

# Improving the Ability to Manage Libraries for School Administration Staff and Teachers Through In-House Training (IHT) at Jumblangan Elementary School, Samigaluh, Kulon Progo Regency for the 2021/2022 Academic Year

Herlina Ana Susanti<sup>1,\*</sup>

<sup>1</sup>SD Negeri Jumblangan Kapanewon Samigaluh

\*Corresponding author: [herlinaana23@gmail.com](mailto:herlinaana23@gmail.com)

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**ABSTRACT:** This study aims to improve the quality of library management and services as well as the ability of the principal in managing activities through in-house training at SD Negeri Jumblangan, samigaluh, Kulon Progo regency, for the 2021/2022 academic year. This type of research is school action research which was carried out for 3 cycles. Where each cycle consists of the following 2 meetings if the research in cycle II has met the indicators of success, the research can be ended. The corrective steps are based on research procedures, which are carried out based on the stages of planning, implementation, observation, and reflection. The research subjects were librarians and teachers of SD Negeri Jumblangan, samigaluh, and Kulon Progo regency for the academic year 2021/2022, totaling 8 people. The results showed that the implementation of the first cycle at the first meeting reached 78.00% with the "enough" category. Furthermore, the results in the first cycle of the 2nd meeting obtained a percentage of 84.25%. When compared with cycle ii at the first meeting there was an increase of 6.25%. Furthermore, the results of the research in the second cycle at the first meeting obtained a percentage of 88.00%. So it can be said that there is an increase of 3.75% in the first cycle of the meeting at the second meeting.

**Keywords:** In-House Training (IHT). Library, Management, cycle, meeting

## INTRODUCTION

The implementation of learning should run optimally if the educators can use all the infrastructure facilities provided by the school. Libraries are one of the most important learning resources. The library allows education staff and students to get the opportunity to expand and deepen their knowledge by reading materials in the library that have the required knowledge [1].

The school library is a library located in a formal education unit in the primary and secondary education environment which is an integral part of the activities of the school concerned and is a learning resource center to support the achievement of the educational goals of the school concerned [2].

The school library as a means of information for its users can be used optimally if it is managed by skilled and professional staff/librarians. The implementation of a good and correct library includes library collections, processing collections, libraries, library services, library facilities, and infrastructure. Therefore, library management should be carried out by competent people, and managed by keeping abreast of the times.

The main role of the librarian is to contribute to the mission and goals of the school, including evaluation procedures, and to develop and implement the mission and goals of the school library. Librarians have knowledge and skills related to providing information and solving information problems as well as expertise in using various sources, both printed and electronic. The knowledge, skills, and expertise of school librarians can meet the needs of a particular school community. In addition, librarians should lead reading campaigns and promote children's reading, media, and culture [3]. According to the regulation of the Minister of National Education of the Republic of Indonesia Number 25 of 2008, it explains that library staff must have 6 competencies, namely managerial

competence, information management competence, educational competence, personal competence, social competence, and professional competence [4].

The development of information technology is an important aspect for libraries today to adjust their services. In this case, optimal or not the function of the library is held by the library manager which will affect the learning facilities and infrastructure. Institutionally, library management in schools has not been fully implemented properly. Therefore, library management needs more attention because monitoring and evaluation are needed to be improved to a more ideal condition.

To improve the service and management of the library at SD Negeri Jumblangan, cooperation between the principal, education staff, teachers, and students is needed professionally. The results of observations show that the management of the library or librarian at SD Negeri Jumblangan is still very limited and does not have special competencies so the management is carried out modestly. The educators take turns and work together to take care of the library so that the responsibility becomes less. In addition, the collection of books owned is an old collection so there are not many books that can be used as new references. It can be said that the management and service of the library at SD Negeri Jumblangan, Samigaluh is not yet fully under ideal conditions so it is necessary to renew a better management plan.

It is known that the implementation of school library management at SD Negeri Jumblangan still has many shortcomings and imbalances because it does not have library staff specifically so that it is delegated to other educators, which in the end the goal cannot be achieved effectively, and efficiently. The results of these observations indicate that the implementation of library management is still experiencing several obstacles so the authors are interested in improving library management through research to evaluate and provide solutions to the problems being faced by SD Negeri Jumblangan, especially related to library management.

Based on the description above, the authors are interested in conducting school action research with the title "Improving the Ability to Manage Libraries for School Administration Staff and Teachers Through In-House Training (IHT) at SD Negeri Jumblangan, Kulon Progo Regency, for the 2021/2022 Academic Year". So that the research does not expand, the research is limited to the ability to manage libraries for administrative staff and teachers at SD Negeri Jumblangan, Kapanewon Samigaluh Kulon Progo by using In-House Training (IHT).

In-House Training (IHT) is training that is mentored by a trainer to improve the ability of the trainees by the skills possessed by the trainees by theoretical and pr There are several stages in the implementation of In-House Training (IHT), which include: tactical knowledge [5]. Terdapat beberapa tahapan dalam pelaksanaan In-House Training (IHT) ini yang meliputi [6]:

1. Selecting and presenting staff from internal schools who are competent and have the skills to manage training well as trainers.
2. Provide various kinds of documents needed during the activity
3. Make a schedule of activities so that the training can run smoothly
4. Prepare various training media, such as software for presentations
5. Provide various examples of demonstrations so that training participants can play an active role during the activity

Based on the background that has been explained, this school action research aims to improve the ability of teachers and administrative staff in managing libraries through In-House Training (IHT) activities, as well as increase the ability of researchers/facilitators in managing In-House Training (IHT) activities for library management for students. administrative staff and teachers.

## RESEARCH METHODS

The type of research used by the researcher is School Action Research (SAR). This research was conducted at SD Negeri Jumblangan, Kapanewon Samigaluh, Kulon Progo which lasted for three months in the even semester of the 2021/2022 academic year from January 2022 to March 2022.

The subjects of this study were school administrators and teachers of SD Negeri Jumblangan, Samigaluh, with a total of 8 personnel in the 2021/2022 academic year. The object that will be examined in this research is the improvement of the ability to manage libraries for school administration staff and teachers through in-house training activities at SD Negeri Jumblangan, Kapanewon Samigaluh, Kulon Progo for the 2021/2022 academic year.

The research design used in this school action research is in the form of a cycle that will take place through three cycles, where each cycle can consist of one or more meetings. Arikunto (2013) explains that a school action research cycle consists of four steps, namely: (1) planning, (2) implementation, (3) observation, and (4) reflection.

The stages carried out in School Action Research are as follows:

- 1) Planning is a step taken by the principal when starting his action.

- 2) The implementation of the action is the implementation of the School Administration Staff from the plans that have been made.
- 3) Observations were made by collecting data, where at this stage the researcher observed, recorded, and recorded all the activities of the school administration staff and teachers during the IHT process.
- 4) Reflection is a very important part to understand and give meaning to the process and results of activities to manage library administration. The results of the reflection are used to determine whether the actions taken have reached the criteria or not. If the first cycle has not been successful, then proceed to the second cycle, and so on.

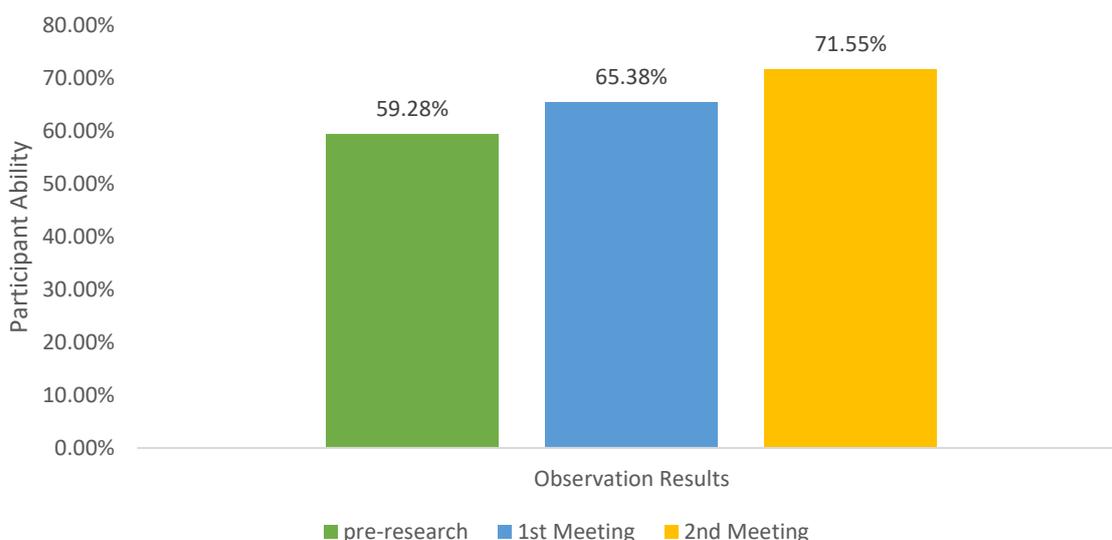
Observations were made to determine the implementation of the activities and activities of participants during IHT. Furthermore, the results of observations are arranged in a table or graph and then described to find out the results of the implementation of improvements in managing libraries in the IHT process. The results of the mastery of the material by the participants and the skills of the researcher (facilitator) in carrying out IHT activities are used as reflection material to determine the next steps to make up.

## RESULTS AND DISCUSSION

One of the determining factors for the success of the IHT implementation process in the management of the school library is the ability of the facilitator to manage the IHT program. Management of library organization, and services involving school principals, library staff, and teachers as part of the process. This means that library management does not always have to be centered on the principal but librarian officers and teachers, and also involves users (students) as objects who play the most role in it.

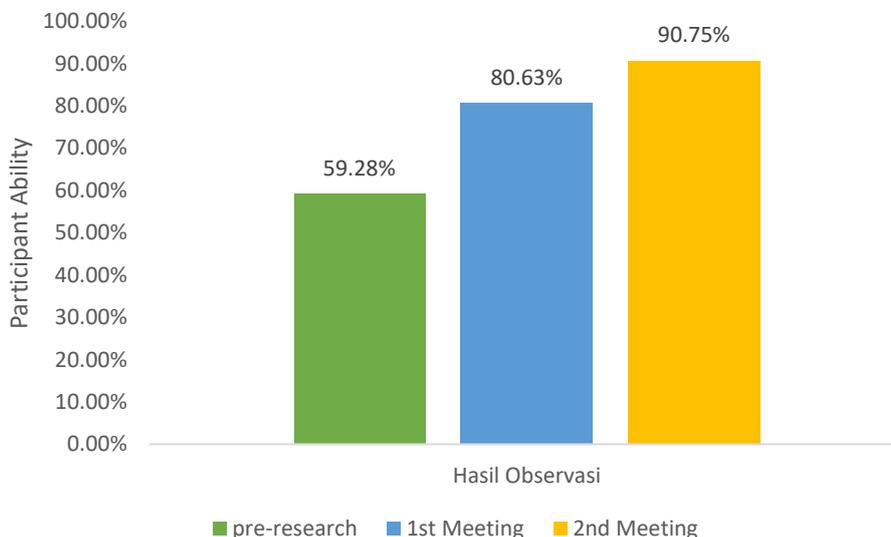
The initial condition that occurred in SD Negeri Jumblangan, Samigaluh, and Kulon Progo Regency with the ability to manage the library was still in the poor category. There are still some teachers and school administration staff at the time of managing the library who still do not understand what should be done regarding the management and administration of books/libraries in schools. Library collections in the library have not been recorded properly. The preparation of school work programs related to libraries is still not by the standards that have been set, because everything that includes facilities and books is still very lacking which hinders the progress of the library. The results of initial observations or at the pre-research stage showed that as many as 59.28% of teachers and school administration staff still did not understand library management and administration. So that in this IHT activity the principal tries to encourage and improve the performance of librarians and teachers to manage the library for the better.

In the first cycle of the 1st meeting, it was shown that the results of observations related to the ability of participants to manage the library had an average score of 3.27 or around 65.38%. This means that there is an increase of 6.10% when compared to the results of observations in the pre-study. While the results of observations in the first cycle at the second meeting showed an increase of 6.17%. The improvement in participants' ability in managing the library can be seen in **FIGURE 1**.



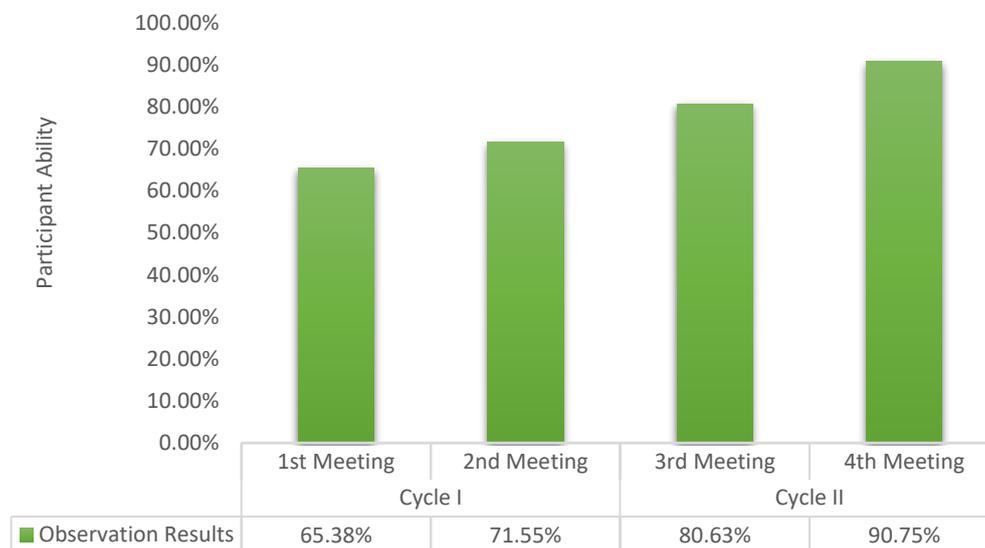
**FIGURE 1.** The increase in the ability of participants in managing the library in cycle I

Then, in the second cycle at the 1st meeting, the participant's ability to manage the library obtained an average score of 4.03 with a percentage of 80.63%. When compared with the first cycle at the second meeting, there was an increase of 9.08%. For the second meeting in cycle II obtained an average result of 4.54 with a percentage of 90.75%. The results of observations on increasing the ability of participants in managing libraries in cycle II are presented in **FIGURE 2**.



**FIGURE 2.** Observation results in increasing the ability of participants in managing libraries in cycle II

If the results of the research in cycles I and II are compared, it will be seen an increase in each meeting of each cycle (**FIGURE 3**). So, it can be said that IHT activities to increase the ability of participants in managing libraries have great benefits.



**FIGURE 3.** Comparison of observations in cycles I and II

**TABLE 1** shows that the results of observations in cycles I and II on library management competence indicate that there is an increase when viewed based on each aspect. This increase is seen at each meeting in a cycle. So it can be said that IHT participants feel they have benefited from these activities. A significant increase was seen in the School Library Work Management aspect in the first cycle where the score at the first meeting was 3.00 then increased at the second meeting with a score of 4.17. However, for the second cycle, there was no increase from the 1st meeting to the 2nd meeting. Broadly speaking, there was an increase from cycle I to cycle II, which means that the IHT model can improve the ability of participants in managing libraries.

**TABLE 2** shows the results of observations in cycles I and II on the activities of participants participating in IHT in managing the library in terms of 5 different indicators. Overall, Table 2 shows that there was an increase from cycle I to cycle II at each meeting. In the first cycle, there was an increase of 6.21% from the 1st meeting to the 2nd meeting. Likewise in the second cycle, there was an increase of 13.82% from the 1st meeting to the 2nd meeting.

**TABLE 1.** Results of observations in Cycles I and II of Library Management

No	Aspect	Total Score Average Cycle I		Total Score Average Cycle II	
		1 <sup>st</sup> Meeting	2 <sup>nd</sup> Meeting	1 <sup>st</sup> Meeting	2 <sup>nd</sup> Meeting
		1	Theory related to libraries	3.13	3.14
2	Library Management	3.20	3.00	3.63	4.63
3	Library Room Facilities	3.75	4.00	4.06	4.55
4	School Library Work Procedure	3.00	4.17	4.44	4.44
<b>Total Score Average</b>		<b>3.27</b>	<b>3.58</b>	<b>4.03</b>	<b>4.54</b>

**TABLE 2.** Observation results of Cycles I and II on Participant Activities during IHT Library Management Activities

No	Indicator	Total Score Average Cycle I		Total Score Average Cycle II	
		1 <sup>st</sup> Meeting	2 <sup>nd</sup> Meeting	1 <sup>st</sup> Meeting	2 <sup>nd</sup> Meeting
		1	Cooperation	2.95	3.75
2	Active in activities	3.30	3.38	3.95	4.56
3	Responsible for their duties	3.50	3.50	4.00	4.38
4	Attitude	3.65	3.63	4.10	4.44
5	Hard work	3.50	3.69	4.05	4.44
<b>Total Score Average</b>		<b>3.38</b>	<b>3.59</b>	<b>3.98</b>	<b>4.53</b>

**TABLE 3.** Observation results of improving the ability of facilitators in the application of IHT for library staff and teachers in Cycles I and II

No.	Statement	Total Score Average Cycle I		Total Score Average Cycle II	
		1 <sup>st</sup> Meeting	2 <sup>nd</sup> Meeting	1 <sup>st</sup> Meeting	2 <sup>nd</sup> Meeting
		1	Start and end lessons on time	4.63	5.00
2	Presenting material coherently and clearly	2,88	3.50	5.00	4.88
3	Mastering training materials,	3.25	3,38	4.25	4.88
4	Delivering material by IHT objectives	3,88	3.25	4.13	4,50
5	The method used is by the training objectives	3.63	4.88	4.00	4.75

No.	Statement	Total Score Average Cycle I		Total Score Average Cycle II	
		1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>
		Meeting	Meeting	Meeting	Meeting
6	Using training media by the training material and objectives	4.13	4.63	4.00	4.25
7	Use clear and easy-to-understand language	4.13	4.88	3.75	4.13
8	Be polite during the presentation of the material	4.63	4.63	4.38	4.63
9	Answer participants' questions.	4.00	4.50	4.75	4.38
10	Reinforce IHT participants well	3.88	3.50	5.00	4.88
<b>Total Score Average</b>		<b>3.90</b>	<b>4.21</b>	<b>4.40</b>	<b>4.60</b>

The facilitator is the main actor in a training and has a very important role in achieving the expected training objectives [7]. **TABLE 3** shows that there was an overall improvement in the ability of facilitators in implementing IHT for library staff and teachers in Cycles I and II. In the first cycle, there was an increase of 7.95% from the 1st meeting to the 2nd meeting. While in the second cycle there was an increase of 4.55% from the 1st meeting to the 2nd meeting. This shows that the facilitator can demonstrate his ability to improve the performance of IHT participants in implementing IHT for library staff and teachers.

## CONCLUSION

From the results of the study, it can be concluded that the application of IHT in SD Negeri Jumblangan, Samigaluh, and Kulon Progo Regency for the parameters of abilities and activities with the IHT model shows that IHT can improve the ability of IHT participants in understanding the material. Then, the application of IHT greatly affects the activeness of participants in participating in activities. It is proven that the results obtained after the research for the activity parameter obtained a percentage of 90.50% in the second cycle of the 2nd meeting. Related to the ability of the facilitator in delivering materials and managing activities, the research results of library management materials at the end of the second cycle of activities at the 2nd meeting reached a percentage of 92.00%.

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