ABSTRAK

Relatively not many people are aware about the existence and orientation of learning that developed in the Library and Information Science at Airlangga University. So often bring discordant notes about the job prospects. On the other hand, information managerial become essential activities performed in each organization in this information era. Library and Information Science Graduate as information professional is predicted to be one of the filler field work required. The stigma still leads students in a dilemma conditions for the election of his career.

Qualitative research in this study tried to uncover the meaning behind the Library and Information Science students inter subjectivism in expanding their knowledge about the scope of science and also job prospect on Library and Information Science. The study uses the Social Construction perspective, which means trying to understand this phenomenon with tracing back the confidence in students during their education.

This study results three learner typology, they are: expectant learner, preference learner, and experienced learner. Expectant learner is a student that build an understanding based on the opinions of those who believed in its immediate environment, so in the study tended to have a need for clarification of expectations regarding the specification of knowledge and types of potential jobs for graduates of Library and Information Science. Preference learner is students who have a hobby and a passion from beginning college and think that it was suitable to developed through lectures fit in Library and Information Science, so in the process of college tend to identifying the needs of have added value in order to find employment preference selection fields. Experienced learner is students build an understanding based on the perspective of the complexity in the labor market and the need to be competitive, so in the study tended to have a need for networking and start self-actualization in a career.

Keywords : Social Construction, Library and Information Science Students, Symbolic Interactions.