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Library Anxiety Among Students toward the Digital Library Services at Padang State University

Viola Alvina Santika & Marlini
Universitas Negeri Padang, Indonesia
olaasantika@gmail.com; marlini@fbs.unp.ac.id

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Abstract

The expansion of digital library services has improved students' access to academic information resources; however, difficulties encountered when using these services may contribute to library anxiety and impede effective information seeking. This study aimed to determine the level of library anxiety experienced by students when using digital library services at Padang State University Library. A quantitative descriptive design was employed, with a population of 8,282 active students and a purposively selected sample of 99 participants. Data were collected through observation and questionnaires and analyzed using descriptive statistics based on a four-point Likert scale to calculate mean and grand mean scores. The findings revealed that students' library anxiety when using digital library services was classified as slightly anxious, with a mean score of 2.46. This result indicates that, although students generally experience a relatively low level of anxiety, barriers to using digital library services remain and may affect their ability to retrieve academic information effectively. The study concludes that digital library services should be strengthened through more user-friendly information retrieval systems, librarian-assisted training, and enhanced information literacy programs. These findings extend research based on the

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Polish Library Anxiety Scale within the context of digital library services and provide practical implications for university libraries seeking to reduce students' anxiety and improve their digital information-seeking experiences.

Keywords: Digital Library Services; Information Literacy; Information Retrieval; Library Anxiety; University Students

INTRODUCTION

Digital transformation has fundamentally changed the way academic libraries provide information services to students. Various digital services, including the online public access catalog (OPAC), institutional repositories, electronic books (e-books), electronic journals (e-journals), and electronic databases, enable students to access academic information without temporal or geographical constraints. The availability of these digital services provides students with opportunities to accelerate the process of retrieving scholarly literature and supports the implementation of academic learning activities. Global studies indicate that students continue to experience library anxiety when using digital library services. Lackner (2022), argued that library anxiety contributes to students' feelings of confusion, lack of self-confidence, and discomfort when interacting with library information systems. Akhtar et al (2023), reported that library anxiety impairs library users' ability to optimize the use of library technologies and electronic databases provided by digital library services.

The development of digital library services in Indonesia has not been fully accompanied by students' ability to utilize these services effectively. Fatmawati & Zulaikha (2022), reported that students experience difficulties in initiating information searches and understanding how to use digital library services, which subsequently gives rise to library anxiety. Dewi et al (2024), found that library anxiety adversely affects students' ability to effectively utilize academic information resources. Similarly, Ridwan & Nalole (2025) demonstrated that students tended to avoid using digital library services due to their fear of making mistakes while using library systems. The present study argues that students should possess sufficient competencies to effectively utilize various digital library services, including the online public access catalog (OPAC), institutional repositories, electronic journals (e-journals), electronic books (e-books), and electronic databases. Therefore, students need to develop both information literacy and digital literacy skills to effectively access, retrieve, evaluate, and utilize academic information resources.

This perspective is consistent with the theory of library anxiety, which was first introduced by Mellon (1986). The concept was subsequently expanded by Bostick (1992) through the Library Anxiety Scale (LAS), which identified several major dimensions of library anxiety, including affective barriers, barriers with staff, library comfort, knowledge of the library, and mechanical barriers. As information technology continued to evolve by Swigon (2011) further refined the concept by developing the Polish Library Anxiety Scale (P-LAS), which reflects the changing nature of digitally mediated library services. The P-LAS comprises several dimensions, technological barriers, resource barriers, library knowledge barriers, affective barriers, barriers with staff and library comfort barriers. The Polish Library Anxiety Scale (P-LAS) is considered more relevant than the Library Anxiety Scale (LAS) for identifying library anxiety in the context of digital library services because it provides a more comprehensive understanding of students' experiences with digital information technologies in the library environment.

Under these conditions, library users continue to experience anxiety when using digital library services, preventing them from utilizing these services effectively. Therefore, library anxiety should be understood as a psychological condition that may hinder users' ability to access and obtain academic information. Previous studies have investigated library anxiety within the context of academic libraries. Al-Husna (2022), found that library anxiety in the use of the Turnitin service was influenced by students' limi ted ability to utilize digital technology. Similiary, Febriani (2025), reported that students continued to experience library anxiety when using computers, the o nline public access catalog (OPAC), and other library facilities. However, these studies prim arily focused on library services in general and did specifically examine library anxiety associ ated with the utilization of digital library services at the library of Padang State University

This research gap provides an important rationale for the present study. Previous studies have predominantly focused on library anxiety within the general physical library environment, whereas the novelty of this study lies in the application of the Polish Library Anxiety Scale (P-LAS) developed by Swigon (2011) to examine library anxiety in the context of digital library services at the library of Padang State University. Therefore, this study provides empirical evidence regarding the psychological dimensions of library users when accessing digital library services, an area that has received limited attention in the context of academic libraries in Indonesia. The findings are expected to strengthen the application of the Polish Library Anxiety Scale (P-LAS), contribute to efforts to reduce library anxiety user's

when seeking academic information, and provide empirical evidence on the most dominant dimensions of library anxiety experienced by users when accessing digital library services.

METHODS

This study employed a quantitative approach to describe students' library anxiety toward the digital services of the library Padang State University based on numerical data collected through a questionnaire survey. This approach was selected because it enables the objective measurement of the research phenomenon through descriptive statistical analysis, thereby providing an empirical description of the level of library anxiety experienced by students. Cresswell (2023), quantitative research is an approach that examines theories by measuring variables using research instruments and analyzing the resulting data through statistical techniques.

This study employed a descriptive survey design. A descriptive survey was selected to obtain an empirical overview of the current conditions based on respondents' perceptions at a single point in time (cross-sectional). This design is also consistent with previous studies that have adopted quantitative survey approaches to measure library anxiety. However, unlike earlier studies, the present research specifically investigates library anxiety within the context of the use of digital library services at library Padang State University. The measurement of library anxiety was based on the Polish Library Anxiety Scale (P-LAS), which can be adapted to the development of digital library services and is therefore considered more representative than the Library Anxiety Scale (LAS), originally developed for conventional library settings.

The study population consisted of all active undergraduate students at library Padang State University. A total of 99 respondents were selected using a purposive sampling technique. Accordingly, participants were required to meet specific inclusion criteria, namely being active students at library Padang State University who had previously accessed the library's digital services. This approach is consistent with the definition proposed by Sugiyono (2023), who states that purposive sampling is a sampling technique in which participants are selected based on specific considerations, ensuring that respondents possess experiences relevant to the objectives of the study.

The research instrument consisted of a questionnaire employing a five-point Likert scale, ranging from strongly agree to strongly disagree. The questionnaire comprised 30 statement items developed based on the six dimensions of the Polish Library Anxiety Scale

(P-LAS) proposed by Swigon (2011) barriers with staff, affective barriers, library comfort barriers, library knowledge barriers, resource barriers, and techonological barriers. Data were collected through an online questionnaire administered via google forms using a QR code and distributed to respondents who met the established research criteria. The data were analyzed using descriptive statistics by calculating the mean and grand mean scores for all 30 questionnaire items across each indicator and sub-indicator. Data processing was conducted using Microsoft Excel as the data analysis software. Subsequently, the findings were interpreted according to the library anxiety classification to provide an empirical description of students' levels of library anxiety in utilizing the digital services of the library Padang State University.

RESULTS

This study employed a quantitative approach using a descriptive research method to examine the level of library anxiety among students regarding the digital services of the library Padang State University. Data were collected through an online questionnaire administered via *google forms*. From a population of 8,282 students, a sample of 99 respondents was selected for the study. After all data had been collected, they were analyzed using mean score analysis. The findings are presented as follows.

1. Barriers with Staff

Table 1. Respondents' Responses on Barriers with Staff

Item Pernyataan	Mean	Kriteria
LA1	2,18	Sedikit cemas
LA2	2,30	Sedikit cemas
LA3	2,07	Sedikit cemas
LA4	2,05	Sedikit cemas
Grand Mean	2,13	Sedikit cemas

Source: Ccompiled by the number (2026)

Table 1. Respondents' Responses on Barriers with Staff show that the first statement obtained a mean score of 1.86, which is classified as a slightly anxious category. The second statement obtained a mean score of 2.49, which is classified as a slightly anxious category. The third statement obtained a mean score of 2.37, which is classified as a slightly anxious category. The fourth statement obtained a mean score of 3.21, which is classified as an anxious category. Overall, the grand mean of the first through fourth statements was 2.48, which falls within the interval of 1.76–2.50 is therefore classified under the slightly anxious.

2. Affective Barriers

Table 2. Respondents' Responses on Affective Barriers

Item Pernyataan	Mean	Kriteria
LA5	2,47	Sedikit cemas
LA6	2,40	Sedikit cemas
LA7	2,32	Sedikit cemas
LA8	2,41	Sedikit cemas
Grand Mean	2,40	Sedikit cemas

Source: Ccompiled by the number (2026)

Table 2. Respondents' Responses on Affective Barriers show that the first statement obtained a mean score of 2.47, which is classified as a slightly anxious category. The second statement obtained a mean score of 2.40, which is classified as a slightly anxious category. The third statement obtained a mean score of 2.32, which is classified as a slightly anxious category. The fourth statement obtained a mean score of 2.41, which is classified as slightly anxious. Overall, the grand mean of the four statements was 2.40, which falls within the interval of 1.76–2.50 is therefore classified under the slightly anxious.

3. Library Comfort Barriers

Table 3. Respondents' Responses on Library Comfort Barriers

Item Pernyataan	Mean	Kriteria
LA9	1,86	Sedikit cemas
LA10	2,49	Sedikit cemas
LA11	2,37	Sedikit cemas
LA12	3,21	Cemas
Grand Mean	2,48	Sedikit cemas

Source: Ccompiled by the number (2026)

Table 3. Respondents' Responses on Library Comfort Barriers show that the first obtained a mean score of 1.86, which is classified a slightly anxious category. The second statement obtained a mean score of 2.49, which is classified as a slightly anxious category. The third statement obtained a mean score of 2.37, which is classified as a slightly anxious category. The fourth statement obtained a mean score of 3.21, which is classified as an anxious category. Overall, the grand mean of the first through fourth statements was 2.48, which falls within the interval of 1.76–2.50 is therefore classified under the slightly anxious category.

4. Library Knowledge Barriers

Table 4. Respondents' Responses on Library Knowledge Barriers

Item Pernyataan	Mean	Kriteria
LA13	2,41	Sedikit Cemas
LA14	2,25	Sedikit cemas
LA15	2,56	Cemas
LA16	2,69	Cemas
LA17	2,47	Sedikit cemas
LA18	2,91	Cemas
Grand Mean	2,54	Cemas

Source: Ccompiled by the number (2026)

Table 4. Respondents' Responses on Library Knowledge Barriers show that the first statement obtained a mean score of 2.41, which is classified a slightly anxious category. The second statement obtained a mean score of 2.25, which is classified as a slightly anxious category. The third statement obtained a mean score of 2.51, which is classified as an anxious category. The fourth statement obtained a mean score of 2.69, which is classified as an anxious category. The fifth statement obtained a mean score of 2.47 which is classified as a slightly anxious category. The sixth statement obtained a mean score of 2.91, which is classified as an anxious category. Overall, the grand mean of the mean scores for the first through the sixth statements was 2.54, which falls within the interval of 2.51-3.25 is therefore classified under the anxious category.

5. Resources Barriers

Table 5. Respondents' Responses on Resources Barriers

Item Pernyataan	Mean	Kriteria
LA19	2,63	Cemas
LA20	2,72	Cemas
LA21	2,78	Cemas
LA22	2,57	Cemas
LA23	2,42	Sedikit cemas
LA24	2,70	Cemas
Grand Mean	2,63	Cemas

Source: Ccompiled by the number (2026)

Table 5. Respondents' Responses on Resources Barriers show that the first statement obtained a mean score of 2.63, which is classified as an anxious category. The second statement obtained a mean score of 2.72, which is classified as an anxious category. The third statement obtained a mean score of 2.78, which is classified as an anxious category. The

fourth statement obtained a mean score of 2.57, which is classified as an anxious category. The fifth statement obtained a mean score of 2.42, which is classified as a slightly anxious category. The sixth statement obtained a mean score of 2.70, which is classified as an anxious category. Overall, the grand mean of the six statements was 2.63, which falls within the interval of 2.51–3.25 is therefore classified under the anxious category.

6. Technological Barriers

Table 6. Respondents' Responses on Technological Barriers

Item Pernyataan	Mean	Kriteria
LA25	2,78	Cemas
LA26	2,51	Cemas
LA27	2,66	Cemas
LA28	2,25	Sedikit cemas
LA29	2,20	Sedikit cemas
LA30	2,17	Sedikit cemas
Grand Mean	2,42	Sedikit cemas

Source: Ccompiled by the number (2026)

Table 6. Respondents' Responses on Technological Barriers show that the first statement obtained a mean score of 2.78, which is classified as an anxious category. The second statement obtained a mean score of 2.51, which is classified as an anxious category. The third statement obtained a mean score of 2.66, which is classified as an anxious category. The fourth statement obtained a mean score of 2.25, which is classified as a slightly anxious category. The fifth statement obtained a mean score of 2.20, which is classified as slightly anxious. The sixth statement obtained a mean score of 2.17, which is classified as a slightly anxious category. Overall, the grand mean of the mean scores for the first through the sixth statements was 2.42, which falls within the interval of 1.76–2.50 is therefore classified under the slightly anxious category.

7. Scores of the Library Anxiety Variable

Figure 1. Scores of the Library Anxiety Variable

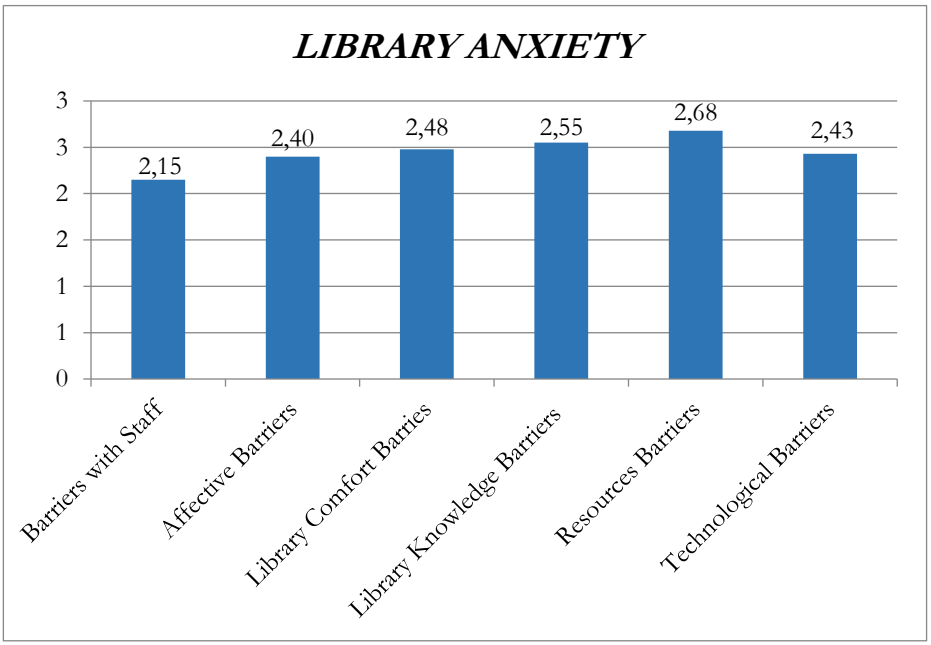


Figure 2. Scores of the Library Anxiety Variable

Figure 1. Scores of Library Anxiety Variable show that analysis of the library anxiety variable among students using the digital library services at the library of Padang State University revealed that the indicator with the highest mean score was resources barriers (2.68), which falls within the anxious category. In contrast, the indicator with the lowest mean score was barriers with staff (2.15), which is classified as slightly anxious. Furthermore, the library is expected to continuously improve the quality of its digital services by enhancing access to information resources, providing clear guidance on the use of available digital databases, and strengthening students' information literacy. These efforts are intended to reduce library anxiety experienced by students when utilizing the digital library services of library Padang State University.

DISCUSSION

1. Barriers with Staff

The barriers with staff indicate that students' hesitation to seek assistance from librarians encourages the library to continuously improve the quality of its digital services. This barriers with staff indicator obtained a mean score of 2.15, which falls within the slightly anxious category. These findings suggest that the majority of students at Padang State

University don't experience a high level of anxiety when interacting directly with library staff. Overall, this result reflects a relatively positive relationship between students and librarians in the context of accessing digital library services. This finding is consistent with the argument of Yolanfika et al (2023), who emphasized that barriers related to librarians can be identified when students feel hesitant or uncomfortable interacting with librarians to obtain assistance in locating information in the library. The present findings suggest that librarians' effective communication skills and friendly service have encouraged students to become more confident in seeking assistance from librarians during the information retrieval process.

This finding is supported by Ryandra & Ganggi (2025), who argued that barriers related to librarians can be identified through students' perceptions of librarians' unfriendly attitudes and the difficulty they experience in obtaining assistance when accessing information. These findings imply that librarians should consistently demonstrate friendliness, responsiveness, and attentiveness to students' needs in order to foster positive perceptions among users. Accordingly, libraries can strengthen librarian–student interaction by providing consultation services through social media platforms, online reference chat services, and instructional video tutorials that assist users in accessing and utilizing various digital library services..

The findings on barriers with staff indicate that librarians at the library of Padang State University should undertake continuous efforts to enhance the quality of their interactions with students while simultaneously strengthening students' information literacy, improving the effectiveness of existing digital services, and facilitating easier access to a wide range of electronic information resources. In this context, librarians continue to play a vital role as learning facilitators, information literacy educators, and intermediaries who assist students in accessing, evaluating, and utilizing digital information resources effectively and efficiently.

2. Affective Barriers

The affective barriers indicate the level of self-confidence among students at Padang State University when conducting academic information searches through the library's digital services. This affective barriers indicator obtained a mean score of 2.40, which falls within the slightly anxious category. The findings suggest that the majority of students at Padang State University possess adequate ability to regulate their emotional responses while utilizing

digital library services. This finding is consistent with the argument of Rahayungsih & Irhandayaningsih (2019), who stated that affective barriers are characterized by users' lack of self-confidence and their perception that they are unable to utilize library facilities effectively. These findings imply that technical competence alone is insufficient to ensure students' success in academic information retrieval unless it is accompanied by increased self-confidence throughout the information-seeking process.

Consistent with the argument of Akhtar et al (2023) affective barriers are reflected in users' perceptions of their own inadequacy and lack of competence when accessing information resources in the library. In the present study, the library has adopted a user-centered approach that emphasizes the psychological needs of its users to enhance students' confidence in utilizing digital library services. These findings further suggest that students' increasing familiarity with digital technologies in the learning process, together with broader access to a wide range of electronic information resources, has strengthened their self-confidence and enabled them to access information more independently, comfortably, and effectively.

The findings on affective barriers indicate that students at the library of Padang State University no longer perceive information seeking as an intimidating activity that generates fear when using digital library services to meet their information needs. Furthermore, the digital library services of Padang State University demonstrate a strong commitment to addressing users' psychological needs by providing information literacy programs, orientation sessions for new students, and hands-on training in the use of various digital library services, including the online public access catalog (OPAC), the institutional repository, e-books, and electronic databases.

3. Library Comfort Barriers

The library comfort barriers indicate that the digital library services support students at Padang State University in fulfilling their information needs. This library comfort barriers indicator obtained a mean score of 2.48, which falls within the slightly anxious category. The findings suggest that students' comfort in utilizing library services is influenced not only by their user experience when interacting with digital services, but also by the quality of the library's physical environment, which facilitates effective learning. This finding is consistent with the argument of Noprianto (2019), who emphasized that library comfort barriers arise from unconducive library environments and inadequate library facilities that fail to

adequately support students' academic learning activities. Furthermore, the results imply that improving the quality of library services depends not only on the availability of comprehensive collections or advanced technological resources, but also on the provision of a supportive and comfortable learning environment that enhances students' academic engagement and overall learning experience.

The findings on library comfort barriers indicate that the library has continuously enhanced the quality of its physical facilities and infrastructure by providing more conducive study spaces, adequate lighting, ergonomic furniture, and a spatial layout designed to support students' learning activities. Moreover, students reported feeling comfortable within the library environment at Padang State University which contributes to a positive learning experience and encourages more effective utilization of the library's digital services.

Consistent with the argument of Fatmawati & Zulaikha (2022), who reported that library comfort barriers are reflected in students' experiences when the library environment and facilities fail to adequately accommodate their academic needs. The present findings suggest that the library should further strengthen its navigation system and information delivery to facilitate students' access to library services. This can be achieved by providing clear directional signage, informative library maps, user guides for digital services at key service points, and integrating comprehensive service information through the library's website and mobile application.

4. Library Knowledge Barriers

The library knowledge barriers indicate that students have acquired a basic understanding of how to use digital library services to access digital collections at the Library of Padang State University. This library knowledge barriers indicator obtained a mean score of 2.55, which falls within the anxious category. These findings suggest that the successful implementation of digital library services depends not only on the availability of technological infrastructure but also on users' preparedness to understand, search for, evaluate, and utilize information effectively. This finding is consistent with Shehata & Ellglah (2019), who argued that library knowledge barriers reflect students' limited understanding of library layout, collection locations, and the skills required to navigate library resources efficiently. The findings imply that the availability of digital information resources should be complemented by clear guidance and user education on digital library services, enabling students to

understand information retrieval procedures and make effective use of available digital resources.

This finding is supported by Lubis & Zain (2023), who argue that library knowledge barriers reflect students' limited understanding of information retrieval systems and their lack of familiarity with library service procedures. These findings suggest that students should actively participate in various educational programs offered by the library, such as training on effective keyword formulation, the use of Boolean operators, and the utilization of scholarly databases available through the library's digital services. Enhancing students' information retrieval skills enables them to locate information that is more relevant to their needs, thereby reducing the time required for information searching. Furthermore, these competencies contribute to improving the quality of academic assignments and supporting the effective conduct of research activities.

The findings on library knowledge barriers indicate that the library of Padang State University should conduct systematic evaluations of students' information literacy through user needs assessments, the regular implementation of information literacy programs, and periodic assessments of students' competencies in utilizing the library's digital services. Such initiatives are expected to strengthen students' information literacy competencies, enabling them to search for, identify, evaluate, and effectively utilize information that is relevant to their academic needs.

5. Resources Barriers

The resource barriers indicate that students require adequate collection resources to support their information-seeking process through the digital library services of Padang State University. This resources barriers indicator obtained a mean score of 2.68, which falls within the anxious category. These findings indicate the need to strengthen information resources in terms of both the quantity and quality of library collections so that students can obtain easier access to a wide range of scholarly references required for learning and research activities. This finding is consistent with Gogoi et al (2021), who argued that resource barriers are characterized by students' difficulties in accessing books, scholarly journals, and digital materials that are relevant to their academic needs throughout their studies. Nevertheless, the findings also suggest that students have been able to access and utilize various digital information resources provided by the library, including e-books, e-journals, institutional

repositories, digital collections, and electronic databases to support their learning and research activities.

The findings on resource barriers indicate that the library of Padang State University should continue to enhance the quality and availability of its digital collections by expanding access to e-books, e-journals, conference proceedings, scholarly publications, and various electronic databases that are relevant to students' academic disciplines. Furthermore, the continuous development of digital collections in line with advancements in knowledge and research will facilitate students' access to more comprehensive information resources, thereby enabling them to meet their academic and research needs more effectively.

Consistent with the arguments of Dilinika (2023), who reported that resource barriers are reflected in students' difficulties in locating relevant references, as well as limitations in library facilities, including search software and poorly organized information systems. This suggests that information retrieval systems should be continuously enhanced through the optimization of search functionalities, the provision of advanced filtering options, the classification of collections according to academic disciplines, and the inclusion of recommended references. Such improvements can support students in identifying more accurate, relevant, and reliable information sources.

6. Technological Barriers

The technological barriers indicate that the challenges experienced by students primarily involve operating the information retrieval system, understanding the available features, and utilizing the digital platforms provided by the library of Padang State University. This technological barriers indicator obtained a mean score of 2.43, which falls within the slightly anxious category. These findings suggest that most students are generally capable of utilizing the digital technologies available through the library, including the online catalog, institutional repository, e-books, e-journals, and electronic databases, as information resources to support their academic learning activities. This finding is consistent with Julianti et al (2022), who argued that technology barriers arise from users' limited ability to operate the online catalog and their insufficient knowledge of the library's digital services. Nevertheless, the present findings indicate that the library has made considerable efforts to improve the accessibility of its digital services by providing an intuitive interface, clearly organized navigation, and user-friendly menus. These improvements have enabled students

to access and utilize the library's digital resources more effectively, thereby reducing technology-related anxiety when seeking academic information.

This finding is supported by Aziza et al (2025), who argue that technological barriers reflect students' limited ability to operate digital software, primarily because they are apprehensive about making technical errors, such as clicking the wrong menu or conducting ineffective information searches. The present findings, however, suggest a different perspective. Students appear to demonstrate greater confidence in using digital technologies, which may be attributed to their improved digital literacy skills. As a result, they are better equipped to utilize technology effectively and efficiently in supporting their academic activities

The findings on technological barriers indicate that improving the quality of digital library services Padang State University is supported by the continuous enhancement of technological infrastructure, the simplification of system interface design to improve usability, the strengthening of users' digital literacy, the provision of accessible learning resources, and the optimization of librarians' roles as facilitators in the effective use of digital technologies. Collectively, these efforts contribute to the development of digital library services that are more effective, inclusive, and responsive to the evolving needs of students.

This study has several limitations that should be considered when interpreting the findings. The use of a purposive sampling technique involving 99 student respondents limits the generalization of the results, as the findings may not fully represent the experiences and conditions of all students at Padang State University in using the library's digital services. Although the research instrument, the Polish Library Anxiety Scale (P-LAS), was adapted to the context of digital library services, library anxiety should be examined over a longer period to better understand the extent of students' experiences and anxiety when interacting with library technologies. Given these limitations, future research is recommended to adopt a mixed-methods approach by combining quantitative analysis with in-depth interviews to obtain a more comprehensive understanding of the factors contributing to library anxiety among students.

CONCLUSION

Based on the findings of this study, can be concluded that the level of library anxiety among students in using the digital library services of Universitas Negeri Padang obtained a

mean score of 2.46, which falls within the interval scale of 1.76–2.50 is classified as the slightly anxious. Data collected from the six dimensions of the Polish Library Anxiety Scale (P-LAS) revealed that barriers with staff a mean score of 2.15 classified a slightly anxious, affective barriers obtained a mean score of 2.40 classified as slightly anxious, library comfort barriers obtained a mean score of 2.48, classified a slightly anxious, library knowledge barriers obtained a mean score of 2.55, classified an anxious, resource barriers obtained a mean score of 2.68, classified as anxious, and technological barriers obtained a mean score of 2.43, classified a slightly anxious. This study contributes to the development of digital library services by providing empirical evidence that can assist libraries in formulating student-centered service improvement strategies through strengthening information literacy programs and enhancing librarians' competencies in guiding students during their use of various digital library services. Furthermore, future research is recommended to focus on improving the quality of digital collections through the development of more user-friendly service systems, as well as strengthening outreach and information literacy initiatives regarding the use of OPAC, e-journals, institutional repositories, and e-books to enable students to utilize digital library services more effectively and efficiently.

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