Library 101 as Credit-Bearing Information Literacy Courses: Reduce Library Anxiety on First-Generation College Students in Universitas Airlangga

Ragil Tri Atmi, and Annisa Nana Nadhea

Department of Library and Information Science
Faculty of Social and Political Science
Universitas Airlangga
Surabaya, Indonesia

Abstract. Library Anxiety is an anxiety that occurs in a person towards the library. It usually happens to new students at a university. This is in line with the data that found that 75 to 85% of students out of 8000 respondents felt anxiety. This anxiety usually occurs due to feelings of fear and embarrassment in students towards the library, both facilities and services. Therefore, there is a need for Credit-Bearing Information Literacy Courses which are courses that will help students learn more about the library at the university. The method used in this article is literature review where it is necessary to collect, evaluate, and analyze articles found in various sources on the internet. The results obtained from this article are the effectiveness of Credit-Bearing Information Literacy Courses in dealing with Library Anxiety in students. It is also exemplified by the Library 101 program in the Universitas Airlangga library which provides an explanation and introduction to students on how to make the most of the facilities and services available at the Universitas Airlangga library.

Keywords: Credit-bearing information literacy courses, library anxiety, library management.

1   Introduction

New students usually have a lack of knowledge about the environment on campus, both in terms of campus facilities such as libraries. Usually, the lack of knowledge is related to the services, facilities, and regulations in the library. This causes new students to feel embarrassed, afraid, and anxious when they are going to the library. Based on research conducted by (Mellon, Constance A., 1986) which found that 75 to 85% of students out of 8000 respondents felt anxiety. These include fear, numbness, confusion, and fear of the unknown. Although this is a natural thing experienced by all new students, the anxiety can have an impact on their unwillingness to visit the library. The feeling of anxiety experienced is the effect of emotional responses such as feelings of discomfort by new students (Rahayuningsih & Irhandayaningsih, 2019).

Library Anxiety can usually occur due to several factors. One of the factors is the feeling of anxiety related to technology in the library. Based on research conducted by Nabilah Azzahra Hanifah (2020) entitled "Library Anxiety in First Year Students at Private University Libraries in Surabaya" which states that first year students at the University of Surabaya and Petra Christian University Surabaya feel anxiety related to technology in the library. The technology can be a computer that will be used to search for library materials, such as OPAC (Online Public Access Catalogue).

Another factor that can occur is anxiety related to the collections provided in the library. Based on research conducted by Nabilah Azzahra Hanifah (2020) entitled "Library Anxiety in First-Year Students at Private College Libraries in Surabaya" which states that first-year students at Widya Mandala Catholic University Surabaya and STIE Perbanas Surabaya feel more anxiety-related to the collections provided by the library.

Another factor that also causes Library Anxiety is caused by several dimensions. These dimensions include the dimension of comfort and confidence when in the library, the dimension of the information search process, the dimension of the perceived importance of using the library, the dimension of the respondent's comfort level using the technology implemented in the library, the level of comfort around the library building. Based on research conducted by Mutiara Ahadah Suhartanti (2018) on 84 graduate school students at Universitas Airlangga, it was found that students who felt uneasy when visiting the library alone had an average of 2.46 which was classified as low. Students also have an uncomfortable feeling when going to ask for help has an average of 2.69. In addition, students who experience anxiety when they have not fully accessed the library website have a low average score of 2.52. The average result of 2.50 is low for graduate school students who have feelings of discomfort when accessing the OPAC Online Public Access Catalogue). Furthermore, the average result of 2.14 is also low for graduate school students who feel anxious about the shape of the library building which is spacious and has many rooms. So the final result is that graduate students who experience library anxiety are classified as low in all six dimensions.

There are also other factors that cause library anxiety. According to (Pratama, 2018) these factors include librarian factors, affective factors, mechanical factors, comfort factors, knowledge factors, and experience factors. Librarian factors can relate to the perception of users intimidating librarians by appearing busy just to help them and librarians often showing their unfriendliness when helping users. This can also have an impact on the library, such as the library will be less visited and have a bad image (Noverista et al., 2022). The affective factors can be in the form of library users' feelings that they are less skilled in using the library effectively. The use of the library can be exemplified by users who will borrow books, access collection materials, and so on. The unskillfulness of the users is what causes the reluctance of the users to visit the library (Diyas Adi Pratama, 2018).

From all the research results, it can be concluded that library anxiety is still a common problem for new students on campus. Factors arising from library anxiety can also have a significant impact on the progress of the library. This is due to the feeling of unwillingness that arises in new students to come to the library. However, this problem can be overcome by the existence of Credit Bearing Information Literacy Courses. Libraries conducting these courses can be considered as a contribution from

academic libraries to institutional retention efforts in supporting student academic success (Jones & Mastrorilli, 2022). This is also supported by many academic librarians who have ideas or opportunities to teach Credit Bearing Information Literacy Courses for libraries, outside the scope of their regular positions (Sobel et al., 2017).

Credit Bearing Information Literacy Courses are information literacy courses where individual lessons or a series of lessons are placed in the context of a larger course and there is reflection on the process of developing a more critical approach (Johnson, 2019). Credit Bearing Information Literacy Courses can be interpreted as the practice of teaching in individualized courses or looking more broadly at the pros and cons of credit courses, especially compared to embedded teaching (Jardine et al., 2018). The importance of stand-alone, credit-bearing Information Literacy Courses for undergraduate students, particularly for first-generation students attending open-access urban institutions (Jones & Mastrorilli, 2022).

Credit Bearing Information Literacy Courses have been implemented at Universitas Airlangga Library in Indonesia. The course at Universitas Airlangga is called Library101: Library Orientation Program which is held annually to welcome new students of Universitas Airlangga. The purpose of holding Library 101 for new students is to provide hands-on information (practice), book search, practice borrowing and returning books, Install OpenVPN Application, practice various library applications (AILIS, iPustaka, Online Catalog, Repository), and introduction material to resources (e-Journal & e-Book) that have been subscribed by Universitas Airlangga.

2   Literature Review

2.1 Library Anxiety

Library Anxiety is a form of situational-based anxiety and cannot be attributed to generalized anxiety disorders because it only occurs in situations when users are considering using the library or using the library at the time the anxiety occurs (Gardijan, 2021). Library Anxiety can usually occur due to several factors. According to (Mellon, Constance A., 1986) there are 4 factors that usually cause students to experience Library Anxiety, including a feeling of awe at the size of the library, ignorance of the library arrangement and disorientation of the library space, lack of confidence in students, and a feeling of fear of seeking help from librarians. In her study she positioned that students are afraid to ask openly and there is a fear of revealing their shortcomings to their friends (Lackner, 2022). According to (Chutia & Sarmah, 2019) Library Anxiety refers to the feeling that one's skills are inadequate and this deficiency is felt to be worth hiding and can be characterized by symptoms such as (1) Fear of librarians, (2) Laziness to go to the library, (3) Unable to find something in the library, (4) Confusion in starting research work, and (5) The AQAK scale or Bostick's Library Anxiety Scale (1992) consists of 40 statements grouped into five factors, namely: (1) Library resources, (2) Library staff, (3) User knowledge, (4) Library environment, and (5) User education.

2.2 Credit Bearing Information Literacy Courses

Credit Bearing Information Literacy Courses are information literacy courses that are structured using credits and can be applied to subjects on campus. This course can cover an introduction to the library on campus. The decision to choose this course is due to it being a National Best Practices, universities across the country are moving away from traditional developmental instruction to more challenging courses that are worthy of college credit (Sachar & Roggenbuck, 2021).
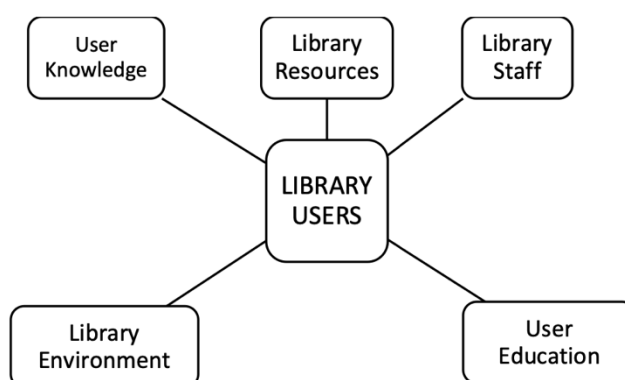
The process of determining learning methods is an important thing for librarians to do. The process of mapping the framework to the syllabus in the course can help librarians redesign their programs while thinking more critically about what and how they teach (Benallack & Rundels, 2021). There are three teaching methods that can be applied to credit-bearing university programs, evaluated and compared, such as lecture-based learning, project-based learning, and problem-based learning (Dolničar et al., 2017).

The process of determining the material of the course can be done by the librarian by looking at some existing conditions. The syllabus for the course can be grouped into four categories: (a) general education/core curriculum, (b) library, (c) discipline-specific, and (d) first-year seminar (Benallack & Rundels, 2021). According to Benallack, these categories were created to get a better idea of the intended audience of each course, which in turn can influence the course content.

The existence of Credit Bearing Information Literacy Courses can provide significant benefits for students. Based on a comparative study between students who took these courses and those who did not, researched by (Jones & Mastrorilli, 2022) showed that: (a) students who took the course had a higher GPA albeit slightly, (b) increased persistence for students who had taken the course in the matched comparison group after one year of taking the course.

The existence of this course can provide and help to overcome the problem of Library Anxiety. A study conducted by (Grandy, 2019) showed the results that the course was effective in reducing Library Anxiety in adult learners, markedly increasing awareness of library resources, comfort in the process of searching for information in the library, and comfort level with library technology significantly after the course was completed.

3   Finding and Discussion

3.1 Library 101 as Credit-Bearing Information Literacy Courses in Universitas Airlangga

Library 101 or Library User Orientation is a program from Universitas Airlangga which is a learning place or course for new students so that they have basic knowledge in using the library. This is done by Universitas Airlangga so that the use of the library on campus can be used as much as possible by students to develop their knowledge. In addition, this can also be done to overcome the Library Anxiety that usually occurs in new students according to the data that has been presented. The learning methods provided by Universitas Airlangga Library vary, such as lecture methods, and direct practice of using technology and others. In addition, in this course students will get a certificate, where the certificate can later be exchanged into an SKP or Achievement Credit System. This SKP can later be collected by students as a requirement for graduation as a student. Due to a regulation at Universitas Airlangga which states that UNAIR students since the first semester of the undergraduate program must take a minimum of 75 SKP and D3 program students must take a minimum of 60 SKP.

In this course there are many materials that will be explained to students. The materials explained in Library 101 such as (1) Practice searching, borrowing, and returning books, (2) Practice using various applications that are often used by Universitas Airlangga libraries such as AILIS (Airlangga Integrated Library Systems), iPustaka, Online Catalog, Repository, (3) Practice Installing Open VPN, and (4) Introduction to Resources (E-Journals and E-Books).

The detailed explanation of the material described in Library 101 is as follows:

3.1.1 *Practice of finding, borrowing, and returning books.*

In this material, students are given material with lecture methods and direct practice with other students and there are librarians who help students. The final results expected with this material are that students are able and understand the flow of searching for books both online and coming directly, how to borrow books, how to return books, and what needs are needed when they make these transactions. Practice using various applications that are often used by Universitas Airlangga libraries.

In this material, students are given material with lecture methods and direct practice with librarians. The applications taught are AILIS (Airlangga Integrated Library System), iPustaka, Online Catalog, and Repository. In the material about the AILIS application, students will understand how to use it, and what things can be done with the application. The end result of this understanding is that students are expected to be able to know the use of AILIS and they are no longer confused when going to carry out various activities in the application, such as borrowing books online, returning books online, how to make an online membership, how to borrow places in the library, and various other services that have been provided by the Universitas Airlangga library.

As for the use of iPustaka, the librarian will provide material on how to access iPustaka to get electronic books available in Indonesian that can be utilized by students to meet their information needs and increase their knowledge. The end result of providing this material is that students are expected to make maximum use of all books that have been purchased and subscribed to by the Universitas Airlangga library so that their usefulness is always maintained.

As for the use of the Online Catalog or commonly called OPAC (Online Catalog Access Catalog), the librarian will provide material on how to access the OPAC owned by Universitas Airlangga. OPAC is very useful for students if they want to find books or other library materials according to their needs through the application. In addition, from the OPAC, students can also understand how to find the location of books in the library, so that students are not confused by the large number of books available in the library. In addition, the material about OPAC is to provide understanding to students that information about books in the library can be accessed through the application.

As for the use of the Repository, students will later be taught by librarians about how to access the application. The end result of learning the material for using the Repository is that students are expected to understand how to make good use of the research thesis.
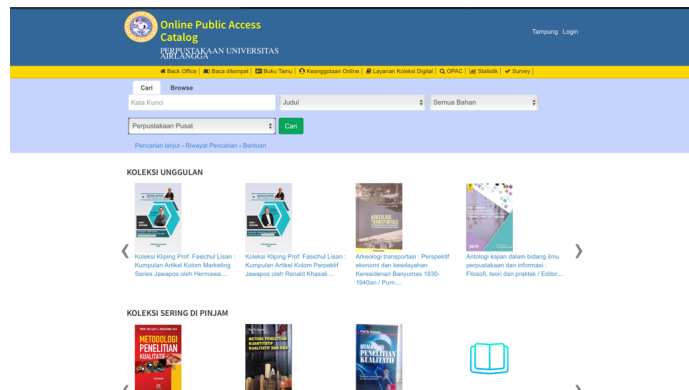

Figure 5: Repository UNAIR

3.1.2 Practical OpenVPN Install

In this course, students will be introduced to the use of OpenVPN. OpenVPN is a type of software that helps to set up secure connections between computers and other networks such as the Internet. Usually, OpenVPN can be used by students to access journals and articles from abroad such as Web of Science, Scopus, Elsevier, and other journals. The final result to be obtained from learning this material is the understanding of students so that they can make good use of journals that have been subscribed to by the library. In addition, it is also expected that students can use it to complete their research assignments, to increase their knowledge, and others.

3.1.3 Introduction to Resources (E-Journals and E-Book)

In this course, students will be given general material about electronic journals and electronic books owned by the Universitas Airlangga Library. With this material, it is hoped that students can utilize these journals and books to meet their information needs and increase their knowledge.

3.2 Analyses SWOT in Library 101

SWOT analysis is a systematic identification of various factors to formulate strategies, where this analysis is based on the relationship or interaction between internal elements, namely strengths and weaknesses, against external elements, namely opportunities and threats (Siswanto, A and Salim, M, 2019). According to (Simamora, 2022) the explanation of the components of the SWOT analysis are: (1) Strength will focus on factors that are the strengths of the company or special things that the company can rely on to exploit opportunities in the market, (2) The focus of analysis on the Weakness component is on factors that are weaknesses that have an impact on the company's inability to respond to opportunities in the market, (3) The opportunity component is a trend in the market that indicates the benefits that will be obtained by the company, (4) Threat or treat according to (Farihiyyah & Musthofa, 2020) is an external condition that has the potential to cause difficulties. The analysis of the Library 101 program owned by the Universitas Airlangga library is as follows.

3.2.1 Strength

The strengths of the Library 101 program are that students will later get SKP (Achievement Credit Units) which will be one of the requirements for graduation on campus, and students will get library introduction material and direct practice with librarians. Direct practice on the use of applications in the library can be done using a computer provided by the library. In addition, in the Library 101 course, the library provides many more small courses where the material presented can be more detailed and detailed. The opportunity to ask questions is also one of the strengths of this

program because students will be easier to ask questions about problems that they still do not understand during learning

3.2.2 Weakness

The weaknesses of the Library 101 program are that there is little participation from students who are interested in participating in this program, and sometimes this program is carried out online using the Zoom platform which will cause students to be less able to understand properly.

3.2.3 Opportunities

Opportunities that exist in the Library 101 program are that the Universitas Airlangga library provides quite a number of course schedules that can be followed by students according to the free time they have. In addition, this course is free and can be attended by all students of Universitas Airlangga

3.2.4 Treat

The threat that exists in the Library 101 program is that if this course is implemented online, it will usually cause technical problems such as internet connection which will cause the explanation given by the librarian to be inaudible and cannot be clearly understood

4   Conclusions

Library Anxiety is a form of situational-based anxiety and cannot be attributed to generalized anxiety disorder as it only occurs in situations when users are considering using the library or using the library at the time of anxiety. The existence of Credit Bearing Information Literacy Courses can provide and help to overcome the problem of Library Anxiety, such as at Universitas Airlangga. There is a course called Library 101 which helps new students introduce the library in detail, such as the introduction of services and activities in the library, the introduction and use of applications in the library, and various materials that can eliminate Library Anxiety in new students

Acknowledgments

References

Benallack, C., & Rundels, J. J. (2021). Mapping the framework to credit-bearing information literacy courses. *The Journal of Academic Librarianship*, *47*(6), 102455. https://doi.org/https://doi.org/10.1016/j.acalib.2021.102455

Chutia, R., & Sarmah, M. (2019). Psychological well-being among the gender wise category of users in terms of library anxiety at centrally funded universities of Assam, India. *Library Philosophy and Practice*, *2019*.

Diyas Adi Pratama. (2018). LIBRARY ANXIETY MAHASISWA BARU DI PERPUSTAKAAN UNIVERSITAS AIRLANGGA SURABAYA : STUDI KUALITATIF DENGAN METODE GROUNDED THEORY Oleh : Diyas Adi Pratama 1. *Ilmu Informasi Dan Perpustakaan*, 1–17. http://repository.unair.ac.id/id/eprint/74767

Dolničar, D., Podgornik, B. B., & Bartol, T. (2017). A comparative study of three teaching methods on student information literacy in stand-alone credit-bearing university courses. *Journal of Information Science*, *43*(5), 601–614. https://doi.org/10.1177/0165551516655084

Farihiyyah, F., & Musthofa, M. B. (2020). Penerapan Analisis SWOT Sebagai Strategi Dalam Menghadapi Dampak Perekonomian Masyarakat Di era Pandemi. *Jurnal Manajemen Dan Inovasi (MANOVA)*, *3*(2), 44–54. https://doi.org/10.15642/manova.v3i2.293

Gardijan, N. (2021). Library Anxiety: An Overview of Re-Emerging Phenomena. *Library Philosophy and Practice*, *2021*.

Grandy, R. (2019). Investigating the effectiveness of a credit-bearing information literacy course in reducing library anxiety for adult learners. *Communications in Information Literacy*, *13*(1), 23–42.
https://doi.org/10.15760/comminfolit.2019.13.1.3

Hanifah, Nabilah Azzahra. (2020). Library Anxiety pada Mahasiswa Tingkat Pertama di Perpustakaan Perguruan Tinggi Swasta di Surabaya.

Jardine, S., Shropshire, S., & Koury, R. (2018). Credit-bearing information literacy courses in academic libraries: Comparing peers. *College and Research Libraries*, *79*(6), 768–784. https://doi.org/10.5860/crl.79.6.768

Johnson, M. (2019). Review of critical approaches to credit-bearing information literacy courses. In *Association of College and Research Libraries* (Vol. 4, Issue 1). https://doi.org/10.21173/newlibs/6/19

Jones, W. L., & Mastrorilli, T. (2022). Assessing the Impact of an Information Literacy Course on Students' Academic Achievement: A Mixed-Methods Study. *Evidence Based Library and Information Practice*, *17*(2), 61–87. https://doi.org/10.18438/eblip30090

Lackner, J. (2022). Confronting library anxiety. *Public Services Quarterly*, *18*(3), 224–231. https://doi.org/10.1080/15228959.2022.2095320

Noverista, D. I., Dewi, L., & Hadiapurwa, A. (2022). Pengaruh Etika Pustakawan Terhadap Pelayanan Prima Pada Perpustakaan. *Jiipk*, *11*(01), 6–13.

Rahayuningsih, A., & Irhandayaningsih, A. (2019). *Analisis Library Anxiety (Kecemasan di Perpustakaan) Mahasiswa di UPT Perpustakaan Universitas Diponegoro Semarang*. *8*(2).

Sachar, C. O. S., & Roggenbuck, T. (2021). *Journal of Access , Retention , and Inclusion in Higher Education Upgrading to Credit-Bearing Courses : Redesigning Curriculum with Students First*. *2*(1).

Siswanto, A., & Salim, M. (2019). Manajemen Proyek. Surabaya: CV. Pilar Nusantara

Suhartanti, Mutiara Ahadah. (2018). Kecemasan Pengguna (Library Anxiety) di Perpustakaan (Studi Deskriptif Kecemasan Mahasiswa Sekolah Pascasarjana Universitas Airlangga di Perpustakaan dengan Menggunakan Metode MLAS)

Sobel, K., Ramsey, P., & Jones, G. (2017). The Professor-Librarian: Academic Librarians Teaching Credit-Bearing Courses. *Public Services Quarterly*, *14*(1), 1–21. https://doi.org/10.1080/15228959.2017.1342584.