

Improving the Ability and Motivation of School Librarians and Teachers Using the SLiMS Application Through in-House Training at SD Negeri Tukharjo Samigaluh Kulon Progo for The 2021/2022 Academic Year

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Received: August 14, 2022; Accepted: September 16, 2022; Published: October 11, 2022

ABSTRACT: This study aims to increase the motivation and ability of school librarians and teachers in managing school libraries using the SLiMS application, through In House Training at SD Negeri Tukharjo Kapenewon Samigaluh, Kulon Progo Regency, Special Region of Yogyakarta. This research is a School Action Research using the In House Training method which is carried out in 2 cycles, each cycle consisting of 2 meetings. The technique of collecting data in this study was carried out using observation and documentation. The results of this study are an increase in motivation and the ability of participants (librarian staff and teachers) in managing the library by using the SLiMS application program. The results based on the acquisition of the total ability score of IHT participants in Cycle I for 1st and 2nd meetings there is an increase of 4.33; while in the second cycle of the 1st and 2nd meetings, the total score obtained was an increase of 4.50; while based on the percentage of the first and second meeting cycles; there was an increase of 5.78%; as for the second cycle of the 1st and 2nd meetings there was an increase of 6.00%; while based on the motivation of the participants obtained; the total score of the first cycle of the 1st meeting reached 33.5, the second meeting reached 39.00 there was an increase of 5.65; then the second cycle of the 1st meeting the total score reached 44.00; the second meeting reached 46.33; there was an increase of 2.33; The following is based on the percentage of the first cycle of the 1st meeting reaching 67.00%; while the average number of the 2nd meeting reached 78.00%, there was an increase of 11.00%; while in the second cycle of the 1st meeting the average score based on percentage reached 88.00%; while at the second meeting it reached 92.67; there is an increase of 4.67%; while based on the ability of researchers; the results of the observation in Cycle I, the 1st meeting, the ability of researchers to manage IHT activities, the average score reached 2.61; based on percentage reached 65.30%; the 2nd meeting reached 3.3; the following based on the percentage reached 82.52%; Furthermore, the second cycle of the 1st meeting the average score reached 3.51; based on percentage reached 87.65; following the 2nd meeting it reached 3.81, while the average number of percentages reached 95.17%.

Keywords: Motivation, SLiMS Application Program, and In-House Training

INTRODUCTION

The school library as a source of information and a means to support teaching and learning activities for teachers and students to gain new knowledge through reading activities is, therefore, necessary for the role of school librarians in serving the needs of users. In terms of library services, school librarians act as library information consultants who provide services for the convenience of users in finding and finding the information they need. In addition, school libraries that grow in line with science and technology require librarians to always develop themselves and, always increase their knowledge and skills. Based on the IFLA/UNESCO School Library Guidelines [1] states that school librarians should have a professional and qualified education with additional training in theory and learning. Pramawati [2] explained that the librarian is a professional in charge of managing libraries, helping to find books, magazines, and various information quickly.

The development of information technology at this time also requires school librarians to know the latest information developments so that school librarians can provide information services through the use of technology quickly and up to date to users. In a library, adequate technology and information are needed, because the library has a function as a reference source, obtaining knowledge, and so on [3].

Seeing the unique phenomena found in elementary school libraries amid the problems of school libraries in general, is certainly an unusual or unusual thing. Especially related to students as library users and including important elements that build the image of the school library itself. At a time when other schools are still less concerned with their libraries, let alone for library programs, the awareness of the management in developing libraries is still lacking. This is also influenced by the meaning and construction built by the management or those who are closely related to it, including the principal as a policy maker who stated that there are two typologies of principals in interpreting school libraries, namely professional staff member and deserter typology. As if to be a unique and interesting phenomenon in the midst of the problems regarding school libraries as stated above, the policy was carried out because they have the assumption that the library is the heart of the school which must exist no matter what the conditions are.

Based on these problems, researchers are interested in finding the best solution, by conducting In-House Training (IHT) activities that focus on increasing the ability of school librarians and teachers in using the SLiMS application. This activity is expected to solve some of the problems faced by librarians and teachers in schools. In addition, this research is also expected to provide meaningful input for school principals in improving the performance of library staff as learning resources through IHT.

In House Training (IHT) is an activity that is carried out in its environment by using various relevant equipment and materials to solve various existing problems. With this IHT activity, it is hoped that the problems faced by teachers can be solved together and the professionalism of teachers can increase, and also competencies in the form of skills, knowledge and attitudes can also be developed through this IHT activity [4-7].

With In House Training activities in improving the professionalism of teachers and library staff in implementing the SLiMS application, it can take place effectively and obtain more optimal performance results. SLiMS or Senayan Library Management System is an application used for library management. This application was developed by a team from the Center for Information and Public Relations of the Ministry of National Education of the Republic of Indonesia. This application is web-based and very useful in managing the books in the library [2-8]. Therefore, in using the SLiMS application, guidance is needed so that users can use it properly and correctly.

RESEARCH METHODOLOGY

This research was conducted at Tukharjo State Elementary School, Kapanewon Samigaluh, Kulon Progo Regency for the 2021/2022 academic year for three months starting from January to March 2022. The subjects of this study were librarians and teachers at Tukharjo State Elementary School, Kapanewon Samigaluh. The object of this research includes the motivation and ability of school librarians and teachers to use the SLiMS application through In House Training (IHT) at SD Negeri Tukharjo, Samigaluh, Kulon Progo Regency.

The research design and procedures use class models with different charts, but in general there are four stages that are commonly passed, namely (1) planning, (2) implementation, (3) observation, and (4) reflection [9]. The models and explanations for each stage are presented in **FIGURE 1**.

Data collection techniques use documentation in the form of writing, pictures or monumental works of someone. The documentation taken in this study is the data at the time of the research. Analysis of observational data in this study includes 5 aspects with 15 indicators where each indicator is given a value of 1 - 5, with categories not Very Poor, Less, Enough, Good, and Very Good. While the observation data on the motivation of participants, which consists of 10 aspects with 50 statements, each statement is given a minimum score of 1 and a maximum of 5 with a maximum score of 50. Observation data on the implementation of IHT which includes 3 aspects with 20 indicators, each indicator is given score 1 - 4, using value conversion ($0\% < X 44\% = 1$; $45\% < X 64\% = 2$; $65\% < X 84\% = 3$; and $85\% < X 100\% = 4$) with very good, good, less good, and not good categories.

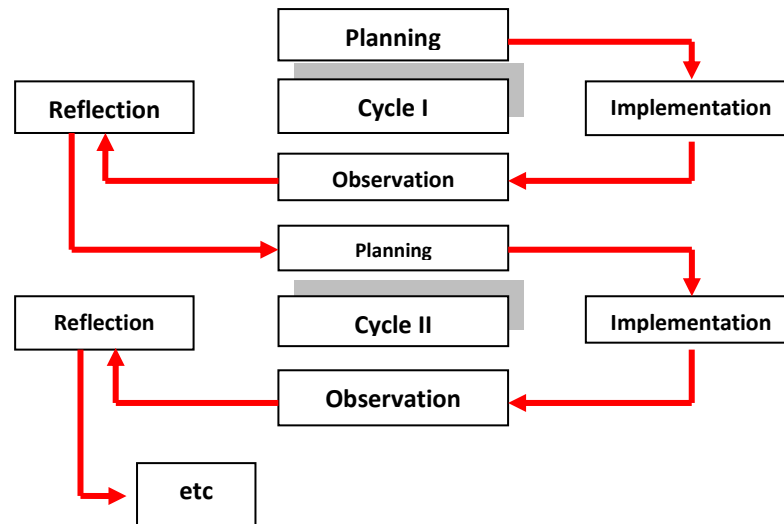


FIGURE 1. Research Model Cycle

Furthermore, the data analysis in this study used the average of the observations, then the average results were described for each instrument. This descriptive analysis is used to describe the characteristics of the research data and answer the problems listed in the problem formulation. The descriptive analysis used in this study is the minimum score, maximum score, average, and percentage.

RESULTS AND DISCUSSION

At the school action research stage, it is based on the results of research related to the use of IHT implementation with the application of the SLiMS application program in library management in schools which in the implementation according to the procedure of three cycles, each cycle consists of 2 meetings and if the implementation of Cycle I to Cycle II has met indicators of success, the research can be ended.

Results of Observations on Increasing the Ability of Participants in Operating the SLiMS application program at SD Negeri Tukharjo Samigaluh The results of observations on operating the SLiMS application program obtained the results of observations carried out in each cycle. The ability of participants increased when doing practical activities in cycles I and II. The success rate of participants in studying the SLiMS application program is expressed in the scores obtained from the observations as listed in **TABLE 1**.

TABLE 1. Results of Observation of Capacity Building to Operate the SLiMS application program through IHT Cycle I 2nd meeting at SD Negeri Tukharjo Samigaluh

No.	Rated aspect	Total Score Average of Cycle I (%)		Total Score Average of Cycle II (%)	
		1 st Meeting	2 nd Meeting	1 st Meeting	2 nd Meeting
		A	6.67	7.33	8.67
B	6.17	7.17	8.17	9.00	
C	17.00	17.67	21.33	22.17	
D	12.83	14.17	17.17	18.67	
E	6.83	7.50	8.83	9.67	
Total score		49.50	53.83	64.17	68.67

No.	Rated aspect	Total Score Average of Cycle I (%)		Total Score Average of Cycle II (%)	
		1 st	2 nd	1 st	2 nd
		Meeting	Meeting	Meeting	Meeting
	Average Score	3.3	3.59	4.28	4.58
	Percentage (%)	66.00	71.78	85.56	91.56

TABLE 1 shows that the results of the study related to the ability of participants to operate the SLiMS application program after IHT was carried out, the total score of Cycle I at the 1st and 2nd meetings increased by 4.33. Meanwhile, in the second cycle of the 1st and 2nd meetings, the total score obtained increased by 4.50. Meanwhile, based on the percentage of the first cycle of the 1st and 2nd meetings there was an increase of 5.78% in the second cycle of the 1st and 2nd meetings there was an increase of 6.00%. The results of observations on the ability of participants to take part in IHT in the operation of the SLiMS application program showed a very significant increase which directly had a positive impact on the ability of IHT participants at SD Negeri Madigondo Kapanewon Samigaluh, Kulon Progo Regency. Danim [10] stated that In House Training is a training that is carried out internally by a working group of teachers, schools or other places that are designated as the implementation of training carried out based on the idea that some abilities in improving competencies are related to library management by means of digitalization. Meanwhile, the minimum number of participants in IHT is 4 people and a maximum of 15 people.

When viewed from Cycle I to Cycle II, based on **TABLE 1**, it shows that there is an increase in almost every cycle. Participants do not find it difficult to conduct guidance through IHT, because participants are easier to use to operate the SLiMS application program so that they can complete tasks correctly. Therefore, the IHT model applied in this study can improve the participants' ability to operate the SLiMS application program.

Furthermore, the results of the observation of participants' motivation in participating in IHT using the SLiMS Application Program, in order to increase the ability to operate the SLiMS application program during Cycles I and II, the motivation level of participants showed an increase starting from the pre-cycle, cycle I and II. The results of the observations can be seen in **TABLE 2**.

TABLE 2. Results of Observation of Motivation of IHT Participants Cycles I and II School Library Managers and Teachers of SD Negeri Tukharjo Kapanewon Samigaluh, Kulon Progo Regency for the 2021/2022 academic year.

No.	Rated aspect	Total Score Average Cycle I		Total Score Average Cycle II	
		1 st	2 nd	1 st	2 nd
		Meeting	Meeting	Meeting	Meeting
1.	Motivation of IHT participants before starting learning	3.5	4.00	4.33	4.5
2.	Motivation of IHT participants in doing homework (homework scores between 0-100)	3.33	4.00	4.33	4.67
3.	Attention during the IHT Implementation takes place	3.33	3.83	4.33	4.67
4.	Listening to the researcher's explanation when giving IHT material	3.33	4.00	4.33	4.67
5.	Willingness to complete the practice of operating the mSLiMS application given by the researcher	3.5	3.83	4.33	4.67
6.	Answering questions about the progress of operating the SLiMS application	3.00	4.00	4.50	4.50
7.	The activeness of participants in deepening the operation of the SLiMS menu by referring to the Manual Book	3.17	3.67	4.5	4.83

8.	Actively involved in discussion activities during the implementation of IHT	3.33	3.83	4.33	4.33
9.	Collaboration in groups when carrying out SLiMS operation simulation	3.50	3.83	4.50	4.83
10.	The level of activeness of participants when taking IHT	3.50	4.00	4.50	4.67
Total score		33.5	39.00	44.00	46.33
Average Score		3.35	3.90	4.40	4.63
Percentage (%)		67.00	78.00	88.00	92.67

TABLE 2 above shows that there is an increase in the motivation of participants in Cycle I, Cycle II in participating in IHT activities to increase the ability to operate the SLiMS application program at SD Negeri Tukharjo Kapanewon Samigaluh, Kulon Progo Regency. based on the results of observations from cycle I and cycle II, the observations showed the total score of the first cycle of the 1st meeting was 33.5, the 2nd meeting was 39.00, there was an increase of 5.65; then the second cycle of the 1st meeting the total score reached 44.00; the second meeting reached 46.33; there was an increase of 2.33; The following is based on the percentage of the first cycle of the 1st meeting reaching 67.00%; while the average number of the 2nd meeting reached 78.00%, there was an increase of 11.00%; the second cycle of the 1st meeting the average score of 88.00%; while at the 2nd meeting it reached 92.67; there was an increase of 4.67%; from these results indicate that each cycle there is an increase which means that the motivation of IHT participants related to the SLiMS application program shows a significant development and has a positive impact on the ability of participants. This activity can serve as an effort to mobilize participants to be more interested in what they are learning.

TABLE 3. Results of Observation of Researcher Ability in implementing IHT SLiMS Application Program Cycles I and II at Tukharjo State Elementary School Kapanewon Samigaluh, Kulon Progo Regency for the 2021/2022 academic year

No	Activity Step	Total Score Average Cycle I		Total Score Average Cycle II	
		1 st	2 nd	1 st	2 nd
		Meeting	Meeting	Meeting	Meeting
A	Initial activity	2.57	3.29	3.57	3.86
B	Implementation of IHT	2.50	3.30	3.40	3.70
C	End activities	3.00	3.33	3.67	4.00
Total score		8.07	9.92	10.64	11.56
Average score		2.69	3.30	3.55	3.85
Percentage		65,3	82,52	87,65	95,17

Based on the description above, it shows that motivation serves as a driving force for IHT participants to carry out activities to achieve achievement. further activities will be able to increase knowledge about the SLiMS application program in managing libraries at Tukharjo State Elementary School Kapanewon Samigaluh.

Then furthermore, the motivation of participants from Cycle I to Cycle II there was an increase in almost every Cycle experiencing development. Participants feel motivated in following IHT so that they can complete the tasks given by the principal in managing the library through digitization. Based on the data, it can be concluded that through IHT the use of the SLiMS application program can increase participants' motivation.

The ability of researchers to carry out IHT activities. using the SLiMS application program, during Cycle I to Cycle II, the average score obtained through observation showed a significant development. The principal (researcher) always strives and improves performance in meeting activities to make changes and the success of participants. presented in **TABLE 3**.

The results of the observations shown in **TABLE 3** above indicate that there is an increase in the ability of researchers in managing IHT activities for the use of the SLiMS application, this can be seen from an increase from Cycle I to Cycle II. So it can be said that each cycle experienced a significant increase in the ability of researchers to conduct the process of guiding the use of the SLiMS application through IHT activities. Basri and Rusdiana [11] argue that In House Training is a training program held in schools by optimizing the potentials that exist in schools, using work equipment for training participants with relevant materials and problems being faced, so that it is hoped that participants can more easily absorb and apply the material to solve and overcome the problems experienced and able to directly improve the quality and performance.

CONCLUSION

Based on the results of school action research conducted over two cycles in an effort to improve the ability of librarians and teachers in managing libraries by using the SLiMS application program through In House Training/IHT at SD Negeri Tukharjo Kapanewon Samigaluh, Kulon Progo Regency for the 2021/2022 Academic Year, it is obtained the conclusion that the motivation of IHT participants showed a significant development starting from the first cycle to the second cycle. These results indicate that each cycle there is an increase so that it can be explained that the motivation of IHT participants related to the SLiMS application program shows a significant development and has a positive impact on the ability of participants. In the implementation of In House Training, it shows that the principal (researcher) in carrying out the process of mentoring activities in each cycle also experienced a significant increase in these activities. The principal (researcher) is able to demonstrate his ability in guiding IHT participants to be able to use the SLiMS application properly and correctly.

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