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The Impact of Humor as A Teaching And Learning Strategy in The Literacy Skills Program on Increasing The Number of Visits to The Library of Universitas Sumatera Utara

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Abstract

The purpose of this article is to determine the effect of using humor as a teaching and learning approach in the Literacy skills program on the number of visitors to the University of North Sumatra's Library. The descriptive quantitative approach was utilized in this study, with a sample size of 100 participants, mainly new students who participated in the Literacy Skill program and visited the USU Library. Data collection was accomplished through the use of questionnaires, interviews, and a documentation study. The findings indicated that using humor as a teaching and learning approach in the Literacy skills program had a substantial beneficial effect on increasing library visits at the University of North Sumatra. The use of real-life examples of humor in literacy programs demonstrates that instructors have successfully integrated a set of best practices and methods into library instruction sessions, e.g., humorous examples, animations/cartoons, and narrative, with minimum risk. Based on a sense of humor, this strategy will assist in introducing more, promoting the library atmosphere, and encouraging visits and usage of library resources.

Keywords*: literacy skill; humor; library; Universitas Sumatera Utara*

1. Introduction

Chapter 1, Article 1 of the Law of the Republic of Indonesia No. 43 of 2007 on Libraries states that "Libraries are institutions that professionally manage collections of written, printed, and/or recorded works using a standardized system in order to suit educational and recreational purposes. the guests." Furthermore, the explanation section adds that the existence of libraries cannot be separated from human civilization and culture. The level of civilization and culture of a nation can be seen from the condition of the library owned.

The library functions to support the National Education System as regulated by Law Number 20 of 2003 concerning the National Education System. Libraries are centers of sources of information, science, technology, arts, and culture. In addition, libraries as part of the world community participate in building an information society based on information and communication technology as stated in the Declaration of the World Summit of Information Society – WSIS, December 12, 2003.

The library serves as a conduit for education, research, conservation, information, and recreation in order to boost the nation's intelligence and empower its citizens. To fulfill its function, the library must provide library services in an excellent manner and oriented to the interests of the visitors. To meet the interests of users in the USU Chancellor's Regulation No. 12 of 2017 article 2, the main task of the USU Library is to support the Tri Dharma, namely education and teaching, research, and community service.

To fulfill its function, the library provides user education services. User education is instruction given to readers/users to help the make the best use of the library (Singh, 2010). Program that equips library users with skill to access, evaluated and use information to satisfy their needs.

Information and communication technology has changed the role of students in higher education from passive to active based on competence and skills. Students are more independent by making extensive use of information in their learning activities.

As a result, information literacy competencies are becoming increasingly crucial for students, and academic libraries play a critical role in assisting them in developing those competencies through information literacy programs and activities. Indeed, library and information literacy teaching is one of the most vital and highly valued services offered by academic libraries today. (Singh, 2010; Fernandez-Ramos, 2019; Wickramanayake, 2016; Fernandez-Ramos, 2019)

In 2019 the USU Library opened an information literacy class for USU Academics, especially students and lecturers. The material taught in this literacy class is in the form of training on the use of the USU Library's online database and e-Journal and e-book training. The purpose of this activity is so that users have the ability to search, determine, evaluate and use information sourced from various information resources managed by the online library. (Fernandez-Ramos, 2019, Withorn, 2020).

However, often users are not optimal in using the library and are reluctant to visit the library. So libraries must innovate in user education by including elements of humor in user education materials, so that users can use the library's collections and facilities more optimally. The innovation that can be done by the library is adding an element of humor to the methods or user education materials. Several methods can be combined during lectures, library tours, or simulations.

Humour plays a significant function in human lives (Damanik dan Mulyadi, 2020). The utilization of real-world amusing situations highlights the benefits of employing humor in the classroom for training librarians. The article debunks the idea that one needs be a comedian to teach using humor (Walker, 2006; Azadbakht, 2019). Librarians value comedy, and many lecturers incorporate it into their classes, albeit caution and careful planning are recommended. (2019, Azadbakht).

2. Research Method

This study used a quantitative approach and a sample size of 100 individuals, specifically new students who had completed the Literacy Skill program and visited the USU Library. Data collection using questionnaires for primary data, interviews and documentation studies for secondary data. The questionnaire result data were processed using SPSS, and analyzed descriptively.

Secondary data from interviews as support were obtained from 6 informants, namely Librarians at the USU Library. Documentation study as supporting data and used for data validity.

3. Result and Discussion

As previously stated, the USU library has begun offering an information literacy program to all members of the USU community, particularly students and professors. The purpose of this section is to examine the effect of using humor as a teaching and learning approach in The Literacy Skills Program on the number of visitors to Universitas Sumatera Utara's Library.

3.1. Information Literacy/Skill Training

The results showed that in 2019 the estimated number of participants who took part in information literacy training was 35 study programs (500 people). The achievement realization was 25 study programs (71.43%) and 477 people (95.4%), as seen in Table 2.

Table 2.   Information Literacy Training in 2019.

No.	Departement	Participant
1	Public Health Sciences (S2)	21
2	Biomedical Science (S2)	6
3	Nursing Science	17
4	Notary	74
5	Dermatology and Venereology	50
6.	Pulmonary Disease Science	5
7	Management Science)	20
8	Animal Science	3
9	Food Science	12
10	Agricultural Science	4
11	Law Studies)	67
12	Lecturer and Law Science	7
13	Agribusiness	26
14	Agrotechnology	31
15	Pharmacy	30

16	Pharmaceutical Science	1
17	Physics	17
18	Physical Sciences)	9
19	Obstetrics and Gynecology	9
20	Accounting	11
21	Architectural Engineering (S2)	24
22	Architectural Engineering (S3)	24
23	Lecturer (FIB)	7
25	Law Studies (S3)	15
	Amount	477

The material presented in the training to search various e-journal and e-book databases, bibliographic writing formats in various bibliographic styles used in various scientific disciplines, methods of publication of scientific papers in international journals, use of Mendeley applications in managing scientific papers, and use of the Turnitin application in examining plagiarism in writing scientific papers to avoid copyright infringement.

Information literacy services follow USU's Library Service Opening Hours, Monday - Friday, 07.30 - 22.00 WIB. However, online the Information Literacy Class can be accessed through the USU Library website https://library.usu.ac.id. as seen in Figure 1. Online Class Schedule as seen in Figure 2.

Figure 1. Literacy Information Class

USU's Library Information Literacy and Reference Services are located on Floor -1. This service is prioritized for postgraduate students and lecturers who wish to access e-journals and e-books from the library building.

Figure 2. Information Literacy class schedule on the USU Library website.

Online information literacy instruction is gaining popularity among university libraries, however its maturity varies by institution (Fernandez-Ramos, 2019).

3.2. Increasing The Number of Visits to The Library of Universitas Sumatera Utara

Increased Visitor Reference Services and Information Literacy are one of the indicators in the USU Library performance report.

The estimated number of visitors to this service in 2019 is 36,000 people, while the actual achievement is 32,098 people, so the percentage of the achievement is 89.16%.

According to the respondent's opinion, the influence of humor as a teaching and learning approach in The Literacy Skills Program on increasing the number of visits to The Library of Universitas Sumatera Utara is shown in Figure 3.
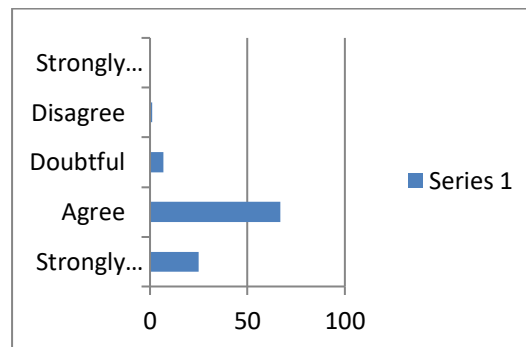

Figure 3. Respondent's opinion n.

The findings indicated that using humor as a teaching and learning approach in the Literacy skills program had a substantial beneficial effect on increasing library visits at the University of North Sumatra. The incorporation of real-life humor into literacy classes demonstrates that instructors have succeeded in providing a set of examples of best practices and strategies during library instruction sessions, for example, by incorporating silly comedies, cartoons, and storytelling into their own contexts with minimal risk. Along with other strategies, the use of humor as a teaching tool assists in introducing, promoting, and encouraging interest in visiting and utilizing library resources.

This Humor can make a significant contribution to the classroom setting associated with a course. Not only does it contribute to the development of a successful and positive environment, but it also provides fun for both librarian instructor and students. Additionally, by utilizing actual and real-world events, comedy can aid in the teaching of information literacy. Most importantly, as students gain familiarity with the library's numerous resources, library anxiety and tension can be decreased. Although there is evidence that humor helps in a classroom context, the teaching librarian is not required to attend comedy school. Smiling, relaxing, and being attentive to the needs of pupils are all excellent methods to begin building one's sense of humor. Once a librarian is comfortable with his or her own sense of humor, he or she can create an inviting and easygoing atmosphere in the classroom. Humor is a tool, not the only one, for enhancing student-librarian interpersonal ties. Maintaining eye contact, addressing students by name, and moving around the classroom all contribute to the development and expansion of relationships with the class.

4. Conclusion

The availability of efficient and effective information literacy services can increase library visitors, especially reference and information literacy services, access to electronic information resources for the USU Library, namely the e-USU Repository collection.

The results indicated that the Universitas Sumatera Utara's use of real-life humor in literacy classes demonstrated that instructors were successful in providing a set of examples of best practices and strategies during library instruction sessions, for example, by incorporating silly comedies, cartoons, and storytelling into their own contexts with minimal risk. The use of humor as a teaching and learning approach in the Literacy skills program has a favorable and significant effect on increasing library visits, as do other techniques for introducing, promoting, and encouraging interest in visiting and utilizing library resources.

The findings indicate that despite widespread acknowledgment of the relevance and utility of information literacy teaching in general and online instruction in particular, little progress has been made in developing it. The primary impediments to implementation found were a lack of technological resources and skilled employees to perform these jobs. The primary obstacles that libraries that do provide online training have encountered include a lack of institutional support, a lack of faculty participation, students' enthusiasm, and librarian expertise.

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