

## Development of Visionary Leadership in Public Service: A Visionary Leadership Model in the Development of the Efarina University Library's User Education Program Based on Digital Literacy

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### ABSTRACT

Visionary leadership has a strategic role in the development of library services, especially in facing the challenges of digital transformation and the increasing need for user information literacy. This study aims to analyze a visionary leadership model in the development of digital literacy-based library user education programs at the Efarina University Library. This study uses a qualitative approach with a case study method. Data collection techniques include observation, in-depth interviews with library leaders and librarians, as well as analysis of library program and policy documents. The results of the study show that the application of visionary leadership contributes significantly to the planning, implementation, and evaluation of digital literacy-based user education programs. Library leaders play the role of agents of change through the formulation of adaptive visions, strengthening the competence of librarians, utilizing information technology, and collaborating with the academic community. The user education program developed not only improves users' ability to access and evaluate digital information sources, but also encourages optimal use of library services. This study concludes that the visionary leadership model is a key factor in the successful development of digital literacy-based user education programs in the university library environment.

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## INTRODUCTION

The development of information and communication technology has brought significant changes in the management and utilization of information in the university environment. Libraries no longer function solely as a provider of print collections, but have evolved into a learning resource hub that provides access to a wide range of digital information resources. This condition requires university libraries to be able to adapt to increasingly complex user needs, especially in terms of digital literacy skills.

Digital literacy is an important competency for the academic community in accessing, evaluating, and utilizing information effectively and responsibly. However, the high availability of digital information sources is not always followed by the ability of users to utilize the information optimally. Therefore, the library user education program has a strategic role in equipping users with digital literacy skills, so that they are able to make maximum use of library services and information resources to support academic activities. The success of the development and implementation of the user education program is greatly influenced by the leadership of the library. Visionary leadership is one of the relevant leadership approaches in dealing with the dynamics of change in the digital era. Visionary leaders are not only able to formulate a clear and future-oriented vision, but also able to inspire, mobilize, and empower human resources to achieve organizational goals. In the context of university libraries, visionary leadership is needed to encourage service innovation, the use of information technology, and strengthen the competence of librarians.

The Efarina University Library as part of a higher education institution is faced with the challenge of developing services that are relevant to the needs of users in the digital era. The development of a digital literacy-based user education program is one of the strategic efforts to improve the quality of library services and support the implementation of the Tri Dharma of Higher Education. However, the development of the program requires a leadership model that is able to integrate the institution's vision, user needs, and technological developments in a sustainable manner. Based on this description, this study focuses on the analysis of visionary leadership models in the development of digital literacy-based library user education programs at the Efarina University Library. This research is expected to provide theoretical contributions in the study of library leadership as well as practical contributions for university library managers in designing and implementing innovative and sustainable user education programs.

## METHOD

This study uses a qualitative approach with a case study method. A qualitative approach was chosen to gain a deep understanding of the visionary leadership model in the development of digital literacy-based user education programs at the Efarina University Library. The case study method is used because this research focuses on one specific context, namely the university library, thus allowing researchers to explore the phenomenon comprehensively and contextually.

### 1. Location and Research Subject

The research was carried out at the Efarina University Library. The research subjects include library leaders, librarians, and related parties involved in the planning and implementation of user education programs. The selection of informants is carried out purposively, taking into account the involvement and understanding of informants in leadership policies and the development of digital literacy programs.

### 2. Data Collection Techniques

Data collection is carried out through several techniques, namely:

1. Observation, to directly observe the implementation of user education programs and library service activities based on digital literacy.
2. In-depth interviews were conducted in a semi-structured manner with library leaders and librarians to obtain information about leadership vision, program development strategies, and challenges faced.
3. Documentation study, by analyzing related documents, such as library policies, strategic plans, user education modules, activity reports, and digital literacy guides.

### 3. Data Analysis Techniques

Data analysis was carried out interactively by referring to the Miles and Huberman model which included the stages of data reduction, data presentation, and conclusion drawn. Data obtained from various sources were analyzed thematically to identify visionary leadership patterns and their relationship with the development of digital literacy-based user education programs.

The initial phase aims to prepare and design the research. Activities in this phase include identifying problems and needs of library users related to digital literacy, determining research focus and objectives, and determining research informants in a purposive manner. In this phase, initial data collection was also carried out through preliminary studies and document reviews, such as the vision and mission of the library, strategic plans, and policies for the development of user education programs.

Furthermore, the implementation phase is carried out through an interactive lecture method with the help of presentation media, question and answer sessions, and participatory discussions. This method was chosen to encourage active participant engagement and facilitate the exchange of experiences between UPTD staff, survivors, and families. The material presented focused on the concept of visionary leadership, the role of leaders in public services, and its relevance to improving the quality of women and child protection services.

In the evaluation phase, reflection and qualitative feedback were collected through open discussions and observations of participants' participation and responses during the activity. The results of the evaluation were used to assess the effectiveness of socialization, identify increased understanding of participants, and formulate recommendations for improvement and development of community service activities in the future.

The socialization activity involved as many as 15 participants consisting of 2 S1 Nursing Students, 2 S1 Pharmacy Students, 2 S1 Public Health Sciences Students, 2 DIII Midwifery Students, 1 DIII Physiotherapy Student, 1 DIII Health Analyst Student, 1 Informatics Engineering S1 Student, 2 Management S1 Students, and 2 Elementary School Teacher Education S1 Students.

The involvement of participants as representatives of various study programs is intended to build a comprehensive perspective and strengthen collaboration between service providers and beneficiaries in an effort to improve the quality of services in the Efarina University library.

The implementation of the activity was carried out on Monday, January 19, 2026 at 11.00 WIB, located at the Efarina University Library. Visitors are visitors who come to the Efarina University library which is then selected by librarians as representatives of each department.

The method of implementing activities includes interactive lectures, participatory discussions, and experience sharing sessions. The evaluation of the activity was carried out qualitatively through observation of participant participation and joint reflection at the end of the activity to assess the participants' understanding and the effectiveness of the socialization carried out.

## RESULTS AND DISCUSSION

The results and discussions were prepared in line with the three phases of the implementation of the activity, namely the initial phase, the implementation phase, and the evaluation phase. This presentation is intended to show the relationship between the process of implementing visionary leadership socialization activities with the empirical findings obtained, as well as its relevance to the theoretical framework of visionary leadership and public service.

### 1. Early Phase (Planning)

In the initial phase, the results of the identification of needs show a lack of interest in reading books because they are considered taboo or ancient, while faster and more accurate sources of information are in information technology which is considered more modern and sophisticated without having to bother looking for books and reading the pages one by one to find the information needed. This finding is in line with the view of Nanus (1992) who stated that organizations often experience vision gaps when leaders have not consistently communicated the strategic direction of the organization.

The efarina University Library in accordance with its mission is to provide access to technology-based information sources in accordance with the development of the times, in this case it has done several things that integrate with technology such as providing e-books, browsing the online catalog by system so that students do not look for books one by one which of course can be accessed through android, circulation via social media Instagram without having to come directly to the library and so on, This is the purpose of user education in accordance with the meaning of providing education to users about the services in the library including its flow. The spirit of visionary leadership must exist in librarians to be able to face the changing times and adapt.

### 2. Implementation Phase

In the implementation phase, socialization activities carried out through interactive lectures, participatory discussions, and experience sharing showed a high level of participation. Students begin to understand the use of library automation systems, online circulation procedures, E-book searches and so on. These findings are in line with Bennis and Nanus (1997) who emphasized that communication of vision and empowerment of organizational members is at the core of visionary leadership.



**Figure 1. Nurmarliana Harum S.IP. as a resource person delivered the Library User Education material**

The main purpose of implementing this library user education is to provide information to users so that they can utilize all library resources and services independently, effectively, and efficiently to meet their information needs, by introducing facilities, how to access physical and digital collections, as well as applicable rules so that users do not feel awkward and can optimize the use of libraries to support their studies or work.

The Specific Objectives are to Improve User Skills:\*\* Train users to be independent in searching and finding relevant information, both physically and digitally, Overcoming Confusion, Introducing Services & Collections, Providing an understanding of the types of collections (books, journals, online databases) as well as excellent services then promoting the Library and showing that the library is a rich and inclusive center of information resources integrated into the Information technology development is not just a place to borrow books.



**Figure 2. Question and answer session with participants**

### **3. Evaluation Phase**

In the evaluation phase, joint reflection showed an increase in participants' awareness of libraries that have been integrated with the development of information technology, this is characterized by the existence of a library automation system that supports and assists students in terms of conducting information searches or in terms of conducting a fast and accurate information retrieval system. With the existence of this socialization, it provides information that is also directly applied by students as members who take part in the socialization which is guided and bombed directly by librarians, who actually also have steps or steps on library social media. That is the importance of user education in libraries to empower users to utilize library resources and services optimally, independently, effectively, and efficiently, overcome confusion, and promote library services. This includes the introduction of facilities, rules, how to find information (both print and digital), and

browsing skills, which are crucial especially for new users such as college students, to support their academics and self-development.

This activity is expected to increase independence Equip users with the skills to find information on their own without always relying on librarians and speed up the process of searching for relevant information, save time, and make the experience more productive. This is consistent with Robbins and Judge (2019) who stated that visionary leadership contributes to improving organizational performance through clarity of direction and motivation for work.

Overall, the evaluation phase shows that visionary leadership has the potential to strengthen organizational resilience and improve the quality of public services, especially in the context of handling cases of violence against women and children.

#### **4. Challenges in Facing Visionary Leadership**

Although it has a positive impact, visionary leadership in the development of the efarina university library user education program based on digital literacy. Visionary leadership in the development of the Efarina University Library's user education program based on digital literacy also has its own challenges, namely the limitations of human resources who have adequate digital literacy competencies, both in terms of mastery of information technology and pedagogical abilities of librarians. Differences in the level of ability and readiness of librarians in adopting digital technology can affect the effectiveness of the implementation of user education programs in a sustainable manner.

In addition, other challenges are the limitations of supporting facilities and infrastructure, such as technological infrastructure, stable internet access, and the availability of integrated digital devices and platforms. This condition requires library leaders to be able to formulate innovative and adaptive strategies so that the vision of digital literacy development can still be realized even though faced with technical limitations.

The next challenge has to do with the diverse levels of digital literacy of users. Students and academics have different backgrounds and experiences in utilizing digital information sources, so user education programs need to be designed flexibly and inclusively. This requires visionary leadership that is able to read user needs, manage changes, and build a learning culture that is oriented towards the critical and responsible use of technology.

In addition, resistance to change, both from within the organization and from users, is a challenge that cannot be ignored. The change from conventional service patterns to digital-based services requires a continuous adaptation process. Therefore, visionary leaders are required to have effective communication skills, build joint commitments, and create a work climate that supports innovation and collaboration in the development of digital literacy-based user education programs.

#### **5. Solutions and Challenge Prevention Efforts**

To overcome various challenges in the development of digital literacy-based user education programs, a visionary leadership role is needed that is able to formulate long-term strategies as well as adaptive operational actions. One of the main solutions is to strengthen the capacity of library human resources through a sustainable library competency development program. Library leaders need to encourage digital literacy training, mastery of information technology, and improve the pedagogical skills of librarians in order to be able to play a role as effective learning facilitators for users.

The next solution is to optimize the use of information technology through the development and integration of library digital platforms. Visionary leadership plays a role in directing the use of learning management systems, social media, and digital library applications as a means of user education. With the right use of technology, user education programs can be implemented in a more flexible, inclusive, and sustainable manner, and reach users with diverse digital literacy backgrounds.

In addition, a collaborative strategy is needed that involves the academic community, such as lecturers, information technology units, and faculties, in the design and implementation of user education programs. This collaboration allows the integration of digital literacy into academic activities, so that users not only understand how to access information sources, but also be able to evaluate and utilize information critically and ethically. Visionary leadership acts as a driver of cross-unit collaboration to strengthen the library's role as a learning center.

Another solution is the implementation of a participatory change management approach to reduce resistance to digital transformation. Library leaders need to build open communication, involve librarians in decision-making, and instill a culture of innovation and sustainable learning. Thus, changes towards digital literacy-based services can be accepted as a shared need, not as an organizational burden. Through the implementation of these solutions, visionary leadership is expected to be able to create a digital literacy-based user education program that is effective, sustainable, and in line with the vision of the Efarina University

Library as the main supporter of academic activities and the development of information competencies of the academic community.



**Figure 3. Group photo of the participants after socialization**

## CONCLUSION

Visionary leadership has a very strategic role in the development of digital literacy-based library user education programs at the Efarina University Library. Library leaders who have a vision for the future are able to direct library management to be adaptive to information technology developments and changing user needs. This is reflected in the formulation of a clear vision, strengthening the capacity of human resources, and the use of digital technology in the implementation of user education programs.

The development of a digital literacy-based user education program not only serves as a means of introducing library services, but also as an effort to improve users' ability to access, evaluate, and utilize information critically and responsibly. Through visionary leadership, the program can be designed in a systematic, innovative, and sustainable manner, despite the challenges faced by various challenges such as limited resources, differences in users' digital literacy levels, and resistance to change.

Based on the results of the research, it can be concluded that the success of the development of user education programs is greatly influenced by the ability of library leaders to manage change, build collaboration, and create a work culture that supports innovation. Therefore, visionary leadership is a key factor in realizing a responsive, relevant, and competitive college library in the digital literacy era.

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