

Assessing Professional Development Training for Library Leader Candidates

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Abstract

Library, as a place holding pivotal roles to support instructions at schools, should be led by a competent and qualified leader. The present research is purposefully conducted to assess the training program intended for school library leader candidates. Qualitative method was employed by the implementation of CIPP (Context, Input, Process and Product) model. The data were collected through observations, interviews and document analysis. Snowball sampling technique was utilized to choose the research participants. The participants involved in this research were the head of assurance council, the head of training program, and the training partners. The present research indicates the following findings. Generally, the training is regarded as successfully implemented. To be more specific, 1) context evaluation assesses legal standing, objectives, and target of the training; 2) input evaluation assesses resource of the training; 3) process evaluation assesses trainee recruitment, teaching and learning process, and monitoring-evaluation of the training; and 4) product evaluation assesses cognitive, affective and skill domain of the trainees. The present research implies program segmentation for each level of education due to different problems encountered in reality. Training resource aspect also needs special attention.

Keywords: Assessment, CIPP, Library leader candidates, Professional development training.

Received: January 1, 2023

Revised: March 5, 2023

Accepted: April 4, 2023

Article Identity:

Harini, H., Lestari, I. D., Adisel, A., Yuni, Y., & Perkasa, D. H. (2023). Assessing Professional Development Training for Library Leader Candidates. *Jurnal Ilmu Pendidikan (JIP) STKIP Kusuma Negara*, 15(1), 32-46.

INTRODUCTION

The success of an educational institution is not only supported by human resources like school principal, teachers and other educational staffs, but also by the presence of educational facilities at schools, including library. Library is seen as a facility to support instructional effectiveness at schools. Library presence is a must at school due to its significant roles. According to UNESCO in Ramaiah and Pillai (2013), the objectives of library existence are: 1) acquire books and other materials in line with the demands of the curriculum and the needs of students to organize these materials for effective use; 2) guide pupils in their choice of books and other materials of learning desired both for personal and curricular purposes; 3) develop in pupils skill and resourcefulness in their use of books, and libraries to encourage

the habit of personal investigation; 4) help pupils, establish a wide range of significant interests; 5) Provide aesthetic experience and develop appreciation of the arts; 6) encourage lifelong education throughout the use of library resources; 7) encourage social attitudes, and provide experience in social and democratic living; and 8) work cooperatively and constructively with teaching and administrative staff of the school. Corresponding to those lists, Bafadal (2009) and Yusuf and Suhendar (2010) acknowledge a number of library strategic functions, two of them are educative and research. For educations, it supplies books for students that are relevant to curriculum. It is expected that students are able to develop logical and responsive mindset. In research, library supports material for subject and object of research. These two implies the consequence of library existence at schools.

In order to maximize the library's existence and functions, professional librarians are needed. Lockhart and Majal (2012) noticed that librarians should be seen as important persons in futuristic teaching and learning. In Indonesian context, in conjunction with rules and policies on the existence of library, The Minister Regulation No. 25 Year 2008 on The Standard of School Librarians (BNSP, 2008) mentions that school libraries are supposed to have heads of librarians with the following criteria: having a) a bachelor degree (at least); b) certified as competent school librarians from authorized government institutions; c) 3 years of working experience. The criteria simply portray how crucial skillful librarians at school are.

However, poor library management remains a big homework problem for schools. Afandi (2012), quoted from Darmono, reported that school libraries typically are not managed well and satisfactorily as predicted. They commonly have no permanent librarians and depend on teachers to manage the libraries. So do not the heads of the librarian. Dilroshan (2009) obviously mentioned that lack of trained and skilled staff is a challenge for library management.

Accordingly, organizing sufficient training programs for library heads is crucially needed. AlYahya and Mat (2013) emphasize that training and development are necessary for the sake of building and sustaining leading and outstanding benefits in organizations' qualification. The research of Bamidele et al. (2013) revealed that adequate training of library management shall enhance the librarians' job performance and skills to support their library users. Neigel (2016) highlighted that library workers and leaders need professional development to provide them with skill and knowledge of 21st century librarians. To be more comprehensive, Cobblah (2015) listed that professional programs for librarians are advantageous for their knowledge, skill, ability and experience. It is further claimed that effective management on human resources such as rewards, motivation and salary can perfect the performance of librarians. Bello (2018) punctuated that developing an educational institution-wide knowledge management system for librarians is significant. Achieving positive outcome results is a promising expectation of librarian professional development at the library as a school resource center (Kamal & Othman, 2012). Bringing the importance of professional development into reality, the Educational Quality Assurance Council of Bengkulu (LPMP Bengkulu) cooperating with Perpustakaan Nasional (The National Library) organized a training program for candidates of school library leader. The training type implemented is pre-service training, in which the training is organized before participants start their job. Around 46 teachers from Province Bengkulu were reported to participate in this event. Accordingly, the present research concerns on

assessing the professional development program held by the council. The foci are on the needs-based objectives and the implementation of the program. It is highly predicted that the evaluation provides an informative outcome of the library management system to apply at primary and secondary schools.

RESEARCH METHODS

The present research employed a qualitative approach with evaluation model design known as CIPP (Context, Input, Process and Product) developed by Stufflebeam (2000). The details are presented as follows.

1. Context is intended to record or identify the availability of trainee objective conditions. The researchers conducted a preliminary study to get data and information about legal standing, objectives, and program targets. This first step was applied by interviewing the head of LPMP Bengkulu, to find out the plans set by the committee. Afterwards, the researchers interviewed the trainers of LPMP Bengkulu. The interview result was then used to make a decision on a follow-up program.
2. Input is to identify the supporting resource needed to assist the professional training program, including: the facilitator, committee, funding source, facility, learning material, structure and training schedule. The informants in this stage are the head of the committee training program, and the training partners. The researchers then applied analysis on the fit and proper resources supporting the training.
3. Process stage is realized by the exploration of how the training program is implemented, consisting of: trainee recruitment, teaching and learning process, and followed by monitoring and evaluation. The result was then compared to the criteria and standard determined in the training. The informants interviewed in this step are the trainers and the training partners (from the national and regional library). The information collected in this step is then adapted to the training standards.
4. Product step was completed by identifying the standard or criteria of achievement set in advance. Here the researchers collected information from the committee, trainees' documents and training partners. This step was used to judge the success of the program.

Model Design

The model can be illustrated in Figure 1.

Research Setting and Participants

The research was conducted in LPMP of Bengkulu Province. The research was conducted during the moment when a professional training program for candidates of library leaders was held.

The informants involved in the present research consisted of 14 participants (the head of LPMP Bengkulu, the head of the training program committee, 5 trainers, and 7 training partners). Snowball sampling technique was utilized to choose the research participants.

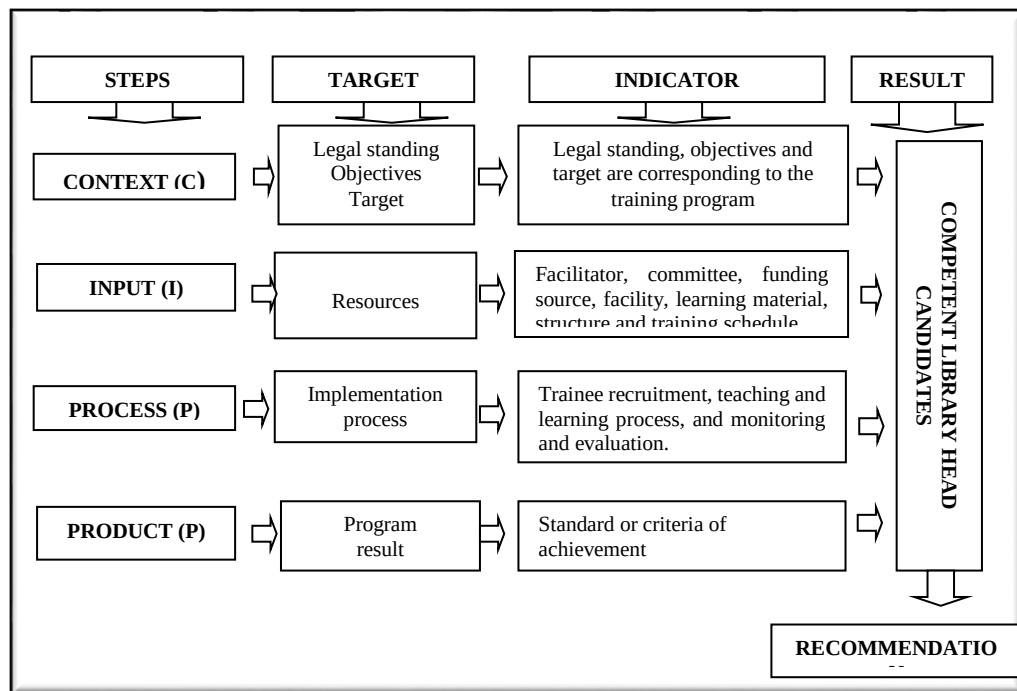


Figure 1. Design of Research Model

Technique of Data Collection and Procedure

The data were obtained using several instruments: observations, interviews and document analysis (including the regulation, all about the training, and the results of trainees' pre and post-tests). The observations were conducted before, during and after the implementation of the professional training. So was the document analysis. While interviews were administered once the training program was run. The procedure of CIPP has been described in advance.

Technique of Data Analysis

The data were analyzed by adapting the theory of Miles et al. (2014) consisting of data reduction, data display and data verification.

In data reduction, the researchers were concerned with summarizing all data collected from all instruments. The observation checklists were sorted, the interviews were transcribed, and all relevant documents were selected in accordance with evaluation criteria. Afterwards, all data collected were coded and formulated based on the evaluation criteria concerning legal standing-objectives-target of training, resources, implementation, and results. The process was then continued by data display, in which the data were presented in narration, tables and figures. The last step to perform was drawing conclusions from the data presented, which resulted in the four criteria of evaluation. Two things are taken into consideration: the data accuracy confirmation and data collecting procedures. The data were also interpreted and justified to the body of existing theory and the current relevant research. In validating the data obtained, triangulation was applied in line with Creswell's (2009) model.

RESEARCH RESULTS

Legal Standing, Objectives, Target of Training

The result of observation, interview and document analysis revealed that the legal standing used to underpin the training are: Law and The Regulations of the National Educational Minister. The details are presented in Table 1.

Table 1. Result of Evaluation on Legal Standing, Objectives and Target of Professional Training Program for Library Leader Candidates (Assessing Context)

Aspect Assessed	Evaluation Criteria	Result	Recommendation
Legal standing	1. The Minister Regulation Number 25 Year 2008, with the following detail criteria:		Evaluation criteria are completed. In other words, legal standing, objectives and target are in harmony.
	a. Having at least bachelor degree (D4 or S1);	a. 39 trainees hold bachelor degree (S1), and 7 trainees have master degree.	
	b. Certified to manage school library proved by authorized institution;	b. All the trainees have competence certificate issued by LPMP Bengkulu.	However, the training segmentation based on the school level is crucially needed.
	c. Having minimum 3 years of working experience	c. Most of the trainees have been working for more than 3 years.	
	2. Decision letter of the Head of LPMP Bengkulu number: 1073/J27.1/KP/2016, 10 October 2016 on the committee, trainers, and target of the professional training for school library leader candidates in Bengkulu Province year 2016.	The existence of committee, trainers, and target of the training completed by the job description of each party.	
Objectives	Objectives are stated based on the legal standing mentioned in advance.	Precise objectives of the professional training	
Target	Trainees who have fulfilled and passed the administrative selection.	All trainees passed the administrative selection.	

Resources

The results of observation, interview, document analysis and interview with some informants unveiled that resource components comprise of trainer or facilitator, committee, funding source, facility, learning material, structure and schedule of training.

Table 2. Result of Evaluation on Resources (Assessing Input)

Aspect Assessed	Evaluation Criteria	Result	Recommendation
Trainer/facilitator	Trainer/facilitator involved in the training: - Structural and functional officers of LPMP Bengkulu - Trainers of LPMP Bengkulu - Librarians of the appointed library	The trainers/facilitators show their readiness to guide the training sessions.	Evaluation criteria are completed. However, the trainers or facilitators should basically have competence as the expert or practitioners of library management for the sake of training objectives attainment.
Committee	The committee consists of a. person in charge of the training, b. person in charge of academic matters, c. chairman, d. vice chairman, treasurer, and e. members.	The committee readiness to run the training	Evaluation criteria are completed.
Funding source	The training is aided by the training organizer, the trainee institutions, and the trainee independent fund.	The training is aided by Regional Government Budget (APBD), the trainee institutions, and the in some cases, it comes from trainee independent fund.	Half of the evaluation criteria are completed. Funding resource is considered less relevant and less effective. One-gate funding source system is highly recommended.
Facility	Representative facilities: 1. Classroom for 30 persons 2. Instructional media: LCD projector, laptop, flipchart, and whiteboard.	Representative facilities: 1. Classroom is used for 46 persons 2. Instructional media: LCD projector, laptop, flipchart, and whiteboard.	Evaluation criteria has not been completed. Size of classroom for the trainees should be reviewed.
Learning material	Relevance between training material and objectives	Relevance between training material and objectives	Evaluation criteria are completed.
Program structure	Program structure is in line with the objectives	Program structure is in line with the objectives	Evaluation criteria are completed.
Schedule	The schedule is relevant with the program structure	The schedule is relevant with the program structure	Evaluation criteria are quite completed The schedule is recommended to revise as it takes too long (from morning to night)

Implementation

The implementation of the professional development training included trainee recruitment, teaching and learning process, and monitoring and evaluation. The results of observation, interview and document analysis are displayed in Table 3.

Table 3. Result of Evaluation on Implementation (Assessing Process)

Aspect Assessed	Evaluation Criteria	Result	Recommendation
Trainee recruitment	1. Training requirement for trainees	1. Training requirement is completed by the trainees	Evaluation criteria are completed.
	2. Training clear information	2. Clear information of the training to trainees' institution	
	3. Trainees' complete documents	3. Trainees' complete documents are registered	
Teaching learning process	Material relevance between program structure and objectives	Material relevance between program structure and objectives	Evaluation criteria are completed.
	Teaching learning method relevance with training objectives, consisting of: 1. Presentation 2. Discussion 3. Question and answer 4. Assignment 5. Sharing	Teaching learning method relevance with training objectives, consisting of: a. Presentation b. Discussion c. Question and answer d. Assignment e. Sharing	Evaluation criteria are completed.
	Instructional media relevance to training objectives The media comprise of: a. LCD projector b. White board c. Laptop/personal computer d. Flip chart	Instructional media relevance to training objectives The media comprise of: a. LCD projector b. White board c. Laptop/personal computer d. Flip chart	Evaluation criteria are completed.
	Trainers have relevant competence with the training objectives	Trainers have relevant competence with the training objectives	Evaluation criteria are completed.
Monitoring and evaluation	1. Evaluation by pre and posttest	1. Evaluation by pre and posttest	Evaluation criteria are completed.
	2. Evaluation by training program report	2. Evaluation by training program report	

Program Result

The program results are presented in Table 4, with three aspects being assessed, namely: cognitive improvement, affective improvement, skill improvement.

Table 4. Result of Evaluation on Program Result (Assessing Product)

Aspect Assessed	Evaluation Criteria	Result	Recommendation
1. Cognitive improvement	1. Increase on pre and posttest scores	1. The average of pretest score is 44,46% and posttest score is 54,83% There is increase for 10,37%.	Evaluation criteria are completed.
2. Affective improvement	2. Posttest score of trainees $\geq$ 70.	2. The average score of posttest is 76,97%, categorized as "good" and passed the passing grade.	
3. Skill improvement			

DISCUSSION

The professional development training is evaluated to be successfully organized and implemented. Many aspects such as training legal standing, objectives, resources, implementation and results should be taken into consideration as a guidance for similar future programs for library leader candidates. Specifically, all criteria evaluated in this research are discussed in detail below.

Assessing the Legal Standing, Objectives, and Target of Training

The professional development training program presented by LPMP Bengkulu is organized based on a legal standing: The Regulation of The Minister of National Education Number 25 Year 2008 (BNSP, 2008). In Article 1 Section 1 and 2, it is legally declared that (1) the standard librarians at schools should consist of the leader of libraries and librarians; (2) the standard referred is enclosed in the regulation. The regulation requires the leader of the school library to be certified in managing the school library. The legal standing in this case is categorized into educational policy. Educational policy, to Trowler in Smart (2008), is a set of principles and actions to bring intended objectives.

Dealing with the subject of objectives, the present research either portrays the objectives of the professional training. Referring to the legal standing, the training aims at promoting the competence of library leader candidates. The promotion objective is consistent with the policy and regulation mentioned above. This further has a very close relation with what Ross (2010) calls an objectives-oriented approach. This approach mainly says that a program's goals and objectives are definitely declared. Terry and Rue (1982) name such approach by relating it to a term management by objectives (MBO), in which high and intensive participation and cooperation at any level are momentous.

By way of addition to the training legal standing and objectives, the target of training is also worth analyzing. As mentioned in Table 1, the target of the professional training is candidates of school library leaders who are prepared to professionally manage libraries. Mullins (2005) sees such goals as a strategy to operate an organization.

In assessing the target, the trainees should firstly join a selection to make sure that they are eligible to enroll in the training. This is in line with the opinion of

Williams (2009) mentioning that selection is crucial in determining the exact person to work with.

The legal standing, objectives and target are considered to fulfill the evaluation criteria. The one on recommendation lies on the segmentation of the training. The training is supposed to be distinguished based on the school level, as each level has their own challenge.

Assessing the Professional Training Resources

Input evaluation typically has something to do with resource component readiness. The present research attempts to describe the training resource consisting of trainer/facilitator, committee, funding source, facility, teaching material, program structure and schedule. In consonant with the indicators, Rossi et al. (2003) acknowledge that program resources might cover funding, personnel, material, equipment, facilities, relationships, reputation, and other such assets. The following criteria are used to evaluate the training resource.

Trainer/Facilitator

The competence of trainers/facilitators are based on the following criteria: academic qualification, teaching experience, and expertise. One of the determinant factors is the trainers' qualification and competence are relevant to their current job. The qualification and competence are extremely pivotal corresponding to Van Paasen in Lefore (2015), as trainers or facilitators are used to guide trainees in making critical choices.

The present research sees that the trainers to teach in the training are academically qualified and have sufficient teaching experience. However, to attain the training objectives, those with library expertise are needed.

Committee

The committee is a supporting aspect in the training in terms of preparation, implementation and evaluation of the training. The committee consists of a person in charge of the training, person in charge of academic matters, chairman, vice chairman, treasurer, and members. They perform readiness to organize the training as they have clear guidelines, job description and work distribution. The job description and distribution determines the success of the training. Williams (2009) admits that teamwork mutually helps each other to pursue common objectives, performance goals and enhance interdependent work processes.

Funding source

Funding for an event is one key factor to run the event smoothly. Royse et al. (2010) claim that most programs are successful by the existence of stable funding. Funding source in this training is from Regional Government Budget (APBD) and the trainee institutions. However, in some cases, the trainees pay for the training with their own money. Here we can see there is no firm and consistent regulation on the training funding aid in each trainee institution.

Training facility

The facilities provided by LPMP Bengkulu are considered sufficient and representative. The classrooms are completed by LCD projector, laptop, flipchart

and whiteboard to support teaching and learning process. The classroom provided is intended for 30 persons, but it is then used for 46 trainees. This might affect the learning effectiveness. Ajani and Akinyele (2014) borrow Mitchell and Davidson's idea that adding more students to a classroom may lessen teaching effectiveness. To be more specific, Diaz et al. (2003) admit that the number of students less than 19 is an ideal classroom setting for effective learning. A research as quoted by Hoy and Miscel (2014) further emphasizes that a classroom size shall affect academic performance and achievement in a systematic way. On that ground, it is highly suggested for the training organizer to concern on classroom effective size.

Training material

The training materials prepared for the trainees are considered in line with the training objectives. Trainers arranging the materials are expected to meet the following requirements: typed, using minimum words 1.250, using times new roman, arial, pica etc., the size of letter is 12 (Basri & Rusdiana, 2015). This requirement should be fulfilled for ensuring that the training material or handout are well-packaged. (Nelson-Wong et al., 2013) are convinced that handout completeness plays positive roles in student recall and retention. Accordingly, the handout presence gives impact on the training effectiveness.

The training materials provided by the committee cover 14 package encompassing the following materials: 1) development strategy management of school library; 2) educational insight; 3) leadership and entrepreneurship in education; 4) collection increase of school library; 5) information organization; 6) service and information source; 7) ICT for school library; 8) marketing management of school library; 9) information literacy; 10) interpersonal communication; 11) preservation and library material; 12) competence of librarians and professional ethics; 13) enhancement of reading interest; and 14) practical work of school library

Program structure

The training is designed based on the objectives set in advance. The structure is divided into 4 four parts: general, basic, core, and supporting materials. Basri and Rusdiana (2015) are confident in saying that material formulation should be managed by integrated material structure to meet students' need knowledge, skill and work attitude.

Training schedule

The training is scheduled corresponding to the training structure. However, the length of training is considered too long which is from morning (07.30 am) to night (09.00 pm). Meanwhile, the Regulation of Public Administration Agency of the Republic of Indonesia Number 18 Year 2010 (Lembaga Administrasi Negara, 2010) firmly states that training learning sequence should be between 9-12 hours of learning. In this professional training, the session starts at 07.30 am, then if it follows the regulation, it should be ended at 03.30 or 04.45 pm.

Assessing The Professional Training Implementation

In the process evaluation, three points are highlighted: trainee recruitment, teaching and learning process, and monitoring and evaluation.

Trainee recruitment

The recruitment process is conducted by a series of activities to motivate and push teachers or library leader candidates to complete the training requirement and participate in the training. Strengthening the training recruitment process, FRP Groupe-Conseil (2004) explicates that recruitment process is indeed applied by performing series of means as individual encouragement to apply for and place a particular position in an organization.

The recruitment process done by LPMP Bengkulu is determined by the following aspects. The trainee recruitment is determined from 3 aspects: (a) training requirement, including administrative requirement; (b) training information, which is announced in website of LPMP; and (c) trainee recruitment documents.

Those three aspects are in consonance with suggestion from Atmodiwirio in Basri and Rusdiana (2015), that to organize a training, official documents and training equipment shall be prepared in advance.

Teaching learning process

In evaluating the teaching and learning process, the following aspects are taken into account: training material, method, media and trainers/facilitators.

Training materials are the whole topic as mentioned in advance. The materials are delivered in PowerPoint presentation as it enables easy comprehension. The use of PowerPoint in such classical teaching is also cogent to Nelson-Wong et al. (2013) as it can guide students to better comprehension for the main concepts discussed.

A variety of methods are utilized during the teaching learning process. Presentation, discussion, question and answer, assignment, sharing, practical work, comparative study and seminar are observed to be conducted by the trainers and trainees. All the methods are regarded as teaching methods for adults by the assistance and adjustment with current technological advancement. This model of learning is well known as andragogy. Pavlova and Sanger (2016) prove that andragogy is able to promote active learning for students. Similar finding is also reported in a research conducted by Namaziandost et al. (2018), claiming that the learning performance of Andragogy Oriented Teaching Method indicates significant improvement.

The media used for the training are LCD projector, white board, laptop/personal computer, and flip chart. The use of such media is commensurable to Hamalik proposal for training media (Basri & Rusdiana, 2015). He lists the media to use in training can be printed media, image, visual, audio, audiovisual, projection and non-projection media. While Notoatmojo (2015) has a tendency to use visual media due to easy conveyance and information reception or educational materials.

In respect to the trainers teaching at the training, a number of competence indicators used to assess their performance are: trainer knowledge mastery, easy-to-comprehend language, discipline and experience, interaction between trainers and trainees, and the last is ethics. Such competence is essential as it will be great assistance for trainees during the teaching learning process. Congruent with the present research result, Schwarz (2002) affirms that a facilitator's ultimate job is to give assistance for promoting group effectiveness during learning.

Monitoring dan Evaluation

Monitoring and evaluation processes used in the training are seen from the pretest and posttest, and completed by training program report. This is basically applied to check whether or not there is an enhancement of knowledge, skill, and attitude. Kirkpatrick and Kirkpatrick (2006) highlighted the significance of pretest and posttest in evaluation particularly for concepts, principles and techniques.

In addition to pretest and posttest, a report on the training program is also decisive as a form of committee accountability report on the training implementation, obstacles and performance achievement level. As the organizer, LPMP Bengkulu has a complete and credible report.

Assessing the Professional Training Program Results

General evaluation of professional training is the development of knowledge, attitude change and skill improvement. Besides using observation and interview, document analysis on pretest and posttest is also worth a conclusion drawing. The comparison between pretest and posttest score is a measurement indicator on knowledge improvement and attitude change. Kirkpatrick and Kirkpatrick (2006) have accentuated the function of comparing the result of pretest and posttest on knowledge and attitude.

To be more specific, the product of the professional training to prepare school library candidates is the success of the training process by the utilization of PAP and assessment by the combination of all material package final scores. All the trainees pass the minimum passing grade at least 70.

The training results reveal there is improvement in knowledge, skill and attitude change seen from the pretest score average (44,46%) to the posttest (54,83%). It is clear that there is an increase of about 10,37%. For the final score average, all 46 trainees can achieve a score of 76,97% which is categorized into “good” and “passed”.

All the observed findings are in harmony with the objectives of the professional training to promote knowledge, change attitude and enhance library leader skill. The findings are corresponding to the research result of Pan and Hovde (2010) proclaiming that professional development for librarians meets the needs for library knowledge and competencies which are not facilitated by both schooling or job training. To go further, they enunciate that technological advancement also impacts current academic libraries and librarians.

CONCLUSION

Professional development training program for school library candidates is pivotal to organize as many libraries are not managed well due to poor and unskilled librarians. Using the CIPP approach to evaluate such programs, the training organized by LPMP Bengkulu is considered well implemented due to following evaluation results.

First, being assessed from context, the training has clear legal standing namely The Minister Regulation No. 25 Year 2008 on The Standard of School Librarians and the decision letter of the Head of LPMP Bengkulu number: 1073/J27.1/KP/2016, 10 October 2016 on the committee, trainers, and target of the professional training for school library leader candidates in Bengkulu Province year

2016. The objectives are also stated clearly: to enhance the managerial, information management, educational, personal, social and professional development competence of school library leader candidates. The target is either set well in agreement with the Minister Regulation; they are teachers who have successfully passed the administrative selection.

Second, in assessing input, professional development training resources are analyzed. The resources assessed are trainer/facilitator, committee, funding source, facility, learning material, program structure, and schedule. It is found that generally the training resources are well prepared although some aspects need a little review.

Third, to assess the training process, trainee recruitment, teaching learning process as well as monitoring and evaluation is portrayed. The results indicate that all the trainee recruitment is based on clear and objective aspects. The teaching and learning process is applied with various teaching methods and media, and the materials and trainers' competence are in consonant with the training objectives. Monitoring and evaluation are applied by administering pretest and posttest to check trainee's development before and after the training.

Fourth, the product of training is assessed based on three domains: cognitive (knowledge mastery development), affective (attitude change) and skill enhancement. All the three domains show improvement after being evaluated using pre and posttest in which all the trainees passed the passing grade.

As a recommendation, some points from context and input need to be a concern from the authority or committee to organize such similar development training. First, segmentation of trainees based on their school level is critical as every level of school faces different situations in managing their libraries. Second, for input recommendation, it is highly advised that the trainers should be the expert or practitioners of library management. Funding system, classroom size and training schedule also need to be reviewed.

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