The Effectiveness of Training Candidates for Heads of School Libraries by Public Library

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Abstract

Background of the study: In addition to helping school administrators maximize the function and role of the school library as a medium of learning for teachers and students, the head of the school library is also a school teacher who has received education and training in the field of libraries.

Purpose: Measuring the Effectiveness of the Implementation of Training for Candidates for Heads of School Libraries in Bengkulu Province

Method: The method used in this study is a descriptive method with a qualitative approach. The data technique used is Interactive Analysis (Interactive Model of Analysis), namely by describing and describing information from each component part that is assessed.

Findings: The results of the study show that the implementation of the training for prospective school library principals has been effective. It is shown in the results that the training participants for prospective school librarian can improve the skills of library managers in managing school libraries, improve library management standards, and apply library automation technology that can be said to be effective.

Conclusion: The implementation of the Library Head Training and Education in this study has been quite effective in producing more qualified and competent school librarian candidates who can be appointed as school librarian heads. However, this research still has some limitations due to inadequate facilities and infrastructure. Thus, there is an obstacle in the implementation of the training for prospective school library principals. Therefore, of course, this research still has a research gap that can still be filled for further research.

Keywords: Effectiveness, Head of School Libraries, Education and Training

Introduction

Training is one of the variables that affect a person's quality. Education is important for organizations to use their human resources in training and initiatives. Apart from changing employee behavior in the workplace, training is anticipated to provide other outcomes. It also requires the help of organizations with goals including improving services more quickly, accurately, and effectively; improve quality and enhance interpersonal effectiveness (Indriyani, 2020).

The importance of education cannot be overstated in today's global society. Because, the civilization of a nation starts from its education system. For everyone to be able to meet the demands of life, education has now become a basic need. There are several ways for us to acquire education. One of them through the library is because, there are many different sources of knowledge available in the library (Putri, 2016)

Head of the School Library is a position give.n to school teachers who have received education and training in the field of library. The main role of the head of the library is to help school managers maximize the function and role of the school library in order to support learning for students and students. Thus, it is better if a candidate for the head of the school librarian must have special scientific competence on how to become a good head of the school librarian. Education and Training for school librarians will help a teacher find the right motivation to do his job as an educator and will make it possible to take advantage of the learning resources offered at school.

Education and training can develop and increase the work productivity of employees and help develop one's performance abilities in an organization. Through the implementation of education and training it aims to increase the efficiency and effectiveness of achieving organizational goals by employees. According to Govil (2014), who wrote "The Importance of Training in an Organization" having the best training activities is very important for the success of an organization, but now these training activities are often ignored. The growth and success of an organization is highly dependent on training. This has advantages for employers and employees in a company. An individual who receives proper training will increase productivity and efficiency. To the surprise of many, a very excellent training program is frequently ignored while being essential to the success of any firm. The growth and success of an organization depend greatly on training. Both employers and employees in a company benefit from it. A well taught individual will increase his productivity and efficiency. (Govil, 2014)

Research conducted by Makawimbang, et al (2020) in the Sangihe Islands Regency, regarding the Effectiveness of Organizing Leadership Training for State Civil Apparatuses. The research findings indicate that the implementation of ASN leadership training at the Sangihe Islands District Education Office can be considered ineffective because it does not meet the objectives or expectations. The research explained that research on training for prospective school librarians had already been carried out, so that this facilitated the process of finding references as a comparison in a literature review by the author. However, there has been no research on the effectiveness of prospective school library heads in Bengkulu Province, therefore this research was conducted which is useful to determine the effectiveness of Training and Education for prospective school librarians in Bengkulu Province by the Bengkulu Province Archives and Services Office.

Until now, most of the school libraries are in the hands of teachers due to various considerations and existing policies, so they cannot be filled by librarians. According to data sources, 94% of school librarians in Indonesia have a degree in a field other than library science. Chairman of the Association of Indonesian School Librarians, Muhammad Ihsanudin, said that only 6% of Indonesian people have a degree in library science. Currently, the head of the school librarian is a teacher who teaches at school and is then given the responsibility to fill staffing vacancies in the library. For this reason, it is very important to carry out Education

and Training for Candidates for Heads of School Libraries to be able to improve the current skills of school principals so that they can be well organized (Supriana, 2014).

Therefore, further research is needed on the effectiveness of the training for prospective school librarians to find out the competencies gained by participants after attending the training. Naturally, the implementation of education and training that is efficient, organized, scheduled according to the skills and goals to be achieved will have a significant impact on the goals of developing quality school librarians.

Method

Research Type

This study explores the application of training for prospective school librarians using qualitative techniques with a descriptive approach (Yusuf, 2014). Through direct or indirect contextual and all-encompassing engagement, qualitative research attempts to understand phenomena, events or human existence. In the application of training for prospective school librarians, descriptive research is a kind of study that aims to characterize an ongoing event, incident, or symptom. According to Arikunto, a descriptive study is a study that seeks to learn more about pre-existing symptom conditions, especially those that existed at the time the research was conducted. Descriptive research methods are used to aim at describing data about what happens to a feature, symptom, or situation and studying a particular hypothesis. Descriptive research is designed to examine a theory or a phenomenon that concentrates on issues being faced by society. Without providing a specific behavior associated with the act, descriptive research aims to characterize the research focus events. (Zellatifanny & Mudjiyanto, 2018)

Respondent

Two sources of information were used to collect data, including: (1) primary information obtained directly from the informants directly related to the education and training of prospective school librarians. Three informants participated in this study, namely the organizing committee, participants, and education and training resource persons for prospective school librarians. (2) secondary information is information taken from sources indirectly as a means to collect supporting data through interviews with informants or through observation of written materials. Secondary data for this research comes from physical and digital books, previous research, journals and articles from both hard copy and online libraries, and data from training committees or resource persons for Candidates for Head of School Libraries. (Sugiyono, 2012)

Data Collection

Collecting data in this study using interview techniques. Apply interview techniques in order to obtain important information about various topics related to the subject under study in a straightforward, precise and related to the problem to be studied. The interview was conducted by asking questions directly to the informant regarding the implementation of training for prospective school librarians.

Data Analysis

Qualitative analysis techniques were used as one of the procedures in this study to produce descriptive data in the form of oral and written. The analytical method in this study uses an interactive method of analysis (Interactive Model of Analysis). Miles & Huberman argues that the research is engaged in the activities of verifying reduction, presentation, and drawing conclusions as well as the four coil axes during the data collection procedure. (Miles & Huberman & 2019).

Results and Discussion

The results of this study discuss the effectiveness of training for prospective school librarian candidates. The data from the results of the discussion obtained are based on the effectiveness guidelines issued by the National Library, which are seen from the aspects of Reaction, Facilities and infrastructure, Learning, Behavior, and Outcomes.

Reaction

These responses contain evaluation-level instructions that test how the trainee feels about and views the training program. At this level, measuring regarding facilities and infrastructure.

Based on Number 13 of 2011 concerning Regulation of the Head of State Administration Agency which reads "General Guidelines for the Implementation of Technical Education and Training". The aims and objectives of education and technical training in Chapter II, Article 2, state that the aims and objectives of the education and training are: (1). Improving knowledge, skills, expertise, attitudes and behavior in carrying out technical tasks in a professional manner based on employee personality and ethics in accordance with competence (2). His Position Strengthen the mindset, behavior, and spirit of empowerment, protection, and service-oriented community service.

Librarians played an important role in creating a school library. In order for a librarian to carry out their duties effectively, they must have knowledge and expertise in managing the school library. As stated by R. Suryana explained that "In meeting the needs of the functions and objectives of the library, the school library requires qualified and experienced staff members to carry out the goals and duties of the library itself. However, in reality, the school library has not been managed properly so that its utilization cannot be maximized. (Suryana, 2014)

Utilizing information technology, the library management process is called library automation, with a number of manual jobs that can be accelerated and simplified by the use of information technology. In addition, the processing of data collection improves accuracy and turnaround time. In this approach, because the monotonous (repetitive) work has been taken over by computers, librarians can devote more time to managing library development. There is nothing new about library automation in the world of libraries. Although the idea has been in use for a while, it is only recently that Indonesia has seen a rise in popularity due to advances in technology. (Kosasih, 2015)

In Indonesia, information began to spread rapidly. Library automation is a technique for managing libraries with the help of technology. The library automation system is expected to increase the effectiveness and efficiency of the library management process. To use this automation system requires librarians who are fluent in using technology. With the implementation of this education and training, it can help training participants for prospective school librarians in improving their abilities in library automation technology.

Facilities and infrastructure

According to Darmastuti (2014). "One of the criteria for determining the success of education is the quality of educational facilities". The success and efficiency of learning in the classroom is greatly influenced by the breadth and accessibility of educational facilities in schools. School supply management can be defined as a collaborative process for the effective and efficient utilization of all educational materials and equipment. Based on the description above, basically the process of utilizing all the facilities and infrastructure owned by schools must be managed effectively according to demands so that teaching in class runs smoothly and educational goals are achieved. Every institution, especially schools, must manage facilities

and infrastructure supporting the educational process so that they can support activities efficiently. (Darmastuti, 2014)

Facilities and infrastructure are one of the elements that contribute to the success of educational programs in the learning process. One of the resources used to measure the quality of learning is educational infrastructure. Along with the progress of science and technology at this time several parts of the facilities and infrastructure must continue to be improved. (Kartika & Millah, 2019)

The implementation of education and training is influenced by several aspects during the learning process, one of which is the availability of facilities and infrastructure that are fulfilled and accompanied by optimal utilization and administrative management. Educational infrastructure and resources play an important role in supporting the educational process in schools. Therefore, it is important to improve how they are used and managed to meet expectations.

From the statements of sources interviewed by the authors, only facilities and infrastructure have not met the needs of training activities for prospective school librarians. These facilities and infrastructure have not been sufficient because the training committee for prospective school librarian candidates only provides what is needed and does not provide spare items. Therefore, when a technical problem occurs, the education and training activities must be stopped for a while to fix the technical problem and this causes the participants to have to wait and will automatically change the time schedule that has been determined by the organizers beforehand. Thus, slowing down the time and the implementation of these activities is not optimal. In order to improve the quality and potential of learning, educational facilities and infrastructure must be appropriate in terms of quantity, quality and demand and must be used as efficiently as possible in the teaching and learning process. It is undeniable that the infrastructure and standards for schools and other related educational institutions have been established as part of the educational process to improve educational standards. Infrastructure and facilities have a big role in capacity building. This shows how important facilities and infrastructure are for the successful implementation of the training program for prospective school librarians. The existence of facilities and infrastructure can facilitate and speed up the work of the committee and training participants, so they can use time more effectively.

Learning

The effectiveness of education can be increased through the teaching and learning process. Teachers, students, and the educational material provided are three basic parts in a teaching process. In this situation, instructors play an important role in providing students with high-quality education. (Yumini & Rakhmawati, 2015)

Learning that is fun for students and in which they develop certain skills, information and attitudes is considered effective learning. The key is that changes in the cognitive, emotional, and psychomotor elements are considered a sign of effective learning. (Madya & Rosyidi, 2017)

Supporting elements in the form of a syllabus play an important role in the success and achievement of an activity implementation program. Therefore, did the syllabus, teaching materials, lesson plans, and outline of the learning program already exist during the training program for prospective school librarians guided by the Curriculum and Outlines in the Learning Program for Candidates for Head of School Libraries which were regulated by Regulations? Head of National Library of Indonesia Number 3 of 2013. Education and training can be more successful because they are more precise and focused when given if the curriculum is developed to address gaps between desired capabilities and existing skills, depending on the competencies required. The curriculum does not only view participants as objects but also subjects who learn through learning experiences both inside and outside the classroom.

The implementation of the Education and Training activities for Candidates for Heads of School Libraries is also in accordance with the syllabus, teaching materials, lesson plans and outlines of teaching programs, namely by using Curriculum guidelines and Outlines in the Learning Program for Candidates for Heads of School Libraries which are regulated by Regulations Head of National Library of Indonesia Number 3 of 2013. The Candidate Program for Head of the School Library is implemented in accordance with the objectives of the training, including increasing the special skills or abilities of a person or group in improving the ability of employees who have carried out certain tasks or positions.

Behavior

Competence as a school librarian is a very important component, one way is to participate in education and training related to the study of library science. Fulfilling the demands of training and education competency standards is regulated in the Regulation of the Minister of National Education of the Republic of Indonesia Number 25 of 2008 concerning School/Madrasah Librarian Standards, which includes several competency dimensions, including: (1). Management Skills (2). Competence in information management (3). Competence (4). Personality Competence (5). Social Awareness (6). Competence in professional development. Depending on their position as a school librarian, the competencies built in training for future school librarians are aligned with the dimensions of managerial competence, which are the ability to lead school/madrasah library staff, have the ability to manage and develop school library programs, evaluate school/madrasah library program planning, as well as having the ability to oversee the implementation of the school/ˆmadrasah library program.

The Implementation of Training for Candidates for Heads of School Libraries by the Library and Archives Service of Bengkulu Province has followed the Standard Operating Procedures set by the Library and Archives Office of Bengkulu Province. This is in line with the results of monitoring the author and the results obtained through interviews. According to the informants, this implementation has been carried out based on education and training competency standards in accordance with the Regulation of the Minister of National Education Number 25 of 2008 concerning Qualification Standards and Competency of School Librarians, which includes the skills of Heads of School Libraries and School Library Staff carried out by the Center for Education and Training of the National Library of Indonesia, namely the Training of Heads of Libraries Schools for Heads of School Libraries and School Libraries Management Training for school librarians.

Results

The implementation of this training activity prepares librarians to be more professional, can improve their ability to manage school libraries, improve library management standards, and introduce library automation technology. To work professionally, one must pay attention to individual and professional competencies. According to the US Special Library Associations, the capacity to apply one's understanding of technology, information, management, and research resources as a basis for offering library and information services is considered a professional competency in librarianship. Individual competence, on the other hand, refers to the set of qualities that a librarian must have in order to work well, communicate effectively, always learn more, provide value, and be resilient to change and innovation in the workplace. (Priyanto, 2016)

Implementation of Training for Candidates for Heads of School Libraries by the Library and Archives Service of Bengkulu Province has produced librarians who are more competent as evidenced by several informants who have attended training and obtained results, have the knowledge, attitudes and skills needed to be able to develop school libraries, have knowledge

and understanding about the qualification standards of school/madrasah librarians, as well as having knowledge and understanding of the competency standards of school/madrasah librarians. With the increasing number of competent Head of School Libraries.

Conclusion

The school library is one of the supporting resources for education in schools, therefore the school library is something that must be considered carefully. The duties of the school library include imparting knowledge, promoting moral education, and carrying out intelligent instruction besides helping students develop their whole personality. Therefore, improving the quality of managers must also be considered, such as education and training for prospective school librarians. Based on the results of research that has been processed regarding the Effectiveness of the Implementation of Training for Candidates for Heads of School Libraries by the Library and Archives Service of Bengkulu Province, the results show that the implementation of training for candidates for school library heads has been effective. This was shown by the training participants who had increased knowledge, understood library management well, teacher competence could be appointed as head of the library. This research focuses on the effectiveness of implementing training for prospective school principals with a very limited research sample and this research was conducted at the Library and Archives Service in Bengkulu Province. Therefore, further research can be conducted at the Library and Archives Service in provinces that have never conducted a case study regarding the Effectiveness of Training Implementation for Candidates for Heads of School Libraries. Of course, this research still has research gaps that can still be filled for further research. As is the case with the competency standard aspects of the education and training curriculum, training results, as well as facilities and infrastructure. So, it can complement the findings about the effectiveness of training implementation.

Authors' Contributions

All authors have contributed to the final manuscript. The contribution of all authors: Fitria Okta Khairunnisyah: conceptualization, methodology, formal analysis, writing original draft preparation, writing review and editing. Fransiska Timoria Samosir, Aang Gunaidi: 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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