

Establishing Knowledge Centers: Applying The CIPPO Evaluation Model to Enhance The Efficiency of Libraries at Islamic Schools

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Abstract

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The library plays a crucial role as the nucleus of academic knowledge and necessitates efficient management for the learning process. This study aims to assess how legal principles are implemented as guidelines for the structure and administration of school libraries, particularly within the Al-Hasanah Foundation. This evaluation is based on compliance with Regulation Number 12 of 2017, issued by the Head of the National Library of the Republic of Indonesia, delineating national library standards. Employing a qualitative and evaluative research approach, this study applies the CIPPO assessment model to monitor and evaluate the operational features of the library. Evidence suggests that the Al-Hasanah Foundation Library needs to adequately meet the predetermined criteria due to a shortage of personnel, resulting in inefficiencies in executing duties, providing services, and implementing school library initiatives. Despite these challenges, the Al-Hasanah Foundation Library effectively addresses the information needs of its users, especially in acquiring library resources. The highlighted constraints significantly impact visitor engagement, underscoring the necessity of resolving human resource limitations to enhance library performance.

Kata kunci:

Manajemen,
Perpustakaan Sekolah, Model
Penilaian CIPP.

Abstrak

Perpustakaan memainkan peran vital sebagai pusat pengetahuan akademis dan memerlukan manajemen yang efektif untuk proses pembelajaran. Tujuan dari penelitian ini adalah untuk mengevaluasi bagaimana prinsip-prinsip hukum diterapkan sebagai pedoman untuk struktur dan administrasi perpustakaan sekolah, khususnya di Yayasan Al-Hasanah. Penilaian ini didasarkan pada kepatuhan terhadap Peraturan Nomor 12 tahun 2017, yang dikeluarkan oleh Kepala Perpustakaan Nasional Republik Indonesia, yang menguraikan standar nasional untuk perpustakaan. Penelitian ini menggunakan model penilaian CIPPO untuk memantau dan mengevaluasi fitur operasional perpustakaan, dengan pendekatan penelitian kualitatif dan evaluatif. Bukti menunjukkan bahwa Perpustakaan Yayasan Al-Hasanah belum sepenuhnya memenuhi kriteria yang ditentukan karena kekurangan personel, yang menyebabkan ketidakefektifan dalam menjalankan tugas, memberikan layanan, dan mengimplementasikan inisiatif perpustakaan sekolah. Meskipun menghadapi kesulitan ini, Perpustakaan Yayasan Al-Hasanah efektif memenuhi kebutuhan informasi penggunaannya, terutama dalam mendapatkan sumber daya perpustakaan. Batasan yang disorot memiliki dampak signifikan pada keterlibatan pengunjung, menyoroti perlunya mengatasi kendala sumber daya manusia untuk meningkatkan kinerja perpustakaan.

INTRODUCTION

A library is an institution that professionally manages written, printed, and recorded works using standardized systems (Bryson, 2017). The library plays a crucial role in educating individuals of all ages and enriching collective intelligence through active user participation. The government diligently strives to enhance the quality of life by preserving cultural heritage and scientific documentation for easy accessibility when needed (S.N. & Padmakumar, 2011). As an advocate for literacy and knowledge, schools are responsible for the management of the library, ensuring optimal impact through ongoing activities such as cultivating reading habits, providing effective reading strategies, and fostering a culture of knowledge sharing (Lavadenz & Armas, 2024).

However, in practice, library services in Indonesia face various challenges, including financial, human resources, bureaucratic, physical, and information resource issues (Sudrajat et al., 2023). The lack of control in library management has led to many libraries in Indonesia not fully meeting established standards (Sudrajat et al., 2023; Suni Astini, 2020; Webber & Peters, 2010). Research findings (Azizah & Widodo, 2018) indicate that many libraries encounter obstacles such as a shortage of librarians, limited learning resources, and ineffective distribution of guidebooks, resulting in low library services in schools (Kont, 2024). Other studies find that libraries have not been able to promote literacy among primary school students (Damayanti & Suharso, 2022). The library's function is also limited to providing book borrowing services, while its potential as a learning medium in schools, supporting digital literacy, and serving as a reference in learning activities is not fully utilized (Zakiah, 2022). Therefore, the government strongly promotes mandatory reading programs as a strategic step to instill a culture of reading through the development and optimization of library roles (Sucozhañay et al., 2014). This initiative is regulated and supported by laws that establish standards for library management and services.

The question arises: to what extent have libraries met government standards (Tahmidaten & Krismanto, 2020)? This requires regular monitoring and evaluation to measure progress. Monitoring provides an evaluative overview of actions or policies that can be identified to address emerging or existing issues, offering alternative decision-making options. In the review process, an analysis of the outcomes of previous modifications, both intentional and unintentional, will generate outputs and results that can be compared during the initial planning phase.

Therefore, researchers conducted a study to assess the extent to which the legal framework governing management is implemented as a benchmark for organizing and overseeing secondary school libraries in the Al-Hasanah Foundation Library. The legal basis used in this study includes the Republic of Indonesia National Library Regulations, specifically Number 2 of 2021 concerning the Indonesian National Qualifications Framework in the Library Sector; Number 9 of 2018 regarding Accreditation Instruments for High School/Vocational/Madrasah Libraries; and Number 12 of 2017 on National Standards for High School/Madrasah Libraries. This legal foundation serves as a guide for carrying out monitoring and evaluation (A., N., Amees, & Yadav, 2024). The selection of this evaluation model is based on its compatibility with the criteria defined by the researcher for organizing and managing school libraries effectively. The CIPPO evaluation model represents a refinement and modification by Gilber Sax of the CIPP evaluation model developed by Stufflebeam in the 1960s (Widayanto, Soeharto, Sudira, Daryono, & Nurtanto,

2021). Thus, the CIPPO evaluation model is expected to offer a more comprehensive evaluation of library management at the Al-Hasanah Foundation.

RESEARCH METHOD

A field study was conducted at the Al-Hasanah Foundation Library in Bengkulu City. The foundation oversees five units across various educational levels, each equipped with a library to support the teaching and learning processes and serve as a facility for each unit within the institution. No evaluative research has been conducted to assess whether the libraries in this institution meet the standards set by the government for their service mechanisms.

The data used in this study focuses on the evaluation of library management, particularly in the aspects of Context, Input, Process, Product, and Output in schools under the auspices of the Al-Hasanah Foundation. The research period took place from April 2023 to September 2023. A purposive approach was employed in determining the research subjects, involving library administrators, including the library director, librarians, and customers who are educators or students. Data collection methods include observation practices, documentation, and interviews. Subsequently, researchers analyze the data by elaborating on the findings using the CIPPO evaluation methodology. Data analysis is conducted using a descriptive approach and interactive model data analysis techniques.

This research is focused on monitoring and assessing school libraries in Bengkulu City, with a specific emphasis on the Al-Hasanah Foundation Library. The aim of this research is to assess the extent to which library management at the Al-Hasanah Foundation Library conforms to established criteria. Therefore, this research is expected to provide a significant contribution to the evaluative understanding of library services at the Al-Hasanah Foundation. The results of the evaluation are anticipated to offer in-depth insights into library service management in accordance with the national standards provided by the government. Conclusions drawn from the data analysis are expected to be a significant contribution to the literature and practices of library management in Islamic educational institutions.

RESULT AND DISCUSSION

RESULT

The research was conducted to evaluate the organizational process of the library within the schools under the auspices of the Al-Hasanah Foundation and to provide recommendations and suggestions for further improvements. There are five educational units under the Al-Hasanah Foundation, namely Al-Hasanah Islamic Kindergarten, Al-Hasanah Islamic Elementary School, Al-Hasanah Islamic Junior High School, Al-Hasanah Islamic Integrated School, and Al-Hasanah Islamic Boarding School. The research evaluation was carried out through the collection of both quantitative and qualitative data.

Context Evaluation

In the context evaluation, the researcher ensures that the library's operations run effectively in accordance with the needs and demands of the surrounding environment. This evaluation encompasses in-depth questions aimed at understanding the foundation, characteristics, and alignment of the library program with the needs of the community and industry. In the management planning of the library, the Al-Hasanah Foundation conducts adequate planning to achieve its goals, supporting the acceleration of progress and improvement in services. Planning involves philosophy, purpose of establishment, legal basis, service targets of the library, budgeting, infrastructure, human resources,

and library materials. The Al-Hasanah Foundation in Bengkulu City also continually enhances library management and involves relevant parties to ensure better organization and efficient management. The benefits of administrative governance and library management significantly impact aiding schools in achieving predetermined quality goals, particularly concerning the planning of library materials and increasing students' interest in reading and literacy.

Regarding budget, infrastructure, human resources, and library materials planning, the Al-Hasanah Foundation Library in Bengkulu City conducts a needs analysis. The budget comes from government assistance, infrastructure from admission fees and parental contributions, human resources through selection and recruitment by the HRD team, and the selection of library materials adjusted to the age and needs of students to support the learning process.

Currently, the Al-Hasanah Foundation Library has a print collection of 1,315 copies, including e-books, reference materials, and audio-visual collections. Although the exact number of book titles cannot be determined due to incomplete archives, entries in the main ledger are categorized based on the collection in each unit. The library collection processing uses the Dewey Decimal Classification (DDC) as its organizational system. The book processing involves automated procedures for inventory management, categorization, and labeling, with printed information serving as a backup for the library's needs. To ensure the comprehensive functionality of the collection processing automation system, the LAN automation application has been integrated with the internet. Overall, these features effectively meet the needs of the library as an information support institution in the educational environment.

Figure 1. Learning activities at the library



Sumber: <https://sdit.alhasanah.sch.id/?s=perpustakaan>

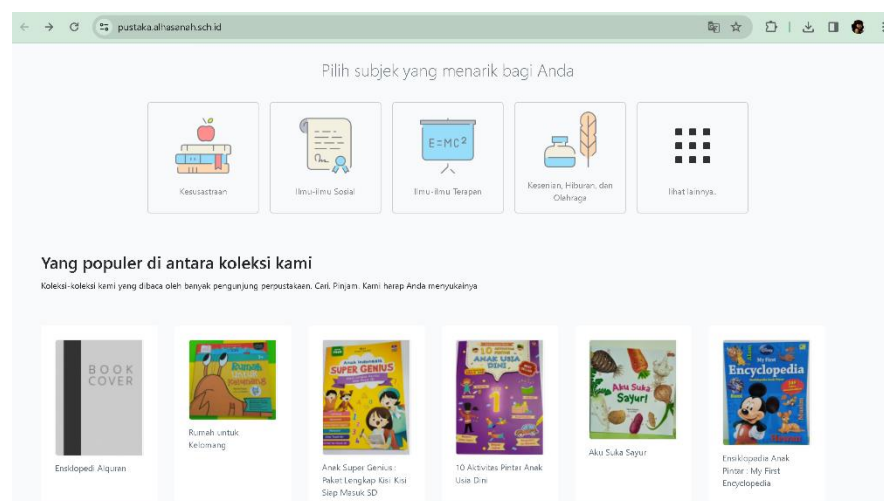
Input Evaluation

Library management focuses on five components related to input. These components include library infrastructure, the process of library user admission, library staff competencies, alignment of books with the school curriculum, and funding for school operations. The assessment outcomes involve the library head, library staff, and library visitors. Based on interviews and observations conducted by the researcher, the library covers an area of approximately 85 square meters to serve students from five school units under the Al-Hasanah Foundation, namely Al-Hasanah Islamic Kindergarten, Al-Hasanah Islamic Elementary School, Al-Hasanah Islamic Junior High School, Al-Hasanah Islamic Integrated School, and Al-Hasanah Islamic Boarding

School. Regarding user admission services, the Al Hasanah Foundation Library is open from 08:00 in the morning to 08:00 in the evening, with a one-hour break from 12:00 to 13:00 in the afternoon from Monday to Friday. On Saturdays, the library only serves visitors until 16:00 in the afternoon. The library is entirely closed and does not cater to visitors on Sundays.

The Al-Hasanah Library is managed by eight library staff and one library head. The human resources managers of the library are considered sufficiently competent, as all have completed undergraduate education, although not all staff members are graduates of library management. The library's book collection, classified into ten categories, is relatively comprehensive, although not all books are the latest. The collection includes 1056 books categorized into 10 types: general works (15 titles), social sciences (130 books), applied sciences (41 books), philosophy (16 books), religion (344 books), language (35 books), pure sciences (136 books), arts, entertainment, and sports (16 books), literature (310 books), and history and geography (33 books). The library's book offerings aim to support and align with the school's curriculum, providing students with a diverse range of physical and digital knowledge sources, including CD-ROMs, CDs, VCDs, DVDs, newspapers, and monthly magazines. As for the operational funds of the library, they are sourced from school funds, government assistance, and voluntary contributions from parents. The library also welcomes students who wish to donate books for placement in the school library.

Figure 2 . The Online Public Access Catalog (OPAC) service for the digital library at the Al-Hasanah Foundation.



Sumber: <https://www.pustaka.alhasanah.sch.id/>

Process Evaluation

From the data obtained through observation and interviews, it is evident that the organizational structure of the Al-Hasanah Foundation Library is effectively implemented and well-structured. The management involves eight staff members and one library head. Notably, the library integrates student participation through the intra-school organization or student council (OSIS), which plays a crucial role in enhancing literacy activities related to the library. The active involvement of students creates a dynamic and engaging atmosphere where student needs and interests become an integral part of the planning and execution of library programs.

The library's programs appear to be meticulously designed, taking into consideration the specific interests and needs of Generation Z students. This collaboration not only generates high

appeal among students but also contributes positively to the achievement of the library's literacy goals. Efforts to invigorate the library literacy movement involve various effective collaborations. Workshops on the Senayan Library Management System (SLiMS) automation system demonstrate a commitment to enhancing knowledge and the implementation of cutting-edge technology in library management. Regular literacy discussions and book reviews conducted in collaboration with Erlangga book publishers, teachers, and staff provide a platform for intellectual dialogue and the exchange of ideas.

Broader collaborations with regional libraries and universities around Bengkulu City through educational excursions have had a positive impact. Apart from introducing students to diverse literacy sources, this collaboration is expected to stimulate literacy enthusiasm not only among students but also among educators and staff. Collectively, these collaborations transform the traditional perception of students that a library is merely a reading space filled with books but rather an entity that organizes intriguing programs that can be participated in and enjoyed.

Figure 3 . Collaboration with Erlangga book publisher in the procurement of reading materials, as well as organizing workshops, book discussions, and literacy campaigns for students, teachers, staff, and employees within the school environment.



Sumber: Sumber: <https://sdit.alhasanah.sch.id/?s=perpustakaan>

Product Evaluation

According to the CIPP evaluation model, the results of product evaluation in the field of library management include reaching goals and objectives after implementing library management, user evaluations of the quality of services provided by the library, and how well operational procedures in the library work to get results (Muzamil Mushtaq, Malik, & Khan, 2024). The Al-Hasanah Foundation Library aims to offer convenient and equitable access to information resources and library collections. It also strives to support users in developing essential information literacy skills for evaluating, utilizing, and managing information. Additionally, the library is committed to effectively managing its collections, which involves tasks such as selecting, acquiring, maintaining, and updating library materials. Therefore, it is anticipated that visitors will be able to gain knowledge and perspectives pertaining to the most recent advancements.

However, the Al-Hasanah Foundation Library is perceived to have made little progress in updating and enhancing its collection. The constraints imposed by financial sources that rely on

government aid and the policies set by the central foundation may be linked to the limited progress in updating and enhancing the collection of the Al-Hasanah Foundation Library. The library, managed by the Al-Hasanah Foundation, operates for 12 hours on active learning days and 8 hours on weekends. However, on Sundays, the library is closed and does not serve guests. Regrettably, a significant number of library patrons mistakenly believe that services are only accessible during specific hours or days dedicated to learning activities, primarily because there is a dearth of information regarding the library's working hours supplied to prospective visitors. Although the library has implemented several initiatives, there is a regrettable lack of efficient communication with visitors regarding these activities. Consequently, numerous people remain oblivious to the presence of the diverse activities orchestrated by the library

Figure 4 . Students' learning activities in the library demonstrate a strong integration between the curriculum utilized and the available reading materials in the library.



Sumber: <https://sdit.alhasanah.sch.id/galeri/>

Outcome Evaluation

The outcomes evaluation in the context of library management using the CIPPO model provide an innovative perspective on conducting monitoring and evaluation, emphasizing the necessity for a significant impact from the implemented program (Sintiawati et al., 2018). This outcome component is also commonly referred to as the sustained implementation phase of the executed program or product (Almas & Machali, 2020). Since the implementation of library programs and services at the Al-Hasanah Foundation, positive impacts have been identified, including an increase in reading interest and literacy levels among students within the Al-Hasanah School environment. This is substantiated by the library's routine practice of publishing anthologies of short stories, showcasing works created by students. Some of these anthologies include "*Cerpen Siswa dan Guru SDIT Al Hasanah*" (2018), "*Sang Pena Cilik*" (2019), "*Cerpen Siswa dan Guru SDIT Al Hasanah*" (2020), "*Potret Sababat*" (2021), and "*Rabasia Persababatan*" (2022).

Figure 5 .Teachers and students of the Al-Hasanah Foundation actively publish anthologies of short stories.



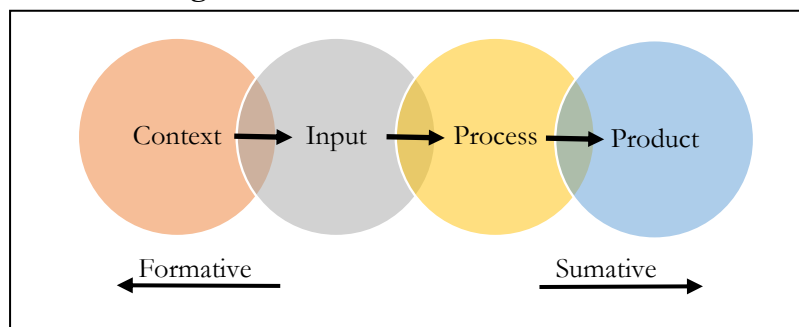
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DISCUSSION

An evaluation study is performed to measure the degree of fulfillment of a program, action, policy, or object in relation to pre-established objectives or standards using the evaluative research methodology (Jackson & Mackevicius, 2024). Evaluative studies aim to optimize the efficacy of policies or programs by collecting feedback from participants involved in the program's implementation (Wardiyah, Budianti, Farabi, Sirojuddin, & Fatikh, 2023). Evaluation is the act of comparing the achieved outcomes of a task or project with the intended outcomes (Kubiszyn & Borich, 2024). It is conducted to assess the degree to which several objectives have been accomplished (Hair, Sarstedt, Ringle, & Mena, 2012).

The CIPP assessment model is utilized as an analytical tool for data collected in the monitoring and evaluation of outcomes (Lei, 2024). This model paradigm is widely acknowledged as one of the important evaluation models. It's initially devised by Guba and then enhanced by Stufflebeam in 1965 (Stufflebeam, 1983), provides a rigorous method for analyzing different aspects of a program by evaluating four domains: context, input, process, and product. The model is specifically tailored to provide accurate and reliable information for decision-makers and guarantee quality assurance (H. M. Ali & Musah, 2012).

The CIPP model was developed in order to address the shortcomings of conventional assessment methods (Rangga, Qudus, & Endroyo, 2020). Over time, it has been refined to enable a thorough and methodical analysis of social and educational activities. (Bodur, Tuysuz, & Ugulu, 2022) emphasized that the model may be used to analyze needs assessment and planning, monitor the implementation process, and provide feedback and assessment of program success for continuous development (M. Y. Ali, Naeem, Bhatti, & Richardson, 2024). Stufflebeam's concept categorizes evaluation into four types, represented by the acronym CIPP : Context, Input, Process, and Product, as seen in figure below.

Figure 1. CIPP Evaluation Model

The components of CIPP evaluation are vital and indispensable throughout the stages of program conception, implementation, and assessment (Behl, Shimpi, Natu, & Sadaphal, 2019). This evaluation methodology focuses on managerial decision-making in order to accomplish organizational objectives and develop future (Abson, 2017). CIPP is frequently employed in educational settings because of its apparent efficacy in assessing the achievement of the learning process (Finney, 2020). Currently, its utilization has expanded extensively across diverse sectors like libraries, service-oriented enterprises, and other organizations (Yao et al., 2024).

The understanding of monitoring and evaluation refers to the fundamental values of these two separate procedures. Monitoring, in this sense, refers to a methodical and periodic procedure aimed at obtaining in-depth knowledge of the progress, challenges, and potential options for decision-making (Hair et al., 2012) (Zupic & Čater, 2015). It does not involve offering an early evaluation of the performance of an activity (Todres & Alexander, 2023). Alternatively, evaluation refers to a sequence of procedures involving assessment, testing, and measurement. These procedures are applied to an activity, program, or the execution of a concept within a project in alignment with the predetermined objectives established during the planning phase (Bedinghaus, Hillman, & Hillman, 2024).

Thus, it is essential for companies to incorporate both notions as vital measures in supervising and evaluating the advancement of an activity or program. The implementation of monitoring and evaluation significantly influences the caliber of the organization (R. N. I. Sari & Hadijah, 2016). The job of preceding monitoring and assessment becomes exceedingly crucial if the organizational goals are accomplished. The results of the monitoring and evaluation processes can significantly impact the corporate decision-making process (Kaizu & Tamaki, 2024).

A formulation of an instrument grid was produced during the review phase to use as a reference for data collection. This grid has been modified to conform to library management standards and the CIPP evaluation methodology. Interview outcomes are recorded using written instruments, which serve as verification tools to check the thoroughness of respondent statements. The dimensions and aspects provided to participants are subsequently classified into the components of the CIPP evaluation model, specifically Context (which includes aspects related to library collections), Input (which involves aspects related to library staff, facilities, and infrastructure), Process (which pertains to administrative and library management aspects), and Product (which illustrates aspects related to library services). Below is the grid designed to provide guidance to researchers during field observations.

Table 1 School Library Evaluation Grid

Dimensions and Element	No	Component	No Question	Respondent
Buildings and Installations	1	Means	1,2,3,4,5	Librarian
	2	Infrastructure	6,7,8,9	Librarian
Library Employees	1	Head of Library	10,11	Chief of Library
	2	Library Perssonel	12,13	Librarian
	3	Participation of Librarian in Organization	14,15	Librarian
Document Repository	1	Type and Number of Collection	16,17,18	Librarian
	2	Organizing Library Materials	19,20,21,22,23	Librarian
	3	Maintenance of Library Collections	24,25,26,27	Librarian
Library Information Services	1	Type of Service and Hours of Operation	28,29,30	Librarian/ Visitor
	2	Library Service Access Facility	31,32,33,34	Librarian
	3	Membership	33,34	Librarian
	4	Number of Visitors and books borrowed	35,36,37,38	Chief of Library Librarian
	5	Library Program	39,40,41	Chief of Library
	6	User Education	42,43	Librarian/ Visitor
Application and Control of Library Service	1	Library Administration	44	Chief of Library
	2	Cooperation	45	Chief of Library

The findings from the interviews and observations conducted by the researcher, aided by the instruments detailed above, are delineated as follows :

Context

From the findings of this study, the first focus to be discussed is the evaluation of the context of library management evaluation in schools under the auspices of the Al-Hasanah Foundation in Bengkulu City. According to Stufflebeam (1983), context evaluation refers to the action of evaluating demands, concerns, possibilities, and challenges that can be addressed in a particular domain. Additionally, Umam & Saripah (2018) argue that context evaluation deals with significant obstacles, prompting many experts to emphasise the importance of using context evaluation to assess the performance of educational services. This study involves context assessment through observation and interviews with the library head, staff, and library visitors. The components evaluated include: 1) the background of the establishment of the library at the Al-Hasanah Foundation; 2) the objectives of the library services at the Al-Hasanah Foundation; 3)

the legal basis of the library; 4) the target users of library services; 5) budgeting; 6) infrastructure; 7) human resources; and 8) library materials.

Interviews conducted by the author with the library head at the Al-Hasanah Foundation found that the background for establishing the library within the Al-Hasanah Foundation environment is to provide facilities that support and strengthen the learning process among students. The main purpose of having a library is to accelerate students' access to knowledge and understanding to obtain the latest educational issues. With the optimal functioning of the library, it is also expected to significantly contribute to the quality of education received by students. The legal basis for the establishment of the library in this foundation is the Republic of Indonesia National Library Regulations, specifically Number 2 of 2021 concerning the Indonesian National Qualifications Framework in the Library Sector; Number 9 of 2018 regarding Accreditation Instruments for High School/Vocational/Madrasah Libraries; and Number 12 of 2017 on National Standards for High School/Madrasah Libraries.

The school library under the Al-Hasanah Foundation is quite representative and suitable as a place for learning and fostering students' literacy interests. The main objective of library services is to acquire knowledge in print and digital forms (Mills, Ph.D., Campana, & Martin, 2014). This knowledge is then managed specifically to meet the intellectual needs of users, using various knowledge interaction methods (Hashemzadeh, Khodkar, Kiani, & Sangari, n.d.). Another main objective is to promote education and cultural appreciation in the community through various activities, including exhibitions, seminars, performances, and others (Shevchenko, 2020). In this regard, the library at the Al-Hasanah Foundation is quite active in fostering reading interests through periodic literacy activities.

For budgeting and infrastructure, the Al-Hasanah library receives funding from contributions from parents, internal funding from the Foundation, and also school assistance funds from the government. Although the funding sources are considered sufficient, not all funds are allocated for the library's needs, which affects the contextualization of books in this library. The Al-Hasanah Foundation library currently has a print collection of 1,315 copies. Additionally, they also have e-books, reference materials, and audio-visual collections. Although the exact number of book titles cannot be determined due to inadequate archival records, entries in the main ledger are categorized based on the collection in each unit. This is considered minimal because, according to national library standards, a school with more than 20 classes should have at least 2,500 titles with a ratio of 70% non-fiction and 30% fiction. Ideally, the library should add book collections annually with the provision that the larger the collection, the smaller the percentage of collection additions (1,000 title additions by 10%, 1,500 title additions by 8%, 2,000 title additions, and so on by 6%) (A. et al., 2024). Therefore, it can be inferred that the library under the auspices of the Al-Hasanah Foundation does not adequately serve the entire academic community there.

Input

According to Stufflebeam (1983), input assessment is the evaluation of available resources available to achieve goals and meet needs. Library management input evaluation includes assessing the library's physical condition of the library, the capabilities and skills of library staff, the relevance and completeness of book collections, and the sources of funding for library operations (Stufflebeam, 1983).

The library infrastructure of the Al-Hasanah Foundation is rated appropriate based on interviews and observations. However, the library's area of around 85 m² is assessed as insufficient

to serve students from the five school units under the foundation. According to the National School Library Standard Regulations, the library building area should be at least 0.4 m² multiplied by the number of students, or 216 m² if there are 13 to 18 classes. The library of the Al-Hasanah Foundation is overseen by a team of eight library staff members and one library head. The staff members have academic qualifications in fields such as education and communication science, but none have a background in library science. The foundation endeavors to enhance personnel qualifications through internal and external training programs.

The Al-Hasanah Foundation Library's book collection includes 1056 items in ten categories. Although not yet adequate, the collection is integrated with the curriculum, aids the teaching and learning process, and is selected with the advice of subject teachers. The foundation participates in literacy activities, including book reviews and short story writing competitions, and promotes a reading culture through annual events. The operational budget for the library remains below government standards. Most of the funding is sourced from government aid, voluntary contributions from parents, and donations from students. According to government regulations, school library funding should be at least 5% of the total school budget, excluding costs for personnel and building maintenance costs. Additionally, funding can also be obtained from the State Revenue and Expenditure Budget (APBN) or the School Operational Assistance Fund (BOS)(SNP, 2017).

Process

Process evaluation, as defined by Suharsimi Arikunto, assesses if the program has met its objectives. Stufflebeam (1993) describes program assessment as the process of supplying information to decision-makers (Stufflebeam, 1983). Evaluating the process is advantageous for overseeing program implementation as the actions taken impact the ongoing program's outcomes (Arikunto, 2010). Thus, process evaluation serves to evaluate the congruence between the executed program and the program design.

The Al-Hasanah Foundation Library effectively manages its book collection, as evidenced by observations and interviews. The Al-Hasanah Foundation school library is staffed by eight employees and one library director, meeting government criteria. The library collaborates with the student council (OSIS) to involve students, attract visitors, and organize events that promote students' enthusiasm for reading. During Language Month, activities including book discussions, short story writing competitions, book reviews, and other contests are highlighted. The Al-Hasanah Foundation Library conducts workshops focusing on the Senayan Library Management System (SLiMS) to enhance library workers' expertise and incorporate technology into library operations. These workshops are not regularly scheduled and still occur sporadically. At least once a month, the library collaborates with Erlangga book publishers to host literacy conversations and book reviews. The library also arranges trips to local libraries and universities in and around Bengkulu City.

According to the interviews, 80% of visitors expressed interest in the library's programs, particularly those involving external parties. Prodyanatasari's research in 2024 supports the idea that students show greater interest in library programs that include external parties because of their diverse nature and ability to offer new experiences(Prodyanatasari, 2024). The head librarian of the Al-Hasanah Foundation stated that these visits create opportunities to establish relationships and offer support by providing updated reading materials that are more engaging for pupils. This collaboration aims to expose children to a variety of literacy resources and ignite enthusiasm for

literacy among students, educators, and staff. Together, these partnerships alter students' conventional views of a library as only a place for reading books, instead showing it as an institution that arranges engaging activities for participation and enjoyment (Kaizu & Tamaki, 2024).

Product

Product evaluation is the process of quantifying, interpreting, and evaluating the achievement of program objectives. Product evaluation provides data to assess the achievement of set objectives (Gupta & Gul, 2024). It also assesses if the techniques, procedures, or methods used to attain these goals should be halted, enhanced, or maintained as they are. Product evaluation components consist of metrics related to goal attainment, program impact on students, parents/community, and organizers.

The Al-Hasanah Foundation Library has been deemed beneficial in promoting student reading interest and literacy at the school, according to the researcher's observations. During the years 2023–2024, the number of visitors fluctuated between 30 and 80 per day, showing stability. Interviews performed by the researcher show that visitors are highly content with the services offered at the Al-Hasanah Foundation Library. The happiness is mostly a result of the comfortable amenities and infrastructure, together with the stimulating events arranged, particularly for students getting ready for final exams.

On active learning days, the Al-Hasanah Foundation Library is open for 12 hours, and on weekends, it is open for 8 hours. The library closes on Sundays and does not welcome visitors. Some students remain uninformed about the library's hours of operation despite the absence of official government laws stipulating the minimum opening hours. The library's information and communication system mostly depends on social media platforms like WhatsApp, Facebook, and Instagram. Moreover, visitors consist of both teenagers and elementary school students with restricted use of electronics and cell phones.

The Al-Hasanah Foundation Library faces challenges in accommodating all interested students in its events due to funding and space constraints, leading to limitations on participant numbers. This issue can be resolved by establishing an early registration system for activities, allowing staff to organize activities into batches (Abson, 2017). According to (Behl et al., 2019) batch system enhances consumer satisfaction with the product and encourages repeat patronage.

Challenges with information and communication technologies should motivate library staff to actively share information via social media, even in the digital age (Nisa Fitriani, Syamsul Anam, & Asep Maulana, 2023). Some pupils lack sufficient digital access; however, this can be addressed by improving information and bulletin boards. Research by (D. N. Sari, 2020) shows that children between the ages of 7 and 10 have restricted entry to the digital realm.

Outcome Evaluation

Outcome evaluation is the ultimate phase in the CIPPO model assessment process. This step is carried out to evaluate and quantify the impact of the executed program (Baety, 2021). The library of the Al-Hasanah Foundation positively influences kids' reading interest and literacy levels in an educational setting. The author's observations and conversations with pupils at Al-Hasanah School revealed that 4 out of 5 students prefer spending time in the library over sitting quietly in class during break time. Visitors demonstrate interest in library programs through their enthusiasm at book expos, literacy seminars, language months, and other events. Students view joining book clubs as a prestigious activity among their peers, as the library frequently releases collections of

students' works in the form of short story anthologies and poetry anthologies. Research by Pratiwi, Prasetya, and Gaja (2022) shows that efficient library management helps students develop a habit of reading, feel motivated to learn, and become skilled in utilizing library resources for schoolwork and accessing relevant reading materials.

CONCLUSION

The purpose of implementation monitoring and evaluation is to evaluate the compliance of high school libraries with the reference standards, specifically the Regulation of the Head of the National Library of the Republic of Indonesia Number 12 of 2017 regarding National Standards for School/Madrasah Libraries. The findings of this monitoring and assessment highlight the necessity for significant reforms in library services, collection maintenance practices, and programs in order to establish a modern, imaginative, and unique library. Directing focus towards certain factors, such as the mandated quantity of librarians, is of the utmost significance.

The researchers have derived the following recommendations by employing the CIPP evaluation approach to monitor and evaluate the Al-Hasanah Foundation Library: (1) Enforce procedures in school libraries to ensure the upkeep of multimedia devices and library collections. (2) I strongly support the implementation of organized procedures for managing and storing visitor data and loaned collections. This should be done in both digital and physical versions to ensure convenient retrieval when needed. (3) Promote ongoing enhancement of skills and knowledge for structural libraries, including head librarians and librarians, to promote individual competence. (4) Please contemplate augmenting the quantity of librarians or library personnel, recognizing the unfulfilled objectives during the past three years. (5) Highlight the implementation of an automated system for collection processing to optimize workflow.

However, this study has limitations as it only provides a broad overview of the analyzed components without presenting specific analysis results for each individual feature. Hence, scholars propose carrying out additional research with meticulous examination centered on the initiatives or regulations implemented by the Al-Hasanah Foundation Library to expand the breadth of this area of investigation.

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