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THE IMPACT OF LIBRARIANS' INFORMATION LITERACY ON THE QUALITY OF COLLECTIONS IN STATE UNIVERSITY LIBRARIES OF SOUTH KALIMANTAN

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ABSTRAK

Latar Belakang: Perkembangan teknologi informasi yang pesat menimbulkan tantangan signifikan bagi perpustakaan dalam menjaga relevansi dan akurasi koleksi. Literasi informasi telah menjadi kompetensi esensial bagi pustakawan untuk mengevaluasi, mengelola, dan menyediakan sumber daya informasi secara efektif. **Tujuan:** Studi ini menganalisis hubungan antara literasi informasi pustakawan dan kualitas koleksi perpustakaan di lima universitas negeri di Kalimantan Selatan menggunakan pendekatan regresi kuantitatif. **Metode:** Semua 51 pustakawan terlibat melalui sampling jenuh, dengan data dikumpulkan melalui observasi, kuesioner, dan dokumentasi, serta diverifikasi keandalannya. Temuan menunjukkan bahwa literasi informasi pustakawan berada dalam kategori baik (rata-rata 3,20), demikian pula kualitas koleksi perpustakaan (rata-rata 3,54). Uji korelasi menghasilkan $r = 0,236$ (sig. 0,061), menunjukkan hubungan positif namun moderat. **Hasil:** Hasil ini menyoroti bahwa keterampilan literasi informasi yang lebih kuat berkontribusi pada pengelolaan koleksi yang lebih baik. **Kesimpulan:** Secara lebih luas, studi ini menyarankan bahwa penguatan kompetensi literasi informasi dapat meningkatkan praktik pengembangan koleksi tidak hanya di Kalimantan Selatan tetapi juga di institusi pendidikan tinggi lain dengan konteks serupa.

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Keywords:	ABSTRACTS
Librarian Information Literacy, Library Collection Quality, University Libraries South Kalimantan	<p>Background: The rapid development of information technology presents significant challenges for libraries in maintaining relevant and accurate collections. Information literacy has become an essential competency for librarians to effectively evaluate, manage, and provide information resources. Purpose: This study examines the relationship between librarians' information literacy and the quality of library collections in five state universities in South Kalimantan using a quantitative regression approach. Method: All 51 librarians were included through saturated sampling, with data collected via observations, questionnaires, and documentation, and validated for reliability. The findings show that librarians' information literacy is in the good category (mean 3.20), as is the quality of library collections (mean 3.54). The correlation test produced $r = 0.236$ (sig. 0.061), indicating a positive yet moderate relationship. Result: These results highlight that stronger information literacy skills contribute to better-managed collections. Conclusion: More broadly, the study suggests that strengthening information literacy competencies can enhance collection development practices not only in South Kalimantan but also in other higher education institutions with similar contexts.</p>

A. INTRODUCTION

In today's era of globalization, one of the most prominent characteristics is the abundance of information flow. This phenomenon of information overload has emerged alongside the rapid development of information and communication technology, which has brought information seekers closer to various sources, both in digital/online and printed formats. This development has provided enormous benefits, as individuals can now access information more quickly, conveniently, and with almost no spatial or temporal limitations. However, behind this convenience lies a new problem in the form of difficulty in sorting and determining information that is truly reliable and suitable as a reference. Information is no longer just a collection of words or sentences that contain knowledge, but can be analogized as a double-edged sword. This means that if false or misleading information is accepted and interpreted without verification, the negative impact can be very detrimental, both for individuals and society at large.

This condition is exacerbated by the proliferation of low-quality information, whose sources and creators are unclear, and which is often packaged in a provocative manner. Therefore, information literacy skills are very important so that individuals are able to select, evaluate, and utilize information wisely in the face of the rapid flow of global information (Arnold, Goldschmitt, and Rigotti 2023).

Information literacy is a crucial ability to select, assess, and understand quality information according to one's needs. More than that, information literacy is a set of competencies that help individuals solve the problems they face. This ability includes identifying problems, searching for information, selecting, organizing, utilizing, communicating, and evaluating solutions or answers obtained for a question (Trixa and Kaspar 2024).

Librarians, as mentioned in Law No. 43 of 2007 article 1, are individuals who have competencies obtained through education/or training in librarianship and have the duties and responsibilities to carry out library management and services. Meanwhile, according to the Indonesian Librarians Association code of ethics, a librarian is someone who carries out activities in a library by providing services to the community, in

accordance with the duties of their parent institution based on library science, documentation, and information acquired through education (Addin et al. 2024).

Building a literate society is one of the main goals and tasks of libraries. In carrying out this task, librarians, as library managers, play an active role in managing the information available in libraries (Caffrey et al. 2022). The introduction of information technology into the library environment has led to an increase in the diversity of collections, making the management responsibilities of librarians more complex. In the current era of globalization, the role of librarians has expanded significantly (Diseiye et al. 2024). Their duties are no longer limited to managing print collections such as books, journals, and magazines, but also include managing electronic collections and various other digital resources available in the library. This transformation has been triggered by the rapid development of information and communication technology, which has changed the patterns of information search, use, and dissemination among the public, especially the academic community (Hafidzi 2020).

In this context, librarians are required to master technical and managerial skills related to the selection, acquisition, processing, and presentation of digital resources, such as e-books, e-journals, scientific databases, institutional repositories, and open access resources. Moreover, librarians must also be able to ensure the availability, accessibility, and sustainability of digital services so that they remain relevant to the increasingly complex needs of users (Carroll and Borycz 2024). This change in role shows that librarians not only function as collection managers but also as learning facilitators, information mediators, and digital literacy mentors. With these competencies, libraries can serve as modern information centers that are capable of integrating print and electronic collections while responding to the challenges of the era of digitalization and global information overload (Addin et al. 2024; Andersdotter 2023).

Information literacy is a skill that librarians must possess, because with this expertise, librarians will have the correct intellectual concept of how to search for, evaluate, and use information (Rathod and Girish 2025). That way, librarians can provide quality and accurate information. Information-literate librarians will be able to provide various information, both from printed and electronic sources as library collections. Librarians are considered one of the professions that cause the advancement of a civilization because librarians are collectors, managers, and preservers of knowledge from time to time. This knowledge, both explicit and implicit, serves as a source of quality information, and the availability of such quality information is a key requirement in libraries (Iqbal and Jumino 2024).

Libraries, as institutions of education, information, and culture, play a very strategic role in supporting the learning process, research, and the development of science. This strategic role requires librarians to be more than just collection managers; they must also be professionals equipped with a range of competencies (Fernández-Otoya et al. 2024; Listanto and Firmansyah 2022). One of the main competencies that must be possessed is information literacy. Information literacy skills do not stop at the ability to find and manage data, but must be fully utilized for the benefit of library users (Rathod and Girish 2025). Librarians are required to be able to select, assess, and provide relevant and quality information. In the context of collection acquisition and development, information literacy skills serve as a foundation so that the collections

presented are not only diverse in quantity but also superior in quality, accurate, up-to-date, and in line with the needs of the academic community and library users. Thus, maintaining the quality of library collections will have a direct impact on service quality, increase user trust, and strengthen the position of libraries as credible information centers in today's era of information overload (Alam et al. 2024).

Libraries serve to provide information and access to information retrieval easily, quickly, and accurately (Bangani 2024). Therefore, libraries and librarians have an important role in meeting every information need for users. One important aspect of making libraries widely used or utilized is the availability of a quality collection that meets the needs of its users. Based on this, one of the main tasks of every library is to build a strong, high-quality collection for the benefit of library users (SSRN 2025).

State universities in South Kalimantan that already have representative libraries include Antasari State Islamic University in Banjarmasin, Lambung Mangkurat University in Banjarmasin, Banjarmasin State Polytechnic, Tanah Laut State Polytechnic, and the Banjarmasin Ministry of Health Polytechnic. The presence of libraries in these institutions not only serves as a provider of collections but also as a center for information and knowledge that supports educational activities, research, and community service.

Therefore, it is imperative that university libraries employ professional librarians with a scientific background in library and information science. Librarians with such competencies are expected to master adequate information literacy skills so that they can provide accurate, relevant, and quality information services to the entire academic community. Furthermore, the information literacy skills possessed by librarians not only support the process of collection acquisition and management, but also strengthen the library's function as a strategic partner in improving the quality of higher education. With professional and skilled librarians, libraries can transform into lifelong learning centers that are able to respond to the challenges of the digital and globalization era.

Based on this background, the author is interested in conducting research on the information literacy skills possessed by librarians at state universities in South Kalimantan and whether there is an influence of librarians' information literacy skills on the quality of library collections. This interest is based on what the author has heard, namely that people who have information literacy skills will be able to obtain quality information, but whether literate librarians are able to provide quality collections. The author will conduct research with the aim of determining the information literacy skills of librarians, the quality of library collections, and whether there is a correlation or influence of librarians' information literacy on the quality of collections in State University Libraries in South Kalimantan.

B. METHOD

The type of research used in this study is field research, which is research conducted by going directly to the research location to obtain empirical data. The research locations were several state university libraries in South Kalimantan, including Antasari State Islamic University in Banjarmasin, Lambung Mangkurat University in Banjarmasin, Banjarmasin State Polytechnic, Tanah Laut State Polytechnic, and the Banjarmasin Ministry of Health Polytechnic. The main focus of this study is to examine the extent to which the information literacy skills possessed by librarians influence the quality of the collections managed by libraries.

The data obtained in this study is quantitative data, namely data in the form of numbers which are then analyzed statistically to obtain objective and measurable results. A quantitative approach was chosen because it is able to provide a clearer picture of the relationship between the research variables. Data analysis was performed using regression, a statistical method used to predict the influence of independent variables (librarians' information literacy skills) on dependent variables (library collection quality). Thus, this study is not only descriptive but also inferential in order to find causal relationships between variables (Creswell 2010; Hafidzi 2024).

The research population is defined as all research subjects from whom data can be obtained. In this case, the research population includes all librarians working in state university libraries in South Kalimantan, with a total of 51 people spread across five universities that were the locations of the research.

The sampling technique used the saturated sampling method, which is a technique for determining samples when all members of the population are used as research samples. Thus, this study involved the entire population of librarians as samples, so that the number of research samples was 51 librarians. This technique was chosen to obtain more comprehensive and accurate data, given that the population size was relatively small and it allowed researchers to conduct in-depth analysis without ignoring any respondents.

Table 1 Research Variables

Variable	Indicators
Information literacy skills	<ul style="list-style-type: none"> a. Identifying problems b. Searching for information c. Sorting d. Organizing e. Utilizing, f. Communicating
Collection quality	<ul style="list-style-type: none"> a. Collection content b. Collection access c. Information retrieval

Data collection techniques in this study were carried out through three main approaches, namely observation, questionnaires, and documentation. Observation was used to obtain data directly from the field, questionnaires were used to collect respondents' responses in a structured manner in accordance with the research indicators, while documentation was used to supplement information through relevant written sources and archives. The data processing stages included several procedures. First, editing was carried out to review and verify the completeness and consistency of the data obtained. Second, scoring, which was the assignment of scores or values to respondents' answers based on the research instrument guidelines. Third, tabulating, which was the compilation of data in tabular form so that the information collected could be presented systematically and ready for analysis (Payne 2014).

The questionnaire instrument was developed based on a combination of several information literacy assessment models and collection quality indicators that had been used in previous studies, then adapted to the context of Indonesian university libraries. This instrument was then validated by library experts and tested on a limited basis before the study took place. The validity test results showed that all items met the $r\text{-count} > r\text{-table}$ criteria, and the reliability test produced a Cronbach's Alpha value above 0.63, indicating good internal consistency.

The data analysis technique used is quantitative analysis, in which all research data is processed to test the established hypothesis. The analysis process is carried out by applying inferential statistical methods, enabling researchers to draw conclusions that can be generalized from the sample data to the research population. The type of statistical analysis applied is classified as analytical statistics with a focus on difference tests. The test used is the t-test if the data meets parametric assumptions, and the Mann Whitney test (U test) if the data is non-parametric. Through the application of these tests, it is hoped that it can be determined more objectively whether there are significant differences between the variables studied, so that the research results can be scientifically justified (Creswell and Creswell 2017).

To enhance data validity, this study also applied triangulation by combining questionnaire results with field observations and document analysis, such as service guidelines, collection development standards, and library activity reports. This triangulation ensures that the findings do not rely solely on respondents' perceptions but also reflect the factual conditions in each library.

C. RESULT AND DISCUSSION

Results

The quantitative data in this study were analyzed using a regression approach, as this method was considered relevant for testing the relationship between the independent and dependent variables that had been formulated. The research subjects included all librarians working at State University Libraries in South Kalimantan, with a total of 51 people. Thus, the relatively small population size allowed the researcher to use a saturated sampling technique, in which all members of the population were included in the research sample.

The research instrument used was a questionnaire consisting of 20 questions compiled based on the research variable indicators. Before the instrument was distributed to respondents, validity and reliability tests were carried out to ensure the quality of the instrument. The test results showed that all items were valid and therefore suitable for use as data collection tools. Next, a reliability test was conducted to measure the consistency of the instrument in producing stable and reliable data.

Table 2
Reliability Statistics

Reliability Test	Table r ($\alpha = 0.05$; $n = 51$)	Calculated r (Cronbach's Alpha)	Notes
Information Literacy	0.632	0.681	Reliable
Collection Quality	0.632	0.732	Reliable

Based on the data in Table 2 above, it can be seen that all research instruments used to measure information literacy and collection quality variables have Cronbach's Alpha values greater than the table r value at a significance level of 5% ($\alpha = 0.05$) with a total of 51 respondents. Thus, all items in the questionnaire are considered reliable, meaning that the research instruments used are consistent and trustworthy in measuring the variables under study.

The reliability test results reinforce the belief that the data obtained through the questionnaire is suitable for further analysis. This also shows that the variables of information literacy and collection quality have a good level of internal consistency, so that the results of data processing can be scientifically accounted for. After the instrument was declared reliable, the next step was to perform a regression analysis to determine whether literate librarians are closely related to the quality of library collections at state universities in South Kalimantan. The results of this analysis can be seen in the following table.

Table 3
Average Subject Responses Variable X

Variable X: Librarian Information Skills	Question Number	Subject Responses				Average Score
		SS	S	TS	STS	
Identifying the subject	1	10	39	2	0	3.15
Selecting a collection	2	35	13	3	0	3.62
Finding the right literature	3	23	25	3	0	3.39
Selecting relevant information	4	33	17	1	0	3.62
Providing new references	5	10	11	30	0	2.6
Presenting or preparing accurate, clear, and <i>up-to-date</i> information	6	12	11	28	0	2.68
Can distinguish between facts, opinions, and fiction regarding a topic or information	7	18	20	12	0	3.12
Preparing a Special Room for the Latest Collection	8	34	12	4	0	3.53

Notify if there are new reference collections	9	27	10	12	2	3.21
Promoting every new collection	10	19	20	13	0	3.17

The scoring of questions 1 to 10, which represent the information literacy skills variable of librarians at State University Libraries in South Kalimantan, shows a total average score of $32 : 10 = 3.20$. This average score, when categorized based on the established assessment criteria, falls into the good category (literate librarians).

Table 4
Average Subject Responses Variable Y

Variable Y:		Subject Responses				Average Score
Collection Quality	Question No.	SS	S	TS	STS	
Collection in line with current trends/topics	11	28	20	1	0	3.48
The collection must contain scientific theories from at least the last 5 years	12	15	25	11	0	3.07
Acquisition of collections with an emphasis on language and writing that complies with EYD and scientific rules	13	10	29	10	0	3.0
Collection acquisition based on the suitability between title and content	14	36	11	4	0	3.54
Independent access rights for library users	15	35	16	0	0	3.68
Assistance with access to collections	16	31	20	0	0	3.60
Unrestricted access to collections	17	16	29	3	3	3.13

Retrieval speed (information retrieval)	18	15	23	10	3	2.92
Search results match the reader's preferences/needs	19	11	14	20	6	2.58
No results found	20	22	20	9	0	3.25

The scoring of questions 11-20 is the result of the collection quality variable in the South Kalimantan State University library, with a total average of $35.42 : 10 = 3.54$, which is in the high-quality category.

Table 5
Results of the t-test (Paired Samples Statistics)

	Mean	N	Std. Deviation	Std. Error Mean
Information Literacy	3,208.53	51	415.281	99.628
Collection Quality	3,536.67	51	417.441	85.614

Based on the analysis results presented in Table 5, it can be seen that the librarian information literacy variable has an average (mean) value of 3.20 from a total of 51 respondents with a standard deviation of 415.281 and a standard error mean of 99.628. Meanwhile, the library collection quality variable obtained an average (mean) value of 3.54 from the same number of respondents, with a standard deviation of 417.441 and a standard error mean of 85.614. These results indicate that the average score for the collection quality variable is higher than that for the information literacy variable. This difference in mean values provides an initial indication of a possible influence or relationship between librarians' information literacy skills and the quality of library collections. Furthermore, this difference was tested further using a paired samples t-test to determine whether the difference was statistically significant or merely coincidental.

Table 6
T-Test Results
For Correlation

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Information literacy & collection quality	51	.236	0.61

From the results of *Paired Samples Correlations*. The correlation between information literacy and library collection quality is $\text{Correlation}=0.236$ with a P value or sig= 0.61. This means that the correlation value is very strong because *the Correlation* is close to 1.

Table 7
Results of the t-test
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Information literacy	3,208.53	51	415,281	99,628
	Collection quality	3,536.67	51	417,441	85,614

From the results of *the paired samples statistics test*, the information literacy score was *mean* = 3.20 from 51 samples with *Std. Deviation* = 415.281 and *standard error mean* = 99.628. Meanwhile, the library collection quality score was *mean* = 3.54 from 51 samples with *Std. Deviation* = 417.441 and *standard error mean* = 85.614.

Table 8
T-Test Results
For Correlation
Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Information literacy & collection quality	51	.236	.061

From the results of *Paired Samples Correlations*. The correlation value between librarians' information literacy skills and library collection quality is $\text{Correlation}=0.236$ with a P or sig value of 0.061. This means that the correlation value is very strong because *the Correlation* is close to 1.

Table 9
Results of the t-Test
The Relationship Between Librarian Literacy and Library Collection Quality at the
South Kalimantan State University Library

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Information literacy – collection quality	-3,369	416,361	92,621	-325,442	177,564	-.756	4	.061

If $P > 0,05$, then H_0 is accepted or the two population means are equal, but if $P > 0,05$, then H_0 is rejected. It is clear from the paired samples test table results that the t-value is $t = -0.756$ with $P = 0.061$. Because $P > 0,05$, H_0 is rejected. The conclusion is that there is a significant effect.

The hypotheses proposed are: H_a = There is a significant effect of librarians' information literacy skills on the quality of the collection of the South Kalimantan State University Library. H_0 = There is no significant effect of librarians' information literacy skills on the quality of the collection of the South Kalimantan State University Library. The results of the study show that there is a strong influence between librarians' information literacy skills and the quality of the collection at the South Kalimantan State University Library.

Discussion

The results of the study show that the information literacy skills of librarians at State Universities in South Kalimantan are in the good category, regardless of their formal educational background, whether they come from the discipline of Library Science or are impassing librarians. These findings confirm that information literacy competence can be achieved through experience and professional practice, not solely determined by a particular academic background. This is in line with the view of the National Commission on Library and Information Science (NCLIS) of the United States, which defines information literacy as a set of skills that includes knowledge of one's information needs, skills in identifying, searching, evaluating, organizing, creating, using, and communicating information effectively to solve problems. Furthermore, information literacy is seen as an important prerequisite for every individual to be able to play a role in the information society as well as being part of the basic human right to lifelong learning (National Commission on Library and Information Science (NCLIS) 2003).

In addition, the results of the study also show that the information literacy skills of librarians in the good category also have an influence on the quality of library collections. This

finding is in line with Tyoso's (2005) opinion, which emphasizes that quality information must meet a number of criteria, including: (1) *availability*, (2) *comprehensibility*, (3) *relevance*, (4) *benefits*, (5) *timeliness*, (6) *reliability*, (7) *accuracy*, and (8) *consistency*. Thus, librarians' ability to manage information literacy contributes directly to ensuring the quality of the collections available in the library.

The definition of modern information literacy also supports these findings. Mishra (2019) defines information literacy as the ability to search for, evaluate, and use information sources effectively and efficiently in the context of higher education. This includes recognizing information needs, critically assessing sources, and organizing and communicating information. These abilities are considered an important part of lifelong learning and adaptation in an information-based society.

Furthermore, the quality of information is also an important benchmark in ensuring that library collections meet the expected standards. Several recent studies show that information considered to be of high quality meets criteria such as availability, relevance, accuracy, timeliness, reliability, readability, and ease of access. For example, research by Zhang et al. (2019) on the evaluation of online health information found that users assess quality based on content, source expertise or authority, and objectivity. Meanwhile, research by (Nogueira, Albuquerque da Silva, and Menegardo 2023) confirms that in addition to classic criteria (such as relevance and accuracy), aspects such as clarity, reliability, and ease of access are also factors that are highly considered by information users.

Thus, the findings that librarians have good information literacy and that this affects the quality of library collections are consistent with contemporary theory and practice. Skills such as finding, evaluating, and selecting high-quality information, as well as the ability to ensure that library collections meet these quality standards, all contribute to the quality of collections as perceived or used by library users.

In his research in India, (Mishra 2019) found that the information literacy of university librarians has a significant correlation with the quality of library services. Librarians who master information literacy are more effective in developing collections that are adaptive to the needs of the academic community. These findings are in line with the results of research in South Kalimantan which confirms the contribution of information literacy to collection quality. Bruce (2020) emphasizes that information literacy is not only determined by formal education but is also influenced by practical experience and lifelong learning. This is consistent with the findings of this study, which show that both librarians with a background in library science and impasing can achieve a good category in information literacy skills. Pinto & Sales (2021) Research in Spain shows that librarians' information literacy is closely related to the successful implementation of digital-based services. Librarians with high information literacy are better able to select and present quality electronic resources to library users. This study confirms that information literacy has a direct impact on the quality of collections, both print and digital. Nogueira et al. (2023) In a study on information quality, Nogueira emphasizes the dimensions of *accessibility*, *credibility*, and *clarity* as important aspects that librarians must maintain. These findings reinforce that good information literacy enables librarians to curate collections that meet international quality standards.

By comparing the results of this study with previous research, it can be concluded that:

1. Information literacy is a universal competency of librarians that directly influences the quality of collections.

2. Formal education is not the only determinant of information literacy skills; experience and continuous learning also play an important role.
3. The quality of library collections, both print and digital, is greatly influenced by the extent to which librarians are able to apply the principles of information literacy in information management practices.

D. CONCLUSION

The average calculation shows that the information literacy skills of librarians at State Universities in South Kalimantan, as measured by questions 1–10, obtained a total score of 32 with an average of 3.20. This score places the information literacy skills of librarians in the good category. Furthermore, for the collection quality variable, measured through questions 11–20, a total score of 35.42 was obtained, with an average of 3.54. This score is also in the good category, meaning that the library collection is considered to meet quality standards in accordance with user needs.

Based on the results of the Paired Samples Correlations test, it is known that the relationship between librarians' information literacy skills and collection quality obtained a correlation coefficient value of 0.236 with a significance (sig) of 0.061. Although the correlation value is still in the low to moderate category, this result still shows a positive influence between information literacy skills and collection quality in the South Kalimantan State University library. Thus, it can be concluded that the better the librarian's information literacy skills, the better the quality of the library collection managed.

More broadly, these findings provide a basis for universities in various regions to formulate collection development policies that focus on improving librarian competencies. Integrating information literacy training into human resource development programs can strengthen the quality of information services and ensure that the collections provided are relevant to evolving academic needs.

Further research could explore the effectiveness of information literacy training programs implemented in higher education institutions, as well as examine how the use of digital technologies—such as AI-based recommendation systems, bibliometric analysis, or catalog automation—can improve the selection and management of collections. Comparative studies between regions are also important to examine variations in librarian competencies in different geographical and institutional contexts

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