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The Phenomenon of Library Anxiety in the Library of Universitas Pendidikan Indonesia

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A B S T R A C T

College libraries are the center of learning activities and information centers for the academic community. In its implementation, there are still often problems experienced by users that can trigger the phenomenon of Library Anxiety. This study aims to determine the phenomenon of Library Anxiety experienced by users when visiting and using facilities in the library, especially UPI Library and provide solutions to overcome the phenomenon of library anxiety. The research used two approaches, quantitative approach and qualitative approach. Data was obtained from questionnaires and literature studies on sources that have similar topics of discussion. The result of this research shows that there are still users in UPI Library who experience Library Anxiety phenomenon. Factors that influence the occurrence of Library Anxiety, including difficulties in finding a collection and using the available facilities, obstacles when using the electronic services provided, discrepancies between book data in the OPAC and book data on the shelves, and lack of knowledge of the correct book borrowing procedures. The solution that can be applied to reduce the phenomenon of Library Anxiety is to hold user education on the use of library facilities and services and a more responsive attitude of librarians.

A R T I C L E   I N F O

1. INTRODUCTION

Libraries today have an important role as information providers. In Law No. 43 of 2007 Article 1 Chapter 1 regarding general provisions, explains the definition of a library, namely an institution that manages collections of written works, printed works, and / or recorded works professionally with a standardized system to meet the educational, research, preservation, information and recreational needs of the users. Meanwhile, etymologically, library comes from Latin, namely liber or libri which means library or book (Amaliah & Sumarno, 2021). In principle, all libraries are institutions with collaborative procedures, namely institutions that play a role in providing information services for library users (users). However, in its development, each type of library has certain criteria and definitions that can be a difference with other libraries, one of which is a university library. University libraries are libraries located in higher education institutions, with the aim of supporting the implementation of the Tri Dharma of higher education at their respective parent institutions (Morong et al., 2020).

University libraries have a very important role, namely as a center of information for the academic community. According to Government Regulation of the Republic of Indonesia Number 24 of 2014 concerning the Implementation of Law Number 43 of 2007 concerning Libraries states that university libraries are libraries that are an integral part of educational activities, research and community service and function as learning resource centers to support the achievement of educational goals domiciled in universities. Fulfilling the purpose of the library of an educational institution, namely expecting the fulfillment of library tasks carried out to meet the requirements. With the fulfillment of the task, the library can carry out the main function contained in it, namely to support the Tri Dharma of Higher Education which consists of Education, Research and Community Service.

The library as an entity of the university also carries out the Tri Dharma function which has implications for performance tasks, including (I) Educational function, the library is a source of learning for the academic community so that the library must provide various collections that can support the various learning objectives of the academic community; (ii) Training function, this function explains that the library is a learning resource for researchers, where the collections available in the library are library materials that are able to support the achievement of learning objectives, preparation of learning materials, collection of teaching and learning methods, and teaching materials that support the implementation of learning assessments; (iii) Information function, as we know that the library has a collection of library materials that can support the research and learning process. This shows the information provided from each collection in the library and can provide convenience to users. Therefore, the library is a source of information that is easily accessed and found by information users. (iv) Research function, the library provides the most up-to-date collection of primary and secondary library materials for research and study in the field of science and technology. The information contained in the collection serves to assist the research process. Researchers obtain relevant information with the support of the right information source, namely the library. Collections that support research in college libraries are certainly an asset because the mission of higher education has a mission to produce research that can be utilized for the benefit of community development in various fields; (v) Refreshment function, the library needs to provide recreational collections that have constructive meaning and encourage creativity, interest,

and innovation of the users. This is done so that the library has a pleasant image for users and is not just a room with stacks of books.

The objectives of university libraries include (i) responding to the information needs of the higher education community, such as the academic community; (ii) providing library materials (reference works) at all academic levels; (iii) organizing reading spaces for users; (iv) facilitating credit services that are commensurate with various types of users; and (v) providing active information services that are not limited to the university environment and local industries (Susanti, 2019). Based on the position that has been stated, it can be concluded that the purpose of organizing a university library is essentially to support various university activities in organizing education by providing scientific information sources to the entire academic community (Hardianty, 2023). As an information provider institution, the library has several types of services, namely circulation services, reference services, online search services (OPAC), E-Resources services, institutional repository services, digital library services and others.

Sometimes, library users find it difficult to use various library services and facilities. There are several problems that are often experienced by library users, such as: (i) library users feel that they do not have the ability to access information due to lack of knowledge about how to use library services and facilities; (ii) library users feel afraid / hesitant to ask questions to the librarian on duty because they are afraid of being considered ignorant about the library; and (iii) library users feel insecure to come to the library because they were previously afraid / hesitant to try to visit the library. These problems are known as Library Anxiety. Library Anxiety is a feeling of discomfort that a person feels while in the library related to cognitive, affective, psychology, and habits. These feelings are a combination of feelings of tension, fear, doubt, negative thoughts, and chaos of thoughts that reduce information literacy skills (Pratiwi, 2019).

Cases of anxiety often occur to users who have never visited the library. They tend to experience anxiety related to information access needs. From a physical perspective, anxiety can occur due to ignorance of the use of services, the size of the library space, the noise level, the state of the library space, and air circulation in the library (Fatmawati, 2019). Based on the results of research conducted by (Mellon, 2015), he stated that there are several factors that cause a person's anxiety while in the library including, the size of the library, the lack of knowledge of the location of information sources, how to start searching for information, and confusion about what to do.

The examples of Library Anxiety phenomena that occur in Indonesia include the Library Anxiety phenomenon that occurs in UGM Graduate School students. A total of 60 students who became research respondents, 95% or 57 of them experienced Library Anxiety. This anxiety is influenced by 8 factors including obstacles to information retrieval, not understanding how to use technology, obstacles to information sources, obstacles to library comfort, obstacles to using library services, and knowledge about the library (Noprianto, 2019). In addition, the phenomenon of Library Anxiety is also experienced by Diponegoro University students. Students feel confused in using existing services in the library due to lack of knowledge about how to use the library, such as how to use the OPAC computer and KTM scanner. In addition, students also feel that librarians are less friendly so they feel reluctant if they want to ask for help. Finally, students do not feel comfortable in the library because the library is considered too large, the lighting is lacking, and the toilet is broken (Rahayuningsih & Irhandayaningsih, 2020).

Research conducted by Setiawan (2017) shows that efforts to reduce library users' anxiety to find the information needed can be done by implementing virtual reference

services, such as research consultation services applied to the Singapore Management University library, live chat services and procurement of information in visual form as in the University of Kentucky Library, librarian question services, and various forms of virtual reference services that can minimize the occurrence of Library Anxiety.

Seeing the rampant phenomenon of Library Anxiety that occurs, an idea was created to discuss "The Phenomenon of Library Anxiety in the Library of Universitas Pendidikan Indonesia". This article aims to find out the phenomenon of Library Anxiety that occurs to UPI users when visiting and using various library services and facilities.

2. METHODS

This study investigated the activities of UPI Library users who showed confusion when using library services or also called the Library Anxiety phenomenon. The research method uses two approaches, namely quantitative and qualitative. The quantitative method is used to obtain data and test the hypothesis that has been made while the qualitative method is used to provide a deeper understanding of the problems being studied by utilizing various sources of journal articles. In addition, this qualitative approach is also used to enrich data analysis and provide a broader picture of the Library Anxiety phenomenon. The results of these two types of research will then be integrated to provide a more complete picture of the phenomenon we are researching.

We distributed an online questionnaire questionnaire using the Google Forms platform that was distributed through social media. Quantitative research method is a way to obtain knowledge or solve problems carefully and systematically, and the data collected is a series or collection of numbers (Toto Syatori & Gozali, 2012). Therefore, this survey was conducted to collect primary data and opinions of UPI Library users regarding their habits in using facilities and accessing existing collections. An online survey was used so that respondents could complete the survey individually without space and time constraints.

The research sample was taken through purposive sampling method because respondents were determined through certain considerations, namely respondents only those who had visited and used UPI Library facilities and services. This method is used to obtain data through a specific population. Time and cost efficiency were considered in this research. This method allows the research to focus only on a specific population, in this case, the UPI Library users, so that the use of time and costs required to take samples is more efficient. In addition, the results of research through this method will be more accurate and relevant because the sample is selected specifically with the desired objectives and characteristics.

3. RESULTS AND DISCUSSION

The analysis was conducted to find out library users' understanding of Library Anxiety and the problems experienced by library users while using UPI Library facilities. The data sources of this research are the users from various levels and various study programs who directly use library services and facilities. Based on the findings of the questionnaire research, as many as 94% of 35 respondents (33 people) visited UPI Library for various purposes involving various activities to access information sources and library facilities. The variables examined in this study include: (i) the difficulty of library users in using library facilities; (ii) the solution that library users do or the way out of the difficulty; (iii) the effort made by library users to ask directly to the librarian; (iv) the solution provided by the librarian; (v) the

satisfaction of library users on the solution provided by the librarian; and (vi) input or suggestions for the library related to the problems faced.

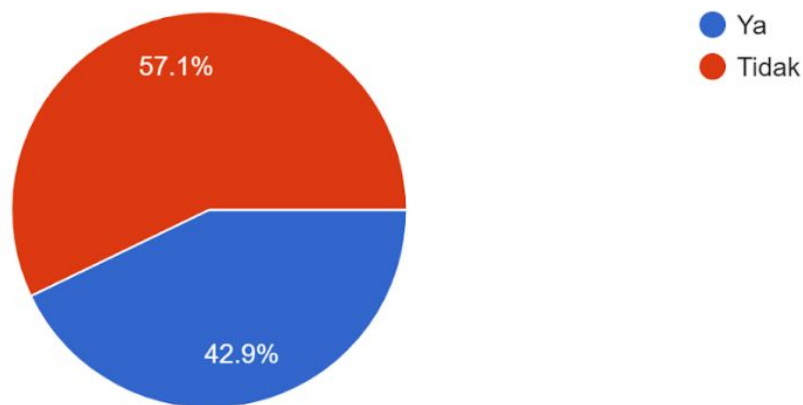**Difficulties in Using Library Facilities**

Figure 1. Survey Results on Difficulties in Using Library Facilities

Based on the percentage above, the facilities provided by UPI Library still provide difficulties to the users. A total of 15 or 42.9% of respondents felt confused about the procedures for using the available services, such as the procedures for using OPAC and the discrepancy between the location of books in OPAC and those on the bookshelf. So it can be concluded that there are still many students who find it difficult to use the UPI Library facilities.

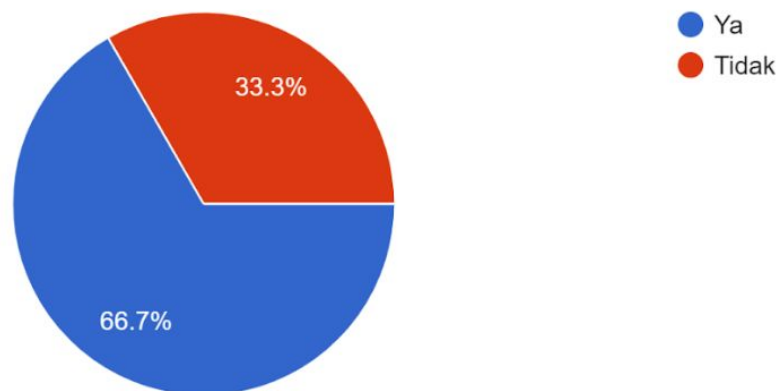**Problem solving in dealing with difficulties experienced**

Figure 2. Survey Results of the Number of Users Experiencing Library Anxiety at UPI Library

Based on the survey results, 15 students who visited the UPI library had experienced difficulties, both in using services, facilities, and from the librarian's side. Of the 15 students, 12 of them faced difficulties by asking the librarian and as many as 5 students did not ask the librarian about their difficulties. In this case, librarians are expected to be solutive in helping librarians who experience difficulties. This is evidenced by the diagram below:
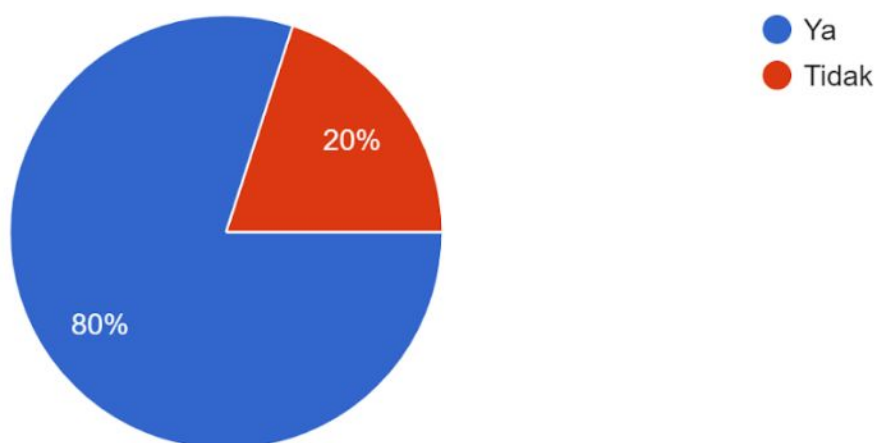
Figure 3. Survey Results of Problem Solving Experienced by User

Factors Causing Library Anxiety in UPI Library

Library Anxiety is a phenomenon or psychological situation that is often experienced by users where they find difficulties or confusion when using library facilities and services which are characterized by the emergence of feelings of discomfort, anxiety, and feelings of intimidation when using services and resources available in the library. The factors that play a role in causing this phenomenon can be revealed through the results of a questionnaire conducted by respondents who are users at the UPI Library.

The results of this survey can be useful as additional insight and as the main basis for consideration in dealing with problems and designing solutions to overcome Library Anxiety that occurs among users at the UPI Library. Based on the results of the questionnaire, several factors experienced by users as causes of Library Anxiety can be identified through the form of difficulties experienced by users which are presented in the following table:

Table 1. Difficulties experienced by UPI Library Users

Type of Difficulty	Amount
OPAC sometimes error	3
Difficulty using the library's electronic service system	2
Difficulty finding shelves or using certain facilities	3
Confusion with book return procedures	1
Discrepancy between book data on OPAC and book availability on the shelf	1
Difficulty using MyLoft application (difficulty in searching scientific journals and some old files in the repository cannot be accessed)	1
Book layout that is not in accordance with the classification number	3
Confusion on how to enter the library and the correct procedures for borrowing books	1

In general, we can summarize the data in the table into simpler categories, namely: (i) Difficulties in finding books and using certain facilities; (ii) obstacles in using the library's electronic service system; (iii) discrepancies between book data in the OPAC and the availability of books on the shelves; and (iv) Difficulties in how to enter the library and the correct procedures for borrowing books.

Impact of Library Anxiety for UPI Library Users

The existence of the Library Anxiety phenomenon certainly has a major impact that affects the sustainability of the library and its utilization activities. In the article (Pratama & Rohmiyati, 2019) explains that Library Anxiety is a feeling of discomfort in the library layout that has an impact on the cognitive, affective, physiological and behavior of a library user. This is in accordance with the answers of the respondents in the research questionnaire that the author has submitted where the respondents said that they felt confused to use library facilities, such as OPAC and there was a mismatch between the books listed on the OPAC and those on the bookshelf. In addition, Library Anxiety has an impact on the behavior or affective side of the library users who show changes in emotions such as annoyance, fear and embarrassment which can also encourage changes in behavior shown such as nervousness, grumbling, panic accompanied by cold sweat, tension, contemplation, and others.

Users who experience Library Anxiety and are unable to solve their problems, tend to feel reluctant to return to the library again due to uncomfortable feelings and previous anxiety disorders. Furthermore, users who experience this anxiety will find it difficult to find the information they need, even taking a long time for them to actually find what they need. This happens because it takes a long time for them to calm themselves down from the feeling of anxiety to be able to think rationally again. This shows that the presence of Library Anxiety in the library has an impact on inhibiting the library users to meet their information needs and affecting the high and low level of utilization of information resources provided in the library.

Bostick in (Yuliana & Syahputra, 2022) explains that there are five dimensions that are in the anxiety variable, namely (i) barriers to staff, where when a librarian is busy doing something and cannot be asked for help by visitors; (ii) effective barriers, which are related to attitudes and values that include dispositions, such as feelings, interests, attitudes, emotions and values that refer to the feeling of users who are less able to use library facilities; (iii) comfort barriers, which are related to the feeling of discomfort of a user when visiting a library and tend to feel excessive anxiety when the user is in the library; (iv) understanding barriers which cause users to tend to feel anxious, frustrated until the user avoids coming to the library due to a lack of understanding about accessing the library; and (v) library technology barriers, this arises due to feelings of lack of confidence in using digital technology in the library. These are barriers that can have a big impact on users and library activities.

Solution to Library Anxiety Problem in UPI Library

By knowing the various anxieties experienced by UPI Library users, it can be an evaluation material for librarians so that they can be more optimal in managing the library in the future. Efforts in optimizing various services and facilities provided by the library can make users feel more comfortable when using various facilities in the library. One solution that can be applied to overcome the phenomenon of Library Anxiety that occurs in UPI Library users is by conducting user education. User education is a method of introducing various procedures for using library facilities to users, so that users can better understand the utilization of the facilities provided in finding the information needed (Yuliana & Syahputra, 2022).

Libraries as a source of information must always keep up with the times and technology. Various collections and facilities must be able to support users in finding the information they need. This is encouraged by implementing user education. The presence of user education is expected so that UPI Library users can better understand the procedures for using various facilities provided by the library, such as the use of OPAC as the main problem often experienced by UPI Library users in finding the collections needed in the library. Quoting from (Febrianti, 2019), there are several methods that can be taught in user education including: a) seminars / demonstrations; b) library tours; c) listening methods (films, video tapes, powerpoints; d) printed forms (brochures and leaflets); and e) guidance programs (groups and individuals). It should be emphasized that user education is not only a source of learning about how to use library facilities, but how to obtain various sources of information easily and quickly. However, user education can also be a means for users to use the library effectively and efficiently.

Apart from the library users, librarians also play an important role in making this happen well. Librarians must realize how important user education is for all library staff, such as holding seminars, workshops, and various exercises that can improve the performance of librarians in managing the library (Wulandari & Nurisani, 2020). Librarians must also be more responsive in responding to various problems experienced by visitors. Librarians must be able to respond to various library problems quickly and responsively, such as procedures for using library facilities, the location of books that do not match the information in the OPAC, and other obstacles that are often experienced by users.

4. CONCLUSION

Based on the results of research conducted on library users at the UPI Library, it can be concluded that the phenomenon of Library Anxiety in the UPI library is still often found, ranging from users who are confused about the location of books that have been borrowed, the use of available services to the procedures for using OPAC. Library users often feel uncomfortable in the library caused by several factors, such as not knowing the layout of the library properly, confusion about the procedures for using the various facilities and services available, mismatches between the location of the collections needed and those in the OPAC, and library users' discomfort with the facilities provided by the library. Library anxiety that is experienced can have an impact on the affective side of the library users, which includes emotions and feelings. The impact felt is the change of emotion and attitude, such as being upset, afraid, and embarrassed.

In overcoming the problem, some of the users ask directly to the librarian, so the librarian also plays an important role in overcoming the anxiety experienced by the users. It is important for libraries to provide comfort and ease of use for their patrons. Librarian can minimize the occurrence of Library Anxiety phenomenon by implementing user education with various methods that are easily understood by the users, such as conducting seminars, utilizing audio visual methods, library tours, and other methods that can increase the users' knowledge of UPI Library. In addition, the librarians should also be more responsive and available if there are users who ask for help or can even ask the users first regarding their needs and needs in visiting the library.

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