

2020 LIBRARY PERSONNEL TECHNICAL GUIDANCE NEED ASSESSMENT SURVEY IN INDONESIA

Kamilah Kinanti and Sulastari

Center for Librarian Development, National Library, Indonesia

kinanti.kamilah@gmail.com

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Abstract

Library Staff Technical Guidance is an activity carried out by the National Library of Indonesia through the Librarian Development Center (P3) unit as an effort to fulfill its responsibilities as a supervisory agency. With a target of thousands of participants from all provinces in Indonesia, the Bimtek for Library Staff spends a lot of energy and money. Therefore, it will be very unfortunate when the implementation is not right on target. To avoid this, organizers need to prepare the best possible planning, one of which is by assessing the need for technical guidance materials that match the interests and needs of participants. Through this research, the authors carried out a need assessment which was the first time it had been carried out at Bimtek unit P3 which involved librarians and library staff on a national scale. The research was conducted using a descriptive quantitative approach, and a survey method on 2,080 respondents who are librarians in Indonesia. The questionnaire was developed by adopting the Indonesian National Work Competency Standards in the Library sector. The result shows that the most chosen Key Function is Library Information and Communication Technology.

Keywords: *technical guidance for librarians; library staff; needs assessment*

PREFACE

Libraries have many new potentials and challenges. In addition to being an organization that manages printed works and other forms of human creation, libraries also play a role in supporting a culture of reading and lifelong learning (Republic of Indonesia, 2007). When collections begin to switch to digital form, the physical library building has the potential to be empowered as a co-working space (Lupita, 2017). In addition, libraries can also support the acceleration of community socio-economic development through the transformation of services based on social inclusion (Utami, 2020). With these various potentials and role transformations, it is of course important to accompany them with qualified HR capabilities. The National Library of the Republic of Indonesia has provided information on how to become a good library manager through the Decree of the

Minister of Manpower of the Republic of Indonesia Number 236 of 2019 concerning Establishment of Indonesian National Work Competency Standards for the Category of Arts, Entertainment and Recreation Main Groups of Libraries, Archives, Museums and Other Cultural Activities in the Library Sector. The standard describes job descriptions, competency elements, and performance criteria (a brief process of how to work on competency elements). In addition to efforts to formulate competency standardization, another thing that is also being done by National Library of Indonesia is by holding various forms of training for library staff in Indonesia. One of the training conducted by the National Library of Indonesia through the Central Librarian Development Unit (hereinafter referred to as the P3 Unit) is Technical Guidance for Library Personnel (hereinafter referred to as Bimtek). Bimtek Unit P3 started in 2018 until now, carried

out in 34 provinces in Indonesia involving at least 3000 librarians and library staff. Different from the format of education and training (diklat), Bimtek is carried out with a shorter duration, and Bimtek by the P3 Unit itself is carried out for 2 days with 2 different materials each day.

In the course of Bimtek Unit P3 2018-2019, the selection of Bimtek materials has not been carried out in a structured manner through a needs analysis process. According to Yousif, et al. (2019), training needs analysis is the right step for designing the right training, cost-effective, and setting clear priorities in order to achieve specific knowledge, expertise, and practice. According to Nagarajan, et al. (2012) a needs analysis is carried out to provide evidence of an assessment of where an organization should focus before pursuing knowledge management, needs analysis also reveals knowledge components, gaps in knowledge components, reasons for gaps to occur, and solutions to these gaps. Therefore, the writer is interested in conducting a Bimtek needs analysis as a database for decision making in determining Bimtek material in 2020. The author designed this research to be conducted on respondents who are Library Staff in Indonesia. The formulation of the problem that the writer wants to solve in this study is what library management materials are needed by the respondents. The purpose of this study is to find out and provide recommendations for Bimtek material for librarians.

LITERATURE REVIEW

a. Library Personnel

Referring to RI Law no. 43 of 2007 concerning Libraries, library staff in Indonesia are divided into two, namely librarians and library technical staff. A librarian is someone who has competence obtained through librarianship education and/or training, and has the duties and responsibilities to carry out library management and services. A librarian must meet the minimum academic qualifications of diploma two (D-II) in the field of library from an accredited tertiary institution. In addition to library science education, a librarian

can have education outside the library field with the requirement of passing library education and training. Meanwhile, library technical staff are non-librarian staff who technically support the implementation of library functions, for example, computer technical personnel, audio-visual technical personnel, and administrative technical personnel. Library technical staff carry out activities that are helpful in the functional work carried out by librarians in carrying out the functions and duties of the library.

b. The National Library of the Republic of Indonesia as the Librarian Advisory Agency

The National Library of Indonesia is Non-Departmental Government Institutions (LPND) that carry out governmental duties in the field of libraries that function as supervisor libraries, reference libraries, deposit libraries, research libraries, preservation libraries, and library network centers, and are domiciled in the national capital (Republic of Indonesia 2007). One of the main tasks of the National Library of Indonesia is to carry out the function of developing Human Resources. This development is carried out by increasing the skills/abilities of librarians through various education and training activities in the field of library science, for example library training, library automation courses, bibliography courses, conservation training, etc. The Librarian Development Center (P3) is a work unit of the National Library of Indonesia whose job is to provide guidance and development to librarians and library staff. P3 is tasked with providing guidance through various activities such as certification, competency tests, librarian policy formulation, librarian assessment teams, technical guidance, librarian inventory, librarian workshops and other activities.

c. Library Staff Technical Guidance

RI Law No. 43 of 2007 article 33 paragraph 2 explains that education to foster library staff is carried out through formal and/or non-formal education. Meanwhile, non-formal education according to Government Regulation No. 19 of

2005 article 1 is an educational pathway outside of formal education that can be implemented in a structured and tiered manner. Sulfemi (2018) explains that non-formal education has flexible characteristics because it can be organized according to the potential and needs of the community, there are no age restrictions, practical subject matter is adapted to pragmatic needs, education time is short and material dense, etc. A different, more specific opinion was conveyed by Notoatmodjo (in Santoso 2012) that education is generally related to preparing the workforce needed by an agency or organization, while training focuses more on improving the abilities or skills of employees who have occupied a particular position or task. In education, the orientation is more on the development of general abilities, while the training orientation is more on the ability to carry out tasks (job orientation). Based on the explanations above, Bimtek P3 activities can be included in the category of non-formal education or training.

Apart from being the obligation of the supervisory agency, Bimtek also has many positive benefits for the participants themselves. Developing a professional career is a strategy to improve self and professional existence, one of which can be done by attending education and training in the field of library, documentation and information (Sulistiyowati in Nashihuddin 2015). Mandernack (1990) in the results of his study of bibliographic instruction also revealed that self-study and workshops are the methods most often used to study a field of work in the library, but there is a classic problem with this method, namely it is difficult to maintain the awareness and spirit of broad knowledge that strongly to HR regarding the development and ongoing practice of the training provided.

Guo, Huang, & Lu (2014) in their research on CALIS Phase III "library literacy training and qualification certification" training in 2012 on 197 campuses in China, revealed that when compiling curriculum and training methods, program heads, managers, and CALIS training

implementer learning from abroad, as well as exploring experiences in their respective institutions related to the librarian professional qualification system, so that 6 learning modules are enriched with practical ideas such as case studies, observations, more than 30 interactive class procedures, more than 20 seminar topics, and complementing classes discussion platform. The variety of types, content, and teaching practices of this training made 97.85% of the 322 respondents satisfied with the CALIS training. Sarkar (2013) in his research on 111 respondents from 17 different factories in India, found that out of 17 sample factories, only 9 factories followed a systematic form of training needs assessment, whereas the others only considered training as a motivational tool and fulfilled training industry norms 48 hours for each employee. The reflection of the two studies above is that of course the training participants and the implementing organizations want the training to be carried out to give satisfaction to all parties involved, not the other way around it takes a lot of effort and ends up being ineffective and a mere formality. Therefore, the authors believe that careful training preparation will definitely have an impact on the training as a whole, and a needs analysis at the preparatory stage is one of the right steps to take. found that out of 17 sampled factories, only 9 followed a systematic form of training needs assessment, whereas the others only considered training as a motivational tool and complied with the industry norm of 48 hours of training for each employee. The reflection of the two studies above is that of course the training participants and the implementing organizations want the training to be carried out to give satisfaction to all parties involved, not the other way around it takes a lot of effort and ends up being ineffective and a mere formality. Therefore, the authors believe that careful training preparation will definitely have an impact on the training as a whole, and a needs analysis at the preparatory stage is one of the right steps to take. found that out of 17 sampled factories, only 9 followed a systematic form of training needs assessment, whereas the others only considered training as

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d. Training Need Assessment

Training needs analysis or Training Needs Assessment (TNA) is a process that allows us to determine the types of knowledge, skills, abilities that can be achieved through learning. TNA is used to determine required training and identify knowledge gaps between employee skills in carrying out their duties (Sunnyoto, et al 2020). Du Plessis et al. (2010, in Abebe, et al. 2019) argues that a needs assessment is useful for finding out whether a training is needed, and

if it is needed, then where, when and how it is executed. Training needs analysis is the right step for designing the right training, cost effective, and setting clear priorities in order to achieve specific knowledge, skills, and practices (

Yousif, et al. (2019). In Nagarajan's study, et al. (2012) regarding knowledge management, a needs analysis was conducted to provide evidence of an assessment of where organizations should focus before pursuing knowledge management, the needs analysis they carried out also revealed the knowledge component, the gaps in the knowledge component, the reasons for the gaps, and the solutions to these gaps.

Other issues surrounding the urgency of TNA are also reflected in the Continuing Professional Development (CPD) compiled by IFLA (2020) which confirms that need assessment is one of the strengthening points of the CPD mechanism. IFLA divides CPD best practices for various stakeholder roles: 1) The learner, 2) The employer, 3) Professional associations, consortiums, and government agencies, 4) Library/Information Science degree-granting programmes, and 5) Service providers. Reflecting on the division of roles, the P3 Unit has a dual role as the employer and government agency, where the best practices for organizing CPD for this role include 1) Establishing a routine needs assessment system based on employee performance reviews in relation to the mission and objectives of the institution, which results in a plan learning for individuals and staff as a whole;

There are many training needs analysis models, Sunyoto et al. (2020) in his research on literature studies described a number of TNA models which were broadly divided into macro and micro approaches. Macro TNA relies on the needs of the organization/company in general, so it is also known as Organization-based Analysis, the analysis can be done with data sources such as vision organizational mission, organizational financial reports, cultural change,

technology, etc. Meanwhile, micro TNA relies on the needs of special groups consisting of: 1) Task-based analysis whose main focus is whether the standard of skills required in a job already has the position holder or not and; 2) Personal-based analysis whose main focus is whether employees are able to carry out work according to demands or not. Micro TNA can use data sources from job descriptions, performance standards, performance evaluations, job observations, interviews, questionnaires, and checklists.

Santoso (2012) states that librarian training programs should be outlined in a library strategic plan (renstra) based on:

1. Library needs can be obtained through organizational analysis, namely related to the issue of librarians who need education and training, then considering costs, tools and equipment needed, analyzing the organizational climate of the library, then collecting data through questionnaires, interviews or observation
2. Task requirements, can be obtained through job analysis (job analysis), which is related to the problem of what material must be provided in education and training so that librarians are able to carry out librarian work tasks effectively, data collection is obtained through personnel tests, interviews, recommendations, evaluations work colleague.
3. The needs of librarians, can be obtained through personal analysis (private analysis), which is related to who needs education and training, as well as the types of education and training needed, the data is obtained through a competency diagnosis of each librarian through achievement tests, observations and interviews.

The author found several studies regarding training needs analysis within the scope of libraries inside and outside Indonesia. In the college library, Qodir, et al. (2019) conducted a training needs analysis through a census of 16

librarians at the Bogor Agricultural Institute (IPB) Library with the framework of SKKNI No. 83 of 2012, the average level of actual core work competence of IPB librarians is above the ideal work competence, but there are still gaps in 1) Skilled Librarians, namely internet network competence for library services and maintenance of library materials, 2) Librarian experts in information literacy competencies, procurement of library materials, internet network for library services, and subject cataloging. Abebe, et al. (2019) conducted research related to TNA at the Agriculture and Veterinary Medicine Library, Jimma University College. The results showed that the majority of respondents understood the importance of training to develop employ ability, new knowledge and skills for promotion. However, from the results of interviews there was still little attention from the manager regarding TNA, so it was concluded that the faculty's library management failed to evaluate the work of each individual as a basis for determining training needs. In addition, in this study no final recommendations were obtained regarding the materials most needed by the respondents.

In special libraries, Khan & Rafiq (2013) conducted a survey of 179 respondents from 3 librarian courses at the Pakistan Academy for Rural Development (PARD), the result was that 38.76% of respondents felt they lacked the knowledge and skills needed to carry out their work effectively 50.84% of respondents believed that management and leadership skills were lacking in the library and information science profession, while in terms of training styles and learning methods, 78.21% of respondents preferred practical work methods.

On the Indonesian national scale, Sudarto & Makarim (2015) in a self-assessment survey of 242 random respondents revealed that there is a need for training in 3 groups of general, core, and special competency components with the framework of SKKNI Number 83 of 2012 in 34

provinces in Indonesia, respondents who have not competent as much as 83.21% in the competency unit conducts descriptive cataloging, then respondents who need training are 35% -80% with priority on information literacy training, library research, complex information retrieval, and improvement of library materials. The novelty of this research is that it is the most recent year of implementation when compared to research with similar topics on a national scale—while the number of national-scale TNA research by librarians themselves is still small. Then,

e. Indonesian National Work Competency Standards

The Indonesian National Work Competency Standards (SKKNI) is a reference for a profession in compiling national qualification levels, organizing professional education and training, competency testing, and professional certification in Indonesia. For the scope of the library, the current SKKNI is contained in the attachment to the Decree of the Minister of Manpower of the Republic of Indonesia Number 236 of 2019 concerning the Establishment of Indonesian National Work Competency Standards for the Category of Arts, Entertainment and Recreation Main Groups of Libraries, Archives, Museums and Other Cultural Activities in the Library Sector. The main objective of SKKNI Number 236 of 2019 is to manage libraries professionally with a standardized system to meet the educational, research, preservation, information and recreational needs of users. In SKKNI Number 236 of 2019, competency mapping is divided into 7 Key Functions, 27 Main Functions, and 116 Basic Functions. Then, the competency mapping is described again in the form of competency units with explanations of competency elements and performance criteria. The following are the 7 Key Functions and 27 Main Functions which became the author's basis for preparing the questionnaire framework:

Table1.Key Functions and Main Functions of SKKNI in Library Sector

No	Lock Function	The main function
1.	Library collection development	<ol style="list-style-type: none"> 1. Develop a library collection development policy 2. Carry out the development of library collections 3. Evaluating the development of library collections
2.	Organizing Library Materials	<ol style="list-style-type: none"> 1. Develop policies on organizing library materials 2. Implement descriptive cataloging 3. Carry out subject cataloging 4. Implement computer-based cataloging 5. Carry out post-catalogue 6. Creating secondary literature as a means of information retrieval 7. Create control headers
3.	Library Services	<ol style="list-style-type: none"> 1. Develop library service policies 2. Carry out library services 3. Develop information literacy skills 4. Carry out information repackaging 5. Carry out promotion of library services
4.	Preservation of Library Materials	<ol style="list-style-type: none"> 1. Develop policies on the preservation of library materials 2. Implement disaster management in the library 3. Carry out physical preservation of library materials 4. Carry out the preservation of information library materials
5.	Professional Development and Librarianship System	<ol style="list-style-type: none"> 1. Conducting librarian studies 2. Writing librarianship papers 3. Develop librarianship through training and teaching
6.	Library Management	<ol style="list-style-type: none"> 1. Make a library plan 2. Carry out library management 3. Carry out supervision of library management
7.	Application of library information and communication technology	<ol style="list-style-type: none"> 1. Develop information and communication technology-based library information systems 2. Utilizing information communication technology for libraries

Source:SKKNI Number 236 of 2019

RESEARCH METHODS

This study uses a quantitative approach to the survey method. The survey was conducted to describe the trend of Bimtek material needs for Library Staff in Indonesia. The survey instrument was built from Key Functions and material development from the Main Functions of the Librarian Competency Standards contained in the Decree of the Minister of Manpower of the Republic of Indonesia Number 236 of 2019. Of the 7 functions contained, in this study the authors only used 6 functions due to the Key Functions of Professional Development and Systems Librarianship has a range of upper middle ability

levels, while Bimtek is held for a wide range of participants and various levels of ability.

The questionnaire consists of three parts. Part I profile of respondents. Part II training recommendations based on the 6 Key Functions of SKKNI in the Library Sector, namely the development of library collections; organizing library materials; library services; preservation of library materials; library management; and application of information and communication technology. Then Part III is training material from the Main Function of SKKNI in the Library Sector. Respondents can only choose one Key Function and Main Function.

The population of this research is all library staff in Indonesia, except librarians at the National Library of Indonesia who are not included in the 2020 Bimtek participant target. Respondents were selected by sending e-mails to 3,000 library staff from 34 provinces in Indonesia and various type of library, 3,000 prospective respondents were randomly selected from the library staff database of the National Library of Indonesia as of December 2019. From 3,000 e-mails sent, 2,080 library staff were obtained who were willing to volunteer as respondents. The sampling technique uses the accidental sampling method, namely library staff who accidentally get information about filling out the survey and are willing to voluntarily become respondents (Morissan, 2018). Researchers disseminated the link for filling out the questionnaire via WA, social media, and writing to the Provincial Library Service to help disseminate the link for filling out the questionnaire to the librarians under their supervision.

Data collection was carried out on January 21-27 2020 online via the Survey Monkey platform. Data were analyzed using descriptive statistical methods which function to provide an overview of library management materials needed by library staff through data from this research sample without drawing conclusions that apply to the (general) population (Sugiyono, 2019).

RESULTS AND DISCUSSION

a. Respondent Profile

Respondents in this study consisted of 2080 librarians from all provinces in Indonesia. Most of the 280 respondents (13.5%) came from East Java Province, followed by Central Java Province 203 (9.8%) and West Java Province (8.1%). Table 2 displays the number and province of origin of the respondents. As for this research, it succeeded in getting librarian respondents from all provinces in Indonesia.

Table2.Number and province of origin of the respondents

No	Province	Frequency	Percentage (%)
1	aceh	58	2,8
2	Bali	13	0,6
3	Banten	82	3,9
4	Bengkulu	81	3,9
5	Special Region of Yogyakarta	38	1,8
6	DKI Jakarta	55	2,6
7	Gorontalo	17	0,8
8	Jambi	74	3,6
9	West Java	169	8,1
10	Central Java	203	9,8
11	East Java	280	13,5
12	West Kalimantan	90	4,3
13	South Kalimantan	19	0,9
14	Central Kalimantan	21	1
15	East Kalimantan	30	1,4
16	North Kalimantan	24	1,2
17	Bangka Belitung Islands	77	3,7
18	Riau islands	39	1,9
19	Lampung	38	1,8
20	Maluku	23	1,1
21	North Maluku	17	0,8
22	West Nusa Tenggara	34	1,6
23	East Nusa Tenggara	161	7,7
24	Papuan	7	0,3
25	West Papua	1	0
26	Riau	110	5,3

27	West Sulawesi	29	1,4
28	South Sulawesi	49	2,4
29	Central Sulawesi	5	0.2
30	Southeast Sulawesi	39	1,9
31	North Sulawesi	17	0.8
32	West Sumatra	49	2,4
33	South Sumatra	65	3,1
34	North Sumatra	66	3,2
Total		2080	100

Source: Primary Data, processed in 2020

Library personnel consist of librarians and library technical staff (RI Law No. 43/2007, article 29 paragraph 1). In this study, both types of librarians were involved as respondents.

More than half of the respondents (53%) were librarians at the school library, followed by librarians at the public library (20%), and the third most were university librarians (16.8%).

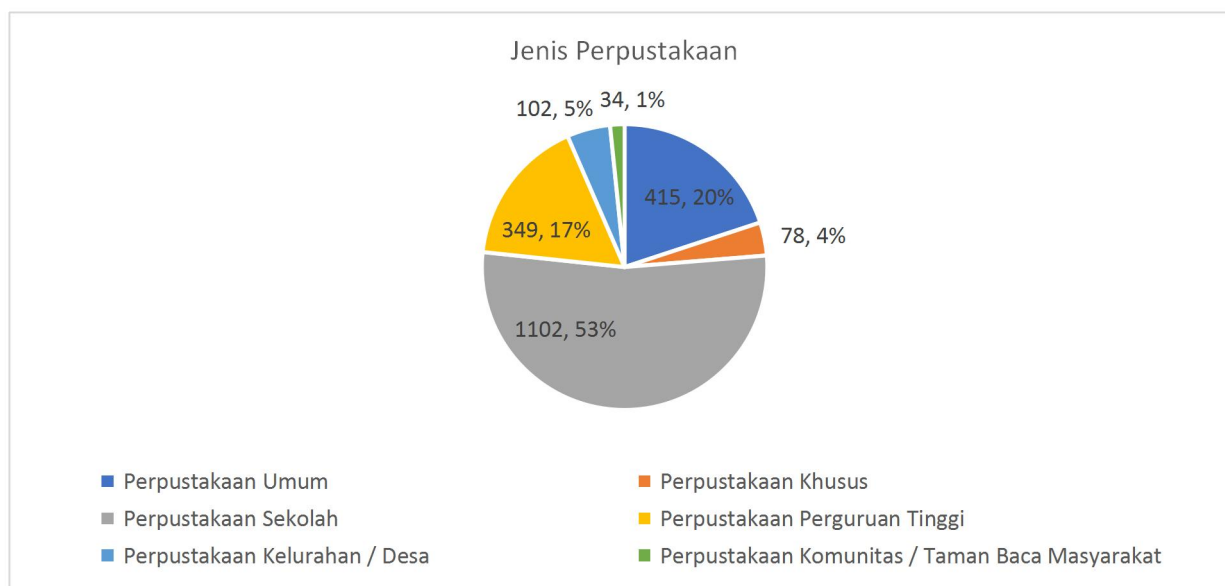


Figure 2. Number of Respondents by Type of Library

Source: Primary Data, processed in 2020

Temp agency At librarian work categorized into two types, namely private agencies and private agencies. In this study, librarians in state agencies (77.2%) were dominated, while the rest (22.8%) worked in private institutions. This certainly intersects with the respondents who mostly work in school libraries and public libraries where most of them are government-managed institutions.

In terms of educational background, the lowest last education of the respondents was Junior High School (SMP) as much as 0.1%. Meanwhile, the highest last education of the respondents was Doctoral Degree in Non-Library Science (2 librarians)—the smallest part

of the respondents. This shows that there is a very high educational background gap among library staff in Indonesia. Even so, the Bachelor's level of education (S1) is the level most respondents choose as their last education. 29.6% of the respondents were graduates of Non-Library Science S1 and 20.1% of respondents were S1 Library Science graduates. In addition, when viewed from the scientific background of the respondents, only 801 respondents (38.5%) of respondents were graduates with library science studies.

b. Description of the Need for Training Materials

In the literature study section, the authors found two training needs assessment studies that had been conducted in Indonesia by Sudarto & Makarim (2015) and Qodir, et al. (2019) using SKKNI No. 83 of 2012. Therefore, this research can be an update of the two studies because it uses SKKNI Number 236 of 2019 which is an update of SKKN Number 83 of

2012, so that it can provide more relevant data according to current conditions. Of the 6 recommendations for areas of work in the library based on the Key Functions of SKKNI in the Library Sector, the majority of respondents chose the Key Functions of Library Information and Communication Technology (37.7%) as the field of work most needed for training. This is in contrast to the Key Functions of Library Collection Preservation which was only chosen by 5.1% of respondents.

Table 3. Library Management Material Required by Respondents Based on SKKNI Key Functions

No	Field of Training	Frequenc y	Percentage (%)
1	Library Information and Communication Technology	784	37,7
2	Library Collection Development	222	10,7
3	Library Collection Preservation	106	5,1
4	Library Management	402	19,3
5	Organizing Library Materials	170	8,2
6	Library Services	396	19
Total		2080	100

Source: Primary Data, processed in 2020

To get a clearer picture regarding the training needed by library staff in Indonesia, respondents were asked to choose 1 of 32

training materials covered in the training field they had chosen, the authors obtained the following results.

Table 4. Number of respondents based on Main Function of SKKNI

No	Theory	Frequenc y	Percentage of all fields (%)
1	Library Automation	346	16,6
2	Procurement of library materials according to the needs of users	222	10,7
3	Repository Management and e-resources in the Library	140	6,7
4	Entrepreneurship for Library Services and Products	128	6,2
5	User Guidance	128	6,2
6	ISO 11620 : 2014 Information and Documentation – Library Performance Indicators	126	6,1
7	Spatial Planning to Attract Users	112	5,4
8	Making Multimedia Products for Library Promotion	107	5,1
9	Classification of Library Materials and Subject Notation	100	4,8
10	Using the Library Budgeting Application	87	4,2

Source: Primary Data, processed in 2020

Table 4 shows the 10 training materials most needed by librarians from all training fields. The three most frequently chosen training materials by respondents is Library Automation respondent (16.6%), Procurement of Library

Materials According to Readers' Needs (10.7%), and Management of Repositories and e-resources in Libraries (6.7%). These results are similar to a study conducted by Qodir, et al. (2019) where skilled librarian respondents and

expert librarians chose the internet network - something the authors value is still related to the field of technology, as one of the materials that becomes a competency gap in themselves.

In addition, even though it occupies position 4 as a required training field because there is only one choice material in the Library Material Development field (see table 1 and table 4), automatically all respondents who choose this field will choose the Material Library Material Procurement As Needed Librarians can therefore occupy position 2—different from other fields which have more than one choice of training material which makes the choice of librarians more distributed. However, this study did not show a tendency if the more choices of material, the more evenly distributed the choices of librarians for training materials. Besides that, still based on research by Qodir, et al. (2019),

Furthermore, the Field of Organizing Library Materials occupies position 4 in the choice of training fields, but the material in this field is Classification of Library Materials and Subject Notation occupies position 9 as the

material most needed by respondents. This is due to the uneven distribution of the frequency of choice of material in this field, in fact the material that came in second place was only chosen by 26 librarians (about a quarter of the total number of respondents who chose material classification).

Regarding the results of previous research which was also on a national scale by Sudarto & Makarim (2015), the competency unit conducting descriptive cataloging was not included in the top 10 materials most chosen by respondents, this could indicate that in the period 2015-2020, there was a shift in trends or needs training for librarians in Indonesia.

c. Choice of Training Materials in Each Field

In the field of Library Information and Communication Technology, the majority (44.1%) of respondents chose library automation material. Followed by material management of Repositories and e-resources in Libraries (17.9%), and Production of Multimedia Products for Library Promotion (13.6%).

Table 5. Respondents on Information and Communication Technology Library material

No	Theory	Frequency	Overall percentage (%)	Percentage in Library ICT field (%)
1	Library Automation	346	16,6	44,1
2	Repository Management and e-resources in the Library	140	6,7	17,9
3	Creating a Library Website	76	3,7	9,7
4	Use of Anti-Plagiarism and Citation Management	25	1,2	3,2
5	Preparation and Submission of Advanced Presentation Materials	16	0,8	2
6	Management of Library Social Media Accounts	25	1,2	3,2
7	Making Multimedia Products for Library Promotion	107	5,1	13,6
8	Management of Electronic Journals in Libraries	49	2,4	6,3
Total		784	37,7	100

Source: Primary Data, processed in 2020

In the field of Library Collection Development training, respondents who could only have one training material, so that the material for Procurement of Library Materials According to the Needs of Readers was

automatically the most chosen material, namely 222 respondents chose this material.

Furthermore, in the Library Collection Preservation training field, the majority of respondents (45.3%) chose library material

maintenance training materials (45.3%) in the Library Collection Preservation field, followed

by Media Transfer and Preservation materials for Anticipation of Natural Disasters (29.2 %).

Table 6. Respondents on Library Collection Preservation material

No	Theory	Frequency	Overall percentage (%)	Percentage in Library Collection Preservation (%)
1	Library Material Treatment	48	2,3	45,3
2	Media Transfer and Preservation to Anticipate Natural Disasters	31	1.5	29,2
3	Binding of Library Materials to Reduce the Risk of Destroying Library Materials	15	0.7	14,2
4	Layout of Library Materials	12	0.6	11,3
Total		106	5,1	100

Source: Primary Data, processed in 2020

Interesting results are shown in the choice of material needed by respondents in the field of Library Management. There is only a slight difference between the first and second positions of the materials that are most needed by librarians in this field. The first position was obtained by Entrepreneurship material for

Services and Products and Libraries, which was selected by 128 respondents, then ISO 1160: 2014 Information and Documentation – Library Performance Indicators material was selected by 126 respondents. This shows that there is almost equal interest from librarians towards the two training materials.

Table 7. Respondents on Library Management material

No	Theory	Frequency	Overall percentage (%)	Percentage in Library Management (%)
1	Entrepreneurship for Library Services and Products	128	6,2	31.8
2	ISO 11620 : 2014 Information and Documentation – Library Performance Indicators	126	6,1	31,3
3	Using the Library Budgeting Application	87	4,2	21,6
4	ISO 16439 : Information and Documentation – Methods and procedures for assessing the impact of libraries	61	2,9	15,2
Total		402	19,4	100

Source: Primary Data, processed in 2020

Next is the field of Organizing Library Materials. In this field, there is a very large gap in the frequency of materials chosen by librarians. This can be seen from the training material for Classification of Library Materials

and Subject Notation which was selected by 100 respondents, while the Indonesian Language training material according to PEUBI was only selected by 1 respondent.

Qabel 8. Respondents on the material Organizing Library Materials

No	Theory	Frequency	Overall percentage (%)	Percentage in the field of Organizing Library Materials (%)
1	Classification of Library	100	4,8	58,8

	Materials and Subject Notation			
2	Descriptive Cataloging	24	1,2	14,1
3	Use of RDAs	22	1,1	12,9
4	Creating a User Guide	13	0,6	7,6
5	<i>Copy Cataloging</i> and Use of MARC/Dublin Core	4	0,2	2,4
6	Speed Reading and Annotation	4	0,2	2,4
7	Abstract Creation	2	0,1	1,2
8	Speak Indonesian according to PUEBI	1	0,05	0,6
Total		170	8,25	100

Source: Primary Data, processed in 2020

The last is the field of Library Services. The selection of material in this field also shows that there is a significant difference in frequency between the required training materials. Library Guidance training materials occupy the first position as the most needed materials (32.8%),

followed by Spatial Planning training materials to Attract Readers (28.7%), and Library Cooperation (13.8%). Meanwhile, less than 5% of the respondents chose this field for Storytelling and Disability Services training materials.

Table 9. Respondents on Library Service materials

No	Theory	Frequency	Overall percentage (%)	Percentage in the field of Library Services (%)
1	User Guidance	128	6,2	32,8
2	Spatial Planning to Attract Users	112	5,4	28,7
3	Library Cooperation	54	2,6	13,8
4	User Information Needs Analysis	41	2	10,5
5	Library Promotion through Exhibitions	22	1,1	5,6
6	<i>Story telling</i>	19	0,9	4,9
7	Disability Services	14	0,7	3,6
Total		390	18,9	100

Source: Primary Data, processed in 2020

Based on the explanation of the tables above, from the 6 Key Functions and 32 materials resulting from the development of SKKNI Main Functions item No. 236/2019 in the Library Sector, the 3 training materials most chosen by respondents were 1) Library ICT Sector: Library Automation (16.6%); 2) Library Collection Development Sector: Procurement of Library Materials According to User Needs (10.7%); and 3) Library ICT Sector: Management of Repositories and e-resources

in Libraries (6.7%). Meanwhile for each Key Function, the most chosen training materials were library automation (Library Information and Communication Technology Sector), procurement of library materials according to the needs of users (Library Collection Development Sector), maintenance of library materials (Library Collection Preservation),

From these data, an illustration is obtained that the need for Library ICT materials is very prominent, even two materials in the Library

ICT field are included in the top 3 most selected materials. The need for training in the Library ICT field is in line with the results of research conducted by Qodir, et al. (2019) which shows that both skill librarians and expert librarians at the IPB Library have gaps in internet network competence for library services, where these skills are also related to the ICT field. Thus, it can be assumed that during the Qodir study, et al. (2019) and this research (2020), Library ICT is still a topic that is needed by librarian respondents. However, there are still many other considerations that can influence the determination of Bimtek or training topics, such as the availability of teachers who master the selected material, the availability of training supporting learning facilities (especially if the material really requires practice with special equipment or technology), as well as the special conditions that occur in each class. regions, considering that Indonesia is an

archipelagic country with different potential obstacles in each region.

d. Conclusion

Based on the results of this survey, it can be concluded that of the 6 Key Functions and 32 materials resulting from the development of SKKNI Main Functions item No. 236/2019 in the Library Sector, the 3 training materials most chosen by respondents were 1) Library Automation (16.6%); 2) Procurement of library materials according to the needs of users (10.7%); and 3) Management of Repositories and e-resources in Libraries (6.7%). This shows that materials related to Library Information and Communication Technology are materials that are really needed by respondents. The results of this research can be used as a basis for determining Bimtek materials or training in other areas of the library.

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