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Article Distance learning information literacy: Undergraduate students experience distance learning during the COVID-19 setting Information Development 2021, Vol. 37(3) 458–466 a The Author(s) 2021 Article reuse guidelines: sagepub.com/journals-permissions DOI: 10.1177/02666669211018248 journals.sagepub.com/home/idv Heriyanto Diponegoro University Yanuar Yoga Prasetyawan Diponegoro University Ika Krismayani Diponegoro University Abstract This qualitative study provides an understanding about undergraduate students' information literacy experience during their involvement with distance learning in an Indonesian university. Findings present evidence to inform the devel- opment of the distance learning process in Indonesia and informed learning responses that enhance the learning of undergraduate students. A total of 17 undergraduate students were interviewed using a semi-structured interview technique. The data collected were analyzed using thematic analysis, revealing four themes related to students' information literacy experience during distance learning, namely, understanding distance learning, platform literacy, learning strategy, and learning resources. Findings can inform the development of informed learning responses to enhance the transition of undergraduate students into distance learning during a pandemic situation. These results may also be of benefit to teaching faculties for enhancing teaching and learning activities and to provide support for students. Keywords information literacy experience, distance learning, undergraduate students, informed learning Submitted: 19 February, 2021; Accepted: 15 April, 2021. Introduction The Indonesian higher education system has changed since March 2020 due to the spread of the coronavirus disease 2019 (COVID-19). The Indonesian govern- ment obliged all universities to shift teaching activi- ties from classroom to remote teaching, following the required physical distancing, to reduce the COVID-19 infection. However, previous studies suggest that the distance learning caused by the COVID-19 outbreak has created a significant change to university students psychologically and pedagogically (Amir et al., 2020). It has changed the way students follow lectures and complete assignments. This new situation has provided new and unique experiences for students during their study in higher education. This research explores the information literacy experience of students during distance learning. Given that distance learning is regulated by Indone- sian universities for the first semester of 2021 and that it is possible to be further extended in the future, the current lack of scholarly inquiry about preparing stu- dents for distance learning information literacy is noteworthy. The scarcity of research on connections between information literacy and distance learning, Corresponding author: Heriyanto, Library Science, Faculty of Humanities, Diponegoro University, Jalan Prof. Soedarto, SH., Tembalang, Semarang, Indonesia 50275. Email: heriyanto@live.undip.ac.id especially in this type of pandemic situation where distance learning is not part of the study programs of universities, suggests a significant gap in academic librarians' understanding of students' information lit- eracy development during distance learning and an opportunity to gather additional research evidence to inform practice in the area of information literacy (Easter, Bailey, and Klages, 2014). Research explor- ing the information literacy of students is mainly focused on assessing their use of information resources (Sharun, 2020). However, some informa- tion literacy research in the last 10 years had been growing and investigating beyond technical skills and offering new ways on investigating information lit- eracy. These studies focus on how people use infor- mation to learn (Bruce and Hughes, 2010; Demasson, 2014; Sayyad Abdi, Partridge, and Bruce, 2016; C. Yates, 2015). This observation is in line with the recommenda- tion of Bruce that information literacy research must broaden and focus on how students should engage with information to learn (Bruce, 2008). Previous research on this field includes Sayyad Abdi et al. (2016) who identified the experiences of web designers and developers related to information lit- eracy in their day-to-day information practice. Demasson (2014) investigated the information lit- eracy of people who engage in serious leisure activi- ties in the area of heritage. To date, few studies explore the information literacy experience of under- graduate students during distance learning. This study contributes a further understanding of how students experience information literacy and draws insights from a specific context where this experience occurs. To do so, this research asks: how do undergraduate students in Universitas Diponegoro describe their information practices during distance learning? What can we learn from their descriptions of information practices during their study from home that will help librarians and potentially faculties design information literacy education and incorporate it into the curriculum effectively? Literature reviews Distance learning The distinguishing characteristics of distance learning are the separation between the lecturer and students in space or time; the volitional control of learning by students, rather than the distant lecturer; and the non-contiguous communication between students and the lecturer, all of which are mediated by some form of technology (Perraton, 1988). Distance learning is expected to adopt an instructional model where teach- ing is not only about the way in which information is communicated to students but also the way in which students make sense and construct new knowledge from the information presented (Sherry, 1995). A dis- tance learning environment should thus enable stu- dents to construct knowledge under the guidance of the lecturer, and then report their progress back to the lecturer through a designated distance learning plat- form. Hence, the basic model of distance learning is to offer distant students an experience similar to the tra- ditional, face-to-face instruction through a two-way audiovisual interaction (Keegan, 1996). Uncovering students' distance learning experience can be beneficial for higher education institutions to provide customized support for students as the dis- tance learning that is currently undergoing occurred due to the COVID-19 outbreak. Previous studies report that online learning is an unpleasant experi- ence, and students prefer face-to-face instruction over online

teaching (Iglesias-Pradas, Hernández-García, Chaparro-Peláez, and Prieto, 2021; Patricia, 2020). The experience may not be surprising because stu- dents are unprepared for distance learning (Daniel, 2020); most students lack previous experience in dis- tance learning (Hodges, Moore, Lockee, Trust, and Bond, 2020). The major challenges are the online environment where students have a difficult time understanding learning materials and the lack of sup- porting resources (e.g., library resources, availability of lecturers for consultation) to complete their study assignments (Patricia, 2020). However, employing distance learning is not only about having students deal with technology and tech- nical issues but also, importantly, is about pedagogi- cal challenges and the way they adopt to the online mode (Ali, 2020). To date, few studies investigate how students learn in this online mode. The current research explores student information literacy during distance learning. Information literacy Information literacy has been defined in many ways (Machin-Mastromatteo, 2014). The variations in understanding it originate from the different theoreti- cal perspectives that comprise information literacy discussions (Limberg, Sundin, and Talja, 2012), where the objective of investigating information literacy is influenced (Yates, 2013). However, despite the differences in the definitions of information lit- eracy, most researchers and experts agree that infor- mation literacy is about problem-solving activities, which involve critical thinking and the ability to use information in daily life (Harding, 2008). Previous studies on information literacy, in the context of higher education, regard information lit- eracy as an essential skill required to ensure the suc- cess of students in their study. Many believe information literacy comprises skills on locating information, evaluating and selecting information, and using information ethically. The concept of infor- mation literacy, as a set of skills, is mostly influenced by the behavioral perspective of information literacy that considers it as a skill or an attitude that an indi- vidual must acquire (Yates, 2013). However, focusing on skills may only provide us with the description of the technical process of people locating information. The limitation of the behavioral perspective is that it only assesses how competent people find and use information. It fails to reveal the experience of people using information to learn. Information literacy stud- ies, which employ the behavioral perspective, do not reveal what people constitute as information and how they use information to learn. Bruce (1997) introduced information literacy research that aims to observe the ways people interact with information. Through her phenomenography study, she recommended the concept of information literacy that incorporates the various ways in which people interact with elements of their information world. Bruce (1997) suggested that information lit- eracy can be understood as a concept, rather than as a skill. People who are information literate are the "ones who experience information literacy in various ways and can determine the nature of new experiences by drawing upon them in new situations." This con- cept is relevant to the present study. Students who participated in our research face new experiences while studying online. They have never prepared themselves for distance learning. Hence, the experi- ences of students in distance learning provide new insights for the discourse of information literacy, especially when we investigate what they constitute as information and how the information they use shapes the way they learn. As a theoretical framework for this study, the rela- tional perspective provides a wide interpretation and offers different insights into information literacy (Bruce and Hughes, 2010). Moreover, this concept emphasizes on how people engage with information to learn, which is then labeled as informed learning that translates the relational perspective of informa- tion literacy into learning practice (Bruce et al., 2017). Yates (2015) employed relational perspective and observed the variations in people's experiences in using information to learn about health. Andretta (2012) used the same approach to explore the experi- ences of undergraduate students in information lit- eracy. Sayyad Abdi, Partridge, and Bruce, (2016) researched about the experiences of web designers and developers related to information literacy. Demasson (2014) investigated the information lit- eracy of people who engage in serious leisure activi- ties in the area of heritage. These previous studies present information literacy experience from different backgrounds and show other ways to approach information literacy and how it is experienced. They open opportunities for us to explore information literacy in different contexts. The present study investigates the information literacy experience of students during their study from home. This research is the first to explore such experiences during the pandemic outbreak by employing the rela- tional approach to information literacy. Method This study was designed as a qualitative inquiry that sought to understand how students experience study from home as part of their information literacy. It focused on students from a state university in Mid Java, Indonesia. The university is well-known for being attended by students from major provinces in Indonesia. To invite students to be research partici- pants, the main researcher approached the class coor- dinators of six faculties and distributed recruitment flyers containing information about the study. The flyers were then distributed to students in each faculty through the WhatsApp platform. In accordance with the aims of the study, a criterion was considered for the recruitment process of the participants. The focus of the recruitment was undergraduate students, who are in their second year of study, with the consider- ation that they had already completed six months of remote learning during the COVID-19 outbreak. With this criterion, the students are considered to have an extensive experience with remote learning, leading to experience in study from home. Table 1. List of students' faculties participate in the study. Number of students Faculties participated Social and Politics Economics and Management Humanities Psychology Mathematics and Science Engineering 4 3 4 2 2 2 Only two students were willing to participate in the interview at the beginning of the data collection period. According to one of the class coordinators, most students feel uncomfortable to be interviewed by a lecturer, especially if they have to tell stories about their learning experience. In response to this situation, two strategies were applied. First, the flyers were revised mentioning that the privacy of students is respected, and confidentiality is guaran- teed and maintained in any stage of the research. The class coordinator was contacted and provided with the revised flyers. Second, a third-year student was recruited as a member of the research team and trained to be an interviewer. The second strat- egy was taken with the consideration that a student can approach his/her colleagues better and can recruit more participants than a lecturer. The researcher provided the students with training about the semi-structured interview strategy. The training was useful to build students' interview skills and self-confidence. Finally, 17 students agreed to participate in the interview. The list of faculties where the participants were coming from is listed in the Table 1. The interviews were transcribed and discussed with all the members of the research team. The small num- ber of participants enabled the researchers to conduct an in-depth investigation exploring the information literacy of students when they study from home. The participants were provided an information sheet, a consent form, and time to ask questions. The infor- mation sheet and the consent form allow the partici- pants to understand the parameters of the study (Brinkmann and Kvale, 2015). In accordance with the established qualitative prac- tice, the collected data were analyzed by employing thematic analysis, which is a data analysis method that can be applied to identify and examine patterns or themes within the data that are considered important for the descriptions of the phenomenon of a study (Heriyanto, 2018). Thematic analysis is used to interpret various aspects from the topic being inves- tigated by "encoding" the obtained qualitative data (Braun and Clarke, 2006). The analysis process consists of three phases, namely, familiarizing data, generating codes, and identifying themes. In the first phase, the 17 interview recordings were transcribed into interview transcripts, which help the research team familiarize with the data. Most members of the research team read the transcripts two to three times to be thoroughly under- stood. After each transcript was read, a summary was written to describe the researchers' reflections on the data. In the second phase, codes were generated and identified as data features that appear relevant to the phenomenon being studied. In the third phase, themes were identified. Themes refer to patterns in data that explain and organize the aspects of the phenomenon derived from the data. The codes generated in the previous phase were reviewed and examined multiple times against the main research question: how do undergraduate students in Universitas Diponegoro describe their information practices during distance learning? The identified themes are explained in the following section. Findings Understanding distance learning Students understand distance learning as lectures without attending class physically. Communication between students and lecturers is conducted through various tools, which are connected via the Internet. For me, distance learning is an online learning without meeting with the lecturer face to face; it is all online; it uses technology that is connected to the Internet; the media can be anything similar to PowerPoint slides, video recordings, and audio recordings (Int. 3). For some students, distance learning means

allow- ing them to be with their family during their study. Students who live in a boarding house feel motivated to study from home as they are close to their family and can help at home, even though students face new challenges in managing time for their study and house matter. Hence students feel that distance learning should not discourage them in following lectures. Lecturers are expected to engage with all students and know them well, including their learning behavior. The fact that distance learning is different from face-to-face learning requires lecturers to inclusively accommo- date different ways of learning. I think distance learning is inclusive. Lecturers should not pay attention to particular students. I know that only one lecturer is assigned to teach 30 or 40 students, but the lecturer must give attention to all of us (Int. 15). Platform literacy Most participants agree that understanding the learn- ing platform is essential for participating in distance learning. They also admit that they are dependent on all kinds of devices when they must join lectures. One thing that is recognized by the participants is that they should be competent to use the learning platform for joining lectures. However, familiarizing themselves with the plat- form is also challenging. They feel that they must try all the platform features to determine their function- alities. That way, they identify useful features, such as a recording function for lectures or recording for class discussions. Students also find other features impor- tant, such as the button to join a video meeting, the feature to turn on notifications when comments are written or when materials are uploaded by lecturers, and the assignment collection feature. Although much information must be learned to properly use the platform, most students have no dif- ficulty in using it and joining lectures. Their univer- sity provides them with a guideline for using the learning platform, and they find it useful. However, the information technology (IT) staff from the faculty is the most helpful. My faculty is very helpful. One IT staff is always willing to help. Every time I have a problem about the platform or in using MS Word on the platform or whatever it is, he always helps me. I just message him via WhatsApp, and then he guides me through (Int. 11). In addition to the assistance provided by the uni- versity and faculty, most students prefer to use their own communication network to learn how to operate the lecture platform. The main communication net- work used is the WhatsApp group. Through this com- munication application, students and informants ask each other about problems and share knowledge about the platform. Moreover, informants obtain information about techniques in using the platform, so that they feel more confident about taking long- distance lectures than before. Being in a team is also an advantage. Even if you have difficulties, friends will help you. Everything is working fine now. Right. I have no problem so far. I have not experienced any difficulties yet (Int. 7). Learning strategy Engaging in distance learning without any preparation is a new experience for all the students interviewed in this study. In response, students use various strategies to attend lectures and manage assignments, which they believe they are receiving more than during face-to-face lectures. Therefore, students conveyed that one of the things they realized is that they must be independent learners. The term "independent" refers to being able to manage time for readings, for doing assignments, and for group discussions. With these online lectures, lecturers open many oppor- tunities for students who do not understand learning materials to ask questions. The thing that should be prioritized is that students must study independently (Int. 5). Students realized that without class attendance and minimum lecturer supervision, they should be smarter in managing time than before. Students commented that the inaccuracy in managing their time makes it difficult for them to attend lectures and meet assign- ment deadlines. One participant said that when he received an assignment given by the lecturer, he immediately started working on it and finished it as quickly as possible, so that he could start working on other assignments. Over time, students have been able to familiarize themselves with distance learning methods, which are mostly based on online platforms. Students eagerly attempt to find the positive side of distance learning. They start to take full advantage of the platform; for example, when a lecturer delivers a lecture via text chat, students save it and review the chat discussion when the lecture is over. Reviewing lecturer notes is one thing they did not do in normal lectures before the pandemic occurred. Another student also shared that they are greatly helped by their lecturer who uploads study materials on the platform, including study guides, slides, and reading materials. The availability of study materials is useful for students to do independent study. Learning resources The distance learning situation has enforced students to survive. This learning environment is totally different from the face-to-face mode, especially the ways lec- turers deliver lectures, group discussions or questions and answers between students and lecturers, and ques- tions and answers among students. Students said accept- ing lecturers' explanations through online media is difficult. Moreover, they feel reluctant to ask questions or confirm such explanations. Students prefer to ask classmates after class or listen to lecture recordings. Realizing the difficulties they are experiencing, most students have a way to further understand lecture mate- rials. One of the information sources they use is text chat written by lecturers on the platform. For students, a text chat containing lecture material is similar to a summary that provides information and course material. When studying online, I immediately copy and paste the chat and share it to the WhatsApp group, so that every- body can read it. For me, I usually take a screenshot of information I regard as important, and then I open the gallery on my phone when I need it (Int. 1). Students also independently look for other infor- mation sources to help them understand lecture mate- rials. In addition to the readings and slides uploaded by lecturers on the platform, they said that they use YouTube as a medium to find information to support lectures. Students claim to use YouTube as an infor- mation "search engine" because it is easy to use, and the information is presented in an attractive and rela- tively easy way to understand. I used YouTube previously to look for materials. I use it more now when studying from home. My current refer- ences are YouTube, Google, and Single Sign On (Int. 6). Why? YouTube videos are easy to understand, sir. I can hear the audio and images, which make information easy to understand. Another good thing is that I can find many educational platforms that provide contents on YouTube. So, it is more . . . it is easier to search for information even though it is written in English (Int. 11). Discussion Students understand that they are new to distance learning. This new learning experience develops their self-awareness related to new ways of learning. Their awareness arises as a result of their conception of dis- tance learning and response to this new way of learn- ing. Platform literacy appears as one of the themes, as students reflected that it is the main and fundamental step that is critical to be mastered. Students found that the platform is the main gate to enter the world of information, so that they can join lectures, online dis- cussions, and recorded lectures. Hence, the learning platform is the information source of students with which they engage during their study at home. Other studies suggest that the learning platform may not have an important influence on distance learning, but it is pedagogical. However, as the current research uses informed learning as a theoretical framework where it emphasizes the way people use information to learn in their new environment, seeing the learning platform as one of the important aspects of students' distance learning can be logical. Students in this research indicate that the platform is their information gateway during distance learning. This finding con- firms those of Patricia (2020) and van Rensburg (2018) that the use of technology plays a significant role in the cognitive engagement and academic perfor- mance of students when they study from home. This finding strengthens the relational concept of information literacy where it is unnecessarily about the technical aspect of students understanding their information need and having the ability to access the needed information. Instead, this finding shows how students demonstrate their cognitive ability to adapt to a new learning environment. Students in this study are not only able to seek for needed information but also able to create a new learning strategy for themselves in response to distance learning. Students identify their strengths and weaknesses during their online interactions with their lecturers and peers. By coping with these barriers, they can make their new environ- ment as their information source, which they can use to learn. Distance learning has brought students into the importance of being independent learners as they realized the minimum supervision of their lecturers and the less physical contact and discussion with their peers. Students' learning strategy confirms that their information literacy is about their critical thinking to adapt to a new environment (Bruce, 2008). Students experiencing distance learning include their perspective of what they call as information. Many academics and information experts may see academic databases and academic journals as relevant scholarly information sources for students, but this study reveals what constitutes information for stu- dents during their study from home. As previously explained, students acknowledge their limitations, as results of their lack of interest in distance learning, by identifying the number of resources that they consider as their learning resources. They use lecturers' text chat and recordings not only for their independent study but

also for completing assignments. In addition, many students use YouTube as another medium to further understand the lectures they fol- low. The use of YouTube videos by students as infor- mation sources is also suggested by Kapasia et al. (2020) who revealed that students use various plat- forms, such as YouTube, for study materials during the lockdown period, even though students have already been using YouTube to supplement college course contents before the COVID-19 outbreak (Burke and Snyder, 2008; Johnston, Barton, Williams-Pritchard, and Todorovic, 2018; Moghav- vemi, Sulaiman, Jaafar, and Kasem, 2018). Conclusion This paper presented insights concerning students' information literacy experience within their new envi- ronment, that is, the study from home setting as a response to the COVID-19 outbreak. The study drew an intentionally limited focus on a relatively small group of participants at one Indonesian university to understand the lived experiences of undergraduate students. The findings addressed gaps in information literacy research related to distance learning. The four themes related to students' information literacy expe- rience during distance learning, namely, understand- ing distance learning, platform literacy, learning strategy, and learning resources can inform the devel- opment of informed learning responses to enhance the transition of undergraduate students to distance learn- ing during a pandemic situation. The findings can also inform the development of informed learning responses to enhance the transition of undergraduate students into the new learning mode—distance learn- ing—during a pandemic situation. Strategies are needed to build a resilient teaching model in the state that will ensure to develop the skill for independent learning of the undergraduate students. The participants of this study are the Indonesian undergraduate students were registered in an Indone- sian university. The findings portray the current con- dition of the participants based on their affiliation with the institution. Other undergraduate students from international settings may provide different per- spective and understanding related to the emergency remote teaching context and information literacy. Disclosure statement The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

ORCID iDs Heriyanto https://orcid.org/0000-0002-8756-4356 Yanuar Yoga Prasetyawan https://orcid.org/0000-0002- 6842-8738

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Contact: Library Science, Faculty of Humanities, Diponegoro University, Jalan Prof. Soedarto, SH., Tembalang, Semarang, Indonesia, Post Code 50275. Tel. þ6281335282977 Email: heriyanto@live.undip.ac.id Yanuar Yoga Prasetyawan is a lecturer at the Library Science

Department at the Diponegoro University, Semar- ang, and researches in information literacy and information retrieval. Yanuar is also a member of the Indonesian Library and Information Science Association. Ika Krismayani is a lecturer for Library Science at the Faculty of Humanities, Diponegoro University. The sub- jects taught include Library Management and Introduc- tion to Library Science.Ika is an early career researcher, interested in how people use information in their every- day life. Heriyanto et al: Distance learning information literacy 459 460 Information Development 37(3) Heriyanto et al: Distance learning information literacy 461 462 Information Development 37(3) Heriyanto et al: Distance learning information literacy 463 464 Information Development 37(3) Heriyanto et al: Distance learning information literacy 465 466 Information Development 37(3)