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Az-Zahra, Nurul K. and Lawanda, Ike Iswary, "Information Seeking Behavior of As-Syifa Boarding High School Students in Fulfilling Academic Tasks" (2021). *Library Philosophy and Practice (e-journal)*. 6273. <https://digitalcommons.unl.edu/libphilprac/6273>

Information Seeking Behavior of As-Syifa Boarding High School Students in Fulfilling Academic Tasks

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Abstract

Academic tasks from teachers can stimulate students' information needs. To fulfill it, students can search for information in different ways amongst the students. It is known at SMAIT As-Syifa Boarding School which is an Islamic-based boarding school, there are additional subjects of Islamic teachings that can lead to more diverse and broad information needs for students. It was also found that students' needs and behavior in seeking information to fulfill tasks were not known. Moreover, the literature on information needs and information-seeking behavior in Islamic boarding schools that are available is still quite a few. This study discussed the information needs of SMAIT As-Syifa students in fulfilling academic tasks, information-seeking behavior conducted to meet these information needs, as well as barriers when seeking information to meet these information needs. The method used descriptive quantitative, and the data collection techniques used questionnaires, literature studies, and documentation. The sampling technique used random sampling technique. The findings revealed that in fulfilling the tasks, the majority of students needed information on science or social studies subjects, needed the internet and internet sites, used reference books, conducted in-depth searches and compiled information search results. Apart from that, they felt confused when they did not find the information needed, and troubled to access computers or laptops. This research is supposed to contribute to student's information behavior literature, particularly within the scope of Islamic Boarding School.

Keywords: Information-seeking behavior; Information needs; Academic tasks; Islamic Boarding School; High school students

1. Introduction

The development of communication and information technology makes it easier for someone to obtain or search for information, which can be done through social media, applications, or the web (Putra, 2015). Through various sources of information, a person will be more flexible in choosing the forms of information he wants. Someone who feels a lack of information on something will be encouraged to seek information through various ways and sources to meet the information needs of this matter. The need for information in a person is explained by Kuhlthau (in Dewi, Ati, & Lestari, 2013) as something that gradually arises from a small awareness of something that is lost and then becomes a desire for information that will affect the understanding of the meaning of it.

A person cannot be separated from the need for information because information forms knowledge within a person, which knowledge has a major role in the decision-making process on a matter. Wahyuni, et al. (2020) states that information has benefits for people who will make a decision. The higher the quality and quantity of information that a person has about a matter, the better his knowledge and decision-making abilities related to it should be. As for meeting information needs, someone will try to search for information through various ways, so that they can take advantage of the new information obtained. The process of fulfilling this information need is known as information seeking behavior. The existence of an urge in a person to fulfilling information needs triggers intentional information seeking activities (Desta, du Preez, & Ngulube, 2017).

As for the information needs experienced by each individual or group (Al-shboul & Abrizah, 2016), then the individual or group will try to meet their information needs. An individual or group can experience a deliberate or unintentional urge to obtain the information needed so that satisfaction arises because their information needs are met. Information needs also often arise when a person or group is working on a task that requires information that is following the given task so that the task can be fulfilled (Cahyani & Christiani, 2015; Latiar, 2018).

A task is a job that is required to be done to completion (Reski & Ilyas, 2019). As for giving assignments, it is usually found in the learning process, one of which is at school. Through the assignments given, students can hone their understanding of the material being taught, while teachers can see the extent to which students

understand the material (Endriani & Syukur, 2015). To complete the given task, students need information about the material being taught, so that it can create a need for that information. Dewi et al. (2013) also Cahyani and Christiani (2015) found that students need the information to complete academic tasks given by the teacher. The need for information in completing the task then triggers information-seeking activities or information-seeking behavior to be fulfilled.

Septian and Arfa (2018) using descriptive qualitative research methods with data collection techniques in the forms of observation, interviews, and documentation was found that the majority of the information needs of students at Tegal City 01 Public High School were to fulfilling the tasks of the teacher; sources of information that students often use are printed sources of information; The behavior of students in searching for information is different from each other, but in general, they use notes and keywords. Wahyuni, et al. (2020) explained that the generation Z Information Seeking Behavior at Pekanbaru 08 Public High School using descriptive quantitative research method, with data collection techniques through observation, questionnaire distribution, and literature study found that students' information seeking behavior reflects the eight stages in the information seeking process proposed by Marchionini. The difference between the two previous studies and this research is the location, namely at an Islamic-based private school with a boarding system, As-Syifa Boarding High School Jalancagak. The former studies lead the focus of this research on the needs and behavior of information seeking in the context of fulfilling academic tasks by students.

2. Problem Statement

As-Syifa Boarding High School Jalancagak, where Jalancagak is taken from the name of the sub-district used to distinguish between school branches, is located in Subang Regency, West Java. As-Syifa BHS is an Islamic-based private school that carries a boarding school system or boarding school. The boarding school system means that students, teachers, and other employees who participate in managing the school stay in dormitories/residential premises within the school environment according to the specified period (Bahtiar in Heryadi, Fitriani, & Mutaqin, 2019). The curriculum applied to As-Syifa BHS is the 2013 curriculum from the government, which is combined with a touch of the concept of the Integrated Islamic School (SIT) from the Integrated Islamic School Network (JSIT) as As-Syifa BHS is a member. As-Syifa BHS as an Islamic-based school also has several specific subjects to study several branches of Islamic teachings, such as Fiqh, Aqidah, Sirah Nabawiyah, as well as the Koran and Hadith. Therefore, with the existence of Islamic subjects and general subjects, students need wider and diverse information so that it meets the entire scope of knowledge being studied. The information needs experienced by As-Syifa BHS students based on the

diversity of knowledge learned can also be reviewed, one of which is through the need for information to fulfill the tasks given by the teacher. The existence of these special characteristics of As-Syifa BHS raises interest in researchers to examine the information needs and information seeking behavior of students, especially in completing academic assignments by students.

The information needs and information-seeking behavior of students at As-Syifa BHS, which includes a discussion of information needs, information-seeking behavior, and the obstacles experienced by As-Syifa BHS students in finding information for fulfilling academic assignments. In line with the formulation of the problem, this study aims to find out about the information needs of As-Syifa BHS students in fulfilling academic tasks, information seeking behavior carried out in meeting these information needs, as well as obstacles faced in the implementation of information retrieval to meet these information needs. This research is also expected to add to the treasures of literature on information needs and information seeking behavior, especially in the scope of Islamic-based schools with boarding school systems, and can assist schools in increasing the availability of information sources and the quality of facilities in meeting students' information needs to support the learning process.

3. Literature Review

Information needs or information needs are a condition that can be experienced by everyone, because no one does not need information (Latiar, 2018). A person can realize his information needs when faced with a condition of finding a problem that has not been able to be resolved personally, thus requiring more information from sources outside himself (Sugiarto in Dewi et al., 2013). Dervin argues that the need for information can be said as a situation that arises in a person over a gap that needs to be filled with something in the form of information (Case, 2007).

The information needed by each person can be different, so the way to fulfilling the required information will also differ from one individual to another (Wahyuni et al., 2020). In meeting their information needs, a person can look for information from manual sources (e.g. newspapers or textbooks), computer system-based sources (e.g. the internet), web search engines, consulting with experts, asking friends, going to the library, to watching television (Wilson, Rieh & Hilligoss in Desta et al., 2017). Information needs can include a person's desire to obtain information related to work, research, spiritual satisfaction, education, entertainment, and other things (Sulistyo-Basuki in Dewi et al., 2013; Line in Wahyuni et al., 2020). Pannen (in Septian & Arfa, 2018) argues that work is a factor that generally affects a person's information needs. As for a student's job is

to study, Onwardani (in Farasabila & Rachman, 2019) identifies students' information needs into three types, namely personal needs, needs related to social roles, and needs related to the environment.

Information seeking behavior is a process that includes several stages of searching and filtering, collecting and evaluating information, to synthesizing and using information (Wallace, Kupperman, Krajcik, & Soloway in Nettet, 2014). Marchionini (in Al-shboul & Abrizah, 2016) explains that information seeking behavior is a process that is experienced intentionally to change one's knowledge, which is closely related to learning and problem-solving. In simple terms, Rohmiyati (2018) defines information seeking behavior as an attempt to find information with a specific purpose as a result of the emergence of information needs to fulfill a purpose.

Figures such as Wilson, Ellis, Case, Marchionini, as well as Kuhlthau have formed and developed theories and models in information seeking so that they can identify and explain the information seeking behavior of various groups of information users (Farasabila & Rachman, 2019; Lopatovska & Sessions, 2016; Nettet, 2014; Wahyuni et al., 2020). The Kuhlthau model, which was originally the basis of research for school students (Robson & Robinson, 2013), describes the general pattern of experiences of information users in seeking information for different complex tasks at the beginning and at the end, which requires learning and development (Kuhlthau, 2006). In Kuhlthau's model, there are six stages in the forms of initiation, selection, exploration, formulation, collection, and presentation, which are related to the feelings, mindset, and actions of information users in information seeking (Al-shboul & Abrizah, 2016; Septian & Arfa, 2018). By Kuhlthau affective experiences or feelings are considered to have an important role in the development and search for information (Savolainen, 2015). At the end of the search for information, the success or failure of the search carried out affects the emotional experience, which will determine whether the search for information is stopped or continued to meet other additional information needs (Orlu, Ilo, & Tochukwu, 2017; Savolainen, 2015). The success of information search is associated with satisfaction or fulfillment of information needs, while the unsuccessful search for information is associated with dissatisfaction or not meeting information needs (Otoide, 2015). Meanwhile, Huvila (2011) stated that failure in seeking information is a natural thing.

In Wilson's model, the specific context of the information seeking activities carried out can affect the information search itself (Lopatovska & Sessions, 2016). The context in information seeking studies is described as a situation that surrounds a person's information seeking behavior (Dervin in Sedghi, Shormeij, & Tahamtan, 2018). Talja (in Sedghi et al., 2018) defines context as any factor or variable that appears to influence an individual's information seeking behavior: socio-economic conditions, work roles, tasks, problem situations, communities and organizations, their structures and cultures, and so on other.

Meanwhile, in the information search process, there are obstacles defined by Świgoń (2011) as obstacles that hinder, or prevent access to information, namely in other words the search and use of information. Świgoń (2011) categorizes barriers in general information seeking into 4 types, namely barriers related to personal traits, interpersonal barriers, environmental barriers/circumstances, and barriers related to information sources. These may be found in every individual including high school students in the process of completing their tasks.

A task is a job that is required to be done to completion (Reski & Ilyas, 2019). As for the learning process, giving assignments is a common activity at school. Giving assignments by teachers to students has their respective uses for teachers and students. Through the assignments given, students can hone their understanding of related materials, while teachers can see the extent to which students understand the subject matter provided (Endriani & Syukur, 2015). The task given by the teacher is also a series that can affect the student's learning process. Slameto (in Desyafmi, Firman, & Ifdil, 2014) states that student success in learning is supported by doing the best possible assignments. Then it is also said that the completion of the task will affect the activities and student learning outcomes. Therefore, the fulfillment of academic tasks is important in the learning process, so students need to optimize the process to complete the task.

As for fulfilling academic assignments, students may experience obstacles, for example, the given task is deemed too difficult to complete. However, based on the opinion of Irsyad and Elfi (in Desyafmi et al., 2014) which said that basically there are no tasks that cannot be completed because tasks that are considered difficult can be completed by understanding examples in textbooks or other reading sources. This opinion implies the conditions experienced by students due to lack or lack of adequate information to complete academic tasks, and ultimately create a need for information in students. Therefore, in the learning process, students cannot be separated from the need for information, one of which is to fulfill academic assignments. In line with this statement, in several studies conducted including research by Dewi (2013) also Septian and Arfa (2018), it was found that students need the information to be used in doing academic assignments given by the teacher.

4. Research Methods

This research is quantitative research, which is defined by Creswell as a type of research that explains phenomena by collecting numerical data that is analyzed using mathematics-based methods, especially statistics (Duli, 2019). The research method used in this research is descriptive quantitative, which is defined by Lehmann (in Yusuf, 2014) as a type of research that aims to describe a fact and the nature of a particular

population in a systematic, factual, and accurate manner; and trying to provide a detailed description of a phenomenon.

In collecting data, a survey method was applied, which is a research method used to solve problems under the questions that have been asked or under the problems that have been observed (Duli, 2019). Surveys, according to Polland (in Duli, 2019), are a systematic way to ask people to provide information about their attitudes, behaviors, opinions, and beliefs. In line with Sinambela's (2014) statement that data collection in the survey method generally uses questionnaires, in this study data was collected through the distribution of closed questionnaires in the form of Google Forms online by sending links to 16 class groups on the Telegram application.

The validity and reliability test of the questionnaire used the SPSS application. The trial was conducted on a sample of the study population of as many as 13 people. The validity of the instrument is calculated through Pearson's product-moment correlation by correlating the score of each item with the total score (Kurniawan & Puspitaningtyas, 2016). Items are valid if $r_{count} > r_{table}$, then invalid items are deleted and valid items are retested (Sinambela, 2014). Instrument reliability was calculated through Cronbach's Alpha internal consistency with a minimum reliable item coefficient of 0.7 (Creswell & Creswell, 2018; Siyoto & Sodik, 2015). In addition to primary data obtained from questionnaires, this study also uses secondary data obtained from literature studies.

The population or the whole object of research (Arikunto in Siyoto & Sodik, 2015) included in this study included students in grades 11 and 12 of As-Syifa BHS, totaling 525 people. From this population, a sample was determined based on the theory of Gay and Diehl (in Hashim, 2010; in Kurnia, 2020; in Pratiwi, Furuya, & Sulistyantara, 2014) that in the descriptive research the sample size was at least 10% of the population, which amounted to 53 people with rounding off numbers. The sampling technique uses a random sampling method, namely a sample based on probability, which is known that it is possible for all members of the population to be selected as a sample, with the probability of sampling that is not necessarily equal for each member in the sampling list (Fricker, 2008).

The data that has been obtained is then analyzed using descriptive statistical techniques. Kurniawan and Puspitaningtyas (2016) argue that descriptive statistics are statistics used when researchers do not intend to make general or general conclusions on the collected data that is analyzed in the form of descriptions. The descriptive statistics carried out apply portrait data analysis which is the calculation of the frequency of a value in a variable, which can be presented as an absolute number or as a percentage of the whole (Siyoto &

Sodik, 2015). As for interpreting the data obtained, this study applies the parameters from Arikunto (in Wahyuni et al., 2020), as follows:

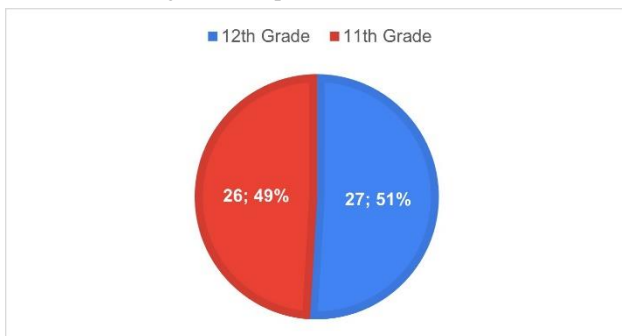
- 0.00%: None
- 1.00%–24.99%: A small percentage
- 25.00%–49.99%: Almost half
- 50.00 %: Half
- 50.01%–74.99%: Most
- 75.00–99.99%: Generally
- 100%: Entirely

5. Findings and Discussion

4.1 Respondent Profile

Respondents in this study were students of As-Syifa BHS, totaling 53 people with rounding numbers, which were taken from 10% of the population, totaling 525 people. In the following figures, the frequency

Figure 1. Respondents' Class Grade



and percentage of personal data for As-Syifa BHS students will be shown based on grade level, class interest, and gender.

Figure 1 is showing us about respondents' class grades, it was found that most of the respondents were 11th grade students of 51% totaling 27 people, and almost half of the respondents were 12th graders of 49% totaling 26 people.

Figure 2. Respondents' Class Interest

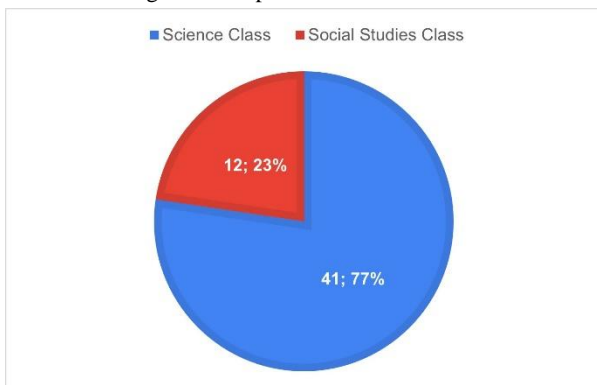
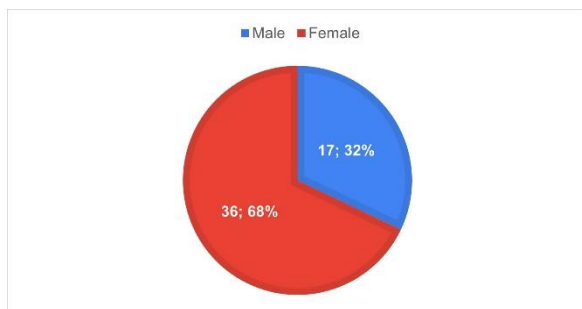


Figure 2 shows that respondents of science class students of 77% totaling 41 people, and a small proportion of respondents were social studies class students of 23% totaling 12 people. The data results in the fact that the class distribution at As-Syifa BHS is dominated by science classes, with details that at each grade level, both male and female (male and female students have different dormitories and schools buildings) there are 3 specialization classes. IPA and

Figure 3. Respondents' Gender



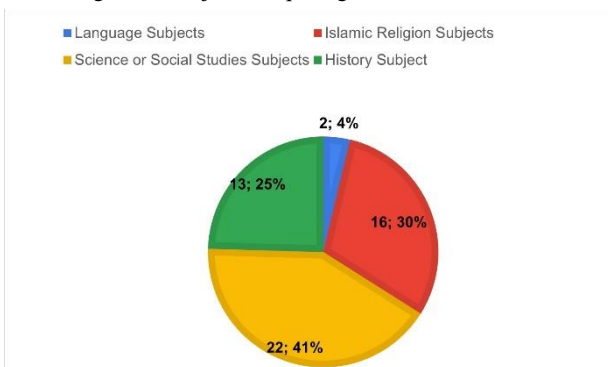
1 IPS specialization class, so that the total IPA specialization class is 12 classes while the IPS specialization class is 4 classes.

Based on Figure 3. Gender of Respondents, it was found that most of the respondents were female of 68% or 36 people, and a small part of the respondents is male of 32% of 17 people.

4.2 Student Information Needs in Fulfilling Academic Tasks

In the following figures, the frequency and percentage of information needs of As-Syifa BHS students in fulfilling the tasks given by the teacher will be shown based on the subject, information facilities, forms of information sources, and types of school library collections.

Figure 4. Subjects Requiring Information Search



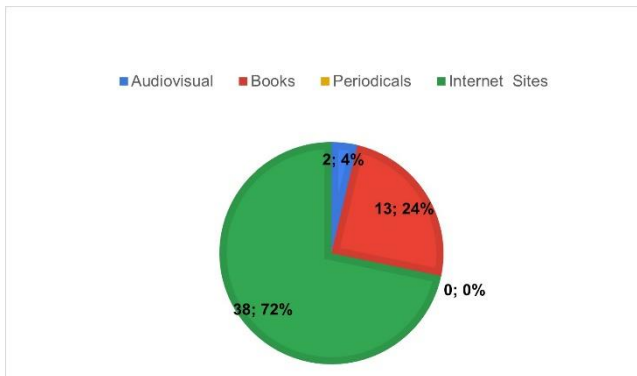
Based on Figure 4, it shows that almost half of the respondents consistently chose science or social studies subjects, Islam, and History as the subject that requires information seeking in fulfilling academic tasks, while a small proportion of respondents choose Language as a subject that requires information seeking in fulfilling academic assignments. Science or IPS subjects get 41%, totaling 22 people, with details of science class students who

choose science subjects (Biology, Physics, Chemistry) are 17 people, while IPS class students who choose IPS subjects (Geography, Economics, Sociology) is 5 people. Islamic Religion subjects (Fiqh, Aqidah and Morals, Sirah, Tafsir and Hadith) obtained 30% or 16 people. History subjects get 25% or 13 people. And language subjects (Indonesian, English, Arabic) obtained 4% or 2 people.

The factor that generally affects a person's information needs is work (Pannen in Septian & Arfa, 2018). As for As-Syifa BHS students as a student, they are classified into science and social studies classes which can be seen as factors that affect the high frequency of science or social studies subjects as subjects that require information seeking. Islamic subjects which have the second highest frequency can also be seen as a form of influence of the SIT curriculum on As-Syifa BHS as an Islamic-based school.

Figure 5 indicates the forms of required information sources, it was found that most respondents chose the internet site as a form of information source needed to fulfill academic assignments, a small number of

Figure 5. Forms of Required Information Sources



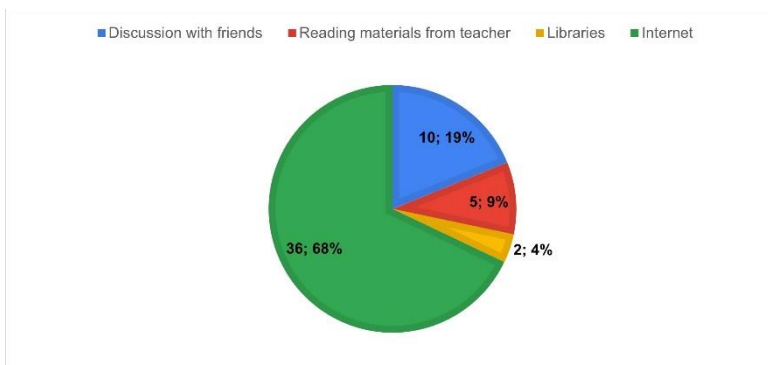
respondents chose books and audiovisuals as a form of information source needed to fulfill academic assignments, and there were no respondents who choose periodicals as a form of source of information needed to fulfill academic assignments.

The sources of information in the form of internet sites obtained 72% or 38 people. Sources of information in the form of books obtained 24% or a total of 13 people. And

sources of information in the form of audiovisual of 4% or a total of 2 people.

The internet site as a form of information source that is most needed by students is in line with research by Wahyuni (2020), where high school students directly use the website when searching for information. The various formats of information on websites on the internet, ranging from text, images, sound, and video, make the information on the website interesting, interactive, and varied (Ajie in Wahyuni et al., 2020), so that it can be an added value according to students if compared to other forms of information sources.

Figure 6. Mediums of Required Information



Based on Figure 6, most respondents chose the internet as a medium of information needed to fulfill academic assignments, and a small proportion of respondents chose discussions with friends, reading materials from teachers, and libraries as a medium of information needed. in fulfilling academic tasks. Information facilities in the form of the internet

obtained 68% or a total of 36 people. Information facilities in the form of discussions with friends gets 19% or a total of 10 people. The medium of information in the form of reading materials from the teacher obtained 9% or a total of 5 people. And information facilities in the form of libraries get 4% or a total of 2 people.

The internet is a good source of information for learning, so many students use the internet to find information, study materials, instructions, or solutions in doing assignments (Cheng, Liang, & Tsai; Cheng & Tsai; Chuang & Tsai in Shen, 2018), as the data above shows that the internet is a means of information with the highest level of need by students. A large amount of up-to-date information, as well as the speed and ease of finding information using the internet compared to using books, are also the attractions or advantages of the internet (Ng dan Gunstone in Gasser, Cortesi, Malik, & Lee, 2012).

Figure 7. Types of Library Collection Used

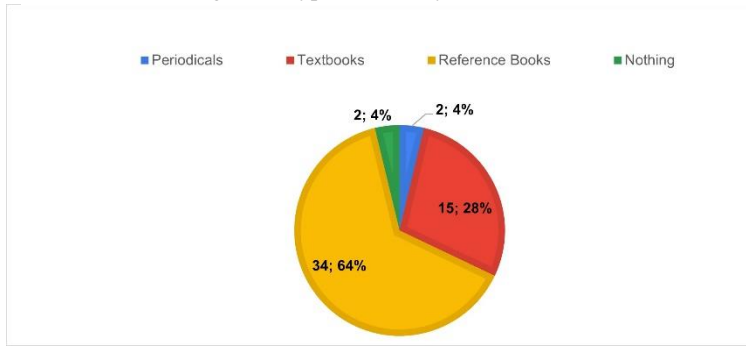


Figure 7 shows that most respondents chose reference books as the type of school library collection used in fulfilling academic assignments, almost half of respondents chose textbooks as a type of school library collection used in fulfilling academic assignments, some a small number of respondents chose periodicals

as the type of school library collection used in fulfilling academic assignments, and another small number chose no type of school library collection used to fulfill academic assignments. The type of collection in the form of reference books obtained 64% or 34 people. The type of collection of textbooks received 28% or 15 people. The type of collection of periodicals received 4% or 2 people. While some 2 other people of 4% chose the absence of the type of school library collection used in fulfilling academic assignments. According to Ashioya (in Kwanya & Nyariki, 2019), one of the factors that influence the use of the school library is the library collection, so that when viewed from the aspect of the collection, As-Syifa BHS students have not fully utilized the library.

As-Syifa BHS students are placed separated between boys and girls, including a school building equipped with facilities such as a school library. The following table will show the use of school library collection types in fulfilling academic tasks by gender.

Table 1. Cross Table of Library Collection Types' Usage Based On

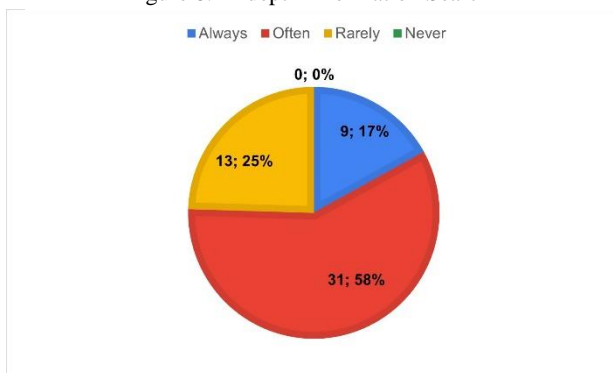
| Library Collection Types | Gender | | | | Total |
|--------------------------|-----------|----------------|-----------|----------------|-------------|
| | Male | | Female | | |
| | Frequency | Percentage (%) | Frequency | Percentage (%) | |
| Periodicals | 0 | 0% | 2 | 4% | 4% |
| Textbooks | 7 | 13% | 8 | 15% | 28% |
| Reference books | 10 | 19% | 24 | 45% | 64% |
| Nothing | 0 | 0% | 2 | 4% | 4% |
| Total | 17 | 32% | 36 | 68% | 100% |

The table above shows that 19% or 10 male students use reference books, 13% or 7 students use a textbook, and no students use this type of collection periodical publications or those that do not use school library collections at all in fulfilling academic assignments. Meanwhile, 45% or 24 female students use reference book collections, 15% or 8 students use a textbook, 4% or 2 students use periodical, and 4% or 2 students did not use the school library collection in fulfilling their academic assignments. The table above also shows that although the school libraries for boys and girls are different, in each library the type of collection with the highest use for fulfilling academic tasks is reference books, followed by textbooks as the type of collection with the second highest use.

4.3 Student Information Seeking Behavior in Fulfilling Academic Tasks

The following Figures show the frequency and percentage of information seeking behavior of As-Syifa BHS students in fulfilling the tasks given by the teacher based on actions in seeking information, feelings in seeking information, and obstacles in seeking information.

Figure 8. In-depth Information Search

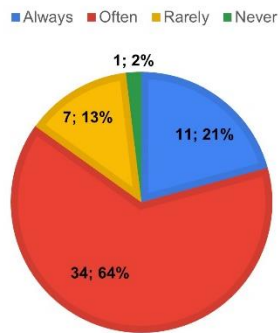


Based on Figure 8. In-depth Information Search, in conducting an in-depth information search by referring to specific topics or themes obtained from previous information searches, it was found that most of the respondents answered that they often did an in-depth search, almost half of the respondents answered that they rarely did an in-depth search. In-depth, a small number of respondents answered that they always did an in-depth

search, and none of the respondents answered that they never did an in-depth search. Respondents who answered that they often searched for information in depth had a percentage of 58% or 31 people. Respondents who answered that they rarely searched for information in depth had a percentage of 25% or 13 people. And respondents who answered that they always searched for information in depth had a percentage of 17% or 9 people.

These data are in line with research by Wahyuni, et al. (2020), in which high school students conduct an in-depth information search on the internet using a mobile phone or laptop. By conducting an in-depth information search, students also have a greater chance of succeeding in information search (Heinstrom; Schacter, Chung, & Dorr; de Vries, van der Meij, & Lazonder in Gasser et al., 2012).

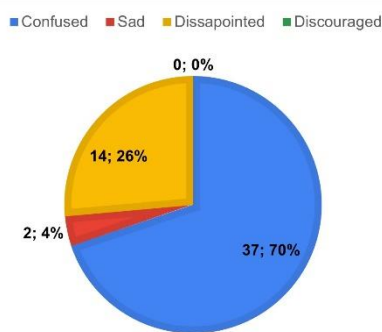
Figure 9. Compiling Information Search Results



Based on Figure 9, it shows that a small proportion of respondents answered that they always compiled information by the search for information, another small part answered that they rarely compiled the information from the search for information, and another small part answered that they never compiled the information. Respondents who answered that they often compiled information obtained from information retrieval of 64% or 34 people, from information seeking of 21% or 11 people, and rarely compiled information obtained from information seeking of 13% or 7 people. And the respondents who answered that they never compiled the information obtained from the information search of 2% or 1 person.

The data above is in accordance with Septian and Arfa's (2018) findings, that high school students compile information on information search results by being recorded in books, photocopied, and photographed with cellphones. Meanwhile, according to Wahyuni et al. (2020) to obtain information that is relevant to the topic being sought, several efforts can be made, such as re-reading, scanning, and classifying information that is deemed relevant, so that it can be stored and then compiled.

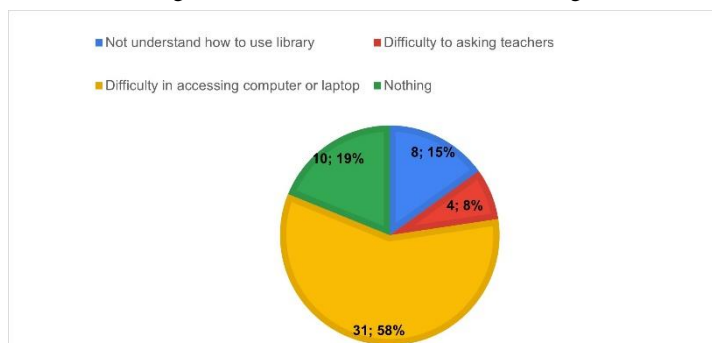
Figure 10. Feelings When The Information Required Not Found



Based on Figure 10, most of the respondents felt confused when they could not find the information needed to fulfill academic assignments, almost half of the respondents felt disappointed when they could not find the required information, a small part of the respondents felt sad when they did not can find the required information, and no respondent feels discouraged when they cannot find the required information. 70% or 37 respondents feel confused when they cannot find the required information, 26% or 14 respondents feel disappointed when they cannot find information, and 4% or 2 respondents feel sad when they can't find information.

The data above is in accordance with Lopatovska dan Arapakis's (in Savolainen, 2014) findings, that the negative emotions are caused by software failures and confusing search strategies in information retrieval. Meanwhile, the failure to search for information is a natural thing based on the opinion of Huvila (2011), the failure or unsuccessful search for information indicates dissatisfaction or unmet information needs (Otoide, 2015). The presence of negative feelings or emotions can hinder further searches and limit the search for information that is carried out (Orlu et al., 2017; Savolainen, 2014). However, based on the feelings or emotions that students feel, students can then determine whether the search for information should be continued or stopped (Orlu et al., 2017; Savolainen, 2015). As for reviewing the essence of searching for information by students, namely to fulfill assignments, students need to look for the information needed in order to meet the information needs. Students who have high openness to experience will also tend to be encouraged to seek other additional information (Orlu et al., 2017).

Figure 11. Barriers to Information Searching



Based on Figure 11, it was found that most respondents answered difficulties in accessing computers or laptops in finding information to fulfill academic assignments, a small number of respondents answered that there were no obstacles in finding information, a small portion answered that they did not understand how to use the library

in searching for information, and a small number of others answered the difficulty of asking teachers to find information to fulfill academic assignments. Respondents who answered difficulties in accessing computers or laptops as obstacles in finding information to fulfill academic tasks of 58% or 31 people. Respondents who answered there were no obstacles in finding information to fulfill academic assignments of 19% or 10 people. Respondents who answered that they did not understand how to use the library as an obstacle in finding information to fulfill academic tasks of 15% or 8 people. And respondents who answered the difficulty of asking the teacher as an obstacle in finding information to fulfill academic tasks of 8% or 4 people.

In the research by Świgoń (2011) the most common obstacles found in the academic environment are barriers related to personal traits and interpersonal barriers, while the data above shows that barriers related to information sources are the barriers with the highest frequency. It is known that As-Syifa BHS has regulations regarding the use of laptops or computers for students, this can also be considered as one of the factors that affect the difficulty of accessing computers or laptops for students to find information in fulfilling academic assignments. The existence of students who do not experience obstacles in finding information can

be considered smooth when looking for information, but can also be seen as an alternative answer because there are no available answer choices that represent the obstacles that actually happened.

6. Conclusions

The information needs of As-Syifa BHS students in fulfilling the tasks given by the teacher are reviewed based on subjects, information facilities, forms of information sources, and types of school library collections. As for the information needs of As-Syifa BHS students to fulfill academic tasks for science or social studies subjects, they are the highest, followed by Islamic religion, history, and language. The need for information to fulfill academic assignments on science or social studies subjects and Islam outperforms the other two subjects can be reviewed through the context of the curriculum applied. It is known that the class specialization is divided into science classes and social studies classes, so that science and social studies are core subjects in learning. It is known that As-Syifa BHS is based on Islam, so that the subject of Islamic Religion becomes the subject needed to realize the Islamic basis.

It is also known that the majority of As-Syifa BHS students need information sources in the form of internet sites to fulfill academic assignments. Books also become a form of the second source of information needed and audiovisuals become a form of the third source of information needed to fulfill academic assignments. Meanwhile, there are no As-Syifa BHS students who need sources of information in the form of periodicals to fulfill academic assignments. The majority of As-Syifa BHS students need information facilities in the medium of the internet to fulfill academic assignments. The second medium of information needed to fulfill academic assignments is discussion with friends, then the third medium of information needed is reading material from the teacher, and the last medium of information facility needed is the library.

The type of school library collection used by the majority of As-Syifa BHS students to fulfill academic assignments is reference books. The second type of school library collection used is textbooks, while the type of collection in the form of periodicals used with no type of collection used has equivalent data results, so they are both the third. As for the difference between the school library for boys and girls, the use of the types of school library collections can be reviewed based on gender. It was found that the majority of sons and daughters used reference books in fulfilling academic assignments, and this was followed by textbooks for both men and women. Despite using different libraries, it appears that the use of library collection types to fulfill academic tasks, both for boys and girls, has similarities.

Regarding the information seeking behavior of As-Syifa BHS students, it was found that the majority of students often searched for information in depth by referring to specific topics or themes obtained from

previous information searches. It was also found that there are more students who rarely searched for information in-depth than students who always searched for information in depth about the given task. It was found that the majority of students often compile or assemble in detail the results of searching for information relevant to the given task. It was also found that students who always compile information search results are more than students who rarely compile information search results, while students who never compile information search results regarding a given task have the least number of them compared to the three. The majority of As-Syifa BHS students feel confused when they cannot find the information needed to fulfill their academic assignments. Students who feel disappointed when they can't find the information they need are even more than students who feel sad when they can't find the information they need. Meanwhile, there are no students who feel hopeless when they cannot find the information needed to fulfill academic assignments, so it is still possible to conduct an information search again to get the information needed.

Furthermore, the most obstacles experienced by As-Syifa BHS students in searching for information to fulfill academic assignments are difficulties in accessing computers or laptops, then followed by the absence of obstacles experienced by students, followed by lack of understanding of how to use the library, and the last is an obstacle in the form of difficulty to ask the teacher. It was found that the facilities and forms of information sources most needed by students in fulfilling academic assignments are the internet or internet sites, but the most common obstacle is difficulty in accessing computers or laptops, while students access the internet mainly through computers or laptops facilitated by the school. . Therefore, so that students' information needs on internet sites or the internet itself can be met, it is hoped that the school can improve the provision and facilitate student access to computers or laptops in fulfilling academic assignments.

The opportunity for future research is to use a research population consisting of grades 10, 11, and 12 both male and/or female. In addition, research that focuses on different contexts, for example, based on the environment or school culture can also be carried out. Researchers also suggest researching with a qualitative approach, for example through interviews, so that in-depth research can be carried out.

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