**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 purpose of this study is to explore the concept of teaching institutions in Indonesia. The term documentation in the Indonesian library and information Sciences (LIS), which is a translated version of the word “documentatie,” was introduced in the early 1950s by the Training Course for Library Staff as an activity that involves the acquisition, processing, storage and retrieval of documents. Furthermore, the method adopted historically involves the examination of existing historical sources, usually articles, institutional reports, examining textbooks. Moreover, it was reported that *documentation* is different from library activities, which subsequently extended to the application in government offices. This variation impacts on the daily life, based on the fact that documentation is more concerned with on non-printed materials, laying emphasis on the processing of newspapers and journals, and the movement towards natural sciences. Conversely, the library is concerned with printed data on books, with works that are limited to social sciences and humanities. However, the growing impacts of internet information technology on librarianship and research progress in the aspect of related sciences lead to a query on the similarity and variation between both terms in Indonesia. In the mid-2010s, the Ministry of Research and Higher Education issued a regulation under the auspices of Information Sciences cluster, insinuating the existence of programs, which include (1) Information Science and (2) Library and Information Science (LIS). This paper, however, accepted the concept of variation between Information Science, LIS and documentation, leading to the submission of some suggestions based on its content as a course study in Indonesia. Furthermore, there are no mentions of documentation in this dimension, owing to its obsolete modified meanings.

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

1. **INTRODUCTION**

Recently, Between 2014 and 2019, some institutions set up for Research and Development (R and D), including the Indonesian Institute of Sciences (LIPI), Agency for the Assessment and Application of Technology (BPPT), National Institute of Aeronautics and Space (LAPAN) and the National Nuclear Energy Agency (BATAN) truncated the use of the term documentation within an organizational structure. In addition, some have replaced it with “library” or totally eliminated the structure of the documentation unit within research institutions, leading to disparity in both concept, despite the fact that the functions and tasks of documentation are a part of libraries or archives. The research question is based on understanding the library and information science education in Indonesia, regarding the concept of documentation in the LIS program curriculum. This further investigates the differences in concept against information science~~s~~

This paper is a historical study of the concept of documentation, as taught in educational institutions in Indonesia, based on the fact that its origin in 1952 was characterized by the opening of a technical course for library employees, which is traced about affiliated courses. Up to 1986, the study focused on the Department of Library Science, Faculty of Letters, University of Indonesia (FSUI), due to the fact that the previous years were practically limited to the existence of formal education institutions at Universitas Indonesia. Also, there is a Department of Library Science - IKIP Bandung, which was later moved to Padjadjaran University, and the documents available are practically non-available. In addition, the word documentation absorbed in Indonesian ensued from the Dutch language “documentatie”, which arose from the term documentation, as stated in the Federation International de Documentation (FID) organization since 1895.

1. **METHOD**

The historical method was used in this study, characterized by the examination of historical sources in the form of articles and institutional reports, as well as textbooks, were used in discussing the concept of documentation. Meanwhile, selective interviews with several librarians that graduated from librarian educational institutions were chosen as informants, known to manage documentations and have written related books.

1. **RESULT AND DISCUSSION**

***Period 1952-1961***

Prior to 1945, there was no formal librarian education in Indonesia, and the new ones forms were created on 15 October 1952, which involved opening of the Training for Library Staff in Jakarta by the “Djawatan Pengadjaran” Ministry of Education (Sulistyo-Basuki.1994) and Culture. This course was initially planned to last for 1 year, extended to 1.5 years, and then to 2.5 years, and subsequently the name was changed to “Training Course for Library Technicians” (Habraken, 1954) often abbreviated as KPAP (Kursus Pendidikan Ahli Perpustakaan). In 1959, the name was modified to Library School of 3 years of education (Sumarsidik, 1961).

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From 1952 to 1995, the perception of documentation refers to the notion in a Dutch context, although after1959, the Library School used the Simatoepang textbooks titled "Documentation” (Simatoepang, Sihombing, and Aziz, 1959). This provided a definition in two, encompassing the understanding of extensive and a more limited version of documentation. On a broader note, it is affiliated with the collection, and disseminating of documents from all types of materials that involve human activities. These include data from the private library, in the office where the literature on a subject matter is provided as the main task (Simatoepang, Sihombing, and Aziz, 1959).

During observation, the broader understanding is characterized by a limit created by the Federation International de Documentation (F.I.D). This has, however, not been accepted by the Dutch Librarian Association,leading to the existence of two different definitions as mentioned above.

Simatoepang, Sihombing and Aziz (1959) reported in an abstract that documentation means:

(a) Finding and collecting materials

(b) Compiling, classifying, and pouring the ingredients in a way, and if need be, enhance the ease of subsequent identification and retrieval,

(c) To organize the documents and distribute to people in need of them.

The definition most widely used in the Library Course is that mentioned by Simatoepang, based on the fact that the books are used as textbooks, more accurately called dictates. These were frequently adopted in the early period of librarian education, which has almost no survivors.

***Period 1961-1969***

The Library School was only two years old in 1961/1962, teaching librarian education, which was transferred to the University of Indonesia’s Teaching and Education Faculty, Library Science Department (DIP FKIP UI). Therefore, changes to the documentation course comprised the issuance of RI Presidential Regulation (Perpres) No. 20 of 1961, concerning duties, obligations, and documentation work fields and libraries in the government environment, depicting the following assumptions:

(1) Documentation is needed to provide information in the form of a new document with regards to knowledge in the broadest sense of the word, resulting from human activities, and is therefore required to collect and compile these statements.

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

This understanding was widely adopted in the field of librarian education, up to the early 1970s, and the situation of the system is directly and indirectly influenced by political events, including the inflation that skyrocketed in September 30, up to 1966, which recorded about 650%. Therefore, the scarcity of foreign exchange is centered on preventing the purchase of books, leading to the definition of limited documentation on existing textbooks and practices that exist.

This time was also characterized by a dominant conception of literary (literature) documentation, related to prints, carvings, recordings, and displays. [Sic] Conversely, there were also corporate documents, encompassing objects in the type of goods, including museum paintings, currency, etc., and materials ouster [sic], which consist of goods in the company. The period taught the difference between libraries and documentation, resulting from the Presiden Regulation (1961) and practices existing from the 1950s. Furthermore, there is a growing understanding of the differences, e.g., it is established that documentation provides quoted, adapted, translated, filtered, photocopied, or recorded information from all library documents, while the duties and obligations of a library are to collect, compile and maintain the existing books and documents.

When viewed from the present perspective, their task entails the collection of books and library documents, including the printed forms, which is as simple as collecting non-printed materials, encompassing films, audiovisuals, and others. In addition, Presiden Regulation interpreted that the creation of new documents from existing ones includes bibliography, abstracts, indexes, literature reviews, and others. During this period, it was that the practice of documentation engaged only in natural sciences, while library was limited to the fields of social and cultural sciences, which subsequently affects the teachings.

***Period 1969-1989***

This period was characterized by the librarian education institutions’ (read the Library Science Department FSUI) acceptance of students that hold young Sardjana (Bachelor) titles, preferably Sardjana Muda (baccalaureate) in non-Library Sciences. George Miller, a librarian from Australia and a previous worker at the Faculty of Literature, University of Indonesia, once reported this as the first library science graduate program in Indonesia13. In addition, the FSUI Department in 1969 received assistance from the US government as a sender of prospective lecturers, and scholarships for students, which was limited to those with a Sardjana Muda (baccalaureate degree, not Library Science), as well as book grants from the Asia Foundation. Meanwhile, the textbooks adopted the work of Loosjes14, which provides a limited definition of documentation, concerned with and limited to the field of borderless librarianship. This concept divides into three types of definition, encompassing (1) the overall or “superposition” (2) parallel or “juxtaposition”; and (3) subordinate or “infraposition.” In the “superposition” province, the documentation of the library tends to be more extensive, based on the approach taken by Shera (1951), which narrated it as:

*The canalization of graphic records to all users, for all purposes and at all levels (of use) in an attempt to maximize the social utilization of recorded human experience.*

Shera uses the term “graphic records” for all types of documents, comprising of all material units that contain information. This definition in Indonesia is used in the Centre for Scientific Documentation and Information (PDII LIPI), which has a library organization as the bottom area, and the term “juxtaposition” defines the equality in both terms.

This opinion is also adopted with differences, e.g., there is a perception that the library processes books and newspapers, while the documentation processes magazines, and the second opinion states the procession of all printed and non-printed materials, respectively. In addition, the third stipulated that the library handles documents related to the field of social and cultural sciences, while documentation is involved in natural sciences 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, concerned with departmental organizations. Meanwhile, the composition of each publication states that each department has a Research and Development Agency (RDA), which is usually in the library and documentation section. Meanwhile, each department issues its peculiar policies, leading to the absence of uniformity, as teaching at librarian education institutions is facilitated by the issuance of FID syllabus15, which is supported by the work of Mikhailov and Gliajarevskij16. These are widely used in the documentation center as a teaching material, and also in courses organized by the documentation center.

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

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| **ACTIVITIES**  **Information / communication** | **Library** | **Documentation** |
| 1. Creating / production | ----- | Additional activities |
| 2. Publishing or collecting or Editing | ----- | Additional activities |
| 3. Collection development  Information retrieval  Document selection | Main activity  Main activity  Main activity | Additional activities |
| 4. Information processing  Cataloguing  Classification  Indexing | Main activity  Main activity  Main activity  Additional activities\* | Main activity  Main activity  Main activity  Main activity |
| 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 definition of documentation outside the field of librarianship involves all activities related to the process of making, obtaining, processing and retrieving information in a broad sense. In addition, the term is practically adopted in activities of taking photos, videos, sound recordings in others (marriage, circumcision, burial), characterized by a section dedicated for the recording of all activities in the desired formats, usually nonprinting.

***Period 1989 until now***

With the issuance of Law No. 2 of 1989, concerned with the education system, the librarian variety is divided into academic and professional pathways. Then the academics are further separated into undergraduate (Strata 1), Masters (Strata 2) and doctoral (Strata 3) programs.

Up to now, about 17-20 study programs exist, while the graduate programs are only 4 institutions, including the University of Indonesia, Padjadjaran University, Gadjah Mada University, and UIN Sunan Kalijaga, although Bogor Institute of Agriculture did not accept new intakes in 2017. Also, the Postgraduate Program in Communication Science provides student documentation to the mass media, which is virtually similar to the understanding provided by FID. These courses were implementation from the 1990s, and have diminished through the years for several reasons:

(1) Following the change in name of the American Documentation Institute to the American Society for Information Science in 1968, the term “documentation” was modified to "information science" accompanied by a decline in its use. Meanwhile, regarding the notion of Information Science, the definition provided by Borkor (1968) stipulated:

*Information science is a discipline that investigates the properties and behavior of information, as well as the forces governing its flow, and the means of processing for optimum accessibility and usability. In addition, it is also concerned with the body of knowledge that is related to the aspects of origination, collection, organization, storage, retrieval, interpretation, transmission, and utilization.*

The term “information” increasingly diverts from the term “document,” as aspects of organizing data, word documents and others are currently being replaced with resources19.

(2) The dissolution of FID as an institution that safeguards documentation in 2002 depicts the non-engagement of international institutions. Conversely, there is an upsurge in the number of associations that attribute the name “information science”, which is similarly implicated in librarian education institutions. Meanwhile, out of the nearly 40 librarian education institutions in Indonesia, the search result depict that less than five survive under the name Library Science and the remaining utilize the term Library and Information Science.

(3) There is limited availability of doctrinal textbooks in Indonesian at21st, as noted in the work by Purwono’s and Sudarsono’s, following the publication of Sulistyo-Basuki.

(4) Government regulations, particularly the Ministry of Research and Higher Education in 2017, reported the inclusion of Library Science and Library and Information Science in the Cluster of Information Sciences, further alienating the use of the word documentation in librarian education.

1. **CONCLUSION**

There has been a modification in the meaning of the word documentation, created in 1895, ranging from bibliographic surveillance to all forms of micro-documentation. The term, known to be widely used in North America changed during the era where the American Document Institute naturally proclaimed American Society for Information Science as its new identity. Furthermore, librarian education in Indonesia was initiated in 1952, introducing course documentation with meaning, obtained from the FID issue, followed by the limitations surrounding the utility of the word documentation in and outside the context of librarianship. This leads to the various ways of interpreting the notion in Indonesia, with its implementation in various departments, encompassing the documentation and library section. Outside the context of persistent librarianship, the term documentation is thought to affect its meaning, with the adjustment of name and scope. In addition, there is the possibility of an increase in book-information science literatures, and a decline in those affiliated with documentation.

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