How Students Seek Information When Studying at Home? A Case Study in Pekalongan High Schools

Ummi Laila Salamah[1] & Roro Isyawati Permata Ganggi[2]

[1]Department of Library Science, Universitas Diponegoro
[2]Department of Library Science, Universitas Diponegoro
Correspondence email: r.isya.ganggi@live.undip.ac.id

ABSTRAK

Covid-19 telah menghambat aktivitas siswa untuk mengunjungi perpustakaan. Sehingga mengubah perilaku siswa dalam mengakses informasi setelah belajar di rumah. Tulisan ini mengkaji perilaku pencarian informasi siswa SMA di Pekalongan selama masa pandemi. Penelitian ini menggunakan metode deskriptif kuantitatif yang mengumpulkan data penelitian menggunakan kuesioner online kepada responden penelitian. Sampel penelitian menggunakan teknik simple random sampling. Data penelitian selanjutnya dianalisis dengan menggunakan analisis statistik deskriptif SPSS versi 26. Hasil penelitian menunjukkan bahwa perilaku pencarian informasi siswa SMA di Pekalongan selama sekolah dari rumah terjadi karena konteks Kebutuhan Informasi (2,88); Mekanisme Aktivasi (2,69), dan Risiko/Hadiah (3,07); variabel intervensi pada Psikologi (3,08), Tanggung Jawab Sosial atau Interpersonal (3,37), Lingkungan (2,98), dan Karakteristik Informasi (2,68). Selain itu, yang menunjukkan level pencarian informasi yakni Pencarian Pasif (3,07), Pencarian Aktif (2,79), Pencarian Berkelanjutan (3,04), dan Pemrosesan dan Penggunaan Informasi (2,74).

Kata kunci: Perilaku pencarian informasi

ABSTRACT

The Covid-19 has hampered students' activities to visit the library. Thus, it changes students' behavior in accessing information once studying at home. This paper studied the information-seeking behavior of high school students in Pekalongan during the pandemic. This study used descriptive quantitative methods that collect research data using online questionnaires to research respondents. The research sample used the simple random sampling technique. The data was then analyzed by using descriptive statistical analysis of SPSS version 26th edition. The results showed that the information-seeking behavior of high school students in Pekalongan during school from home occurs due to the Context of Information Needs (2, 88); Activating Mechanism (2.69), and Risk/Reward (3.07); Intervening variables in Psychological (3.08), Social Responsibility or Interpersonal (3.37), Environment (2.98), and Source Characteristics (2.68). Additionally, indicating the level of information seeking, Passive Search (3.07), Active Search (2.79), Ongoing Search (3.04), and Information processing and use (2.74).

Keywords: Information-seeking behavior

1. INTRODUCTION

In March 2020 Indonesia faced a deadly disease namely Coronavirus Disease 2019 or Covid-19. The virus reportedly originated in Wuhan, China. It is transmitted from animal to animal,

and it turns out that the virus can also be transmitted by humans which can interfere with the respiratory system and is very easily transmitted (Yunus & Rezki, 2020). Therefore, the government issued a policy to regulate health protocols, namely implementing social distancing, school from home, and works from home. (Yunus & Rezki, 2020).

Some parts of Indonesia at that time have implemented the health protocol standards, including in Pekalongan district. The Government of Pekalongan issued a policy in the form of Circular Letter No. 443.1/001 in mid-March 2020. This letter contains the temporary closure of schools and restrictions on movement outside the home except for emergency matters (Merdeka, 2020). The government implements health protocols in the form of social distancing and works from home with the purpose that it can prevent the transmission of Covid-19. The health protocol is applied to government institutions and educational institutions, including Pekalongan Public Library, which was closed for two months to implement the policy (Perpustakaan Daerah Kota Pekalongan, 2020).

Covid-19 has had a changing impact on life, including in the education field. During the pandemic, the learning process is virtually conducted. Every element in the school must adhere to the health protocols. Students in Pekalongan were unable to come to school, as the government also implemented an online learning system at home to prevent the spread of the virus by limiting crowding activities in the school area. This is where learning from home is widely known as "school from home" (SFH). This distance learning is the method made by the government to avoid the transmission of Covid-19 in schools (Pemerintah Kota Pekalongan, 2020). This method fully uses online media or internet networks. Therefore, technology is needed to support the learning activities such as mobile phones and laptops (Handarini & Wulandari, 2020). Information channels or media used during school from home usually through WhatsApp, video conference, Google Form, Telegram, or other social media as a medium for connecting students and teachers (Nadia, 2020).

The existence of Covid-19 inhibits the freedom of students to do activities outside the home. Adolescents in general have unstable emotions so vulnerable to psychological disruption, it can happen if their freedom is limited (Putro, 2017). Student activities to visit the library become hampered. This can impact or even change the seeking information behavior of every student. Seeking information behavior is all the actions of a person in conducting information searches related to sources and channels of information and the use of information (Wilson, 1999).

There were a few studies related to information-seeking behavior in high schools during the pandemic. Similar research has previously been used in supporting the current study. For instance, a research conducted by Tom Kwanya, that discussing the information-seeking behavior of private school students in Kenya. The focus of the study was on analyzing the unique demographics and psychographics of age-determined and geographic contexts of private school students in Kenya. Besides, it also investigated information needs and information-seeking behavior. Another similar study was conducted by Fakir Ashraf Shah Sattar Shah. His papers focused on search behavior, information needs, and the extent to which information needs can be met by the library system and its services to students at Mohammadi Urdu Terpur Middle and High School.

A lot of research on information-seeking behavior was done before the pandemic, and all of them gave different variations of behavior. Meanwhile, studies on this subject during the pandemic are still relatively new. In fact, there must be a significant change in how people access information in the current condition. We did searches through *Google Scholar*, *researchgate*, and other research websites and found out the fact that until now there has been little research about information-seeking behavior since the pandemic. Therefore, this study

examines how high school students in Pekalongan access information when they study from home.

2. METHODS

This quantitative study was conducted from November 2020 until July 2021. The quantitative method, according to Sugiyono (2013) is research data in the form of numbers and produces statistical analysis. The population in this study was the public high school students in Pekalongan as many as 3.404 students. Suliyanto (2018) stated that if the study population is 100 persons, then the population will be included in the study, but if the population is more than 100 persons, 10 to 15 percent of the whole population is enough. Hence, the research sample of the current study is 97 students. The data were gathered through observation, literature documents, interviews, and online questionnaires. The latter used Google Forms and then analyzed with Likert scale. The questionnaires were distributed via WhatsApp.

The gathered data is then analyzed by using descriptive statistical analysis which is a statistical method used to process research data that has been collected by making generalized conclusions (Siyoto & Sodik, 2015). It used Microsoft Excel during tabulation before examining it using the SPSS 26th version. The range of assessment scales to measure the weight of answers from research data obtained with the categories: very high (3,25 – 4,00); high (2,50 – 3,25); low (1,75 – 2,50); very low (1,00 – 1,75).

To ensure the validity and reliability of the data, both must be carried out to maintain the quality of the study (Suliyanto, 2018). Sugiyono (2013) said that research data is considered valid if the measuring instrument can be used to measure what should be measured. The validity test in the study used the product-moment formula with the criterion of r value table 28, calculations from 30-2=28 with a significant 5% which is 0.374 valid question points are an absolute requirement to obtain valid research results. Therefore 3 points of questions that are proven invalid will be removed or not carried out. While 32 questions that prove valid will be processed in the results of the study (Sugiyono, 2015:122).

Reliability in research can be achieved if the measurement of data measured repeatedly still obtains the same results or remains (Siyoto & Sodik, 2015). The reliability test performed in this study uses the Cronbach Alpha formula. Reliability test results from the study showed that all the question items compiled from each research indicator showed that the reliability had a Cronbach Alpha value of more than 0.20 (Budi, 2006).

3. RESULTS AND FINDINGS ANALYSIS

Context of Information Need

This indicator aims to find out whether the students have a relationship with others to meet information needs during school from home.

Table 1. Context of information

Indicator	Sub Indicator	Statement	Score	Category
Context of Information	Person-in-context	Getting information from the teachers	2,88	High
		Getting information from the family	2,81	High
		Getting information from the friends	2,96	High
Total Score			8,65	
Average Score			**2,88**	**High**

Activating Mechanism

The activating mechanism indicator aims to find out whether the students have self-control that can activate information search behavior during school from home.

Table 2. Stress/Coping

Indicator	Sub Indicator	Statement	Score	Category
Activating Mechanism	Stress/Coping	Be able to understand news/information	3,11	High
		Have an internet quota	3,10	High
		Have good and fast internet speeds	3,05	High
		Can distinguish valid information and hoaxes	2,82	High
		Visit the library during the Covid-19 pandemic or SFH	1,38	Very low
Total Score			13,46	
Average Score			**2,69**	**High**

Table 3. Sub Indicator of Risk/reward

Indicator	Sub Indicator	Statement	Score	Category
Activating Mechanism	Risk/Reward	Understand the impact or risks of seeking information	3,07	High

Intervening Variables

The intervening variables aim to find out whether the students have driving factors that can influence the occurrence of information search behavior.

Table 4. Sub indicator of psychological

Indicator	Sub Indicator	Statement	Score	Category
Intervening Variables	Psychological	Need for entertainment	3,10	High
		Need to fill my free time	2,80	High
		Encouragement from within myself	3,33	Very High
Total Score			9,23	
Average Score			**3,08**	**High**

Table 5. Sub Indicator of demographic (Age)

Age (Years Old)	Frequency	%
15	12	12,4%
16	40	41,2%
17	35	36,1%
18	10	10,3%
Total	**97**	**100%**

Table 6. Sub Indicator of Demographic (Gender)

Gender	Frequency	%
Boys	21	21,6%
Girl	76	78,4%
Total	**97**	**100%**

Table 7. Sub indicator social responsibility

Indicator	Sub Indicator	Statement	Score	Category
Intervening Variables	Social responsibility	The duty as a student	3,22	High
		Follow online learning	3,42	Very High
		Doing schoolwork	3,47	Very High
Total Score			10,11	
Average Score			**3,37**	**Very High**

Table 8. Sub Indicator Environmental

Indicator	Sub Indicator	Statement	Score	Category
Intervening Variables	Environmental	Keep up with the latest developments	3,21	High
		Maintaining health	3,13	High
		See a review of a product	3,11	High
		Entrepreneurship	2,48	Low
Total Score			11,93	
Average Score			**2,98**	**High**

Table 9. Sub Indicator of Source Characteristics

Indicator	Sub Indicator	Statement	Score	Category
Intervening Variables	Source Characteristics (Media or channels information)	Handphone and laptop	3,58	Very High
		Information in text-shaped	3,19	High
		Information in video-shaped	2,93	High
		Digital materials from the school	2,59	High
		Information in image-shaped	2,56	High
		Printed book	2,30	Low
		Infographic-shaped information	2,21	Low
		Audio/sound recording	2,07	Low
Total Score			21,43	
Average Score			**2,68**	**High**

Table 10. Sub Indicator of Source Characteristics (Information Searching Platform)

Platform	Frequency	Respond	Percentage
Youtube	81	97	84%
Line	8	97	8%
WhatsApp	64	97	66%
Tiktok	49	97	51%
Instagram	65	97	67%
Twitter	33	97	34%
Facebook	21	97	22%
Telegram	43	97	44%
Google	83	97	86%
Internet	58	97	60%
Online news sites	28	97	29%
Television	31	97	32%
Radio	3	97	3%
Printed Materials	18	97	19%
E-book	17	97	18%

Information-Seeking Behavior

This indicator aims to identify search behavior by the students during school from home.

Table 11. Sub Indicator of Passive Search

Indicator	Sub Indicator	Statement	Score	Category
Information-Seeking Behavior	Passive Search	Looking for additional information to strengthen understanding of the information obtained	3,07	High

Table 12. Sub Indicator of Active Search

Indicator	Sub Indicator	Statement	Score	Category
Information-Seeking Behavior	Active Search	Collect, sort, and compare information obtained	2,87	High
		Every day we search for information	2,70	High
Total Score			5,57	
Average Score			**2,79**	**High**

Table 13. Sub Indicator of Ongoing Search

Indicator	Sub Indicator	Statement	Score	Category
Information-Seeking Behavior	Ongoing Search	Unsatisfied with the information obtained and will continue to look for the information needed	3,04	High

Table 14. Sub Indicator of Information Processing and Use

Indicator	Sub Indicator	Statement	Score	Category
Information-Seeking Behavior	Information processing and use	Share the information with others	2,74	High

4. DISCUSSION

The intervening variables indicated that almost all public high school students in Pekalongan City during school from home have motive factors that can affect their behavior in seeking information. These factors are shown in the sub Indicators. The first is the demographic of the students who are all between 16 and 17 years old. This is the range of teenagers (Diananda, 2018). The second factor is the psychology or emotions of the students. At such a teenage age, they might already encourage and control themselves in seeking information. At this age, teenagers can make decisions independently (Diananda, 2018). The third is social responsibility or interpersonal which almost all students have and they are encouraged to find the needed information given by the teachers (Cahyani & Christiani, 2015). With such a sense of responsibility, their behavior will change. The fourth is the information forms. Since the pandemic, the library is closed so the students are unable to visit. The information that will be accessed when studying from home is information that of course takes different forms. This information is in electronic or digital form. Almost all students use mobile phones and laptops as their learning media. Mobile phones and laptops are also being medium to join online learning during school from home (Daulay, 2020). And, the last factor is the environment. It is shown that the environment might influence how a student behaves in seeking information.

The biggest motivation factor of all students in Pekalongan City during school from home is to keep updated with the latest developments. In general, teenagers are very active and do not want to miss new information with their peers (Rohmiyati, 2018).

The context of the information need indicator shows a high category which means that almost all students have a relationship with others to meet the needed information. It is found that information is obtained by the students through teachers, family, and friends. However, the students often get information through friends because they feel more comfortable and easy when exchanging information with their friends (Diananda, 2018). Meanwhile, the activation of the mechanism is proven by the existence of stress/coping as a problem or opportunity that can make students search for information and the existence of risk/reward that shows that almost all students when school from home can understand the impact of risks received when searching for information. Previously, students visited the library if they needed information, for example, if they wanted to do an assignment given by the teacher. Now the situation is different, and this can cause problems when things that are commonly done have to change to something new. In this context, the students have to seek information elsewhere. Therefore several school libraries have provided online services through digital libraries. It can be used by the public high school students in Pekalongan as an information search platform during school from home (Ad, 2020).

5. CONCLUSION

Information-seeking behavior while studying at home shows different behaviors. In terms of access to information, students generally prefer to obtain or exchange information with their friends. This is due to the ability possessed by teenagers like this in finding information, especially digital information today. They are more updated and quickly master technology media, even though in-person visits to the library are not allowed at this time. Their behavior is influenced by risk and reward. They realize that if they don't seek information to do schoolwork they will get in trouble, otherwise they will get appreciation from the teacher. This is all, based on this research, done of their own will. Therefore, they keep follow of the latest developments and try to stay active using technology communication media such as mobile phones and laptops. Meanwhile, what is interesting to note is that their behavior in seeking information has different levels. Some are very active, passive, and even to the point of utilizing information and sharing it with other friends.

REFERENCES

Ad, S. (2020). *Layanan Perpustakaan di Masa Pandemi*. *3*(2), 53–63.

Aedy, H. (2017). *Metodologi Penelitian Teori dan Aplikasi Penuntun bagi Mahasiswa dan Peneliti*. Yogyakarta: Grup Penerbitan CV Budi Utama.

Ashraf S shah, M. F. (2017). Information Seeking Behavior of Students in The College of Engineering Boisar: A Survey. *International Journal for Research in Applied Science and Engineering Technology*, *V*(III), 852–858. https://doi.org/10.22214/ijraset.2017.3159

Budi, T. P. (2006). *SPSS 13.0 Terapan; Riset Statistik Parametik* (1st ed.). Yogyakarta: Andi.

Cahyani, A. D., & Christiani, L. (2015). Pengaruh Ketersediaan Koleksi Terhadap Pemenuhan Kebutuhan Informasi Siswa di Perpustakaan SMA Muhammadiah 1 Surakarta. *Jurnal Ilmu Perpustakaan*, *4*(2).

Daulay, R. S. et al. (2020). *Manfaat Teknologi Smartphone Di Kalangan Pelajar Sebagai Akses Pembelajaran Di Masa Pandemi Corona-19*. *1*, 29–43. https://doi.org/10.30596%2Fal-ulum.v1i1.3

Diananda, A. (2018). *Psikologi Remaja dan Permasalahannya*. *1*(1), 116–133.

Farasabila, T. (2019). Perilaku Pencarian Informasi Mengenai Perguruan High oleh Siswa Kelas XII SMA Negeri 26 Jakarta. *Universitas Indonesia: Jurnal Ilmu Informasi, Perpustakaan, Dan Kearsipan Univeristas Indonesia*, *21*. https://doi.org/10.7454/jipk.v21i2.153

Handarini, O. I., & Wulandari, S. S. (2020). *Pembelajaran Daring Sebagai Upaya Study From Home (SFH) Selama Pandemi Covid 19*. *8*(1), 496–503.

Merdeka, S. (2020, March 16). Pemkot Liburkan Sekolah dan Batasi Kunker. *Suara Merdeka*, pp. 1–2.

Nadia. (2020). *Sistem pembelajaran Daring Menggunakan Media Online Pada Era Covid-19*.

Perpustakaan Daerah Kota Pekalongan. (2020). *brosure perpustakaan Pekalongan ditutup.pdf*. Kota Pekalongan.

Putro, K. Z. (2017). *Memahami Ciri dan Tugas Perkembangan Masa Remaja*. *17*, 25–32.

Rahman, M. A. (2015). Information Seeking Behaviour of Senior High School Student on General Election in Indonesia. *Record and Library Journal*, *1*(2), 150. https://doi.org/10.20473/rlj.v1i2.1178

Resmi, W., & Kota Pekalongan, P. (2020). *Permudah Siswa Belajar Dari Rumah , Pemkot Luncurkan Program Edukasi Melalui Siaran TV dan Radio*. 2020–2021. Retrieved from https://pekalongankota.go.id/

Rohmiyati, Y. (2018). *Model Perilaku Pencarian Informasi Generasi Milenial*. *2*(4), 387–392.

Siyoto, S., & Sodik, A. (2015). *Dasar Metodologi Penelitian* (Ayup, ed.). Yogyakarta: Literasi Media Publishing.

Sugiyono. (2013). *Metode Penelitian Kuantitatif Kualitatif dan R & N*. Bandung: Alfabeta.

Sugiyono. (2015). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Cetakan ke). Bandung: Alfabeta.

Suliyanto. (2018). *Metode Penelitian Bisnis: untuk Skripsi, Tesis, dan Disertasi*. Yogyakarta: Andi.

Susanta. (2006). Sikap: Konsep dan Pengukuran. *Ilmu Administrasi Bisnis*, *2*.

Tom Kwanya. (2019). Information Seeking Behavior Of Private School Students In Kenya. *EDULIB: Journal of Library and Information Science*, *9*(1), 40–53. https://doi.org/10.17509/edulib.v9i1.16575

Wahyuni, D. (2020). Perilaku Pencarian Informasi Generasi Z di SMA Negeri 8 Pekanbaru. *Al-Kuttab: Jurnal Kajian Perpustakaan, Informasi, Dan Kearsipan*. https://doi.org/https://doi.org/10.24952/ktb.v2i2.2687

Wilson. (1999). Models in Information Behavior Research. *Jurnal of Documentation*, *55*(3), 249–270. https://doi.org/http://dx.doi.org/10.1108/EUM0000000007145

Wilson, T. D. (1997). *Information Behavior : An Interdisciplinary*. *33*(4), 551–572.

Yunus, N. R., & Rezki, A. (2020). *Kebijakan Pemberlakuan Lock Down Sebagai Antisipasi Penyebaran Corona Kebijakan Pemberlakuan Lockdown Sebagai Antisipasi Penyebaran Corona Virus Covid-19*. (March). https://doi.org/10.15408/sjsbs.v7i3.15083