

**ANALYSIS OF DIGITAL AMNESIA LEVELS AMONG LIBRARY  
SCIENCE STUDENTS AT UIN SUNAN KALIJAGA**

**THESIS**

Submitted to the Library Science Study Program,  
Faculty of Adab and Cultural Science,  
State Islamic University Sunan Kalijaga, Yogyakarta  
as a Requirement for Obtaining a Bachelor's Degree in Library Science



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**2025**



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Nomor : B-602/Un.02/DA/PP.00.9/04/2025

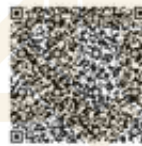
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Thus, thank you for your attention.

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## MOTTO

“You may not understand anything you learn today,  
but someday, you will understand why you learned it. So, keep learning.”

(Dr. Misbakhur Sururi, S.Pd.I, M.Pd.I.)

“The final frontier of the digital technology is integrating into your own brain.”

(Ramez Naam)



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## DEDICATION

This thesis is dedicated to:

1. Myself, Salwa Merta Althifannida, for the effort and perseverance in completing this thesis.
2. My parents, Bunda and Ayah, whose prayers never ceased. Thank you for educating, caring, and striving in every way to support your child's dreams. Thank you to Abi and Ibu, my stepparents, whose love is no less than my biological parents.
3. My ustaz, ustazah, lecturers, and all teachers who have imparted valuable lessons, allowing me to appreciate and understand the extraordinary world created by Allah.
4. My sister and family, who have always accompanied, comforted, and supported me through the ups and downs of this educational journey. Especially to my late grandfather, thank you for encouraging me to pursue the highest education possible, even though it meant being far from home. I am sorry for not being able to present this bachelor's degree directly to you.
5. All my friend who have helped, accompanied, taught, and guided me throughout this journey.
6. UIN Sunan Kalijaga Yogyakarta, the place where I learned many things, which has been an essential part of my growth and academic journey.

## **ABSTRACT**

### **ANALYSIS OF DIGITAL AMNESIA LEVELS AMONG LIBRARY SCIENCE STUDENTS AT UIN SUNAN KALIJAGA**

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The development of digital technology has transformed the way individuals' access, store, and manage information. As part of the digital native generation, students trend to rely on digital devices in their daily lives, including for accessing and storing information. This phenomenon is known as digital amnesia, where individuals fail to retain information in their own memory due to excessive reliance on digital devices. This study aims to analyze the level of digital amnesia among Library Science students at UIN Sunan Kalijaga, who studies how to search and utilize technology and information. The research method used is descriptive quantitative, with data collected through questionnaire. The respondents of this study are 104 Library Science students from the 2021 cohort, selected using total sampling. Data were analyzed using descriptive statistics based on the mean, with the assistance of SPSS version 26 software, to measure the level of digital amnesia among students based on three main dimensions of the digital amnesia scale such as digital distraction, digital dependency, and digital detox. The results show that the level of digital amnesia among students is relatively high, with an average score of 2.71. The dimension with the highest average score is digital dependency at 3.34. The digital distraction dimension is also high, with an average score of 2.64. Meanwhile, the digital detox dimension has an average value of 2.44. From this research, it can be concluded that Library Science students at UIN Sunan Kalijaga have a relative high level of digital amnesia, particularly in the aspect of digital dependency. However, they are still able to managing their phone usage, as evidenced by the average score obtained in the statements within the digital detox dimension. There is a need for strategies to enhance information literacy that's not only focus on how to search for and access information but also teach how to manage and utilize information in a balanced and non-excessive manner. This study only measures the level of digital amnesia among Library Science students. It is hoped that further research will explore its correlation with academic productivity, learning patterns, or mental health.

Keywords: digital amnesia, information literacy, technology dependency, digital usage, digital distraction.

## INTISARI

### ***ANALISIS TINGKAT AMNESIA DIGITAL MAHASISWA ILMU PERPUSTAKAAN UIN SUNAN KALIJAGA***

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*Perkembangan teknologi digital telah mengubah cara seseorang dalam mengakses, menyimpan, dan mengelola informasi. Sebagai bagian dari generasi digital native, mahasiswa cenderung bergantung pada perangkat digital dalam kehidupan sehari-hari, termasuk dalam mengakses dan menyimpan informasi. Fenomena ini disebut amnesia digital, ketika seseorang tidak mengingat informasi menggunakan ingatannya sendiri karena terlalu mengandalkan perangkat digital. Penelitian ini bertujuan untuk menganalisis tingkat amnesia digital di kalangan mahasiswa Ilmu Perpustakaan UIN Sunan Kalijaga yang mempelajari bagaimana seharusnya mencari dan memanfaatkan teknologi dan informasi. Metode penelitian ini kuantitatif deskriptif dengan pengumpulan data melalui kuesioner. Responden penelitian adalah 104 mahasiswa Ilmu Perpustakaan angkatan 2021 yang dipilih menggunakan teknik total sampling. Data dianalisis dengan statistik deskriptif berbasis rata-rata (mean) dengan bantuan software SPSS versi 26 untuk mengukur tingkat amnesia digital mahasiswa berdasarkan tiga dimensi utama dalam skala amnesia digital yaitu distraksi digital, ketergantungan digital, dan detoksifikasi digital. Hasil penelitian menunjukkan bahwa tingkat amnesia digital mahasiswa termasuk tinggi, dengan rata-rata skor 2,71. Dimensi dengan nilai rata-rata tertinggi adalah dimensi ketergantungan digital sebesar 3,34. Dimensi distraksi digital tergolong tinggi dengan nilai rata-rata 2,64. Sementara itu, dimensi detoksifikasi digital memiliki nilai rata-rata 2,44. Dari penelitian ini, dapat diketahui bahwa mahasiswa Ilmu Perpustakaan UIN Sunan Kalijaga memiliki tingkat amnesia digital yang cukup tinggi, terutama pada aspek ketergantungan digital. Namun, mereka masih dapat mengatur penggunaan ponselnya, dibuktikan dengan nilai rata-rata yang didapatkan dari dimensi detoksifikasi digital. Perlu adanya strategi peningkatan literasi informasi yang tidak hanya fokus pada bagaimana mencari dan mengakses informasi, tetapi juga mengajarkan bagaimana mengelola dan memanfaatkan informasi dengan seimbang dan tidak berlebihan. Penelitian ini hanya mengukur tingkat amnesia digital mahasiswa Ilmu Perpustakaan. Diharapkan adanya penelitian lanjutan yang membahas korelasi dengan produktivitas akademik, pola belajar, atau kesehatan mental.*

*Kata kunci: amnesia digital, literasi informasi, ketergantungan digital, penggunaan teknologi, distraksi digital.*

## PREFACE

Alhamdulillahillāhi rabbil'ālamīn, with a heart full of gratitude, the researcher praises Allah Subhanahu wa Ta'ala, who has continuously bestowed His mercy, enabling the researcher to complete this study in the form of a thesis. May blessings and peace always be upon the noble role model, Prophet Muhammad, his friends and his followers until the end of time.

The researcher has completed a thesis entitled "Analysis of Digital Amnesia Levels Among Library Science Students at UIN Sunan Kalijaga" as one of the requirements to obtain a Bachelor's degree in Library Science, achieved through the completion of a final research project in the form of a thesis. This thesis was accomplished with the help, motivation, and guidance of many parties. The researcher expresses gratitude to:

1. Prof. Dr. Nurdin, S.Ag., SS, MA, the Dean of the Faculty of Adab and Cultural Sciences at UIN Sunan Kalijaga, who has assisted the researcher in completing this thesis.
2. Mr. Muhammad Ainul Yaqin, S.Pd. M.Ed., the Head of the Library Science Study Program at UIN Sunan Kalijaga and also one of the informants in this research.
3. Mrs. Marwiyah, S.Ag., SS, M.LIS., the thesis supervisor who always provides guidance, assistance, motivation, and also cares for the researcher.

4. All lecturers, educators, and staff of the Faculty of Adab and Cultural Sciences who have taught and provided the best academic services to researchers.
5. The researcher's parents, who have continuously provided support and prayers for the completion of this thesis.
6. Fellow students in the Library Science Study Program at UIN Sunan Kalijaga, who have always shared knowledge, happiness, and supported each other.
7. The fun, cheerful, and ever-helpful PPL group in UiTM Malaysia, who have accompanied and supported the researcher through all circumstances.
8. Friends from East Kalimantan who are also studying in Jogja, who always make the researcher feel safe and have a sense of home, even when we are far from home.
9. Fellow friends from KKN 114, Group 49 in Klepu, Kulon Progo, who taught and helped the researcher to endure and complete this real-world assignment in the midst of the community.

Thank you to all other parties who cannot be mentioned individually, who have contributed to and supported the completion of this thesis. The researcher hopes that the results of this study can provide benefits to its readers.

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# CHAPTER I

## INTRODUCTION

### 1.1 Background

Since the development of computers, technology has undergone rapid and significant development, changing almost every aspect of human life. According to Akhmad (2019, p. 10), a computer is an electronic device that automatically receives, processes, stores data, and provides information using programs stored in memory. In addition to computers, many mobile devices such as smartphones and tablets have been developed, as well as cloud technology, allowing information to be accessed anytime and anywhere.

The development of digital technology has brought significant changes to everyday life, especially in influencing how humans access, store, and manage information. The generation that grew up in the digital era, known as digital natives, relies heavily on technology to complete various activities, including academic tasks. The term “digital native” was first introduced by Marc Prensky. He said that a digital native refers to a person who has grown up immersed in digital technology, making them “native speakers” of the language of the internet, computers, and video games (Prensky, 2001).

Similarly, Spiegel (2021, p. 12) stated that a digital native is someone who has grown up surrounded by digital technology, and is naturally fluent in using computers, games, and other digital media. Unlike digital immigrants, who had to adapt to technology later in life, digital natives instinctively navigate digital environments, often making traditional teaching methods less effective at engaging

them. In addition, David (2022, p. 60), stated that “digital natives” refers to people who were born in an era when technology and the internet were already widespread, and who tend to prefer using mobile devices, desktops, or portable computers as their primary tools for completing various tasks.

The younger generation, especially Generation Z, as stated by Suwana et al., (2020, p. 327) was born between 1995 and 2010 and grew up in the era of advanced technology. As a result, all Gen Z members are considered digital natives since they were born in the internet era. However, the concept of digital natives is not limited to Gen Z alone. It can also include younger members of Generation Alpha, born in or after 2010 (McCrindle & Fell, 2020), and possibly older individuals who had early exposure to digital technology. This broader definition suggests that being a digital native is more about one’s familiarity and interaction with technology rather than just the year of birth.

As quoted from Ahmed (2019, p. 119), Generation Z was born when smartphones, social media, and other technologies were already available. The results of the survey he conducted also showed that out of 415 students at the State University of New York, more than half of the respondents spent nine hours or more a day on their smartphones. This number indicates a fairly high level of dependence on technology, especially for academic, social, and entertainment needs. However, studies on digital amnesia among students have largely been conducted in a Western context, with limited research exploring this phenomenon in Indonesia. Given the cultural and educational differences, it is important to examine whether similar

patterns of technology dependence and digital amnesia are also present among Indonesian students.

In today's digital era, students are faced with the use of increasingly broad and in-depth technology, especially with the development of artificial intelligence that is increasingly penetrating various aspects of life. In addition, the ease of access to information and interaction through digital platforms also encourages students to be more active in using technology as a primary tool in learning and collaborating in academics. Library Science students at UIN Sunan Kalijaga are part of Generation Z and also digital natives who are familiar with digital devices in their daily activities. They have the potential to use smartphones intensively, both for learning and other activities. If not balanced with good digital literacy skills, this intensity of use can increase the risk of dependence on technology, which is called digital amnesia.

Digital amnesia is a term developed by Kaspersky Lab (2015, p. 5) to describe a condition in which a person forgets information because they believe that the information will be stored and remembered by a digital device or technology. This condition has several negative impacts, such as a reduced ability to directly recall important information and increased dependence on digital devices for information access. In addition, students may experience a decline in analytical and critical skills because they rely on search engines and digital applications to obtain instant answers.

Library Science students at UIN Sunan Kalijaga study many courses that discuss matters related to technology. Since the first semester, a compulsory course

that must be studied by Library Science students at UIN Sunan Kalijaga is Information and Communication Technology. In addition, each semester includes other courses related to technology and digital devices, such as Database Management, Web Design, Computer Networks and Data Communication, Information Literacy, Open Source, Information Retrieval, Integrated Library Information Systems, Library Information System Evaluation, Media Technology, and Digital Library Management (*Kurikulum S1 Ilmu Perpustakaan UIN Sunan Kalijaga 2020*, n.d.). In addition, Library Science students are also equipped with skills on how to search for, evaluate, and use information appropriately in the Information Literacy course. This course also covers material related to digital literacy where students are expected to be able to use digital media properly. Although Library Science students at UIN Sunan Kalijaga have studied education on digital literacy, the phenomenon of digital amnesia still has the potential to arise due to the high dependence on technology to store and access information.

Based on this background, the researcher is interested in conducting a study entitled "Analysis of Digital Amnesia Levels Among Library Science Students at UIN Sunan Kalijaga". The purpose of this study is to determine the level of digital amnesia among Library Science students at UIN Sunan Kalijaga. With a further understanding of this phenomenon, it is hoped that an effective strategy will emerge to reduce the negative impact of digital amnesia on the younger generation. This study uses a quantitative approach with a survey method distributed to Library Science students at UIN Sunan Kalijaga. The data obtained are expected to provide a clear picture of the level of digital amnesia, and can be a reference for the

development of better curriculum and training programs to improve digital literacy skills and reduce dependence on digital technology.

## **1.2 Formulation of the Problem**

Researcher formulate a number of problems so that study this remains focused on the purpose and no expand to discussion others. Based on the background that has been explained above is "What is the level of digital amnesia of Library Science Students at UIN Sunan Kalijaga?"

## **1.3 Objectives and Benefits of Research**

This research aims to answer the problem formulation that has been made, namely to determine the level of digital amnesia of Library Science students at UIN Sunan Kalijaga. In addition, the purpose of this study is also to understand the influence of students' technology usage habits on their memory abilities, fill the research gap on digital amnesia among students, especially in Indonesia, and contribute to the development of curriculum or policies that can optimize the use of technology without leaving out cognitive aspects.

The benefits of this research are divided into two, namely theoretical benefits and practical benefits. Theoretically, this research is expected to be useful to increase researchers' knowledge about digital amnesia. In addition, this study is also expected to contribute to the development of literature in the field of information technology and education, especially regarding the impact of digital technology use on individual memory abilities. This study can also be the basis for further research that explores more deeply about digital amnesia, what causes it, and how to prevent it.

Researchers also hope that this research will practical can studied by students on how to manage the frequency of digital technology use, and can be utilized by educators and policy makers to design learning activities that optimize technology without neglecting the cognitive aspects and analytical skills that are important in the teaching and learning process.

#### **1.4 Writing System**

CHAPTER I, namely the introduction, contains an explanation of the background of the research. This background will later become the basis for the formation of problem formulation, determining the objectives and benefits of the research, and describing the systematics of writing.

CHAPTER II, namely literature review and theoretical basis, serves as the main reference in conducting research and includes previous studies that discuss the same topic as the topic to be studied. In addition, there is a theoretical basis which is the basic concept of research to analyze relevant research themes, namely regarding IFLA standards on information and communication technology curriculum, IFLA standards on information literacy curriculum, digital amnesia, and digital amnesia measurement scale (Digital Amnesia Scale).

CHAPTER III, namely research methodology, contains a description of the type of research and its approach, place and time of research, subjects and objects, instruments, data sources, research population and samples, data collection techniques, validity and reliability testing, and data processing and analysis techniques.

CHAPTER IV, namely results and discussion, contains a description of the general description of the object and location of the research, namely the Library Science Study Program of UIN Sunan Kalijaga. In addition, this chapter also includes the results of statistical operations and analysis in the form of tables, graphs, and explanatory narratives.

CHAPTER V is the conclusion, containing conclusions and suggestions from the researcher. At the end will be followed by a bibliography, supporting Appendixes for the thesis, and a list of the researcher's curriculum vitae.

## CHAPTER V

### CLOSING

#### 5.1 Conclusion

Based on the results of data processing and analysis in the study "Analysis of the Level of Digital Amnesia of Library Science Students at UIN Sunan Kalijaga", the following conclusions can be drawn.

1. Library Science students at UIN Sunan Kalijaga have a relatively high level of digital amnesia with an average score of 2.71. This level of digital amnesia can be associated with the habit of using technology in everyday life, especially in academic and social contexts. With increasing dependence on digital devices, students tend to rely on technology to store information, rather than memorizing it directly.
2. Of the three (3) dimensions of digital amnesia, the second dimension, specifically digital dependency has the highest value, namely 3.34. This average value reflects that they are very dependent on digital devices in their daily lives. Then, the second highest value is in the first dimension, namely digital distraction, with an average value of 2.64 which is also included in the high category. This value shows that respondents feel disturbed and distracted by the digital devices they have. In addition, the lowest value is in the third dimension, namely digital detox, with an average value of 2.44 which is considered low. However, because this dimension

contains negative statements, the higher the value, the higher the level of digital amnesia they experience. This value provides an illustration that respondents are capable and accustomed to practicing digital detox. The average value of respondents in this low category also shows that UIN Sunan Kalijaga Library Science students can free themselves from using digital devices in their daily lives.

3. Of the nine indicators of digital amnesia, the indicator that has a very high average value is the indicator of "dependence on mobile phones to store and retrieve important information" with a value of 3.75. This average score shows that Library Science students of UIN Sunan Kalijaga Yogyakarta are dependent on their digital devices to find and store information. Meanwhile, the indicator that has the lowest average value is the indicator of "staying away from mobile phones when interacting socially" with an average of 2.14. This indicator is included in the digital detox dimension in the form of negative statements, so if the value is low, the level of digital amnesia felt is also low. Thus, the value of 2.14 shows that respondents are less affected by phubbing, which occurs when someone prioritizes their mobile phone over communicating directly with other people.

## 5.2 Suggestion

Based on the results of data processing, analysis and the conclusions that have been presented, the researcher proposes several suggestions that may be considered in understanding and addressing the phenomenon of digital amnesia among Library Science students at UIN Sunan Kalijaga Yogyakarta.

- a. Library Science students of UIN Sunan Kalijaga are expected to increase awareness of the impact of digital amnesia and begin to reduce excessive dependence on digital devices in remembering information. One practical effort is to develop the habit of actively recalling information and taking manual notes to strengthen memory retention.
- b. Library Science study program may consider incorporating material related to the impact of digital amnesia into courses that focus on information and technology literacy. This integration can help students not only understand how to use technology effectively, but also aware the potential cognitive risks associated with over dependence on digital tools.
- c. Further research is recommended to explore other factors that may influence students' level of digital amnesia, such as study habits, patterns of daily technology use, and specific types of digital activities most frequently performed. This kind of research could support the design of more targeted strategies to help students

maintain a healthy balance between technology use and cognitive memory skills.

- d. Future researchers who intend to explore similar topics are advised to delve deeper into the relationship between digital amnesia and other variables, such as academic productivity, learning behaviors, or mental health conditions. Understanding these correlations can provide a more comprehensive view of the broader implications of digital amnesia.

Through these suggestions, it is hoped that students, academics, and policymakers will gain better insight into the impact of digital amnesia and take appropriate steps to optimize the use of technology, without neglecting essential cognitive functions in academic life.

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