

Libraries in the Digital Age, Do They Survive?

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Abstract

Discourse about libraries in the digital era is widely discussed in digital media, and such discourses are the background for conducting this study. This research aims to determine the extent to which society positions libraries amidst the development of digital devices. This study uses a qualitative approach using the crisis discourse analysis method by Teun A. van Dijk, which includes text, social cognition, and social context. Data crawling was carried out using the keyword "library" from digital media Twitter, blogs, news, and websites. The results of this study found eight major discourses about libraries. This study proves that any discourse about libraries circulating on digital media is inseparable from the cognition background and social context of the creator of the discourse.

Keywords: Literacy Skills, Library, Critical Discourse Analytics, Digital Media, Digital Age.

Introduction

Libraries are information centers that existed in society before the creation of sophisticated technology (Khoir, Du, Davison & Koronio, 2017). Even in Indonesia, it has existed since the royal era, even though, at that time, it was not called a library (Basuki, 2014). Previously, libraries were the only places that provided information and references in the form of books, magazines, newspapers, and secondary documents needed by scholars. However, these privileges are now changing due to the latest technological advancements (Mierzecka & Suminas, 2018), especially after the emergence of the internet and social media, which seized the privileges that libraries possessed earlier (Monagle & Finnegan, 2018).

In the past, humans needed to add information and insight in libraries to adapt to the times; conversely, now libraries have to adapt to technological developments to avoid being

abandoned by humans (Ahire & Shewale, 2016). This can happen because society is currently in the digital native era (Supratman & Wahyudin, 2017). Today's rapidly developing society likes to simplify every task to make it more effective and efficient (Laskowski, 2020), including finding information. Currently, people prefer to seek information via the Internet (van der Linden, Bartlett & Beheshti, 2014) and social media (Bradley, 2015) because they save time and energy (Ihejirika & Krtalic, 2021).

Era shifts and lifestyle changes can gradually render libraries obsolete (Flood, 2019). Under these conditions, libraries must embrace and have agility (Mccallum, 2015) toward technological developments, the internet, and social media to stand amid a digital native society. Currently, libraries not only offer collections in print form but also provide digital collections to enhance user satisfaction (Neprianti & dan Harianti 2021). Research conducted by Riadi, Sofwan, Mailizar, Alqahtani, Yaqin and Habibi (2023) suggests that using digital-based services helps fulfill the needs of library users. Libraries make their digital resources available to reach users without visiting the library (Srirahayu, Harisanty & Irfana 2020).

Problem statements

The changing characteristics of society force the library to improve immediately. This is because numerous media channels currently act as information service providers and agents for disseminating discourse through digital content creation (Cassar, Gauci & Bacchi, 2016). In the past, the library served as a medium for disseminating discourses in books, magazines, newspapers, and important documents that were part of the library's collection (Șerbănuță, 2019). However, at this time, the library becomes material for making discourse. Simply put, the library used to highlight many things, but now the library is the highlight (Bradley, 2015).

Public attention to libraries is focused on the quality of services provided. The current public assessment of libraries comes from users and non-users, who can also assess libraries from their perspectives. This assessment can be formed and can quickly get justification from the wider community thanks to social media. The judgments that get justification ultimately shape discourse on social media (Lindgren & Cocq, 2017). Discourse can be formed based on representations of individual or group experiences, which are then conveyed to others through speech or writing; such materials comprise the beliefs, values, and positions of the creators of the discourse (Mills, 1997).

There are many positive and negative discourses about libraries on digital media. It is essential to pay attention to this discourse to understand the digital native view of the library. This is in line with the function of discourse itself, which can influence the minds and control the actions of others (van Dijk, 2001). With the current technological developments, is it possible to shift people's perspectives on libraries, which used to be places of discourse production and centers of information providers and educational support?

Furthermore, while the current discourse surrounding libraries in digital media is abundant, there remains a gap in research regarding the nuanced dynamics of these discourses and their implications for library management and public perception. Therefore, a comprehensive investigation into the various narratives about libraries on digital platforms is warranted to gain insights into how these discourses shape public opinion and influence library utilization in the digital age.

Research Question

Discourse circulating on digital media must be deepened to discover the current public perspective on libraries. This perspective is vital as a provision for library managers to enhance service quality. Furthermore, this is useful to help accelerate the transformation of libraries so that they remain aligned and show their existence amid a digital native society. Therefore, the study addresses the following research question:

What are the positive and negative discourses about libraries within digital media?

Literature Review

Users' perception of libraries in the digital age

Several existing studies have examined libraries from various perspectives and scientific disciplines. A study shows that postgraduate students on one of the campuses think the library is just a place to obtain additional information related to academic activities (Ameen, 2019). Libraries are a medium for publishing research results or scientific studies in high-ranking peer-reviewed journals (Petr Balog, Badurina & Lisek, 2018). Studies have also observed library efforts to increase literacy culture in society (da Silva, Cavalcante & Costa, 2018). the library manager launches socialization and education programs for the community to understand the functions of today's libraries.

In line with the above studies, specific studies on libraries have also been carried out to see the extent to which libraries provide ideal services according to users. Clifford, Oluwaseyi, Afolake, Adesola & Olayinka (2018) remark that libraries were not functioning optimally, causing a feeling of dissatisfaction among users. Such dissatisfaction is not only in the context of services; library collections that are not updated with the latest reading materials are also a negative note (Zuraida, 2011) because these conditions make it difficult for users to find books or sources of information (Rahmadanita, Hasmiati & Umanah, 2020).

Nevertheless, library studies do not always find negative results; some studies conclude that there has been a shift in people's understanding of the library, which no longer sees it as a monotonous place (Samiun, Maringka & Sukowiyono, 2020). Instead, the library is now seen as a place that can adapt to changing times through the transformation of digital services that are currently needed by users (Winoto, Ayudista & Rohman, 2021)

Critical discourse analysis on digital media about libraries

Seeing the uncertainty of public perception of the library, Pratiwi (2015) attempts to classify the typology of students' school library construction. Based on the results of the data analysis, it was concluded that there were four categories of users among students: *loyal users*, *conditional users*, *necessity users*, and *phlegmatic users*. What distinguishes the four categories is the student's motives when visiting the library. The first category includes students who fully know the importance of adding information and insight into the library. The second category encompasses students who use the library only if there are specific intentions and purposes. The third category refers to students who visit the library to meet their academic needs and restore their mood. Finally, the last category comprises students who visit the library only to abort obligations without any motivation from within.

A study examining the typology of community construction of libraries was conducted by Utami (2016) from Airlangga University. The study obtained three typologies; the first is the type of society that interprets the library as a means of securing entertainment (pleasure) so that

it is free from boredom and fatigue. The second type is people who consider the library to be a place that can increase knowledge. Finally, the kind of community that interprets the library as part of a place to meet needs (everyday life). The last type is filled by those who think the library is a part of everyday life that must be visited.

Similar studies have also been carried out by raising the topic of students' perception of book-reading activities in the library (Kurniawan, 2015). The study found three meanings of reading books in the library formed in constructing students' minds. First, reading books in the library is considered an entertainment activity. Second, students interpret the activity of reading books in the library as a way to spend their free time. Third, students interpret the activity of reading books in the library as an order from the teacher.

This study analyzes previous studies on libraries and several studies discussing CDA. For example, Zaman, Holloway, Green, Jaunzems, and Vanwynsberghe (2020) discuss discourse with data findings, concluding that narratives built in public through social media are part of political maneuvers and the protrusion of ideological attitudes is implemented in the negotiation process. Vaandering, Dorothy, and Reime (2021) also conducted a similar study, which aims to demonstrate the existence of a new methodology called Relational CDA. This method collaborates CDA with a case study approach to obtain complex and comprehensive data. Allen and Sovik Benedetti used CDA to explore the extent to which the discourse on maternal mortality in the United States is constructed and understood by society.

Materials and Methods

Research design

The study of library discourse on digital media uses a qualitative approach using discourse analysis method by Teun A. van Dijk. Data were obtained by crawling through the Brand24 platform which is accessed via the website <https://brand24.com>. Digital media analyzed include Twitter, blog, news, and website. The dataset is comprised of texts that contain both positive and negative sentiments about libraries and are interpreted using critical discourse analysis.

Data analysis

This study uses CDA to analyze discourse about libraries spread across digital media. The CDA initiated by Dijk (2008) was deliberately chosen because this method examines discourse as a whole, not only seen from textual aspects but also combined with discourse practices (Eriyanto, 2001), such as aspects of cognition and social context. These three aspects are used to analyze discourse because, according to van Dijk (1990), every communicator/creator of discourse has perceptions, experiences, values, and individual interpretations. Therefore, van Dijk agreed that text, cognition, and social context must be observed during data analysis.

Result

Positive discourse on libraries

Digital media contains both positive and negative discourses about libraries. The following is a positive discourse on digital media about libraries (Table 1).

Table 1

Positive Discourse on Digital Media About Libraries

POSITIVE DISCOURSE
The Role of the Library in Creating New and Adaptive Learning Environments to Advances in Digital Technology
Libraries Need Transformation to Support the Development of Quality Friendly Human Resources, including for Persons with Disabilities
Libraries are the Spearhead of Driving Literacy and Cultural Literacy in the Digital Native Era
Library Public Space as a Place for Community Development
<i>Libraries Become Pioneers of Financial Literacy and Creative Economy Development in the Digital Age</i>

Text (Positive discourse)

The first category of discourse that appears on digital media highlights libraries from an educational aspect, made up of the narrative "*the role of the library in creating a new and adaptive learning environment to advances in digital technology.*" The main topic in this discourse is the library, supported by sub-topics on knowledge transfer, transforming the library into educational tourism, the library as a support for student learning activities, and the library as the heart of education. The scheme used in the discourse is a story that includes the verbal comments of characters who can express opinions. The discourse is made by compiling microelements that glorify parties who have authority in the field of literature so that the narratives that are built also lead to the prominence of the role of these parties.

In line with the first category, the second category of discourse also discusses libraries from an educational aspect but is linked to the quality of human resources. This second category of discourse is built around the narrative "*libraries need transformation to support the development of quality-friendly human resources, including for persons with disabilities.*" The topics discussed in the discourse are libraries structured with sub-topics on improving the quality of human resources, libraries for self-development, libraries as spaces for actualization, and libraries for persons with disabilities. The four sub-topics highlight the library's positive impression, which can be helpful in *self-development*. The superstructure of the discourse is made by paying attention to the discourse arrangement scheme, which tends to involve verbal comments from the communicator so that it can be called a discourse with a *story scheme*. The purpose of making a discourse with a *story* scheme is to highlight the information the communicator conveys to break down the community's stigma about libraries that are still considered old-fashioned and unchanged. The microstructure used to build this discourse is made with elements that highlight the role of the government and the library service, which has provided facilities in the form of buildings and book collections and organized various activities for users.

The third discourse category highlights libraries from a cultural aspect. The library is seen as an entity that is a pillar of the spread of cultural values. The discourse category is built with the narrative "*libraries are the pearhead of driving literacy and cultural literacy in the digital native era.*" The main topics in this discourse are supported by sub-topics discussing interest in reading and illiteracy, literacy culture, cultural literacy, and reading culture eroded by digital technology. This discourse superstructure is made with a *summary* scheme. The aim is to explain in detail the various types of work programs carried out by the government as

policymakers and library leaders as library managers in collaboration with external organizations to preserve cultural values through literacy programs while intensifying literacy as a habit that later becomes a culture. Lexicon, sentence arrangement, and all forms of microstructure are made to highlight the work achievements of the government and library managers collaborating with external parties concerning cultural literacy in the *digital native era*.

Regarding cultural aspects, discourse on digital media also discusses the library, which is associated with social factors. The fourth category of discourse is made with the narrative "*library: public space as a place for community development*." The main topic of this discourse is the library which is structured with the sub-topic of the library as a shared learning space, the library as a vehicle for continuous skills training, the library as a place inspirational, and the library has a calm and warm atmosphere. The superstructure of this discourse is made with a *story scheme*. The aim is to quote verbal comments from the communicator. This discourse is made with a microstructure as a presupposition element to convince the communicant that the facilities updated by the library manager can positively impact users, especially the wider community.

Based on crawling data on digital media, discourse communicators/creators also associate libraries with economic functions. There is a discourse on digital media that reads. "*Libraries become pioneers of financial literacy and creative economy development in the digital age*." The topics raised in the discourse are supported by four sub-topics, including library financial education programs, libraries are obliged to provide extraordinary services in the economic field, libraries encourage the achievement of a creative economy, and in the long term, libraries can provide a stimulus to improve community welfare with a *summary* scheme to embody the special service program that the library manager should provide to users. This discourse is made by experts in the field of economics so that the communicator/creator of the discourse uses microelements in the form of presuppositions to provide benchmarks for the success of libraries to reach an ideal level.

Social cognition (Positive discourse)

Critical discourse analysis is not only limited to texts but also includes aspects of social cognition that shape the communicator's cognitive abilities in creating discourse. The first discourse with the narrative "*the role of libraries in creating a new and adaptive learning environment to advances in digital technology*," was made by communicators/discussion creators who mostly came from academics so that they have qualified values and experience in the field of education which is also closely related to the literacy movement. Although there are also communicators/creators of discourse from the private sector, they have not been able to stand out above academics.

The second category of discourse is created with the narrative "*libraries need transformation to support the development of quality human resources*," delivered by communicators from among public officials. The discourse tends to be normative without being accompanied by concrete evidence of the success of the program being implemented. The discourse tends to glorify policymakers as those with power in the literature field. The communicator creates this discourse to influence the communicant's cognitive aspects to be on the same perception.

In contrast to the two discourses above, the third discourse, "*libraries spearhead of driving*

cultural literacy and cultural literacy in the digital native era," was made by communicators who came from literacy activists and social workers. The factor influencing social cognition in this discourse is the value that the communicator holds as a social worker in a foundation. Hence, what is written in this discourse is based on the human aspect and a means of branding to prove that the managed foundation has contributed to aspects of education, especially in the 3T areas, by reducing illiteracy and increasing public reading.

The fourth discourse, which is made with the narrative *"library: a public space that becomes a place for community development in the middle of the development of an increasingly moderate age of progress,"* is made by communicators among writers on a website and blog. Social cognition in this discourse is influenced by knowledge and the experience of the communicator as a layman who becomes a user or user of the library. Verbal comments from the communicator are the key to developing the library from the perspective of the user and the wider community.

The last positive discourse on libraries reads, *"libraries become pioneers of financial literacy and creative economy development in the digital age."* Communicators from economists and officials in charge of economic affairs created the discourse. Factors that influence the communicator's social cognition are knowledge and empirical observations in viewing problems in the economic sphere associated with the condition of the library. The communicator, as an economist, emphasizes the scientific principle of research, which in this case relates to the library.

Social context (Positive discourse)

The discourse, which reads *"the role of libraries in creating a new and adaptive learning environment to advances in digital technology,"* was made by academics who later held positions as heads of education offices; therefore, the communicators had the authority as well as the capacity to influence the communicant's perceptions. In line with the first discourse delivered by government officials, the second discourse was also delivered by officials from regional heads and heads of services in a region in Indonesia. As a party with strong power and influence in the discourse production process, the communicator sparked a discourse that reads, *"libraries need transformation to support the development of quality human resources."* The media used are blogs and news, which can be tools for communicators to disseminate discourse about libraries to improve the quality of human resources. Armed with their power, they also have easy access to produce and disseminate discourse.

The social context behind the discourse that reads *"libraries are the spearhead of driving cultural literacy and cultural literacy in the digital native era,"* is communicators' power as literacy activists and social workers. Unlike the power held by public officials, activists tend to have power as a concerned party in the field they are working on. The access used to produce discourse is social media in the form of news. Social media is free, so anyone can use it according to the interests they want to fight for. As for this, it is clear that the communicator is interested in disseminating the discourse that is made, namely about agents' success in increasing literacy culture and reducing illiteracy rates in Indonesia. Almost the same as the third discourse, the fourth discourse, which reads *"library: a public space that becomes a place for community development amidst the development of an increasingly moderate age,"* is also conveyed by actors who are more objective without being influenced by intervention from any party. The creator of this discourse no one has power; all created by bloggers and website

contributors. Nevertheless, the communicator is free to trigger certain concepts in the discourse. As for this discourse, the idea of cultural literacy was sparked.

The social context behind creating the fifth discourse, "*libraries become pioneers of financial literacy and creative economy development in the digital age*," is the educational background and professional communicator as an economist. Communicators from academic circles bring the concept of financial literacy into the library area to provide additional knowledge to the public, especially in early childhood, about the importance of financial literacy in the global era. As an academic, the communicator can be trusted by the communicant so that what is conveyed in the discourse can be accepted and influence the communicant's point of view.

Negative discourse

Social media also shows negative discourse on libraries, highlighting the current condition of libraries that are considered conventional, too passive, and not creative in developing service functions. Therefore, below, we will dissect negative discourse about libraries on social media. Three significant discourses show the negative condition of libraries on social media (Table 2) with the following explanations.

Table 2

Negative Discourse on Digital Media About Libraries

NEGATIVE DISCOURSE
Libraries are Stuck in Conventional Idealism and are, therefore, Undeveloped
Library Functions are Limited to Storage Spaces for Collections of Books and Archives
Exclusivity Behind the Passive Condition of Libraries Against Changing Times and Developments in Digital Technology

Text (Negative discourse)

The first negative discourse about libraries was made with the narrative, "*libraries are stuck in conventional idealism and are, therefore, undeveloped*." The main topic discussed in the discourse is the condition of the library, which tends to be passive and not at par with the times. The sub-topics discussed to support the main topic are passive libraries, libraries that do not prioritize *user-friendly principles*, and libraries that do not bring profits to users in the digital native era. The superstructure of this discourse is made with a *summary* scheme, which aims to explain in detail the communicator's opinion about the condition of the library that needs improvement so that it can continue to grow and get out of the conventional zone. Discourse is made with lexicons and sentence forms that increasingly reveal the library's negative condition so that transformation can be realized immediately.

The second discourse also highlights the library from the point of view of functions and services, with the narrative "*library functions are limited to storage spaces for collections of books and archives*." The topic of this discussion is the library's function, which is structured with two sub-topics: the stigma of a library referred to as a book storehouse and a collection of limited library reading materials. The superstructure of this discourse is made with a *story* scheme, which aims to lead the communicant's opinion to agree with what the communicator conveys. The lexicon, sentence form, and coherence in this discourse are structured to accentuate the presence of libraries that have not functioned optimally and have been unable to

keep up with the era's developments.

Unlike the negative discourse on the first and second libraries, this third discourse raises the topic of libraries associated with changing times and the development of digital technology. These aspects are used as parameters to assess the library. The third discourse is made with the narrative "*pseudo exclusivity behind the passive condition of libraries against changing times and developments in digital technology.*" The sub-topics used to support the main topic are inadequate library facilities and the condition of libraries that still apply old-school policies. This discourse arrangement scheme is of the story type because it contains verbal comments from the communicator. The purpose of using this scheme is to glorify statements made by communicators as policymakers.

Cognition (Negative discourse)

Factors that influence the social cognition of the production of the first discourse are the values the creators hold based on their knowledge. As for this discourse, one of the communicators comes from literacy experts. Hence, unsurprisingly, the discourse delivered contains suggestions for transforming the library.

The factor that influences social cognition in creating the second discourse is the work experience of the communicators because most of them come from government officials who are in charge of libraries and archives. Therefore, the discourse created represents the communicator's cognition. The matter conveyed by the communicator must have gone through a mental process, which includes sensing and analyzing using cognitive abilities.

Factors that influence social cognition in the production of the third discourse are direct experience from ordinary people who have visited the library and direct observation from government officials who work in regional libraries. The communicator's value is common sense because it describes the library's condition without being accompanied by objective assessment indicators.

Social context (Negative discourse)

The first discourse is conveyed by literacy experts who can talk about libraries so that communicants can have more confidence in the opinions conveyed. The media used to produce and disseminate discourse is news owned by an online *news* portal.

In the second discourse, one of these communicators has power as the head of the regional library and archives service, so he has strong *power* to influence the communicant. In addition, the communicator also sparked the concept of a book, considered a 'depository' of books. The digital media used to produce and disseminate this discourse are *news* and websites.

Communicators from Twitter users created the third discourse, so there is no other interest than expressing opinions based on experience and personal opinion. The term old school is typical of this discourse. The media used to produce and disseminate discourse is the communicator's personal Twitter.

Discussion

Positive discourse

Every discourse that circulates can be debated with other facts so that what is conveyed by the communicator is not something absolute. The first discourse, which reads "*the role of libraries in creating a new and adaptive learning environment to advances in digital*

technology," is in line with research conducted in Surabaya, Indonesia, which concluded that school libraries must be able to provide sources of information that suit students' needs (Harisanty, 2019). The demand for libraries to be adaptive has an urgency value that is quite urgent considering that currently, the awareness of the younger generation to be literate towards a literacy culture has decreased significantly, as has happened in Australia (Darmawan, 2020), England (Clark & Teravainen-Goff, 2020), and the United States (Parsons & Parsons, 2018).

The second discourse built on the narrative "*libraries need transformation to support the development of quality human resources*," is in line with a study that found results that the competence of librarians in operating the latest technology in the form of Artificial Intelligence (AI) is needed to accelerate library transformation (Harisanty, Anna, Putri, Firdaus & Noor Azizi 2022). This means that the quality of human resources is a critical parameter in supporting library transformation efforts and vice versa. Library transformation can also have an impact on human resources in general. However, the library has begun transforming using AI as part of its service media (Allison, 2012). Users often access the library virtually to get reference sources and reading materials (Loddo, Boersma, Kleppe & Vingerhoets, 2022).

The third discourse made with the narrative "*libraries are the spearhead of driving literacy culture and cultural literacy in the digital native era* cannot be fully considered as an absolute truth because libraries have not been able to function optimally in building cultural literacy and literacy culture due to development gaps, budget constraints, and a lack of information and public awareness (Srimulyo, Harisanty, Atmi & Kurniasari, 2020). One effort that needs to be optimized is promotion and *branding* from library managers for literacy culture campaigns, especially among young people (Cremin & Swann, 2016). Nevertheless, with the many tasks assigned to library managers and policymakers, these two parties must not forget that the library primarily transfers knowledge (Aabø & Audunson, 2012).

Not only does it function as a place that supports academic activities and human resource development, but the discourse that reads "*library: public space as a place for community development*," shows that libraries can also be 'land' for community development. This can be proven by a study in Surabaya, Indonesia, which shows that the elderly (over 60 years old) are still actively visiting the library, meaning that the library can be a public space that is open to anyone, even for the elderly who are no longer productive. However, thanks to intrinsic and extrinsic motivation, the elderly are still actively visiting public libraries in Surabaya (Anna & Harisanty, 2019a). In addition to serving the elderly, libraries can also foster parent-child bonding through programs and facilities that support both learning and recreational activities, making them inclusive spaces for all ages (Anna & Harisanty, 2019b). This study's findings align with the work program of the Canadian public library, which organizes assistance for people with dementia (Dai, Bartlett & Moffatt, 2021). Libraries are expected to be able to provide direct benefits to society through the provision of social capital and knowledge transfer (Wojciechowska, 2020) so that, in the long term, it can increase the level of social welfare of the community (Cigarini, Bonhoure, Vicens & Perelló (2021).

The discourse that raised the topic of "*libraries becoming pioneers of financial literacy and creative economy development in the digital age*," became an impetus for library managers to expand their functions and services towards the creative economy. However, there is a dilemma in preparing for development. The readiness of an institution or organization to maintain and develop collections in both physical and digital form (digital preservation) can be examined from the management of human resources and facilities. This readiness requires cooperation

between all elements, starting from the role of institutions, employees, and experts who support the development of library collections (Srirahayu, Harisanty & Irfana, 2020). Therefore, it is necessary to rearrange the *grand design* of the library to become a center for both group and individual activities and personal and community or organizational activities (Clark, 2017).

Negative discourse

Apart from the five positive discourses above, three negative discourses also discuss the library. As mentioned in the results sub-chapter, the first discourse reads, *"libraries are confined in conventional idealism so that they are stuck in undeveloped conditions."* This discourse is inversely proportional to a study that states that, currently, library managers have attempted to improve the culture of community literacy through various program activities (da Silva et al., 2018). The librarian spawns socialization and educational programs for the community to understand the function of today's libraries.

Negative discourse about the library also appears and highlights the library collection. The second discourse, which reads *"library functions are limited to storage spaces for collections of books and archives,"* is in line with a study that found that libraries by students are only considered as a means of supporting academic activities (Petr Balog et al., 2018), and nothing more than a place for information services (Ameen, 2019). Libraries are only seen as a means to publish scientific papers resulting from academic activities on campus. However, this assumption can be debated with other research findings showing that library collections are rarely updated (Zuraida, 2011), so the perception of libraries as supporting academic activities can also clash. As a result, the library cannot meet students' needs as librarians (Rahmadanita et al., 2020).

Libraries that store collections in the form of books, magazines, newspapers, and other archival documents make this place somewhat 'anxiety' in the minds of the public, so it is not surprising that a discourse appears that reads *"pseudo exclusivity behind the passive condition of libraries against changing times and developments in digital technology."* This discourse cannot be questioned because it arises from the assessment of the wider community, but that does not mean that the discourse cannot be debated. People are now starting to understand that the function of libraries is no longer limited to academic aspects (Samiun et al., 2020). The public has now realized that libraries are improving to adapt to changing times (Winoto et al., 2021), primarily related to digital technology and information development.

Conclusions

Every discourse about libraries circulating on digital media, whether from the Twitter platform, websites, blogs, or news, has gone through a communicator's mental process. Aspects of cognition and the underlying social context influence the communicator's mental processes. As a result, the communicator's cognition and social context are the most dominant aspects in creating discourse because more discourse is created by communicators who can express opinions. Capability and capacity are the "mainstays" to conveying the meaning implied in the discourse to the general public. Nevertheless, every discourse about libraries spread across digital media cannot be considered an absolute truth because it can still be debated with other discourses.

In summary, this study proves that any discourse about libraries circulating on digital media is inseparable from the cognition background and social context of the creator of the discourse.

Discourses with positive nuances with narratives showing the achievements of library managers in improving quality and service quality tend to be made by stakeholders such as the Head of the National Library of Indonesia, regional heads, Head of the Library and Archives Service at the regional level, and officials who have a stake in managing the library. Conversely, discourse about libraries with a negative tone tends to be made by users who have experience visiting libraries, academics, and netizens. This proves that the discourse about libraries spread on digital media can be positive and negative. The negative discourse from the library can be used as evaluation material for policymakers and library managers to improve quality and service. In contrast, positive discourse about the library can be a parameter for the success of library management. The findings from this study can provide insight to future researchers concerned with the field of literature and the study of discourse.

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