

Development Of The Hypothetic Model Of Library Management As A Center For Learning Sources At The State Senior High School Of Bandar Lampung

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Abstract: *The aim of this research is to develop the library model at states senior high schools at Bandar Lampung. The number of school library visitors at SMAN 14 Bandar Lampung, with a total of 1052 students in 30 study groups 2018/2019 academic year. It can be seen that the number of library visitors is not more than 500 students per month, the number of books borrowing does not reach 500 copies per month. This study uses an interpretive / constructivist paradigm, through this paradigm the researcher analyzes the need for developing a hypothetical model of library management as a learning resource center. Based on the potential and condition of 17 libraries in Bandar Lampung High School there are still libraries that do not meet the SNP standards, namely 11 school libraries that have manual management without following the library management system. At the stage of developing the hypothetical model, the researcher examines a problem that is developed to obtain responses that tend to be positive to teachers, library principals and school principals, marked by a positive category average of 80.15% while negative category responses are only 20.85%.*

Date of Submission: 11-12-2019

Date of acceptance: 26-12-2019

I. Introduction

Learning resource center is an organized activity consisting of leaders, staff and equipment for the production, supply and presentation of learning materials, the provision of development and planning services, in connection with curriculum and learning in the campus or school environment. In line with the thoughts of Merrill and Turker (1979: 79), PSB is seen as a media center, which is a department that prepares educational and training facilities in the form of slides, turnouts, videos, films and so on. In addition PSB provides supporting services such as the circulation of audiovisual equipment, presentation of video programs, catalogs and libraries and so on.

The existence of PSB or learning resource center, to provide facilities for students or learners to develop their potential. This means that students use PSB to gain knowledge or information. Based on the results of examination of documents from SMAN 14, there were 1052 students in the 2018/2019 school year. Then researchers, looking for information about how many students often use the library to deepen knowledge. Observation results show that only 477 students often come to the library each year. Besides SMAN 14, the researcher also did observation to SMAN 9 about how many students who come to library every year. Based on the document found that there are 800 students of 1500 who come to the library.

School libraries have a role in learning activities in schools as a means of supporting learning, the library is required to play an active role in helping teachers and students and all school residents in organizing education in schools. Many school libraries are less than optimal in carrying out their functions and roles as they should, so publication through social media is very important for the existence of a school library. Because publication on social media is an effective means of introducing, inviting and encouraging school residents both teachers and students to take part in utilizing the library so that the function of the library as a learning resource center can run in accordance with the functions and objectives of the school library in order to realize a smooth process of learning activities teaching by teachers in schools.

Essentially management is knowing exactly what will be done and then seeing the best way of working in other words management is the control of a business by using organizational resources to achieve organizational goals that have been determined. Dahuri (2006: 46) explains the nature of management by using several understandings: 1) management is a process that considers the reciprocal relationship between activities and a process of rational preparation and decision making, 2) management is also a continuous and dynamic process that unites / harmonizes interests between various stakeholders and scientific interests, 3) management is the preparation and implementation of a plan to utilize and protect the ecosystem of a work program.

As a professor in the field of educational technology Sidirdjo (2009: 5) defines a learning resource center (PSB) is a unit within an institution (specifically schools / universities / companies) whose role is to encourage the effectiveness and optimization of the learning process through the implementation of various functions which include service functions (such as media services, training, consultancy learning, etc.), the

function of procurement / development (production) of learning media, research and development functions and other functions that are relevant for increasing the effectiveness and efficiency of learning. Whereas referring to the Directorate of High School Development (2010a: 7), PSB is defined as an organized management system to compile, develop and provide learning resources in supporting the learning process by utilizing information and communication technology as a medium of information and communication, learning vehicles and performance media.

School library is a means of supporting education in schools in the form of a collection of library materials, both in the form of books and non-books that are organized and systematic in one room so that it can help students and teachers in the learning process which will thus participate in the success of achieving the goal of the educational institution (Purwanto, 2005: 149). The scope of the National Standard High School Library includes the collection standard, infrastructure, services, personnel, organization, management and integration with the curriculum. According to the regulation of the head of the National Library of the Republic of Indonesia number 12 of 2017 high school library is a library that is in the formal education unit in the high school education environment which is an integral part of the school activities concerned and is one of the centers of learning resources to support the achievement of educational goals the school in question.

Unmanaged learning resources occur in educational institutions that do not have specialized libraries and schools that lack facilities and there are no library buildings. For schools that are equipped with library buildings is the beginning of the establishment of PSB starting only equipped with printed teaching materials, then added with teaching materials in the form of films, videos, interactive CDs. Then equipped with a special study room with studio settings, discussion rooms and so on. Finally, PSB provides traditional study rooms, a library of printed and non-printed materials, audio-visual material manufacturing services and a place to produce learning CDs.

For educators, the library as a learning resource center in schools is useful: 1) as a vehicle for sharing work and experiences with other educators, 2) as a medium for discussion with other educators especially those who are in charge of the same subjects and 3) as a vehicle for sharing work new and unique works such as findings about learning strategies, methods and models, articles about education (Directorate of High School Development, 2009: 6). For students, the library as a learning resource center in schools is useful as a medium for finding and finding learning resources, teaching materials and ICT-based test materials that are in accordance with the competencies that must be achieved. In addition, the library as a center for school learning resources is also useful for the general public, namely as a medium for obtaining information, providing ideas, and suggestions about education and learning (Directorate of High School Development, 2009: 6). It is said that, there are some function consisting as below:

The instructional system development function is said to be the main because the PSB activities lead from this function to spread to other functions. The instructional system development function helps teachers, lecturers and facilitators create learning plans to improve the effectiveness and efficiency of the learning process. These functions include: 1) Curriculum planning, 2) identification of learning program options, 3) Selection of equipment and materials, 4) Estimated costs, 5) Program planning, 6) Evaluation procedures and 7) program revisions.

The function of learning media services provides services to teachers, lecturers and facilitators of the learning media needs, including: 1) media use system for large groups, 2) media use system for small groups, 3) facilities and self-study programs (individual), 4) media library / teaching material services, 5) maintenance and loan / circulation services and 6) materials and equipment purchasing services.

This function is related to the procurement of learning media that are not available on the market, so it must be produced according to the needs of the existing curriculum. These functions include: 1) Preparation of original work for instructional purposes, 2) Production of transparencies for OHP, 3) Production of photography (slides, film strips, photos, etc.), 4) Photographic reproduction services, 5) Programming, editing, and reproduction of vocal cords and 6) Programming, maintaining and developing radio and television systems on campus (Nellawatty, 2019).

This function is related to the ways in which program objectives and priorities can be achieved. This function is related to all aspects of the program implemented and will involve all staff and users in appropriate ways. This function includes the following activities: 1) personnel supervision for the media, 2) development of media collections for learning programs, 3) development of educational specifications for new facilities, 4) developing a loan / circulation system, 5) maintaining continuity of learning material production services and 6) providing services for the maintenance of materials, equipment and facilities (Sahmbaugh, 2006).

On the other hands, this theory states that human memory consists of three types, namely the sensory memory (sensory register) that receives information through the senses of human recipients such as eyes, ears, nose, mouth and or hands, after a few seconds, the information will be lost or passed on to long term memory short (short term memory or working memory). The information after 5-20 seconds will be lost or stored in long-term memory (long term memory) (Roblyer&Doering, 2010: 37). He states the use of this concept in learning including the use of 1) interesting questions and eye-catching material to help users pay attention to

new topics, 2) learning that refers to important points in the material to help users remember the information and relate it to information they already know beforehand and 3) the application of exercises to help process information from short-term memory to long-term memory.

II. Method

This study uses an interpretive / constructivist paradigm, through this paradigm the researcher analyzes the need for developing a hypothetical model of library management as a learning resource center by constructing reality based on the observations of researchers, supervisors and student experiences that have interacted in the natural context of the subject (naturalistic inquiry), henceforth researchers interpret the meaning according to what is constructed by teachers, students and supervisors based on social interaction, is it necessary to develop a hypothetical model of library management as a learning resource center (Adriati, 2019).

Through development research, the products produced are not only in the form of textbooks, learning films, learning programs but also includes the development of hypothetical models of library management as a learning resource center. The development of a hypothetical model of library management as a learning resource center is based on the efforts made systematically to design, develop and evaluate library programs and physical facilities. The development is carried out in stages coming from the ADDIE system and design approach as stated by Reisser (2002: 18), namely: 1. Need analysis 2. Make a design 3. Development of facilities and programs 4. Implementation 5. Evaluation. The data collection were done by using doing interview, giving questionnaire and having observation.

III. Result and Discussion

One of the functions carried out by the learning resource center is the function of media services. The prepared media can be used for large classes, standard classes, independent learning, print library services, digital, audio, video, multimedia. Teaching materials and media consulting, maintenance services, storage, borrowing. The school library is a vital learning resource and was first established for the completeness of a school, in general the need for teaching materials for all subjects is held in the library. Both print and non-print forms such as Video Compact Disc (VCD), Digital Video Disc (DVD) CD Room in the form of audio teaching materials in the form of Moving Picture Experts Group Layer 3 Audio (MP3) and learning science.

Management of the school library as a learning resource center that can be developed from type C school libraries carries two functions, namely maintenance and media development. The function of maintaining a school library is to procure, borrow and maintain printed materials, software and hard ware. One of the functions of developing a learning system is generally carried out by deputy principals in the field of curriculum and facilities and infrastructure. This was done because there was a relationship with the procurement of school library equipment and school academic activities.

To know the effective of the development of PSB conducted by researcher, there is a table explaining about the respond Teacher, Head of Library and School Principal on Hypothetical Modeling of School Library Management.

Table 1.1 Opinions of Teachers, Head of Libraries and Principals on Hypothetical Modeling of School Library Management

No	Aspect valued	Respond	%	Explanation ab (+)	Cd (-)
1	The formulation achieved	() not appropriate () little appropriate () appropriate () Very Appropriate	7,50 8,25 74,25 10,40	84,65	15,75
2	The selection of program to achieve the purpose	() Irrational () Less Rational () Rational () Very Rational	4,30 15,30 66,80 13,50	80,30	19,70
3	The handling and identifying the source	() not appropriate () little appropriate () appropriate () Very Appropriate	2,64 22,80 49,62 24,86	74,48	25,52
4	procurement of books and the others	() Inconsistent () Not Consistent () Consistent () Very Consistent	7,96 32,78 49,15 11,32	60,47	39,53
5	School library tools	() Inadequate () Inadequate () Adequate () Very Adequate	6,44 10,56 61,14 21,86	83,00	17,00
6	Guiding school principals	() Never	6,14		

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	to school library managers	() Very rarely () Often () Very often	20,51 50,81 22,54	73,35	26,65
7	Motivation for school principals	() never () rarely () often () very often	6,18 28,11 47,23 24,86	72,09	29,29
8	Coordination of work from the principal to the manager of the school library	() never () rarely () often () very often	5,31 9,22 75,25 10,22	85,47	14,53
9	Form of communication from the principal to the manager of the school library	() never () rarely () direct () always direct	8,03 10,60 69,19 12,18	80,83	18,63
10	School library work program	() never done () rarely done () done () always done	8,10 11,07 61,42 19,41	80,83	23,74
11	Procurement of school library collections	() never () rarely () done () always done	15,40 74,25 8,25 7,10	89,65	10,35
12	Learning motivation	() never () Rarely () having motivation () very motivated	7,10 8,25 74,25 13,50	81,30	18,70
13	Manage the school library	() not good () quite good () good () very good	2,72 12,80 59,62 24,86	84,48	15,52
14	School library bookshelves	() not good () quite good () good () very good	7,95 32,78 49,15 20,32	69,47	31,53
15	School library reading room	() not good () quite good () good () very good	6,44 10,56 61,16 21,86	83,02	16,98
16	Librarian attitude and appearance	() not good () quite good () good () very good	6,14 10,51 60,81 22,54	83,35	16,65
17	School library supervision procedures	() not good () quite good () good () very good	6,18 28,11 47,23 34,86	82,09	17,91
18	Obstacles faced by the management of school libraries	() not good () quite good () good () very good	5,31 9,22 75,25 10,22	85,47	14, 53
19	Procedure for evaluating school library management activities	() not good () quite good () good () very good	8,48 10,15 69,19 12,18	81,37	18,63
20	Job satisfaction, service and maintenance	() not good () quite good () good () very good	8,31 11,07 61,42 19,20	80,62	19,38
			100%	80,15	20,85

The results of the development of a hypothetical model that was developed obtained responses that tended to be positive and teachers, library principals and school principals, were marked with a positive category average of 80.15% while responses that were negative categories were only 20.85%. This means that teachers, library principals and school principals receive and feel the positive impact of applying the model, thus the hypothetical model of managing the school library as a learning resource center is able to enable school residents to learn.

After the preparation of the school library organization is completed until the work activity group is determined, the organizational structure can be described in a chart (attached). In organizations, it is necessary to consider the inclusion of a unit or commission as a consideration institution that technically does not interfere in library operations, but if asked to provide input of ideas and thoughts about the progress of the library. Within the school commission is the board of teachers. Not all teacher councils can consider the library, but quite a few teachers are seen as having the will and ability in the library field.

Based on the analysis of the results of development studies and theoretical studies, the next step is to develop a hypothetical model of library management as a learning resource center with research steps including pre-development, model development and validation of a hypothetical model of library management as a learning resource center in the high school in Bandar Lampung city. Then it was discussed in a group discussion forum to share information and build understanding in a hypothetical model.

The responses of teachers, library principals and principals, about the assessment of the center with a hypothetical model tend to be positive, this is indicated by the average positive category of 80.15% while the negative category responses are only 20.85%. This means that teachers, library principals and school principals receive and feel the positive impact of applying the model, thus the hypothetical model of managing the school library as a learning resource center is able to enable school residents to learn.

School Library Management Evaluation

Evaluation is an effort made to ensure that the media programs and learning materials that are being developed are of good quality. In accordance with the nature of control is the process of monitoring, evaluating and reporting plans for achieving the objectives set for corrective action to further refine. The aspects of the school library that are evaluated are: collection, human resources (user satisfaction with questionnaires, statistical data and reports), services, information technology and networking.

Evaluation of collections covers the ways in which collections are selected, processed, organized and subsequently served to students and teachers. Then it is also necessary to know whether the amount and type of collection is sufficient to help education programs and teaching and education in schools. In order to achieve the goals of the school library depends on the skills of the librarians managing the library. So the school library needs to have a librarian besides other staff members to be able to serve the expectations of the school. Evaluation of the number of librarians and staff is related to the types of services provided, the length of time they have opened, the size of the room and so on.

Some things that can be done to improve the performance and quality of school library management, librarians will know the improvement of the quality of the library through a certain size and figures, so that priorities in developing school libraries can be made using information technology. For example the library creates visit statistics, so the leadership knows that the library is used by how many thousands of visitors every month or even every year. The library builds information technology, minimizes the automation of library systems that are web-based or Android-based and the use of one of the slim programs in the library will improve the performance of librarians, facilitate users and expand access. The need for library automation in the mobile platform and the virtual face of school libraries (online libraries) has been talked so that the library remains relevant to the needs, tastes of users and remains known.

Collaboration network is a very complex thing because it connects the library world which is an information service provider institution must keep abreast of modern times integrated with the internet network. This complexity is divided into several aspects, namely technical cooperation network, cooperation in the library service sector, social aspects in the library and information collaboration network, technological aspects in the library and information collaboration network, integrated library system and digitalization as well as storing shared knowledge.

IV. Conclusion

Based on the results of research and discussion, it can be concluded as follows:

Based on the potential and condition of the 17 libraries in Bandar Lampung High School there are still libraries that do not meet the SNP standards, namely 11 school libraries that have manual management without following any library management system. Categorized in a manual library, namely the organizers of school libraries in the form of: collection standards, infrastructure, services, organizing staff, management, organizing library materials, budgets, maintenance, collaboration and integration with the curriculum, all of which do not reach the National Library Standard (SNP) criteria by Republic of Indonesia's National Library.

At the stage of developing the hypothetical model, the researcher examines a problem that is developed to obtain responses that tend to be positive to teachers, library principals and school principals, marked by a positive category average of 80.15% while negative category responses are only 20.85%. This means that teachers, library principals and school principals receive and feel the positive impact of applying the model, thus

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Yohanes Edi Purwanto. " Development Of The Hypothetic Model Of Library Management As A Center For Learning Sources At The State Senior High School Of Bandar Lampung." IOSR Journal of Research & Method in Education (IOSR-JRME) , vol. 9, no. 6, 2019, pp. 26-31.