

RECONSTRUCTION OF THE USE OF LIBRARY INFORMATION SERVICES THROUGH THE HABITUS BOURDIEU LENS

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Abstract

Although digital technology has made it easier for us to access knowledge, libraries now face real challenges to remain present in the hearts of the public. Behind the sophistication of online services, we still encounter the fact that interest in reading and physical visits to literacy spaces is still quite low, so libraries need to continue to improve so that they remain a lively and relevant place for human learning needs. This research touches on the human side in the academic world by exploring how a person's habits and social background affect the way he uses the library. Through Pierre Bourdieu's perspective, it is studied that access to knowledge is not just a matter of the availability of facilities, but is highly determined by life experiences, culture, and social networks that shape a person's behavior in learning. This research is qualitative with an exploratory and interpretive approach to systematic literature observation. Secondary data for this study, namely articles from empirical primary studies published in academic journals, conference proceedings, and related theses or dissertations. The results of the study show that the low number of visits to the library is actually rooted in deep social problems, where there is often a gap between people's living habits and the way libraries provide their services. In order not to feel unfamiliar, libraries must move from just a book provider to a welcoming and inclusive space for everyone with diverse backgrounds in their life stories. The future of libraries is no longer measured only by the sophistication of its facilities, but by its ability to embrace every individual to feel belonging and welcome in it.

Keywords: Library Information Services; Habitus Bourdieu Lens; Information Users

Abstrak

Meskipun teknologi digital telah mempermudah kita dalam mengakses ilmu, perpustakaan kini menghadapi tantangan nyata untuk tetap hadir di hati masyarakat. Di balik canggihnya layanan daring, kita masih menjumpai kenyataan bahwa minat baca dan kunjungan fisik ke ruang literasi masih cukup rendah, sehingga perpustakaan perlu terus berbenah agar tetap menjadi tempat yang hidup dan relevan bagi kebutuhan belajar manusia. Penelitian ini menyentuh sisi manusiawi dalam dunia akademik dengan menggali bagaimana kebiasaan dan latar belakang sosial seseorang memengaruhi caranya memanfaatkan perpustakaan. Melalui sudut pandang Pierre Bourdieu, dikaji bahwa akses terhadap ilmu bukan sekadar soal ketersediaan fasilitas, melainkan sangat ditentukan oleh pengalaman hidup, budaya, dan jejaring sosial yang membentuk perilaku seseorang dalam belajar. Penelitian ini bersifat kualitatif dengan pendekatan observasi literatur sistematis yang eksploratif dan interpretatif. Data sekunder penelitian ini yaitu artikel dari studi primer empiris yang dipublikasikan dalam jurnal akademik, prosiding konferensi, serta tesis atau disertasi terkait disertakan. Hasil penelitian menunjukkan rendahnya kunjungan ke perpustakaan sebenarnya berakar pada persoalan sosial yang mendalam, di mana sering kali terjadi jarak antara kebiasaan hidup masyarakat dengan cara perpustakaan menyajikan layanannya. Agar tidak terasa asing, perpustakaan harus beralih dari sekadar penyedia buku menjadi ruang yang ramah dan inklusif bagi setiap orang dengan beragam latar belakang cerita

hidupnya. Masa depan perpustakaan tidak lagi hanya diukur dari kecanggihan fasilitasnya, melainkan dari kemampuannya merangkul setiap individu agar merasa memiliki dan diterima di dalamnya.

Kata kunci: Layanan Informasi Perpustakaan; Bourdieu's Habitus Lens; Pengguna Informasi

1. Introduction.

As digital technology develops and fundamentally changes the way consumers acquire and use knowledge, libraries as information providers continue to evolve (Hayward, 2021; Nurhayati, 2018). In the midst of this transformation, complex social realities emerge, even though digital services such as *e-resources* and online libraries are increasingly optimized (Soetjiatie, 2015). The level of physical use and literacy participation in the community as a whole still faces challenges, which can be seen from the relatively low number of visits and reading activities in some areas (Irham, 2018; Population, 2019). This phenomenon shows that there is a gap between the availability of contemporary information service infrastructure and user behavior and habits in implementing and utilizing these services optimally. Therefore, research on an important topic is needed, namely an analytical framework that can uncover the internal and external mechanisms underlying user choices and behaviors towards information services.

Although some studies in the field of library information systems (SIP) are descriptive or emphasize technical elements (e.g. consumer social disposition factors (habitus) as well as interaction with cultural, social, and symbolic resources, they cannot be excluded from the design of digital spaces and services. Furthermore, some studies that embrace Bourdieu's ideas generalize the notion of habitus without a clear methodological procedure for library services, thus posing challenges in making specific policy recommendations to improve services. In addition, there is room to study the contrasts between different cultures and the local environment (e.g. Study in Indonesia on modern library usage habits) (Y. Hu & Stahl, 2023; Mathysen & Glorieux, 2022; Schirone, 2023).

Research on the literature shows several strengths that can be harnessed, Bourdieu's theory offers a solid conceptual framework for the friendship of social structures (fields), capital, and practices based on disposition (habitus), and recent studies also reveal how space and service designers interact with user capital, which has implications for participation and use. However, to be the basis for library interventions, a synthesis study is needed that explains how habits are manifested in service use practices through observation and narrative, identifies structural and symbolic barriers that hinder access, and transforms theoretical conclusions into service design and program literacy recommendations that are responsive to the capital-sensitive users have. Therefore, a comprehensive library study is needed that combines empirical results and theoretical research as a basis for reconstructing library service information.

Using the context described earlier, this study was made to explore and systematically map how from the perspective of Bourdieu's habitus, library information including collection access, reference services, learning spaces, and information literacy is interpreted in the context of academic libraries? The arguments to be tested reveal that the pattern of use of library information services is strongly influenced by user behavior, which is influenced by socio-cultural background, academic experience, plus social and cultural capital. The research was conducted using a qualitative method through a literature review approach to valid and reliable primary studies. The goal is to generate theoretical understanding and practical recommendations so that digital library information services become more communicative and responsive and reinvent the information use model based on the Habitus Bourdieu framework of thought. To offer a basic idea for the growth of a more inclusive library service that can satisfy a wide range of user habits.

2. Literature Review.

2.1 Habitus (Pierre Bourdieu): definition and theoretical scope.

A key concept in Pierre Bourdieu's theory of practice is habitus, which describes the internal and dispositional structures of tendencies, preferences, and viewpoints developed by a person's historical experience and social status (Bourdieu, 1977; Krisdinanto, 2014). Although it can be changed through contact with the field terrain and resource capital, the habitus creates behavioral tendencies that are usually stable rather than completely determinative. In social research, habitus helps explain how people assimilate social structures such as class, education, and cultural values into their daily activities so that their actions seem

natural to them. Understanding why two individuals who officially have equal access to information services can exhibit very different patterns of use starts with this idea: internal variables related to reading habits, confidence in academic institutions, and information-seeking approaches shape these differences. Habitus also acts as a theoretical link between large social structures and small practices, therefore, it is very important to study the behavior of library users based on their cultural and socioeconomic backgrounds (Yating Hu & Stahl, 2023; Schirone, 2023).

Literature evaluation on habitus shows several methodological approaches and operational categorization, qualitative narrative research such as curriculum vitae, in depth is often used to capture subjective dispositions, quantitative methods and combined approaches e.g. To represent habitus groups in large samples, latent class analysis is used. While some studies on the aspects of habits in time and context are, that is, how habits are created by families and educational institutions, other studies concern the changes that occur when people enter a new field, for example higher education or libraries in the academic environment. Through critical observation, recent papers suggest the use of triangulation methods to prevent overuse: integrating participatory observations, narrative interviews, and big data to confirm knowledge of habits. A good real-life example shows how first-generation habits affect their comfort levels towards their learning environment and services, a result that is critical to reimagining access equity-oriented library services (Yating Hu & Stahl, 2023; Webber, 2023).

2.2 Cultural, Social, Symbolic and Field Capital in the Context of Libraries.

Bourdieu argued that the social position of a person or group is determined by resources known as financial capital, cultural capital, (Joining, 2012; Tully, 2023). Social Capital, (Sapiro, 2015), and symbolic capital, (Markovizky et al., 2025). Cultural capital including academic skills, reading habits, information literacy, and formal education gives legitimacy to people in academic endeavors. By using their resources, people struggle, negotiate, and compete in a specific social environment such as a university or library institution known as a field. In libraries, the interaction between cultural capital and social capital impacts effective access to resources, capacity to obtain reference support, and user participation in academic communities. These ideas provide an understanding of why libraries are also seen as symbolic meeting places where capital is tested and produced, rather than simply a physical space or collection of materials. Understanding how various social groups use library services starts with knowledge of the capital and its fields (Reed & Johnson, 2023; Schirone, 2023a)

Library literature that implements ideas of capital and the field shows two main directions of inquiry: how cultural capital affects academic achievement and service use e.g., information literacy, utilization of paid databases, and research on social capital that supports informal access i.e., teacher networks, peer advice, or library mentors. A systematic review of these studies reveals how several empirical studies that use survey methods over time, case studies in schools, and qualitative techniques to find between capital practices and libraries are able to explain the ways in which unequal access is reproduced. However, one of the drawbacks is that some studies concentrate only on the cultural analysis of formal capital including degrees and courses without taking into account the more subtle symbolic capital, including academic reputation and validity. Furthermore, several recent reviews suggest conducting more precise field studies e.g., Understanding how services can increase or decrease the impact of capital is the goal of mapping power relations in the context of libraries. Studies published in the Journal of Academic Librarianship and other papers offer a strong empirical basis for understanding the notion of capital in the context of improving library services (Power, 2024; Reed & Johnson, 2023).

2.3 Information Literacy and Use of Library Services (service proxy)

Information literacy can be interpreted as the ability to search, disseminate, utilize, and convey information in an effective and ethical manner. In an academic library environment, information literacy includes an understanding of catalogs, databases, search techniques, assessment of scientific sources, and skills in citation and reference management. Modern libraries expand the function of information literacy to include the development of digital literacy, the ability to assess sources in the age of disinformation, and sustainable education. Library services including literacy training programs, personal reference services, and online modules serve as effective tools to transfer institutional cultural capital to users. Because information ability is often influenced by education and early experience, the relationship between information ability

and habits is a major focus in understanding how users utilize library services (Saunders, 2024), (Sanches & Chan, 2023).

Regarding literacy information with library service practices, the research evaluation revealed several different approaches: interventional research (assessment of training programs), pre- and post-survey surveys, qualitative research investigating user experience, and systematic research on literacy curriculum. The available evidence suggests that contextually appropriate literacy initiatives for example, compared to one-time workshops, integrated course materials are usually more effective.

However, many programs fail to take into account user behavior i.e. the assumption that each user has the same cultural background or tendency to get academic direction. Therefore, some recent studies suggest the development of habitus-sensitive services: modules designed specifically for specific user groups e.g., first-year students, international students, mutual support between peers, and continuous evaluation using a variety of methods. On the other hand, recent research calls for an assessment of long-term effects on literary achievement and academic outcomes, rather than relying solely on participant satisfaction as the only indicator of success (Khaerani & Rahmi, 2024; Saunders, 2024)

3. Research Methods.

This study looks at the use of library services from the point of view of Bourdieu's habitus, since often the low use of libraries is only analyzed technically or individually. This approach does not reveal the deeper social and cultural issues that affect individual behavior. Focusing on habitus helps to understand the structure of social dispositions shaped by cultural, economic, and social capital. This knowledge is important to provide more in-depth analysis and to help libraries design more inclusive services, addressing information access inequalities.

This research is qualitative with an exploratory and interpretive approach to systematic literature observation. Secondary data in the form of texts used in this study are articles from empirical primary studies published in academic journals, conference proceedings, and related theses or dissertations are included. The data in this article include excerpts of participant interviews, research results, observations, and analyses by other researchers examining information behavior, library use, and the concept of Bourdieu's habitus in relation to education and information. Rather than collecting primary data directly from field studies, this study reconstructs findings from several existing empirical studies to provide a thorough and new understanding of the phenomenon being investigated as is common practice in in-depth literature review research (Snyder, 2019).

The main source of data for this research is reliable academic databases such as Google Scholar, Scopus. Data selection was carried out purposively with strict inclusion criteria. These criteria are: qualitative, quantitative, or mixed empirical studies, published in the last 10 years (2015-2024) to ensure the novelty of the findings, explicitly discuss the socio-cultural aspects of library use or information behavior and use Bourdieu's theoretical framework (especially habitus, capital, and terrain) or its themes are very much in tune with these concepts even though they do not directly mention them. Studies that focus solely on the technical evaluation of library systems without a social dimension will be excluded. Searches using keywords such as "habitus" and "library", "Bourdieu" and "information behavior", and "social theory" and "academic library use"

The data collection method is carried out by searching and documenting literature according to certain criteria. The process begins with a search using keywords in various databases. Search results are selected based on titles and summaries. Articles that pass are read to evaluate their feasibility. Information from articles is recorded in a data extraction sheet, including authors, years, titles, methodology, participant context, key findings, and important citations. This process ensures thorough and organized data collection (Xiao & Watson, 2017).

Data analysis method using thematic model (Braun & Clarke, 2006). Reading the notes repeatedly to understand the whole information is the first step in understanding the data. In the second step, the initial code is developed by tagging interesting data segments using specific codes such as "perception of non-conformity" or "household cultural resources". In the third stage, these codes are compiled to explore broader themes, such as "Habitus and Early Access to Information". In the fourth stage, subjects are reviewed to

guarantee data consistency. The fifth step establishes a topic and defines it to clarify the essence of each theme. The last stage is the preparation of the report where the theme is used to support the claim and answer the research question through the interpretation of the research findings that have been studied.

4. Results and Discussion.

After selecting a number of empirical literature and contexts from the 2015–2024 period according to the inclusion criteria, namely research that examines the use of information services, libraries, and information literacy with a socio-cultural framework, Bourdieu's theory (habitus, capital, field) can be identified as a number of patterns, themes, and consistencies that show how library services (collections, services, learning spaces, information literacy) are related and used by users in an academic/university context. Here's a summary of the results based on the main theme.

Table 1. Main themes and summary of reconstructed literature findings

Yes	Article Identity	Method	Main theoretical focus	Key Findings	Interpretive Implications
1	(Edward, Mudzakkir 2016)	Qualitative	Habitus, modal	Students prefer the internet to books because of low reading habits and weak cultural capital	Reading habitus shapes the way users view libraries: not as the primary source of information but as a socio-cultural background
2	(Wien & Dorch, 2018)	Theory/Analysis	Field, habitus, kapital	Changes in the role of librarians in the academic field affect the dynamics of services	
3	(Irham, 2018)	Ethnography & interviews	Habitus & production arena	Identification of user types based on cultural and social capital	The library does not stand alone; It is related to the process of cultural production in society that affects the use of information services
	(Fatmawati, 2019)	Literature kajian	Digital Habitus and Symbolism	The use of gadgets is a sign of modern habitus in the library room	How digital users build their social identities in library spaces
4	(Mustofa, 2019)	Survey	Habitus & behavior	The environment shapes the discipline	The treatment of library procedures reflects

				habitus of students	habitus – service rules are not only technical but social internalization
5	(Latiar, 2019)	Study literature	Habitus, modal, arena	The librarian's habitus is important in dealing with service situations; Libraries as a social arena	Habitus belongs not only to the user but also to the librarian: they interact in the same service field, so the interpretation of the service is not purely technical
6	(Laugu, 2019)	Qualitative	Habitus & arena	Library collections are influenced by ideology and institutional structure	Libraries as symbolic fields – collections are not just physical but understood in the cultural and social context of the user
7	(Fardiana, 2020)	Literature & qualitative studies	Reading habitus	Reading culture is formed by habitus that is rooted in social and educational experience	The quality of using library services is formed from the community's reading habitus
8	(Silwattananusarn & Kulkanjanapiban, 2020)	Quantitative-qualitative data mining	Borrowing behavior	The borrow pattern shows the user's preferences related to academic performance	Although not explicit by Bourdieu, the behavior patterns of the user reflect a certain academic habitus
9	(Putra et al., 2021)	Qualitative	Habitus, arena, modal	The process of seeking information is an "arena" that triggers social capital negotiations	This model is relevant in seeing how libraries become an arena of interaction between

					social capital and users
10	(Lin et al., 2021)	Komparatif	Habitus & cultural capital	Digital reading behavior is influenced by family/school culture capital	Digital habitus and cultural capital play a big role in the way the current generation uses online libraries
11	(Sly, 2022)	Qualitative	Habitus & marginalization in libraries	First-generation college students bring different habitus to services; a sense of <i>imposter syndrome</i> influences the use of information services	Showing that services are not just technical but also symbolic — libraries become social fields that must "feel belonged", not just physically accessed
12	(Hutagaol et al., 2023)	Qualitative	Habitus & modal	Reading interests differ due to the habitus and social/cultural capital of the participants	Information services need to meet the public according to their habitus, not just apply formal service standards

From an in-depth reading of all 12 articles above, four major themes emerge that are interconnected, such as the interweaving of stories that explain the complex relationship between humans and their knowledge space.

1. How Early Experience Shapes Our Perspective on Libraries.

This theme is about the foundations, such as our first home, the family environment and early education forming our basic "sense" or *habitus* in interacting with knowledge. Articles such as those from Edward & Mudzakkir (2016), Fardiana (2020), and Hutagaol et al. (2023) clearly show that the love or reluctance to read (and come to the library) is often a social inheritance.

Someone who grew up in an environment where books were best friends, discussions were daily meals, and libraries were weekend destinations, would bring with them cultural capital that made them feel "at home" when entering the campus library. On the other hand, for those who don't have that experience, libraries can feel like an alien space full of secret codes. They may be more comfortable "making friends" with an internet that feels more familiar and accessible, this is not a matter of being lazy or stupid, but rather a matter of psychological and cultural comfort that has been shaped over the years. So, when a student rarely goes to the library, it could be a reflection of the absence of a "trace" of the library in his previous life map.

2. Libraries as a Stage of Identity and Interaction.

As it turns out, libraries are also a place where we "show ourselves". Findings from Fatmawati (2019), Mustofa (2019), and Sly (2022) reveal this side. The use of certain gadgets, the way of sitting, and even the choice of borrowed books, can be part of how a person builds his or her identity as a "modern student", "serious reader", or "efficient information seeker".

However, this stage is not comfortable for everyone. For first-generation students in their families who are in college, or from minority backgrounds, libraries can trigger a sense of "inappropriate" (*imposter syndrome*). They may feel the body language, the way they ask questions, or even the type of question is "wrong". The feeling that "this place isn't for me" is a much bigger psychological barrier than simply not knowing how to search a catalog. This means that the effectiveness of a service is not only measured by the truth of the information provided, but also by how safe and accepted the user feels in that space.

3. The Invisible Power: The Dynamics of the Terrain Behind Service.

Behind its serene impression, the library is an arena with its own dynamics and strengths. Articles such as Wien & Dorch (2018), Laugu (2019), and Putra et al. (2021) show that libraries are a "field" where there is a tug-of-war between various interests. The collection of books on the shelves is not present neutrally; It is the result of choices that are influenced by the values and policies of the institution.

On the other hand, librarians are also human beings with *their own habitus*. The way they serve is friendly, rigid, proactive, or passive shaped by their experience and training. The interaction between the *librarian's habitus* and the *user's habitus* is what determines the nuances of the service. The process of seeking information becomes a small "negotiation", where users must exert the courage (social capital) to ask questions or feel able (cultural capital) to understand the existing system. In other words, every transaction in a library is an encounter between two (or more) different life histories.

4. Toward a Humane Encounter: Implications for Inclusive Services.

From all the stories gathered, a clear cry emerged: a rigid and uniform approach to service is no longer adequate. As revealed by Latiar (2019) and Hutagaol et al. (2023), libraries need to transform from passive service providers to active facilitators who understand the context of their community's life.

This means:

- a. Get out of the "comfort zone" of the service desk. Services must actively reach out, understand the "language" and habits of the people served, rather than expecting them to always adapt.
- b. Building bridges, not just rules. The procedure needs to be explained with empathy, understanding that non-compliance may not be disobedience, but rather ignorance or discomfort coming from different backgrounds.
- c. Train sensitivity, not just technical skills. Capacity building for librarians needs to include social awareness training and inclusive communication, so that they can be good "hosts" for all guests with diverse stories.

In the end, this literature review invites us to look at libraries with softer and deeper eyes, the problem of low visits or inequality of access is often a matter of social and psychological distance, not just physical distance.

The future of a relevant library lies in its ability to be a space that is not only rich in books, but also rich in understanding. A space that not only stores knowledge, but also embraces everyone with all their *habits*, capital, and insecurities and says, "Here, your story and your quest have a place." That way, the library will truly become a common home to learn and grow, for anyone.

5. Conclusion

Based on this systematic literature review, it can be concluded that low participation and inequality in the use of library services is essentially a socio-cultural problem, not purely technical or individual. At the heart of the problem lies in the misalignment between *the habitus* (tendencies, mindsets, and feelings) brought by individuals from their backgrounds, and the social and cultural terrain assumed by library

institutions. This creates psychological distance and a sense of "disbelonging" for some users. Therefore, sustainable solutions require a paradigm shift in library services from a uniform and technical approach to a humane, contextual, and inclusive approach. The library's future success will be measured not only by the completeness of its collections, but by its ability to become a safe and relevant space for the entire community with its diverse *habitus* and life stories.

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