



Evaluation of the library management program as a learning resources with Discrepancy Mode

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ABSTRACT

Monitoring and evaluation activities in this study focused on evaluating the school library management program as a learning resource at SMA Sumatra 40 Bandung using the discrepancy model. The research method used is a qualitative approach and a literature review that is processed descriptively. Based on the results of the study, it is known that several aspects evaluated at the Sumatra 40 Bandung High School Library are related to the implementation of the library management program, which has reached high school library standards following Peraturan Kepala Perpustakaan Nasional Republik Indonesia Nomor 12 Tahun 2017 tentang Standar Nasional Perpustakaan Sekolah Menengah Atas/Madrasah Aliyah. However, the aspect of library human resources has not met the standards applied. Recommendations that should be considered by the SMA Sumatra 40 Bandung Library are adding library staff and expanding the library space, and using information and communication technology so that the library management program as a learning resource can be maximized.

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ABSTRAK

Kegiatan monitoring dan evaluasi pada penelitian ini difokuskan pada evaluasi program pengelolaan perpustakaan sekolah sebagai sumber belajar di SMA Sumatra 40 Bandung dengan menggunakan model discrepancy. Metode penelitian yang digunakan adalah pendekatan kualitatif dan kajian literatur yang diolah secara deskriptif. Berdasarkan hasil penelitian diketahui bahwa beberapa aspek yang dievaluasi di Perpustakaan SMA Sumatra 40 Bandung berkaitan dengan penyelenggaraan program pengelolaan perpustakaan sudah mencapai standar perpustakaan sekolah menengah atas sesuai dengan regulasi Peraturan Kepala Perpustakaan Nasional Republik Indonesia Nomor 12 Tahun 2017 tentang Standar Nasional Perpustakaan Sekolah Menengah Atas/Madrasah Aliyah. Namun, aspek sumber daya manusia perpustakaan belum memenuhi standar yang diterapkan. Rekomendasi yang sebaiknya dipertimbangkan oleh Perpustakaan SMA Sumatra 40 Bandung yakni menambah tenaga perpustakaan serta memperluas ruangan perpustakaan dan menerapkan teknologi informasi dan komunikasi agar program pengelolaan perpustakaan sebagai sumber belajar dapat lebih maksimal.

Kata Kunci: Evaluasi program; model discrepancy; monitoring dan evaluasi; pengelolaan perpustakaan; sumber belajar

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INTRODUCTION

The implementation of the activity program should ideally be accompanied by monitoring and evaluation activities so that the implementation of the program in question can be run by the planning that has been done before. Monitoring and evaluation activities, also known as *monev*, are a series of activities designed and carried out to monitor the implementation and/or learning, which includes program planning (planning), program implementation (implementation), program monitoring (monitoring) and program evaluation (evaluation) (Herliana & Rasyid, 2016). Monitoring and evaluation activities in the library are essential to note, considering that the library is one of the learning resources users can access (Nurhayati & Tohamansur, 2021). According to Susilowati (2014), the implementation of monitoring and evaluation is carried out so that the activities carried out can be observed and achieve goals by obtaining information on the entire program in each implementation. Awareness of this makes library managers assess the need to reconfirm the management of learning that meets standardization, starting from the planning stage implementation to the stages of the evaluation process carried out in the end. Government Regulation Number 39 of 2006 concerning Procedures for Control and Evaluation of Plan Implementation (see: <https://peraturan.bpk.go.id/Home/Details/49168> accessed in May 2021), states that monitoring is an activity of carefully observing a situation or condition, including specific behaviors or activities, with the aim that all input data or information obtained from these observations can become the basis for making decisions on the following actions needed.

Evaluation is a series of activities to assess and recommend activities and programs carried out internally and / or by external parties. By doing so, a decision can be obtained as a result of the series of assessments. The assessment is carried out with the hope that the evaluator can find out the shortcomings and weaknesses of a program or activity. The results of these activities can be used to plan improvements based on reports or based on the results of reports and recommendations made. Monitoring, in Indonesian, is known as *monitoring*. According to Handoko in (Herliana & Rasyid, 2016), monitoring is an activity to monitor and obtain information about achieving organizational and management goals. Sutabri, in his book entitled "Information Systems Analysis" explains that monitoring can also be interpreted as an effort taken to observe activities carried out according to what was previously planned, identify problems or troubleshooting caused so that these problems can be resolved directly, find out the relationship between activities and goals so that in the end it can obtain a measure of the progress of an activity and / or program being implemented. There is another explanation that states monitoring is a series of processes in essential activities carried out by organizations that aim to determine the success or failure of an organizational goal. Monitoring ensures the organization's main tasks run according to predetermined plans (Aviana, 2012).

Del Tufo's book "WHAT is Evaluation? Evaluation Trust" explains that evaluation systematically determines objectives' benefits, value, and significance using regulated and established criteria or standards. It can help organizations, programs, designs, projects, or other interventions or initiatives assess any objective, realizable concept/proposal, or alternative to assist in decision-making or ascertain the achievement or value level concerning the aims, objectives, and outcomes of any completed action. Evaluations have a

primary purpose in addition to gaining insight into previous or existing activities and/or programs. They exist to elicit reflection and identify future changes that are foreseen. Evaluation is often used to categorize and assess subjects of interest in a variety of human enterprises, including the arts, criminal justice, foundations, non-profit organizations, government, healthcare, and other human services. It is long-term and is conducted at the end of a period.

Law Number 43 of 2007 concerning Libraries explains that a library is an institution that manages collections of written works, printed works, and / or recorded works professionally with a standardized system to meet the educational, research, preservation, information and recreational needs of the users (see: [https://jdih.perpusnas.go.id/file_peraturan/UU No. 43 Tahun 2007 tentang Perpustakaan n .pdf](https://jdih.perpusnas.go.id/file_peraturan/UU_No_43_Tahun_2007_tentang_Perpustakaan_n.pdf) accessed in May 2021). The school library aims to support the implementation of education and teaching programs in schools to support the implementation of the learning process (Artana, 2019). The existence of a library in a school environment has been a matter of concern in recent years. The library is one of the requirements that must be met in an educational institution. The library is a place where information and knowledge. This library is also included in the facilities and infrastructure that are the needs of education as written in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System in Article 45 paragraph 1 which states that each formal and non-formal education unit provides facilities and infrastructure that meet educational needs in accordance with the growth and development of the physical potential, intellectual intelligence, social, emotional, and psychology of students (see: <https://www.dpr.go.id/jdih/index/id/203> accessed in May 2021).

Speaking of school libraries, each school will have a different library depending on the school management's ability to develop and prioritize library management itself. The types of school libraries will include conventional libraries, hybrid libraries, bookless libraries, or even digital libraries. The conventional type of library in schools can be defined as a library in general. According to Husna (2018), the term Library is a collection management institution consisting of collections of written works, printed works, and/or recorded works professionally. It refers to specific standards using an agreed system to meet the information needs of its librarians, which usually consist of educational, research, preservation, information, and recreational information needs. Based on Law Number 43 of 2007 concerning Libraries in Article 1 (see: [https://jdih.perpusnas.go.id/file_peraturan/UU No. 43 Tahun 2007 tentang Perpustakaan n .pdf](https://jdih.perpusnas.go.id/file_peraturan/UU_No_43_Tahun_2007_tentang_Perpustakaan_n.pdf) accessed in May 2021), the library is also a center of information resources that acts as the backbone of the progress of an institution, especially educational institutions, as a place of demand for adaptation to information development. This is also in line with the statement by Krismayani (2018), which states that the library has five main functions: storage, education, research, information, and cultural recreation.

Many different types of libraries are divided by time into conventional and modern (digital or hybrid) libraries. Several things have caused a revolution in the world of librarianship and libraries have become four types of libraries: conventional library, hybrid library, bookless library, and digital library. A hybrid library, according to Zudi et al. (2020), is a library that begins to apply technology but still uses conventional methods at the same time. Libraries can also be classified based on the type of collection, such as digital

collections and conventional collections. This is also in line with what [Margfirah \(2020\)](#) said, that a hybrid library is a conventional library that develops digital collections and printed collections. In addition, hybrid libraries also combine the two functions of the library, namely as an open space and a library. This hybrid library is widely developed in schools because, as an effort to develop libraries, hybrid libraries are considered the ideal and most possible to implement library management programs as a learning resource in schools. Technology-based library development needs to be carried out in line with the development of the Industrial Revolution 4.0 and also the occurrence of certain emergency conditions, such as during the COVID-19 pandemic. ([Rosiyah & Maha, 2020](#)).

The SMA Sumatra 40 Bandung library is one of the school libraries that has implemented the hybrid library concept to implement the library management program as a learning resource for students at school. Based on the results of observations, in implementing the library management program as a learning resource, the SMA Sumatra 40 Bandung library strives to provide maximum services, facilities, and infrastructure to its librarians. Based on this statement, monitoring and evaluation activities are needed to obtain concrete and accountable results regarding whether the library management program is a learning resource that has run according to the established standards or not. This study aims to gain knowledge and the next steps related to monitoring and evaluation of secondary school library management programs as a learning resource using the discrepancy model. So, recommendations can be obtained for implementing the library management program to make it better in the future.

LITERATURE REVIEW

School Library

The school library is one of the educational facilities supporting students' learning activities. According to [Rokan \(2017\)](#), the school library is the main advice and literacy information center for students and other users. Therefore, the school library plays a crucial role in spurring the achievement of educational goals at school. In the National Education System Law, it is explained that the means of supporting the process of teaching and learning activities are called "educational resources". Article 35 states, "Every school education unit organized by the government and the community must provide learning resources". The school library should have a good management system to provide excellent service to the users ([Puspitasari, 2016](#)). Excellent library services can be seen from users who can get information quickly and fulfill their information needs. To improve services in the library towards excellent service, schools can make improvements by using information technology through library automation-based management ([Kurniawan et al., 2020](#)).

School libraries can be defined as libraries managed by schools or school foundations without distinguishing libraries from elementary schools to college libraries can be said to be school libraries ([Mangnga, 2015](#)). There are also other opinions from [Rahmawati & Bachtiar \(2018\)](#), who argue that the purpose of the school library is to accompany learning and teaching activities in schools, both elementary to secondary schools and universities. School libraries have collections that are primarily textbooks or other collections that can support learning activities. The purpose of the library according to [Kurnianingsih et al.](#)

(2017), School libraries aim to improve literacy and numeracy. School libraries are different from libraries in general because the primary purpose of school libraries is to improve literacy and numeracy of knowledge. Meanwhile, according to Huda (2020), the school library aims to improve the insight and reading habits of students, so the purpose of the school library is the same as the school's efforts to encourage the implementation of learning and teaching activities for students to be good. School library optimization can be one of the efforts made by schools to improve student learning achievement (Akbar et al., 2021).

The school library functions, according to Prihartanta (2015), as (1) the center of KBM or Teaching and Learning Activities at school, (2) the research center for students to develop their creativity and imagination, (3) the center of literacy, numeracy and recreation, and (4) the center of independent learning. Some of these functions are the priority functions in the school library because, without these functions, it cannot be said to be a school library that provides excellent services.

Discrepancy Evaluation Model

Malcom Provus developed the Discrepancy model evaluation. According to Divayana et al. (2022), this evaluation model compares results using predetermined regulations or standards. This evaluation model is also often referred to as a gap evaluation model because this evaluation model aims to find and determine the similarity of the monitored components with the standards used (Mustafa, 2021; Zainudin & Utami, 2021). The results of the evaluation activities will then be used as a consideration for making policies about the programs that have been implemented: to be improved, to be continued, or to be stopped. Provus, in his report entitled "The discrepancy evaluation model: An approach to local program improvement and development" (see: <https://eric.ed.gov/?id=ED030957> accessed in May 2021), said that "Evaluation is the process of (a) agreeing upon program standards, (b) determining whether a discrepancy exists between some aspects of the program, and (c) using discrepancy information to identify the weaknesses of the program".

METHODS

This research uses a qualitative approach method. Moleong, in his book entitled "Qualitative Research Methods" argues that a qualitative approach has the aim to; (1) Gain an understanding of the phenomena experienced by the research subject holistically and describe it to an event using a variety of natural methods; and (2) Provide a specific description, discover or develop new theories, conduct experiments or strengthen a theory, evaluate the final results or series of actions, and formulate policies. This study obtained qualitative data from observation activities at the SMA Sumatra 40 Bandung library. To strengthen the discussion of the results of the data obtained, researchers also conducted literature studies using related literature in library studies, primarily related to Library and Information Monitoring and Evaluation activities. Research by analyzing the state of the SMA Sumatra 40 Bandung library. Data obtained from observations were processed and presented descriptively. This activity was carried out for 1 (one) month, namely May 2021.

Analysis of observation data must be reapplied with the Discrepancy Model evaluation model. By comparing the results obtained from monitoring with the standards used.

RESULT AND DISCUSSION

The results of this study are data obtained based on observations of the SMA Sumatra 40 Bandung library. Observation activities were carried out directly by visiting the location and asking interview questions and fill-in questions regarding library data to the head of the library. Based on the results of these activities, the following data were obtained (see **Table 1**):

Table 1. Library Data of SMA Sumatra 40 Bandung

No	Library	Status	Description
1	Total Collection	Available	10,000 copies
2	Number of study groups	15 Study Group	510 Learners
3	Library Space	Available	10.5 x 7 m ²
4	Reference Service	Available	There is a reference room
5	Circulation Service	Available	There is a circulation room
6	Information Literacy Service	Available	
7	Library Operating Time	7 Hours	07.00 - 14.00

Source: Results of observations and interviews in the library of SMA Sumatra 40 Bandung, 2021

The data obtained from the observation and interview activities were analyzed by referring to the regulation of the Head of the National Library of the Republic of Indonesia Regulation Number 12 of 2017 concerning National Standards for Senior High School (SMA) / Madrasah Aliyah Libraries.

Based on the data above, it can be interpreted that the Sumatra 40 Bandung High School Library has as many as ten thousand (10,000) copies of collections consisting of textbook collections, entertainment, and reference collections. With a room area of 10.5 x 7 m², SMA Sumatra 40 library is the center of information and literacy for students and visitors who come to visit the library. It is known that five hundred and ten (510) students divided into fifteen (15) study groups are students at SMA Sumatra 40 Bandung. The information needs of SMA Sumatra 40 students can be fulfilled with three primary library services: reference, circulation, and information literacy services. The operating hours of SMA Sumatra 40 Bandung library follow the hours of teaching and learning activities at the school, from 07.00 until 14.00. Judging from the number of collections owned and operational hours, SMA Sumatra 40 Bandung Library has tried to become a learning resource center for students by facilitating students with diverse library materials during school hours.

SMA Sumatra 40 has a library head with a bachelor's degree in library and information, making the library well-managed. There is also one library officer who is a high school graduate. During library activities, the head of the library and the library staff serve the users directly in the library by utilizing the available library facilities. Reference room, reading room, and even multimedia room can be accessed in this library.

The SMA Sumatra 40 Bandung library is not located on the ground floor but on the second floor, where the place is quite strategic because many students pass by. The state of the library space is very well managed so that the library gets a clean impression. However, when the observation was carried out, there was a book labeling activity so many books were stored below. However, as a whole this library is well maintained and presents a comfortable impression for the users, as seen in **Figure 1**.



Figure 1. Library Location Space

Source: Author's Documentation, 2021

Service hours and types of library services must operate for a minimum of eight (8) hours each day on weekdays. However, Sumatra 40 High School library only has seven (7) working hours following school hours. Types of library services include at least: 1) circulation services; 2) reference services; and 3) information literacy services. Information literacy services the library already has these three services. In addition, the library has a compulsory reading program in collaboration with several subjects in the school.

Library Collections

The SMA Sumatra 40 Bandung library has a total collection of ten thousand (10,000) copies. The number of library collections according to the standard is that the library must increase and procure collections and provide library materials in various formats, provide a collection of compulsory textbooks in an amount sufficient for students and teachers, enrichment books with a ratio of 70% non-fiction and 30% fiction with the provisions that if three (3) to six (6) study groups the number of books is one thousand (1,000) titles. Seven (7) to twelve (12) study groups have as many as one thousand five hundred (1,500) titles, thirteen (13) to eighteen (18) to twenty-seven (27) study groups have as many as two thousand five hundred (2,500) titles. Study groups have as many as two thousand (2,000) titles, have as many as nineteen (19) to twenty-seven (27) study groups, and have as many as two thousand five hundred (2,500) titles of books. 2) The library must also increase the number of book collections per year and grow its book collection (1,000 titles added by 10%; 1,500 titles added by 8%; 2,000 titles up to and beyond added by 6%). 3) The library subscribes to at least 3 (three) magazine titles and 3 (three) newspaper titles. The SMA Sumatra 40 Bandung library, with 15 study groups, has ten

thousand (10,000) copies of books, which fulfill the users' needs as learning resources based on the referenced standards. See in **Figure 2**.



Figure 2. Reference Room

Source: Author's Documentation, 2021

School libraries must at least have a collection of Indonesian dictionaries, regional language dictionaries, at least as many as 5 (five) different foreign language dictionaries, subject dictionaries, encyclopedias, regional statistical books, directories, laws, regulations, atlases, maps, biographies of figures, and holy books. According to the regulation of the Head of the National Library of the Republic of Indonesia Regulation Number 12 of 2017 concerning National Standards for Senior High School (SMA) / Madrasah Aliyah Libraries as the referenced standard, it is said that library collections must have several collections such as printed works, periodicals, and audio-visual collections. The SMA Sumatra 40 Bandung library already has a collection that includes these three things, so it can be said that the SMA Sumatra 40 Bandung library has met these criteria, fulfills the reference material needs of students, and fulfills its role as a learning resource for students.

Collection Management

Collection processing in the library can be said to be structured by using bibliographic standards and determining the main entry header, using the Dewey Decimal Classification (DDC) classification system, and also using subject heading guidelines following the standards used in this monitoring and evaluation, which can be seen in **Figure 3**.



Figure 3. Library Collection Processing
Source: Author's Documentation, 2021

Enumeration and maintenance, although information enumeration activities have not been carried out for three years, the library takes good care of the collection as evidenced by controlling room conditions from temperature and light intensity as well as possible to avoid damage to collections due to the environment. Repairs are made to collections that are considered damaged by the preservation method.

Library Human Resources

Library staff Number of library staff 1) There must be at least one head librarian with a background in library and information science; 2) The school library must have more librarians if it has more than six study groups; 3) The qualification of school library staff is at least a diploma two in library science. Librarians have an academic qualification of at least a diploma two (D-II). Any individual or expert with an academic qualification of at least diploma two (D-II) of any kind and has conducted a course or certification of librarians; 4) Library staff are entitled to an income above the minimum living needs and social welfare guarantees as well as career development in accordance with the demands of quality development. The library staff of SMA Sumatra 40 Bandung, which is one (1) person, needs to be balanced with the number of study groups in this school.

The head of the SMA Sumatra 40 Bandung library is known to be a Library and Information Science graduate and has the same expertise as her educational background. There is also one library officer who is a high school graduate. During library activities, the head of the library and the library staff serve the users directly in the library by utilizing the available library facilities.

Library Facilities and Programs

Library areas and facilities The library building/space must have rooms or areas that include collection storage areas, reading areas, librarian work areas, and multimedia and audio-visual areas. The library has all four allocated spaces to serve and provide a pleasant experience for the users. Work furniture, storage furniture, multimedia furniture, and other equipment have also been fulfilled following the library facility area to support activities in the library. The library's location is also quite strategic, although it is off the ground floor of the school environment. An overview of the facilities can be seen in **Figure 4**.

Library education program based on standardization, The library has a library education program at least once. The SMA Sumatra 40 Bandung library does not have this program. However, the library has a library information literacy activity program held once every three months for one year.



Figure 4. Library Furniture and Multimedia
Source: Author's Documentation, 2021

The library should conduct promotional activities. The library conducts conventional library promotions using posters/brochures, notable library wall magazines, announcements and information related to new library collections, library displays, and creative competitions related to the library. The library conducts promotions following the standards to further introduce the library's existence as a place to visit. Social media can also improve library services (Yuliani & Nugraha, 2021). Library reports require school libraries to compile reports on library service activities in the form of statistics at least every month and semester. The SMA Sumatra 40 Bandung library has an annual library report. SMA Sumatra 40 Library also works with other libraries, regional libraries, foundations, and donors to advance the library.

Curriculum integration makes SMA Sumatra 40 Library a program that supports activities such as the school literacy program, learning, and teaching in the library, making the library a center of information and knowledge for school students. SMA Sumatra 40 Library implements these activities to foster visitors' interest in visiting the library. The collaboration between policymakers and schools is one of the things that prospective librarians must pay attention to to create a library as a learning resource for the community (Hadiapurwa et al., 2018).

Discussion

The Discrepancy Model is applied to the results of the data that has been processed and then produces the following focuses:

1. Identifying the program, here the evaluation focuses on determining and formulating the following objectives: The program taken by the library adapts to the learning needs of the library users, in this case, are high school students where many textbooks or textbooks are needed. The collection procurement work program prioritizes textbook-type collections to meet the information needs of high school students.
2. Develop a program and focus on the following objectives: The preparation of the program is carried out by following the provisions and taking into account the needs and schedules of teaching and learning activities in SMA. The method of implementing the program is arranged with consideration of funding and the urgency of a program to be implemented.
3. Implementing a series of activities and program implementation evaluation is focused on measuring the difference that occurs between the results achieved and the predetermined objectives (standards) as follows: The implementation of program activities should pay attention to the National Library Standards for Secondary Schools, such as the Regulation of the Head of the National Library of the Republic of Indonesia Number 12 of 2017 concerning National Library Standards for Senior High Schools (SMA) / Madrasah Aliyah so that decision making and program implementation can be continued for library accreditation activities later.

By using the Discrepancy evaluation model, several things must be considered by the library to manage the library as a learning resource for students so that it can provide better services for users. This is also in line with research from [Apriyani et al. \(2021\)](#), which alludes to library management that needs to be appropriately managed to implement library activities optimally in schools. Several improvements must be made by the library in order to carry out excellent service and improve reading culture, including improving facilities ([Afian & Saputra, 2021](#); [Moo et al., 2020](#)) and the library materials themselves ([Ardyawin, 2018](#); [Nihayati, 2021](#)) so that The SMA Sumatra 40 Bandung library can meet the needs of its librarians. The library's involvement in school programs can indirectly improve the quality of the library because the school library helps in supporting the implementation of school programs, especially in learning activities and improving literacy culture ([Badrudin, 2019](#); [Rizal & Muliadi, 2019](#)). This is a focus that needs to be improved by The SMA Sumatra 40 Bandung library

CONCLUSION

The implementation of the monitoring and evaluation observation of the SMA Sumatra 40 Bandung library had positive results, with many indicators met by the library. This illustrates that the SMA Sumatra 40 Bandung library can be an intellectual foundation for students and users so that the library management program as a learning resource can be implemented well. The application of the Discrepancy model is also suitable for the situation of the library considering the programs implemented by the library, such as

procurement of library materials, processing of library materials, and programs integrated with the curriculum. Several recommendations need to be considered by the SMA Sumatra 40 Bandung library so that the implementation of the library management program as a learning resource can run more optimally, namely increasing the number of library human resources to meet the established standards, improving library facilities such as room area, the number of computers that are still lacking, and other supporting facilities. Overall, the program in the library is running well, such as circulation, reference, and information literacy. The SMA Sumatra 40 Bandung library is expected to improve and get accreditation from the National Library.

AUTHOR'S NOTE

The authors declare that there is no conflict of interest related to the publication of this article. The authors emphasize that the data and content of the article are free from plagiarism.

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