

Lambung Mangkurat University students' response to library services during the Covid-19 pandemic

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Abstract

Student responses to ARCS (Attention, Relevance, Confidence, and Satisfaction) are related to describing the level of student attention to library services during the Covid-19 pandemic. It includes the relationship between the services provided and student needs (relevance), student confidence in receiving library services, and student satisfaction with library services during the pandemic. The study analyzes student responses based on ARCS to Universitas Lambung Mangkurat (ULM) library services during the Covid-19 pandemic. This study used a mixed-method design in the triangulation design: quantitative data model validation procedure. In this model, the researcher collected quantitative and qualitative data, then analyzed each of these data. The next stage was to carry out further analysis by validating the quantitative analysis results using qualitative results. The study was conducted in June-October 2020. The research sample was 500 students who visited the ULM library. Qualitative data were taken from 10 students using random sampling from the sample. The research instruments were validity sheets, questionnaires, and interview protocols. Specific findings in this study in detail were as follows: student responses based on attention, student responses based on relevance, student responses based on student confidence, and student responses based on satisfaction with ULM library services during the pandemic were in the category 'good'. Based on ARCS, this study concludes that student responses to ULM library services during the Covid-19 pandemic are good.

Keywords: Student responses; ARCS; Library service; Academic libraries

Analisis respons mahasiswa Universitas Lambung Mangkurat terhadap layanan perpustakaan di masa Covid-19

Abstrak

Respons mahasiswa tentang ARCS (Attention, Relevance, Confidence, and Satisfaction) berkaitan dengan mendeskripsikan tingkat perhatian (attention) mahasiswa terhadap layanan perpustakaan selama Covid-19 dengan keterkaitan layanan yang disediakan dengan kebutuhan mahasiswa (relevance), kepercayaan diri (confidence) mahasiswa ketika mendapat layanan perpustakaan, dan kepuasan (satisfaction) mahasiswa terhadap layanan perpustakaan selama Covid-19. Penelitian ini bertujuan untuk menganalisis respons mahasiswa berdasarkan ARCS terhadap layanan perpustakaan Universitas Lambung Mangkurat selama Covid-19. Penelitian desain mixed method ini menggunakan prosedur triangulation design: validating quantitative data model. Penelitian dilaksanakan pada Juni-Oktober 2020. Data diperoleh secara kuantitatif dan kualitatif untuk kemudian dianalisis dengan cara memvalidasi hasil yang diperoleh. Sampel penelitian berupa 500 mahasiswa yang mengunjungi perpustakaan Universitas Lambung Mangkurat. Data kualitatif diperoleh secara acak dengan teknik random sampling dan memperoleh 10 orang mahasiswa. Instrumen penelitian ini adalah lembar validitas instrumen, kuesioner, dan protokol wawancara. Temuan dalam penelitian ini adalah secara rinci menunjukkan bahwa: respons mahasiswa berdasarkan attention berkategori baik, respons mahasiswa berdasarkan relevance berkategori baik, respons mahasiswa berdasarkan confidence berkategori baik, dan respons mahasiswa berdasarkan satisfaction terhadap layanan perpustakaan Universitas Lambung Mangkurat selama Covid-19 berkategori baik. Simpulan hasil penelitian menunjukkan bahwa respons mahasiswa berdasarkan ARCS (Attention, Relevance, Confidence, and Satisfaction) terhadap layanan perpustakaan Universitas Lambung Mangkurat selama Covid-19 telah berkategori baik.

Kata Kunci: Respons mahasiswa; ARCS; Layanan perpustakaan; Perpustakaan perguruan tinggi

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INTRODUCTION

One of the factors supporting the success of higher education is the library. At the university level, the library is a center of information and a source of knowledge needed by students, especially in college life and preparation for work (Cristobal, 2018; Gathoni & Van der Walt, 2019; Supriyatna, 2015). The library is expected to play a role as much as possible in shaping visitors' habits in reading, understanding information, and knowledge.

An academic is a library attached to a higher education institution. Thus, this library is an integral part of a university. University libraries play a role in providing options, processing, completing collections, carrying out maintenance, and providing various services to the academic community. Academic libraries have a vision, mission, and goals that align with the college's vision, mission, and goals. In general, the university library's primary purpose is to meet the information needs of the academic community, especially students, lecturers, administrative staff, and outsiders who seek information. Moreover, the university library's purpose is to provide performance support for universities to carry out the educational process by providing scientific information sources and serving its users, namely, students who are studying at the university concerned. To achieve this goal, university libraries should carry out their functions properly.

From the description above, the library's existence is essential as a provider of information for its users. Of course, with its existence as a university library, its role in higher education becomes crucial. In addition, the academic community consists of students, lecturers, and employees in an agency. Hence, it is expected that university libraries can carry out their library functions properly.

Libraries also act as service providers that support the tri-dharma of higher education (Kurniawati, Mustafa, Ardiansyah, & Mulyani, 2012). At the tertiary level, libraries also assist in disseminating information that students and the academic community need through books, electronic books, articles, journals, and research reports.

The university library is a technical implementing unit that, together with other units, carries out the tri dharma of higher education through collecting, selecting, processing, maintaining, and presenting information sources to universities and the academic community in the university environment. Higher education includes universities, institutes, secondary schools, colleges, and polytechnics.

Based on Government Regulation No.4 of 2014 concerning the Implementation of Higher Education and Management of Higher Education, A university library is a library that is an integral part of education, research, and community service activities and functions as a learning resource center to support the achievement of educational goals in universities (Republik Indonesia, 2014). The purpose of establishing a university library which is an integral part of a university is to support the implementation of higher education programs in accordance with the Tri Dharma of higher education, namely: education and teaching, research, and community service by providing library materials and access to information for users, improve library information literacy and utilize information and communication technology as well as preserve library materials, both content and media.

It is also in line with the Universitas Lambung Mangkurat (ULM) library vision of becoming one of the leading and competitive information center providers in Indonesia, as well as realizing the

optimization of library utilization as a means of Lambung Mangkurat University's tri dharma activities at all times. ULM Library provides information systems and services for all users in line with this vision.

The missions of the ULM Library are (1) to provide library materials for the needs of the Lambung Mangkurat University academic community, especially in the field of the wetland environment; (2) to perform physical management of library materials, especially libraries in the field of the wetland environment; (3) to provide excellent service to users to obtain the latest information, especially in the field of the wetland environment.

The ULM Library Administration Section carries out services for library visitors, especially Lambung Mangkurat University students. These services consist of administrative services for various matters related to ULM library activities, such as membership services, including membership registration and membership extension. It also issues a loan-free certificate as a student's requirement when ending the study period at Lambung Mangkurat University (a requirement for thesis exams, graduation, and others).

Library administration includes household affairs, staffing, equipment, and finance. Additionally, circulation services record, borrow, return, and extend books. Available collections can be taken home or read on the spot. Circulation services are the spearhead of library services because they are the first hands that come into contact with users. The ULM library in

Banjarmasin uses an open service system, which allows users to find and retrieve the desired book from the shelf to take home or read on the spot. It carries out all service activities in a systematic and integrated manner. The library also uses an online system known as OPAC (Online Public Access Catalog), making it easier for users to find the location of books.

Based on Law of the Republic of Indonesia Number 43 of 2007 concerning Libraries, each university maintains a library that meets the National Library Standards by considering the National Education Standards. The National Library Standards consist of the library collection, facilities and infrastructure, library service, staff, management, and standards. National library standards become a reference in its implementation for state and private universities (Republik Indonesia, 2007).

Based on Government Regulation No.4 of 2014 concerning the Implementation of Higher Education and Management of Higher Education, every college should have a library. Every university must have a library, computer center, laboratory/studio, and other supporting elements needed to implement higher education (Republik Indonesia, 2014). The Covid-19 pandemic is an event of the spread of the Coronavirus since 2019. The spread of Covid-19 in South Kalimantan from May 1, 2020, to August 2021, covers various cities and regencies such as Banjarmasin City, Banjar Regency, and Barito Kuala Regency as well as other regencies.



Figure 1. Conditions of Covid-19 in South Kalimantan on August 5, 2021

Source: KALSEL, 2022

According to IFLA (The International Federation of Library Associations and Institutions), libraries may open during the Covid-19 pandemic with several conditions: limiting the number of visitors in the library, limiting the crowd of visitors, and organizing events and activities according to health protocol, improve hygiene, and maintain security librarian (International Federation of Library Associations and Institutions (IFLA), 2021). Thus, library services must continue to pay attention to the Coronavirus prevention health protocol. By complying with the health protocol, the library can provide full service to students who visit it.

The researcher surveyed students who visited the library during the Covid-19 pandemic. This survey analyzed student needs for library services during the Covid-19 pandemic. The needs analysis was carried out based on four indicators, namely: 1) The level of the routine of students visiting the library during the Covid-19 pandemic; 2) The level of student needs for various books and references to scientific works from the library during the Covid-19 pandemic; 3) The level of student needs for book lending services and

scientific work references from the library during the Covid-19 pandemic; 4) The level of student needs for libraries as a place to find various reference sources during the Covid-19 pandemic.

Based on the needs analysis results, it was found that most students needed various books and references to scientific works from the library during the Covid-19 pandemic. In addition, most respondents also agreed that students needed circulation services, scientific work references, and the library to find various reference sources during the Covid-19 pandemic. With the high need for students for Universitas Lambung Mangkurat (ULM) library services, it is essential to further study student responses to ULM library services during the Covid-19 pandemic. Thus, libraries can reflect student services during the pandemic to improve service quality (Hendri & Robyardi, 2019; Qibthiyyah & Mahmudah, 2019; Rahmawati, 2013). When the services provided are maximal, the library will continue to function optimally even during the Covid-19 pandemic.

Student responses will be more detailed if analyzed based on ARCS.

Student responses to ARCS were related to describing the level of student attention to library services during the pandemic. The services provided were relevant to student needs (relevance), student confidence when receiving library services, and student satisfaction with library services during the Covid-19 pandemic. ARCS allows the acquisition of an overview of strategies to stimulate and maintain student motivation quickly (Mawaddah, 2015).

The ARCS model is an approach to designing user motivation aspects to strengthen and maintain user motivation. The ARCS consists of two major parts; the first is a set of categories representing the components of motivation. These categories are the results of a research synthesis on human motivation. The second part of the model is a systematic design process that assists create the right motivational boost for students. Synthesis makes it possible to profile students' motivational characteristics in a specific learning environment and design appropriate motivational tactics.

This model has been implemented and validated in primary and secondary schools, colleges, universities, and adult learning settings in corporations, government agencies, nonprofit organizations, and military organizations. In other words, almost everywhere, there is a need for people to learn. It has also been used

worldwide in almost every continent, Asia, Europe, and Latin America.

The following explains each ARCS component (Attention, Relevance, Confidence, and Satisfaction). Attention is intense curiosity. A person's curiosity will arise due to the stimulation of various new, strange, unusual, and contradictory elements to what has been there before (DA, 2018). Attention is the activeness of the soul when directed at something, both inside and outside one's self. Attention was an action reflected by students through paying attention or focusing on library services during a pandemic. Students' attention arose because of curiosity.

Relevance is a student paradigm related to the relevance between benefits and their application (Kusuma, Mastuang, & Dewantara, 2022). In this case, related to library services. Motivation to visit the library remains stable if students can find the link between what is sought and found in library services during the pandemic to realize student needs related to literacy.

Confidence is a condition when students, for example, receive library services, their desire to get them increases (Susanti & Imbiri, 2020). Satisfaction is achieving a goal that will result in satisfaction, and students will be motivated to keep striving to get library services (DA, 2018).

Table 1

Student responses based on ARCS (attention, relevance, confidence, satisfaction)

No	Component	Indicators
1	Attention	<ul style="list-style-type: none"> a. Students pay attention to library services during the Covid-19 pandemic b. Students are willing to seek and find information through library services during the Covid-19 pandemic
2	Relevance	<ul style="list-style-type: none"> a. There is relevance between what students need and what is available in the library during the Covid-19 pandemic b. Students can make decisions about what is needed, which can be found in the library during the Covid-19 pandemic
3	Confidence	<ul style="list-style-type: none"> a. Students are brave and confident to ask what services are available in the library during the Covid-19 pandemic. b. Students are brave and confident in finding what students need in the library during the Covid-19 pandemic. c. Students are brave and confident in using the services provided by the library during the Covid-19 pandemic
4	Satisfaction	<ul style="list-style-type: none"> a. Students are satisfied with library services during the Covid-19 pandemic b. Students find what they need in the library during the Covid-19 pandemic c. Students are motivated to return to the library during the Covid-19 pandemic

Source: Personal data, 2020

Previous studies have studied student responses about library services (Hendri & Robyardi, 2019; Kurniasih, 2018; Mulyani & Rohanda, 2015; Rahmawati, 2013). However, no previous study has specifically described this response to the ARCS component. In addition, no specific research was conducted during the pandemic about student responses to library services.

The formulation of the problem studied was how students responded based on ARCS to ULM library services during the Covid-19 pandemic. The problem formulation was explained through more detailed research questions: 1) how did students respond based on attention to ULM library services during the Covid-19 pandemic? 2) how did students respond based on the relevance of ULM's library services during the Covid-19 pandemic? 3) how did students respond based on trust in

ULM's library services during the Covid-19 pandemic? 4) how did students respond based on satisfaction with ULM's library services during the Covid-19 pandemic?

The study aimed to describe student responses based on ARCS (Attention, Relevance, Confidence, and Satisfaction) to ULM library services during the Covid-19 pandemic through specific research objectives that were more detailed. It included describing student responses based on attention to ULM library services during the Covid-19 pandemic, student responses based on the relevance of ULM library services during the Covid-19 pandemic, and student responses based on trust in library services. ULM during the Covid-19 pandemic explained student responses based on satisfaction with ULM library services during the Covid-19 pandemic.

RESEARCH METHODS

This research used a mixed-method design. The mixed method design used a triangulation design procedure: validating the quantitative data model. In this model, the researcher collected quantitative and qualitative data, then analyzed each of these data. The next stage was to carry out further analysis by validating the results of quantitative analysis using qualitative results. Data were obtained quantitatively and qualitatively, then analyzed by

validating the results obtained.

The study was conducted in June-October 2020. The research sample consisted of 500 students who visited the ULM library. Qualitative data were collected from four students as informants, who were selected using purposive sampling. In addition, research instruments included validity sheets, questionnaires, and interview protocols. The research steps are shown in Figure 1.

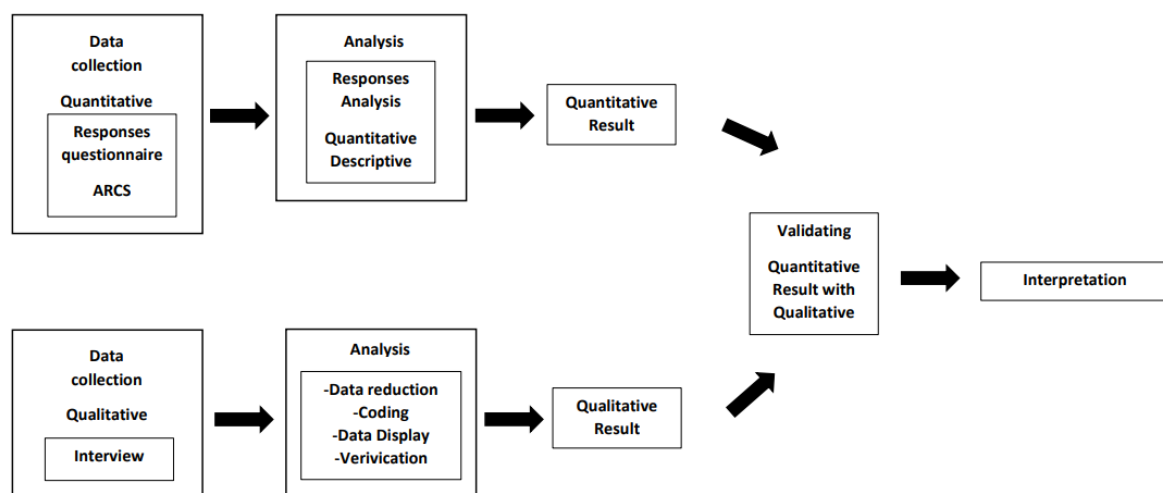


Figure 2. Triangulation design: validating quantitative data model

Source: Adapted from Creswell and Clark, 2014

The research steps are as follows: the researcher makes the research instrument. The researcher validated the device with three expert validators (experts) and analyzed it using the Winstep Rasch Model application (Sumintono & Widhiarso, 2015). The researcher revised the instrument. The researcher selected respondents to fill out the questionnaire. Quantitative data was obtained using questionnaires and qualitative instruments through open interviews. Then the researcher analyzed the ordinal data from the questionnaire and presented it descriptively with SPSS-assisted explanations. Data analysis used data from

open interviews through data reduction, coding, data display, and verification. Then, the researcher validated the questionnaire results with open-air interviews to answer the problem formulation. The study ended with a conclusion of the study.

ARCS-based student response to library services during the Covid-19 pandemic is a measure of student assessment of library services during the Covid-19 pandemic based on aspects of Attention, Relevance, Confidence, and Satisfaction. Student responses to services could be seen from the results of student surveys. Library services were declared

good if the value obtained in the attention aspect was classified at least as good. Besides, the relevance aspect was categorized as minimally good; the aspect of self-confidence was categorized as good at minimum, and the satisfaction aspect was categorized as less good.

The research instruments used were: (a) Questionnaires to answer the problem formulation, namely how students responded based on ARCS to library services during the Covid-19 pandemic. The questionnaire contained a rubric used for quantitative research. The questionnaire used a Likert scale of 1-5; (b) The interview protocol to conduct open-ended interviews in qualitative research. The interview protocol was applied to obtain in-depth data from ARCS-based student responses to library services during the Covid-19 pandemic. Data collection was conducted in July-October 2020. The researcher distributed questionnaires, which should be filled out by answering all problem formulations and conducting open-ended interviews to obtain in-depth data descriptions of student responses based on ARCS to library services during the Covid-19 pandemic.

The survey data were then analyzed according to the student response indicators based on ARCS for library services during the Covid-19 pandemic. Furthermore, the data were presented as percentages, graphs, and plots. Student responses were categorized based on the following criteria of scores $4,2 < X \leq 5$ obtained very good $3,4 < X \leq 4,2$, $2,6 < X \leq 3,4$ good, good enough $1,8 < X \leq 2,6$, $1 < X \leq 1,8$ not good, and poor criteria.

Qualitative data analysis was carried out interactively and continued to completion so that the data was saturated. The analysis steps were as follows: (a) Data

reduction. The data obtained from open interviews were quite large, so they must be reduced carefully. This data reduction was carried out with the intention that the analysis focused on answering the problem formulation. Data not related to answering the problem formulation did not need to be analyzed further; (b) Coding. The selected data through data reduction would then be studied further in the coding process. The coding process is the process of coding the data so that the data can be grouped into themes that will answer the problem formulation; (c) Data display. Data is presented in brief descriptions and charts to answer the problem formulation as clearly as possible; (d) Conclusion. Draw conclusions that answer the problem formulation from the reduced data and describe briefly in descriptions and charts.

RESULTS AND DISCUSSION

The spread of Covid-19 in South Kalimantan from May 1, 2020, to August 2021, covered various cities and regencies such as Banjarmasin City, Banjar Regency, and Barito Kuala Regency. The case then expanded, so the Banjarmasin Covid-19 map turned black. The city of Banjarmasin has become the center of the spread of the Covid-19 outbreak in South Kalimantan Province. On July 6, 2020, 42% of the 3,628 cases were found in Banjarmasin City. Along with increased mobility and community activities due to the transition to the new normal period, from an additional 2,275 cases in June 2020, almost 43% came from Banjarmasin.

In June 2020, various library services at ULM, including return and borrow, and reading on the spot, were reopened due to Covid-19 prevention rules, which was to ensure the safety of librarians and users, even if they had to move outside the home.

ULM students could read and borrow books and other references on a schedule determined by the ULM library.

In June 2020, the ULM library reopened its library services due to observance of the Covid-19 prevention rules. Students could read and borrow books and other references on a schedule determined by the library. Seeing the students' high need for ULM library services during the Covid-19 pandemic, it is essential to study different student responses to ULM library services during the pandemic. By doing so, libraries reflect student services during the pandemic to improve service quality (Hendri & Robyardi, 2019; Rahmawati, 2013). When the services provided were maximal, the library would continue to function optimally even during the Covid-19 pandemic.

Student responses would be more detailed if studied based on ARCS (Attention, Relevance, Confidence, and Satisfaction). Student responses about ARCS related to the description of student attention to ULM library services during the Covid-19 pandemic, the relevance of the services provided to student needs (relevance), student confidence when receiving library services, and student satisfaction with ULM library services during the Covid-19 pandemic. ARCS made it possible to quickly get ideas on creating strategies to stimulate and keep students motivated to visit the library. Therefore, the reviewer conducted research at the ULM Library to describe student responses based on ARCS to ULM library services during the Covid-19 pandemic.

Research data were collected from student response questionnaires and open interviews. Student response questionnaires would provide quantitative data, while interviews would provide

qualitative data. ARCS-based student responses to ULM library services during the Covid-19 pandemic measured student assessment of ULM library services during the Covid-19 pandemic based on aspects of attention, relevance, confidence, and satisfaction. Student responses to ULM's library services during the Covid-19 pandemic could be seen from the student survey results. ULM library services during the Covid-19 pandemic were declared good if the score obtained in the attention aspect was categorized as good at least. Next, the relevance aspect was categorized as minimally good; the confidence aspect was the least good, and the satisfaction aspect was included as a minimally good category.

Student responses based on attention to ULM library services during the Covid-19 pandemic was one measure of assessing student attention to ULM library services during the Covid-19 pandemic. Student responses to ULM's library services during the Covid-19 pandemic could be seen from student survey results. Student responses based on attention were categorized as very good, good, quite good, less good, and not good.

Student responses based on relevance to ULM library services during the Covid-19 pandemic assessed student attention to ULM library services during the Covid-19 pandemic. Furthermore, student survey results showed student responses to services. The categorization of student responses based on relevance was: very good, good, quite good, less good, and not good.

Student responses based on confidence in ULM library services during the Covid-19 pandemic became a benchmark for assessing student attention to ULM library services during the Covid-19 pandemic. Student responses to services

could be seen from the student survey results. Student responses based on confidence were categorized as very good, good, quite good, less good, and not good.

Student response based on satisfaction with ULM library services during the Covid-19 pandemic was a measure of assessing student attention to ULM library services during the Covid-19 pandemic. Student responses to services could be seen from the student survey results. Student responses based on satisfaction were categorized as very good, good, quite good, less good, and not good.

Attention is the drive for curiosity. Indicators of student response items based on attention were: (A1) students paid attention to ULM library services during the Covid-19 pandemic, and (A2) students were eager to seek information through ULM library services during the Covid-19 pandemic.

In the first indicator, 26% of students strongly agree that they paid attention to ULM library services during the Covid-19 pandemic. Meanwhile, 56% of students agree that they paid attention to ULM library services during the Covid-19 pandemic. In addition, 15% of students

quite agree that they paid attention to ULM library services during the Covid-19 pandemic. On the other hand, 3% of students disagree that they paid attention to ULM library services during the Covid-19 pandemic. No students disagree that they paid attention to ULM library services during the Covid-19 pandemic.

In the second indicator, 31% of students strongly agree that they were willing to seek information through ULM library services during the Covid-19 pandemic. Meanwhile, 55% of students agree that they were willing to seek information through ULM library services during the Covid-19 pandemic, and 12% of students quite agree that they were willing to seek information through library services during the Covid-19 pandemic. On the other hand, 2% of students disagree that they were willing to seek information through library services during the Covid-19 pandemic. No students disagree that they were willing to seek information through ULM library services during the Covid-19 pandemic. The data was then accumulated to obtain the combined average of the two indicators (Table 2).

Table 2
Student attention average

Indicator	Average	Category
<i>Attention</i>		
A1	4.04	Good
A2	4.16	Good
Total	4.1	Good
<i>Relevance</i>		
R1	3.87	Good
R2	3.99	Good
Total	3.93	Good
<i>Confidence</i>		
C1	3.99	Good
C2	4.11	Good
C3	4.11	Good
Total	4.03	Good
<i>Satisfaction</i>		
S1	4.01	Good
S2	3.83	Good
S3	4.04	Good
Total	3.96	Good

Source: Personal data, 2020

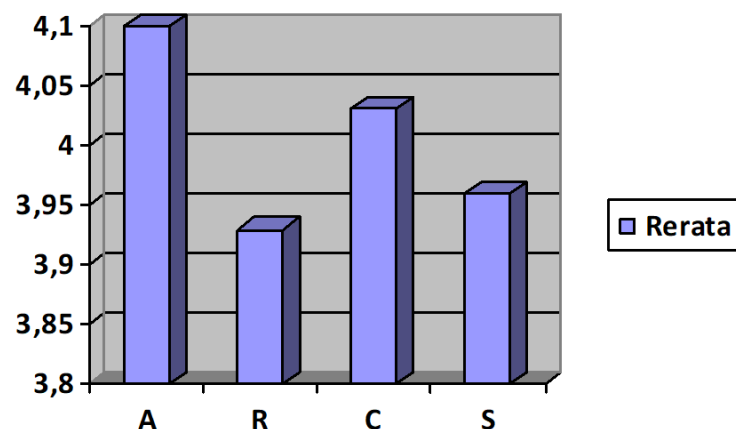


Figure 3. Comparison of ARCS components

Source: Personal data, 2020

Results of student attention average and comparison of ARCS component showed that the student's response is quite good (Table 2 and Figure 3). Furthermore, the results of interviews about students' attention to ULM's library services during the Covid-19 pandemic showed that students were eager to visit the library before library services were reopened.

Some respondents stated that they always asked for information about when library services would reopen. The impact was that when library services were reopened, they immediately visited the library. They realized that they needed to visit the library. So, despite the Covid-19 pandemic, they would still visit the library. Other respondents were working on their final

project or thesis. They needed a variety of materials to complete their thesis presentation. The inability to buy many books motivated them to keep visiting the library diligently, even amid the Covid-19 pandemic. Some were looking for peace of mind to focus on their final project.

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Attention was shown in the student's attitude by paying attention or focusing on ULM library services during the Covid-19 pandemic. The questionnaire results showed that 56% of students agreed with the first attention indicator, namely, students paying attention to ULM library services during the Covid-19 pandemic. It could be seen from the average score of 4.04. The interview results also showed that students were inquisitive about how ULM library services were during the Covid-19

pandemic because they needed ULM library services during the Covid-19 pandemic. The questionnaire results on the second attention indicator, namely students who were willing to seek information through ULM library services during the Covid-19 pandemic, were 55%. It could also be seen from the mean score of 4.16 and the interview results, which showed students repeatedly inquired about library services during the pandemic, even before they were reopened. Both indicators showed an average of 4.1. Thus, students' attention to library services during the Covid-19 pandemic was quite good.

Relevance was the student's view of the relationship between the benefits and applications of libraries in life. Indicators of student response items based on relevance were (R1) the need and availability of relevant library facilities during the Covid-19 pandemic, and (R2) students could make decisions about what was needed could be found in the library during the Covid-19 pandemic.

In the first indicator, 18% of students 'strongly agree' that needs and availability were relevant to library facilities during the Covid-19 pandemic. In addition, 56% of students 'agree' that the need and availability of library facilities were relevant during the Covid-19 pandemic, and 22% of students 'quite agree' that the need and availability were relevant to library facilities during the Covid-19 pandemic. However, 4% of students 'disagree' that the need and availability of library facilities were relevant during the Covid-19 pandemic. No students 'disagree' with the need and availability were relevant of library facilities during the Covid-19 pandemic.

In the second indicator, 26% of students 'strongly agree' that they could

decide what was needed could be found in the library during the Covid-19 pandemic. In addition, 51% of students 'agree' that they could decide what was needed could be found in the library during the Covid-19 pandemic. Also, 19% of students 'agree' that they could decide what was needed could be found in the library during the Covid-19 pandemic. Furthermore, 4% of students 'disagree' that they could decide what was needed could be found in the library during the Covid-19 pandemic. No students 'disagree' that they could decide what was needed could be found in the library during the Covid-19 pandemic. The data was then accumulated to obtain the combined average of the two indicators (Table 1).

Results of student responses based on ARCS showed that students' responses were categorized as 'good' (Table 1). "We found what we needed in the library" (N. H. Royani, Interviewed, September 27, 2020). Staying at home during the Covid-19 pandemic was a difficult decision for students. However, the need for various reference sources, both for assignments and learning resources reading, motivates them to visit the library.

The questionnaire results showed that 56% of students 'agree' with the first relevance indicator, namely, the need and availability were relevant to library facilities during the Covid-19 pandemic. An average score of 3.87 and interview results supported the statement that students found what they were searching for in the library. The questionnaire results on the second relevance indicator, namely students could make decisions that what was needed could be found in the library during the Covid-19 pandemic, 51% of students 'agree'. It could also be seen from the average score of 3.99. Both indicators

showed an average of 3.93. Thus, the students' relevance to library services during the Covid-19 pandemic was 'quite good'.

Confidence showed students' self-confidence when obtaining library services, so the desire to get library services increased. Indicators of student response items based on confidence were (C1) students were bold and confident to ask questions about the services provided during the Covid-19 pandemic. (C2) students were bold and confident in seeking what they needed in the library during the Covid-19 pandemic. (C3) students were bold and confident in using the services available in the library during the Covid-19 pandemic.

In the first indicator, 24% of students strongly agree that they were bold and confident to inquire about the services provided during the Covid-19 pandemic. Besides, 57% of students agree that they were bold and confident to inquire about the services provided during the Covid-19 pandemic. As many as 13% of students 'quite agree' that they were bold and confident to inquire about the services provided during the Covid-19 pandemic. However, 5% of students 'disagree' that they were bold and confident to inquire about the services provided during the Covid-19 pandemic. In addition, 1% of students 'disagree' that they were bold and confident to inquire about the services provided during the Covid-19 pandemic.

In the second indicator, 31% of students 'strongly agree' that they were bold and confident in seeking what they needed in the library during the Covid-19 pandemic. Besides, 52% of students 'agree' that they were bold and confident in seeking what they needed in the library during the Covid-19 pandemic. In addition,

15% of students 'quite agree', and 2% disagree that they were bold and confident in seeking what they needed in the library during the Covid-19 pandemic. No students disagree that they were bold and confident in seeking what they needed in the library during the Covid-19 pandemic.

In the third indicator, 32% of students strongly agree that they were bold and confident about using the services available in the library during the Covid-19 pandemic. In addition, 50% of students agree that they were bold and confident in using the services available in the library during the Covid-19 pandemic. Also, 16% of students 'quite agree', and 2% disagree with being bold and confident in using ULM library services during the Covid-19 pandemic. No students disagree that they were bold and confident using ULM library services during the Covid-19 pandemic. The data was then accumulated, and the total average of the three indicators was obtained (Table 1).

Students' responses are categorized as good (Table 1).

"We have a confidence in library services during the Covid-19 pandemic", it showed that students were very confident in visiting the library and taking advantage of the services provided by the library (S. Agustina, Interviewed, September 27, 2020).

Students did not hesitate to inquire about the facilities and services they could use during the Covid-19 pandemic. They also did not hesitate to visit the library during the pandemic as long as they adhered to health protocols. The higher the student's confidence in obtaining library services, the higher the desire to obtain library services.

The questionnaire results showed that most students, namely 57% agree with the first confidence indicator, that students were bold and confident to inquire about the available services in the library during the Covid-19 pandemic. This statement was supported by a mean score of 3.99. The questionnaire results on the second confidence indicator were students who were bold and confident in seeking what they needed in the library during the Covid-19 pandemic. Most of them, namely 52% of students, agree with this statement. It could also be seen from the average score of 4.11. The results of interviews also showed that students were very confident about visiting the library to seek what they needed.

The questionnaire results on the third confidence indicator, namely, students who were bold and confident in using the services available in the library during the Covid-19 pandemic, were dominated by students who opted to agree, namely 50%, which could also be seen from the mean score of 4.11. "We were very confident in taking advantage of the services provided by the library" (N. H. Royani, Interviewed, September 27, 2020).

The three indicators showed an average of 4.03. Thus, students' confidence in library services during the Covid-19 pandemic was 'good'. Satisfaction is an indicator of success in achieving a goal. Students would be motivated to keep trying to obtain library services. Indicators of student response items based on satisfaction were (S1) students were satisfied with library services during the Covid-19 pandemic; (S2) students found what they needed in the library during the Covid-19 pandemic; (S3) students were motivated to return to visit the library during the Covid-19 pandemic.

In the first indicator, 27% of students 'strongly agree' that they were satisfied with library services during the Covid-19 pandemic. Meanwhile, 53% of students 'agree' that they were satisfied with library services during the Covid-19 pandemic, and 12% of students 'quite agree' that they were satisfied with library services during the Covid-19 pandemic. However, 4% of students 'disagree' that they were satisfied with library services during the Covid-19 pandemic, and 1% of students 'strongly disagree' that they were satisfied with library services during the Covid-19 pandemic.

In the second indicator, 17% of students 'strongly agree' that they found what they needed in the library during the Covid-19 pandemic, and 57% of students 'agree'. In addition, 20% of students 'quite agree' that they found what they needed in the library during the Covid-19 pandemic. Meanwhile, 4% of students 'disagree' that they found what they needed in the library during the Covid-19 pandemic, and 2% strongly 'disagree'.

In the third indicator, 29% of students 'strongly agree' that they were motivated to return to the library during the Covid-19 pandemic. Meanwhile, 51% of students 'agree' that they were motivated to return to visit the library during the Covid-19 pandemic. In addition, 15% of students 'quite agree' that they were motivated to return to the library during the Covid-19 pandemic. As many as 4% of students 'disagree' with being motivated to return to visit the library during the Covid-19 pandemic. However, 1% of students 'strongly disagree' that they were motivated to return to the library during the Covid-19 pandemic. The data was then accumulated to obtain the total average of the three indicators, as shown in Table 1.

Table 1 shows that students' responses are categorized as good. "We were satisfied with the services provided" (Melisa, Interviewed, September 26, 2020). There was almost no difference in library services during the pre-pandemic and pandemic periods, except for implementing health protocols and social distancing. It was just that the library was quieter than before the Covid-19 pandemic.

The questionnaire results showed that 53% of students 'agree' with the first satisfaction indicator. Namely, students were satisfied with library services during the Covid-19 pandemic, which could also be seen from the average score of 4.01. The questionnaire results on the second satisfaction indicator were students seeking what was needed in the library during the Covid-19 pandemic. Most of the students opted to agree was 57%. It could also be seen from the average score of 3.83. "We were satisfied with the services provided by the library during the Covid-19 pandemic" (S. Noraini, Interviewed, September 27, 2020).

The questionnaire results on the third satisfaction indicator: students were motivated to return to visit the library during the Covid-19 pandemic, showed that the majority, 51% of the students, chose to agree. It could also be seen from the mean score of 4.04. "We were very confident in taking advantage of the services provided by the library" (S. Noraini, Interviewed, September 27, 2020). Satisfaction showed feelings of pleasure or disappointment in someone from comparing perceptions or impressions obtained with the expected service. If the service were below expectations, students would not be satisfied. Meanwhile, if the service met expectations, students would be satisfied. If the service exceeded expectations, the students were very satisfied or happy. The

three satisfaction indicators in this study showed an average of 3.96. Thus, student satisfaction with ULM library services during the Covid-19 pandemic was 'good'.

The study results described student responses based on ARCS (Attention, Relevance, Confidence, and Satisfaction) to ULM library services during the Covid-19 pandemic. This study was expected to evaluate ULM library services during the Covid-19 pandemic so that it could be used as a reference to increase the interest of students and lecturers to take advantage of ULM library services during the Covid-19 pandemic. It provided essential considerations for the ULM library to optimize library services during the Covid-19 pandemic. The study results were expected to be used as an initial step for further research and as a reference when conducting further research regarding the response to library services.

CONCLUSION

Students of Lambung Mangkurat University have good responses to library services during the Covid-19 pandemic. For this reason, it is necessary to improve services in terms of increasing student attention to library services during the pandemic, linkage of services provided to student needs (relevance), student confidence when receiving library services, and student satisfaction with library services during the Covid-19 pandemic. Further research is needed to determine what aspects should be improved and maximized in providing student services.

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