits and provided in the fourth semester. The coverage of information literacy course is more comprehensive. The students were taught comprehensivelly all steps of information literacy. They spend 60% of class hour in library and do assignment. It is taught to library science students who prepared to be librarian or information specialist where one of their job is to educate library user to be an independent learner. So, the library science students have information literacy competency not only for themselves but also to help others for being information literate people.

Actually, information literacy education for students in Universitas Padjadjaran in general have been provided as non formal course by librarian of the faculty library. Based on research report by Sukaesih and Asep Saeful Rohman in 2013 pointed out that information literacy competency of librarians in Universitas Padjadjaran is good. They have been able to understand the information needs of the students as library users and give assisstance for them to find the needed information. Although it explained that the ability of the students to do information searching systematically is still weak.

In addition, the report mentioned that the library staff and the librarian generally do not use the effective and efficient searching strategy when do information searching both for their own needs and for helping the students. The library staff knowledge about search engine is also weak. However, at least the students have information literacy competency although still in low level.

In addition, Universitas Padjadjaran has some information literacy program for lecturers. As example there was training program on how to use TURNITIN program to avoid plagiarism. The lecturers may use the program for their needs to check on his writing and to check on the students writing assignments. There was also some training on scientific writing for junior lecturers.

CONCLUSION

Information literacy is a competency which very important for people who live in information society where information is the most important element in all aspect of life. Ideally all people have information literacy competency. So, it is crucial to provide information literacy subject in both formal and non formal education.

Information literacy education is very important for students in higher education because during studying in college/university they have to be independent learner and must be creative and think critically, doing researchs and make some writings and presentations. After graduate it is hoped they will be lifelong learner who will create new information/knowledge and share it as a scientific contribution to the community.

Information literacy education has run in Fikom Unpad for long time as non formal course which provided by Fikom Library and Knowledge Centre. As it is part of the academic library function to educate and assit the students as library users to do information searching effectively and use all information sources available in the library. Whereas information literacy education as formal course began in 2016 for new students as part of orientation course for new students. It is a simple information literacy education because only 1 credit value. The objective is to help the new students be independent learner and they will cope the study well so they can finish it on time.

On the other hand, in the Study Program of Library and Information Science the information literacy education has been run as part of its curricullum. It value is 3 credits and provided in the fourth semester. This is a comprehensive information literacy education which prepare the students to have information literacy competency not only for themselves but also to educate others. As the students be prepared to be librarians or information specialists.

Actually, information literacy education for students has been run in Universitas Padjadjaran which provide by all faculty library through users education program which carried out by the librarian. Although that is a simple information literacy education. In addition, there are some trainings for lecturers as part of information literacy education. As examples the training of TURNITIN program to avoid plagiarism, and training of scientific writing for junior lecterers.

As a recommendation, it is suggested that all faculty in Universitas Padjadjaran can provide information literacy education as formal course. It can follow Fikom which provides the information literacy subject as part of orientation course for new students.

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