

User Education in Libraries: An Analysis of Strategies, Objectives, and Implementation in the Digital Era

Rani Kurnia Vlor¹, Amalia Shaleha²

Ilmu Perpustakaan, Universitas Islam Negeri Raden Fatah Palembang, Indonesia

Article Info

Article history:

Received: Jul 17, 2025

Revised: Nov 17, 2025

Accepted: Nov 20, 2025

Keywords:

user education, information literacy, digital libraries, learning strategies

ABSTRACT

User education in libraries plays a vital role in developing information literacy and users' ability to effectively access and utilize information resources in the digital era. This study aims to analyze the objectives, strategies, implementation, and challenges of user education across various types of libraries in Indonesia. The research employed a library research method with an integrative narrative approach designed to synthesize previous studies and conceptual findings. Data were collected from reputable national and international journals, academic books, policy reports, and official publications from 2019–2025. A systematic search was conducted using databases such as Google Scholar, Scopus, and DOAJ, followed by content and thematic analysis to identify key patterns and research gaps. The results indicate that user education has evolved from basic service orientation into adaptive, interactive, and collaborative digital learning. Online, hybrid, and interactive media strategies have enhanced user engagement but remain challenged by limited resources and weak curricular integration. This study contributes to reinforcing the paradigm of user education as a core instrument in advancing information literacy and developing inclusive, sustainable digital library management.

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Corresponding Author:

Rani Kurnia Vlor

Ilmu Perpustakaan, Universitas Islam Negeri Raden Fatah Palembang, Indonesia

Jl. Prof. K. H. Zainal Abidin Fikri, Pahlawan, Kec. Kemuning, Kota Palembang, Sumatera Selatan

Email: ranikurniavlora_uin@radenfatah.ac.id

INTRODUCTION

The development of information and communication technology has brought about a major transformation in the modern library landscape. The shift from conventional to digital-based services has repositioned libraries not merely as repositories of knowledge but as centers of information literacy and lifelong learning. The Global Digital Library Market Report 2024 estimates that the global digital library market is valued at USD 4.12 billion and is projected to grow at a rate of 19.5 percent annually through 2034 (Global Growth Insights, 2024). However, this progress also presents new challenges: many users still lack adequate information and digital literacy skills to effectively navigate increasingly complex information environments (World Metrics, 2025). An international study by Caffrey et al. (2024) found significant gaps in the effectiveness of information literacy instruction among students and librarians, particularly in online learning contexts. This underscores the essential role of user education as a fundamental

strategy to enhance users' ability to access, evaluate, and utilize information critically in the digital age.

Globally, recent studies have shown that the implementation of user education is increasingly directed toward digital, hybrid, and interactive approaches. Saib et al (2023) revealed that librarians in higher education institutions must master digital pedagogies to support information literacy teaching in adaptive online environments. Similarly, Adebayo-Atchrimi et al. (2022) reported a positive correlation between user education programs and increased use of library resources in Nigeria. Mohammed (2024) further emphasized that user education plays a critical role in reducing library anxiety among undergraduate students. Nevertheless, most international research still focuses primarily on user behavior and pedagogical aspects, with limited attention to the strategic integration of user education, digital technology, and sociocultural contexts. This gap in the literature constitutes a crucial research gap that this study seeks to address.

In Indonesia, issues of information literacy and digital access inequality remain equally critical. According to the Central Bureau of Statistics (BPS), Indonesia's Community Literacy Development Index in 2023 reached only 64.48 points, below the government's target of 70 (Prasetyo & Kenzu, 2024). Moreover, only 20.76 percent of the country's 83,971 villages have public libraries (Bondan, 2024; Napitupulu, 2021). The shortage of professional librarians approximately 3,895 available out of the estimated national need of 439,680 (Perpusnas, 2024) further exacerbates the situation. These figures indicate that user education is not merely an academic concern but a strategic effort to empower communities and strengthen digital and information literacy. Sulistyowati (2025) demonstrated that user education significantly improves students' ability to utilize university library services, while Devi et al. (2024) emphasized the importance of digital infrastructure and librarian training for effective implementation in school libraries.

Various studies in Indonesia have also explored innovative practices in user education. Ery and Setyadi (2019) developed pop-up books as educational media to introduce library services to middle school students, significantly enhancing their understanding of library resources. Prajawinanti (2024) found that user education programs at Brawijaya University Library directly increased students' use of digital collections. Similarly, Rosydiana and Labibah (2023) highlighted the importance of sustained guidance between librarians and users in cultivating information literacy habits. Inawati et al. (2023) further argued that librarians' information literacy competence is a key determinant of successful inclusive library services. These studies indicate a growing transformation of user education in Indonesia toward more creative and interactive models, yet they still lack a comprehensive analytical framework integrating technological, pedagogical, and institutional policy dimensions.

Considering the global dynamics and national realities discussed above, this study holds significant theoretical and practical importance. Theoretically, it contributes to the development of information literacy discourse by positioning user education as an integral component of library digital transformation. Practically, it provides guidance for librarians and library managers in designing innovative, sustainable, and inclusive user education strategies. This article employs a library research method with an integrative narrative approach, analyzing recent literature on the strategies, objectives, and implementation of user education across

different types of libraries. Through this analysis, the study aims to formulate a conceptual model of adaptive user education relevant to the digital era and to enhance digital literacy and library service quality in Indonesia.

RESEARCH METHOD

This study employed a library research method using an integrative narrative approach, aimed at collecting, reviewing, and synthesizing prior studies related to user education in libraries. This method was selected because it enables a comprehensive understanding of the phenomenon of user education in the digital era by emphasizing the conceptual relationships between strategies, objectives, and implementation programs (Snyder, 2019; Torraco, 2016). The data were obtained from reputable national and international academic journals, scholarly books, library policy reports, and publications from institutional sources such as the National Library of Indonesia (2024). All selected literature was published between 2019 and 2025 to ensure the novelty and relevance of the analysis.

Data collection was conducted through systematic searching using databases such as Google Scholar, Emerald Insight, Scopus, and DOAJ, employing keywords such as “user education,” “information literacy,” “digital libraries,” and “library instruction.” The selection process consisted of an initial screening of titles and abstracts, followed by an in-depth review of the full text to determine the relevance to the research focus. Subsequently, all selected articles were analyzed descriptively and thematically to identify patterns, trends, and research gaps (Snyder, 2019). This approach allowed the researcher to integrate diverse research findings into a coherent theoretical framework relevant to the Indonesian library context.

The analytical stage involved content analysis and thematic analysis, as suggested by Braun and Clarke (Braun & Clarke, 2019), to categorize the data into core themes such as user education strategies, information literacy goals, and digital-based implementation models. The validity of the analysis was ensured through source triangulation and internal peer review to strengthen the interpretation process. To maintain reference traceability, all citations were managed using Zotero and Mendeley, in line with academic best practices for scholarly writing (Ihsan et al., 2024). Consequently, the findings of this study not only demonstrate data consistency and analytical rigor but also meet the academic ethical standards and scientific transparency required in library and information science research.

RESULTS AND DISCUSSION

User education in libraries fundamentally aims to equip users with the skills to understand, access, and utilize information resources effectively and efficiently. This goal is particularly relevant in the digital era, where the volume and complexity of information continue to grow exponentially. As outlined by Rahayuningsih (2007), the primary objectives of user education include assisting users in optimizing library facilities, guiding them in locating and retrieving relevant information, enhancing understanding of both digital and print resources, and fostering reading motivation as well as positive relationships between librarians and users. These objectives extend beyond technical competencies, encompassing the cultivation of critical and independent literacy behaviors when engaging with various sources of information.

The digital transformation has expanded the meaning and practice of user education from a basic orientation activity to a more comprehensive process of developing adaptive information literacy. Caffrey et al. (2024) emphasized that information literacy instruction in higher education libraries has become an integral part of academic learning, fostering critical and evaluative thinking. Similarly, Saib et al. (2023) highlighted the importance of digital pedagogies for librarians to facilitate engaging online-based user education. In Indonesia, Sulistyowati (2023) found that user education programs significantly influence students' abilities to access e-journals and digital collections. These findings indicate that user education no longer merely introduces library services but evolves into a sustainable effort to cultivate digital literacy among users.

In practice, user education in the digital age is implemented through various strategies tailored to user needs and infrastructural capabilities. Three major approaches widely applied include online, hybrid, and interactive media strategies. Online strategies utilize digital platforms such as video tutorials, webinars, and Learning Management Systems (LMS) that facilitate distance learning. Hybrid strategies combine face-to-face instruction with digital modules, such as orientation sessions followed by online materials through Zoom or Google Classroom. Interactive media, on the other hand, create engaging learning experiences through infographics, gamified quizzes, virtual tours using augmented reality, and real-time guidance via chatbots. These approaches reflect a paradigm shift in user education toward more flexible, innovative, and user-centered practices (Mohammed, 2024).

The implementation of user education across Indonesia demonstrates diverse practices according to library type. At the school level, such as in SMP Negeri 2 Bantul, user education is conducted annually through orientations and demonstrations on using the Online Public Access Catalog (OPAC). At SMP Negeri 21 Semarang, pop-up books are used as interactive media to introduce library facilities (Esy & Setyadi, 2019). In higher education libraries such as IAIN Kudus, user education includes orientation for new students, guidance in using e-journals, and training in online information retrieval. Meanwhile, Undiksha Library integrates multimedia-based user education accessible via its official website. Public and village libraries conduct hands-on training and group mentoring activities. These variations demonstrate that every library type adapts user education to its contextual realities and user needs.

The synthesis further reveals that the success of user education programs depends on overcoming several field challenges. Common issues include users' lack of basic library knowledge, low motivation and participation, limited resources and facilities, monotonous teaching methods, and weak integration with formal education curricula. Adebayo-Atchrimi et al. (2022) emphasized that without institutional support and adequate librarian training, user education tends to remain sporadic and unsustainable. These challenges underline that user education success requires a systematic approach involving institutional policy, interlibrary collaboration, and continuous capacity building among library staff.

To address these challenges, several solutions have been developed and recommended in recent studies. These include enhancing librarians' competencies through digital pedagogy training (Saib et al., 2023), applying innovative methods such as gamification and multimedia learning, and integrating user education into school or university curricula. Providing adequate facilities such as training spaces, internet access, and regularly updated digital collections is also

crucial. Moreover, adopting personalized and continuous approaches enables librarians to conduct individual or small-group mentoring after the main program. Collaboration between librarians, educators, and institutional stakeholders is equally essential to strengthen user education as a component of national literacy development.

These findings can be conceptually framed within the understanding that user education functions as a dynamic and collaborative learning ecosystem. Each element — user, librarian, and institution interacts interdependently. As Braun and Clarke (2019) noted, the success of information literacy education lies in fostering reflective interaction between instructors and learners. Therefore, user education should not be perceived merely as an introductory orientation but as an ongoing learning model that nurtures self-directed learning, critical thinking, and evaluative information skills in the digital environment. Overall, the results and discussion confirm that user education in the digital era necessitates a holistic transformation encompassing its objectives, strategies, and implementation frameworks. Technology-based, collaborative, and personalized approaches have emerged as the three foundational pillars ensuring program effectiveness. Theoretically, this study contributes to the field of information literacy by positioning user education as a strategic instrument in developing inclusive digital libraries. Practically, the findings recommend institutional policy reinforcement, continuous professional development for librarians, and formal integration of user education into curricula and national literacy agendas.

CONCLUSION

This study concludes that user education in the digital era plays a crucial role in enhancing information literacy, optimizing the use of library resources, and fostering independent learning among users. The findings highlight that user education has evolved beyond service orientation into an adaptive learning process that integrates digital pedagogy, institutional collaboration, and technology-based strategies. The implementation of online, hybrid, and interactive media approaches has proven effective in increasing user engagement and expanding access to diverse information resources. Despite challenges such as limited resources, low user motivation, and weak curricular integration, this study emphasizes that innovative solutions such as professional development for librarians, collaborative partnerships with educational stakeholders, and supportive institutional policies are essential for sustainability. The key contribution of this research lies in reinforcing the paradigm of user education as a core instrument in building inclusive digital libraries and advancing 21st-century literacy, while offering a foundation for future research on technology-driven information literacy and library management.

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