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# **Influence of Offline and Online Access Skills on Motivation to Access Institutional Repositories**

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## **Abstract**

The ability to access research information offline to the library and access online through a repository becomes an important ability that must be owned by the library, especially for upper-semester students. This research aims to determine the influence of offline and online access skills on accessing institutional repositories, using access skill limitations from the concept of IFLA literacy and the Theory of planned behavior (TPB). Quantitative research methods with multiple linear correlation analysis using SPSS version 25. The study respondents were 93 users from the student population of IAIN Purwokerto last semester. The results showed that there is a positive influence between access skills offline library and motivation to access repositories; there is a positive influence between the access skills online of the library and the motivation to access the repository, and there is a positive influence between access skills offline and online libraries simultaneously with the basis to access repositories. It was found that online access skills had more impact on the motivation to access repositories than the influence of offline access skills.

Keywords: literacy, IFLA, access skill, institutional repository, Theory of planned behavior.

## Introduction

The need for student information as a potential library for the college library is a concern for the service policy in the library. Digital services are here to meet information needs by offering several conveniences, including: accessible from outside the library, accessible via smartphone, tablet/computer/personal laptop, and can be read at any time. Digital services in the IAIN Purwokerto library include Bookless library, e-library that can be accessed through play store on the android lift, web library with [lib.iaianpurwokerto.ac.id](http://lib.iaianpurwokerto.ac.id) address, OPAC (online public access catalog). In addition, this digital format is also provided for access services for lecturers' work (books/modules, etc.), lecturer research results, thesis /dissertation, journal articles published by IAIN Purwokerto. This is a repository service, with a database address [repository.iaianpurwokerto.ac.id](http://repository.iaianpurwokerto.ac.id).

The IAIN Purwokerto repository is provided to meet the information needs of the academic community in particular and the public at large. The content of the repository in the form of scientific work owned by IAIN Purwokerto will be needed by students studying research methods or students completing the final task in the form of a thesis/ dissertation. Before there was a repository, students could only read in the library, i.e., on the reference service section of the research results section. With this repository service, students have a broader opportunity to access the need to access scientific information. As of January 24, 2020, the IAIN Purwokerto repository management record shows a total of 2812 users and 130,297 files uploaded. This number of users indicates a high enough student interest in accessing the repository service.

But on the other hand, physical visits to the library, especially research results services, thesis/ dissertation, are still. The utilization of this repository by students in its use requires access skills. Access skills are part of literacy skills as IFLA (International Federation of Library Associations) describes literacy skills as accessing, evaluating, and using information. (Jesus, 2006:17). A study by Dzabyu (2013:31) Explained that 94.4% of students search for information in the library independently (alone). In comparison, 2.6% ask for help from friends or library staff. Students require information literacy skills to evaluate and use information through the media provided by the library so that information sources can be used optimally.

Repository service facilities can be a library attraction to increase the number of visits, namely through online visits. Repository visit data in November 2019 amounted to 8 9 In December 2019 amounted to 6,193 (IAIN Purwokerto repository data), while visits to the library in November amounted to 16,607. December, r as many as 11,817 visits (source: SliMS database of IAIN Purwokerto Library) The repository vi, sit data is divided into four parts: visitors who only open the web repository, visitors who open articles in the repository, visitors who download essays in the repository, and new visitors who first access the repository. The repository service provides a digital version of the thesis/thesis/dissertation service, lecturer research report, lecture module, and e-journal.

IAIN Purwokerto students in semester seven and above are advised to have a repository account because it is considered helpful to complete thesis tasks. However, because of utilization requires access skills, there are still students who do not access even though they already have a repository account. Through observation, it is known that these students forget their passwords, which means that the student does not access them. A study of the month that 60% of researchers agreed that the e-journal form was the best source of information, but 70% were uncomfortable with the electronic form ([Kumar, 2013:1](#)). Similarly, repositories as an electronic form of thesis can be liked by students.

Research (2019) reveals how institutional repositories' utilization, the advantages and disadvantages of institutional repositories, and their development. The importance of offline access skills and online access for libraries needs to be evaluated with the motivation of accessing their impact repositories. It is important to assess because it will affect the library service and collection development policy.

## Literature Review

### Theory of Planned Behavior

The Theory of reasoned action was updated to Theory Planned Behaviour by Ajzen in 1991 ([Mahyarni, 2013:13](#)). There is a criticism of the TRA theory that bases behavior more on logic, while many events show that human behavior is also based on emotions and affection ([Al-Sugri and Al-Kharusi, 2015:190](#)). TRA (reasoned action theory) says that behavior is determined by an individual's desire to perform or not perform a behavior or vice versa. At the same time, TPB (Theory Planned Behaviour) adds to the perceived control behavior ([Mahyarni, 2013:13](#)).

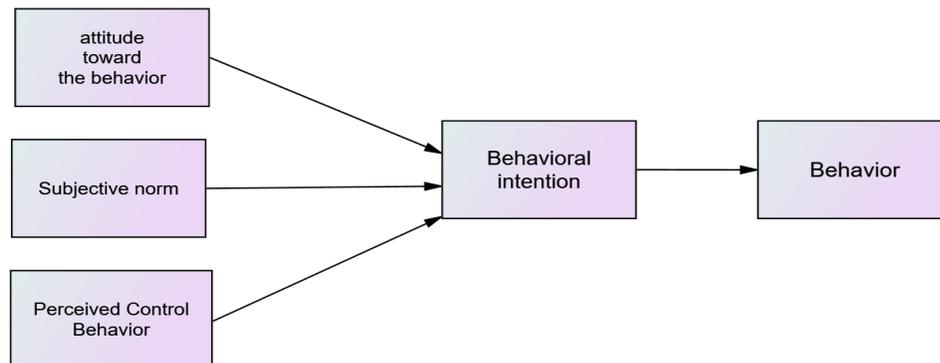


Figure 1. Theory Planned Behaviour Model ([Ajzen, 1991](#))

The Theory of planned behavior suggests that human actions are guided by three factors, namely beliefs about behavioral outcomes and evaluation of the results of behavior beliefs about normative expectations of others, motivation to adhere to those expectations, ideas about the presence of factors that facilitate or inhibit behavior, and the perception of power on those factors (control belief) A combination of attitudes toward behavior, subjective norms, and perceptions of behavioral control result in the formation of intense behavior (behavioral intentions) ([Machrus and Purwono, 2010:64](#)). There are several purposes and benefits of this Theory, among others: to predict and understand the motivational influences on the person who is not under the control or willingness of the individual himself to identify how and where to direct strategies for behavior change to explain a critically important aspect of some human behavior (why someone does something, for example why buy something, why visit a specific location, why not go to school, why break the rules, etc.) ([Mahyarni, 2013:19](#)).

Although this Theory departs from the study of social psychology but the application of this Theory has penetrated several other fields, including the field of library and information science. The Theory of planned behavior (TPB) to measure behavior. In terms of motivation to visit a library, this Theory is used to determine the attitude of the library too and access information to the repository, the subjective norms of the library accessing the repository, and control the behavior of the library accessing the repository. Measuring attitudes; Attitude to behavior is defined as evaluating a particular behavior or object of attitude. While measuring intentions can be predicted from attitude (attitude), subjective norm (subjective norm), and perception of behavior control (perceived behavior control). Moreover, these four aspects (intentions, attitudes, subjective norms, and perceptions of behavior control) affect behavior. ([Machrus and Purwono, 2010:70](#)). In this study, the motivation of visiting the repository was represented by indicators of intentions, attitudes, subjective norms, and perceptions over behavioral control.

### Access Skills in Information Literacy

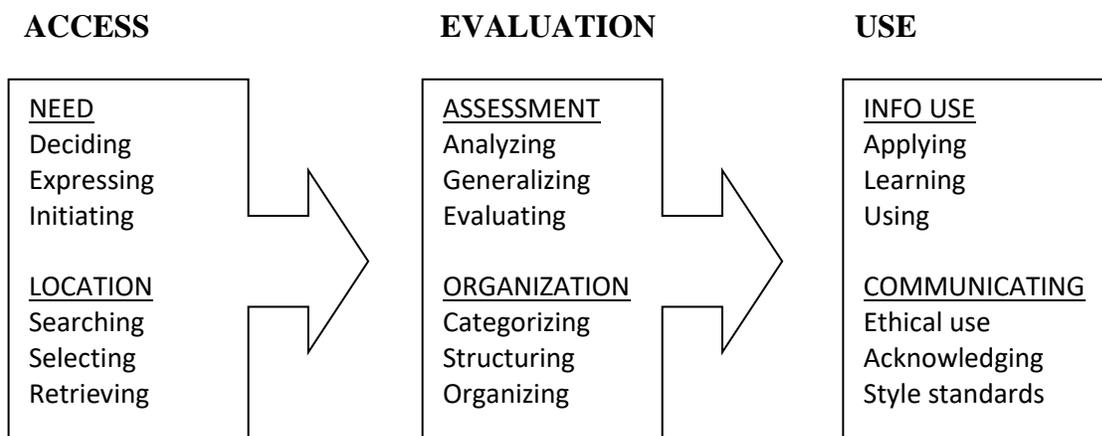


Figure 2. Information Literacy, according to IFLA ([Jesus, 2006:17](#)).

1. Access
  - a. Define and articulate information needs
    - (1) Able to decide what information to look for
    - (2) Decide what to do to find information
    - (3) Express and define the information needed
    - (4) Initiate to search for this information
  - b. Find the location of information
    - (1) Identify and evaluate potential sources of information search
    - (2) Choose which information to take
    - (3) Find a location and reuse location information
2. Evaluation
  - a. Assessing information
    - (1) Analyze and examine the information obtained
    - (2) Generalize and interpret information
    - (3) Evaluate the accuracy and interrelationship of information obtained
  - b. Organizing information
    - (1) Categorize information
    - (2) Grouping and organizing recovered information
    - (3) Determine which information is most important and useful
3. Use
  - a. Using information
    - (1) Looking for ways to inform information
    - (2) Using the information found
    - (3) Understanding information as knowledge
    - (4) Presenting (reproducing information)
  - b. Communicate and use information well
    - (1) Understand the ethical uses of information (as well as its legal use)
    - (2) Communicate learning products with an intellectual appreciation
    - (3) Use the relevant standard form of award.

## **Repository Services**

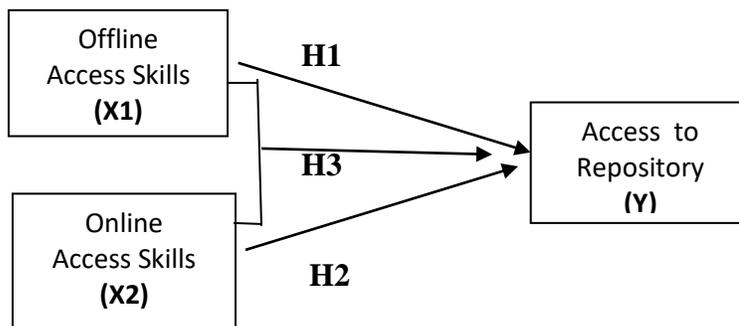
Repositories become models of open access-based scientific communication in research institutions and universities ([Yuniasih et al., 2018:7](#)). The word repository means a deposit, and the term institutional repository, meaning institutional deposit, refers to an activity of collecting and preserving digital collections that are the intellectual work of a particular community. Institutional repositories are often associated with gathering academic work ([Pendit, 2008:137](#)). According to Lynch in [Harliansyah \(2016\)](#), An institutional repository is a series of services developed by a university (institution) in the form of the management and dissemination of various results of scientific activities of the academic community in digital format. A critical study related to libraries is the emergence of an open-access movement that

wants open access to information for anyone, which is now hindered by licensing ([Ibrahim and Iriantara, 2017:306](#)).

As well as journals that have developed into electronic journals, this IAIN Purwokerto repository is an electronic form of research that students and lecturers have conducted in the IAIN Purwokerto environment. Suppose the accessibility of electronic journals is the user's activity in obtaining information through procedures contained in each database or database of electronic journals (Irianti and Hermeni, 2013:7). In that case, the accessibility city of the repository can be interpreted as the library's activity in obtaining information formation through procedures contained in the repository database. In this case, access skills of the library are essential.

### Visit Intention

A visit to the library is the activity of entering the library to access information and other activities in the library that are recorded manually or electronically ([Lasa Hs and Suciati, 2017:368](#)). In this case, the motivation to visit the library can be interpreted as the encouragement to visit to physical and online (rough the web or digital library). In this case, you can also visit online or access the repository.



**Figure 3. Research Framework**

[Hardiyanti \(2015\)](#) found a significant role in information literacy skills in library utilization. Research on the level of information literacy of the library at the IAIN Purwokerto Library has been done before, using the standards of The Seven pillars from SCOUNL. The research results have shown that the overall average value of variables is 2.81 (scale 4). It can be concluded that the literacy of the information library in the IAIN Purwokerto library can be categorized well ([Antasari, 2017, p. 137](#)). Another study found that 41% of college students did not use the institution's repository ([Setiyono & M, 2019, p. 26](#)). This prom researcher searches to look at the relationship of access skills of library services and their effect on the interest of visits to repositories.

## Method

This study is correlational. The purpose of correlational research is to detect the extent to which variations in a factor are related to variations in one or more characteristics based on correlation coefficients ([Suryabrata, 2011, p. 82](#)). This research seeks to explain the influence of offline and online access skills on the motivation to access the repository. The population in this study is a member of the IAIN Purwokerto library in the 8th and 10th semesters who have a repository account (user), which amounts to 1,253 libraries (source: repository database). The number of samples taken using the formula Slovin with a sampling error of 10% is 93 library users.

This study uses random sampling by sorting randomly using Excel. This technique is also called random, haphazard, indiscriminate/ not favoritism, objective so that all elements of the population have the opportunity to be a sample of research ([Taniredja and Mustafidah, 2011:35](#)). This method of data collection uses questionnaires. This study will use multiple regression analysis. Multiple regression analysis is intended to test the effect of two or more independent variables on one dependent variable ([Janie, 2012:13](#)).

## Result and Discussion

### 1. Test Data Analysis Requirements

**Table 1. Validity Test**

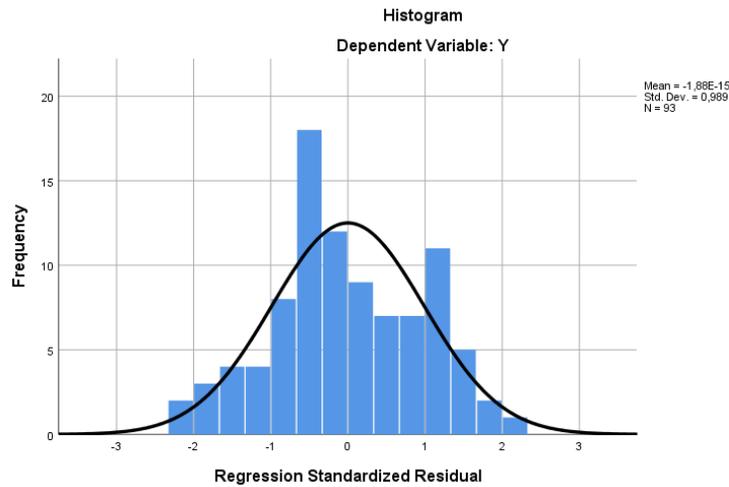
Number of questionnaire	R Value X1 Variable	R Value X2 Variable	R Value Y Variable
1	0,64	0,57	0,81
2	0,60	0,61	0,80
3	0,57	0,62	0,69
4	0,61	0,46	0,78
5	0,65	0,65	
6	0,60	0,60	
7	0,67	0,74	
8	0,58	0,56	

The value of  $r$  calculates the magnitude of 0.3 and above then the instrument is declared to have good construction validity ([Sugiyono, 2012:178](#))

**Table 2. Reliability Testvariable**

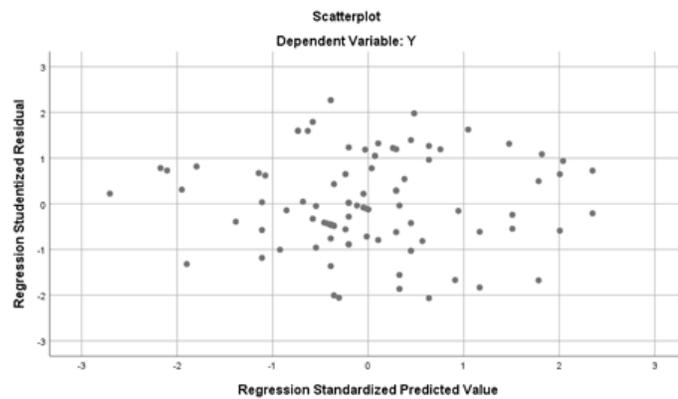
Variable	Cronbach's Alpha	N of Item
X1	0,755	8
X2	0,741	8
Y	0,757	4

## Normality Test



**Figure 4. Histogram**

**Figure 4.** The histogram shows that the data is a normal distribution.



**Figure 5. Scatterplot**

Scatterplot's **Figure 5** indicates no clear pattern (wavy, widening, then narrowing), and point spreads below and above the number 0 (zero), showing no heteroskedasticity occurs.

**Table 3. Multicollinearity Test**

Model	Coefficients <sup>a</sup>					Collinearity Statistics	
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Tolerance	VIF
	B	Std. Error	Beta				
(Constant)	13	3,07		4,235	0		
1 X1	0,347	0,157	0,263	2,207	0,03	0,535	1,87
X2	0,424	0,143	0,352	2,956	0,004	0,535	1,87

a. Dependent Variable: Y

**Table 3** Multicollinierity tests showed no multicollinearity. This is evident from the values of Tolerance X1 and X2 above 0.10, or can also be seen from the VIF values X1 and X2 below 10.0.

## 2. Hypotheses Test

**Table 4. Correlations**

		Y	X1	X2
Pearson Correlation	Y	1,000	,503	,531
	X1	,503	1,000	,682
	X2	,531	,682	1,000
Sig. (1-tailed)	Y	.	,000	,000
	X1	,000	.	,000
	X2	,000	,000	.
N	Y	93	93	93
	X1	93	93	93
	X2	93	93	93

**Table 5. Coefficients**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	13,000	3,070		4,235	,000		
	X1	,347	,157	,263	2,207	,030	,535	1,870
	X2	,424	,143	,352	2,956	,004	,535	1,870

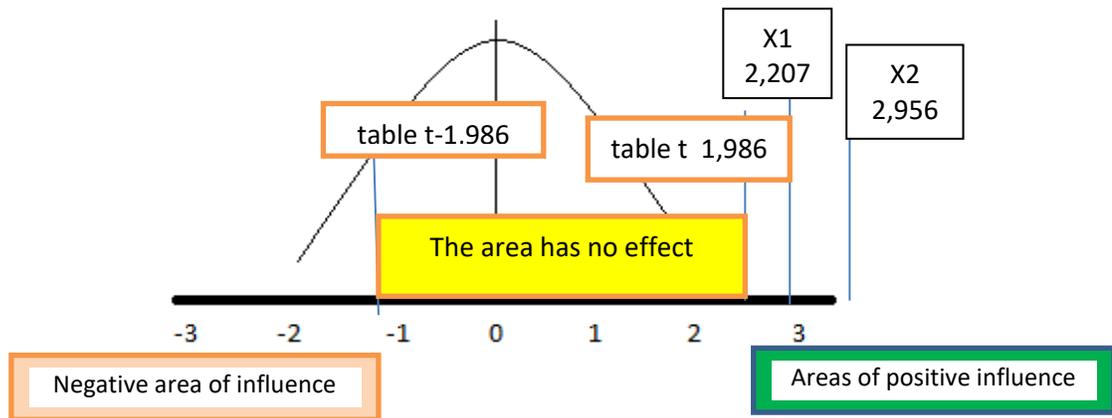
a. Dependent Variable: Y

### Hypotheses 1 (H1)

Known significance value for the effect of X1 on Y of  $0.030 < 0.05$  and value t calculated  $2.207 > t$  table 1.986 so it can be concluded that H1 is accepted. There is a partial effect of X1 on Y.

### Hypotheses 2 (H2)

Known significance values for the influence of X2 on Y are  $0.004 < 0.05$ , and the value t calculated  $2,956 > t$  table 1.986. Then, it can be concluded that H2 is accepted, which means there is an effect of X2 on Y partially.



**Figure 6. Positions X1 and X2 Variables**

**Table 6. ANOVA**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	465,915	2	232,958	21,047	,000 <sup>b</sup>
	Residual	996,149	90	11,068		
	Total	1462,065	92			

a. Dependent Variable: Y

b. Predictors: (Constant), X2, X1

### Hypotheses 3 (H3)

Based on Table 6, the significance values for the simultaneous influence of X1 and X2 on Y are  $0.000 < 0.005$ , and the F value calculates  $21,047 > F$  table 3.10, so it can be concluded that H3 is accepted. There is simultaneous X1 and X2 influence on Y.

The magnitude of influence can be seen from the value of the coefficient of determination in **Table 7**.

**Table 7. Model Summary**

Model	R	R Square	Adjusted R Square	Std. The error of the Estimate
1	,565 <sup>a</sup>	,319	,304	3,327

a. Predictors: (Constant), X2, X1

b. Dependent Variable: Y

**Table 7** shows that the value of R Square is 0.319. This means that the simultaneous influence of X1 and X2 on variable Y is 31.9%.

**Table 8. Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	13,000	3,070		4,235	,000		
X1	,347	,157	,263	2,207	,030	,535	1,870
X2	,424	,143	,352	2,956	,004	,535	1,870

a. Dependent Variable: Y

#### Regression Equation

$$Y = a + b_1 X_1 + b_2 X_2 + e$$

$$Y = 13,000 + 0,347 X_1 + 0,424 X_2 + e$$

The constant value is 13,000, meaning that if there is no change in the offline access skills variable (X1) and online access skills (X2) or the values X1 and X2 = 0, then the motivation to access the repository is 13,000 units. The regression coefficient value of the offline access skill (X1) is 0.347, meaning that if the offline access skill variable increases by 1%, assuming the variable X2 and constant (a) is 0, then the motivation to access the repository (Y) increases by 0.347. The value of the online access skill coefficient (X2) is 0.424, meaning if the online access skill variable (X2) increases by 1%, assuming X1 constant and constant (a) is 0, Then the motivation to access the repository (Y) increased by 0.424.

#### Conclusion

The motivation of the library to access the institution's repository is influenced by the access skill offline and access skills online library. However, online access skills are more significant than offline access skills. This proves that libraries with good online access capabilities are more motivated to access institutional repositories, namely access to research results online.

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