

CHAPTER V

CONCLUSSION AND SUGGESTION

5.1. Conclusion

This study set out to assess and analyze the information literacy competencies of undergraduate students at STKIP PGRI Sidoarjo in the context of thesis writing. Through the lens of the ACRL's five IL standards, the research has revealed significant disparities between students' perceived and actual competencies. It has identified particular weaknesses in the areas of advanced search strategies, source evaluation, synthesis of information, and paraphrasing—skills that are critical to producing high-quality, plagiarism-free academic writing.

The implications of these findings stretch far beyond thesis writing. In an era defined by information overload, misinformation, and digital complexity, the ability to think critically, navigate sources, and write ethically is not just an academic requirement—it is a civic necessity. As UNESCO (Catts & Lau, 2008) and the ACRL (2000) have emphasized, IL is a core competency for lifelong learning and informed participation in knowledge economies.

For institutions like STKIP PGRI Sidoarjo, the challenge is both urgent and actionable. Developing students' IL competencies is not a matter of adding more content to a course syllabus—it is about reimagining the role of writing, research, and critical inquiry in higher education. If such a transformation is undertaken, the result will not only be lower plagiarism rates and better theses but also graduates

who are prepared to contribute meaningfully to academia, society, and the professional world.

5.2. Sugestion

Based on the findings and their alignment with international and national IL frameworks, the following recommendations are proposed for STKIP PGRI Sidoarjo:

1. Curriculum Integration of Information Literacy Across Semesters

Information literacy should not be confined to a single course. It must be embedded across the curriculum, from first-year orientation to final-year thesis writing. Faculty from all departments should collaborate with library staff to design IL-enhanced syllabi. Early exposure can include basic searching and citation, while later semesters can focus on source synthesis, critical evaluation, and ethical integration.

2. Interdisciplinary IL Workshops

Each department has unique research practices and source expectations. For example, students in History Education may need to learn how to interpret archival sources, while those in Mathematics may rely on statistical databases or educational journals. Tailored IL workshops, conducted by faculty-librarian teams, can address these specific needs and increase relevance.

3. Assessment Rubrics Based on ACRL Standards

Assessment of writing assignments, including theses, should employ rubrics grounded in the ACRL's five IL standards. This approach ensures consistency and clarity in what is being evaluated. Students would benefit from knowing that their ability to find, evaluate, and use information is not just background knowledge but a graded component of their academic work.

4. Use of IL Diagnostic Tools

To combat overconfidence and improve metacognitive awareness, students should take IL diagnostic tests at multiple points during their study. Tools such as the Information Literacy Test (ILT) or institution-designed quizzes can help students benchmark their growth and identify areas for improvement.

5. Peer Review and Writing Mentorship Programs

Establishing peer review systems, where students critique each other's use of sources and argument structure, can reinforce IL skills. Similarly, writing centers or mentorship programs staffed by senior students and faculty can provide personalized feedback on writing strategies, source use, and citation.

6. Upgrade and Expand Access to Scholarly Databases

Students reported difficulty finding relevant academic sources in the existing library system. Institutional investment in scholarly databases—such as ProQuest, EBSCOhost, ScienceDirect—or open-access portals should be a

priority. These resources, combined with training on their use, will significantly enhance research quality.

7. Cultural Shift Toward Authorship and Integrity

Rather than focusing solely on avoiding plagiarism, institutions should foster a culture that celebrates original thought and ethical scholarship. This can be achieved through academic integrity campaigns, thesis showcases, and awards for outstanding student research. Celebrating intellectual effort creates intrinsic motivation to do quality work.

