

IMPLEMENTING THE MULTIMEDIA-BASED LIBRARY SERVICE OF “LIB TALK” TO ENHANCE LEARNING ENGAGEMENT OF DISTANCE LEARNERS

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ABSTRAK: Penelitian ini bertujuan untuk menganalisis efektivitas program Lib Talk yang diselenggarakan oleh Perpustakaan Universitas Terbuka untuk mendukung proses belajar dan pengembangan keterampilan akademik mahasiswa. Analisis didasarkan pada data survei yang melibatkan 125 peserta mengenai kepuasan, frekuensi, kemudahan akses, dan kualitas teknis kegiatan tersebut. Hasil penelitian menunjukkan bahwa Lib Talk diterima secara positif oleh mahasiswa, dengan kepuasan mencapai 85 dan frekuensi 80 sehingga mampu memenuhi kebutuhan akademik dan keterampilan belajar mahasiswa sesuai dengan standar Association of College and Research Libraries (ACR) tahun 2000). Selain aspek tersebut, Lib Talk memberikan peluang bagi mahasiswa untuk lebih aktif belajar, mencari informasi, dan berbagi pengalaman sehingga proses belajar lebih hidup dan bermakna. Meskipun demikian, terdapat beberapa aspek yang membutuhkan perbaikan, seperti perpanjangan durasi sesi, kualitas audio dan visual, rekaman sesi, interaktivitas, dan masalah teknis yang kadang terjadi. Dengan melakukan perbaikan tersebut, diharapkan Lib Talk dapat lebih maksimal memberikan dukungan dan pelayanan yang lebih efektif dan mendalam bagi proses belajar siswa di Universitas Terbuka sehingga dapat turut meningkatkan kualitas pembelajaran dan kepuasan mahasiswa, sesuai dengan visi dan misi Universitas Terbuka.

Kata Kunci: LibTalk, perpustakaan, pendidikan jarak jauh

ABSTRACT: *This study aims to analyze the effectiveness of Lib Talk in supporting the learning process and developing the academic skills of students at Indonesia Open University (UT). Data were collected through a survey involving 125 participants, who provided feedback on their satisfaction, frequency, ease of access, and technical quality of the activities with Lib Talk.*

The results show that Lib Talk was positively considered by the students, with satisfaction scoring 85 and frequency 80, demonstrating its ability to meet their academic and learning needs in compliance with Association of College and Research Libraries (ACRL) Standards in 2008. Furthermore, Lib Talk offers an opportunity for students to become more engaged in their own learning, to search for information, and to share their experiences, thereby making the learning process more interactive and meaningful. However, several aspects require improvement, such as extending the duration of sessions, improving audio and visual quality, providing recordings for future reference, increasing interactivity, and addressing technical issues that sometimes arise. Implementing these improvements is expected to enable Lib Talk to provide more effective support and service for the learning process at Indonesia Open University in order to helping its students improve the overall quality of education and satisfaction to educational services in alignment with its vision and mission.

Keywords: LibTalk, library, distance learning

INTRODUCTION

In the current digital era, technology and communication tools have become essential components in supporting access to information and learning resources for students (Berking, 2016; Spector, 2002; Surugiu et al., 2024). This development brings a significant change in the library paradigm, which not only functions as a provider of physical collections but also as a center for digital resources. Modern libraries are required to meet students' needs of information quickly, accurately, and efficiently through digital services. One form of this adaptation is the presence of digital libraries, which allow users to access various academic materials such as documents, journals, images, and databases in electronic format (Park et al., 2021; Pham et al., n.d.; Planer et al., 2022).

Libraries both physical and digital serve as foundational pillars of education systems worldwide. Research by Fajriyah et al. (2025) underscores their dual role as providers of digital learning resources and facilitators of literacy development, particularly in supporting flexible and distance education models. This aligns with global initiatives like the National Digital Library, which prioritizes equitable knowledge access for underserved communities, including remote populations. The COVID-19 pandemic highlighted libraries'

critical function in sustaining education. Ramadhanti et al. (2020) found that libraries became a lifeline for learners by offering 24/7 access to digital collections (e.g., e-books, academic journals, and audiobooks), ensuring continuity of education during disruptions. Beyond crisis response, this shifting paradigm has optimized the efficiency of resources and enabled cross-institutional collaboration through shared digital platforms.

At the university level, institutions like Syiah Kuala University (USK) exemplifying innovation through digital libraries that integrate e-learning tools and align with Sustainable Development Goal number 4 that is quality education. Similarly, the Batam City Library leverages big data analytics to tailor services to user needs, demonstrating how technology can personalize and democratize access to knowledge. Far from passive repositories, libraries are dynamic agents of educational transformation. They cultivate essential competencies digital literacy, critical thinking, and collaborative learning while bridging gaps in educational equity. As education evolves, libraries will remain indispensable in shaping resilient, future-ready learners.

Digital libraries do not merely replace printed documents with electronic versions, but also create an information ecosystem connected to various global knowledge

sources (Saha, 2024), add connector to strengthen correlation of reference and paraphrase. In the similar fashion, a digital library functions as a service built around curated collections, using information networks to facilitate worldwide access (Tammaro, 2024; Wang & Ding, 2022).

These two concepts of digital library extend its new paradigm shifting the role of library from a mere book repository to an active, unified information service platform. This concept extends the role of the library from merely a book repository to a dynamic and integrated information service platform. In the academic context, digital libraries have become a major trend in supporting learning, especially in higher education. However, the successful utilization of digital libraries heavily depends on the readiness of users, in this case, students and lecturers, to use them optimally. This is where the role of librarians becomes crucial; they are not only tasked with managing collections but also improving users' information literacy. Information literate students are those who are able to recognize their information needs, evaluate available sources, and use that information effectively and ethically. Therefore, libraries need to continuously innovate in promoting digital services to users.

In the case of Indonesia Open University (Universitas Terbuka/UT), challenges arise when digital libraries have to serve students in a distance learning system. As one of the higher education institutions implementing an open and distance learning (PTJJ) system, UT has students spread across various regions in Indonesia and even in several other countries. This condition creates difficulties in providing equitable and easily accessible information. Many UT students face obstacles in searching for relevant references, understanding the use of digital databases, or getting direct guidance from librarians (Boliver et al., 2022; Channankegowda, 2024).

To overcome these problems, the UT Library developed an innovation called Library Talking (Lib Talk), an online consultation program designed to assist students in searching for and utilizing academic resources from the digital library (Ayo et al., 2020;

Gopwani et al., 2021; Iwasaki et al., 2019). Through this program, librarians provide guidance, reference, and support for virtual search utilizing digital communication platforms such as Zoom. Since its launch in February 2023, Lib Talk has held more than 54 consultation sessions and helped hundreds of UT students.

Although this program has shown a positive impact in facilitating students' academic needs, more in-depth evaluation is still needed to understand the extent of Lib Talk's effectiveness in supporting the distance learning environment. Questions such as how students utilize this service, how much it contributes to building a knowledge base, and the technical challenges faced during the consultation process still need to be systematically examined. This study aims to explore the role of digital applications such as the Lib Talk program in providing online library consultation services, especially at UT. By analyzing the implementation of Lib Talk, this research aims to provide a deeper understanding of how digital communication can strengthen students' knowledge base in the context of distance learning. In addition, the findings of this research can serve as a reference for other educational institutions in developing similar services, so that technology can be optimally utilized to improve the accessibility of higher education. Thus, not only does this research contribute to the development of digital library but also support efforts to improve the quality of distance education through the effective integration of technology and communication.

METHOD

This study employed a mixed-methods research design to thoroughly investigate the efficacy and distinctive characteristics of the “Lib Talk” program at The Indonesia Open University (Universitas Terbuka/UT). This approach integrates both quantitative and qualitative methodologies, aiming to furnish a comprehensive evaluation.

Data were meticulously gathered from 125 UT students as participants who have actively engaged in the “Lib Talk” program since its inception in February 2024. Purposive

sampling was judiciously utilized to select participants possessing direct experience with the program, thereby ensuring the acquisition of pertinent and profound insights.

The quantitative dimension of this research involved the administration of a structured survey, employing a 5 point Likert scale. This instrument was meticulously designed to ascertain participants' levels of satisfaction, their perceived utility of the program, and any impediments encountered. The specific indicators measured include:

Table 1. Component and Indicator survey“

No. Component	Indicator	Number
1. Content Relevance	Consultation Material	1,2,3
2. Program Frequency	Session Frequency	3,4
3. Technical Quality	Technical Quality	5,6
4. Reference Access	Ease of Reference Access	8,9
5. Interactivity	Librarian Responsiveness	10,11
6. Participant Satisfaction	Overall Satisfaction	12,13,14,15

Crucially, the development of this survey encompassed a rigorous piloting phase to ensure clarity of questions and consistency of responses. Furthermore, the validity and reliability of the instrument were rigorously tested utilizing appropriate statistical analyses, such as Cronbach's Alpha, to ascertain the internal consistency of the questionnaire.

Concurrently, the qualitative data was accrued through open-ended questions integrated within the survey. This approach facilitated participants' ability to elaborate upon their experiences with greater depth, thereby enabling the exploration of subjective perceptions, valuable suggestions, and nuanced experiences that quantitative scales alone cannot fully encapsulate.

The analytical process commenced with a statistical examination of the quantitative survey responses. Descriptive analysis (e.g., mean, standard deviation, percentages) was employed to identify overarching trends and patterns pertaining to program satisfaction and utility. Subsequently, thematic analysis was systematically applied to the qualitative

feedback. This involved the iterative process of uncovering recurring themes, deriving profound insights, and identifying actionable suggestions for program enhancement from the participants. The methodological steps for thematic analysis included repeated readings of the data, initial coding, formation of conceptual categories, and the ultimate development of core themes.

To uphold methodological rigor, this investigation strategically employed respondent validation techniques, thereby confirming the researcher's interpretations against the participants' perspectives. Additionally, data triangulation was performed through the comparative analysis of findings derived from both the quantitative and qualitative datasets. Strict adherence to ethical research principles is paramount, encompassing voluntary participation, informed consent, and the absolute anonymity of data. All participant data were maintained with the utmost confidentiality and exclusively utilized for the objectives of this research.

This robust mixed-methods approach facilitated nuanced comprehension of the program's impact, yielding both quantifiable outcomes and rich contextual insights. The empirical findings of this study were poised to inform prospective enhancements to digital library services within the distance learning environment at Universitas Terbuka.

FINDINGS AND DISCUSSION

This study analyzed survey data collected from 125 individuals who have participated in the Lib Talk program from September 2023 to November 2024. The response data, which included quantitative assessments and qualitative comments from participants, provide in-depth insight into their experiences, satisfaction levels, and suggestions for program improvement. This analysis was conducted to identify recurring themes and participant concerns, as well as to evaluate the effectiveness of Lib Talk in supporting distance learning students.

Table 2. Data collecting technique

Metric	Data
Participants	125 (Feb 2023-Nov 2024)
Platform	Zoom
Topics	Reference searching, Information literacy, Digital library usage
Session Duration	40 mins
Recommendation	Expand to more courses/levels

The survey results from 125 UT students as participants of the Lib Talk program conducted between September 2023 and November 2024 revealed several significant findings that merit thorough examination. The data consistently demonstrated high satisfaction levels across all measured parameters, with particularly strong performance in participant satisfaction and program frequency. These results validated the program's current structure as valuable insights for future enhancements (Celik, 2023; Nguyen & Habók, 2024).

Descriptive analysis of the quantitative data collected from 125 UT students as participants revealed high satisfaction levels and significant benefits from the Lib Talk program. The assessment was based on a 5-point Likert scale, where 1 meant "Strongly Disagree" and 5 meant "Strongly Agree."

Table 3: Descriptive Statistics Summary of Lib Talk Program Components (N=125)

No Component	Mean	Std. Deviation	General Interpretation
1. Content Relevance	4.41	0.68	Excellent
2. Program Frequency	4.29	0.72	Excellent
3. Technical Quality	3.82	0.95	Good
4. Reference Access	4.15	0.70	Excellent
5. Interactivity	4.38	0.65	Excellent
6. Participant Satisfaction	4.48	0.59	Excellent

As shown in Table 1, the two aspects with the highest mean scores were Participant Satisfaction (4.48) and Content Relevance (4.41). This indicates that participants were highly satisfied with the overall program and

found the presented materials highly relevant to their needs. Program Frequency (4.29) and Interactivity (4.38) also received high scores, suggesting that session scheduling and interactions with librarians greatly satisfied participants.

Although all program components scored above 3.00 (indicating positive agreement), Technical Quality recorded the lowest average score of 3.82. This shows that, while still in the 'Good' category, the technical aspect required additional attention for improvement.

Participant satisfaction emerged as the highest rated aspect, achieving an impressive average score of 4.48 out of 5 based on Table 1. This excellent rating suggests that the program's content, delivery methods, and interactive components effectively meet participants' expectations. The strong performance in this area likely reflected the program's success in creating meaningful engagement opportunities and delivering relevant, practical knowledge that participants can apply in their academic pursuits (Sánchez-Cruzado et al., 2021; Yazan et al., 2019). Several key factors appeared to contribute to these impressive satisfaction results. First, the program content had been meticulously curated to ensure relevance to participants' academic and professional contexts, addressing real-world challenges they face in their studies. Second, the delivery method employed evidence-based pedagogical approaches that accommodate diverse learning styles, integrating visual, auditory, and kinesthetic elements to maximize knowledge retention and engagement. Third, the interactive components fostered a dynamic learning environment that encourages active participation rather than passive consumption of information.

These findings added additional significance when considered within the context of distance learning environments, which traditionally face unique challenges in maintaining learner engagement and satisfaction. The physical separation between instructors and learners, the lack of face to face interaction, and competing demands on participants' time typically create substantial barriers to achieving high satisfaction levels.

The fact that the Lib Talk program has overcome these inherent challenges of distance education makes its accomplishments even more notable and is worthy of further examination.

The Lib Talk program's scheduling structure has proven to be well received, earning the second-highest average rating of 4.29 out of 5 in participant evaluations. This strong performance highlights how effectively the program's timing, regularity, and pacing align with participants' availability and learning preferences. The data suggests that the current implementation strikes an optimal balance providing sufficient learning opportunities without overwhelming participants or causing engagement fatigue. This success stems from thoughtful planning that carefully considers participants' time constraints and academic commitments. By synchronizing sessions with institutional calendars and maintaining a participant-centric approach to scheduling, the program ensures accessibility while sustaining consistent engagement. The frequency of sessions appears deliberately designed to allow for proper knowledge absorption while keeping motivation levels high throughout the program duration.

Support from prior research (Cronje, 2022; Nik Md Salleh et al., 2022; Rifa'ie, 2020; Salmon, 2023) further strengthens this finding, suggesting that flexible yet structured scheduling is the key success-factor in the program. As a result, not only does this approach enhance participation but also sustains participants' motivation and engagement in the long term, which emphasize the importance of flexible yet structured scheduling in successful learning programs. The Lib Talk program's approach not only facilitates strong initial participation but also helps maintain long-term engagement, demonstrating how strategic timing can significantly enhance the overall learning experience. The positive response to the program's frequency ultimately reflects its ability to adapt to participants' needs while maintaining academic rigor a delicate balance that many educational initiatives strive to achieve.

One of the most outstanding aspects of the Lib Talk Program's evaluation is its level of interactivity, which participants rated exceptionally highly. Quantitative data shows that this aspect achieved an average score of 4.38 out of 5, indicating that nearly all participants experienced highly satisfying interactions with librarians and fellow attendees. Furthermore, the low standard deviation of 0.65 reinforces this finding, demonstrating that participant ratings were consistently positive with little variation. In other words, it was not just a small fraction of participants who felt engaged the majority found their interactions meaningful and enjoyable throughout the program.

This success stems from the program's deliberately participatory design. Various interactive methods were employed, such as live Q&A sessions, group discussions, hands-on simulations, and collaborative activities, all of which encouraged active participation. This approach proved effective in fostering a dynamic learning environment where participants were not just passive recipients of information but were also given opportunities to exchange ideas, ask critical questions, and apply concepts in real-world scenarios (Sapriati et al., 2024; Xiao, 2017; Đy়েংং et al., 2023).

In the context of distance learning where challenges such as limited face to face interaction and potential disengagement are more pronounced Lib Talk's success in creating strong interactivity deserves recognition. High quality interaction served as a key factor in enhancing knowledge retention, learning motivation and a sense of connection among participants. Some participants even noted in their feedback that the open and responsive discussion atmosphere, facilitated by librarians, made them feel more confident in exploring the topics covered(Hillman et al., 1994; Lin et al., 2022; Vlachopoulos & Makri, 2019).

Additionally, the flexibility in delivery methods further contributed to the program's interactivity. For instance, the use of digital platforms supporting features such as live polling, breakout rooms, and real-time feedback helped diversify engagement, preventing participant fatigue. Reliable

technical support also ensured smooth communication with minimal disruptions (Burgess, 2023; Noguera et al., 2022; Rowntree, 1994).

Overall, Lib Talk's interactivity excels not just in statistical metrics but also in tangible impact on participants. The program has transformed what could have been a one-way learning experience into a dynamic, collaborative exchange. This achievement underscores the importance of interactive approaches in educational programs—especially in the digital age—where active engagement is a critical determinant of learning success (Anthony, 1976; Bannister et al., 2020; Taherdoost, 2022; Worlitz et al., 2016).

Moving forward, these findings can serve as a benchmark for development in similar programs, emphasizing the reinforcement of two-way interaction, the strategic use of supporting technologies, and expanded opportunities for participant involvement. This way, the high standard of interactivity achieved today will not only be maintained but continuously improved to meet the evolving needs of diverse learners.

The survey results, as seen in Table 1, show that all evaluation parameters achieved average scores above 3.80, demonstrating consistent performance across various aspects of the program. This consistency indicates that Lib Talk maintains high standards in multiple dimensions rather than excelling in just one or two areas. Such balanced performance is particularly important for comprehensive learning programs that aim to address diverse participant needs (Farmer & Phamle, 2021; Omotunde & Alegebeleye, 2021; Tella et al., 2023). Effective learning programs must excel in multiple interconnected areas to create meaningful and lasting impacts. The fact that Lib Talk achieves this equilibrium speaks to its well-calibrated structure and thoughtful execution, ensuring that no single element underperforms while maintaining overall program coherence. This comprehensive strength likely contributes to higher participant satisfaction, better learning outcomes, and sustained engagement qualities that distinguish exceptional programs from merely

adequate ones (Holtz et al., 2020; Jones et al., 2019). The data confirms that Lib Talk has successfully avoided the common pitfall of uneven quality, instead establishing itself as a reliably excellent initiative across all evaluated metrics.

The comprehensive satisfaction assessment of the Lib Talk program reveals positive feedback from participants. As illustrated in Table 2, the satisfaction distribution among 125 respondents demonstrates exceptional program reception:

Table 4: Overall Participant Satisfaction Distribution (N=125)

Rating Category	Number of Respondents	Percentage (%)
Excellent	62	50
Good	49	39
Fair	11	9
Poor	3	2
Total	125	100

The satisfaction metrics from the Lib Talk program evaluation paint an exceptionally positive portrait of participant experiences. When examining the aggregate data from 125 respondents, we observe a strikingly skewed distribution toward favourable assessments that warrants detailed examination. The combined "Excellent" (50%) and "Good" (39%) ratings reveal that an overwhelming 89% of participants emerged from the program with clearly positive impressions. This near-consensus level of approval is particularly noteworthy in educational programming, where satisfaction scores typically show greater variance.

The distribution pattern reveals several significant findings. Most remarkable is that exactly half of all participants - a full 62 respondents awarded the program the highest possible "Excellent" rating. This absolute majority endorsement represents more than simple satisfaction; it indicates that for these participants, the program exceeded expectations in multiple dimensions including content quality, delivery effectiveness, and overall value. The additional 39% who rated the program as "Good" suggests that nearly all remaining participants found the experience substantially worthwhile, if not exceptional.

At the opposite end of the spectrum, the critical findings reveal minimal but instructive dissatisfaction. The 9% "Fair" ratings (11 participants) and 2% "Poor" ratings (3 participants) form a small but potentially informative minority. While these figures might initially appear negligible, their existence provides valuable opportunities for program refinement. The presence of even this modest level of critique suggests specific areas where participant needs may not have been fully met - perhaps relating to content relevance, pacing, accessibility, or instructional methods.

The distribution's heavy positive skew carries several important implications. First, it strongly validates the program's fundamental design and implementation strategy. The fact that nearly nine out of ten participants reported positive experiences confirms that the program's learning objectives, content selection, and delivery mechanisms are effectively aligned with audience needs and expectations. Second, the distribution pattern suggests the program successfully serves participants across various learning styles and preference profiles, as evidenced by the broad base of support (Girón-García & Fortanet-Gómez, 2023; Healy, 2021; Taylor, 2023).

The particularly strong showing in the "Excellent" category indicates that the program does not merely meet minimum satisfaction thresholds, but frequently delivers transformative experiences that resonate deeply with participants. This level of enthusiastic endorsement often correlates with programs that demonstrate: clear practical value, engaging presentation methods, and measurable skill or knowledge gains (Agus Pribadi et al., 2022; Dittert et al., 2019; Hughes, 2007).

From a quality improvement perspective, while the overwhelming positivity confirms program effectiveness, the small percentage of neutral or negative ratings presents a strategic opportunity. These responses likely contain valuable insights about edge cases or special circumstances where the program's standard approach may require adaptation. The 11% of participants who were less than fully satisfied represent an important demographic for targeted investigation - their feedback could reveal opportunities to expand

the program's reach and effectiveness.

The statistical significance of these findings is reinforced by the sample size (N=125), which provides a robust basis for these conclusions. In practical terms, these satisfaction metrics suggest that the program has successfully identified and implemented an educational formula that resonates powerfully with its target audience, while still maintaining room for incremental enhancements that could push satisfaction levels even higher.

These findings strongly support previous research by Adji (2023) regarding the effectiveness of digital library services in meeting the information needs of Universitas Terbuka students. The high satisfaction levels with Lib Talk confirm that well-designed digital programs can successfully bridge the gap between library resources and learner requirements in distance education contexts (Becksford, 2022; Meert et al., 2016). The program's success appears to stem from its ability to combine accessible scheduling with engaging, relevant content - a combination that proves particularly effective for adult learners and distance education participants.

In addition to quantitative assessments, qualitative comments from participants provide a rich picture of their experience (Symon et al., 2023). Comments include expressions of appreciation for the opportunity to acquire knowledge, as well as constructive suggestions for improvement. The importance of clear communication, an engaging presentation style, and interactive sessions were frequently highlighted by participants as key elements for a successful learning experience. For instance, a participant said, "this really helps us, especially for library major students, to ask about libraries. As new students, I can see how to become a librarian." Another stated, "Excellent, this provides us with valuable references." The emphasis on the personal experience and the relevance of the program to their studies shows the direct impact Lib Talk has on enhancing knowledge and skills related to retrieving and using academic references. This further confirms that Lib Talk successfully provides personalized consultation, with librarians

playing a crucial role in strengthening students' ability to find and use academic references (Saib et al., 2023; Villagran & Martin, 2022).

Furthermore, the study highlights high engagement and interaction in the Lib Talk program. Participants appreciate its interactive nature, with some even suggesting additional opportunities for practice and further engagement. This shows that interactive methods, such as discussion and hands-on activities, not only improve learning outcomes but also foster a strong sense of community among participants. The positive impact of this event on their learning and professional development is evident in their feedback and participation. The program effectively expands participants' knowledge, deepens their understanding of relevant topics, and offers practical insight applicable to their academic or professional endeavours.

The effectiveness of Lib Talk can also be evaluated by its alignment with the standards set by the Association of College and Research Libraries (ACRL) (2008) for distance-learning libraries. These guidelines state that such libraries should: (1) Support the institution's academic programs; (2) Meet the needs of all students in completing their assignments; (3) Support both teaching and research; (4) Support curricular needs; (5) Facilitate the development of lifelong learning skills; and (6) Accommodate students with varying levels of technology access (such as low bandwidth) and information needs within their respective distance-learning community. Lib Talk effectively meets most of these criteria by offering online consultation services that enable geographically dispersed students to search for references and improve their information literacy (Chiparausha et al., 2024; Puspito, 2017; Symon et al., 2023).

While the overall response was positive, participants also provided valuable suggestions for future improvements. These suggestions include extending the duration of sessions, providing clearer audio and visual materials, and sharing recordings for future reference. Comments that frequently appeared at the end of the survey indicate that these suggestions can help organizers further improve their events and address any

shortcomings. For instance, a participant suggested, "Lib Talk should be extended because the content and material are very helpful and enjoyable." Implementing these suggestions can aid organizers in enhancing the quality of future events and addressing the shortcomings previously identified. Specifically, addressing technical issues, considering the event's duration, and ensuring clear communication are key areas for improvement. Doing so will enable The library of Universitas Terbuka to further improve the quality and effectiveness of future events, thereby ensuring a more engaging and productive experience for all participants.

CONCLUSION AND RECOMMENDATION

Based on the results of the survey and participant feedback, Lib Talk has successfully supported the academic needs of students in Universitas Terbuka by enhancing their understanding of information literacy and strengthening their ability to retrieve relevant resources. Participants rated their satisfaction, frequency, and ease of access quite high. The interactive approach and guidance provided by librarians further contributed to the program's overall effectiveness. This aligns with the guidelines set by the Association of College and Research Libraries (ACRL) for distance-learning libraries, which aim to provide strong instructional and research support for all users. To further improve Lib Talk, it is recommended to extend the duration of sessions, enhance the clarity of audio and visual materials, provide recordings for future reference, increase interactive components, and address technical issues to enable a more convenient and effective learning experience for all participants.

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