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User Satisfaction With Mobile Library Services in Padang City: The Influence of Librarian Interpersonal Communication

Kepuasan Pemustaka pada Layanan Perpustakaan Keliling Kota Padang: Pengaruh Komunikasi Interpersonal Pustakawan

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Abstract

Background of the study: This interpersonal communication can form relationships with other people through interactions, conversations or examinations and interviews.

Purpose: The research aims first, to analyze and evaluate communication carried out by librarians with school children. Second, to identify challenges or problems that occur in librarian communication with school children. The method used in this is descriptive quantitative research.

Method: This method is used to create a systematic, factual and accurate picture or description of existing phenomena.

Findings: The majority (92.92%) of the 99 respondents either strongly agreed or agreed, while a minority (6.6%) expressed uncertainty, and a negligible percentage (1.01%) disagreed or strongly disagreed.

Conclusion: Primary school students often inquire about storybooks to the library staff. Additionally, 61.62% of the respondents agreed, 19.19% expressed agreement, 8.08% were uncertain, and 11.11% disagreed. Consequently, the conclusion is that primary school students often listen to stories told by others. Moreover, 53.54% agreed, 41.4% expressed agreement, and a small proportion (5.1%) remained uncertain.

Keywords: *Communication; Interpersonal Communication Satisfaction; Library Management; and Library Users*

Abstract in Indonesia

Background of the study: *Komunikasi interpersonal ini dapat membentuk hubungan dengan orang lain melalui interaksi, percakapan atau pemeriksaan dan wawancara.*

Purpose: *Penelitian bertujuan pertama, untuk menganalisis dan mengevaluasi komunikasi yang dilakukan*

oleh pustakawan dengan anak sekolah. Kedua untuk mengidentifikasi tantangan atau masalah yang terjadi dalam komunikasi komunikasi pustakawan dengan anak sekolah.

Method: *Metode yang digunakan dalam ini adalah penelitian kuantitatif deskriptif. Metode ini digunakan untuk membuat gambaran atau deskripsi secara sistematis, faktual dan akurat mengenai fenomena yang ada.*

Findings: *Paldal malyoritals (92.92%) dalri 99 responden menyaltalkaln setuju altalu salngalt setuju, sedalngkaln responden yalng ralgu-ralgu halnyal sebesalr 6.6%, daln responden yalng tidalk setuju altalu salngalt tidalk setuju halnyal 1.01%.*

Conclusion: *aAnalk sekolalh dalsalr senalng mendengalr cerital yalng dibalcalkaln oleh oralng lalin. Paldal 53.54% dalri 99 responden salngalt setuju, 41.4% responden menyaltalkaln setuju, daln aldal jugal responden yalng malsih ralgu-ralgu 5,1% . Jaldi dalpalt dikaltalkaln alnalk sekolalh dalsalr meralsal balhalgial ketikal kalmu mendengalrkaln cerital yalng dibalcalkaln petugals pustalkal.*

Kata Kunci*: Komunikasi; Komunikasi Interpersonal Kepuasan; Manajemen Perpustakaan; dan Pemustaka*

Introduction

Communication plays an important role in carrying out various activities; without communication, interactions between individuals do not proceed well (Anwar, A., Malik, M., Raees, V., & Anwar, A., 2020). Communication in the library is a crucial role that needs to be given attention (Fakhlina, 2011). The impacts include conflicts between librarians, between librarians and library users, and so on. One type of communication that is often practiced in libraries is interpersonal communication (Sari, 2019).

Interpersonal communication is a communication process that surrounds or occurs to humans every day in their lives. Interpersonal communication is an effective type of communication because it is dialogic in nature, involving conversation and must be reciprocal and direct. This communication can be responded to positively or negatively, successfully or not, and if not, it can provide an opportunity for communication to ask questions as broadly as possible (Rusli, 2014; Govindaraju, V., 2021). Effective interpersonal communication between librarians and library users can also influence user satisfaction with the services provided. Skills in interpersonal communication, such as listening ability, responsiveness, and empathy, are factors that need to be considered in building effective interpersonal communication (Mulyana, 2019; Mustofa, M. B., Sentiana, F., Zahro, F. M., & Wuryan, S., 2023).

In providing services to library users, a library will inevitably engage in communication related to the interactions it conducts. One service that frequently engages in interpersonal communication is the mobile library service. A mobile library is a concept of a moving library that brings a collection of library materials such as books, magazines, newspapers, and other reading sources to serve communities in various locations that are not yet served by a permanent library (Titahena, 2023). The mobile library service provides services to the community by visiting locations such as public places, community reading gardens, schools, and others. Certainly, the role of the mobile library as a place of learning includes providing interesting and relevant reading materials that meet the needs of visitors, as well as improving the quality of library services to become an entertaining and enjoyable destination for visitors (Nurcahyadi, 2021).

In communication, language is an essential tool for every school child. Through language, school children can develop their social skills in interacting with others. Mastery of social skills in a social environment begins with mastering language abilities. Without language, a person cannot communicate with others. School children can express their thoughts using language, allowing others to understand what they are thinking. The objectives of this study are as follows:

1. To analyze and evaluate the communication between librarians and school children.
2. To identify the challenges or problems that arise in the communication between

librarians and school children.

The communication between librarians and school children is a significant aspect for the success of providing library services. Librarians should understand how to communicate with school children, especially elementary school children, when providing mobile library services. This is because not all children can easily understand and listen to the communication delivered by librarians, a fact supported by the diverse characters, behaviors, and responsiveness of children in comprehending good communication.

Communication is the main tool for libraries. A part of the success of any library organization or institution is effective communication: when placed in the right context, communication becomes dyadic, public, and group-oriented (Khatibah, 2014; Mustofa, M. B., Sentiana, F., Zahro, F. M., & Wuryan, S., 2023). This definition highlights five characteristics that define communication. First, communication is a process. This means that communication unfolds over time through a series of interconnected actions performed by participants. Second, the participants involved in communication (communicators) use messages to convey meaning. Third, communication occurs in seemingly limitless contexts and situations, including the amount of time we have, the number of people around us, and whether our personal or professional circumstances affect how we communicate.

Effective communication aims to ensure that the communicator or student understands the message conveyed by the communicator, and that the communicant provides appropriate feedback to the message. Interpersonal communication, also known as interpersonal communication, is communication conducted by individuals to exchange ideas or thoughts with other individuals. In other words, interpersonal communication is a context of communication where each individual communicates feelings, ideas, emotions, and other information face-to-face with another individual (Marcelia, 2024).

According to experts, De Vito (1976) stated that interpersonal communication contains five characteristics as follows:

1. Openness: the ability to be ready to respond to information received in interpersonal relationships.
2. Empathy: the ability to convey pleasant and enjoyable feelings to the message recipient.
3. Supportiveness: the ability to influence or persuade others.
4. Positiveness: a librarian needs to have a positive attitude towards themselves, encourage users to participate more actively, and create a communication situation that promotes effective communication.
5. Equality: the implicit recognition that both parties are equally valuable, useful, and have something important to contribute.

The communication theory according to Harold Lasswell is known as the Lasswell Model of Communication or the Lasswell Formula. It is one of the earliest and most influential models of communication, developed in 1948. Harold D. Lasswell's communication theory, often referred to as the "Lasswell Model," is a foundational framework in the field. Lasswell proposed that effective communication could be understood by analyzing five key elements: who says what, through which channel, to whom, with what effect. This model emphasizes the importance of understanding the source of the message, the content or message itself, the medium through which it is transmitted, the audience receiving it, and the impact or effect it generates. Lasswell's approach provides a structured way to examine communication processes, enabling researchers and practitioners to dissect and analyze various communication scenarios comprehensively. (Lasswell, H. D., 1948).

User satisfaction is interpreted as a state within an individual or a group of individuals who have successfully obtained something they need and desire. User satisfaction can be

fulfilled through the provision of services and availability of information, as well as comfort that meets the users' expectations. User satisfaction will be achieved if the user's perception of the quality of library services is the same as or even exceeds their expectations of library service quality (Pandita, 2017). Reader satisfaction is when users successfully obtain what they need or want. The library service is the same, and the user satisfaction rating. In the organizational structure or information service provider, the main goal is to ensure user satisfaction with information services.

User satisfaction is defined as the state of pleasure experienced by users when they directly interact with librarians or visit the library. Reader satisfaction is achieved when users successfully obtain what they need or want. The quality of library services and the user satisfaction ratings are aligned. Within the organizational structure or information service providers, the primary goal is to ensure user satisfaction with information services. Satisfaction is felt by users through effective communication by librarians who can provide the best service during the borrowing process, which is considered the main objective (Marcelia, 2024).

Method

The research uses a quantitative research method with a descriptive approach. This research is based on the philosophy of positivism, which is used in studying samples and populations in research. Quantitative research presents data in the form of numbers as the result of the study. The descriptive research method is a method used to study a group of people, an object, a condition, a thought, or an event at the present time. This method is used to create a systematic, factual, and accurate description or depiction of the existing phenomena (Sugiyono, 2022).

Result and Discussion

The results of this research were obtained by distributing questionnaires in paper form to elementary school students in grades 5 and 6, who were reported to be fluent in reading and able to understand the questions in the questionnaire. A total of 99 children participated. The questionnaires were distributed directly by the researcher, assisted by school teachers and the mobile library staff from the Department of Library and Archives of Padang City.

1. Librarian Communicating with School Children

Librarians communicating with school children essentially depends on the context. Librarians communicating with school children can refer to various things depending on the field or context of its usage.
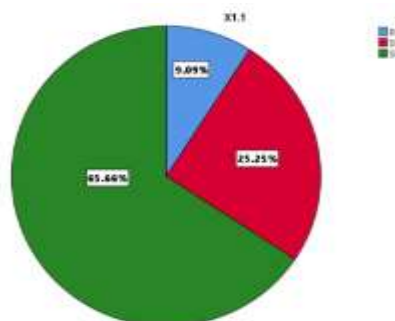

Diagram 1. Enjoy Talking with Library Staff When You Look for a Book

Based on diagram 1, it is known that the respondents' choices regarding the question "Do you enjoy talking with the library staff when you look for a book?" are as follows: 65.66% of the 99 respondents strongly agree, 25.25% of the respondents agree, and 9.09%

of the respondents are still unsure. Therefore, there are no respondents who disagreed or strongly disagreed. Thus, it can be concluded that school children enjoy talking with the library staff when looking for a book.
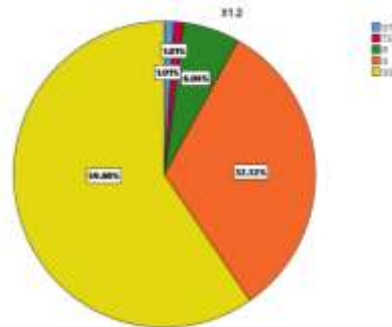

Diagram 2. Percentage of Inquiring to Library Staff About Always Liked Story Books

Based on Diagram 2, it is found that the respondents' choices regarding the question "Do you often ask the library staff about books with stories that you like?" are as follows: 59.6% of the 99 respondents strongly agree, 32.32% of the respondents agree, 6.6% of the respondents are still unsure, and 1.01% of the respondents disagree or strongly disagree. Therefore, the conclusion is that school children often inquire about storybooks to the library staff.
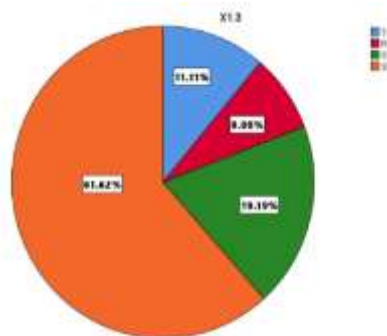
Diagram 3. Percentage of Listening to Stories Told by Others

According to diagram 3, it is found that the respondents' choices regarding the question "Do you often listen to stories told by others?" are as follows: 61.62% of the 99 respondents strongly agree, 19.19% of the respondents agree, 8.08% of the respondents are still unsure, and 11.11% of the respondents disagree. Therefore, the conclusion is that school children often listen to stories told by others.
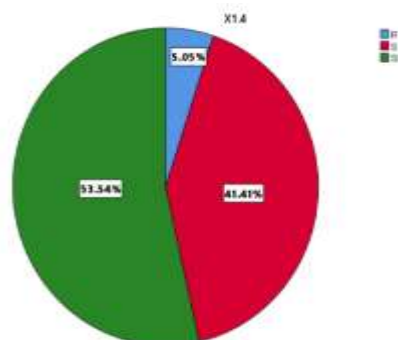

Diagram 4. Enjoyment Level When Listening to Stories Told by Library Staff

According to diagram 4, it is found that the respondents' choices regarding the question "Do you enjoy it when you listen to stories told by library staff?" are as follows:

53.54% of the 99 respondents strongly agree, 41.4% of the respondents agree, and 5.1% of the respondents are still unsure. Therefore, it can be concluded that school children enjoy it when they listen to stories told by library staff.
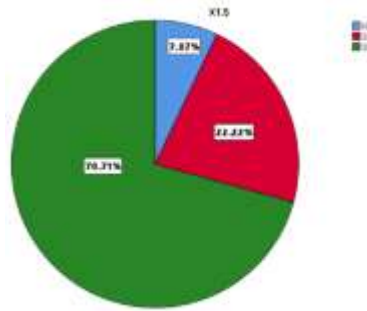

Diagram 5. Library Staff Assisting in Finding Attractive Story Books

According to Diagram 5, it is found that the respondents' choices regarding the question "Do library staff help in finding attractive storybooks?" are as follows: 70.7% of the 99 respondents strongly agree, 22.2% of the respondents agree, and 7.1% of the respondents are still unsure. Therefore, all respondents either agree or strongly agree. Hence, it can be concluded that library staff help school children in finding attractive storybooks.

2. Channels of Communication Between Librarians and School Children

Channels of communication between librarians and school children also depend on the context, and this could relate to the type of data or specific questions in the research or particular analysis.
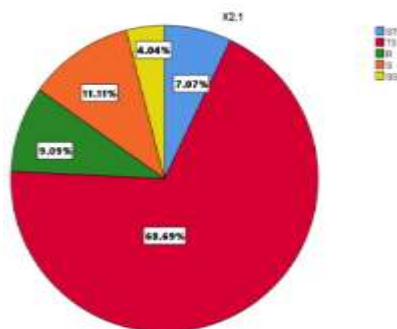

Diagram 6. Percentage of Students Always Willing to Talk to Library Staff

According to Diagram 6, it is found that the respondents' choices regarding the statement "They always feel willing to talk to library staff" are as follows: 68.7% of the 99 respondents disagree, 11.1% of the respondents agree, 9.1% of the respondents are still unsure, and 7.1% of the respondents are unsure but leaning towards disagreement, while 4% of the respondents strongly disagree. Therefore, it can be concluded that primary school students (SD) generally do not always feel willing to talk to library staff.
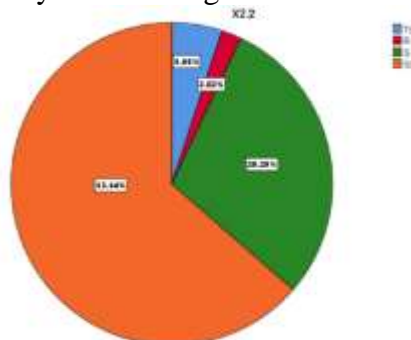

Diagram 7. Library staff can help students find the books they want

According to Diagram 7, it is found that the respondents' choices regarding the statement "Library staff can help students find the books they want" are as follows: 68.6% of the 99 respondents agree, 29.3% of the respondents strongly agree, 5.1% of the respondents disagree, and 2% of the respondents are unsure but leaning towards disagreement. Therefore, it can be concluded that the majority agree that library staff can help students find the books they want.
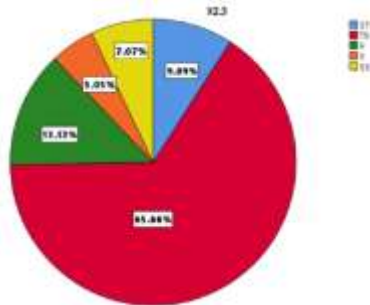

Diagram 8. Reluctance to Ask Library Staff When Unable to Find a Book

According to Diagram 8, it is found that the respondents' choices regarding the statement "They are reluctant to ask library staff if they cannot find a book" are as follows: 65.7% of the 99 respondents disagree, 13.1% of the respondents are still unsure, 9.1% of the respondents are unsure but leaning towards disagreement, 7.1% of the respondents agree, and 5.1% of the respondents strongly agree.
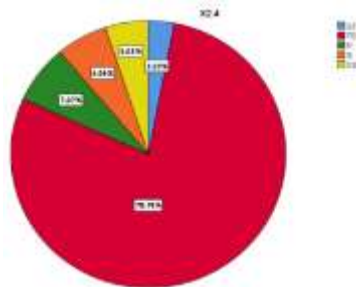

Diagram 9. Fear of Asking Library Staff When They Seem Busy

According to Diagram 9, it is found that the respondents' choices regarding the statement "They are afraid to ask library staff when they seem busy" are as follows: 78.8% of the 99 respondents disagree, 7.1% of the respondents are still unsure, 6.1% of the respondents agree, 5.1% of the respondents strongly agree, and 3% of the respondents are unsure but leaning towards disagreement. The conclusion is that primary school students are not afraid to ask library staff when they seem busy.
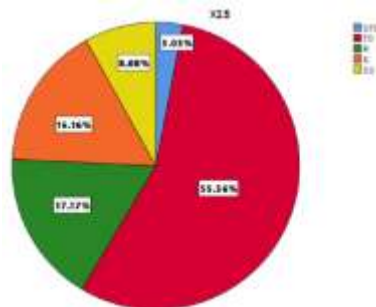

Diagram 10. Lack of Understanding in Verbal Communication and Hesitation to Ask Library Staff

According to Diagram 10, it is found that the respondents' choices regarding the statement "They sometimes do not understand verbal communication well and hesitate to

ask library staff" are as follows: 55.6% of the 99 respondents disagree, 17.2% of the respondents are still unsure, 16.2% of the respondents agree, 8.1% of the respondents strongly agree, and 3% of the respondents are unsure but leaning towards disagreement.

Conclusion

The findings and analysis obtained from the conducted research led to the following conclusions: The majority (92.92%) of the 99 respondents either strongly agreed or agreed, while a minority (6.6%) expressed uncertainty, and a negligible percentage (1.01%) disagreed or strongly disagreed. Therefore, it can be concluded that primary school students often inquire about storybooks to the library staff. Additionally, 61.62% of the respondents agreed, 19.19% expressed agreement, 8.08% were uncertain, and 11.11% disagreed. Consequently, the conclusion is that primary school students often listen to stories told by others. Moreover, 53.54% agreed, 41.4% expressed agreement, and a small proportion (5.1%) remained uncertain. Thus, it can be inferred that primary school students feel enjoyment when they listen to stories told by library staff.

Acknowledgement

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