THE TERM OF DOCUMENTATION IN THE CONTEXT OF THE LIBRARY AND INFORMATION SCIENCE EDUCATION IN INDONESIA FROM THE 1950s TO 2010s

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ABSTRACT

The study purpose is to explore the concept of teaching institutions in Indonesia. In the Indonesian library and information (LIS) education, the term documentation, which is a translated version of the word "documentatie," was introduced in the early 1950s by Training Course for Library Staff as an activity that acquired, processed, stored and retrieved documents. The method used is a historical method by examining existing historical sources in the form of articles, institutional reports, an examination of textbooks, and selective interviews with several librarians graduating from librarian education institutions. The term of documentation was explained as different from library activities; these differences, later on, were spread to the application in government offices. The differences have an impact on the daily life as documentation concerned on non-printed material while the library concern on printed ones or documentation emphasis on the processing of newspapers and journals while the library concern on books or documentation moves on natural sciences while the library's works limited to social sciences and humanities. Later on, when the term documentation was exchanged to information science as proposed in the US, the LIS institutions began introducing the term Library and Information Science with the understanding that library science and information science in an integrated science like two different sides from the same coin. However, the growing information technology, impact of the internet on librarianship, research progress in information-related sciences emerged a question of whether both terms are different or the same in Indonesia. The Ministry of Research and Higher Education in the mid-2010s issued a regulation under the auspices of (Information Sciences cluster) that there are programs, i.e. (1) Information Science and (2) Library and Information Science (LIS). This paper accepted the concept of Information Science is different from LIS and documentation and submit some suggestions on the content of Information Science as a course study in Indonesia. Furthermore, it does not mention documentation as a course owing to its obsolete modified meanings.

Keywords: Library and Information Sciences, LIS Education, Education program, Documentation Term

1. INTRODUCTION

In recent years 2014-2019 some institutions especially for Research and Development (R & D) Institution such as Indonesian Institute of Sciences (LIPI), BPPT, LAPAN and BATAN no longer using nomenclature the term of the documentation within the organizational structure Some of them have replaced the term documentation with the library or eliminate the structure of the documentation unit in research institution. It is possible due to the unclear

concept of documentation, because there are not differences of library and documentation, although the functions and tasks of documentation are still done as part of libraries or archives. The question is, what about the library and information science education in Indonesia regarding the concept of documentation in the LIS program curriculum. How is different the concept between documentation and information sciences?

This paper is a historical study of the concept of documentation as taught in educational institutions in Indonesia. Because educational institutions in Indonesia began in 1952 with the opening of a technical course for library employees, this paper traces learning about documentation courses. The study up to 1986 was centered on the Department of Library Science, Faculty of Letters, University of Indonesia (FSUI) because, until these years, practically only formal education institutions existed at Universitas Indonesia. It is known that there is a Department of Library Science - IKIP Bandung (later moved to Padjadjaran University), but the documents available from the institution are practically non-available. The word documentation absorbed in Indonesian comes from the Dutch language "documentatie"; the word came from documentation, as stated in the Federation International de Documentation (FID) organization since 1895.

2. METHOD

The method used in this study is a historical method by examining historical sources in the form of articles, institutional reports, the examination of textbooks, and selective interviews with several librarians who graduated from librarian educational institutions. Articles, reports, textbooks used as a source are those that discuss the concept of documentation. Librarians chosen as informants are those who have managed documentation and who have written books that discuss documentation.

3. RESULT AND DISCUSSION

3.1 Period 1952-1961

Before 1945 there was no formal librarian education in Indonesia. The new librarian education began on 15 October 1952 when The Training for Library Staff in Jakarta was opened by the "Djawatan Pengadjaran" Ministry of Education (Sulistyo-Basuki.1994), Education, and Culture. The course was initially planned to last 1 year and then extended

to 1.5 years, and then to 2.5 years later the name was changed to become a Training Course for Library Technicians (Habraken, 1954) often abbreviated as KPAP (Kursus Pendidikan Ahli Perpustakaan) Starting in 1959 the name of education changed to a Library School of 3 years of education (Sumarsidik, 1961).

From 1952 to 1995, the notion of documentation refers to the notion of documentation in a Dutch context. From 1959 the Library School used Simatoepang textbooks entitled Documentation (Simatoepang, Sihombing, and Aziz, 1959). The book defines documentation in two, namely the understanding of extensive documentation and a more limited understanding of documentation. A broader understanding says the documentation is the collection of collections, collections, and disseminating documents from all types of material in all human activity (Simatoepang, Sihombing, and Aziz, 1959) fields the material that is in the private library, in the office where the provision of literature on a subject matter is the main task (Simatoepang, Sihombing, and Aziz, 1959).

When observed, the broader understanding of documentation is nothing, but a limit given by the Federation International de Documentation (F.I.D) but has not been accepted by the Dutch Librarian Association so that there are two different definitions mentioned above. As for Simatoepang, Sihombing and Aziz (1959) wrote that documentation in an abstract mean:

(a) Finding and collecting materials
(b) To compile, classify, pour the ingredients in a way, if necessary, make it easy to find and retrieve the ingredients again quickly,
(c) To organize the documents and distribute them to those who need them.

The definition of documentation that is widely used in the Library Course is the meaning mentioned by Simatoepang because the book is used as a textbook while textbooks (more accurately called the dictates) used in the early period of librarian education have almost no survivors.

3.2 Period 1961-1969

The Library School was only two years old because, in 1961/1962 teaching librarian education was transferred to the University of Indonesia's Teaching and Education Faculty Library Science Department (DIP FKIP UI). Changes to the documentation

course were the issuance of RI Presidential Regulation (Perpres) No. 20 of 1961 concerning duties, obligations, and documentation work fields and libraries in the government environment. The Presidential Regulation states that the documentation is:

1) Documentation is to provide information in the form of a new document about knowledge in the broadest sense of the word as a result of human activities and for that purpose to collect and compile these statements

2) In each department, department and other governmental bodies the duty of the documentation obligation is as intended in paragraph (1) above, this is limited to only covering knowledge which is solely required to carry out the duties and duties of the department, department, and agency the government is the only concerned.

The understanding of the documentation was widely used in the field of librarian education until the early 1970s. The situation of librarian education is directly and indirectly influenced by the political situation such as the events of September 30, the inflation that skyrocketed (up to 1966 recorded up to 650%, the scarcity of foreign exchange so as not to allow the purchase of books; it causes the definition of limited documentation on existing textbooks and practices that exist.

At this time, there was still a dominant notion of corporate and literary documentation. Literary documentation regarding documents printed, carved, recorded, or portrayed Literary (Simatoepang, 1959) Documentation is also called literature documentation or literary documentation. [Sic] On the other hand, there are corporate documents, namely objects in the type of goods such as museums (paintings, currency, etc.) and materials ouster [sic], an example of goods in the company (Simatoepang, 1959.

This period also taught the difference between libraries and documentation as a result of the (Presiden Regulation) 1961 and practices that have existed since the 1950s. Furthermore, there is a growing understanding of the differences between documentation and libraries. For example, the documentation provides information that is quoted, adapted, translated, filtered, photocopied, or recorded from all library documents while the library's duties and obligations are to collect, compile and maintain library books and documents.

When viewed from the present perspective, the task of the library is to collect books and library documents; in other words, the printed documentation is as simple as collecting non-printed materials such as films, audiovisuals, and so on. The interpretation of the Perpres is documentation of creating new documents from existing documents, and this can be interpreted as documentation producing new documents such as bibliography, abstracts, indexes, literature reviews, and others. During this period, there was also the practice of documentation only engaged in the natural sciences while the library in the fields of social and cultural sciences. So it appears that the practice in the field affects the teaching of documentation.

3.3 Period 1969-1989

In this period, the librarian education institution (read the Library Science Department FSUI) only accepts students who hold young Sardjana (Bachelor) titles, and preferably they are Sardjana Muda (baccalaureate), non-Library Sciences. George Miller, a librarian from Australia who has worked at the Faculty of Literature at the University of Indonesia, once said this was the first library science graduate program in Indonesia FSUI Library Science Department in 1969 received assistance from the US government is a sender of prospective lecturers, scholarships for students (limited to those who have a Sardjana Muda (baccalaureate degree, not Library Science) and book grants from the Asia Foundation. The textbook used is the work of Loosjes (Loosjes.1967). He gives a limited definition of documentation concerning the borderless librarianship and definition. In a definition limited to the field of librarianship, Loosjes divides three types of definitions, namely (1) overall definition or "superposition"; (2) parallel definition or "juxtaposition"; and (3) definition of subordinate or "infraposition." In the "superposition" province, the documentation of the library is more extensive. This approach was taken by Shera (1951), who said documentation as:

> *"The canalization of graphic records to all users, to all purposes and at all levels (of use) in such a way as to maximize the social utilization of recorded human experience."*

Shera uses the term "graphic records" as all types of documents meaning all material units that contain information. In Indonesia, this definition is used in the Centre for Scientific

Documentation and Information (PDII LIPI), which has a library organization as the bottom of the documentation center. In the definition of "juxtaposition," the position of documentation is equal or equal to the library.

This opinion is also adopted in Indonesia with different differences. For example, there is an opinion that the library processes books and newspapers or newspapers while the documentation processes magazines. The second opinion says the library processes all printed material while non-printed material is processed by documentation. The third opinion states that the library processes documents in the field of social and cultural sciences, while documentation processes the fields of natural science and technology. The definition proposed by Loosjes is easy to understand because students are due to the issuance of Presidential Regulation No. 44 and 45 of 1974 concerning departmental organizations. In the Presidential Regulation, the composition of each publication is stated, each department has a Research and Development Agency (RDA), usually in the Research and Development Agency there is a library and documentation section. Each department issues its policies regarding libraries and documentation, so there is no uniformity. Teaching documentation at librarian education institutions is facilitated by the issuance of the FID documentation syllabus (Brugghen, W. Van der. 1975) The work of Mikhailov and Gliajarevskij supports the syllabus. Mikhailov's book is widely used in the documentation center as teaching material also in courses organized by the documentation center (Mikhailov, A.I. and Giljarevskij, R.S., 1971)

Table 1. The Differences between Documentation and Libraries according to their Functions

ACTIVITIES Information / communication	Library	Documentation
1. Creating / production	-----	Additional activities
2. Publishing or collecting or Editing	-----	Additional activities
3. Collection development	Main activity	Additional activities
Information retrieval	Main activity	
Document selection	Main activity	
4. Information processing	Main activity	Main activity
Cataloguing	Main activity	Main activity
Classification	Main activity	Main activity
Indexing	Additional activities*	Main activity

ACTIVITIES Information / communication	Library	Documentation
5. Collection utilization Abstracting Bibliography preparation Data analysis Literature review (state of the art, annual review)	------------- ------------- Additional activities* ------------- -------------	Main activity Main activity Main activity Main activity Main activity
6. Document storage	Main activity	Main activity
7. Information retrieval	Main activity	Main activity

8. Providing services
  Answer the question
  references
  document circulation
  document reproduction
	
	Main activity
	Main activity
	Main activity
		
		Main activity
		Main activity
		Main activity

9. Operational services and administrative	Main activity	Main activity

Sources: Mohrhardt, with edited *) by the author

The documentation definition outside the field of librarianship involves all activities related to the process of making, obtaining, processing and retrieving information in a broad sense, even though in practice the term documentation is used for activities such as taking photos, videos, sound recordings in various activities (marriage, circumcision, dead). In this activity, there is usually a documentation section that is responsible for recording all activities in all formats, usually nonprinting.

3.4 Period 1989-2018

With the issuance of Law No. 2 of 1989 concerning the education system, librarian education is divided into academic and professional education pathways. Education academic is divided into undergraduate programs (Strata 1), Masters (Strata 2) and doctoral (Strata 3). Up to now, there are around 17-20 study programs while the graduate programs are only 4 University (University of Indonesia, Padjadjaran University, Gadjah Mada University, UIN Sunan Kalijaga while Bogor Institute of Agriculture does not accept new students starting in 2017). The Postgraduate Program in Communication Science gives students documentation to the mass media, virtually the same as the understanding of documentation provided by FID. The implementation of documentation courses since the 1990s has diminished for several reasons:

(1) Since the change in name of the American Documentation Institute to the American Society for Information Science in 1968, when the term "documentation" was changed to "information science" the use of the term documentation has declined. Regarding the notion of Information Science, the definition by Borkor (1968).

> *"Information science is that discipline that investigates the properties and behavior of information, the forces governing the flow of information, and the means of processing information for optimum accessibility and usability. It is concerned with the body of knowledge relating to the origination, collection, organization, storage, retrieval, interpretation, transmission, and utilization of information."*

The term information increasingly diverts the term document; even in information organizations, word documents and the like are now replaced by resources or resource (Joudrey, Daniel N. et. all., 2015)

(2) The dissolution of FID as an institution that safeguards documentation in 2002 is practically no international institution engaged in the documentation. On the other hand, the association which names the name "information science" is getting more and more; the same thing also happens in librarian education institutions. Of the nearly 40 librarian education institutions in Indonesia, based on the search for less than five who still survive under the name Library Science, the rest use the term Library and Information Science.

(3) There are not many doctrinal textbooks in Indonesian at 21st. It was noted that Purwono's work and Sudarsono's work after Sulistyo-Basuki book were published.

(4) Government regulations, in this case, the Ministry of Research and Higher Education in 2017, which states that the Library Science and Library and Information Science are included in the Cluster of Information Sciences, further alienating the use of the word documentation in librarian education.

4. CONCLUSION

The word documentation, which was created in 1895 in its history, has changed the meaning, ranging from bibliographic surveillance to all forms of micro-documentation. The term documentation that is widely used in North America had changed when the American Document Institute changed its name to the American Society for Information Science and naturally said the documentation is changed to information science. Librarian education in Indonesia began in 1952, introducing course documentation with meaning was taken from the FID issue. In a further development, the word documentation is given limitations in and outside the context of librarianship. This causes Indonesia the notion of documentation is interpreted in various ways with the implementation in various departments; there are a documentation and library section. As for the word documentation outside the context of persistent librarianship, it is even thought that it will affect its meaning. With the change of name and scope, it is estimated that in the future, there will be a book-information science book while documentation books will decrease.

5. ACKNOWLEDGMENT

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