

Analysis of the Use of E-resources Applications at the Faculty of Economics, Jakarta State University

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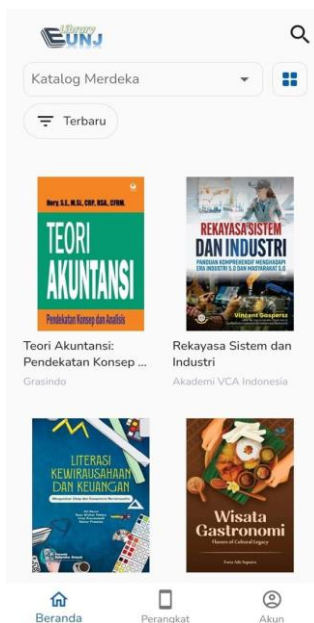
Abstract

This research was conducted at the Jakarta State University library for students of the Faculty of Economics to understand the utilization of e-resources in assisting their learning activities. The study employed a qualitative research design to gain deep insights into social and human phenomena, as suggested by Walidin, Saifullah, and Tabrani (2015). Data were collected over a three-month period using interviews, observations, and documentation reviews. The primary data sources included descriptive data from observable individuals and actors, interviews conducted to exchange ideas and information with respondents, systematic observations of user behavior at the library, and documentation reviews of past events and supporting data from the interviews and observations. The analysis used descriptive methods to systematically and accurately describe the current conditions regarding the use of e-resources. This research aims to provide an in-depth description of the utilization of e-resources and the challenges faced by students. The findings suggest several approaches to encourage the use of e-resources, including active promotion on social media and digital platforms, collaboration with lecturers, and provision of support services or technical assistance.

Keywords: digital platforms; e-resources utilization; student learning activities; student utilization

1. Introduction

The rapid development of technology and the internet has led to an abundance of digital information resources. Electronic resources (e-resources) have become a primary source of reference due to their ability to provide quick and easy access to a vast range of information. They are reliable in information search and discovery and are produced in greater quantities than printed versions. E-resources are also considered high-quality, attractive, and engaging forms of publication, encompassing data, files, journals, articles, and other materials in digital form. Users can access these resources via laptops, smartphones, and internet networks, enabling them to utilize materials according to their needs and satisfaction (Kavithanjali, 2019).



Despite the availability of e-resources, there remains a notable gap in understanding how students, particularly those in the Faculty of Economics at Jakarta State University, utilize these resources for academic purposes. Previous studies have generally addressed the benefits and challenges of e-resources in higher education but have not delved deeply into specific user behaviors, preferences, and obstacles within a particular faculty. This research aims to fill this gap by providing a comprehensive analysis of the recognition and utilization of e-resources among economics students, identifying barriers to effective use, and suggesting strategies to enhance user engagement.

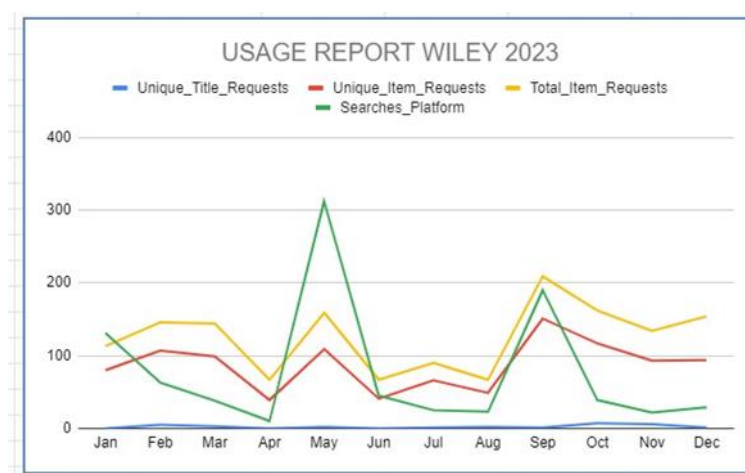


Figure 1. Usage Report Wiley 2023
Source: Wiley.com

A preliminary case study from the annual report on users of the WILEY portal in 2023 highlighted a lack of engagement with the e-resources application. This study aims to explore how students, especially those from the Faculty of Economics, recognize and utilize the e-

resources application to meet their reference needs and support their academic activities. The research will contribute to both practical and theoretical understanding of e-resource utilization.

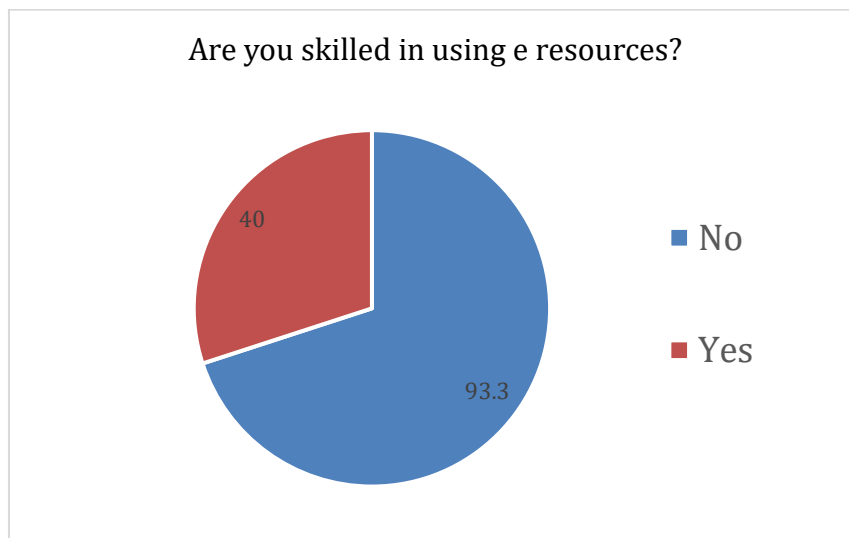


Figure 2. Responden Answer
Source: Researcher Processed Data (2024)

The diagram above shows the results of pre-research data on the knowledge of Faculty of Economics students regarding e-resources applications, involving 15 respondents. From the diagram, it can be seen that 40% of respondents do not know about the e-resources application at UPT Perpustakaan Universitas Negeri Jakarta. Meanwhile, 60% of respondents already know the e-resources information application at the UNJ Library. Based on the survey, it can be concluded that quite a lot of respondents already know the e-resources application at the UNJ Library.

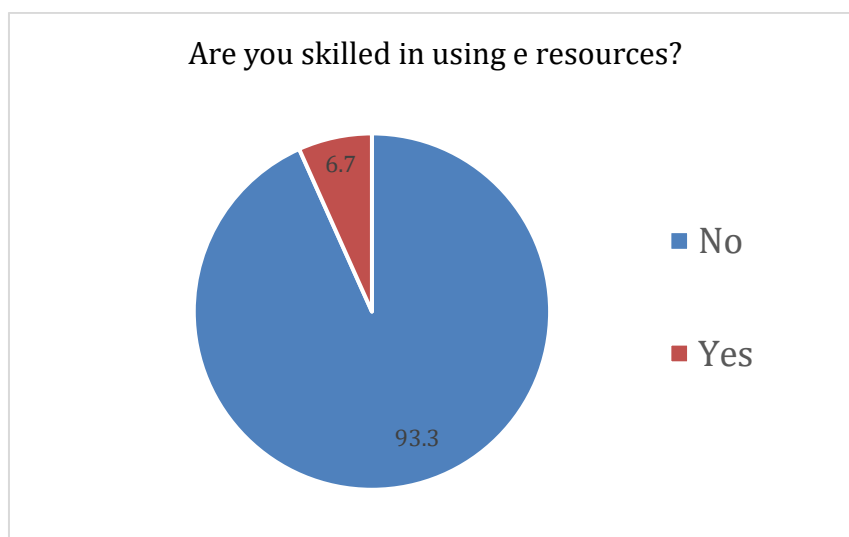


Figure 3. Respondens answer
Source: Researcher Processed Data(2024)

The diagram above shows that 93.3% of students and other users are not yet skilled in using the e-resources information application at the UNJ Library. This shows that Faculty of Economics students do not have adequate skills in using the application, so it needs more attention so that this application can be used effectively.

Based on the data above, The main goal of this research is to understand how students from the Faculty of Economics at Jakarta State University use e-resources for their studies. Initial findings show that many students are not familiar with the e-resources application, which affects their ability to find references and complete assignments. Additionally, some students lack the skills to use the e-resources effectively, highlighting the need for more training and awareness. By examining the use of the e-resources application at the Jakarta State University Library, this research aims to understand how students use these resources, how effective they are, and what challenges students face. The goal is to provide useful insights and recommendations to improve the e-resources application, making it more user-friendly and effective. Ultimately, this research hopes to enhance the library services, helping students to better use digital resources for their educational needs and improving their overall learning experience.

2. Literature Review

2.1 Theory

Saxena (2009) explains that electronic publishing is a publication where books, journals, and magazines are produced and stored in electronic form. This electronic publishing is the application of technology in the field of publishing. Electronic publishing also includes processes and aspects that are part of regular publishing such as the use of text, coloring, the use of tables and figures, and other processes.

In another definition, in the guidelines issued by the Library of Congress (2008), it is mentioned about electronic resources as follows

“An electronic resource is defined as any work encoded and made available for access through the use of a computer. It includes electronic data available by (1) remote access and (2) direct access (fixed media) In other words Remote access (electronic resources) refers to the use of electronic resources via computer networks (AACR2, 2002 edition, glossary) Direct Access (electronic resources) refers to the use of electronic resources via carriers (eg, discs/disks, cassettes, cartridges) designed to be inserted into a computerized device or its auxiliary equipment”

Furthermore, Syahrezi, Suharso, and Mallawa (2022) recommend several strategies to address the obstacles posed by a lack of knowledge in accessing e-resources. These strategies include organizing online services or activities that can connect users through digital platforms, providing a variety of literature accessible through national and international databases, and conducting activities aimed at developing e-resources for various community applications. Additionally, the National Library is involved in initiatives to enhance the usefulness of e-resources across diverse community activities. The utilization of social media by libraries is also highlighted as a crucial aspect of effective public communication.

2.2 Benefits Of Electronic Resources

In the context of e-resources utilization, ease of use, readability, affordability, and accessibility are common reasons for initiating the use of electronic resources. These are advantages of electronic resources compared to print media, such as multi-access, speed, functionality, and content. Multi-access allows multiple simultaneous users by providing various access points. Speed refers to the faster search, retrieval, and integration of information from electronic sources compared to print. Functionality enables users to access publications in new ways by simply clicking on the search mode and reading the content. Content can include a variety of information and mixed media such as images, videos, and audio animations, which are not possible in printed form.

The following are components of library electronic resources outlined in the 2012 IFLA Guidelines (Surachman, 2012):

- a. Digital Journals: Known as electronic diaries, these are print magazines also published electronically.
- b. Digital Books: Commonly known as e-books, these are published either exclusively in electronic format or both print and electronic formats. They can be accessed by downloading the entire file or reading section by section.
- c. Full-text (aggregate) databases: These databases provide various electronic resources like digital journals, books, and e-theses as comprehensive collections.

Furthermore, according to Zulfahmi and Wibawa (2020), indicators used to process data on increasing knowledge with learning motivation include attention and relevance. Attention refers to the ability to effectively direct attention to the material, comprehend it carefully, and recall important information. Relevance involves recognizing the practical value of the knowledge gained, which can strengthen motivation to learn.

3. Material and Method

3.1 Study Design

This research employs a qualitative approach, aiming to comprehend social or human phenomena through a deep and complex understanding (Walidin, Saifullah & Tabrani, 2015: 77). The study utilizes descriptive data from observable individuals and actors to elucidate and analyze events, social dynamics, attitudes, beliefs, perceptions, and phenomena of both individuals and groups (Katadata, 2022). Primary data were collected through direct research conducted over a three-month period, involving interviews and observations to obtain clear and accurate information, supplemented by literature studies and documentation to complement the data.

The study was conducted at the UPT Perpustakaan Universitas Negeri Jakarta, located at Jl. Pemuda No. 41, Rawamangun, Kec. Pulo Gadung, Jakarta Timur, 13220. This location was chosen due to its relevance to the research topic and its accessibility for data collection, direct observations, and intensive interactions with stakeholders. The research spanned 6 months, from November 1, 2023, to May 30, 2024, with data processing continuing from September to March.

The data collection techniques employed in this study include interviews, defined as a process of exchanging ideas and information between two or more people through questions and answers (Sugiyono, 2018), and observations, where the researcher

systematically observes and records the apparent symptoms of the research subjects (Nasution, 2018). Specifically, the researcher observed user behavior at the UNJ Library over a specified period, with the researcher's presence unknown to the informants (Utomo, 2022). Additionally, document review, defined by Marzuki (2022) as records of past events, was used to gather supporting data from observations and interviews, focusing on verbal and non-verbal messages as well as constraints faced by the researcher.

This comprehensive approach allows for a holistic examination of the research subject, combining direct observations, in-depth interviews, and document analysis to provide a rich, contextual understanding of the phenomenon under study. By triangulating these methods, the researcher aims to enhance the validity and reliability of the findings, ensuring a nuanced interpretation of the complex social dynamics at play. The qualitative nature of this research facilitates an exploratory and flexible approach, enabling the researcher to adapt to emerging themes and insights throughout the data collection and analysis process.

3.2 Data Analysis

Qualitative data analysis is a meticulous process of making sense of non-numerical information, such as interview transcripts, field notes, and other observational records. Researchers begin by organizing and simplifying their data, which involves transcribing interviews, categorizing field notes, and sorting through documents to highlight important themes and patterns. This initial step is crucial for reducing the complexity of the data and making it manageable. Once the data is organized, researchers employ various techniques to delve deeper into the information. One common method is coding, where researchers assign labels or codes to different parts of the text that represent significant themes, concepts, or categories. This process helps in identifying patterns and relationships within the data.

As patterns and themes emerge, researchers create visual representations of the data, such as charts, diagrams, or mind maps. These visual tools help to see connections and relationships more clearly, facilitating a better understanding of the data. For instance, a diagram might illustrate the relationship between various factors contributing to a particular phenomenon, making it easier to identify key influences and interactions. Throughout the analysis, researchers continuously compare different pieces of information to identify consistencies and discrepancies. This comparative analysis involves looking at different data sources, such as interviews from different participants or observations from various settings, to validate findings and ensure they are robust. Researchers also write memos to document their thoughts, reflections, and insights during the analysis process. These memos serve as a way to capture evolving ideas and interpretations, providing a trail of the analytical process.

Forming initial conclusions about the data involves synthesizing the coded information, patterns, and visual representations. Researchers constantly check these emerging conclusions against the original data to ensure they are accurate and grounded in the information collected. This iterative process of moving back and forth between the data and the emerging interpretations helps in refining ideas and developing a comprehensive understanding of the topic being studied. The goal of qualitative data analysis is to build a detailed, in-depth analysis that offers new insights into the subject while staying true to the original data collected. By systematically organizing, coding, comparing, and visually

representing the data, researchers can uncover rich, nuanced understandings of complex social phenomena. The final result is a thorough and insightful analysis that contributes to the field of study, providing a deep understanding of the research topic.

If the hypothesis given is always supported by data in the field so that it will be grounded. This theory is found inductively, based on data found in the field and tested through continuous data collection.

4. Result

The data collected by the researchers is based on interviews, observations, and relevant documentation. This data collection activity was carried out in stages from May 23 to 26, 2024, to understand the perceptions of four informants. These informants include library staff and master's and undergraduate students who use the e-resources application at the UPT Library of Universitas Negeri Jakarta. The following are the summarized data results from interviews, observations, and documentation.

4.1 Increased Knowledge About E-Resources Applications

The e-resources application serves as an informational tool that aids the academic activities of students in the Faculty of Economics at Universitas Negeri Jakarta. The data reveals an understanding of students' knowledge about the application. Increasing knowledge about e-resources is crucial in today's digital education era. Understanding how to use e-resources not only broadens access to relevant and up-to-date information but also enhances efficiency in searching and utilizing academic literature. Students proficient in using e-resources can explore various journals, e-books, and databases related to their studies without the physical limitations of traditional libraries.

Additionally, increased knowledge about e-resources can strengthen students' analytical and critical skills in evaluating information and support the development of digital expertise essential for the technologically connected global job market. Therefore, investing in understanding and skills related to e-resources applications in the academic environment is a strategic step to support sustainable education and adaptation to rapid technological advancements.

Informant A says that "Most students in the Faculty of Economics still have limited knowledge about the e-resources application. Many do not fully understand the application's potential in supporting their studies and research. Although e-resources offer access to important information sources like academic journals and databases, challenges in its usage remain. Therefore, efforts to increase understanding and training related to e-resources are essential for students to use it optimally in their academic journey."

Informant B reinforces this by noting that while many students know about the application, they do not know how to use it and often prefer platforms like Google Scholar. Similarly, Informant C points out that the knowledge level about the e-resources application remains low among students, with most rarely receiving advice or direct guidance from lecturers, leading to few mastering it well. According to Informant D, although the e-resources application at the UPT Library is well-prepared to assist students in their studies, many do not use it adequately. The use of e-resources greatly facilitates students in meeting their academic

needs by searching for information sources and research references. However, many students have not been able to utilize e-resources to its full potential.

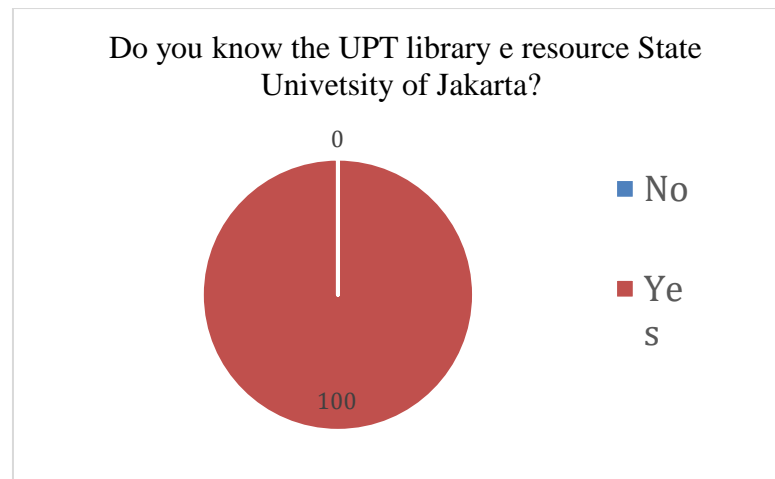


Figure 4. Respondens Answer
Source: Researcher Processed Data (2024)

But for how to use the application itself there are still many who do not know, as in the results of the following questionnaire distribution.

To effectively utilize the various e-resources available, including E-Library, Emerald, GALE, and EBSCO, follow these steps to access and navigate the E-Library application. First, download the E-Library app from the Play Store (for Android) or the App Store (for iOS). As the user quota is currently limited, those who have installed the app can register via the following link: <http://s.id/ELibraryUNJ>. Once registered, users will receive an email notification containing a password. Use this password to log in to the application. The E-Library menu includes several features to enhance your user experience. Under the "Profile" menu, users can change their password and log out of their account. The "Borrowing History" section allows users to view their borrowing history and review the books they have read.

4.2 Utilization of E-Resource for Economics Students

The application provides quick and easy access to various information sources like academic journals, e-books, and databases, supporting the learning process efficiently and flexibly. Students can optimize their time by searching, accessing, and managing information online, significantly enhancing their ability to research specific topics, write assignments, and develop scholarly work. The data explains the use of e-resources in finding references to aid students' academic activities

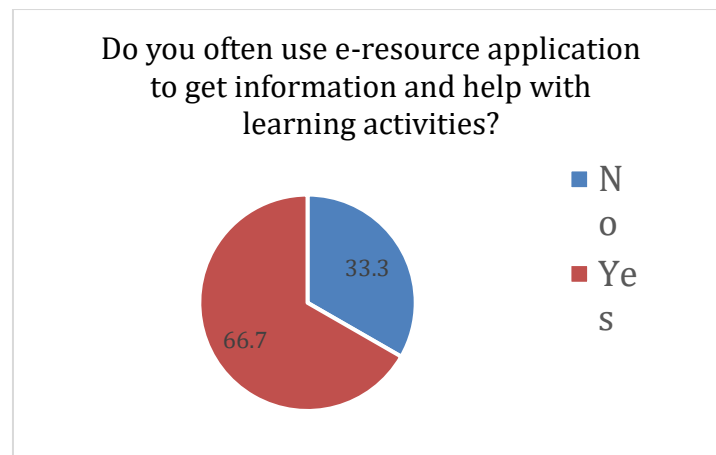


Figure 5. Respondens answer
Source: Researcher processed data(2024)

It can be seen that there are still many students who have not used the e-resources application to obtain information in learning activities.

This aligns with the statements from the informants Informant A that states the e-library includes a borrowing and returning function, making it easier for students to borrow the books they need. Informant B mentions that when references for reports or articles are needed, they use not only Google but also the e-resources from UNJ. Informant C describes the process they follow, which involves downloading the UNJ e-library application first, then registering an account, and after receiving an email notification, users can log in with the given password. Informant D highlights that e-resources provide features like advanced search to find the needed references, allowing users to select the type of content and other features to facilitate use.

4.3 Recommendation for E Resources by Applications

Researchers noted the benefits of using e-resources during the data collection process with Economics students at Universitas Negeri Jakarta. Informant A emphasized the necessity of improving the content and updating information sources in the e-resources application to remain relevant with the latest academic developments. Informant B highlighted the need to enhance the quality and accessibility of the e-resources to make it easier for students to use. Informant C suggested holding more training or workshops for students to increase their understanding and skills in using e-resources effectively. Informant D recommended improving the accessibility and clarity of the user guide for the e-resources application to be more easily understood by students.

In conclusion, based on the interviews, there is a need to improve content, update information sources, enhance quality and accessibility, and provide training for students in using e-resources. These steps are expected to increase the effectiveness and benefits of the e-resources application in the academic education context, ensuring that students can utilize these tools optimally in their academic journey.

5. Discussion

5.1 Increasing Knowledge About E-Resources Applications

Increasing students' knowledge about e-resources applications is crucial for enhancing the quality of their academic work and staying current in their fields of study. The complexity of information available in e-resources demands that students understand how to access, evaluate, and utilize these resources effectively. By mastering the features of e-resources applications, students can maximize the benefits from electronic resources, improving both their academic writing and their ability to follow the latest developments in their disciplines. Effective use of e-resources can enhance productivity and prepare students for the challenges of the increasingly digital academic and professional worlds (Itmamudin, 2020). Institutions need to integrate structured training and better curriculum integration to improve students' understanding and utilization of e-resources, as observed in the feedback from Economics Faculty informants.

5.2 Utilization of E-Resources by Economics Students

The utilization of e-resources by students in the Faculty of Economics requires careful attention to each step in the learning and research process. The information's complexity within these applications necessitates a thorough understanding of how to access, evaluate, and use the resources. According to Itmamudin (2020), e-resources are essential in higher education for providing access to the latest research and digital collections, overcoming spatial and temporal limitations. Features such as advanced search options and access to full abstracts significantly help students manage academic information. The data collected from informants indicate that while e-resources are actively used, there is still a need for more structured training to enhance their effective use.

5.3 Recommendations for E-Resources Applications

Despite the significant benefits provided by e-resources at the UPT Library, there are gaps that need addressing to optimize their use. Based on informant feedback, several recommendations can be made. First, conducting more training sessions or workshops is essential for improving students' understanding and skills in using e-resources effectively. These sessions should cover efficient search techniques, reference management, and data analysis tools. Second, improving accessibility is crucial. This involves making it easier for students to access academic resources like journals, e-books, and articles from anywhere, overcoming the physical limitations of traditional libraries. Enhanced accessibility and extensive collections will support students in their academic pursuits without needing to visit multiple physical sources.

6. Conclusion, Implication, and Recommendation

This study aims to analyze the use of e-resources by students of the Faculty of Economics at the State University of Jakarta (UNJ) using qualitative methods, including interviews, observation, and documentation. The research findings show that UNJ Faculty of Economics students actively utilize e-resources to support their academic activities, particularly in finding journals and scientific articles needed for assignments and research. The level of awareness of the importance of e-resources is quite high among students, but there are

still variations in their skills to use e-resources effectively. Therefore, further improvements are needed in terms of quality and accessibility to ensure that students can easily access and utilize the available resources to optimally support their learning activities.

The findings of this study have several implications for the management of e-resources at UNJ. While students recognize the importance of e-resources, the variation in skill levels suggests a need for targeted training programs. Additionally, improving the accessibility and quality of e-resources will likely enhance student engagement and academic performance. Integrating e-resources more closely with academic systems and coursework can further support students in their research and assignments, making the resources more integral to their learning process.

To address the identified issues and improve the utilization of e-resources, several recommendations are made. For the university, enhancing internet access across the campus and providing additional hardware, such as computers and tablets, will improve accessibility. Developing a mobile-friendly e-resources application and organizing regular workshops and training on how to use e-resources effectively will help students become more proficient. Providing online tutorials and guides that can be accessed anytime is also recommended. Integrating e-resources with the Learning Management System (LMS) and encouraging lecturers to include them in course materials will further support students. For libraries, offering a responsive helpdesk to assist students with technical issues and provide guidance on using e-resources will be beneficial. Implementing these recommendations will significantly enhance the effectiveness of e-resources, better supporting students' academic needs and improving their overall learning experience.

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