



Evaluating the Al-Alamanah Islamic School Library Using the GOEM Model: Effectiveness and Learning Implications

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ABSTRACT

This study aims to evaluate the effectiveness of the MA Al-Amanah Islamic School Library service using the Goal Oriented Evaluation Model (GOEM) approach developed by Ralph W. Tyler. This model was chosen because it emphasizes the achievement of goals as the main indicator of the success of a program. The study was conducted using a qualitative descriptive method through observation, semi-structured interviews with teachers, librarians, and vice principals, and the distribution of open questionnaires to 30 students as respondents. The evaluation results show that the library has contributed significantly to the achievement of learning goals, especially in terms of improving student literacy, character building, and strengthening learning independence. Through the seven stages of the GOEM evaluation, an increase in learning motivation, discipline, and active involvement of students in utilizing library facilities was identified. Although there are still limitations in the support of psychomotor facilities and formal evaluation instruments, the library has functioned as an effective and adaptive learning space for students' information needs. This evaluation also shows the importance of developing digital services and improving librarian competence in assisting the learning process. Thus, the application of a goal-based evaluation model such as GOEM is not only relevant for assessing the effectiveness of services, but is also useful as a reflective tool in strategic planning for the development of school libraries in the future.

Keywords: Evaluation; GOEM; School library; School library evaluation

1. INTRODUCTION

School libraries play an important role in supporting the educational process, especially in fostering a culture of literacy and independent learning (Prasetia & Adlan, 2022). In order for this function to run optimally, systematic and continuous evaluation activities are required. These evaluation activities enable managers to determine the extent to which the services, collections, and facilities provided have met the needs of students and teachers (Novianti et al., 2023). In addition, evaluation can also help identify strengths and weaknesses in library operations, thereby providing a basis for decision-

making for further development in the future (Tuflasa & Tambotoh, 2022).

Furthermore, evaluation in the context of technological developments and increasing information needs will be an important tool for assessing the extent to which library services have been running in accordance with educational objectives and needs (Mubarok, 2024). This is because libraries will be required to adapt and innovate in providing relevant and effective services (Fatwa & Nafisah, 2021). Targeted evaluations of libraries can provide a comprehensive picture of program effectiveness, user satisfaction, and library readiness to face challenges (Madawara et al., 2023). With proper evaluation, school libraries will be able to continue to develop from education that is responsive to the changing times (Moonasar, 2024).

In improving the effectiveness and direction of library evaluation, a structured evaluation framework or model is needed. One relevant model used in the context of education is the Goal Oriented Evaluation Model (GOEM) developed by Ralph W. Tyler. This model emphasizes that evaluation must be carried out based on the achievement of predetermined goals (Fauzobihi et al., 2022). In other words, the success of a program or service, in this case the school library, is measured by the extent to which the objectives formulated at the outset are actually achieved in practice. GOEM encourages evaluators to formulate specific objectives, develop indicators of success, and systematically measure the results of activities.

These evaluation activities are important because school libraries function as learning centers that provide a variety of relevant reading materials and information to support the teaching and learning process (Ayudhityasari & Widayati, 2021). Libraries also serve as a strategic alternative for students to independently explore information if they find classroom material difficult to absorb (Yuliansyah, n.d.). Therefore, if a library is always relevant to the needs of its users and adaptive to developments, it will create easy access to library materials and have an impact on increasing understanding, broadening knowledge, and forming more active and independent learning habits (Susilorini, 2021).

In addition to supporting cognitive aspects, school libraries can also play a role in fostering a culture of literacy among students, which is useful in the application of lifelong learning (Fadhli, 2021). Information literacy, which includes the ability to search for, evaluate, and use information effectively, is very important in today's digital age (Lestari, 2024). Therefore, library management, especially through proper evaluation and support from all elements of the school, is key to ensuring that libraries function optimally as a means of education, lifelong learning, and character building for students.

Based on this background, this paper aims to analyze the effectiveness of using the GOEM model in evaluating the library of MA Al-Amanah Islamic School Lembang. The focus of the analysis is on the extent to which the school library has supported the achievement of learning objectives, both in terms of literacy, character, and student learning independence. In addition, this paper also aims to examine the implications of the evaluation results for future library development strategies, particularly in the context of strengthening literacy culture and adapting to the development of students' information needs. With a goal-based evaluative approach, it is hoped that the library can continue to be developed into a relevant learning center that has a real impact on the entire school community.

2. RESEARCH METHOD

This study uses a descriptive qualitative approach (Sulistiyo, 2023) with a case study at the Al-Amanah Islamic School Library in Lembang. The purpose of this study is to evaluate the effectiveness of library services using the Goal Oriented Evaluation Model (GOEM) developed by Ralph Tyler. This model is used because it emphasizes the achievement of goals as the main basis in the evaluation process.

Thus, the use of the GOEM model in this study focuses on the extent to which the goals set by the library have been achieved.

Data was obtained through direct observation of library activities, semi-structured interviews with librarians, teachers, and the vice principal, as well as the distribution of open questionnaires to 30 MA students as library service users. This technique was chosen to obtain a comprehensive picture of the role of the library in supporting the learning process and improving literacy. Data analysis was carried out by following the stages in the GOEM model, which included goal formulation, goal classification, determination of behavioral indicators, achievement time, selection of evaluation methods, data collection, and comparison between goals and the results obtained from library activities. With this approach, it is hoped that the evaluation will not only measure the administrative success of the library, but also show its contribution to increasing student motivation, discipline, and literacy in a more comprehensive manner.

3. RESULTS AND DISCUSSION

The Role of School Libraries in Education

Libraries play a strategic role as learning resource centers that support the overall educational process. This statement is in line with research ([Indah et al., n.d.](#)), which explains the learning environment theory, namely that libraries are part of the educational ecosystem that can create a conducive atmosphere and environment for learning. Furthermore, ([Damanik et al., 2023](#)) also emphasizes that school libraries are an integral part of teaching and learning activities and serve as a learning tool that can help students learn independently and develop the ability to search for and utilize information appropriately.

Not only does it play a role in cognitive aspects, but in practice, libraries are also able to increase student motivation to learn through good and active management. This is proven in the study ([Husna, 2022](#)) by the habit of implementing routine library programs such as reading for 15 minutes in the reading corner and regular visits to the library, which can instill reading habits and foster lifelong learning motivation. Furthermore, research ([Alpian & Ruwaida, 2022](#)) also found that libraries can serve as enjoyable and inspiring spaces for students. Programs such as read aloud, book reviews, and reading corners in each class can change the literacy culture of students while also being enjoyable for library users.

Not only for students, school libraries also play a role in supporting the learning process of teachers, to obtain credible information for teaching. ([Syam et al., 2021](#)) explains that libraries have become the main source of information for teachers in designing better learning. Meanwhile, on the other hand, especially in the context of Islamic boarding schools, it is also highlighted that libraries must be able to adapt to technology and act as agents of information literacy, because libraries have a role to answer the challenges of the information society era ([Rifqi, 2021](#)).

Library Evaluation

Evaluation is a systematic process to assess the extent to which a library system has achieved its objectives ([Arya., 2024](#)). In the context of libraries, evaluation is a structured activity to assess the quality, effectiveness, and efficiency of services, collections, resources, and library performance based on predetermined objectives. The purpose of evaluation is to determine the extent to which the library has met the needs of its users, as well as to provide a basis for decision-making, development, and improvement of services based on the feedback obtained ([Prayitno & Ashari, 2023](#); [Rifqi, 2021](#)).

In education, evaluation has a formative function to encourage improvements in the quality of

education through improvements in facilities, methods, and learning strategies, including in the realm of libraries, which serve as the main support for teaching and learning activities ([Phafiandita et al., 2022](#)). Meanwhile, when narrowed down further in the context of libraries, evaluation functions as a data-based decision-making tool for innovation improvement in supporting the learning process and optimally meeting users' information needs. Thus, the urgency of conducting library evaluation lies in the strategic role of libraries as information centers and key supporters in the learning, research, and scientific development processes. Without evaluation, libraries are likely to operate ineffectively, stagnantly, and without adaptability to change, especially in the context of advances in information technology and the demands of service digitization.

Goal Oriented Evaluation Model (GOEM)

The Goal Oriented Evaluation Model (GOEM) is an evaluation model developed by Ralph Tyler that emphasizes the achievement of goals as the main indicator of success in a program. In his work entitled *Basic Principles of Curriculum and Instruction*, Tyler states that goals should be the main reference in a focused evaluation process. This is in line with Tyler's definition that evaluation is a series of activities carried out by evaluators to assess the conditions under which a goal can be achieved ([Hesti Kusumangirum et al., 2024](#)).

This model is used to measure the extent to which an institution can achieve its initial goals. Therefore, in the process, evaluators need to set program objectives at the outset and make them the main focus of the evaluation process ([Ratnasari & Zubaidah, 2019](#)). This focus can then be broken down into several systematic steps in the evaluation process, consisting of seven steps, namely:

1. The first step is to formulate clear and specific objectives.
2. Then classify the objectives based on the domain of achievement (e.g., cognitive, affective, psychomotor).
3. These objectives are formulated in the form of measurable behavioral indicators.
4. Determine the time frame for achieving the objectives.
5. Select the appropriate evaluation method to assess its success.
6. The evaluator collects data through observation, interviews, or documentation studies.
7. The final step is to compare the actual results with the predetermined objectives to determine the extent of the program's success.

GOEM also allows for the evaluation of three main components, namely goals, targets, and results, covering both the outputs (short-term results) and outcomes (long-term results) of program implementation. Thus, this model is very useful in providing concrete feedback that can be used as a basis for improvement and strategic decision-making for future program development.

Evaluation of Al-Alamanah Islamic School Library in Assessing Its Effectiveness and Implications for Learning

In assessing the effectiveness and implications of the MA Al-Amanah Islamic School library, seven stages of the Goal Oriented Evaluation Model (GOEM) were applied to evaluate the extent to which the library has supported the achievement of objectives. Through this approach, the evaluation was carried out in stages, starting from the formulation of library objectives to the analysis of the results achieved. Each stage provides a comprehensive overview of the alignment between the established plan and actual practice, as well as identifying the library's contribution to student learning. The following is a description of the seven stages of the GOEM model at the MA Al-Amanah Islamic School Library in Lembang:

1. Formulation of objectives

The library program's objectives are explicitly formulated, namely to improve student literacy and support the learning process, especially in Arabic and English lessons. This is realized through the provision of visual and audio learning facilities, such as educational videos, the use of YouTube, and listening exercises. These facilities are expected to strengthen students' receptive abilities in understanding foreign languages contextually and enjoyably. This objective is in line with the school's learning direction, which emphasizes the importance of language proficiency as a 21st-century skill.

2. Classification of Objectives Based on Domain

The objectives of library use are then classified into three learning domains, namely cognitive, affective, and psychomotor. The cognitive domain is evident in the library's contribution to enriching students' knowledge, especially in understanding lesson material independently through reading materials and digital media. The affective domain is reflected in students' increasingly polite and orderly attitudes and their enthusiasm in utilizing library services. Students are trained to maintain calm, obey rules, and respect the learning environment. Meanwhile, the psychomotor domain is more limited, but still appears in activities such as using dictionaries, browsing materials, or listening to audio lessons. Practical activities for other subjects, such as science, cannot yet be facilitated due to limited space and facilities.

3. Formulating Objectives in Measurable Behavioral Terms

Success indicators are formulated in the form of observable and measurable behaviors. Several indicators that emerged from observations include increased student motivation to learn, better focus while in the library, compliance with rules such as not eating and not making noise, and increased frequency of visits and book borrowing. The most notable behavioral change was in students who were previously passive or uninterested in reading but began to show interest in certain reading collections, especially storybooks and reference books. This shows that the library has begun to become a space that supports learning and shapes independent learning habits.

4. Determining the Time Frame for Achievement

Based on observations and interviews, changes in student attitudes and habits began to appear within 3 to 5 regular visits to the library. Within that time frame, students were able to use dictionaries independently, search for additional information from the internet facilitated by librarians, and understand the content of foreign language broadcasts at a basic level. This shows that the impact of the library program on students can be felt in the short term, as long as it is carried out consistently and supported by appropriate guidance.

5. Selection of Evaluation Methods

The evaluation was carried out using a qualitative approach based on observation, which focused on changes in student behavior as the main indicator. Librarians and teachers actively recorded new trends in students' use of the library, both in terms of visits outside of scheduled hours and participation in literacy activities. Since the school's focus was more on strengthening character and motivation to learn, the evaluation of success was not only based on academic achievement, but also on the attitudes, enthusiasm, and positive habits that were formed in the library environment. This approach is considered most relevant for describing affective and long-term changes.

6. Data Collection

The data collected during the evaluation process included student attendance records at the library, book borrowing records, and observations of student behavior by librarians and teachers. Although formal instruments such as user satisfaction surveys or written evaluation sheets were not available, this qualitative data was sufficient to provide an overview of the impact of library services. Teachers and librarians also acknowledge the importance of developing a more structured evaluation system in the future, including the direct involvement of students in providing feedback on services.

7. Comparison of Objectives and Results

Overall, the evaluation results show that the main objectives of the library have been achieved in terms of supporting student learning and improving literacy. Student engagement in library use has increased, both quantitatively (number of visits and loans) and qualitatively (changes in attitude and enthusiasm for learning). Although there is still room for improvement, particularly in expanding facilities and service variety, the ongoing program has made a real contribution to the educational process at the school. Teachers and librarians agree that with continuous evaluation and support from all elements of the school, the library can continue to be developed into a literacy center that is relevant and adaptive to the changing times.

The results of the GOEM-based evaluation show that the MA Al-Amanah Islamic School Lembang Library has made a real contribution to the achievement of learning objectives, particularly in improving literacy, character building, and strengthening student independence in learning. These findings are in line with the focus of analysis in this paper, which is to determine the effectiveness of applying a goal-based evaluative model in the context of school libraries. Specifically formulated library objectives, such as supporting language learning and fostering reading habits, were successfully realized through adaptive services.

In terms of literacy, the indicators observed showed an increase in students' interest in reading, including those who were previously less active in reading activities. In terms of literacy, the indicators observed showed an increase in students' interest in reading, including those who were previously less active in reading activities. In terms of character, there has been a positive change in attitude among students. Students have become more orderly, shown interest in literacy, and started to make the library a comfortable learning space. This shows that the library not only supports cognitive development but also strengthens the character building of students as part of the educational objectives.

Meanwhile, in terms of independent learning, the library has become an alternative place for students to access information, complete assignments, and explore subject matter more broadly outside of class. Although direct practice facilities for psychomotor skills are still limited, the use of dictionaries, instructional videos, and independent interaction with information sources sufficiently illustrate an increase in active learning skills among students.

Furthermore, the results of this evaluation provide an overview of the implications for future library development strategies. Goal-oriented evaluations such as GOEM are able to specifically identify areas that have been successful as well as those that still need improvement. An example of this is the user evaluation system conducted through written satisfaction surveys by students. In addition, adapting to developments in information needs, especially in the digital era, is an initial strategic step that needs to be continuously encouraged. There is also a need to develop digital services and improve the competence of librarians in assisting students in non-formal learning spaces.

Thus, goal-based evaluative approaches such as GOEM not only help measure the success of library programs but also serve as a reflective tool for managers and school officials in formulating

directions for more effective, relevant, and impactful library development that positively influences the educational process.

4. CONCLUSION

The application of the Goal Oriented Evaluation Model (GOEM) in evaluating the MA Al-Amanah Islamic School Library has proven effective in measuring the extent to which library services support the achievement of learning objectives. Through seven systematic stages in the GOEM model, it was found that the library contributes to improving literacy, shaping positive character, and strengthening student learning independence. Observed indicators such as increased reading interest, discipline, and active use of learning facilities show that the library has become a meaningful learning space in line with 21st-century learning. The evaluation also shows that a goal-based approach can provide a comprehensive picture of the strengths and areas for improvement in library services.

However, the evaluation also revealed a number of challenges that need to be addressed immediately, such as limited facilities to support psychomotor skills and the lack of formal written evaluation instruments. Therefore, several developments are needed, such as the development of digital services, the active involvement of students in user feedback, and the improvement of librarians' competence in providing adaptive literacy services. GOEM-based evaluation is not only a tool for measuring effectiveness but also a reflective instrument for developing strategies for sustainable, relevant, and impactful school library development that has a real impact on the educational process.

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