

# Librarian as Motivator in Virtual Information Literacy Instruction

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## Abstract

This study aims to explore librarians' motivating styles in virtual information literacy instruction sessions based on participating students' perception. The research method use a quantitative approach, involving a survey method was applied for this study. The survey was conducted involving a sample of 250 students who had attended the virtual information literacy sessions at the selected library. The questionnaire was distributed electronically using Google Form and it comprised of open-ended questions to provide responses regarding the motivation provided by librarians in virtual literacy instruction. The study identified three stages of the virtual information literacy instructions in which librarians applied different motivational styles. The three learning processes: Greeting and Welcome, Core, and Wrap up, each provided evidence of motivating styles. The findings of this investigation are useful to practicing librarians as they can focus on motivating students during the virtual information literacy instruction.

**Keywords:** Virtual Literacy Instruction, Library Instruction, Literacy, Developing Countries .

Virtual learning can provide convenience as well as challenges for both teachers and students. After the pandemic ends, online learning will become one of the alternatives used in the learning process. Including in the library, one of which is learning information literacy instruction which is held synchronously via zoom meetings. One of the challenges in virtual learning is students' lack of motivation to learn and giving negative perceptions of online learning (Mese and Sevilen, 2021). Negative assessment of

motivation due to social interaction that occurs through virtual means. Apart from that, the lack of facility support also has an impact on reducing student motivation in online learning (Gustiani, 2020). The absence of face to face contact also reduces student motivation in learning virtually (Chung et al, 2020)

Literacy is one of the important aspects that every human being must have. According to Graff (2006) Literacy is an ability that a person has to write and read, but it turns out it is not that

simple. Literacy is not only related to the ability to write and read, but also skills and knowledge that enable a person to have critical thinking, be able to face change, communicate effectively, and be able to solve problems in various contexts (Alberta, 2009). Especially for those in education, where they must have literacy skills, more precisely information literacy. According to the American Library Association (ALA), information literacy is the ability possessed by individuals to know when information is needed and can be able to find, evaluate and use the information needed effectively (Mann L, 2018). In this case, the library or librarian has an important role in the learning process of students who need information literacy skills. Librarians can assist users or students in finding the information needed. In addition, librarians are also expected to be able to motivate students to realize the importance of literacy in the learning process (Selematsela, D. N., & Du Toit, A. S. (2007). Librarians must have strategies and create various activities that can be used to raise awareness of the importance of reading which is part of literacy (Ma'ani, 2022). Libraries can hold virtual information literacy instruction classes to motivate their users to learn and become more confident on research.

Motivation is an important factor in the context of learning, both virtual and non-virtual. In virtual learning, students often need to be more independent in managing their time for learning, so strong motivation is needed to remain involved in the learning process (Harandi, 2015). Not only that, with virtual learning, students also need to be given motivation to overcome the challenges of technology, so that this motivation can help students to measure learning progress in a virtual environment (Beluce, A. C., & Oliveira, K. L. D. (2015). Therefore, Motivation has been identified as a key factor that can develop and maintain online learning achievements Hartnett, M., & Hartnett, M. (2016). Motivation can be from internal or external, internal motivation come from inside the individual, however

external motivation come from external or outside individual. Motivation is important to drive student to learn, including learning in library information literacy.

Virtual learning or commonly called e-learning, is an educational approach that utilizes digital technology to facilitate distance learning. By using virtual learning, the learning process will be more practical and efficient because educators and students do not need to meet in person. This learning model can be carried out using Zoom which is packaged in an interactive learning process including the provision of materials, videos, interactive tutorials, and instructional games that can be added to create a flexible and fun learning process (Goodset, 2020).

Motivation and learning are two things that have a mutual correlation, but motivation cannot guarantee that the learning process will occur. Where motivation is influenced by a person's psychological and physical needs, environmental conditions, and previous experiences (Schunk et al., 2014). In this case, of course, librarians cannot control all these factors, but librarians can carry out a careful planning process to be able to create learning opportunities by utilizing educational psychology to increase student learning motivation in information literacy classes (Reynolds, Robert, and Hauck, 2017). In providing learning motivation, librarians can utilize the ARCS (Attention, Relevance, Confidence, and Satisfaction) model proposed by John M. Keller in 1979. According to this model, four factors influence student learning motivation, including attention, relevance, confidence, and satisfaction (Lvquan, 2020).

Based on this model, there are several strategies that librarians as motivator can drive students to learn (Lvquan, 2020). Among them librarians must be able to attract students' attention to learning information literacy, where when students are interested in learning, in this case, information literacy, they will later have a conducive and active learning intention for learning success. Then strengthen the relevance

between students and their information literacy skills, where the main part of relevance is goal orientation, namely, students will carry out the learning process actively when they realize that it is related to certain experiences, knowledge, and interests. Next is to foster students' confidence in terms of improving information literacy skills, where students should be able to apply moderate difficulty work which aims to create a relaxed and enjoyable learning environment and to increase self-confidence. And the last is to increase student satisfaction with information literacy, satisfaction in this model has sub-categories, one of which is natural consequences where this method provides opportunities for students to utilize newly acquired knowledge to help solve real-world problems (Lvquan, 2020).

Method

A survey was conducted on 250 universitas airlangga students who had participated in virtual

library information literacy instruction session, the survey was distributed electronically using Google Form. The survey contains open-ended questions about how motivation given by librarians when they provide virtual library information literacy instruction. Students freely gave answers in natural language, then the answers were coded and grouped to form themes. During the COVID-19 pandemic, all information literacy instruction session at Universitas Airlangga were conducted in an online learning format using Zoom. Furthermore, the information technology used in the VRS in Universitas Airlangga library are Zoom meeting, video tutorials, library website, canva webs, and SLIMS (libaray management systems).Some library instruction topics are information search strategy, journal clinic, introduction to library services, graphic design, online research management, and scholarly publication.

Table 1 lists the technology used in the Virtual Literacy Instruction

Teleconference technology	Material	Gadgets	Features
Zoom meeting	Video tutorials	Laptops	Share Screen
	Library Website	Smartphone	Canva Web
	PowerPoint presentations	Desktop Computer	SLiMs ( <i>library information management systems</i> )

Findings & Analysis

Motivating Styles

Table 2 describes the motivation provided by librarians in the virtual LI classes, which encouraged students to be enthusiastic about attending classes, trying to understand the material, and applying the material to their learning and research activities. The results showed that librarians provide three stages of motivation in the learning process: Greeting and Welcome, Core, and Wrap up. In the impression stage, which occurs at the beginning of the

instruction, the librarian motivates users to attract them to the material, for example, by explaining the material that will be taught or the application that will be used. The librarian also encourages participants to open the camera during the lesson. In this stage, the librarian tries to persuade users of the importance of learning materials to support lectures and research. In addition, the librarian creates a flexible and fun learning atmosphere for users; thus, users receive an overview of the material, are excited to enter the core stage of learning, and feel comfortable with the learning atmosphere.

In the core stage, in which the main material is delivered, the librarian provides students with diverse motivation, for example, by telling jokes during lessons, checking whether students understand the content, are librarians talking too fast, and explaining the content repeatedly and in detail. During the delivery process, the librarian not only explains the material being taught but

also tries to ensure that the participants can understand it. In the final wrap up stage, the librarian allows time for question-and-answer sessions, gives advice, praises participants, provides confirmation and clarification of the material in response to questions students ask, promotes a friendly atmosphere, and encourages students to conduct research.

Table 2. Motivating Styles Provided by Librarians on virtual Instruction

Virtual Instruction stages	Motivating Styles	Supporting Data
Greeting and Welcome	Explaining the advantages of the application	"By way of practice explained directly by the librarian, what features should be used." (S78)  "Explains the benefits of an application that is presented, so students feel they need the application." (S53)  "It's good because the librarian gives use reasons why we should be able to use either Mendeley or Canva." (S71)
	Encouraging students to open the camera when they ask questions	"Encourages students to be on camera and gives students time to ask questions." (S253)
	Offer flexible learning, and students are happy to learn	"The librarian is very interactive in the classroom. I was a student, so I am also interested in being able to understand the material presented." (S184)
Core	Always checking on students	"[We're] often asked again whether or not [we] understand the material that has been delivered. If you don't understand, the teacher will explain again." (S65)
	Giving examples and telling jokes	"[The librarian] gives examples and [tells] jokes." (S73)
	Repeating explanations and setting tasks	"Librarians encourage students to understand the material by giving

		assignments and [repeatedly] explaining things to them.” (S74)
	Explaining in detail	“It’s good because each search management feature is explained functionally and explored in detail. I think it’s enough to target the needs of students or the difficulties that may be faced when searching for journal articles; it motivates students to use [this feature] in the process of preparing their proposals.” (S44)
	Promote relaxed environment makes the material easy to understand	“In my opinion, the librarian teaches quite casually . . . It is easy to understand
	Support interactivity	because the librarian is very interactive in the classroom.” (S65)
	Very helpful	“If there is something you don’t understand, the librarian will help.” (S169)
	Excel in their fields	“Very motivating. Librarians know more about the field of libraries, so it motivates students.” 9S72)
Wrap Up	Always open to student questions	“The librarian asks if there is something that is not understood and will explain what is still not understood from the material presented.” (S205)
	Praising students	“By congratulating the student when they achieve something.” (S206)
	Confirmation of students’ understanding	“It’s good to ask students if there is something they still don’t understand.” (S223)
	Giving advice	“The librarian gives advice and input when students face obstacles in practice.” (S177)
		“The motivation given is touching and can bring back the spirit in me.” (S249)

Sharing motivational quotes	“by adding motivational quotes at class.” (S83)
Friendly and encouraging	“Librarians often give encouragement and make students enthusiastic to apply what has been conveyed.” (S74)
Personal consultation	“The librarian said he was willing to be contacted via WhatsApp and gave a contact number for consultation.” (S183)
Supporting students to do research	“The librarian explained how important today’s material is for preparing theses and writing other works.” (S236)

### Librarians Give Motivation

Librarians are also expected to be able to motivate students to promote new mindsets and encourage them to achieve the desired target. In Reynolds’s research, instructional librarians used the ARCS (Attention, Relevance, Confidence, Satisfaction) motivation model to offer students good IL experiences. The findings showed that the ARCS model effectively increased student involvement in IL activities (Reynolds, Roberts, & Hauck, 2017). information. Table 5 shows the types of motivation used by the librarians as instructors as a strategy to help students better understand the material presented. In the impression category, the librarian explains more advanced features and their benefits. The instructor librarian also motivates students to ask questions by encouraging them to be on camera during online meetings. In this category, the instructing librarian also conveys material interactively so that it is easier to understand.

In the next category, core activity, the instructor librarian inquires again whether the students have understood the material. The instructor librarian also gives examples and makes jokes to lighten the class atmosphere. According to Khasanah, librarians who can be professional and create a pleasant atmosphere are part of service quality (Mooghali, Alijani, ESIC | Vol. 8 | No. 1 | Spring 2024

Karami, & Khasseh, 2011). As such, librarians are required to be able to both convey learning material and create a pleasant atmosphere.

Instructor librarians also encourage students to explain by setting assignments and adequately target students’ needs. Librarians acting as instructors were considered very good at helping students with difficulties and to be competent in their field. Librarians should be encouraged to learn more about the library field, for example, by attending online training to improve skills and competencies (Karichnarsi & Rachmawati, 2022). One of the benefits of efforts to improve librarians’ skills and competencies is that they can become reliable instructor librarians that can deliver learning subjects.

In the last category, wrap up, the instructor librarian asks questions again if there is material that students cannot understand. Instructor librarians can also encourage students by giving them advice and congratulating them as another form of motivation, which can promote students’ enthusiasm in both thinking and practice. Librarians are considered professional if they can complete assignments and practices that can be implemented by their students (Oktavia & Madaten, 2022). One teaching librarian in the present study was considered very good at personal consultation and was willing to be contacted via WhatsApp. Every librarian has a

method to encourage its users to be what they want to be: This can be paralleled with Rieh et al.'s research, which used the librarian role-playing method to encourage participants to think more critically (Rieh et al., 2022).

This study also captures the motivation librarians provide during teaching, which is spread over three activities: Greeting and Welcome, Core, and Wrap up. The greeting and welcome stage, librarian explains the objectives and why students need to learn library instruction and librarian tries to engage with users by getting to know each other. The next stage, called core, occurs during the learning process. In this stage librarians show that they excel and are experts in their fields, always helping students, and ensuring that all students are okay. Last motivation stage of the IL instruction is wrap up. This is important to maintain the relationship with students by praising them, supporting them, and offering consultation. The study found that librarian instructors should be interactive, responsive, empathic, and helpful; therefore, professional communication, psychology, cognitive, and social competencies are required. In addition, the concept of librarians as motivators in LI programs can be used as an

evaluation tool for libraries that have such programs.

## Conclusion

There are some motivational styles that occur in the virtual instructional information literacy in Universitas Airlangga Library, which are librarian encourage and welcome all students during the session, promote relate environment, support interactivity, giving advice, sharing motivational quotes, and so on. However, users also offered suggestions for librarians when giving virtual instructional literacy sessions such as related to the duration of the session that too long, materials, class settings, teaching methods, teacher roles, librarian competencies that need to advance especially on the teaching skill, IT infrastructure need to be up gradeed, need intensive promotions, and benchmarking. Future research should compare the motivation librarians provide to users in various libraries and use the various motivational models and theory. The practical implication on this reserach are librarians can adopt and use it as an evaluation tool for virtual LI services.

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