

# Self-efficacy and information literacy as main provisions for lifelong learning

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## Self-efficacy and information literacy as main provisions for lifelong learning

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### Abstract

Knowledge and the scope of “Lifelong Learning” has become the central theme in the field of educational science in the 21st century. Lifelong learning is an important part for the human’s life and as the important challenge to create the future of the society in understanding, exploring, and supporting the new learning dimension. This research explains how self-efficacy and information literacy have important roles and as the keys of lifelong learning. Descriptive-qualitative research with review of literatures method were used to analyze this research. The results of the research show that high self-efficacy can improve information literacy skill. Meanwhile the skill of high information literacy skill will ease someone in solving the information problem and as main provisions for lifelong learning, and high self-efficacy also can increase someone’s belief in achieving success in lifelong learning.

**Keywords:** self-efficacy, information literacy, life-long learning

### Introduction

The 21<sup>st</sup> century is frequently called as the era of technology. Human’s need of information continues to increase in this era, and the rapid technology advancement makes the access towards information broader and difficult to be controlled. Information in this era develops rapidly in the form of electronics, each individual must be ready to take decision about the credibility and the reliability of information<sup>1</sup>. Individuals need to be confident, independent, and have self-regulation for lifelong learning. Studying independently and information literacy are the main keys of lifelong learning<sup>2</sup>. Lifelong learning is an educational concept that explains the whole events of the learning process in the whole human’s life. The process of lifelong learning occurs continuously and is not limited by time and place, along the journey of the human’s life since they were born until they pass away formally or informally<sup>3</sup>.

The process of learning never ends because it is progressive and dynamic and the skill and the potency of someone continues to increase through formal or informal education. The concept of lifelong learning is assessed right because it is not limited by time and place. Lifelong learning is also planned to be the advance indicator of a nation. Lifelong learning holds important roles in improving the human resources of a nation, and information literacy is necessary to support lifelong learning. Information literacy is a set of

<sup>1</sup> Mary Ann Fitzgerald, “Evaluating Information: An Information Literacy Challenge”, *Journal of the American Association of School Librarians*, Volume 2 (Juli 1999), 1.

<sup>2</sup> Serap Kurbanoglu, “Self-efficacy: A Concept Closely Linked to Information Literacy and Lifelong Learning”, *Journal of Document*, Volume 59 Issue 6 (2003), 635.

<sup>3</sup> Fathul Jannah, “Pendidikan Seumur Hidup Dan Implikasinya”, *Dinamika Ilmu*, Volume 13 Number 1 (2013), 7.

necessary skill to find, analyze, and utilize information<sup>4</sup>. The practice of information literacy in the process of lifelong learning actually adheres with the general characters of humans as the learning creature which is to improve self skill<sup>5</sup>.

The process to be aware of information can be encountered through various experiences obtained by someone, either from the experience in using the information technology, using the sources of information, the process of problem solving by utilizing information, the experience in controlling and managing information, learning experience, building the knowledge and developing the creativity, or utilizing the information wisely<sup>6</sup>. If the understanding towards this information literacy is less, then individuals will experience difficulty in choosing the right and relevant information in facing each of their problems. When there is wrong information, then shared back, then it will emerge various new problems such as hoax, tribe issue, religion issue, and race issue (SARA). That is the main reason why information literacy is important.

The research related to information literacy and lifelong learning has been done with various backgrounds, however the latest research explains that self-efficacy is needed in information literacy<sup>7</sup>. Self-efficacy is the belief towards one-self in doing something in order to face certain situation to get the expected results<sup>8</sup>. Therefore, self-efficacy is highly needed to emerge the potency and the competence of someone in information literacy and lifelong learning. An individual will be considered having high self-efficacy if people believes that they have the ability to finish certain task successfully. If an individual is not sure with the ability that people owns in finishing a task, then the self-efficacy of that individual is categorized into low<sup>9</sup>.

According to Bandura (1997), the level of high self-efficacy leads to the determination of bigger personal challenge in accordance with personal motivation and commitment to fulfill that challenge<sup>10</sup>. Therefore, successful experience of someone in finishing the challenge of information literacy, such as finding, managing, and using the information effectively will increase someone's assessment towards himself. Self-efficacy and information literacy are the main thing that cannot be apart from the content of lifelong learning. Departs from the results of the previous research which show that there is a strong correlation among self-efficacy, information literacy, and lifelong learning. The purpose of this research is to explain the relationship of self efficacy and information literacy and lifelong learning. This research used qualitative approach with the review of literatures method. This research method was chosen to see and analyze a number of theories in the previous literatures either from books, articles or journals from the results of the previous research.

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<sup>4</sup> Jonner Hasugian, *Dasar-Dasar Ilmu Perpustakaan dan Informasi*, Medan: USU Press, 2009, 200.

<sup>5</sup> Pawit M. Yusup and Encang Saepudin, *Praktik Literasi Informasi dalam Proses Pembelajaran Sepanjang Hayat*, *Jurnal Kajian Informasi dan Perpustakaan*, Volume 5 Number 1 (Juni 2017), 92.

<sup>6</sup> Christine Susan Bruce, "Workplace Experiences of Information Literacy", *International Journal of Information Management*, Volume 54 (1999), 33-47.

<sup>7</sup> Serap Kurbanoglu, "Self-efficacy: A Concept Closely Linked" ..., 635.

<sup>8</sup> Albert Bandura, *Self-Efficacy: The Exercise of Control*, New York: W.H. Freeman and Company, 1997, 3.

<sup>9</sup> Arabzadeh, Nadery, Salami, and Bayanati, "The Effects of Teaching Self-Efficacy on Students' Cognitive Engagement", *Journal of Education and Psychology in the Community*, Volume 3 Number 1 (January, 2013), 64-73.

<sup>10</sup> Mitchell Ross, Helen Perkins, and Kelli Bodey, "Academic Motivation and Information Literacy Self-Efficacy: The Importance of A Simple Desire to Know", *Library and Information Science Research*, Volume 38 (2016), 3.

### Lifelong Learning: A Definition and a Challenge in 21<sup>st</sup> Century

Education is related to human's development, starts from the development of thought, mental, and spiritual. Education can create human with high quality in improving the level of their lives, and the advance society is the society that is marked by the emergence of various civilizations and cultures produced from the process of education implementation. Therefore, education means preparing humans to be the performer of the history. Education is dynamic and progressive following the needs of the learners, therefore education is a process that never ends or more popular known as lifelong learning. The simple definition of lifelong learning is sustainable learning. UNESCO's vision of lifelong learning encompasses all contexts (formal, non-formal and informal) and ages (from cradle to grave) of learning<sup>11</sup>. The concept of lifelong learning in Islam is: "أَطْلَبُوا الْعِلْمَ مِنَ الْفَهْدِ إِلَى الْفَهْدِ".

The concept of learning according to Islam is having a very far reach and unlimited time which is since the human was born until they die. Lifelong learning is the continuous learning process without time and place limitations which is since the human was born until the end of their life. This education can be conducted formally or informally such as in the family, at the school, at the job, and in the life of the society<sup>12</sup>. Lifelong learning is an intentional learning and focuses on what happens along the way of a human's life. It means lifelong learning is not about obtaining the knowledge suddenly and with no purpose, but it is the learning arranged or planned and conducted sustainably with certain purposes to obtain the new knowledge.

The concept of lifelong learning was firstly established by UNESCO in 1972, closed to the concept of information literacy suggested by Zurkowsky in 1974<sup>13</sup>. Information literacy skill sounded by UNESCO is lifelong learning. According to UNESCO, information literacy and lifelong learning is widely correlated because the process of learning is started through the gate of information<sup>14</sup>. Each information received by someone can influence them in taking each decision in their life. Each individual must be able to develop their ability and potency for lifelong learning. With the ability and the potency owned by the individual, it can increase their independence in facing each problem in their life. Lifelong learning indirectly can improve the human resources of a nation, in this case, the role of educational institution is very important. The main purpose of the school and especially higher education are to provide new sets of skills and attitudes which are essential for lifelong learning<sup>15</sup>. John Dewey as the educational leader of the West offers educational concept is not familiar with the word "late", "too old", or "too early" to start.<sup>16</sup> Lifelong learning is an important challenge to create the future of the society. Lifelong learning is not only about education or training, but also supporting the

<sup>11</sup> Jin Yang, *The Role of Higher Education in Promoting Lifelong Learning*, Germany: UNESCO Institute for Lifelong Learning, 2015, 7.

<sup>12</sup> Fathul Jannah, "Pondok pesantren sebagai sumber belajar", 7.

<sup>13</sup> Philip C. Candy, "Lifelong Learning and Information Literacy", *National Research Fellow Australian Department of Education, Science and Training* (2002), 2, <https://pdfs.semanticscholar.org/f94d/1b7db0ed803048bf2781fec5bb1daa64c3f7.pdf>, Accessed on 21 December, 2016.

<sup>14</sup> Forest W. Horton, UNESCO Information of All Programme: Understanding Information Literacy, Paris: UNESCO, 2007, 15.

<sup>15</sup> Burcak Cagla Garipagaoglu, "The effect of self-efficacy on the lifelong learning tendencies of Computer Education and Instructional Technologies preservice teachers: A case study", *International Journal of Human Sciences*, Volume 10 Issue 1 (2013), 227.

<sup>16</sup> Arba'iyah Yusuf, "Long Life Education\_Belajar Tanpa Batas", *Pedagogia*, Volume 1, Nomor 2 (Juni 2012), 111.

dimension of the new learning such as: (1) independent learning, (2) learning based on request, (3) collaborative learning, and (4) organizational learning.

The main challenge of lifelong learning especially in formal education is creating the curriculum. Curriculum implemented in the education institutions in Indonesia generally does not thoroughly focus on lifelong learning. On the other side, the advance of information technology in the 21<sup>st</sup> century is getting rapid and the access towards information is widely open. Information literate people are motivated to use information technologies, systems and resources<sup>17</sup>. Information technology and information literacy also becomes factor that can influence lifelong learning. Beside having adequate information literacy skill, individuals nowadays also must acquire media literacy such as information technology, because information that develops nowadays is widely varied, not only through printed media but also in the form of electronical files that can only be accessed by using electronical devices such as gadget, computers, and internet. Therefore, the direction of lifelong learning that has been designed in the curriculum of higher education must consider the aspect of information literacy and media literacy (IT).

#### Self Efficacy<sup>52</sup> Concepts, Theories and Values

The term of self-efficacy was firstly introduced by Albert Bandura, an expert<sup>12</sup> of psychology with Behavioristic ideology. According to Bandura, self-efficacy can be defined as “the belief in one’s capabilities to organize and execute the courses of action required to manage prospective situations”<sup>18</sup>. Self-efficacy<sup>53</sup> refers to the someone’s skill belief to succeed in doing certain tasks<sup>19</sup>. The belief towards self-efficacy will affect the setting of self-motivation, the process of thinking, the condition of feeling, and the behaviour chosen. That belief also influences the efforts that will be done, how long an individual will work hard in facing the obstacle and failure and also the endurance towards the inhibitions. Beside that, belief also influences the form of individual’s thinking process when facing the demands of the environment and the level of problem solving done.

Self-efficacy is someone’s belief on their own ability to achieve certain level of performance and influence how individuals feel, think, and motivate themselves, and behave<sup>20</sup>. Self-efficacy is one aspect of knowledge about oneself or self knowledge that mostly influence human’s daily life because self-efficacy owned affect individuals in determining the actions that will be done to achieve certain purpose, included in it the estimation towards the challenge that will be faced<sup>21</sup>. The definition of self-efficacy can be concluded as an individual’s belief that they can manage and take necessary action in organizing and conducting a number of behaviors needed to achieve the results or certain purpose.

Bandura in Zimmerman reveals that the dimension of self-efficacy are level, generality, and strength. The level refers to someone’s belief on the difficulty of certain task, generality relates to someone’s belief in solving the problem in accordance with the scope of their activities, and strength can be measured with the degree of certainty that someone can do task given<sup>22</sup>. Each individual certainly has self-efficacy, depends on the

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<sup>17</sup> Christine Susan Bruce, “Information literacy: a framework for higher education”, *The Australian Library Journal*, Volume 44, Nomor 3 (1995), 161.

<sup>18</sup> Albert Bandura, *Self-efficacy in changing societies*, New York: Cambridge University Press, 1995, 2

<sup>19</sup> İmp Kurbanoglu, “Self-efficacy: A Concept”..., 636.

<sup>20</sup> Albert Bandura, *Self Efficacy The Exercise of Control*, 76.

<sup>21</sup> Nur Fitri and Rini Risnawita, *Teori-teori Psikologi*, Yogyakarta: Aruzz Media, 2012, 76 - 77.

<sup>22</sup> Barry J. Zimmerman, “Self-Efficacy: An Essential Motive to Learn”, *Contemporary Educational Psychology*, Volume 25 (2000), 83.

10 level of self-efficacy that owns. High self-efficacy will emerge the best potency and competence of individuals and make them more maximal and optimal in doing the task they face. Someone tends to do their task or activity when they feel competence and confidence on their ability<sup>23</sup>. Self-efficacy adheres to each activity done by someone included in information literacy. Someone who has high self-efficacy will do the bigger effort and has endurance in facing various difficulty and challenge in solving the academic task, included in searching various relevant and accurate sources of information. In contrast, someone who has low self-efficacy will feel doubt in taking each decision and tends to be afraid of risks that they will face included in information literacy.

### Information Literacy and Its Urgency at Higher Education

There are many definitions of information literacy and continue to develop in accordance with the condition of time and field development. According to Bundy, the nature of information literacy is a set of skills needed to find, investigate, analyze, and utilize information<sup>24</sup>. The basic definition of literacy is "the condition of being literate"<sup>25</sup>. According to Bundy "information literacy is the ability to access, evaluate and use information from a variety of sources"<sup>26</sup>. The concept of information literacy actually has been defined and conducted in various ways since the beginning of seventies. All terms that frequently used are study skills, research skills, and library skills and tend to be used in the context of educational activities<sup>27</sup>. The concept of information literacy was firstly introduced by Paul Zurkowsky (President of Information Association) in 1974, when he proposed a proposal to The National Commission on Libraries and Information Science (NCLIS), USA. Zurkowsky reveals that the people who are trained in applying the sources of information for their job can be called as information literate (educated in utilizing information), they learn the techniques and the skills in utilizing the equipments of information as the utilization of the main source in finding the solution of the problem they face<sup>28</sup>.

The definition of information literacy adopted by UNESCO's Information for All Program (IFAP) states that information literacy is someone's capability to: 1. realize the needs of information, 2. find and evaluate the quality of information. 3. save and find the information back. 4. use the information ethically and effectively. 6. Apply the information for creating and communicating the knowledge<sup>29</sup>. The definition of information literacy that is frequently cited according to ALA (American Library Association) is: "information literacy is a set of abilities requiring individuals to recognize when information is needed

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<sup>23</sup> Serap Kurbanoglu, Buket Akkoyunlu, and Aysun Umay, "Developing the Information Literacy Self Efficacy Scale", *Journal of Documentation*, Volume 62, Number 6 (2006), 732.

<sup>24</sup> Jonner Hasugian, "Urgensi Literasi Informasi dalam Kurikulum Berbasis Kompetensi di Perguruan Tinggi", *Paedagogica: Jurnal Studi Perpustakaan dan Informasi*, Volume 4, Number 2 (Desember, 2008), 35.

<sup>25</sup> Jesus Lau, *Guidelines on Information Literacy for Lifelong Learning*, (IFLA) (Juli, 2006), 6, <http://www.ifla.org/files/assets/information-literacy/publications/ifla-guidelines-en.pdf>, Accessed on 21 December, 2016.

<sup>26</sup> Christine Susan Bruce, "Information literacy: a framework...", 159.

<sup>27</sup> Jonner Hasugian, "Urgensi Literasi Informasi...", 36.

<sup>28</sup> Paul Zurkowsky, *The Information Service Environment Relationship and Priorities*, USA: The National Commission on Libraries and Information Science, 1974, 6.

<sup>29</sup> Ralph Catts and Jesus Lau, *Towards Information Literacy Indicators* (2005), 7, [http://portal.unesco.org/ci/en/files/26348/12070387513/Towards\\_Information\\_Literacy\\_Indicators\\_final\\_version.doc/Towards+Information+Literacy+Indicators+final+version.doc](http://portal.unesco.org/ci/en/files/26348/12070387513/Towards_Information_Literacy_Indicators_final_version.doc/Towards+Information+Literacy+Indicators+final+version.doc), Accessed on 21 December, 2016.

and have the ability to locate, evaluate, and use effective needed information”<sup>30</sup>. Information literacy refers to the ability to solve information problem such as:

1. Defining the need for information: An individual knows that people knowledge about a subject is not enough, then determines what people has known and what will be known about the subject from various sources to complete and give additional data.
2. Initiating the search strategy: It is a process of pre-research in which someone knows the recent data in a category or subject, then identifying and determining the criteria of the potential sources such as the upgrade, the format, and so on.
3. Locating and accessing the resources: This is a process of collecting in which someone search printed and non-printed, online and computerization, interviewing the experts, asking for appropriate documents, and consulting them to the librarian or another expert that possibly can give suggestions.
4. Assessing and comprehending the information: Is a process of organizing and filtering. Someone read in a glance (skim) and quick (scan) towards the keywords and related topics, evaluate the authority of the sources, identifying the mistakes, opinions, and if necessary then redefine the search questions.
5. Interpreting the information: Interpretation covers the analysis, synthesis, evaluation, and organization of chosen data to be used and take conclusion from various research collection.
6. Communicating the information: This requires someone to share the information in which other people may take advantage of the research question. Sharing here is in the form of reports, posters, charts, or tables, editorials, webpage, speeches, and so on.
7. Evaluating the product and process: Is the last step in which someone determines how shoud the data of the research fulfills the need that has been determined and the the results of data application.<sup>31</sup>

The uncertain quality of information in this era mostly can be classified into the garbage of information. That information cannot make the society smart (informed society), however in contrast, it makes many people lost and tricked<sup>49</sup> towards the information spread information. This is the main reason of the importance of understanding the information, and learn information literacy which is about how to choose, utilize, and how to produce and communicate information becomes a beneficial knowledge. Information literacy education becomes very urgent nowadays. Education is essential for every society and individual since it creates new and improves current value system in order to improve life of every member of society<sup>32</sup>. All organizations of higher education are built to enable individuals to achieve their best goal, and those changes are also reflected in educational system, especially prevails for the organizations of higher education. The institutions of higher education are the place where someone can transform their personality, insight, and science through their study. The function of college is to

<sup>30</sup> American Library Association, *Presidential Committee on Information Literacy: Final Report*, (1989), Accessed on <http://www.ala.org/acrl/publications/whitepapers/presidential>, Accessed on 26 December 2016.

<sup>31</sup> Peggy S. Millam, “Mengapa Keberaksa<sup>36</sup>/Melek Informasi (Information Literacy) Perlu Diajarkan?”, in Anis Masruri and Sri Rohyanti Zulaikha, *Coursepack on School/ Teacher Librarianship*, Yogyakarta: Jurusan Ilmu Perpustakaan dan Informasi I<sup>35</sup>ltas Adab UIN Sunan Kalijaga Yogyakarta, 2006, 198-199.

<sup>32</sup> Ivana Maric, *The Concept of Lifelong Learning and The Role Of Higher Education Organizations*, <https://hrcak.srce.hr/file/238197>, Accessed on 21 July, 2017.

develop the skill and create the character and the civilization of a honored nation in order to make an excellent life of the nation.

Information literacy is frequently connected to the concept of “learning how the learn” which is learning the ways of studying or learning by teaching the ways of study that lead and propel the learners to develop and enlarge the materials independently through discussion or observation. That concept also leads to the learning that can grow internal motivation of the learners to study further and deeper until they become more effective in finding information<sup>48</sup> from various resources. Therefore, equipping information literacy becomes pivotal. In the context of college, information literacy is a compulsory skill that must be acquired by each university student. Through information literacy, the students can acquire the content of the materials and broaden the research, lead themselves and have bigger control towards the process of learning. The most important part of education is located at students’ ability to find information for themselves<sup>33</sup>. Information literacy as the ability to search and find information and access the information to be used in taking decision become pivotal for the students. As centers of knowledge production and dissemination, higher education institutions are expected to play an important role in the provision and delivery of lifelong learning opportunities<sup>34</sup>. Education for information literacy in the higher education community is necessary for both staff and students<sup>35</sup>. The academic curriculum at all levels should encourage students to use information in the learning process, as well as provide a privileged opportunity to learn information skills in a complex way. Therefore, the idea of combining information literacy into the curriculum needs to be developed and owned by all faculties. Curriculum integration of information literacy requires teaching staff who are familiar with information processes, resources and technologies<sup>36</sup>.

The formulation about the standard of information literacy competence has been established in various countries for instance AASL & AECT’s Information Literacy Standards for Students’ Learning (1998), ACRL’s Information Literacy Competency Standards for Higher Education (2000), SCONUL’s Seven Pillar Information Literacy Model (1999) and ANZIL’s Information Literacy Standards (2004).<sup>37</sup> Information literacy standards for higher education have been established by Association of College & Research Libraries Standards Committee (ACRL, 2000), they are<sup>38</sup>:

1. Determining Determines the nature and extent of the information needed,
2. Accessing needed information effectively and efficiently,
3. Evaluating information and its source critically,
4. Using information effectively to accomplish a specific purpose,
5. Understanding the aspect of economy, legal, and social related to the usage of information.

<sup>33</sup> Jonner Hasugian, “Urgensi Literasi Informasi”..., 35.

<sup>34</sup> Barbara M. Kehm, *The challenge of lifelong learning for higher education*. *International Higher Education*, (2015), 5, <https://ejournals.bc.edu/ojs/index.php/ihe/article/viewFile/6906/6123>, Accessed on 21 December, 2016.

<sup>35</sup> Christine Susan Bruce, “Information literacy: a framework”..., 162.

<sup>36</sup> *Ibid.*, 165

<sup>37</sup> Sera Urbanoglu, et.al, “Developing the Information Literacy”..., 738.

<sup>38</sup> The Association of College and Research Libraries, *Information Literacy Competency Standards for Higher Education* (2000), 8-14, <http://www.ala.org/acrl/standards/informationliteracycompetency>, Accessed on 21 December, 2016.



### The Importance of Self-Efficacy and Information Literacy for Lifelong Learning

Lifelong learning plays important roles not only in chasing self-development and professional development, but also in the effort of competitiveness and national development. It is obvious that lifelong learning has been a must to be understood and done by many sectors, not only in academic field but also in social field. To create lifelong learning, individuals must be equipped with self-efficacy. Self-efficacy is not a measurement of the skill owned by individuals, but a belief about what can be done by them in various condition with the ability they have. Self-efficacy holds the most important key in emerging the potency and the competence of individuals<sup>39</sup>. If someone's self-efficacy increase, then they will be more ready and have endurance when facing difficulty in solving a task and achieve the best result. Someone who has high self-efficacy also has firm belief to achieve success in lifelong learning.

Doing a task is not only with knowledge and skill, but it also requires high self-efficacy. Individuals with high self-efficacy have expectation to succeed and will work on something until it is completely done<sup>40</sup>. Beside having information literacy skill, individuals nowadays must also feel competent and confident in using the skills<sup>41</sup>, because low self-efficacy can be significant factor that limits individuals to use information literacy<sup>42</sup>. Vice versa, individuals that have strong belief in their ability considers the difficult task as the challenge that must be conquered and not as threats that must be avoided<sup>43</sup>. Therefore, only information literacy <sup>46</sup> is not enough, individuals also need high confidence to support lifelong learning. Self-efficacy and information literacy have important roles in lifelong learning.

Low self-efficacy can be significant factor that limits the ability of individuals in digging the information and solve the important problem in lifelong learning<sup>44</sup>. One of the reasons why self-efficacy is very important for lifelong learning is that if individuals feel that they are competent and confident about their information literacy skill, then they will feel easy in solving the problem and if not, they will doubt and avoid to try to solve the problem<sup>45</sup>. Meanwhile, literate people are considered ready to conduct lifelong learning<sup>46</sup>, because they have ability to find relevant information needed for each task or taking decision<sup>47</sup>. Information literacy owned by individuals are the capital for lifelong learning, and by utilizing information technology enable someone to get the new and relevant knowledge until it can help them to take decisions in facing various problems with creative and critical thinking. On the other side, lifelong learning can give a chance to someone, community, or nation to develop themselves in the global world in order to achieve the purpose for various advantages.

Information literacy is a set of skills that can be learned, while lifelong learning is a habit needed and must be accompanied by positive frame of thinking. The willingness to

<sup>39</sup> Albert Bandura, *Self-Efficacy: The Exercise of Control*..., 3.

<sup>40</sup> Serap Kurbanoglu, et.al, "Developing the Information Literacy" ..., 731.

<sup>41</sup> Ibid., 22.

<sup>42</sup> Serap Kurbanoglu, "Self-Efficacy: An Alternative Approach to the Evaluation of Information Literacy", *Qualitative and Quantitative Methods in Libraries*, International Conference 26-29 May 2009, Chania Crete Greece, 4.

<sup>43</sup> Albert Bandura, *Self Efficacy The Exercise of Control*..., 39.

<sup>44</sup> Serap Kurbanoglu, et.al, "Developing the Information Literacy" ..., 732.

<sup>45</sup> Ibid., 731-732.

<sup>46</sup> Schell Ross, et.al, "Academic Motivation and Information Literacy" ..., 2.

<sup>47</sup> American Library Association, *Presidential Committee on Information Literacy: Final Report*, (1989).

change and thirsty of knowledge and science are the keys of lifelong learning<sup>48</sup>. Lifelong learning always emphasizes on how the learners can develop either through the assistance of other people (teachers) or through their own initiatives. Therefore, in lifelong learning, there is aspect of internal motivation from individuals to always improve their competence in searching for the new knowledge, and one of them is through information literacy. Through information literacy, individuals know how to study and able to achieve lifelong learning<sup>49</sup>. Studying is a process of creating the knowledge, while the knowledge can be obtained through information literacy. Someone who has information literacy skill means they already have the ability for lifelong learning. Lifelong learning itself has important roles in improving the quality of human resources of a nation. Therefore, universities and higher education institution are expected to be the facilitators for lifelong learning, and the knowledge and skill with discipline base<sup>50</sup>.

Information literacy and lifelong learning have strategic relationship, they strengthen each other and very important for the success of each individual, organization, institution, and countries in global information society<sup>51</sup>, and that is why lifelong learning cannot be apart from information literacy. In lifelong learning, an individual is required to be able to study independently and solve their own problem, therefore information literacy skill is compulsory to be acquired. Information literacy and lifelong learning have mutual relationship,<sup>52</sup> they are:

1. Both of them stand alone, they do not need outside mediation however they are in for receiving suggestions and guidance from other people.
2. Information literacy and lifelong learning are the empowerment of oneself. Both of them are aimed to help each individual to differ the status of economy, gender, religion, and race.
3. Both of them can influence to do something (motivating). If some is becoming more literate and used to applying information literacy in their life, then the possibility to be lightened is bigger, moreover if implemented for a lifetime.

In various cases, lifelong learning is always correlated to information literacy, because information literacy can be the determining factor of individual's success in lifelong learning. If information literacy and lifelong learning are used simultaneously, then they will increase<sup>53</sup>:

1. The chance to choose from the existed choices or offered as individuals in the context of personal problem, family, and society.
2. The quality and the benefits of the research at school before entering the labor world and the training.
3. The prospect in finding and maintaining the job and improving the career quickly, make economical policy and business decision.
4. Effective participation with social environment, cultural environment, and political environment and identifying and fulfilling the aspiration and the professional purpose.

<sup>48</sup> Jesus Lau, *Guidelines on Information Literacy for Lifelong Learning*, 12-13.

<sup>49</sup> Serap Kurbanoglu, "Self-Efficacy: A Concept" ..., 635.

<sup>50</sup> Candy, P. and O'Leary in Mitchell Ross, et.al, "Academic Motivation and Information" ..., 2.

<sup>51</sup> Jesus Lau, *Guidelines on Information Literacy*..., 12.

<sup>52</sup> Ibid.,

<sup>53</sup> Ibid, 13.

Each activity conducted by individuals are always affected by their self-efficacy, it means the achievement or the success of someone in finishing the tasks they encountered depends on their self-efficacy. Therefore, in information literacy, someone needs high self-efficacy. Information literacy takes individuals to lifelong learning, because lifelong learning is started at the gate of information. Then thereby, to create lifelong learning, each individual must have self-efficacy and high information literacy skill. Information literacy and self-efficacy must stand aside in creating lifelong learning. Individuals' success in lifelong learning will always be influenced by their self-efficacy and information literacy. The higher self-efficacy of someone will increase their information literacy, in contrast the higher information literacy of someone<sup>25</sup> then it will increase their self-efficacy. The relationship scheme of self-efficacy and information literacy and lifelong learning can be drawn as follows:

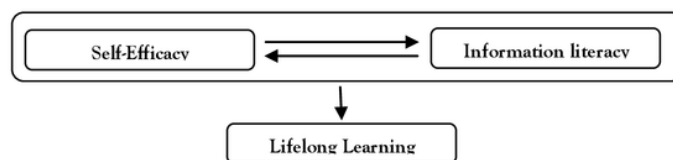


Figure 1. The Relationship Scheme of Self-Efficacy, Information Literacy, and Lifelong Learning

Someone who believes in their information literacy skill will easily solve the problem that they face in the learning process. Information literacy creates the basic of lifelong learning, and generally prevails for all discipline of sciences, learning environment, and level of education<sup>54</sup>. In accordance with the concept of lifelong learning that is not limited by time and place, information literacy can also be applied in various situation and learning condition. While self-efficacy becomes the supporting factor that influence someone's ability in information literacy, and high self-efficacy also can improve someone's belief in achieving success in lifelong learning. Self-efficacy, information literacy, and lifelong learning are one unity that complete each other and cannot be separated one from another.

### Conclusion

Self-efficacy and information literacy correlates each other and have important contribution to lifelong learning. Each activity conducted by individuals are always influenced by their self-efficacy, therefore in information literacy, it requires high self-efficacy. Individuals who have high self-efficacy will improve their potency and competence in information literacy, and vice versa someone who are accustomed with information literacy indirectly their self-efficacy will increase and more ready in facing various challenges. Information literacy takes individuals to lifelong learning because lifelong learning is started from the gate of information literacy, while self-efficacy can improve someone's belief to achieve success in lifelong learning. Therefore, high self-efficacy and information literacy become the main capital for supporting lifelong learning. Self-efficacy and information literacy should be built in an educational curriculum which focuses on lifelong learning.

<sup>54</sup> Jonner Hasugian, "Urgensi Literasi Informasi" ..., 39.

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