

Virtual Training on Digital School Library Management (A Role Model for Community Service in the Covid-19 Pandemic Era)

By: Dian Ratu Ayu Uswatun Khasanah¹, Lusi Rachmiazasi Masduki², Barokah Widuroyeki³, Sri Sumiyati⁴

Universitas Terbuka Semarang, Indonesia

Abstract- Ongoing Covid-19 pandemic has not discouraged lecturers from working on Tridharma. The same matter is the case with community service activity using online or virtual as a role model. From the problems of analyzing partner problems regarding school libraries, making virtual training in managing school libraries digitally is a preferred solution during the Corona outbreak. The usefulness response of the training was responded well by the respondents. The teachers, students, and library staff of the MA Nurussalam School Semarang were the respondents of this paper. The data obtained using questionnaires and interviews were analyzed using quantitative research method. The result of this research shows that this virtual training can provide a solution to upgrade knowledge during a pandemic by using technology in school libraries. In addition, the existence of virtual community service leads to confidence in using technology. Digitalization by implementing the SLiMS application provides convenience and time efficiency in managing school libraries. The existence of digital school library management also makes environmental sustainability, namely the reduced use of paper from trees.

Keywords: digital, virtual training, management, library.

Article Received: 18 October 2020, Revised: 3 November 2020, Accepted: 24 December 2020

Introduction

School library is an important element for the development of teacher and student competencies. Apart from being academic in nature, school library is also a place for educational recreation for teachers and students. After carrying out learning and teaching activities, teachers and students experience fatigue. This can be availed by reading light books such as story books, magazines, books about hobbies, and others. Teachers and students can get the books in school library quickly and immediately carry out the activities that can change the *mood* to be good again.

From the above, it is not as stated. Sometimes just looking for the book we want, we have to take a long time because you look for them one by one. After searching, it turns out that the book is not available because it is being borrowed. Another picture also occurs when sometimes teachers and students already have the desire to read or borrow books. After searching one by one they can not be found because the library only has textbooks. This can cause the school library not to be a favorite place of reference for teachers and students. It takes a lot of time and effort, but we do not get the book we want.

The explanation above is the initial constraints expressed by the teachers, students, and staff of Madrasah Aliyah (MA) Nurussalam Semarang. The results of the preliminary survey showed several

problems related to libraries that the role of libraries supporting knowledge of the teachers and students was not maximized. This was because: (1) library books in the library were only limited to the textbooks used, so this made the teachers and students rarely came to the library to read; (2) the library management and inventory were still simple and manual, so when a book was needed, it took a long time to look for it; (3) library managers (who did not have a background in library science) needed guidance / direction in making library management easy, fast, and modern based on technology; (4) teachers and students looked for literacy outside when there were tasks related to literacy, so it was not effective and efficient.

2020 is a year full of sudden and instant changes. The Covid-19 virus outbreak has made everything digital. The form of physical and social distancing causes limitations in carrying out activities together directly and face to face. As stated by Khasanah, et al. (2020), she emphasized that education must continue even though it is only at home. All forms of knowledge enhancement are done virtually/ online because the participants could meet, face to face, and gaining knowledge together with the help of information technology media from different places, even from different cities, to gather in a virtual classroom.

The synergy between the constraints/ problems of the partners, theories, and the situation in 2020, made the authors apply the perception on the importance of digitizing the school library using an online training model. The training was then packaged in community service activities (PkM).

From several theories put forward, an agreement was finally reached for digitalized library management. With technology-based management, the works could be simplified so that it could speed up and save time. Besides, of course, it also helped preserve the environment by reducing the use of paper made from trees.

Community service during the pandemic and new normal is a particular challenge. However, this did not dampen the enthusiasm for the team to continue providing training. Universitas Terbuka (UT) as a pioneer in distance learning has the experience in providing learning assistance services using web assistance (Tuweb) gave rise to the inspiration to conduct training virtually or online.

Given that one of the uses of the school library is an important part of supporting teaching and learning activities in schools, it should be possible to set a training to improve the competence in digitalized library management. The benefits received by the teachers, staff, and student representatives of MA Nurussalam with this online mode also provided a special experience in increasing self-confidence in using technology.

Literature Review

According to Article 1 point 2 of Law No. 14 of 2005 on Teachers and Lecturers, it states that "Lecturers are professional educators and scientists with the main tasks of transforming, developing and disseminating science, technology, and arts through education, research and community service. to the community ". To fulfill the mandate of the law, lecturers must always be sensitive to the occurring circumstances. In the Covid-19 situation with a big risk and increasing casualties, lecturers are still required to innovate in carrying out their main duties. The opportunity for teachers to develop and transform technology is in synergy with science so that they can still help and assist the community.

When there are crowd restrictions to reduce the increasing spread of the Corona virus, the concept of distance education (PJJ) is the best solution. PJJ also has a legal basis in Indonesia through the National

Education System Law. In Article 1 paragraph 15 of Law of the Republic of Indonesia Number 20 of 2003 states the definition of PJJ: "Distance education is an education in which students are separated from educators and learning using various learning resources through communication technology, information and other media." Through the understanding of PJJ in this article, it is the basis for the ideas to develop a model for educational development during this pandemic. The trainings implemented online were not as complicated as it seemed at first. Physical separation in carrying out education and training did not become an obstacle to increasing skills.

Widayanti (2015) says about changing conventional libraries to digital management. The development of technology and new sources of information has sped up so fast that it requires libraries to take a step of change, both in the form of collections and in terms of service patterns. This paper emphasizes the service patterns presented in digital school library management.

In supporting library management, an application called the Senayan Library Management System (SLiMS) was used. The definition of SLiMS according to Mulyadi (2016) is a library management system software with open source web-based, multi-platform use and free to use by anyone.

Digital management of school library also has benefits for preserving the environment. When library management relies on papers, it requires a lot of raw materials and causes inevitable massive tree cutting. Trees as we know are producers in ecosystems that play a big role in the balance of nature. Halsey and White (1998) in their research entitled *Crime, Ecophilosophy and Environmental Harm* reveal that various natural disasters that occur (such as floods, landslides, and so on) are mostly due to human activities that destroy environmental ecosystems. Then, Bezzina (2006) also states that natural damage is a crucial problem, not just a social problem.

From the two theories above, efforts must be made to preserve the environment so that other living things can fulfill their rights. Article 65 Law Number 32 of 2009 implies that humans have the right to a healthy and clean environment. This environment is fulfilled with several school-related programs, such as ecogreen and paperless. The existence of digital school library management is one of the efforts to fulfill human rights

such as the mandate of the environmental management law.

Methods

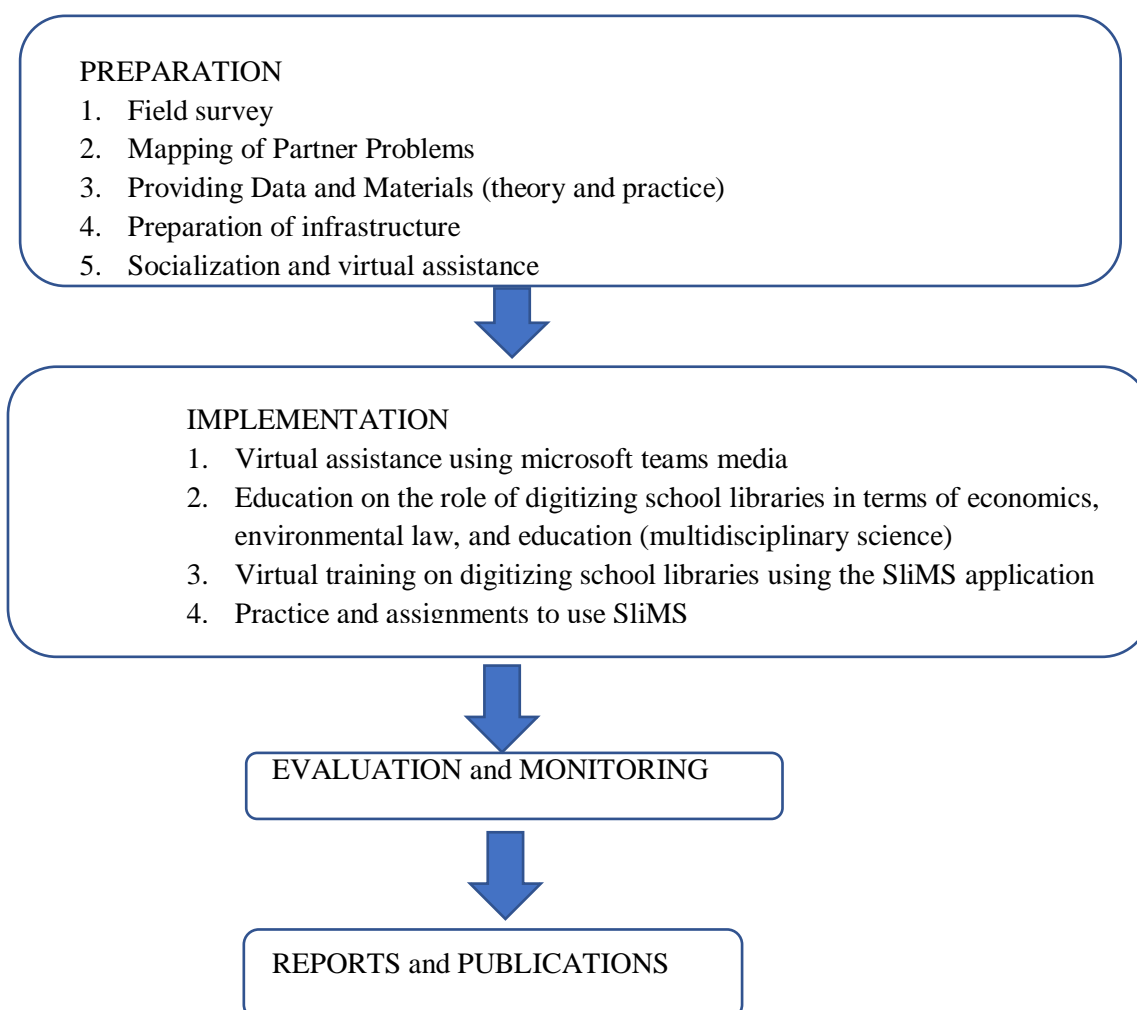
Basically, the virtual training activities involved the participants (partners) consisting of the teachers, staff, and students associated with the management of the MA Nurussalam Semarang school library. The activity began with a speaker (writer) who guided the partners to use Microsoft Teams. The participants were given a link used for virtual training activities for 8 meetings with a span of 3 months (August to October 2020). Then, the speakers presented the concepts and practices of using technology for school library management. In the first three meetings, the participants were given conceptual material on the importance of digitizing school library management from a multidisciplinary review of science. At the end of each training, there was a question and answer session and discussion. In addition, it was an information sharing on activities at MA Nurussalam related to the rules that support the implementation of concepts in training. Then, the next 5 meetings were practical materials. In carrying out this digital library

management, using the SLiMS application, the participants were guided on the use of the SLiMS application which included: installation, bibliographic entry on the SLiMS application, membership entry at SLiMS, circulation or transactions (which includes borrowing and returning books).

After the session ended, participants were asked to practice directly as given during the training. When having difficulties, participants could talk to the whatsapp group that had been created or in Microsoft Teams during the next session. In essence, even though the synchronous training was conducted in 8 meetings, the participants could still provide guidance through whatsapp media.

The participants were also asked to fill out a questionnaire in the form of a Google Form to comprehensively describe the context of the problems faced by the participants. The interview data and questionnaire data (during virtual training and on Google Form) were analyzed using quantitative methods.

Activity Stages:



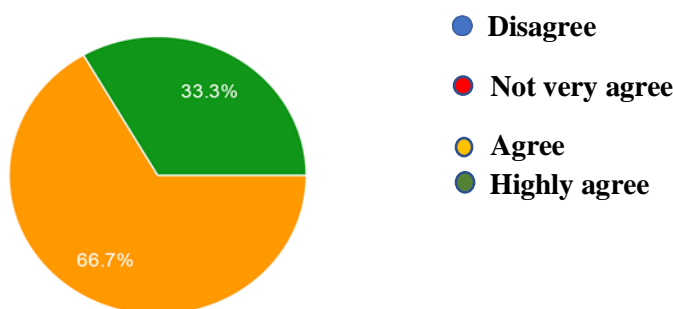
Model for Community Service Activity Stages through Virtual Training

Results and Discussion

In initial implementation, there were concerns from the participants / partners. This virtual training was the first experience of the partners. The participants did not feel confident in the use of technology. Nevertheless, these doubts disappeared when the

participants could easily be guided into the link provided. The initial activity went well so that the participants were optimistic to be able to do it until the last activity (session 8).

the Community Service online has the other benefit of increasing confidence in using technology

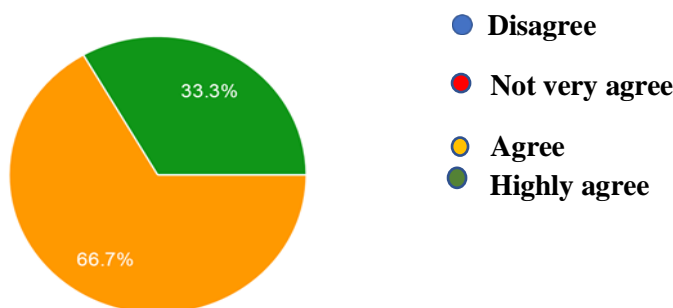


From the table above, it can be seen that there is a positive response with this online community service in the form of virtual training. Apart from referring to the main benefits, which is the digital school library management using the SLiMS application, there are also other additional benefits. Indirectly, they always used Microsoft Teams media for 8 times and the direct practice of using SLiMS made the participants always used computers, smartphones, the internet, and applications. Finally, because of their habits, the participants became familiar with the Microsoft Teams application and SLiMS application. Even though this virtual training was conducted for the first time by participants, they finally gained the confidence to upgrade their knowledge in the midst of the pandemic.

using audio-visual media are very effective in increasing student confidence, which is a very important aspect in developing student potential. From there, it can be developed that virtual training with the help of internet networks is also included in audio-visuals. Participants can listen to what the speaker has to say and can see the steps presented in the training. Then, it is not only the audio-visual, but the participants also take action. Guidance by virtual presenters can also be done immediately when participants encounter obstacles or difficulties during practice. Therefore, the audiovisual method as an effort to increase student confidence as proposed by Aristiani can be developed in this study by means of virtual training.

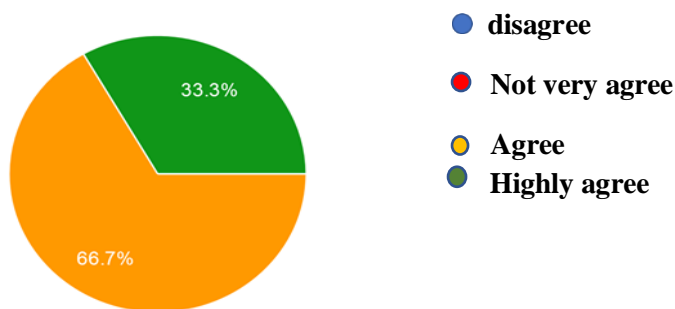
choose the appropriate answers. 1. The school library training in digital has the benefit to improve the teachers and students' skills in technology

This is in line with the research conducted by Aristiani (2016) who wrote that information services



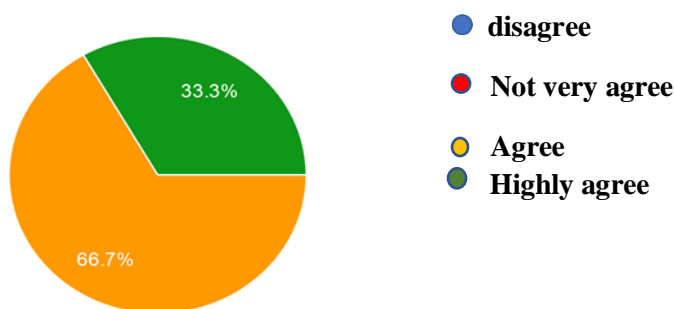
The diagram above shows that with the existence of digital library training, the ability of teachers and students in the field of technology increases. By being able to use the application, they will

According to Saleh (2005), libraries in the era of digitalization have challenges in mastering information and communication technology for the sake of improving library services. With the virtual training



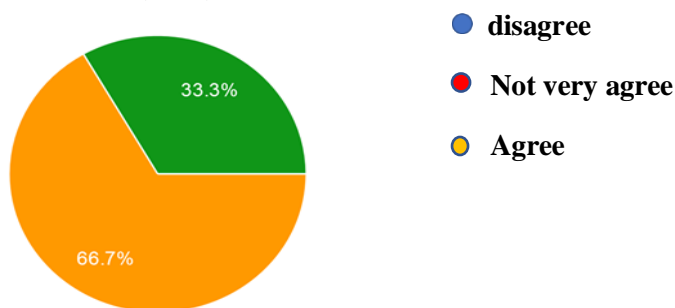
From the diagram above, it can be seen that with the digitization of library management, work has become fast and easy. To find the location of the book, they can see it from the SLiMS application. The books that have been borrowed are still in the library, and the shelf number can be seen. Then, they no longer search from one shelf to another, and their energy and time will only be spent on the process of searching for books.

This is in line with what Fahrizandi (2020) states that the use of information technology in libraries will make it easier to locate book collections. In



The chart above shows that the SLiMS application is an application that is easy to learn and use. Practical training on SLiMS and its implementation could be followed well. The participants submitted the results of their experiments and were successful.

In accordance with the research conducted by Iswanto, et al. (2019) who stated that the SLiMS



finally try to be more proficient at the facilities in the application. After learning, participants can try other applications. Finally, their knowledge of using technology increased over time.

in school library management, it was an effort so that participants have skills in the technology needed.

the digitization of school library makes the works easier and faster

addition, other benefits include providing better information services, such as information retrieval, circulation and reference services. Updating data and editing in the face of fluctuations in collection development can also be easily done. The various benefits stated have made it easier for participants / partners to manage school libraries using digital applications and devices.

the SLiMS application is easy to use by both the teachers and students of school library management

application is very flexible, the menu can be adjusted according to the conditions of the library that will use it. It strengthens the statement that virtual trainees can understand and practice it even though it is a new knowledge.

the community service provided by UT has the benefit for the solution of MA Nurussalam's needs

● Highly agree

From the diagram above, it can be seen that MA Nurussalam's needs are met with a solution of community service in the form of digitalized school library management training. There is finally a solution to the problems that have been with the partners without

having to go anywhere. From the partner school office only, they can get knowledge, both theory and concept, where the participants and the speaker / writer are connected by an internet network.



Image of the Role Model of Community Service, virtual training.

From the picture above, it can be seen that there are interactive interactions and training activities for digital school library management. They still can have face to face meeting and take place at the same time. The difference is that it can be done anywhere, and gaining knowledge gets easier.

In Article 1 of the Ministerial and Cultural Regulation of the Republic of Indonesia Number 49 of 2014 concerning National Education Standards, it reads "Community Service is an activity of the academic community that utilizes science and technology to advance the welfare of society and the intellectual life of the nation". With this virtual form of community service activity, it has carried out the mandate to keep participants gaining skills and knowledge on the use of technology in a pandemic situation. The solutions to increase the competence of teachers and staff are fulfilled. Likewise, school library management changes according to the digitalization era.

Closing

Conclusion

In any circumstances, the lecturer's obligation to implement Tridharma can not be abandoned.

Creativity using learning modes must be done. Universitas Terbuka as a public university that implements an open and distance education system always makes innovations to provide the best learning for education users. One example is community service activities in the midst of the Covid-19 pandemic which can continue well by using a role model that adapts to the situation. In different places, they stay connected using the internet network, so "just at home" can still upgrade science and knowledge.

Suggestions

Certain obstacles remain even if we use any mode. However, ideas to minimize obstacles continue to be pursued. After the pandemic period ends, remote training methods also need to be done. Not only the desired knowledge but eventually people will also get used to using technological media in everyday life. This training can be packaged into a role model for community service activities.

We thank to LPPM of Universitas Terbuka for providing opportunities and funding to the writing team to develop the activities. Hopefully with the activities carried out virtually, the competence of teachers and school library managers will increase. Finally, literacy will also become better in culture.

References

- Aristiani, Rina. (2016). MENINGKATKAN PERCAYA DIRI SISWA MELALUI LAYANAN INFORMASI BERBANTUAN AUDIOVISUAL. *GUSJIGANG Counseling Journal*. Vol.2No.2 (July-December 2016). Print ISSN 2460-1187, Online ISSN 2503-281X. pp. 182-189
- Bezzina, C and Paul Pace. (2006). *School Improvement, School Effectiveness or Scholl Development, Creating Sustainable Environments in Our Schools*. Stoke on Trent: Trentham Books, 2006, 11–28.
- Fahrizandi. (2020). Pemanfaatan Teknologi Informasi di Perpustakaan. *Tik Ilmeu : Jurnal Ilmu Perpustakaan dan Informasi IAIN Curup*. Vol. 3, NO.2,2019. p-issn: 2580-3654; e-issn: 2580-3662. pp. 159-192
- Halsey, Mark and White, Rob. (1998). “Crime, Ecophilosophy and Environmental Harm,” *Theoretical Criminology*2. Volume 2 issue. 3 (1 August 1998): 345–371, <https://doi.org/10.1177/1362480698002003003>.
- Iswanto, R., Wince, E.&Marleni (2019). Optimalisasi Pemanfaatan Aplikasi SLiMS dalam Meningkatkan Kinerja Pustakawan pada Perpustakaan Institut Agama Islam Negeri Curup. *Tik Ilmeu :Jurnal Ilmu Perpustakaan dan Informasi IAIN Curup*. Vol. 3, NO.2,2019. p-issn: 2580-3654; e-issn:2580-3662. pp 159-192
- Khasanah, D. R. A. U., Pramudibyanto, H., & Widuroyekti, B. (2020). Pendidikan Dalam Masa Pandemi Covid-19. *Jurnal Sinestesia*, 10(1), 41-48. <https://sinestesia.pustaka.my.id/journal/article/view/44>
- Mulyadi. (2016). *Pengelolaan Perpustakaan Digital*. Palembang: Noerfikri Offset. p.147
- Saleh, A. R. (2005). *Pendayagunaan Layanan Perpustakaan Berbasis Teknologi Informasi*. https://www.researchgate.net/publication/277062527_Pendayagunaan_Layanan_Perpustakaan_Berbasis_Teknologi_Informasi. Accessed on 9 December 2020
- Widayanti, Yuyun. (2015). *Pengelolaan Perpustakaan Digital*. <https://journal.iainkudus.ac.id/index.php/Libraria/article/viewFile/1579/1448>. Accessed on 30 November 2020
- Law Number 32 of 2009 concerning Environmental Protection and Management.
- Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System.
- Law No. 14 of 2005 on Teachers and Lecturers.
- Regulation of the Minister and Culture of the Republic of Indonesia Number 49 of 2014 concerning National Education Standards.