

Revitalization of the Indonesian Librarian Association's Roles in Supporting Library Professionalism

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ABSTRACT

This study gives a brief history of the founding of the Indonesian Librarian Association, the umbrella organization for the librarian profession, which, to this day, continues to discover its optimal structure in cooperation with the study of library science, which produces future librarians (alumni). Some other professional organizations are used in this study as equivalent comparative institutions to clarify the realities surrounding the functions of the Indonesian Librarian Association. In order to build the ideal structure for a professional organization, this research is intended to offer a new foundation for reviving or reconstructing the roles and interdependence of the Indonesian Librarian Association with all linked organizations, either directly or indirectly.

Keywords: Indonesian Librarian Association; library roles; library science

1. INTRODUCTION

Everything associated to the profession of a librarian is considered librarianship. Even today, there is still controversy about the professionalism of librarians, both inside and outside the 'walls' of the library itself. The definition of "librarian professionalism" is greatly influenced by the specialization of the profession or the level of knowledge that librarians possess. Blasius Sudarsono (1991) said that one issue that has not been resolved to this day, according to critics, is that the library's human resource capacity development program is still heavily focused on creating practical groups. Some claim that librarians are technicians who must at least have a Diploma 2 degree. While some other experts assert that librarians are analytical professionals with a minimum need of Bachelor's degree holders in the fields of documentation and information management. Librarians are still regarded as non-professional jobs or not yet deserving of the title of the profession because their speciality is still a duplication between technicians and analysts due to the merger of the two performance specialities between each.

Both the Bachelor's program and the Diploma in Library Science Study Program are still available. Bachelor's degree holders are really categorized as analysts, whereas diploma holders are categorized as technicians. Then, which graduates of the Library Science Study Program are genuinely designated? This professionalism will surely be questioned if both are true. The issue caused by the existence of two educational levels (technician and analyst) in the Library Science Study Program is the dualistic nature of the librarian profession in the context of library work.

Due to curriculum requirements and competency criteria, the professional code of ethics has been applied with prejudice. Due to the dualistic nature of the professions, there are expert (analytic) and technical librarians. Krzys (1983) once suggested carrying out research into numerous issues in the field of librarianship. "*Practical librarians*" should be further researched, claims Krzys. It emerged that the existence of a practical/technical librarian (technician) by Krzys's point of view as a separate issue with very modest consequences for the librarian's professionalism.

Problems that arise from dualism, analytical and technical, cause overlapping between the main tasks and functions of the two fields of work which are indeed very different from one another. The difference between main duties and functions led Krzys to feel the need to research the position of librarians, whether they should be pure analysts or pure technicians. Apart from this, the library education institution is the problem that contributes to librarian professionalism, according to Krzys. In the case of Indonesia, the Library Science Study Program has been housed in at least a dozen distinct faculties since its inception to the present. Some sources agree that this is a reasonable viewpoint because of its multidisciplinary nature. However, this is actually the source of the issue for the rise of analytical librarians who are also technical staff in libraries in the context of professionalism, particularly those related to the reputation of competence – assuming that all employees who work at libraries are librarians.

The world of librarianship in Indonesia is still relatively new compared to some more established countries in other parts of the world. It is pretty far to reach the historical time span between establishing the first library in (ancient) Egypt and establishing the first library in Indonesia. Likewise, with other matters related to the world of librarianship, various factors very much give color to the progress of the librarian profession itself. The changing times in our country have not necessarily had significant implications for accelerating progress in the world of libraries. This is further exacerbated by librarians' weak philosophy about themselves and their profession. The study of a specialization in the field of work between analysts or technicians should be a new foothold for reconstructing the librarian profession so that it can transform in the future.

The first professional librarian organization was born in America in 1876 and was named the American Library Association (ALA). The first congress, which was also the beginning of its formation (October 6, 1876), was attended by Kossuth Melville Dewey, later known as the inventor of the classification system or more familiar with the term DDC (Dewey Decimal Classification). The establishment of ALA encouraged the birth of other professional organizations in several states in America, such as the South East Regional Library Association, Music Library Association, Special Library Association, Association of College and Research Libraries, and so on. A similar professional organization born in England in 1877 was named the Library Association (LA), which is one of the professional organizations of librarians who intensively carry out training and promotion in the country. LA periodically publishes a directory of librarians entitled *Chartered Librarians*. All organizations in the UK, both government and non-government, who want to recruit librarians first search through the *Chartered Librarians* to find out whether the prospective librarian to be recruited is included in the directory list.

Hospital organizations might be used as an analogy to libraries in this regard. All doctors are analysts who receive support from technical employees like nurses and midwives. Doctors, nurses, and midwives are experts in their specialties. They collaborate at the hospital as well. But specialization is what makes the difference. While nurses and midwives focus on technical (practical) fields, doctors are experts in analytical (theoretical) topics. Librarians ought to

behave similarly. Whether in the analyst or the technical tasks, it is necessary to select and decide on the specialty of its performance. The analysts in the library shouldn't be librarians if librarians often wish to be on the technical track. On the other hand, if the librarians choose to take on the role of analysts, they will no longer be able to handle all technical tasks in-house. Technical experts who are also closely involved in documentation and information management, such as catalogers, classifiers, bibliographers, subject specialists, programmers, or even cyborgs in industrial 4.0 or 5.0 formats, must do these technical tasks.

2. METHODS

This qualitative research used a case study approach as stated by Yin (2009) that the approach to understanding not only the appearance of the thing under investigation but also its existence and potential causes. The case study in this research is the position and roles of IPI (Indonesian Librarian Association) as a professional organization with a vision, mission, and goals. Several relevant reading and scholarly works were used in this study to support and strengthen the discussion of this research. The problem that arises is that a librarian is someone who has competence obtained through librarianship education and/or training and has the duties and responsibilities to carry out library management and services.

3. RESULTS AND FINDINGS ANALYSIS

The development of the world of librarianship and librarianship then penetrated into the territory of Indonesia, starting from Batavia (the oldest name of Jakarta) by a pioneer named DR. HJ van Lammel who founded Vereniging tot Bevondering van het Bibliothekwzenen (1916), an organization that aims to advance the world of libraries. The group was abolished as a result of the Japanese power takeover in the 1930s. Then in 1949, in Jakarta, there was a librarian organization called Vereniging van Bibliotheca Resen van Indonesie (ended in 1950). The Indonesian Library Association (API), located in Jakarta, and the Association of Library Experts, located in Yogyakarta and Bogor, were both founded in 1953. The All Indonesia Library Conference was organized in 1954 with the assistance of the Ministry of Education, Teaching, and Culture. A new professional association called the Association of Indonesian Librarian Experts was founded as a result of the meeting (PAPSI).

Furthermore, PAPSI and API were combined. The name of the professional organization was changed to the Association of Librarians, Archives, and Documentation Experts (PAPADI) at the ensuing Congress in 1956. This name was then changed once again to the Association of Libraries, Archives, and Documentation (APADI) in 1962. In 1969, Indonesia's special librarians created a professional association known as the Indonesian Special Librarian Association (HPCI). The Yogyakarta Special Region Librarian Association (HPDIY), a professional organization, was founded in Yogyakarta at around the same period. Furthermore, on January 23, 1973, in Bandung, APADI, HPCI, and HPDIY met. The All-Indonesian Librarians Congress was then called following the meeting, and it was held in Ciawi-Bogor from July 5 to 7, 1973. Following the congress, it was decided to create the Indonesian Librarian Association as the parent organization for all professional groups in the library profession (IPI). The professional association of IPI continues to serve as the umbrella organization for all Indonesian librarians. Today, IPI has turned 48 years old.

In the early period of the development of libraries in Indonesia, librarians only received courses which were marked by the establishment of the Library Employee Education Course (KPPP) by the Ministry of Education, Teaching and Culture on October 20, 1952 with 2 years of education. Initially, KPPP was held in Bandung under the guidance of the Faculty of Engineering, Universiteit Indonesia. In 1955, KPPP was changed to the Library Expert Education

Course (KPAP) and the education period was increased to 2 years and 6 months. Furthermore, KPAP changed again into a Library School with an education period of 3 years. The period of academic education was marked by the integration of the Library School to the Baccalaureate level at the Faculty of Teacher Training and Education-University of Indonesia (FKIP-UI) in 1961. When FKIP-UI separated from UI (1963) and became the Teacher Training and Education Institute (IKIP) Jakarta, all Study Programs are integrated into IKIP except for the Library Science Study Program which remains at the University of Indonesia which is integrated into the Faculty of Letters. Furthermore, in 1975 IKIP Bandung also opened a Library Science Study Program which several other universities then followed in Indonesia. Now, at least more than 50 universities have organized Library Science Study Programs. All alumni are prospective active librarians who should be a priority for IPI's own development.

The Indonesian Librarian Association (IPI) has never conducted an in-depth study of the philosophy of librarianship as a form of essential identification of all members of the professional organization itself. The current context requires IPI to have a big role in designing the Library Science curriculum in Indonesia. IPI should fight for the label "librarian" for all Library Science Study Program alumni. Several other study programs can be used as a comparison. For example, after graduation, medicine will be called a Bachelor of Medicine (S. Ked), followed by an advanced program known as "koas" to be labeled a doctor. The same thing happens in the Nursing Study Program, which after completion will hold a Bachelor of Nursing (S. Kep), then join a professional program for 2 semesters and then immediately graduate as a nurse. Likewise, the Notary Degree requires a year as an employee (internship) to be directly called a Notary. Another example is the Midwifery Undergraduate Study Program, followed by an internship to obtain a Registration Certificate (STR) to be now referred to as a Midwife.

The mentioned fact raises the question of why graduates of the Library Science Study Program are not permitted to use the title "librarian" directly. One explanation is that there has not been a level of professional education for librarians comparable to other professional organizations that are actively involved and work closely with universities to design and control the system of professional education all the way up to the level of the profession's own judiciary. Because the profession must have originated from there, the interaction between professional organizations and the fundamental educational institutions of professional science itself should be regulated in an organized manner. In order to further mediate all graduates of librarian profession education, IPI must collaborate with higher education institutions to establish a library science curriculum, rather than needing to wait for the workplace to absorb it first.

4. CONCLUSION

IPI must now create a forum for academic discussion over the name of the Study Program that gave rise to it. For instance, the Medical Study Program prepares students to become doctors, the Nursing Study Program prepares students to become nurses, and the Midwifery Study Program prepares students to become midwives. Although the Library Science Study Program is focused on the physical library, it doesn't directly address the profession's direction (building). With the aim of producing graduates who are candidates for the librarian profession, the Library Science Study Program should ideally be redesignated the Librarianship Study Program. In its capacity as a professional body that serves the study program's alumni, IPI need to make an effort to review the decision to rename the Library Science Study Program as the Librarianship Study Program. In order to jointly design a curriculum based on the KKN (Indonesian National Curriculum Framework) and SKPI (Certificate of Companion for Diplomas)

and further integrate them with the SKNI (Indonesian National Competency Standards) as professional quality standards, IPI must continue to maintain connectivity with the Study Program.

The independence of IPI should serve as a major model for changing the function of librarians and libraries in Indonesia so that they no longer engage in technical matters related to document management in a purely passive manner. IPI must develop into a credible, autonomous professional organization with a solid organizational foundation in order to serve as a shield for all Indonesian librarians' legal obligations. IPI should have the authority to "recommend" that librarians hold all levels of roles, whether structural, functional, or political, at all levels, from the national to the local.

IPI's position as a professional organization should be more focused on supporting its members who work as librarians. The rights and responsibilities of all members of the professional institutions themselves are the primary emphases of these organizations. This implies that every IPI activity should improve the welfare of all Indonesian librarians. IPI must revise all policies relating to librarianship at the central and regional levels. IPI is a professional organization that manages professional human resources, not managing management organizations like libraries, hence it must expressly distinguish between the interests of librarians and libraries. IPI should begin developing the Librarian Acts rather than just adding a few articles about librarians to the existing library acts.

IPI can no longer negotiate the necessity of synergy with all universities that propose Library Science study programs. IPI must collaborate with library science study programs across Indonesia to prepare the curriculum, assign course weights, and adjust graduate and professional skills. Future IPI must have the power to advise librarians at all professional levels and ranks, either government employees or non-government employees, at both the central and regional levels. The organization of IPI and the advancement of welfare for all Indonesian librarians are expected to be directly impacted by IPI's future role and synergy.

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