

# The Effect of Using Digital Information Resources on Fulfilling the Information Needs of UIN Jakarta Library Science Students

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### ***Abstract***

*This study aims to determine how much influence the use of digital information sources has on fulfilling the information needs of UIN Jakarta Library Science study program students class of 2020. This study uses a quantitative method with an associative approach by collecting data through distributing questionnaires. Respondents of this study are 60 students of the 2020 Library Science study program who used digital information sources as a reference in doing coursework with an accidental sampling technique. This study uses validity and reliability instrument tests, classical assumption tests which include normality, heteroscedasticity, and linearity tests, as well as simple linear regression analysis tests, T-tests, and partial determination coefficient tests to analyze data. The uses and gratification theory is applied in this study to examine how and to what extent the media can satisfy the audience's demands. According to the findings, students' ability to meet their coursework information needs is impacted by using digital information sources. The impact of accessing digital information sources on meeting students' information demands for coursework is very significant, as seen by the 73.2% influence given and the 26.8% influenced by other aspects not evaluated. The results of hypothesis testing indicate that students' information demands are met by using digital information sources.*

**Keywords:** *Digital Information Sources, Information Needs Fulfillment, Media Use, Uses and Gratification Theory.*

## INTRODUCTION

The era of technological development brings us convenience. The development of technology also has an impact on the development of information. The development of information technology is one type of technological progress. Information technology is data processing with the help of computer devices (Setiawan, 2018: 64). The development of information technology certainly starts with the development of computerization.

The development of information technology also goes hand in hand with the development of the internet network. The internet is a creation made by humans in the form of an electronic communication network designed to connect one electronic media quickly and precisely to other electronic media. (Maharani, Helmiyah, and Rahmadani., 2021: 2). With the development of the internet, of course, now information can be accessed from any location, as long as it has a good network, especially humans tend to use the internet as a form of fulfillment of their information needs.

Libraries have to serve the community in terms of access to information. In this day and age, libraries are required to be able to provide innovation in meeting the needs of users. Various innovations have been present in the library world such as the existence of OPAC, digital libraries, and other digital services are expected to be able to facilitate users to access information. Amid innovations made, there will certainly be competitors from other applications to facilitate access to information. This ease of accessing information can be for entertainment, knowledge, or about current issues.

The *uses and gratification theory* has a basic assumption of how well and to what extent the media meets the personal and social needs of users. So the target is users who use the media to achieve certain goals. Each user is motivated to fulfill their own needs. These motives include information, personal identity, social interaction, and entertainment motives. Media that can meet the needs of users are ultimately referred to as effective media if the four motives above are fulfilled. (Humaizi, 2018: 11).

In lectures, students often access information about knowledge to serve as a reference for their lecture assignments. College assignments that often require sources of information are often in the form of *papers*, articles, papers, and group assignments to present a topic. Students are individuals who are currently pursuing education in college. (Kurniawati and Baroroh, 2016: 54-55). Students have assignments that require them to access related information.

Research conducted by Wannisak Khairiyah and Marlina in 2022 supports that Google Scholar can meet student information needs. This study is entitled "Utilization of Google Scholar in Meeting the Research Information Needs of Students of the Library and Information Science Study Program at Padang State University." The results showed that most students have a desire to use Google Scholar to access research information. Students believe that the content available on Google Scholar can improve their understanding of their research, and feel that their insights have increased after accessing this platform. (Khairiyah, 2022: 1061). Research conducted by Heriyanto found that students tend to choose Google and Google Scholar as the main source of information. The reason is simple, namely Google Scholar's ability to present the information needed by students. Most students also choose Google Scholar due to a lack of knowledge about other sources of information that can be used easily (Heriyanto, 2020: 43). According to Martin-Martin et al., (2017) Google Scholar is able to identify highly cited documents efficiently. Highly cited documents reflect the most influential authors and topics of all time.

The shift in the times when students used to go to the library to find information, now there are several accesses to get information in the field of education. This is supported by the RPJMN or National Medium-Term Development Plan 2020-2024 in which President Joko Widodo stated that digital transformation is necessary because it is one of the basic infrastructures in implementing the Nawacita mission and achieving the goals of Indonesia's vision 2045 (sovereign, advanced, just and prosperous). Efforts to develop information technology are carried out in various fields including education to accelerate people's progress. (Sucipto, 2021).

Searching for information on digital information sources is part of the activity of studying. Demanding knowledge is an obligation for every Muslim. The activity of demanding knowledge has been explained in the Qur'an Surah Al-Mujadalah Verse 11 which states that Allah SWT will raise the degree of those who study knowledge.

Allah Subhanahu wa Ta'ala says:

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُرُوا فَانشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

Meaning: O you who believe, when it is said to you, "Make room in the assemblies," make room, and Allah will make room for you. When it is said, "Stand up," (you) stand up. Allah will certainly raise those who believe among

you and those who are given knowledge several degrees. Allah is meticulous about what you do.

Students of the Library Science study program at UIN Syarif Hidayatullah Jakarta in their lectures are taught about how to search for information whose truth can be ascertained. In this case, students get courses that teach about how to search for information. In pre-research interviews, some students said that courses that teach about information sources and how to search for information include information sources courses obtained in semester 1.

In the information source course, the syllabus provides indicators so that after getting this course students can master information sources and can master information source search techniques. One way is to find reliable sources. Some of the reliable sources are articles from Google Scholar, and journal provider sources such as SINTA, Garuda, and other sources. Other courses that teach how to search for information include Information Literacy, Information Search Behavior, Islamic Reference Sources, Qualitative Research Methods, and Library Theory .

Based on a simple survey conducted, students of the Library Science study program admitted that after receiving material on how to search for information, they practiced it and felt that they could search for information better than students from other study programs who did not receive lessons on how to search for information. In doing coursework, respondents admitted that they often used digital information sources as references. The frequency of their use is also very frequent. The reasons are easy to access and free. Respondents started using these sources when they were in college. This means that during their school years, they tended not to pay attention to the sources of information they used to fulfill their information needs. Easy access is one of the various reasons students use these information sources, especially Google Scholar.

However, some respondents said that by using digital information sources their information needs about coursework had not been met. The reason is that some of the respondents admitted that they did not understand the information content in digital information sources. Based on this explanation, the researcher will examine the effect of using digital information sources on fulfilling the information needs of student coursework, therefore the title of this research is "The Effect of Using Digital Information Sources on Fulfilling the Information Needs of Students of UIN Jakarta Library Science Study Program Class of 2020" .

## RESEARCH METHODS

This study uses a type of quantitative research with an associative approach. The population selected in this study were students of the UIN Jakarta Library Science study program class of 2020 totaling 139 people. Students of the Library Science study program were chosen because the UIN Jakarta Library Science study program was ranked the third-best IPI study program in Indonesia. (Ewako, 2022).

The sample was taken using an *accidental sampling* technique where the sample was selected based on the spontaneity factor, which means that anyone who accidentally meets the researcher and based on certain criteria needed, then that person can be sampled. This sampling process is carried out to select samples that have relevant characteristics, characteristics, criteria, or special properties. (Fauzy, 2019: 8.8). The sample criteria in this study are students of the 2020 Library Science study program who use digital information sources as references in doing coursework and final assignments. The Slovin formula was used to determine the number of samples with an *error* rate of 10% and obtained a sample size of 60 students. The following is a measurement of the number of samples in this study:

$$n = \frac{139}{1 + 139(0,1)^2}$$

$$n = \frac{139}{1 + 139 (0,01)}$$

$$n = \frac{139}{1 + 1,39}$$

$$n = \frac{139}{2,39}$$

$$n = 58,158$$

The data collection technique in this study used a questionnaire. In this study, researchers compiled a questionnaire with a Likert scale, which was then distributed to students of the UIN Syarif Hidayatullah Jakarta Library Science study program in 2020. The questionnaire was aimed at those who rely on digital information sources to fulfill their coursework. The data analysis technique in this study uses instrument tests which include validity and reliability tests, classical assumption tests which include normality tests, heteroscedasticity tests, and linearity tests.

**Table 1.** Validity Test of Variable X

No	Statements	Rcount	Rtable	Description
1	X1	0,746**	0,254	Valid
2	X2	0,675**	0,254	Valid
3	X3	0,586**	0,254	Valid
4	X4	0,551**	0,254	Valid
5	X5	0,611**	0,254	Valid
6	X6	0,691**	0,254	Valid
7	X7	0,613**	0,254	Valid
8	X8	0,471**	0,254	Valid
9	X9	0,625**	0,254	Valid
10	X10	0,692**	0,254	Valid
11	X11	0,745**	0,254	Valid
12	X12	0,509**	0,254	Valid
13	X13	0,673**	0,254	Valid
14	X14	0,664**	0,254	Valid

Source: Processed data (SPSS 26), 2023.

Based on Table 1 above, it is known that the data on variable x of this study is fairly valid. This is because all items from X1 to X14 have a value of Rcount > Rtable. Rtable is obtained from n-2, namely the Rtable used is R58 which gets a value of 0.254.

**Table 2.** Y Variable Validity Test

No	Statements	Rcount	Rtable	Description
1	Y1	0,861**	0,254	Valid
2	Y2	0,693**	0,254	Valid
3	Y3	0,744**	0,254	Valid
4	Y4	0,648**	0,254	Valid
5	Y5	0,817**	0,254	Valid
6	Y6	0,744**	0,254	Valid
7	Y7	0,790**	0,254	Valid
8	Y8	0,849**	0,254	Valid
9	Y9	0,824**	0,254	Valid
10	Y10	0,815**	0,254	Valid
11	Y11	0,744**	0,254	Valid
12	Y12	0,724**	0,254	Valid
13	Y13	0,776**	0,254	Valid

Source: Processed data (SPSS 26), 2023.

Based on Table 2 above, it is known that the data on variable y of this study is fairly valid. This is because all items from Y1 to Y13 have a value of Rcount > Rtable. Rtable is obtained from n-2, namely the Rtable used is R58 which gets a value of 0.254.

**Table 3.** Reliability Test of Research Variables

No	Variable	Cronbach's Alpha	Description
1	Use of Digital Information Sources	0,880	Reliable
2	Information Needs Fulfillment	0,943	Reliable

Source: Processed data (SPSS 26), 2023

Table 3 shows the results of the reliability test in this study obtained a significance value of  $0.880 > 0.600$  for the variable use of digital information sources (X) and the variable fulfillment of information needs (Y) obtained a value of  $0.943 > 0.600$ , thus from these results it states that all research instruments are reliable because the Cronbach Alpha value is greater than the coefficient value of 0.600.

Simple regression analysis is also used to analyze research data to measure the influence between the independent and dependent variables. (Ramadhan, Ramdhani, and Utamidewi, 2022: 2391). In addition, hypothesis testing with the t-test and partial determination coefficient test was carried out to evaluate how much contribution each independent variable made to the dependent variable. (Ramadhan, Ramdhani, and Utamidewi, 2022: 2392).

## DISCUSSION

Students use digital information sources to fulfill information needs in coursework, both daily and final assignments. The use of digital information sources is examined based on the frequency of use of certain media. Google Scholar is the top choice with usage reaching 95%, followed by *e-repository* which is used by 82%. This finding is consistent with the *uses and gratification* theory introduced by Michael Guveritch, Elihu Katz, and Herbert Blumler in 1974, which emphasizes that audiences are active and responsible individuals in choosing media to meet their needs. (Humaizi, 2018: 11).

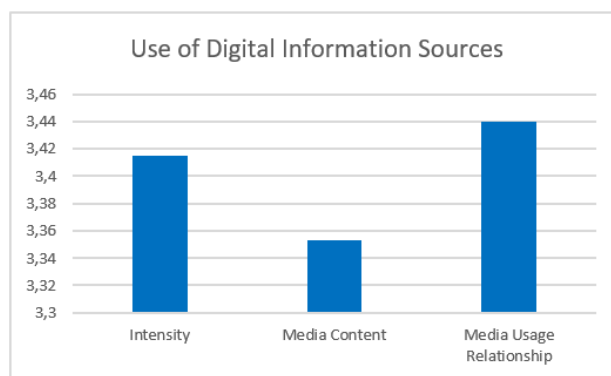
Based on the results above, it is known that Google Scholar is the most favored media by students to find information about coursework.

The use of Indonesian-language digital information sources is mostly used by students of the 2020 Library Science study program with a frequency of 100%. Meanwhile, English-language digital information sources are also used by students as references in doing lecture assignments with a frequency of 70%. Thus it can be interpreted that the use of Indonesian-language digital information

sources is more desirable than English-language digital information sources. In terms of access scale, national digital information sources are more desirable than international digital information sources. This is evidenced by the number of voters of national digital information sources as much as 100% and international digital information sources as much as 83%.

**1. Media Usage Variable**

In measuring media use, this study adapts three dimensions of media use according to Rosengren from media exposure theory, namely time intensity, media content, and the relationship between media use and media content. (Rakhmat, 2009: 66).



**Figure 1.** Score Chart of the Use of Digital Information Sources

Source: Processed data

Figure 1 above shows the average score of each dimension of using digital information sources. Based on the graph, the media content dimension is the dimension with the highest score, which contains indicators regarding attention and clarity of information. The intensity dimension is the dimension with the lowest score with indicators in the form of frequency and duration of the use of digital information sources.

The highest score lies in the statement "I often use digital information sources when doing coursework and final assignments" which is in the intensity dimension with an indicator of the intensity of using digital information sources. The score on the statement was 3.8. This score is considered very high when viewed on an interval scale. The results of this score indicate that students often use digital information sources when doing coursework and final assignments. This shows that students prefer to use digital information sources when doing coursework and final assignments. Ease of access is one of the advantages possessed by digital information sources so that students use them as a reference in finding information.

The lowest score in the intensity dimension is in the statement "I often access digital information sources for more than 3 hours per day to get

information about coursework" which is the indicator of the duration of access to digital information sources in hours. The score obtained on this statement is 3.13 which is still classified as a high score on the interval scale. As many as 45% of students agree with this statement, which means that the frequency of access to digital information sources by students is carried out for more than 3 hours per day. In this case, students have set aside time to look for information about coursework on digital information sources with a duration of more than 3 hours per day. Time is very important because it correlates with the behavior of reading scientific articles. Students who allocate their time earlier and more before lectures tend to complete their coursework faster. (Sofiatry and Prasetyo, 2020: 395).

In the media content dimension, the highest score was obtained in the focus indicator given when using digital information sources with the statement "In accessing digital information sources I often access them while opening other applications". The average score on the statement was 3.48 which was classified as very high on the interval scale. The results of the statement stated that as many as 57% of respondents had two focuses when accessing digital information sources. This divided focus is in line with research conducted by Dzalila (2020: 213) that some students whose focus is divided cause wasted time. This can hinder the work on college assignments and the assignments they do are not optimal.

The lowest score on the media content dimension is on the indicator of understanding the information content on digital information sources with the statement "I find it easier to understand the content of messages or information on digital information sources". The score on this statement is 3.23 which is still classified as high on the interval scale. As many as 50% of Library Science students have understood the content of the message or information content on digital information sources. However, as many as 13% of Library Science study program students still disagree that digital information sources make it easier to understand the information content available to them. This needs to be studied because in lectures courses have been given about information searches, namely information literacy courses and information search process courses.

In the dimension of the relationship between media use and media content, the highest score is in the indicator of obtaining information about coursework and final assignments on digital information sources with the statement "I get information about coursework from digital information sources". The score obtained in this statement is 3.5 which is categorized as a very high score on the interval scale. This score means that using digital information sources is enough

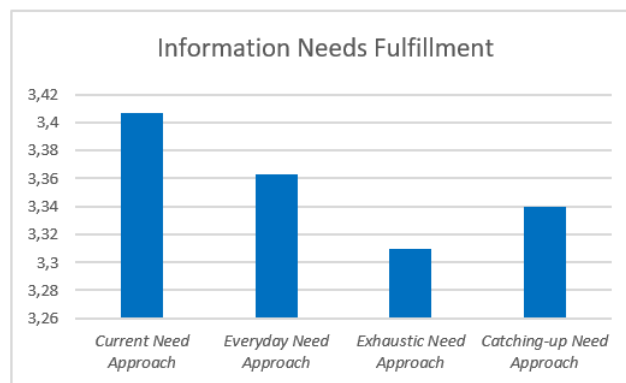
to get information about coursework. These results are in line with other studies that say that students always use the internet and other digital information sources to find assignment references (Zaharnita and Rosyid, 2016: 12).

The lowest score in the dimension of the relationship between media use and media content is in the indicator of choosing digital information sources as a primary source of information with the statement "I make digital information sources a primary source of information when doing coursework and final assignments". The score on this statement is 3.38 which is classified as a very high category on the interval scale. This result shows that 57% of students strongly agree that digital information sources can present information material about their coursework". These results are in line with research conducted by Adji and Salim (2019: 151) which states that in this digital era, library users prefer to search for information on digital information sources because the information can be accessed anytime and anywhere.

Based on the research results, the total score on the intensity dimension was 3.41, the media content dimension was 3.35, and the media use relationship dimension was 3.44. The average of the three dimensions is 3.4. It can be concluded that the use of digital information sources has a very high influence when doing coursework and final assignments. The information content in digital information sources greatly affects the fulfillment of student information needs. This is because the information is easy to obtain and is complete and accurate.

## 2. Information Needs Fulfillment Variable

Measurement of the fulfillment of information needs adapts four information needs according to Guha, namely *the current need approach*, *everyday need approach*, *exhaustive need approach*, and *catching-up need approach*. (Fatmawati, 2015: 7-8).



**Figure 2.** Graph of Information Needs Fulfillment Score

Source: Processed data

Figure 2 above shows that the highest score lies in the *current need approach* dimension with an indicator of fulfilling information needs that are up-

to-date. The lowest score lies in the *exhaustive need approach* dimension with indicators of fulfilling specific, relevant, and complete information needs.

The highest score in the *current need approach* dimension is in the indicator of meeting the latest information needs with the statement "Digital information sources have met my *current* information needs for coursework and final assignments". The score on the statement is 3.45 which is classified as very high on the interval scale. This result shows that 52% strongly agree that their current information needs have been met by digital information sources. In fulfilling one's information needs, a person will search for information on information sources that are determined based on the convenience and availability of the information sources needed (Giriwarna and Rohman, 2009). (Giriwarna and Rohman, 2022: 864).

The lowest score on the *current need approach* dimension is on the indicator of timeliness of the information on digital information sources with the statement "Digital information sources have met the information needs of my coursework and final assignments promptly (presenting reliable information in the last 5 years)". The score on this statement is still categorized as very high on the interval scale with the acquisition of 3.36. These results show that digital information sources regularly update the information content contained in them. This is in line with the results of research from Giriwarna and Rohman (2022: 865) which says that students' routine information needs will be met by the existence of information in the long term. In digital information sources, there is information contained from year to year so that users can access digital information sources to get the information needed.

In the *everyday need approach* dimension, the highest score is in the speed of getting information indicator with the statement "I always get information from digital information sources quickly for the needs of lecture assignments". This indicator gets an average score of 3.51, which is classified as very high on the interval scale. These results indicate that digital information sources have met the information needs of Library Science study program students quickly. The speed of finding information on this digital information source makes students rely on digital information sources to support their coursework information needs. In line with the findings, Giriwarna and Rohman (2022: 864) say that if an information source can meet a person's information needs, then the person will use the information source based on the ease and availability of the information source needed.

The lowest score in the *everyday need approach* dimension is in the indicator of fulfilling daily information needs with the statement "daily

information needs related to lecture assignments have been met by digital information sources" which obtained a score of 3.23 and was classified as high on the interval scale. This data shows that digital information sources have fulfilled students' daily information needs. In lectures, of course, there are many assignments from various courses so they also need a variety of references to meet these demands. These results are in line with research conducted by Zaharnita and Rosyid (2016: 11) who said that students often access information related to courses, due to the many assignments that require many references from different sources of information.

In the *exhaust need approach* dimension, the highest score is in the indicator of fulfilling information needs specifically the information provided with the statement "digital information sources have fulfilled information needs in terms of specific information provided for my coursework and final assignments". This statement received a score of 3.4 which is categorized as a very high score on the interval scale. Such results are indicated by 48% of respondents agreeing that digital information sources have met specific information needs. This means that students have found references to information about Library Science courses in digital information sources. The references found in these digital information sources have also met the information needs of students regarding their coursework and final assignments. This is reinforced by the statement by Giriwarna and Rohman (2022: 865) that if digital information sources can provide specific information, then users will make most of the information a reference in academic assignments.

The lowest score on the *exhaust need approach* dimension lies in the indicator of fulfilling complete information needs with the statement "Digital information sources have fulfilled my information needs in terms of completeness of information for my coursework and final assignments". The score obtained in this statement is 3.26 which is classified as very high on the interval scale. As many as 55% agreed with the statement. These results indicate that information sources provide complete information content so that they can meet the information needs in-depth for students. This is supported by a statement from Giriwarna and Rohman (2022: 865) which says that one of the properties of the information that has value is the completeness of information concerning the usefulness and decision-making to use the information.

The highest score in the *catching-up need approach* dimension is in the indicator of obtaining brief, concise, and clear information on digital information sources with the statement "I get brief, concise, and clear information from the digital information sources I choose for my coursework and final assignments".

The score obtained on the statement is 3.46 which is classified as a very high score on the interval scale. This states that in doing coursework and final assignments, 53% of respondents use fleeting information such as abstracts as references. Abstracts are used because they describe the overall content of the research even though only at a glance. Students who need information at a glance will look for it quickly and not forget the relevant aspects needed such as the suitability of the topic or subject. (Giriwarna and Rohman, 2022: 866).

The lowest score on the *catching-up need approach* dimension is on the indicator of understanding of brief information on digital information sources with the statement "I still understand and understand the brief information provided by the digital information I choose for my coursework and final project". The score on this statement is 3.15 which is classified as high on the interval scale. This means that 62% of students understand the information content of the brief information they see before they use it. In line with research conducted by Giriwarna and Rohman (2022: 866), students will look for information relevant to their coursework by checking research abstracts and keywords from available digital information sources. This is done to get an overview of the research as a whole.

Based on the research results, the total score on the *current need approach* dimension is 3.40, the *everyday need approach* dimension is 3.36, the *exhaustive need approach* dimension is 3.31, and the *catching-up need approach* dimension is 3.34. The average of the four dimensions is 3.35. It can be concluded that the fulfillment of information needs that are up-to-date, routine, specific, complete, relevant, and brief has a very high level.

The statement with the highest score on the information needs fulfillment variable lies in the statement "I get short, concise, and clear information from the digital information sources I choose for my coursework and final assignments" which is in the *catching-up need approach* dimension with a score of 3.46. This acquisition is classified as a very high acquisition when viewed from an interval scale. This result states that students get brief, concise, and clear information from the digital information sources they choose to fulfill their coursework information needs.

Based on the results of the data presentation on the information needs fulfillment variable, what can be looked at more deeply is the *exhaust need approach* dimension. This dimension is the dimension with the lowest score on the information needs fulfillment variable with a score of 3.31 out of 4 even though it is classified as a very high score on the interval scale. *The exhaustive need approach* should be the highest dimension in fulfilling coursework

information needs. This is because when working on coursework, students need information that is specific, relevant to the topic they are looking for, and complete in its information content, especially in doing the final project, of the course students need a lot of reference information to support or strengthen the data and discussion of the research conducted.

The results of the simple linear regression test show that there is a positive effect of using digital information sources on fulfilling information needs because the regression coefficient (b) value is positive at 0.962. In addition, the constant value (a) is -2.071 which if interpreted if there is no use of digital information sources, the fulfillment of information needs is -2.071. Based on the T-test that has been carried out, it is known that the significance value in this study is 0.00 and the value is 12.601. T count of 12.601.

T table obtained by the formula  $n-k-1$

N = number of respondents

K = Number of independent variables

T table =  $60-1-1$

T table = 58

T 58 = 2,00172

The results obtained have a significance value of  $0.00 < 0.05$  and T count amounting to  $12.601 > T$  table which is 2.00172. So it can be concluded that there is a significant influence of the use of digital information sources on fulfilling the information needs of the 2020 class of Library Science study program students. The percentage magnitude of the influence is said to be high, this can be seen from the results of the partial determination coefficient test which shows that the Rsquare value is 0.732, which means that the use of digital information sources affects the fulfillment of coursework information needs by 73.2%. This 73.2% value makes digital information sources a means of fulfilling the information needs of 2020 Library Science study program students. The *uses and gratification* theory is in line with the results of this study. This theory looks at how and how much the media can meet the needs of the audience. (Humaizi, 2018: 11).

The *uses and gratification* theory states that audiences try to find the best media sources to fulfill their needs. (Humaizi, 2018: 11). In line with this, Rosengren states that media use consists of time intensity, media content, and the relationship between media use and media content (Rakhmat, 2009: 66). (Rakhmat, 2009: 66).

According to the results and analysis that have been presented, this study shows that the use of digital information sources has a significant effect on fulfilling information needs in the coursework of 2020 Library Science study program students, with a percentage of 73.2%. The remaining 26.8% is influenced by other factors not investigated.

The influence is so high that libraries must be able to innovate to compete with other media that can meet information needs. Things like access can be considered by the library. Not infrequently the library's *e-repository is closed access* so that only registered students can access the e-repository. Libraries today have also been required to turn into digital libraries along with the times. This is in line with research conducted by library users. Adji and Salim (2019: 151) who said that libraries are required to transform from traditional libraries to digital libraries by providing digital collections that can be utilized anytime and anywhere to meet the information needs of their users.

## CONCLUSION

Based on the results of the study, it is known that the magnitude of the influence of the use of digital information sources is 73.2% on the fulfillment of coursework information needs. While the remaining 26.8% is influenced by other factors not examined. The value of 73.2% is obtained from the value of the partial determination coefficient ( $r^2$ ) which obtained a figure of 0.732. This value is a very high value for the use of digital information sources as a reference when doing coursework and final assignments. With this much influence, the library as an information institution must realize this as a challenge in the future to better provide other sources that can be accessed by students. As many as 13% of Library Science study program students still do not understand the information content in digital information sources. In addition, the fulfillment of in-depth information needs received the lowest score in the study with an average score of 3.31. The fulfillment of in-depth information needs should get the highest score. This is because when doing coursework, students need information that is specific, relevant to the topic they are looking for, and complete in its information content, especially in doing the final project, of the course students need a lot of reference information to support or strengthen the data and discussion of the research conducted.

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