

Improving the Performance of Librarians and Teachers in Managing Libraries as Learning Resources Through Structured Guidance at SD Negeri Sular Kapanewon Samigaluh Academic Year 2021/2022

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ABSTRACT: This study aims to determine the implementation of a structured coaching program by describing the process of improving the performance of librarians in each cycle (I and II), and knowing the results of improving the performance of librarians and teachers in managing libraries as learning resources through structured coaching at SD Negeri Sular Kapanewon Samigaluh in the 2021/2022 academic year. used is School Action Research. The research was carried out in two cycles, each cycle consisting of planning, implementing actions, observing, and reflecting. The subject of this research was carried out on all librarians and teachers of SD Negeri Sular for the academic year 2021/2022. The data collection used in this study is qualitative data with percentages. Qualitative data were obtained from observation sheets on the implementation of structured coaching activities carried out by school principals on librarians and teachers supported by the results of interviews. The results obtained from this study are 1) The process of implementing structured coaching carried out by the principal has increased quite significantly from the first cycle related to the management of final results at the 3rd meeting the average score reached 81.87%; following Cycle II, the 3rd meeting, the average score based on percent reached 92.15%, an increase of 10.28%; The process of implementing structured coaching activities; what the researcher did for 30" (thirty minutes) in the study was said to be successful with the success indicator already exceeding 75%; Cycle II, 3rd meeting; 91.46% increase 18.63%; The results of improved performance in providing services to users have reached more than 75%; The activity of the first cycle of the 3rd meeting; 74.68% while Cycle II is the 3rd meeting; reached 91.36% increase reached 16.68%; The following is the active process of participants in participating in structured coaching. researchers for 30" (thirty minutes) participants in the study were declared successful with indicators of success reaching more than 75%. 91.28% increase of 21.70%; The results of improving the performance of library management through structured coaching of librarians and teachers have reached more than 80%.

Keywords: cycle, library, librarians. teachers, research

INTRODUCTION

Learning resources are external factors that greatly influence learning outcomes. Without learning resources, there will be no learning process, because every learning activity requires interaction between students and learning resources. Teachers are the main source of learning with all their abilities, scientific insights, and skills, but students also need other learning resources that can increase their knowledge and train their independence in learning. Schools must provide alternative learning resources that can be used by students. One of the alternative facilities that can be used by students is the school library. Libraries have an important role in education as stated in the Law of the Republic of Indonesia article 43 of 2007 article 1 which explains that the library is an institution that manages the collection of written works, printed works, or recorded works in a professional manner with a standard system to meet educational needs, research, preservation, information and recreation of users [1]. The existence of libraries in schools is very useful for improving the quality of learning. Libraries can provide opportunities for students and teachers to deepen science and technology. The library as an information center has a very important role. Because the teaching and learning process can run effectively if the reference is available. Through libraries with available information sources, it

can help improve education quality [2]. The presence of information that is so diverse and in very large quantities continuously does not always make life easier. In this context, the role of the librarian is needed [3].

Regarding learning facilities as partners in obtaining information from various fields of science, the librarian as an information mediator plays a very important role. Therefore, educators or anyone who wants to play a role as a transmitter of knowledge (information) must know the role of a librarian [4].

The results of observations show that the implementation of the library at SD Negeri Sulus Kapanewon Samigaluh is still experiencing several obstacles related to the existence of the school library. The library is still not managed professionally so the condition of the school library is not paid attention to. Lack of guidance and training in the field of libraries related to library facilities is still inadequate, including in the management of books, journals, magazines, and other reading materials. This is because of the creativity of librarians and teachers who still have low abilities. This results in less than optimal library services.

The results of the evaluation of the performance of librarians and teachers need to take corrective action to improve service capabilities and library management as a learning resource. One way that can be done to improve the performance of librarians and teachers is structured coaching. Structured coaching is an effort or effort of actions and activities that are carried out continuously or built efficiently and effectively to obtain better results [5]. This training is carried out in a planned and sustainable manner [6].

Based on the problems above, researchers took steps to improve the performance of librarians and teachers related to library management through structured coaching. Structured coaching is an activity in which teachers are given training with various techniques both individually and in groups such as holding meetings with teachers, conducting class visits, discussing with teachers, and checking the results of guidance [7].

RESEARCH METHODS

This type of research is School Action Research. The place where this research was carried out was SD N Sulus, Gerbosari, Samigaluh, Kulon Progo, and Yogyakarta. This research was conducted in the odd semester of the 2021/2022 academic year from January 2022 to March 2022. The framework for this research can be seen in **FIGURE 1**.

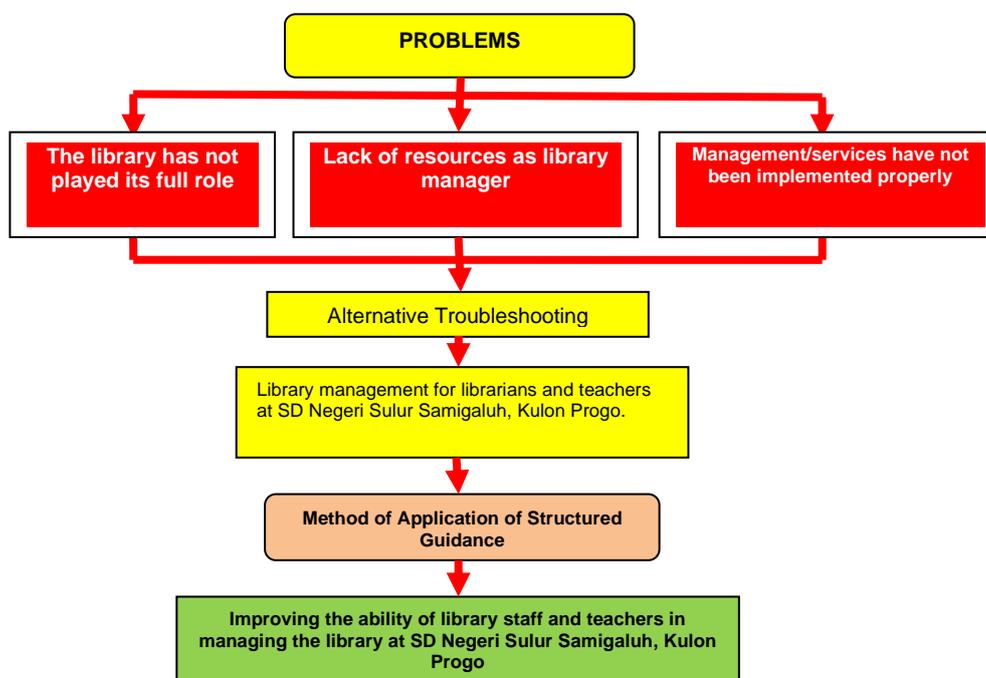


FIGURE 1. Research Thinking Framework

The data analysis technique was carried out through two stages, namely describing the data and making conclusions. Describing the data is done so that the organized data becomes meaningful.

The form of description can be in the form of narrative, graphic, or tabular form. Data analysis in this study used qualitative and quantitative descriptive analysis techniques.

RESEARCH RESULTS AND DISCUSSION

The results of improving the performance of library management through structured coaching of librarians and teachers indicate that the performance of librarians and teachers in managing libraries has increased. This is in line with the implementation of structured coaching at each meeting with the provision of increasingly complex material. With structured coaching, librarians and teachers are increasingly aware of how to manage a good and correct library, especially related to its function as a learning resource.

The importance of the task of managing the library is a supporting factor so that the library can be utilized optimally. The management of the school library, of which aims to prepare learning resources for students, teachers, employees, and others. With good management, the use of the library is also expected to be carried out optimally, so that the function of the school library as a learning resource can be achieved and implemented properly.

TABLE 1. Results of Observations on the Ability of Librarians and Teachers in Managing Libraries in Cycles I and II at SD Negeri Sular Samigaluh

No.	Rated aspect	Total Score Average for Cycle I			Total Score Average for Cycle II		
		1st Meeting	2 nd Meeting	3 rd Meeting	1st Meeting	2 nd Meeting	3 rd Meeting
1.	Librarians and teachers make library master books	3.17	3.50	3.67	4.17	4.33	4.50
2.	Librarians and teachers make borrowed books	3.00	3.33	3.50	3.83	4.33	4.67
3.	Librarians and teachers make a catalog of books according to the field of study and class	3.17	3.33	3.50	4.00	4.50	4.50
4.	Librarians and teachers make book attendance lists for library visitors	2.67	3.00	3.33	4.00	4.17	4.67
5.	Librarians and teachers arrange library books according to the recommendations during structured coaching activities	2.83	3.17	3.17	3.67	4.33	4.50
6.	Librarians and teachers maintain the cleanliness and comfort of the library room	2.83	3.00	3.33	3.67	4.40	4.50
7.	Librarians and teachers make rules for library users (users)	3.50	3.67	3.83	3.83	4.00	4.50
8.	Librarians and teachers develop a program of reading books before entering class and book procurement.	3.00	3.33	3.50	4.17	4.33	4.67
Total score		24.17	26.33	27.83	31.34	34,39	36.51
Total Score Average		3.02	3.29	3.48	3.92	4,30	4.56
Percentage (%)		60.43	65.83	69.58	78.35	85,98	91.28

The results of the treatment carried out for two cycles in structured coaching, show that the improvement in the performance of library management through structured coaching of librarians and teachers continues to increase. These results can be seen in **TABLE 1**.

Based on **TABLE 1**, we can see that the ability of librarians and teachers in managing the library always increases from cycle I to cycle II. This shows that structured coaching has a positive impact on the ability of librarians and teachers to manage libraries. Sagala [8] explained that management is part of carrying out planning, implementation, and control into a series of decision-making activities that are fundamental and comprehensive in the process of efficiently utilizing all sources of activity accompanied by the determination of how to implement them by all levels within an organization to achieve school goals.

Furthermore, in **TABLE 2** shows that the results of observations of services for two cycles, librarians have experienced improvements in terms of service in the library. Structured coaching activities can also add insight and knowledge to school librarians. These results can be seen in **TABLE 2** below.

TABLE 2. Results of Observation of the Ability of Librarians and Teachers to Provide Library Services to Cycle I and II Users at SD Negeri Sulur Samigaluh

No.	Rated aspect	Total Score Average for Cycle I			Total Score Average for Cycle II		
		1 st Meeting	2 nd Meeting	3 rd Meeting	1 st Meeting	2 nd Meeting	3 rd Meeting
1	Librarians and teachers open library services according to the schedule	3.50	3.67	3.83	4.17	4.33	4.50
2	Librarians and teachers serve library users according to the needs and requests of users	2.67	3.00	3.33	4.00	4.33	4.67
3	Librarians and teachers help visitors find books when users are having trouble	3.00	3.33	3.67	4.00	4.33	4.50
4	Librarians and teachers do administrative records according to the incident	3.33	3.50	3.83	4.17	4.17	4.50
5	Librarians and teachers provide service with a friendly, smiling, and pleasant attitude to users	2.67	3.17	3.50	4.17	4.33	4.67
6	Librarians and teachers provide services before looking for books, first directing users to look for certain books in the catalog	2.67	3.00	3.50	3.50	4.33	4.50
7	Librarians and teachers provide a place to read	3.50	3.50	3.83	4.17	4.33	4.67
Total score		21.34	23.17	25.49	28.18	30.15	32.01
Total Score Average		3.05	3.31	3.64	4.03	4.31	4.57
Percentage (%)		60.97	66.20	72.83	80.51	86.14	91.46

TABLE 2 shows that the ability of librarians and teachers to serve users always increases from each cycle. Rahayu said the same thing [9] which states that library services are the provision of information services to users related to the provision of all library materials both for use inside the library and outside the library and the provision of various information retrieval facilities that refer to the existence of library materials needed by users both inside and outside the library.

The results of the two cycles of research on the active participation of structured coaching participants consisting of librarians and teachers have always increased. Both in terms of the number

of attendance, timeliness of attendance, to the enthusiasm of the participants in the coaching activities, all seemed to have increased. The activeness of participants in participating in structured coaching is an important factor because it affects the quality of the ongoing coaching process. The inactivity of the participants reflects that the coaching process is less effective. However, from the actions taken during two cycles (six meetings) the activeness of the participants always increased. This is influenced by curiosity and high learning motivation so that they can find out about how library management and services are a learning resource. From the results of the actions carried out for two cycles, it was found that the activeness of participants in participating in structured coaching continued to increase. These results can be seen in **TABLE 3** below.

TABLE 3. Activities of Structured Guidance Participants on Library Management and Services Cycles I and II at SD Negeri Sulus Samigaluh

No.	Indicator	Total Score Average for Cycle I		Total Score Average for Cycle II			
		1st Meeting	2 nd Meeting	1st Meeting	2 nd Meeting	1st Meeting	2 nd Meeting
1	Participants attend structured coaching activities	3.17	3.33	3.67	4.17	4.33	4.50
2	Participants attend structured coaching activities on time	2.83	3.50	3.67	4.00	4.33	4.67
3	Participants pay attention to the material explained by the principal	3.17	3.50	3.67	4.17	4.33	4.33
4	Participants record important things related to the material given by the school principal	3.33	3.83	3.83	4.00	4.33	4.67
5	Participants carry out management and service activities in the library by the implementation instructions for coaching activities	3.33	3.50	3.83	4.17	4.33	4.67
Total Score Gain		15.83	17.67	18.67	20.50	21.67	22.83
Total Score Average		3.17	3.53	3.73	4.10	4.33	4.57
Percentage (%)		63.32	70.64	74.68	82.04	86.60	91.36

Based on **TABLE 3**, shows that there is an increase in activity for each indicator in each cycle of structured mentoring activities for librarians and teachers. In the first cycle, it showed that the increase occurred massively starting from the 1st meeting to the 3rd meeting. Likewise, in the second cycle, there was also an increase in the activity of librarians and teachers in these activities. The increased activeness of participants showed that structured mentoring activities had a positive impact on librarians and teachers at SD Negeri Sulus Samigaluh. Accumulatively, the increase in the activity of librarians and teachers can be seen in **FIGURE 3** below.

The developments obtained by researchers during cycles I and II have increased every cycle and even every meeting so research has a positive impact on structured development with the ability of librarians and teachers in activities in the school library. Everyone who learns must be acting alone, without any activity, the learning process will not occur. Thorndike suggests active learning in learning with his law of "law of exercise" stating that learning requires exercise [10].

The results of research observations that have been carried out for two cycles show that the process of implementing structured coaching activities carried out by researchers always shows improvement. The ability of researchers to carry out structured coaching for teachers and librarians in managing and providing library services shows good results.

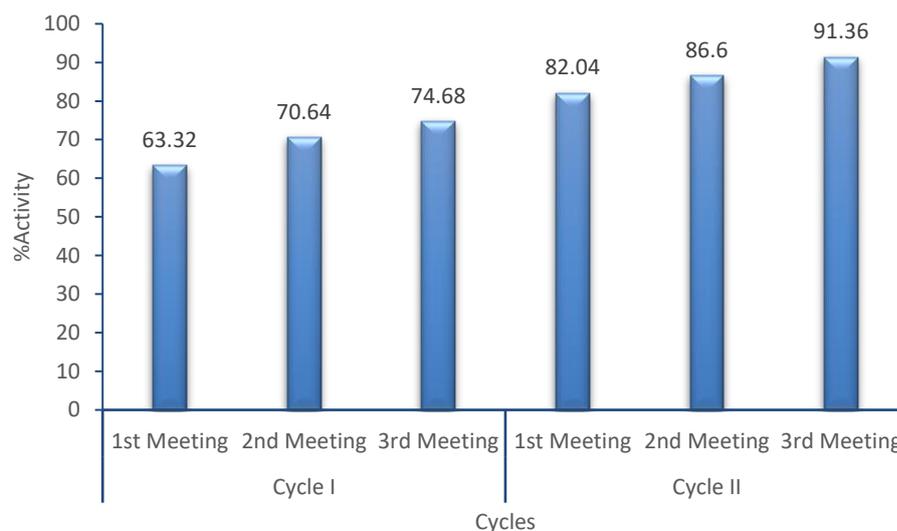


FIGURE 3. Increased activity of librarians and teachers in each cycle

In structured coaching, the speaker has a very important role and influences the success of the activity participants. Speakers who can present the material well will certainly influence the participants so that they can encourage participants to improve their abilities. In addition, speakers in structured coaching should not be boring, be able to motivate, master the material well, and also be able to present the coaching in a fun way.

The results of observations carried out during these activities (cycles I and II) show that the presenters can carry out their duties well, even at the end of the second cycle they can achieve a satisfactory predicate. These results can be seen in **TABLE 4** below.

TABLE 4. The ability of the presenters in conducting structured coaching for teachers and librarians in library management and services in Cycles I and II at SD Negeri Sular Samigaluh.

No.	Rated aspect	Total Score Average for Cycle I		Total Score Average for Cycle II			
		1st Meeting	2nd Meeting	1st Meeting	2nd Meeting		
1	Mastery of library management and service materials	3.83	4.00	4.17	4.50	4.67	4.67
2	Timely structured mentoring	3.50	4.00	4.17	4.50	4.67	4.83
3	Systematic presentation of structured coaching	3.67	4.00	4.17	4.17	4.33	4.33
4	Use of structured coaching methods and tools.	3.50	3.83	4.17	4.17	4.33	4.67
5	Empathy, style, and attitude to coaching participants	3.67	3.67	4.17	4.17	4.33	4.50
6	Use of	3.67	3.67	4.00	4.00	4.33	4.50

No.	Rated aspect	Total Score Average for Cycle I		Total Score Average for Cycle II			
		1st Meeting	2 nd Meeting	1st Meeting	2 nd Meeting	1st Meeting	2 nd Meeting
7	language and volume Providing learning motivation to participants about library management and services	3.50	3.83	4.00	4.33	4.33	4.67
8	Achievement of structured coaching goals related to library management and services	3.67	3.67	4.17	4.17	4.33	4.67
9	Opportunity to ask questions to participants	3.50	3.50	4.17	4.17	4.17	4.67
10	Ability to present structured coaching materials related to library management and services.	3.50	3.83	4.17	4.33	4.50	4.67
11	Tidy of clothes	3.50	3.50	3.67	4.17	4.17	4.50
Total score		39.51	41.50	45.03	46.68	48.16	50.68
Average Score		3.59	3.77	4.09	4.24	4.38	4.61
Percentage (%)		71.84	75.45	81.87	84.87	87.56	92.15

TABLE 4 above shows that the assessment of the presenters from cycle I and cycle II carried out by participants has increased. So it can be said that the presenters in structured coaching activities have good abilities in providing material so that participants feel helped by these activities. Sukilah [6] found that structured coaching is guidance to teachers which is carried out through the stages of planning, implementation, evaluation, and reflection. The stages of coaching will make it easier to carry out activities, as well as have a broad impact and provide challenges to improve teachers' professional competence. Furthermore, structured coaching can be implemented in an integrated manner in teacher working group activities. In teacher working group activities, school supervisors have the opportunity to monitor, train teachers, and evaluate teacher competencies.

CONCLUSION

Based on the results of research and discussion of school action research on improving the performance of librarians and teachers in managing the library as a learning resource, which was carried out by researchers collaboratively between the principal/resource person and observer (school operator) at SD Negeri Sular, Kapanewon Samigaluh, Kulon Progo Regency, it shows that improving the performance of library management through structured coaching of librarians and teachers can be implemented and succeeded well as evidenced by the results of research showing improvements related to management starting from cycle I to cycle II. Improving the performance of librarians and teachers in providing services to users can work well. The active participation of participants in participating in structured coaching to improve the performance of librarians and teachers in

managing the library as a learning resource can take place well. The results of the active participation of participants in participating in structured coaching have always increased from cycle I and cycle II. The process of implementing structured coaching activities carried out by researchers as presenters went well. The results of the research for two cycles show that the presenters can carry out their duties well.

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