Evaluation of High School Library Management: Implementation of CIPPO Evaluation Model

Anindya Putri Maharani, Angga Hadiapurwa

Study Program Library and Information Science, Fakultas Ilmu Pendidikan, Universitas Pendidikan Indonesia, Indonesia

Abstract

Background of the study: Libraries as the heart of the life of science for the learning process need to be managed properly. Referring to standards adapted from school libraries such as the Regulation of the Head of the National Library of the Republic of Indonesia Number 12 of 2017 concerning National Standards for Senior High School / Madrasah Aliyah Libraries, will provide clear directions for its implementation.

Purpose: The purpose of this study is to determine the extent to which the application of the legal basis as a standard for organizing and managing high school libraries at the Yayasan BPI library.

Method: The research method used is a qualitative approach with an evaluative type of research. This study uses the CIPPO evaluation model in monitoring and evaluating the Yayasan BPI library.

Findings: In this study, it was found that the Yayasan BPI library had not fully met the standards as stated in the regulations. This happens because of the lack of human resources so that it is not effective and efficient in carrying out the work, services and programs designed by the school library.

Conclusion: The constraints felt by Yayasan BPI Library greatly affect the intensity of visitor visits. However, in fulfilling library materials, the Yayasan BPI library has fully met the information needs of its users.

Keywords: CIPPO Evaluation Model, Library management, School Library

Introduction

Law No. 43 of 2007 Chapter I Article 1 states that "Libraries are institutions that manage collections of written works, printed works, and/or recorded works in a professional manner with a standardized system to meet the educational, research, preservation, information and recreation needs of users." If you pay attention, the library is one of the most important public institutions for educating people's lives, not only adults, but all layers and levels of varying ages. The growth and development of the level of public intelligence for all aspects of life through the library is not only manifested by librarians, it must also involve the participation of users. Therefore, the library can be concluded as an organization or institution that collects, manages, stores and maintains library materials or collections for reuse by users easily through a structured organizational and administrative process (Fatimah, 2018).

The government continues to strive to improve the standard of living of citizens through cultural preservation and scientific documentation so that it is easy to use when information is needed. One of the supports is through the organization of the school library. Examples include school literacy movement activities which are one of the government's programs to instill the principles of literacy culture in schools, increase public awareness not only of students but also parents and teachers, form child-friendly schools as fun educational environments, introduce lifelong learning habits and provide new opportunities for appropriate reading strategies (Fauziah et al., 2020).

The school library is an important element that needs attention in the implementation of education. A simple understanding of the school library is that it supports the learning process of students while studying at school, not only providing collections but being an integral part of education (Akbar et al., 2021). The school library also assists the school in supporting the implementation of the curriculum, so attention needs to be paid to its management. Fulfillment of collection needs accuracy and proficiency of the services provided as well as their effective and efficient implementation. The government also classifies school libraries into two scopes, namely primary and secondary education levels (Fadhli et al., 2021). The function of the school library is to be able to be educative and recreational for all school members (Sinaga, 2011). If described, the school library has several functions such as 1) Learning center for the educational process; 2) As a facilitator for students in developing their creations and imagination; 3) Equipping schools to provide relaxing reading spaces; and 4) Independent learning places for students (Artana, 2019). The school library must at least have circulation, reference and information literacy services. In addition to the types of services already mentioned, the school library must be able to become a source of learning for students. Learning resources here are interpreted as components that cover all aspects to support and influence the learning process, originating from external factors of students seen individually (Eskha, 2018). Therefore, the government emphasized that school libraries must have a compulsory reading program in the library as an effort to create comfortable and friendly learning resources for users. But regardless of the type of library, its general function will remain the same.

However, anxiety about the fulfillment of user information both in the development of information literacy levels and educational recreation in the world of education is still a polemic that has not been resolved to date. One of these concerns, for example, is "Are the goals and expectations with the realization received appropriate or not?" This needs to be measured through periodic monitoring and evaluation. Monitoring will result in an assessment of an activity or policy that will be identified to solve problems that will or have already arisen so that they become alternative decision-making. Meanwhile, in the evaluation, an assessment of the results of changes that have been made before, planned or not will be found which will later

produce outputs and outcomes to be used as comparison material in the initial planning.

The legal basis used in this research is the Republic of Indonesia National Library Regulation Number 2 of 2021 concerning the Indonesian National Qualifications Framework in the Library Sector; Republic of Indonesia National Library Regulation Number 9 of 2018 concerning Accreditation Instruments for High School/Vocational/Madrasah Aliyah Libraries; and Regulation of the Head of the National Library of the Republic of Indonesia Number 12 of 2017 concerning National Standards for High School/Madrasah Aliyah Libraries. This legal basis will become a reference in carrying out monitoring and evaluation.

A previous study entitled "Evaluation of the User Education Program with the CIPP Model in the Library of the Faculty of Engineering UGM" focused on evaluating a program or one of the services in the college library and looking at the factors that could influence it (Wijayanti et al., 2019). There is also research entitled "Evaluation of Library Management Programs at PBD Medan Aviation Vocational Schools Using the CIPP Model" focusing on evaluating the implementation of effective and efficient school library management for users (Amiruddin et al., 2022). With regard to these findings, this study aims to determine the extent to which the legal basis chosen by the researcher is applied as a standard for organizing and managing high school libraries in the BPI Foundation library, by implementing the CIPPO evaluation model, which is a refinement of the CIPP model.

Then, the third study entitled "Evaluation of the School Literacy Movement Program at Christian Elementary School 03 Eben Haezer Salatiga", this thesis research focuses on the school literacy movement program in elementary schools (Parera, 2021). The difference in the third study with research conducted by researchers is the purpose. In detail, the third research shows that the GLS program is a need for students in helping them to be able to develop their creativity and exploration of skills. The fourth research entitled "Evaluation of the School Literacy Program at Madrasah Tsanawiyah Binanga Negeri Mamuju Regency," this scientific article focuses on examining the school literacy program launched by the government (Kaharudin, 2018). The fourth study is almost similar to the third study. The research difference lies in the scope of the research subject. This study focuses on the GLS program with management efforts carried out by educational units. The fifth research is entitled "Evaluation of Mata Aksara Community Library Program in Increasing People's Reading Interest in Yogyakarta", the purpose of research from the proceedings of this international conference is to find out the implementation and results of implementing programs carried out by community libraries to increase interest in reading at the Mata Aksara Community Library (Hayati, 2020). The fifth research difference with the research conducted is the use of an evaluation model and the direction of the research which focuses more on one of the programs in the library.

With regard to these findings, this study aims to determine the extent to which the legal basis chosen by the researcher is applied as a standard for organizing and managing high school libraries in the BPI Foundation library. By implementing the CIPPO evaluation model which is a refinement of the CIPP model. So that this study includes an evaluation of library management from the initial design to the final stages regarding the resulting impact. This evaluation model was chosen, because of its suitability with the indicators for organizing and managing the school library formulated by the researcher.

Method

Research Type

This study uses qualitative methods with evaluative research types. The qualitative research method is a study that directly involves researchers to experience situations or

phenomena that occur naturally so that they are able to understand the research context (Fadli, 2021). The evaluation model used is CIPPO (Context, Input, Process, Product, Outcome).

Research Location

The target in monitoring and evaluating the high school/Madrasah Aliyah library in the city of Bandung is the BPI Foundation Library. Respondents consisted of library managers such as the head of the library, librarians and users (educators or students). Data collection techniques were using observation, documentation and interviews. Then further data analysis was carried out by adjusting the results of the data using the CIPPO evaluation model.

Analysis Data

The CIPPO evaluation model emerged after refinements and modifications by Gilber Sax of the CIPP evaluation model developed by Stufflebeam in the 1960s (Muzayanah, 2021). This evaluation model consists of five components which are a structured unit, namely context, input, process, product, and outcome. The existence of outcomes in this evaluation model component provides a new perspective in conducting monitoring and evaluation which means that there needs to be an impact from a program that has been carried out (Sintiawati et al., 2018). This outcome component is also referred to as the ongoing implementation of the program or product that has been implemented (Almas & Machali, 2020).

With the CIPPO evaluation model, it is also hoped that the results of monitoring and evaluation carried out at the BPI Foundation library can determine whether the library management is in accordance with the standards referred to or not.

Result and Discussion

The monitoring and evaluation results will then use the CIPPO evaluation model as an analytical tool for the data that have been obtained. This evaluation model is a modification of the CIPP evaluation model. The difference is in the outcome stages (Purnawirawan et al., 2020). As the originator of this modification, Gilber Sax believes that the program should require measuring the impact that occurs afterward, to see whether the program or work is able to influence within a certain period of time. The orientation of this evaluation model is on decision-making by management to achieve organizational goals and make subsequent policies (Sari & Ahmad, 2020). CIPPO is usually used to evaluate the scope of education because it is felt to be effective for measuring the success of the learning process. But now it is also widely used in other areas such as libraries, service companies or other organizations.

The understanding of monitoring and evaluation refers to the basic concepts of both, which are different things. Monitoring is defined as a systematic process and is carried out periodically to find out developments, constraints and alternative directions in making decisions in the future without making a prior assessment of the success of a job (Koswara, 2005). Meanwhile, evaluation is a series of processes of assessing, testing, measuring a job, program or implementing a concept in a project according to the objectives set during planning stages (Utami et al., 2021). So that in essence these two concepts need to be carried out by organizations to follow up on work or programs carried out. Monitoring and evaluation will affect the quality of the organization. If the organizational goals are achieved, then there is a role for monitoring and evaluation that was carried out previously. Decision-making can also be influenced by monitoring and evaluation results.

Table 1. School Library Evaluation Grid

Dimensions And Aspects	No	Component	No Question	Respondent
Facilities and infrastructure	1	Means	1, 2, 3, 4, 5, 6, 7	Library Staff/ Librarian
	2	Infrastructure	8, 9	Library Staff/ Librarian
Library Personnel	1	Head of Library	10, 11, 12	Head of Library
	2	Library Personnel	13, 14	Library Staff/ Librarian
	3	Participation of Librarians in Professional Organizations	15	Library Staff/ Librarian
Library Collections	1	Type and Number of Collections	16, 17, 18, 19, 20, 21	Library Staff/ Librarian
	2	Organizing Library Materials	22, 23, 24	Library Staff/ Librarian
	3	Maintenance of Library Collections	25, 26, 27	Library Staff/ Librarian
Library Services	1	Type of Service and Hours of Operation	28, 28	Library Staff/ Librarian/user
	2	Library Service Access Facility	30, 31	Library Staff/ Librarian
	3	Membership	32	Library Staff/ Librarian
	4	Number of Visitors and Books Borrowed	33, 34	Library Staff/ Librarian
	5	Library Program	35, 36	Head of Library Library Staff/ Librarian
	6	User Education	37	Library Staff/ Librarian/user
Implementation and Management of Libraries	1	Library Administration	38	Head of Library
	2	Cooperation	39, 40	Head of Library
Etc	1	Library Innovation/Creativity	41	Head of Library Library Staff/ Librarian
	2	Performance	42	Head of Library Library Staff/ Librarian

Source: 2022 Research

In the evaluation process, the formulation of instrument grids is carried out, which aims as a reference in conducting data collection. The grids are adjusted between library management standards and the CIPPO evaluation model. The results of the interviews conducted were in the form of written instruments and documentation as verification of the completeness of the respondents' statements. The dimensions and aspects given to the respondents were then grouped into the components of the CIPPO evaluation model, namely Context (aspects of library collections), Input (Aspects of library staff; Aspects of facilities and infrastructure), Process (Aspects of library administration and management), Product (Aspects of library services), Outcome (other aspects).

Context Component

This component is developed regarding the needs assessment of an organization. Ideally, in this component there is a policy that is adapted and used as a reference in running a program later. Because the object that is the target of monitoring and evaluation is an educational foundation library surrounded by several units, it was concluded that the BPI Foundation Library should use the Regulation of the Head of the National Library of the Republic of Indonesia Number 12 of 2017 concerning National Standards for High School/Madrasah Aliyah Libraries. Then, the context aspect relates to the needs of the library itself. This is related to the library collection owned by the BPI Foundation Library. The data found showed the BPI Foundation Library so far has a printed collection of 1,548 copies, equipped with e-book collections, reference collections, and audio-visual collections. This library also has two magazine and newspaper subscriptions for each type. However, no complete data were found regarding the number of book titles owned due to the limitations of incomplete archival documents. In administrative matters, writing on the main book is done separately according to the collection, which is readjusted for each existing unit. In this aspect of the library collection, it is also found that the standard used in processing library materials is using the national standard provisions, namely DDC. Book processing has also gone through the process of inventory, classification, and labeling which is done automatically and has a backup of printed data for library needs. For the completeness of the collection processing automation system, it already has a LAN automation application that is connected to the internet. This aspect is sufficient to represent the needs of the library as one of the supporting information institutions or organizations within the school environment.

Input Component

This component consists of aspects of library staff and aspects of infrastructure needed as resources in implementing the next program. The suitability and completeness of these two aspects will affect the programs or services provided later. The last level of education taken also needs to be adjusted to reference standards and the Republic of Indonesia National Library Regulation Number 2 of 2021 concerning the Indonesian National Qualifications Framework in the Library Sector. This is also related to continuous competency improvement, especially for the head of the library. The number of library staff such as librarians also needs to be adjusted in number so that the amount of work carried out will be balanced in quality and quantity. Furthermore, in terms of facilities and infrastructure, the data obtained are sufficient to complete library facilities. However, the area of the library, which is approximately 72 m2, is still categorized as too narrow when compared to the four school units (BPI 1 High School, BPI 2 High School, BPI Vocational School and BPI Middle School) that surround it.

Process Components

This component includes the organization and management of the library, which consists of the organizational structure and the cooperation carried out. A well-planned organizational structure will also have a good impact on library management. Likewise, with the running of a good program, it will facilitate cooperative relations both internal and external to the library. One of the collaborations that have been established internally is with the four school units of the BPI Foundation, while externally the library is collaborating with Gramedia to purchase books and Ganeca to manage e-books.

Product Components

The library service aspect is the product component of this evaluation model. Library services can be said to be the soul of the library in carrying out its functions properly. How can a library be an information institution and a public institution at the same time to meet the needs of its users? The BPI Foundation Library has approximately 46 hours of operational time to serve users. This library has also initiated a compulsory reading program in the library since five years ago and the user education program is a library orientation. Viewed from the user's point of view, not many people know what types of services are in the library. Librarians also don't care about library orientation, so the sense of belonging to the school library is still very low. Efforts are still made periodically, for example, by determining the person in charge in each unit to carry out compulsory reading in the library. However, policy and implementation must still move hand in hand so that they can influence one another.

Outcome Component

This last component is related to the results issued from the program or product that has been received in the previous aspect. This relates to other aspects such as innovative/creative work of the library and library achievements. Judging from the four components of the previous evaluation, discrepancies were still found. However, this does not rule out the possibility for the BPI Foundation Library to create innovative work over the last three years. For library achievements, in the last three years the BPI Foundation Library has not had the opportunity to receive an award or performance recognition due to structural constraints from the central foundation regarding the BPI Foundation Library's oversight polic
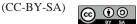
Conclusion

The implementation of monitoring and evaluation aims to see the conformity of the implementation of high school libraries with the reference standards used, namely the Regulation of the Head of the National Library of the Republic of Indonesia Number 12 of 2017 concerning National Standards for High School/Madrasah Aliyah Libraries. The results of this monitoring and evaluation indicate that there is a need for overall changes in library services, collection maintenance policies, and the programs offered so as to be able to present an innovative, creative and outstanding library. Not forgetting to pay attention to aspects of library staff such as the number of librarians needed. Through the implementation of monitoring and evaluation at the BPI Foundation Library using the CIPPO evaluation model, there are recommendations suggested by the authors and described as follows: (1) School libraries need policies to carry out maintenance both on multimedia devices and maintenance of library collections. (2) It is strongly recommended that school libraries manage and archive visitor data and borrow collections systematically (in digital and hard file form) so that they can be easily found again if needed. (3) Structural libraries, both head librarians and = librarians are advised to take part in continuous competency improvement related to increasing individual

competence. (4) The number of librarians or library staff needs to be increased, bearing in mind the many targets that have not been achieved during the last three years. (5) It is necessary to pay attention to the application of an automation system for collection processing so that in essence it will really make the work easier. This study has limitations, including only describing in general the aspects being evaluated. So that there are no detailed analysis results in each of the evaluated aspects. Therefore, the suggestions that researchers give for further research are to try to do research and analysis related to programs or policies organized by the BPI Foundation Library in depth to broaden the scope of this field of study.

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Authors' Contributions

All authors have contributed to the final manuscript. The contribution of all authors: conceptualization, methodology, formal analysis, writing original draft preparation, writing review and editing. All authors have read and agreed to the published version of the manuscript.

Conflict of Interest

All authors have no conflict of interest related to this study.

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