The Use of SLiMS in The Circle of School Librarians in Semarang City

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Abstract

Background of the study: Utilization of technology at this time is urgently needed in a job. Library is one of the jobs that requires technology. The technology used in school libraries has several types, one of which is SLiMS. SLiMS is used by librarians to build library automatic system. SLiMS users come from various generations, therefore it causes differences in the ability to use SLiMS in the circle of librarians.

Purpose: This study aims to describe the ability to use SLiMS in the circle of Semarang City school librarians by using guidelines from the theory of technology utilization.

Method: The research method uses a descriptive qualitative approach. The data collection technique was carried out by conducting observations and interviews with the Semarang City Junior High School librarians. The sample selection was done by purposive sampling method with a total sample of ten informants that are included in the X, Y and Z generations. Data analysis used in this research is descriptive analytic analysis.

Findings: The result of this research shows that the ability of the librarians to use SLiMS is different due to the differences in the way technology is used based on social factors, individual feelings, complexity, task suitability, long-term consequences, and facilitating conditions.

Conclusion: The difference in the ability to use SLiMS in Semarang Junior Librarian, can be seen from the 6 categories of technology used. From these 6 categories can improve the ability of librarians to use SLiMS or vice versa.

Keywords: SLiMS, librarian, generation, technology utilization

Introduction

Over time, humans continue to innovate to create something extraordinary. This creation is called information and communication technology (ICT). ICT has a very important role to influence human life in various aspects. Munir (2009) said that ICT is a tool to get added value in producing fast, complete, accurate, transparent, and up-to-date information. The benefits of ICT are facilitating learning, as a medium for exchanging information, increasing work productivity, as a means of communicating, and being cost-effective. They use ICT to support daily activities. Thus, most people are familiar with and use ICT in accordance with Standard Operating Procedures (SOP).

Proficiency in using ICT owned by the community can be utilized in the world of work. One of the jobs that require ICT is the library. Along with the rapid development of technology, conventional libraries must also experience changes. Libraries must collaborate with ICT, so that a useful library information system was born to facilitate work in the library. Musa (2010) said that the library information system is software specifically designed to facilitate the collection of library collections, catalogs, member/borrower data, transactions and circulation of library collections. Library information systems can facilitate the performance of librarians.

Currently, there are several kinds of library information systems spread across Indonesia. Some of the library information systems currently in use include Book Tracker Collector Edition, School Library System, Biblio, PS02 Library Software, Library Management System, BiblioteQ, Caliber ebook, Ganesa Digital Library, and General Library, SLiMS, and INLIS Lite. Of all library information systems, currently SLiMS is widely used in various parts of Indonesia and abroad. Data from SLiMS shows that the number of SLiMS users in Indonesia reached 1923, the number of Central Java users was 351 users or 18% of the total Indonesian provinces, 70 users of SLiMS in Semarang or 20% of the total Cities in Central Java, SLiMS users in the SMP library there are 13 users or 18% of the total schools in Semarang and 63 SLiMS users from abroad who come from Egypt, Ghana, Jamaica, Nigeria, Zimbabwe, Bangladesh, India, Malaysia, Pakistan, Philippines, Singapore, Thailand, Timor Leste , Bosnia and Herzegovina, Czech, Germany, Hungary, Kosovo, Italy, Serbia, Switzerland, Ukraine, USA, and Colombia.

The total area of Indonesia is very wide and has many libraries, resulting in the spread of SLiMS not being evenly distributed throughout the region. School libraries have more numbers than other types of libraries. Data for the 2019 National Library report stated that the number of Indonesian school libraries was 113,534, Central Java school libraries were 32,666 or 29% of the total number of Indonesian provinces, school libraries in Semarang City which consisted of elementary, junior high, and high schools were 571 or 17% of the total number of districts or cities in Central Java. The number of schools in Semarang City Junior High School which consists of State Junior High School and Private Junior High School is 187 or 33% of the total number of schools in Semarang City. Based on information from the Semarang City Archives and Library Office, which said the number of junior high schools was the same as the number of junior high schools. Then the number of junior high school libraries in the city of Semarang is 187 libraries.

After knowing the overall data contained in the field about SLiMS users and school libraries in Indonesia, it can be concluded that the number of SLiMS users in Semarang City is less than the number of Semarang City Junior High School libraries. This shows that not all SMP libraries use SLiMS. This is because it can be caused by the knowledge of different junior high school librarians.

The researchers also found this problem in the Semarang City library. More precisely,

this problem occurs in the librarians of the Semarang City Junior High School. The discovery of the problem was obtained from the stories of librarians during the ATPUSI meeting. The researcher is the chairman of the Indonesian School Libraries Association (ATPUSI) Semarang City. ATPUSI is an organizational forum for school librarian which was formed to improve the function and role of junior high school librarians in managing libraries in their schools. While conducting a work meeting, the researcher received complaints from librarians who felt that they were not proficient in using technology such as using the Senayan Library Management System (SLiMS) library software.

Based on these data, researchers have found a problem, namely there is an ICT gap in every junior high school librarian in the Semarang City library. There are differences in the ability to use SLiMS in librarians. To find out the cause, therefore the researcher wants to conduct in-depth research by describing the ability of each librarian in using SLiMS.

Based on the explanation above, a research question is asked: How is the use of SLiMS among librarians in Semarang City? The purpose of this study is to describe the use of SLiMS among librarians in Semarang City.

Method

This study used descriptive qualitative method. Qualitative research is an approach to explore and understand the meaning of individuals or groups related to social or human problems (Creswell, 2009). The qualitative method used is in-depth, so that the problems studied are carried out in depth. This qualitative research is specifically more directed at the use of descriptive methods. Nazir (2004) says that descriptive is a method in examining the status of a group of people, an object, a set of conditions, a system of thought, or a class of events in the present. This study took place in the city of Semarang, by taking the population of junior high school librarians.

In this study, the sampling was carried out by means of a sampling technique. The population in this study was the librarians of the Semarang City Junior High School, which amounted to 187 people. The informant selection technique in this research is purposive sampling which means choosing people with certain criteria as subjects. The informants of this study were junior high school librarians in the city of Semarang. From a total population of 187 researchers selected 10 people to be informants. This study uses data collection in the form of interviews and observations. Researchers use face-to-face interview techniques, with the reason to obtain information from one's activities and experiences. Therefore, the method used by researchers is to visit informants in each school library, or make an appointment to meet somewhere so that researchers and informants can meet in person. While the observations were made by visiting the school library of each informant.

The analytical technique used in this research is analytical descriptive analysis. The use of analytical descriptive to explain the data in the form of words and pictures. The data collection was obtained from the results of interviews and observations. Miles & Huberman (1992) said the analysis consists of three flow of activities that occur simultaneously including data reduction, data presentation, drawing conclusions. In this study, checks were also carried out to ensure the truth, using the validity of the data.

Reserach Instument

There are six categories that affect the use of information technology. The following is a discussion of the six factors and the results of previous studies related to these six categories:
1. Social Factor

Thjai (2003) said that social factors are the internalization of subjective group culture and certain interpersonal agreements made by individuals with others, in certain social situations. Triandis (1980) defines social factors as an individual's internalization of subjective cultural group references and specializes in the interpersonal agreements that individuals have with others in particular social situations. Subjective culture contains norms, roles and values.

2. Affect or Individual Feelings

Thjai (2003) says that individual feelings can be interpreted as how individuals feel about the work they do, whether it is pleasant or unpleasant, likes or dislikes in doing and completing individual work tasks using information technology, while Triandis (1980) explains the affect factor as feelings joy, excitement, pleasure or depression, disgust, displeasure and hatred associated with certain individuals in the use of information technology.

3. Complexity

Thjai (2003) says that complexity is defined as the perceived level of innovation as something that is relatively difficult to understand and use, while complexity is defined as the perceived level of innovation as relatively difficult to understand and use.

4. Assignment Suitability

Thjai (2003) says task suitability with technology is influenced by the interaction between the individual characteristics of the user, the technology used, and technology-based tasks, while according to Thompson (1991) task suitability relates to the extent to which an individual's ability to use information technology to improve individual performance in carry out the task. The relationship between task suitability and the use of information technology has empirical support.

5. Long-Term Consequences

Thjai (2003) said that the long-term consequences are seen from the output generated whether users can feel benefits in the future, such as increased flexibility in job changes or increased opportunities to get a better job, while according to Rahmawati (2018), the long-term consequences defined as an outcome obtained in the future, such as increased flexibility, job change or increased opportunities for more meaningful work.

6. Facilitating Conditions

Thjai (2003) says that the conditions that facilitate the use of information technology include objective factors outside the environment that make it easier for users to do a job, while Triandis (1980) suggests that facilitating conditions are defined as objective factors outside the environment that make it easier for users to act/work. In the context of the use of information technology, support for users is one type of facilitating condition that can affect the use of information technology.

Based on this, the conceptual framework of the research can be described as follows:
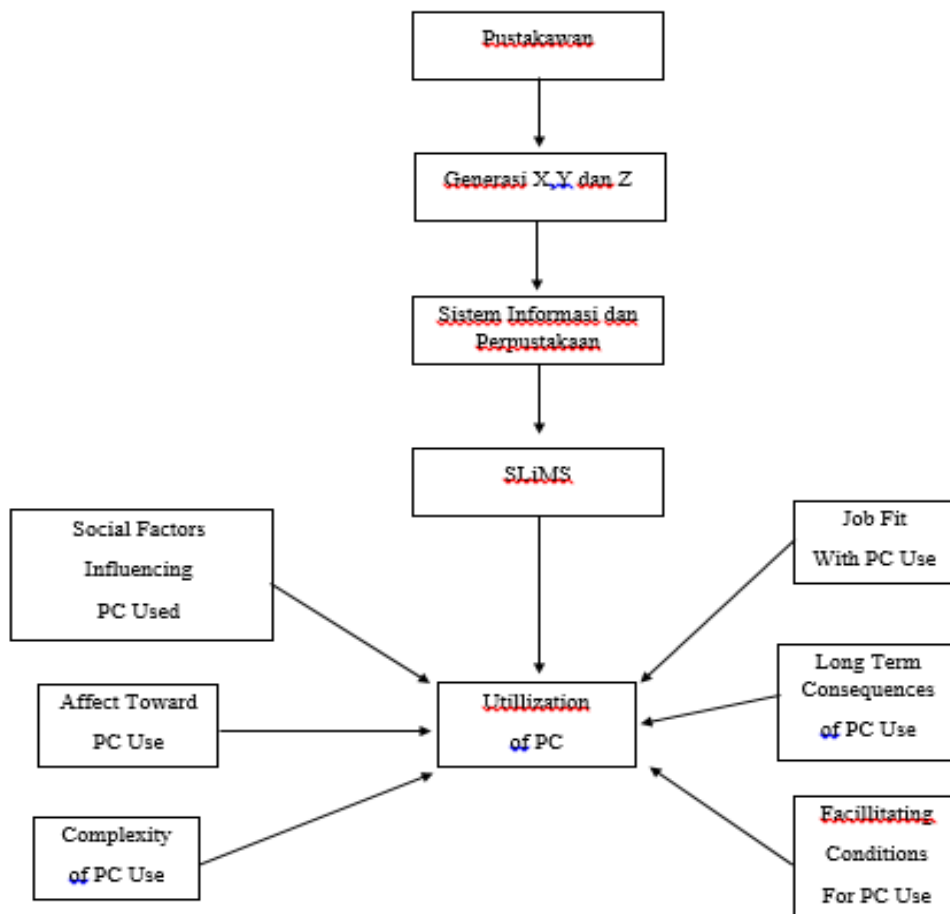

Figure 2. Research Conceptual Framework

Result & Discussions

Of the ten informants, researchers have found research results that are adapted to Thompson's theory of technology utilization. The following is an explanation of the research results:

1. Social Factor

Middle school libraries in Semarang City mostly have more than one librarian. But only one person has pure knowledge in the library field, while the rest are teachers. The school asked the teachers to manage the library to fill the vacancies in teaching hours. Librarians who come from teachers are called teacher librarians. Knowledge about libraries between teacher librarians and librarians with a scientific background in library is certainly different. Regarding SLiMS knowledge, teacher librarians do not understand SLiMS. The tasks performed by the teacher librarian are usually assisting in labeling books, organizing books and other easy-to-do tasks. If it is related to technology, such as the use of SLiMS is done by the librarian. The inability of teacher librarians in using SLiMS is due to scientific background and age factors. Teacher librarians are usually held by senior teachers, who belong to generation X. So, between librarians and teacher librarians, they cannot discuss SLiMS, thus making a social spirit to help out.

The school does not support the work of librarians to be able to develop libraries. This is

evident from the actions of schools that add librarian jobs. The librarian's focus is not only on managing the library, but on managing the BOS, being an operator and so on. The additional workload that schools give to librarians makes librarians have little free time. Time that can be used for independent study such as studying SLiMS cannot be done. So social factors that occur in schools make librarians unable to improve their ability to use SLiMS.

2. Individual Feelings

SLiMS is a library information system that is easy to operate, because librarians in the X, Y and Z generations are able to use it. SLiMS is easy to modify by librarians, so that in modifying SLiMS it can be adjusted to the needs of the library. SLiMS is superior to other library information systems, it is proven that there are many SLiMS users in Indonesia and abroad. SLiMS makes work faster and easier to do. The manual method is no longer used because it requires a long process, therefore the work is done with SLiMS.

The advantages of SLiMS make the librarian feel happy and enthusiastic to continue using it. All librarians who come from generations X, Y and Z feel this joy. So the SLiMS ability of librarians can increase because of the pleasure of using SLiMS.

3. Complexity

The ability of librarians can be caused by the influence of complexity. It should be understood that complexity can be interpreted as complexity or difficulty. When using SLiMS every librarian experiences complexity. Generation X, Y and Z librarians have different difficulties. Based on the results of the study, it was found that there was complexity in generation Y when changing the SLiMS version of Cendana to Acacia. This complexity occurs because usually during SLiMS training they are not taught to update SLiMS. Librarians are only taught in general in using SLiMS.

The complexity in generation X occurs when installing the Acacia version of SLiMS. This ignorance is caused by librarians who are in generation X, including senior librarians. The young age makes the ability to use technology not as good as the junior librarian. For example, generation X librarian in installing SLiMS which is relatively easy can't be done. Meanwhile, the complexity experienced in generation Z occurs when making Member Cards. The steps for making membership cards are indeed difficult, because they will play with coding, change image sizes and others. If these difficulties cannot be solved, it can make librarians lazy to use SLiMS. The negative impact can reduce the ability of librarians to use SLiMS.

4. Suitability of tasks

The presence of SLiMS makes library work can be completed quickly. This is because the menus contained in SLiMS are in accordance with the work of the librarian. The habit of librarians who write on paper is now starting to be taken over by SLiMS by typing. When users search for collections, they no longer ask the librarian or look in catalog cards anymore, but there is already an OPAC. The OPAC search engine is used by the user to assist in finding the location of the collection.

All generations X, Y and Z both feel the benefits of using SLiMS because the facilities are made according to the tasks performed by the librarian. No more need to burden a lot of energy and time. The free time can be used by the librarian to increase SLiMS knowledge. So task suitability can improve the ability to use SLiMS.

5. Long-Term Consequences

SLiMS has been widely used in Indonesia, several other countries have also used it. Other countries choose to use SLiMS because they have considered that SLiMS in the long term is still feasible to use. Some librarians have compared it with other library information systems. As a result, SLiMS is considered the most convenient to use. The available menus are easy to understand and easy to practice. For generations X, Y and Z, SLiMS is easy to learn, because

there is a guide to using SLiMS and there is an SLiMS Community willing to help librarians. Therefore, librarians feel that SLiMS will continue to be used in the long term.

In addition, for librarians who can master SLiMS well, they can open up opportunities to a better level. The positive impact is certainly highly expected by librarians. A good opportunity is like being given a promotion to become the head of the library or being transferred to a better institution. The existence of these opportunities makes librarians compete to be the best. So with long-term consequences SLiMS can increase the ability to use SLiMS.

6. Facilitating conditions

Knowledge of SLiMS is not only obtained from the work environment, but also from the external environment. Librarians can gain knowledge from SLiMS training. The SLiMS community in Semarang City is relatively small in organizing SLiMS training. On average, librarians receive SLiMS training about 1-2 times a year. The lack of SLiMS training makes librarians experience a decrease in knowledge about SLiMS.

Other external environment can be obtained from library organizations such as ATPUSI, IPI, ISIPI, FPPTI, and others. Library organizations in Semarang rarely hold SLiMS training. A year there can be 1 training, or worse in a year there is no training. The library organization does not have a regular schedule in conducting SLiMS training. The focus of the library organization is more on holding seminars.

In addition, there are other external environmental influences that come from the government. The government's linkages in this case relate to city/district libraries and provincial libraries. Events in the field show that the Central Java provincial library often conducts SLiMS training, but the target is aimed at high school librarians. For SMP and SD librarians do not get participant seats, unless it turns out that the training participants have a shortage. The committee's action in filling the lack of participants was done by choosing a junior high school that was considered to have a good library. So not all middle and elementary school librarians can follow it. The reason the Central Java provincial library only targets high school librarians is because SMA is under the auspices of the provincial office. Meanwhile, SMP and SD are under the auspices of the city or district office. So the Semarang City library should have a responsibility in improving the abilities of middle and elementary school librarians. However, in reality, the Semarang City library holds seminars more often than SLiMS training. From this incident, librarians cannot improve their ability to use SLiMS.

Conclusion

Based on the findings in this study, an overview of the ability to use SLiMS was obtained among school librarians in Semarang City, so that the following conclusions can be drawn:

The results of this study prove that social factors do not increase knowledge about SLiMS because most librarians are teachers, and librarians have to do work outside the library. Individual feelings of each librarian feel happy because SLiMS provides convenience in managing the library, so that SLiMS capabilities can be increased. The complexity experienced by each librarian is due to the difference in generation, thus making junior high school librarians experience a decline in SLiMS abilities. The suitability of the task is felt by the junior high school librarian when they are working on the library assignment using SLiMS, this causes the junior high school librarian to continue to use SLiMS and increase the librarian's ability. The long-term consequences of SLiMS will continue to be used because SLiMS is always updated and has been trusted by other countries, so librarians will use SLiMS and their capabilities will increase. And for the facilitating conditions, the ability of junior high school librarians is still low, because the government and organizations are still few in providing SLiMS knowledge,

so that the abilities of junior high school librarians cannot increase quickly.

Some suggestions that can be given to the SLiMS Semarang Community are to require a program of activities such as visiting the junior high school library in Semarang City. Library organizations such as IPI, ATPUSI, ISIPI, FPPTI and others, every year must have an SLiMS training agenda. The National Library as a government institution must pay more attention to the junior high school library, one of which is providing technological assistance in the form of computers, speakers, monitors and others. The school must support and motivate librarians in creating advanced libraries by granting permission and funding librarians to attend SLiMS training. And for further research, you can try to do research on different subjects, such as elementary school librarians or high school librarians.

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