

Evaluation of Librarian Competency Improvement Training in Utilizing SLIMS 9

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Abstract: This study aims to determine the application of each component of the CIPP evaluation, namely; (1) Context, (2) Input, (3) Process, and (4) Product on the results of training to increase librarian competency in using Slims 9 at SMA Negeri 1 Bengkulu Tengah. This study uses a qualitative using the context, input, process, product evaluation model. The data collection techniques used in this research are through interviews, observation and documentation studies. Data analysis techniques are carried out by condensing data, presenting data, and drawing conclusions. The results of the research show that the application of the context component is used to collect information regarding the needs that will be needed, the input component is used to collect information and input regarding how best to organize decisions and how to manage available resources, the process component is used to collect information on how to implement the training program, provide an overview of the smooth running of the program being implemented, as well as the application of product components used to collect information about the results of the training program being implemented.

Keywords: CIPP Evaluation, Competency, SLIM 9

A. Introduction

Current technological developments have spread and influenced all areas of life, including the library sector. The industrial revolution 4.0 in the form of technological developments also offers convenience for both schools and students and their parents (Haleem et al., 2022). One element in educational institutions that must immediately follow technological developments is the library. The library as an educational institution and information institution, must be able to keep up with developments in information technology, so that the library is able to function optimally (Decker, 2021; Martzoukou, 2021). The school library is an integral part of the school that supports the learning process, is the main component of education in schools which is expected to support the achievement of educational goals (Rafi et al., 2019).

In an effort to keep up with technological developments, libraries need human resources who have competence in managing available technology (Gul & Bano, 2019) so that they are able to manage this technology to help a library keep up with the times (Vahdat, 2022). Human resources in libraries are one of the main pillars that can determine the success of a library in fulfilling its duties and functions, therefore the development of human resources in libraries must always be developed in accordance with developing needs (Nugrahani, 2017). There are several competency requirements that librarians must have in this digital era. Some of these competency requirements include the ability to understand and utilize available information technology devices or facilities, both in theory and in practice (Mwaniki, 2018; Oyedokun et al., 2018). In addition, librarians must also have competence in using software, hardware, and multimedia, the ability to recognize forms, formats, locations, and how to obtain information, especially from information networks that are always developing, a comprehensive understanding of the information processing process produced by various types of communities, and the ability to utilize technology-based facilities as research tools (Li et al., 2019; Semeler et al., 2019). Therefore, librarians must be able to master and utilize available information technology to improve library services.

SLIMS (Senayan Library Management System) version 9 is an open-source library management system designed to facilitate the management of book collections, circulation, and library administration (Mustikawati et al., 2023). The use of SLIMS 9 in libraries is very important because it brings a number of advantages and efficiencies in library operations, especially for librarians. Librarians can more easily manage library collections, both physical and digital books. The cataloging feature in SLIMS allows librarians to record important details of each book, including author information, publisher, year of publication, and so on. This helps in organizing collections in a structured and systematic manner, so that searching for collections becomes faster. In addition, SLIMS 9 has a circulation management feature that makes it easier for librarians to manage the process of borrowing and returning books (Saputra et al., 2024). This system records every borrowing transaction, reminds the return date, and provides warnings for books that are returned late. This reduces the risk of errors in recording transactions and makes it easier to monitor collections that are being borrowed.

Many libraries record collection and circulation data manually, which takes more time and effort. SLIMS 9 helps automate most of these processes, so librarians can save time and focus on other tasks such as collection development or services to patrons (Diana et al., 2023). SLIMS 9 allows librarians to provide an online library catalog that can be accessed by patrons from anywhere. Users can search for collections, see book availability, and even make orders or reservations online. This increases the accessibility and convenience of library users. SLIMS 9 provides an automatic reporting feature, which makes it easy for librarians to collect data and

analyze library usage statistics. This data is important in determining collection or service development policies because librarians can see which books or topics are most in demand or see user visit patterns. Overall, SLIMS 9 provides convenience, efficiency, and innovation in library management that is very beneficial for librarians, both in terms of operations and service development to users.

Based on the preliminary study that we have conducted, the results obtained are that the Cahaya Ilmu library of SMAN 1 Bengkulu Tengah has implemented library automation using SLIMS 9. However, not all library staff have the ability to make maximum use of the library information system technology (Alzahrani et al., 2019). To overcome the problems faced by librarians in the Cahaya Ilmu library at SMAN 1 Central Bengkulu, we carried out training activities for librarians regarding the use of SLIMS for library automation. Through implementing or utilizing available technological developments, it is hoped that it will be able to provide librarians with convenience in carrying out library administration activities. This helps librarians collect data on books and book collections more quickly and efficiently. This research aims to determine the application of context, input, process, product in the evaluation of the librarian competency improvement program in using the SLIMS 9 (Senayan Library Management System) application for Cahaya Ilmu library librarians at SMAN 1 Central Bengkulu.

B. Methods

This study is a qualitative. This study focuses on the management process in the form of evaluation. The evaluation model used in this qualitative research is the evaluation model developed by Stufflebeam in 1966, namely the CIPP evaluation model. In its implementation, several stages of evaluation procedures are carried out, including: (1) preparation stage, (2) implementation stage, (3) completion stage, and (4) reporting stage. This research was carried out at SMA Negeri 1 Bengkulu Tengah from August 2023 to October 2023. our presence at the research location was carried out directly.

The techniques used to collect data in this research are interviews, observation and documentation studies. In data analysis, the technique used by us is data condensation, this analysis is used to select, summarize and focus data obtained from field notes and other supporting documents. Then presents the data, where the analysis technique for presenting the data, itself is carried out by compiling an interview transcript and then a code is given which contains information regarding the subject of the interview or the focus of the interview, the type of data collection method used, the source or informant, then the date of the data collection itself. And draw conclusions.

C. Results and Discussion

Context Component in Evaluation of Training to Improve Librarian Competence in Using Slims 9

The purpose of the Context evaluation component is to provide an overview of the training background, needs analysis, and problems faced. Several findings during carrying out research activities in the field: (1) the school already has the SLIMS 9 application in the Cahaya Ilmu library on computer devices available in the school library, (2) librarians have used the application in providing services, but its use has not been maximized. With these background findings, the necessary needs include: (1) librarian understanding of the Slims 9 application and (2) librarian basic competence in using computer devices. Furthermore, information regarding the obstacles experienced by librarians includes: (1) limited understanding of language by librarians, (2) limited staff available in the library, and (3) limited computer equipment owned by the school in the library.

Input Components in Training Evaluation to Improve Librarian Competence in Using Slims 9

The purpose of the evaluation component: This input is to provide an overview of the decisions and plans or strategies needed by us to achieve the research objectives. We found that librarians have a general understanding of the role or use of the Slims 9 application as an application providing library automation services; schools have efforts to improve and develop the competencies possessed by librarians in operating the SLIMS 9 application; school libraries have adequate facilities and infrastructure to support the operation of library automation; Schools have training resources to increase the competence of librarians in using SLIMS for library automation.

Process Components in Training Evaluation to Improve Librarian Competence in Using Slims 9

The purpose of this Process evaluation component is to provide feedback from research subjects regarding the implementation of training. To get a picture of the sustainability of the program, we obtained information from monitoring the training program, implementing the training program, and the effectiveness of the program carried out. From this process component, we obtained information that the training program ran smoothly and could improve the library's ability to operate SLIMS 9.

Product Components in Training Evaluation to Improve Librarian Competence in Using Slims 9

The purpose of this product evaluation component is to provide we with a means of identifying the results of implementing training programs, both long-term and short-term results. In the product component, the first information collected by us regarding the competence of librarians after attending training: librarians were able to use basic features in the Slims 9 application such as adding, deleting and editing Bibliography; librarians have been able to either find or recognize and use the Bibliography addition feature. However, it is considered that this capability can still be improved in terms of smooth use; Then the librarian was able to find the location of the deletion feature in the Slims 9 application, but in its operation the librarian still experienced confusion, this was because the deletion feature was a feature that was rarely used by librarians, the next information was regarding the use of the edit feature which the librarian was quite fluent in accessing. This Edit Bibliography feature, however, librarians still need to get used to finding this feature and librarians still need guidance in changing some data, especially data that shows the number of copies of books available. Regarding understanding the application interface, librarians understand most of the interfaces in the Slims 9 application, but there are several interfaces that use foreign languages or terms that librarians do not understand.

Then the information on product components that the we succeeded in collecting was regarding the positive impact of the training program; optimize and speed up the administration process of the school's book collection.

Application of the Context Component in the Evaluation of the Librarian Competency Improvement Program in Using the Slims 9 Application

Based on the results of collecting information regarding the application of the context component in the evaluation of programs to increase the competence of librarians in using the Slims 9 application, including the following: Training background, in the training background, we found that the digital library application in the form of the Slims 9 application was available on computer devices available at library. These findings are in accordance with the theory presented by Gandhi et al. (2017) which explains that there are three important elements in developing an information system, one of which is software or software in the form of a supporting application or in this case an application providing digital library services. However, unfortunately the use of digital libraries has not yet been implemented optimally or can still be improved, especially in terms of librarians' understanding of applications, therefore this training program is considered important so that librarians can make more optimal use of digital library applications. The collection of information regarding the competence of librarians in

utilizing digital library technology is in accordance with the theory by Makmur (2019) which states that librarians are required to always be able to follow developments in existing information technology and be able to operate and master the information technology available in the library. Then this opinion was confirmed by Rafique et al. (2020) who stated that the use of computer technology in libraries really helps the performance of librarians because through the use of computer technology librarians are able to find or obtain information more quickly, expedite the data processing process, procurement of library materials, and better guarantee administrative data in library management.

Then regarding needs analysis, librarians have committed to utilizing computer equipment available in school libraries, librarians also have a basic understanding of the use of digital library applications available in schools, namely the Slims 9 application, but the use itself still needs to be improved where librarians experience a few obstacles in its operation. Based on this, the preparation of the training program will focus on solving problems, especially on mastering terms in applications that use English.

The target of the training is in the form of obstacles faced in implementing digital libraries. The collection of information related to these obstacles is supported by research conducted by Rodin (2016) which found that building a digital library will encounter obstacles, some of which are obstacles to facilities, funds or budget, resources. human, as well as non-technical obstacles. The obstacles faced in organizing a digital library are limited understanding of foreign languages in digital library applications, limited librarian staff in schools, computer equipment available in school libraries is considered inadequate because these computer devices often experience problems. Based on several problems faced by the librarian, we tried to provide assistance, especially on problems in understanding foreign languages or terms in digital library applications through a training program, this then became the target of the training program attempted by us.

Application of Input Components in the Evaluation of the Librarian Competency Improvement Program in Using the Slims 9 Application

Based on the results of collecting information regarding the application of input components in the evaluation of librarian competency improvement programs in using the Slims 9 application, it can be seen that the application of input components in CIPP evaluations is used to provide we with input regarding the decisions and plans or strategies needed by we to achieve research objectives. . Based on this, we have collected information related to input components, including; The first information collected by we was regarding librarian qualifications, librarians had a general understanding of the role or use of the Slims 9 application as a digital library service provider application, but librarians did not recognize some of the features

mentioned due to differences in terms or the use of terms in foreign languages. used in the Slims 9 application. The collection of information regarding librarians' understanding of the Slims 9 application is based on National Education Minister Regulation No. 25 of 2008 (Ministry of Education and Culture, 2008) which explains that librarians must have information management competence. Therefore, librarians must be able to understand and recognize the various features available in the Slims 9 application.

Based on this information, we have received input regarding problems where librarians do not recognize some of the features mentioned due to differences in terms or the use of terms in foreign languages which must be taken into account in the training program and later this input will be consulted with the presenter of the material in the training program so that problems these can be minimized. Then there is support for conducting research, where through the information obtained we can find out about support from external parties in organizing training programs so that training programs can be held. In this regard, we succeeded in collecting information regarding efforts by schools to increase the competence of librarians in the field of using digital libraries as well as efforts by schools to encourage the use of library automation in schools.

Next is regarding the school's efforts to increase the competence of librarians in the field of using library automation. This information will give we an idea of the commitment that the school has in supporting the running of this training program so that this information is used by we to decide on the sustainability of the planned program. This information collection is based on the benefits offered by library automation. In order to obtain these benefits and convenience, schools must be fully committed to supporting training programs to increase the competence of librarians regarding digital library operations. This statement is supported by the findings of (Cox et al., 2019) which states that librarians must always follow current developments and must be able to operate the information technology available in the library. Regarding information on efforts from the school to increase the competence of librarians in the field of digital library use, we found through quotes from interviews and observations that the school has a commitment to supporting the increase or development of librarian competence in using digital library applications.

Then regarding the school's efforts to encourage the use of library automation in schools, this information will give we an idea of the commitment that schools have in encouraging the use of library automation so that we can get an idea of the support from the school regarding the training programs that have been implemented. The collection of this information is based on research conducted by Caena & Redecker (2019) where the development of the competence of experts in schools, both teaching and educational staff, is the answer to educational problems.

In order to realize this effort, there needs to be guidance and development, one of the focuses of which is competence. what is needed by both librarians and school institutions. Apart from that, developing this competency will support librarians in carrying out their duties and obligations. The same thing was conveyed by Lee (2021) that the benefit of using digital devices for librarians is that they are able to help librarians, especially in accelerating the retrieval of information, as well as facilitating the processing of library collections. The school also provides facilities to we and always asks we about the needs needed to support the training programs being held. Apart from that, the school principal also continuously monitors the progress of the training being held.

Based on the explanation above, the school is committed to encouraging the use of digital libraries in schools by holding training programs to increase the competence of librarians in the field of digital library use. This information can be input for we to determine the sustainability of the training program being held, where the commitment from the school will support and facilitate the implementation of the training program, such as the school providing facilities to we which will later be used to carry out the training program.

Next is regarding training facilities and infrastructure, where this information will be input for we regarding the resources available to carry out training programs. The collection of this information is based on research conducted by Adshead et al. (2019) that infrastructure is an urgent matter that must be paid special attention to in order to achieve predetermined learning objectives. Apart from that, the completeness of facilities and infrastructure will also have implications for the continuity of the learning process. This is in accordance with the results of research by Amelia et al. (2022) which states that maintaining the facilities and infrastructure available at the school is the responsibility of all school members in maintaining the facilities owned by the school so that they are not easily damaged.

The next information is regarding the training material, where this information will be a benchmark for we as to whether the material presented is in accordance with the needs of librarians. Related to this, the information that has been collected by we is the material presented by the presenters during the training program which is considered sufficient in overcoming the problems faced, especially in the use of digital libraries. The suitability of the material is demonstrated by an increase in librarians' understanding of both the procedures for using digital library applications and the functions and conveniences offered by these applications. So based on this information, it can be seen that we have succeeded in concluding the problems faced by librarians in using digital libraries and we have succeeded in communicating the problems experienced by the librarian to the presenters so that the material presented is in accordance with what the librarian needs. The delivery of this material is also supported by the qualifications of the resource persons, where

this information will be a means of finding out whether the resource persons used in the training program have sufficient competence, especially regarding digital libraries. In this case, we found that the presenters in the training program had sufficient competence in delivering material during the training program and the presenters were very open to receiving questions from librarians, thus giving librarians the opportunity to ask about their confusion, so that this created problems faced by librarians, especially in mastery. Previously encountered foreign languages can be helped by the material provided as well as asking questions to the presenter during the training program.

Application of Process Components in the Evaluation of the Librarian Competency Improvement Program in Using the Slims 9 Application

Based on the results of information collection, the process component in the CIPP evaluation is used to provide we with feedback from research subjects related to the implementation of training and to supervise the implementation of the training program. The implementation of the training program went well and smoothly, the obstacles experienced during the implementation of the program were resolved well so that they did not affect the running of the training program. This is in line with Hanaysha (2016) who stated that employee training program activities can contribute to increasing productivity, effectiveness and efficiency of the organization, therefore the implementation of training programs must be carefully monitored to ensure that training programs are implemented smoothly so that they can provide maximum results.

Then regarding the evaluation of librarian performance, the training program provides progress for librarian staff in dealing with obstacles to using SLIMS 9. The collection of this information has relevance to research conducted by which states that learning obstacles can lead to less than optimal learning outcomes obtained Lassoued et al. (2020). Therefore, the obstacles faced by librarians are one of the we' attention to the process component because the obstacles faced will have an impact on the results of the training program implemented so they must always be monitored so that the results of the training program are maximized.

The next information is regarding the performance of librarians, where this information will describe the development of competencies obtained by librarians during the training program. In relation to this, we gathered information that there had been a development in the field of competency possessed by librarians, but the changes or developments that occurred were considered to be able to be improved further. These findings have relevance research by Rafiq et al. (2021) stating that the training program is intended to increase the competence of employees or in this case librarians, therefore the increase in competence obtained by librarians after and during participation Training programs are part of the information collected to

provide an overview of the success of the program being held. Apart from that, the problems faced by librarians, especially the obstacles previously faced, can be alleviated by the material provided during the training program.

Application of Product Components in the Evaluation of the Librarian Competency Improvement Program in Using the Slims 9 Application

Based on the results of collecting information on the application of product components in the evaluation of the program to increase librarian competency in using the Slims 9 application, we can find out that the implementation of product components is used to provide we with a means to identify the results of implementing the training program, both long-term and short-term results. . In connection with the implementation of this product component, we have collected information on librarian competencies after attending training. The information collected in this case includes how librarians use basic features in the Slims 9 application such as adding, deleting and editing bibliography. In this case, we also collected information regarding librarians' understanding of the Slims 9 application interface. This information collection was based on relevance to research conducted by Rubin & Rubin (2020), which stated that in an effort to keep up with existing technological developments, librarians must be able to operate all forms of technological developments. The technological development is in the form of the Slims 9 digital library application. The information obtained regarding these matters is that the librarian has been able to either find or recognize and use the Bibliography addition feature.

However, it is considered that this ability can still be improved in terms of smooth use, then librarians are able to find the location of the deletion feature in the Slims 9 application, but in its operation librarians still experience confusion because this deletion feature is a feature that is rarely used by librarians. The next information is regarding the use of the edit feature where librarians are quite fluent in accessing the Edit Bibliography feature, but librarians still need to get used to finding this feature and librarians still need guidance in changing some data, especially data that shows the number of copies of books available. Regarding understanding the application interface, librarians understand most of the interfaces in the Slims 9 application, but there are several interfaces that use foreign languages or terms that librarians do not understand. Based on the explanation of the research findings above, we can conclude that the training program implemented was quite successful, but the effectiveness of the program can still be improved. This is based on the fact that the impact of the training program is still not optimal, where librarians are still confused about several things, namely understanding several foreign terms and filling in the columns in the edit feature in the Slims 9 application.

The impact of the training program, where this information will describe the impact felt by both librarians and library service users after librarians have participated in the training program. In this regard, we have gathered information that the training program implemented has had a positive impact, especially regarding the use of this digital library application in schools and is able to optimize and speed up the administration process of book collections owned by schools. The positive impact intended by we on the use of digital libraries is an increase in the use of digital libraries by librarians, this use takes the form of using digital libraries as a means to manage information regarding the inventory or collection of books owned by the library so that it is hoped that it can speed up the book administration process. An increase in participants' understanding and skills in operating SLiMS 9 Bulian also occurred after the training was carried out (Saputra et al., 2024).

D. Conclusions

Based on the results of research activities that have been carried out, the research results can be concluded as follows. The application of the context component in the evaluation of programs to increase librarian competency in using the Slims 9 application is used to collect information regarding the needs that will be needed to implement training programs as well as research targets in the form of obstacles faced by librarians. Next is regarding the application of the input component in the evaluation of the program to increase librarian competency in using the Slims 9 application, where this component is used to collect input regarding how best to organize decisions and the resources available to support the running of the training program. Then the application of the process component in the evaluation of the program to increase the competence of librarians in using the Slims 9 application, this component is used to collect information about how the training program is implemented, as well as monitoring the program which will give, an idea of the smoothness of the program being implemented and the obstacles during the training program so that they can further improved. The final component in the CIPP evaluation is the application of the product component in the evaluation of the librarian competency improvement program in using the Slims 9 application, where this component is used to collect information about the results of the training program implemented, both long and short term. Apart from that, the information obtained on this product component will help we determine the success of the program being implemented.

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