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The Influence of Telegram Channels as a Knowledge-Sharing Medium on Students' Information Literacy Levels

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Abstract

The rapid development of digital communication technologies has expanded the use of Telegram channels as knowledge-sharing media in higher education; however, their contribution to students' information literacy remains insufficiently examined. This study aimed to analyze the influence of Telegram channel utilization as a knowledge-sharing medium on the information literacy of students in the Library and Information Science Study Program at Universitas Negeri Padang. A quantitative explanatory approach with a causal-associative design was employed. The study involved 72 students from a population of 258, with the sample size determined using the Slovin formula. Data were collected through a structured questionnaire and analyzed using descriptive statistics, Pearson correlation, simple linear regression, and the coefficient of determination with IBM SPSS Statistics 26. The findings indicated that both Telegram channel utilization and students' information literacy were categorized as good. Telegram channel utilization had a positive and statistically significant effect on information literacy, with a correlation coefficient of 0.696 and a coefficient of determination of 48.4%, indicating that it explained 48.4% of the variation in students' information literacy. The study concludes that Telegram

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channels can function effectively as knowledge-sharing media that support students' ability to access, evaluate, and use information. These findings contribute empirical evidence to the literature on digital knowledge sharing and provide practical implications for higher education institutions seeking to optimize digital communication platforms to strengthen information literacy and collaborative learning.

Keywords: Digital Knowledge Sharing; Higher Education; Information Literacy; Telegram Channels; Technology-Enhanced Learning

INTRODUCTION

The rapid advancement of information and communication technology has fundamentally transformed the way knowledge is created, disseminated, and utilized across higher education. Digital technologies have expanded access to academic resources beyond conventional classroom settings, enabling students to obtain information from various online platforms regardless of temporal and geographical limitations. Consequently, higher education institutions are expected to cultivate students who are capable not only of accessing information but also of critically evaluating, interpreting, and utilizing it responsibly in academic contexts (Annisa Anastasia Salsabila et al., 2023). The increasing availability of digital information has simultaneously intensified the demand for information literacy among university students. Information literacy has evolved into a fundamental competency that enables individuals to identify information needs, locate relevant resources, evaluate information credibility, and apply acquired knowledge ethically for problem-solving and decision-making. These competencies are particularly essential for students in Library and Information Science because their academic discipline requires extensive engagement with information resources and professional information management practices (Gusriani & Masruri, 2023). Alongside the development of digital literacy, social media platforms have gradually transformed from communication tools into educational environments that facilitate collaborative learning and knowledge exchange. Various digital platforms now support learning activities by enabling users to distribute educational materials, participate in academic discussions, and maintain continuous interaction beyond formal classroom meetings. This transformation demonstrates that social media can function as an integral component of contemporary learning ecosystems rather than merely serving interpersonal communication purposes (Damayanti et al., 2023).

Among numerous digital communication platforms, Telegram has gained substantial popularity within academic communities because of its distinctive technological features. Unlike many instant messaging applications, Telegram provides cloud-based storage, unlimited channel membership, high-capacity file sharing, and efficient document management, allowing users to access educational resources anytime and anywhere. These characteristics have encouraged lecturers, educational institutions, and student organizations to utilize Telegram as a medium for academic communication and knowledge dissemination (Dzakirah et al., 2023). One of Telegram's most valuable features in educational settings is the Telegram Channel, which enables administrators to distribute structured academic information simultaneously to unlimited subscribers. Through this feature, educational content such as lecture materials, scientific articles, electronic books, examination schedules, academic announcements, and other learning resources can be archived systematically and retrieved whenever needed. Such capabilities position Telegram Channel as a potentially effective medium for supporting sustainable knowledge-sharing practices within higher education institutions (Ernawati et al., 2022).

Knowledge sharing has become an increasingly important concept in higher education because learning is no longer viewed solely as an individual activity but also as a collaborative process involving continuous exchange of experiences, information, and expertise among members of academic communities. Effective knowledge-sharing practices encourage students to participate actively in constructing knowledge rather than merely receiving information passively. Consequently, educational technologies should facilitate not only information delivery but also meaningful knowledge interaction among learners (Amelia et al., 2024). Within the context of knowledge management, knowledge sharing represents a strategic process through which explicit and tacit knowledge are exchanged to improve individual competence and organizational learning. Educational institutions that successfully implement knowledge-sharing practices are generally better equipped to promote innovation, collaborative learning, and continuous intellectual development. Therefore, digital platforms capable of supporting systematic knowledge exchange deserve greater scholarly attention (Adelia, 2020).

Theoretical discussions concerning knowledge sharing also emphasize the importance of transforming personal knowledge into organizational knowledge through continuous interaction among community members. This process enables valuable experiences and information possessed by individuals to become accessible learning

resources for others, thereby strengthening collective knowledge within educational environments (Dian Inda Sari, 2022). The distinction between tacit and explicit knowledge further strengthens the importance of digital platforms in educational contexts. Explicit knowledge, including lecture notes, scientific publications, digital documents, and instructional materials, can be effectively documented, stored, and redistributed through online platforms such as Telegram Channel. Meanwhile, tacit knowledge can gradually develop through communication, discussion, and collaborative learning facilitated by digital technologies (Dienes & Perner, 1999).

In Library and Information Science education, students are expected to demonstrate advanced competencies in locating, evaluating, organizing, and communicating information responsibly. Consequently, the integration of digital communication platforms into academic activities should contribute not only to improving access to educational resources but also to strengthening students' overall information literacy. Nevertheless, the availability of technological facilities alone does not automatically guarantee meaningful learning outcomes because educational effectiveness depends largely on how students utilize available resources in their learning processes (Adira Kania & Endrawati Subroto, 2023). Observations within the Library and Information Science Study Program at Universitas Negeri Padang indicate that Telegram Channels have become increasingly common for distributing lecture materials, academic announcements, scientific references, and institutional information. Most students subscribe to one or more academic channels established by lecturers or student organizations, allowing them to receive educational information efficiently. However, differences remain regarding the frequency of access, engagement with shared materials, and actual utilization of the distributed information for academic purposes. Some students actively read, download, and apply learning materials, whereas others merely remain subscribed without substantial participation in learning activities (Widiyono, 2021).

These differing patterns of utilization suggest that access to digital information alone may not sufficiently enhance students' information literacy. Students who receive identical information may demonstrate different levels of comprehension, evaluation, and application depending on their engagement with knowledge-sharing activities. Therefore, investigating the educational implications of Telegram Channel utilization has become increasingly relevant within contemporary higher education environments (Afni & Aristhya, 2025). Despite the widespread adoption of Telegram in educational environments, several challenges remain in optimizing its role as a knowledge-sharing medium. The one-way

communication pattern commonly found in Telegram Channels often encourages passive information consumption rather than active knowledge construction. Many students download learning materials without revisiting them, while opportunities for discussion and collaborative reflection remain limited. Such conditions may reduce the educational value of digital platforms if they function merely as repositories of information instead of interactive learning environments (Adinda, 2023).

Previous studies have demonstrated that Telegram is an effective medium for facilitating online learning because of its flexibility, accessibility, and ability to distribute learning materials efficiently. Research has shown that Telegram contributes positively to student participation and supports learning activities across various educational settings (Tarso et al., 2024). Other investigations have highlighted the integration of Telegram with multimedia learning resources to improve students' digital literacy and learning experiences. These findings indicate that Telegram possesses considerable educational potential when supported by appropriate instructional strategies and meaningful learning activities (Cahyani et al., 2024). Research concerning digital communication platforms has also emphasized that social media can strengthen information dissemination and facilitate organizational communication through rapid content distribution. Educational institutions increasingly rely on digital platforms to enhance communication efficiency and expand access to academic information (Arsandi et al., 2024).

Meanwhile, studies on knowledge-sharing practices consistently report that collaborative exchange of information contributes positively to organizational learning, innovation, and knowledge development. Individuals who actively participate in knowledge-sharing activities generally demonstrate higher learning performance and stronger intellectual engagement than passive information recipients (Dwi Arini Mandasari & Anshori, 2023). Similarly, organizational studies indicate that an effective knowledge-sharing culture supports collective competence by encouraging continuous interaction and mutual learning among community members. These findings reinforce the importance of creating educational environments that promote active participation rather than one-way communication (Citra & Tania, 2024). Research focusing on knowledge management in educational communities has further demonstrated that systematic management of knowledge resources enhances learning sustainability and institutional performance. Digital technologies therefore play an essential role in supporting the creation, preservation, and dissemination of academic knowledge (Amelia Putri et al., 2025).

Although previous studies provide valuable insights into Telegram, digital learning, and knowledge sharing, they predominantly examine Telegram as a general communication platform or an online learning application. Relatively limited attention has been devoted to investigating Telegram Channel specifically as a structured knowledge-sharing medium that influences university students' information literacy, particularly within Library and Information Science programs. This limitation indicates that empirical evidence explaining the relationship between Telegram-based knowledge sharing and students' information literacy remains insufficient. Existing literature has primarily focused on students' acceptance of Telegram, digital communication effectiveness, or online learning implementation, whereas empirical studies examining the influence of Telegram Channel as a knowledge-sharing medium on information literacy among Library and Information Science students remain scarce. Furthermore, previous investigations rarely integrate knowledge-sharing theory with information literacy theory to explain how structured digital communication contributes to students' academic competencies. Therefore, this study addresses an important gap by examining the relationship between these variables within a higher education context.

The present study is grounded in knowledge-sharing theory, which explains that systematic exchange of knowledge enhances individual learning and organizational competence through continuous interaction and information dissemination (Aulia et al., 2023). The study also adopts the perspective of knowledge management, emphasizing that educational institutions should effectively manage, preserve, and distribute knowledge to maximize learning outcomes and intellectual development among students (Winoto et al., 2020).

The concept of information literacy further explains that students must possess competencies for identifying information needs, locating relevant resources, critically evaluating information quality, and utilizing information ethically in academic activities. These competencies represent fundamental outcomes expected from effective digital learning environments (Hermawansyah & Pratama, 2021). Supporting this perspective, contemporary discussions on digital literacy emphasize that students must develop critical thinking, responsible information practices, and ethical digital participation to respond effectively to the growing complexity of online information environments (Ahyar et al., 2020). Collectively, these theoretical perspectives suggest that the educational value of Telegram Channel should be assessed not merely by its technological features but by its

contribution to meaningful knowledge-sharing processes that ultimately strengthen students' information literacy.

The novelty of this study lies in its integrated examination of Telegram Channel as a knowledge-sharing medium and its influence on students' information literacy within the Library and Information Science Study Program at Universitas Negeri Padang. Unlike previous studies that primarily investigated Telegram as a communication or online learning platform, this research evaluates Telegram Channel through the combined perspectives of knowledge sharing, knowledge management, digital communication, and information literacy. This comprehensive approach provides broader empirical evidence regarding the educational contribution of structured digital communication platforms in higher education. Based on these considerations, this study aims to analyze the influence of Telegram Channel as a knowledge-sharing medium on the information literacy of students in the Library and Information Science Study Program at Universitas Negeri Padang. The findings are expected to enrich the literature on digital knowledge sharing in higher education while providing practical recommendations for lecturers, academic administrators, and educational institutions in designing more effective technology-supported learning environments that promote active knowledge exchange and strengthen students' information literacy.

METHODS

This study employed a quantitative approach using a causal associative (explanatory) design to examine the effect of Telegram Channel as a knowledge-sharing medium on the information literacy of students in the Library and Information Science Study Program at Universitas Negeri Padang. The research was conducted from February to June 2026, including instrument preparation, data collection, and statistical analysis. The independent variable was Telegram Channel as a knowledge-sharing medium, which was measured through four indicators: intensity of Telegram Channel use, knowledge-sharing activities, availability and accessibility of learning materials, and academic interaction and discussion. The dependent variable was students' information literacy, measured using four indicators: identifying information needs, searching and retrieving information, evaluating information critically, and using information effectively. These indicators were developed based on the theoretical framework adopted in the study and were operationalized into questionnaire items.

The population consisted of 258 undergraduate students from the 2022, 2023, and 2024 cohorts of the Library and Information Science Study Program. The sample comprised 72 respondents, determined using the Slovin formula with a 10% margin of error and proportionally distributed across the three cohorts to ensure adequate representation. Participants were selected because they actively used Telegram Channel to support their academic activities. Data were primarily collected through a closed-ended questionnaire using a four-point Likert scale. The instrument consisted of 24 items, with 12 items measuring Telegram Channel as a knowledge-sharing medium and 12 items assessing students' information literacy. Prior to data collection, the instrument was tested for validity and reliability. All questionnaire items met the validity criteria (r-count > r-table = 0.361). Reliability testing using Cronbach's Alpha produced coefficients of 0.847 for the independent variable and 0.821 for the dependent variable, indicating satisfactory internal consistency. Observation, documentation, and literature review were also conducted to support the interpretation of the findings.

The collected data were analyzed using IBM SPSS Statistics version 26. The analysis began with data editing, coding, and descriptive statistics, followed by assumption testing, including validity, reliability, normality, and linearity tests. The relationship between variables was examined using Pearson correlation, while the research hypothesis was tested through simple linear regression analysis. Finally, the coefficient of determination (R^2) was calculated to determine the contribution of Telegram Channel as a knowledge-sharing medium to students' information literacy.

RESULTS

a. Normality Test

Table 1. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		72
Normal Parameters [a,b]	Mean	.0000000
	Standard Deviation	3.82788628
Most Extreme Differences	Absolute	.050
	Positive	.035

	Negative	-.050
Test Statistics		.050
Asymp. Sig. (2-tailed)		.200 c,d
a. Test distribution is Normal.		
b. Calculated from data. c. Lilliefors Significance Correction. d. This is a lower bound of the true significance.		

source: Compiled by the researcher (2026)

Table 1. Normality Test Results shows that the Asymp. Sig. (2-tailed) value is 0.200, which exceeds 0.05, indicating that the residuals are normally distributed. Therefore, the regression model satisfies the normality assumption and is appropriate for subsequent regression analysis.

b. Linearity Test

Table 2. Linearity Test Results

ANOVA Table							
			Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
Student Literacy Level * The Influence of Telegram Channel as a Knowledge Sharing Media	Between Groups	(Combined)	1211.272	18	67,293	4,421	.000
		Linearity	977,602	1	977,602	64,230	.000
		Deviation from Linearity	233,670	17	13,745	.903	.574
	Within Groups		806,672	53	15,220		
	Total		2017,944	71			

source: Compiled by the researcher (2026)

Table 2. Linearity Test Results shows that the Deviation from Linearity significance value is 0.574, which exceeds 0.05, indicating no significant deviation from linearity. In addition, the Linearity significance value of 0.000 confirms a significant linear relationship between Telegram Channel as a Knowledge Sharing Medium (X) and Student Literacy Level (Y). Therefore, the data satisfy the linearity assumption for regression analysis.

c. Correlation Test

Table 3. Correlation Test Results

Correlations			
		The Influence of Telegram Channels as a Knowledge Sharing Media	Student Literacy Level
	Pearson Correlation	1	.696 **

The Influence of Telegram Channels as a Knowledge Sharing Media	Sig. (1-tailed)		.000
	N	72	72
Student Literacy Level	Pearson Correlation	.696 **	1
	Sig. (1-tailed)	.000	
	N	72	72
***. Correlation is significant at the 0.01 level (1-tailed).*			

source: Compiled by the researcher (2026)

Table 3. Correlation Test Results shows a Pearson correlation coefficient (r) of 0.696 with a significance value of 0.000 ($p < 0.01$), indicating a strong, positive, and statistically significant relationship between Telegram Channel as a Knowledge Sharing Medium (X) and Student Literacy Level (Y).

d. Simple Linear Regression Test

Table 4. Simple Linear Regression Test Results

ANOVA						
Model		**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
1	Regression	977,602	1	977,602	65,778	.000 b
	Residual	1040.343	70	14,862		
	Total	2017,944	71			
a. Dependent Variable: Student Literacy Level						
b. Predictors: (Constant), The Influence of Telegram Channels as a Knowledge Sharing Media						

source: Compiled by the researcher (2026)

Table 4. Simple Linear Regression Test Results shows an F value of 65.778 with a significance value of 0.000 ($p < 0.05$), indicating that the regression model is statistically significant. These results confirm that Telegram Channel as a Knowledge Sharing Medium (X) has a significant effect on Student Literacy Level (Y).

e. Coefficient of Determination Test

Table 5. Coefficient of Determination Test Results

Model Summary b				
Model	**R**	**R Square**	**Adjusted R Square**	**Standard Error of the Estimate**
1	.696 a	.484	.683	2,981
a. Predictors: (Constant), X				
b. Dependent Variable: Y				

source: Compiled by the researcher (2026)

Table 5. Coefficient of Determination Test Results shows an R Square value of 0.484, indicating that Telegram Channel as a Knowledge Sharing Medium (X) explains 48.4% of

the variance in Student Literacy Level (Y), while the remaining 51.6% is explained by factors not examined in this study.

DISCUSSION

The findings demonstrate that Telegram Channel as a knowledge-sharing medium has a positive and statistically significant influence on students' information literacy in the Library and Information Science Study Program at Universitas Negeri Padang. The descriptive analysis indicates that students perceived the utilization of Telegram Channel positively, with an overall mean score of 3.23, while the information literacy variable obtained a mean score of 3.21, both of which fall within the "good" category. Furthermore, inferential analysis revealed a significant relationship between the two variables, as indicated by a Pearson correlation coefficient of 0.696 ($p < 0.001$), confirming that greater utilization of Telegram Channel for knowledge sharing is associated with higher levels of information literacy among students. In addition, the coefficient of determination ($R^2 = 0.484$) indicates that Telegram Channel explains 48.4% of the variance in students' information literacy, whereas the remaining 51.6% is influenced by other factors beyond the scope of this study. These findings suggest that Telegram Channel represents an important digital learning environment that contributes substantially to students' information literacy development.

The positive influence identified in this study can be interpreted from the perspective of knowledge-sharing theory, which emphasizes that the continuous exchange of explicit knowledge enhances individual learning and improves collective understanding. Telegram Channel enables lecturers and students to distribute learning materials, academic announcements, digital documents, and educational resources in a centralized and well-organized manner. Such characteristics facilitate continuous access to academic information and reduce barriers to information retrieval. Consequently, students are more likely to develop competencies related to identifying information needs, locating relevant resources, evaluating information credibility, and utilizing information effectively for academic purposes. These findings support the argument that knowledge sharing should not merely be viewed as information transmission but rather as a collaborative learning process that encourages continuous knowledge acquisition and application (Adelia, 2020).

A closer examination of the research indicators further reinforces this interpretation. Among the dimensions of Telegram Channel utilization, clarity of information and

information dissemination obtained the highest mean scores, indicating that students perceived information distributed through Telegram Channel as structured, relevant, and easily understandable. These characteristics are particularly important because information quality directly influences users' willingness to access and utilize digital resources for learning activities. When academic information is presented systematically and remains permanently accessible, students experience fewer obstacles in retrieving learning materials, thereby supporting more effective learning behaviors. Conversely, although the information accessibility indicator also achieved a positive evaluation, its relatively lower mean score suggests that accessibility alone does not guarantee meaningful learning outcomes. Students must also possess the motivation and critical ability to process available information before it contributes to improved information literacy.

The findings also indicate that knowledge documentation plays a significant role in supporting students' learning processes. Telegram Channel functions not only as a communication platform but also as a digital repository where academic materials can be archived and retrieved whenever required. Unlike conventional messaging applications in which important information is frequently buried among daily conversations, Telegram Channel allows educational resources to remain organized and searchable. This capability contributes to students' ability to revisit lecture materials, review previous discussions, and reinforce their understanding through repeated exposure to academic content. Such findings demonstrate that digital documentation enhances knowledge continuity and supports sustainable learning practices within higher education.

Regarding the information literacy variable, students demonstrated positive performance across all four measured dimensions, namely identifying information needs, searching and retrieving information, evaluating information critically, and using information effectively. These findings indicate that students have developed relatively strong competencies in managing digital information within academic contexts. Nevertheless, the positive relationship identified in this study suggests that information literacy should not be considered solely an individual cognitive ability. Instead, it is influenced by the quality of the digital learning environment, including the availability of reliable information, opportunities for knowledge sharing, and the accessibility of educational resources. Therefore, technological platforms such as Telegram Channel contribute indirectly to strengthening students' literacy competencies by creating environments that encourage continuous interaction with quality academic information.

The present findings are consistent with previous studies highlighting the educational value of Telegram as a digital learning platform. Research by Ernawati et al. (2022) reported that Telegram facilitates learning through efficient information distribution, flexible communication, and permanent storage of educational materials. Similarly, Tarso et al. (2024) concluded that Telegram's features support students' learning experiences by improving access to instructional resources and promoting independent learning. The consistency between the present findings and previous investigations strengthens the argument that Telegram possesses educational characteristics extending beyond conventional instant messaging functions. Rather than serving merely as a communication application, Telegram increasingly functions as a digital knowledge management platform capable of supporting academic learning and information literacy development. Furthermore, the findings align with Adira Kania and Endrawati Subroto (2023), who emphasized that Telegram contributes positively to university students' digital literacy by providing accessible educational content and facilitating continuous interaction with learning resources. Collectively, these studies reinforce the conclusion that effective utilization of Telegram can enhance students' capacity to engage with academic information in meaningful and productive ways.

Beyond confirming the effectiveness of Telegram as a learning platform, the present study extends previous research by specifically examining Telegram Channel as a structured knowledge-sharing medium and its contribution to students' information literacy. While earlier studies primarily emphasized Telegram's role in facilitating online communication or supporting distance learning, the present findings demonstrate that the platform also functions as an organized repository of explicit knowledge that encourages continuous learning. This perspective broadens the understanding of Telegram from being merely a communication application to becoming an educational knowledge management tool that supports students' academic development. Such findings are consistent with studies emphasizing that systematic knowledge sharing enhances individual learning, organizational knowledge creation, and long-term intellectual development (Aulia et al., 2023). Likewise, Amelia et al. (2024) argued that knowledge management practices in educational settings contribute significantly to sustainable learning by facilitating the continuous exchange and preservation of knowledge among learners. These perspectives support the argument that the educational value of Telegram Channel lies not only in its technological features but also in its ability to foster collaborative knowledge construction.

The results also reinforce the theoretical proposition that explicit knowledge can be effectively transformed into reusable learning resources through appropriate digital technologies. Telegram Channel enables lecturers and students to document lecture materials, academic announcements, scientific references, and learning resources in an organized format that remains permanently accessible. This characteristic reflects the concept of explicit knowledge proposed by Dienes and Perner (1999), in which codified knowledge can be stored, retrieved, and transferred efficiently across individuals. Consequently, students are provided with repeated opportunities to revisit learning materials, verify information, and strengthen their academic understanding. Such processes ultimately contribute to the development of information literacy because students engage not only in information retrieval but also in critical evaluation and meaningful utilization of information during academic activities.

From the perspective of information literacy, the findings indicate that effective digital learning environments contribute substantially to students' ability to manage information responsibly. Students who regularly access structured academic content through Telegram Channel are more likely to identify relevant information, compare multiple information sources, evaluate credibility, and apply acquired knowledge appropriately in completing academic tasks. This interpretation supports the argument proposed by Gusriani and Masruri (2023) that information literacy extends beyond technical searching skills and encompasses critical thinking, evaluation, and ethical information use. Therefore, the contribution of Telegram Channel should be understood as facilitating learning conditions that encourage students to become active and critical information users rather than passive recipients of digital content.

The findings further demonstrate that digital communication platforms can strengthen learning effectiveness when they are integrated with clear academic objectives and well-managed knowledge-sharing practices. This observation is consistent with Kaplan and Haenlein's (2010) perspective that new media enable interactive communication, collaboration, and knowledge exchange through digital technologies. However, the present study suggests that technological availability alone is insufficient to improve information literacy. The educational benefits of Telegram Channel emerge because academic information is systematically organized, continuously updated, and directly aligned with students' learning needs. Consequently, the quality of information management becomes as important as the technological platform itself.

Theoretically, this study contributes to the growing body of literature by integrating knowledge sharing, knowledge management, and information literacy within a single empirical framework. Previous studies have generally investigated these concepts independently, whereas the present research demonstrates that knowledge-sharing activities supported by digital communication platforms contribute directly to students' literacy competencies. This integrated perspective enriches discussions in Library and Information Science by explaining how digital knowledge-sharing practices influence students' ability to access, evaluate, and utilize academic information effectively.

From a practical perspective, the findings provide valuable implications for higher education institutions, lecturers, librarians, and academic administrators. Universities may optimize Telegram Channel not only as an announcement platform but also as a structured repository for learning materials, scientific publications, and academic discussions. Lecturers are encouraged to organize educational content systematically, provide high-quality learning resources, and maintain regular knowledge-sharing activities to maximize students' engagement with academic information. Likewise, librarians may utilize Telegram Channel to disseminate library services, promote information literacy programs, introduce electronic resources, and strengthen communication with library users. Such initiatives may contribute to the development of a more collaborative and information-rich academic environment.

Methodologically, the study demonstrates that combining descriptive statistics with inferential analysis provides a comprehensive understanding of the relationship between digital knowledge-sharing practices and information literacy. Nevertheless, several limitations should be acknowledged. First, the study involved only 72 respondents from a single study program at Universitas Negeri Padang, limiting the generalizability of the findings to broader higher education contexts. Second, the research relied primarily on self-reported questionnaire responses, which may be influenced by respondents' subjective perceptions and social desirability bias. Third, the coefficient of determination indicates that 51.6% of the variation in information literacy is explained by factors beyond the present model, suggesting that variables such as digital literacy, learning motivation, reading culture, critical thinking ability, and the utilization of other digital learning resources may also influence students' information literacy.

Despite these limitations, the study provides meaningful empirical evidence regarding the educational role of Telegram Channel in higher education. The principal

contribution of this research lies in demonstrating that Telegram Channel should be viewed not merely as a communication platform but as a structured knowledge-sharing environment capable of supporting students' information literacy development. By integrating knowledge-sharing theory with information literacy within the context of Library and Information Science education, this study offers a broader conceptual understanding of how digital communication technologies contribute to academic learning. The findings are expected to serve as a reference for future research exploring digital knowledge-sharing practices across different educational settings while supporting universities in designing more effective technology-enhanced learning environments that foster information literacy and lifelong learning.

CONCLUSION

This study aimed to examine the influence of Telegram Channel as a knowledge-sharing medium on the information literacy of students in the Library and Information Science Study Program at Universitas Negeri Padang. The findings indicate that both the utilization of Telegram Channel as a knowledge-sharing platform and students' information literacy were categorized as good. Statistical analysis confirmed a positive and significant relationship between the two variables, demonstrating that more effective use of Telegram Channel for knowledge-sharing activities is associated with higher levels of students' information literacy. These findings address the research objective by demonstrating that Telegram Channel serves not only as a communication platform but also as a digital learning environment that supports students' ability to identify information needs, retrieve relevant information, critically evaluate information sources, and apply information effectively in academic contexts.

This research contributes to the development of Library and Information Science by providing empirical evidence of the relationship between digital knowledge-sharing practices and students' information literacy. The novelty of the study lies in its integration of Telegram Channel as a structured knowledge-sharing medium with information literacy within the context of higher education. From a practical perspective, the findings highlight the potential of Telegram Channel to function as an effective educational platform that facilitates academic information dissemination, knowledge management, and collaborative learning, thereby supporting improvements in teaching and learning quality.

The implications of this study suggest that higher education institutions, lecturers, librarians, and academic administrators should optimize the use of Telegram Channel as a structured platform for distributing academic information and encouraging continuous knowledge sharing. Students are also encouraged to utilize the platform more actively as a learning resource to strengthen their information literacy competencies. Future research is recommended to include larger and more diverse samples, investigate different educational contexts, compare multiple digital communication platforms, and incorporate additional variables such as digital literacy, learning motivation, reading culture, and critical thinking skills. Such investigations would provide a more comprehensive understanding of the factors influencing students' information literacy and further enrich research on digital knowledge sharing in higher education.

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