

**School of Media, Culture and Creative Arts  
Department of Information Studies**

**Education And Continuing Professional Development For  
Indonesian Academic Librarians**

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**This thesis is presented for the Degree of**

**Doctor of Philosophy**

**of**

**Curtin University**

**November 2012**

## DECLARATION

To the best of my knowledge and belief this thesis contains no materials previously published by any other person except where due acknowledgement has been made.

This thesis contains no materials, which has been accepted for the award of any other degree or diploma in any university.



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**Imas Maesaroh**

**Date:**

## **ABSTRACT**

Indonesia has a rapidly developing higher education system, but previous evidence suggests that it is inadequately served by academic libraries and librarians. This research sets out to examine this phenomenon in light of Indonesia status as a developing nation with a history of recent improvements in higher education. Despite the injection of additional funding the impact has yet to be felt in terms of the role or status of the academic library services and librarians.

The particular focus of the research is on the skills and abilities of academic library staff. This issue examined in terms of the emerging roles required of academic librarians, and the subsequent changes to formal library and information science (LIS) education and continuing professional development (CPD) that are necessary in order to equip academic librarians with the skills and abilities they require.

The study addresses the following research question:

*What changes are needed to the education and continuing professional development of Indonesian academic librarians to optimize the development and delivery of academic library services?*

To answer this research question, the project addresses the following objectives:

- a. Assess the current and required level of education qualifications of librarians working in Indonesian academic libraries.
- b. Assess the current and required level of continuing professional development of librarians working in Indonesian academic libraries.
- c. Analyze the perception of Indonesian academic librarians regarding their role in developing library services and in supporting academic quality.
- d. Analyze the perception of university and library managers in Indonesian higher education about the current and future role of academic librarians.

- e. Assess the role of education and continuing professional development in the delivery of services by Indonesian academic libraries, when compared to other factors in the development of those services.
- f. Develop recommendations to improve the effectiveness of library and information science education in Indonesia and its support of the country's academic library services.

The methodologies used include an extensive questionnaire survey of librarians and library managers working in Indonesian public universities. Both questionnaires are based on recent similar Australian surveys in order to provide comparable data to a fully developed higher education and academic library system. In addition, interviews were conducted with twenty-two participants, consisting of academic librarians, academic library managers, university managers, heads of LIS schools and heads of relevant professional associations.

The outcome consists of a series of thirteen recommendations aimed at transforming the Indonesian LIS education and CPD for academic librarians. The recommendations include consideration of the minimum formal education requirements for Indonesian academic librarians, the need to extend access to education by the use of distance learning, and the role of the Indonesian Librarians Association (*Ikatan Pustakawan Indonesia*).

## **ACKNOWLEDGEMENTS**

I have reasons to be grateful to many people who so generously gave of their time to assist and support me throughout this, my PhD journey. This includes the research participants, both survey respondents and interviewees, who generously gave their time and shared their experience.

I wish to express sincere gratitude to my supervisor Associate Professor Paul Genoni whose enormous guidance, support, invaluable assistance, patient understanding and consistent encouragement are incalculable, and beyond description. I would like to thank him for his guidance in helping me articulate my ideas that emerged from my research. Personal support was also given to me and my family.

Thanks also to my Co-supervisor Dr. Gaby Haddow for her assistance and understanding. I record my thanks to the Chairperson of my research committee Associate Professor Kerry Smith. Thanks also to the staff in the Department of Information Studies at Curtin University, Dr. Margaret Pember, Dr. Pauline Joseph, Associate Professor Maggie Exon, Kathryn Greenhill, and Chris Richardson. Thanks also to the Curtin Learning Centre, especially Associate Professor Jeanne Dawson who gave support, guidance and friendship.

I also owe a substantial debt of gratitude to Associate Professor Gillian Hallam of the Queensland University of Technology for assisting with access to the neXus data. She responded rapidly to a number of requests and always willing, enthusiastic and encouraging.

I would like to greatly thank the Australian Government for providing me with the scholarship to pursue my PhD study. My great appreciation is also extended to the staff of Curtin's International Office, especially Julie Craig, who have provided generous help and assistance to me and my family throughout my PhD program.

My gratitude is also extended to my many friends (Lusi, Susana, Yuni, Shah, Rofiq, Harold, Amy, Yuli, Agus, Hoang, Dian, Gusti, Shaheen, Jane, Claire, Christine, Linda, Heather, Sarah, Tania, Nicola, Louise, Yasmin, Angela, just to name a few) who were always a consistent source of encouragement. As I learned, undertaking a PhD is a long and arduous journey of academic and personal discovery, and each of these people shared part of that journey with me.

Most importantly, my heartfelt thanks to my beloved husband Nur Kholis, and children Alfin Gustav Wijaya, Mayda Rahmania, and Aryan Shafa Wardana who were always beside me during the difficult times. Their understanding, support and affection cannot be overstated. I would like to extend my heartfelt cordial thanks, and appreciation, to my father and my mother who gave support, love and encouragement during my PhD study. Also thank to my brothers Beni and Aceng, my sister Ina, my niece-in-law Eni and my brother-in-law Hasib for extending the necessary ongoing support, each in their own way and according to their own capacity.

I would like to thank them all for their unstinting patience, endurance, backing, patronage, assistance, understanding, empathy, compassion and encouragement. Although their support was occasionally accompanied by teasing, wit and humor, it was nonetheless more welcome because of it. Each had his/her own unique way of supporting my efforts, making the tough times bearable and the good times even better.

Alhamdulillah, all praises are belonging to Allah SWT, who has given strength and health through the journey of my PhD. May the blessing and peace of Allah be upon the messenger of Allah, Muhammad S.A.W., his family and companions.

# LIST OF PUBLICATIONS RELATING TO THIS THESIS

## 1. Journal Articles

- a. Maesaroh, I., & Genoni, P. (2010). An investigation of the continuing professional development practices of Indonesian academic libraries. *Library Management*, 31(8/9), 621-634.
  
- b. Maesaroh, I., & Genoni, P. (2009). Education and continuing professional development for Indonesian academic librarians: a survey. *Library Management*, 30(8-9), 524-538.

## 2. Conference Publications

- a. Maesaroh, I. & Genoni, P. (2012). Educational qualifications and personal attributes of Indonesian academic library staff: a survey of library managers, *National Heritage: Preservation and Dissemination, Proceedings of the 15th CONSAL Meeting and General Conference*, Bali, Indonesia, 28th-31st May, 2012, 197-211.

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# CHAPTER 1: INTRODUCTION

## 1.1. Statement of the problem

Indonesia is a developing country in South East Asia with a population of over 230 million, and it is currently undergoing a period of political, social and economic reform, referred to as the reformation era. Major changes to government and administrative systems, including the implementation of democracy are having a beneficial impact on the nation. In 2004 the Indonesian people directly elected their President and the House of Representatives for the first time. The present government under President Susilo Bambang Yudoyono is making a concerted effort to solve many endemic problems such as corruption, poverty, high rate of unemployment, and under-developed human resources, that have impeded national development in previous decades (Bennington & Habir, 2003).

One of the major problems that Indonesia needs to address in its quest for development is the low standard of education. Educational quality, as one of the key components in the development of much needed knowledge and skills, is a critical factor in developing human resources and should be made a foremost priority in economic and social development (Azahari, 2000). The greater the percentage of the population with a high level of education the better a nation will be placed in terms of generating and sustaining development.

The Indonesian education system is still some way from being at a level whereby it can play the necessary role in addressing the nation's problems, although there is evidence that recent government-led reform is having some impact. According to Adnin (2010) 'the school enrolment ratio' and the ratio of government budget allocation for education are two indicators of improving Indonesian education. With the budget for education increased from 11.8% of the Indonesian state budget in 2007 to 20% in 2010 (Azhari, Bisara, & Hutapea, 2009) there is evidence of positive

action being taken by the Indonesian government to ensure that a higher quality of education is contributing to improved human resources.

There are two ministries responsible for the management of Indonesian higher education: the Ministry of National Education (MoNE), and the Ministry of Religious Affairs (MoRA). MoNE oversees 2,428 higher educational institutions of which 81 are public and 2,347 are private, while MoRA administers 454 Islamic higher educational institutions, of which 52 are public and 402 are private. Despite these high numbers of educational institutions, higher education in Indonesia—in common with other developing countries—is hampered by an educational system that to date has failed to reach international standards of best practice.

While issues of quality in higher education are the result of many complex factors, one component of the shortcomings in Indonesian higher education is the inadequate role played by academic libraries in supporting teaching and research. Academic libraries play a critical role in underpinning the success of higher education in fully-developed education systems, by directly supporting teaching, learning, research and scholarship. According to Rachmananta (2006) Indonesia has 1,858 academic libraries, which represent approximately 64% of the country's total number of institutions of higher education. It is therefore apparent that many Indonesian higher education facilities lack any form of library support, and it is also the case that those academic libraries that do exist face many problems in delivering the standard of service required to support high quality teaching and research outcomes.

It is apparent, for example, that those universities that do have a library typically fail to support it with adequate funding. The budgets allocated to develop and manage the university library collections and services are well below those provided in developed countries, and in many cases below the amount required to provide even a modest information service. A study undertaken by The Indonesian University Libraries Forum (FPPTI) reported that 'five of 125 universities have allocated 5% of their budgets [for their library] while 40% of them allocated less than 2%' (Fahmi, 2005, p.1). Comparative funding figures for Australian university libraries are

difficult to come by, but the data from 1988 reported figures ranging from 5.9% to 9.9% (Biskup, 1994, p.233).

Another crucial element with regard to academic library standards is related to the focus of this study—the skills and abilities of professional library staff. Several previous studies have been undertaken in order to investigate the quality of Indonesian librarians. Hasugian (2003) concluded that academic librarians in Indonesia lack the requisite knowledge and skills regarding information technology, which in turn hampers the implementation of the crucially important information and communication technology (ICT) in academic libraries. Hernandono (2005) noted that there are four major areas of weakness among Indonesian librarians: low self esteem; inadequate skills in English language and ICT; inadequate skills in conducting research and communicating outcomes; and the failure to develop cooperative services between libraries or other institutions. These conclusions were also supported by Kamil (2005), who concluded that Indonesian librarians have not achieved strategic or influential positions in their institutions as they:

1. do not have adequate business knowledge,
2. lack the ability to unite the role of information within an institution with that institution's mission,
3. lack the capacity to provide leadership,
4. lack managerial ability.

Chronic funding shortages and the low quality of academic library staff are therefore crucial problems that hinder the quality of services provided by Indonesian academic libraries. Moreover, if the increased budget allocated for Indonesian higher education is to be optimised in terms of improving quality outcomes, then it is critically important that the services delivered by the university libraries are also improved.

The aim of this research project is therefore to examine ways in which Indonesian academic libraries can be developed in order to assist the higher education sector in producing high quality research, teaching, and learning outcomes. The research focuses in particular on the education, training and continuing professional

development undertaken by academic library staff with a view to assessing the extent to which they possess the skills and knowledge required for fully developed and implemented modern academic library services. An analysis of the current level of education, training and continuing professional development will be used in order to make recommendations about the future of library education and associated skill-development in Indonesia.

In particular the research examines Indonesian librarianship and library education in the context of a profession serving a developing country with an as yet under-resourced higher education sector. Part of the research therefore involves a comparison with the situation in Australia, which is used as an example of a country supporting a fully developed university sector, and where library and information services are underpinned by an established and regulated system of library education. The comparative study will therefore benchmark the current state of the education and training received by Indonesian academic librarians in their quest to provide high quality services.

There are no existing studies that deal specifically with the role of library staff, or the part played by education and training, in facilitating academic library development in Indonesia. The findings of this research will therefore provide important recommendations aimed at improving the capacity for academic libraries in Indonesia and other developing countries. While the recommendations that conclude this thesis are particularly concerned with academic librarians, if adopted they will also have beneficial implications for all Indonesian professional library staff.

## **1.2. Research questions and objectives of the study**

The study addresses the following research question:

*What changes are needed to the education and continuing professional development of Indonesian academic librarians to optimize the development and delivery of academic library services?*

Several sub-questions were also devised in order to provide further focus to the research:

1. *What is the current state of education and continuing professional development of Indonesian academic librarians?*
2. *How do the current skills and knowledge of Indonesian academic librarians align with workplace needs?*
3. *How might the key Indonesian library and information science professional organisations support the future education and continuing professional development of academic librarians?*

To answer this research question and sub-questions, the project set the following objectives:

- a. Assess the current and required level of education qualifications of librarians working in Indonesian academic libraries.
- b. Assess the current and required level of continuing professional development of librarians working in Indonesian academic libraries.
- c. Analyze the perception of Indonesian academic librarians regarding their role in developing library services and in supporting academic quality.
- d. Analyze the perception of university and library managers in Indonesian higher education about the current and future role of academic librarians.
- e. Assess the role of education and continuing professional development in the delivery of services by Indonesian academic libraries, when compared to other factors in the development of those services.
- f. Develop recommendations to improve the effectiveness of library and information science education in Indonesia and its support of the country's academic library services.

It is an assumption of this research—explored further in Chapter 3—that the education and continuing professional development of librarians has a direct influence on the quality of academic library services.

The term ‘academic libraries’ has been used in these research questions and objectives. While the focus of the research is on libraries serving public universities the complex network of post-secondary education institutions in Indonesia (discussed in Chapter 3) means that the distinction between different types of providers and institutions is not always clear. In this thesis the term ‘academic libraries’ is therefore used to refer to libraries serving any form of post-secondary institution including public universities.

### **1.3. Significance of the study**

As noted, the Indonesian Government has identified improved educational standards and outcomes as a significant component of national development, and this study is grounded in the experience of fully-developed education systems that indicate the importance of academic library services in this regard. The outcomes of this study will contribute to the development and implementation of high-quality academic library services in Indonesia in several ways.

Firstly, the study will investigate the required level of educational qualifications of librarians working in Indonesian academic libraries. The findings will be presented to the Ministry of National Education as a set of recommendations that will include consideration as to the minimum educational qualification for librarians working in academic libraries. These recommendations will potentially have a significant impact on improving the quality of academic library services.

Secondly, further recommendations regarding the regulation and delivery of library and information science education curriculum, suitable for developing high quality human resources for academic libraries in Indonesia, will be presented. These recommendations will be based on an assessment of the librarians’ necessary level of knowledge and skills; an analysis of the perception of Indonesian academic librarians regarding their roles in developing library services and in supporting academic quality, and an analysis of the perception of library managers and university managers in Indonesian higher education regarding the current and future role of



academic librarians. The recommendations will also take into account the potential role of the relevant professional associations in regulating entry into the library profession. The various recommendations in total will present a ‘model’ for future Indonesian library and information science education, that will be disseminated to the Indonesian library profession and educators with the aim of generating high quality graduates from Indonesian universities which in turn will have a significant beneficial impact on the development and implementation of academic library services.

Thirdly, this study will generate data regarding the necessary level of knowledge and skills required by practicing Indonesian academic librarians in achieving international standards of professional service suited to the twenty-first century. This data will be used to underpin recommendations to relevant institutions and professional associations regarding the necessary forms of continuing professional development that needs to be available for Indonesian academic librarians.

Fourthly, to date very few Indonesian-based studies have been conducted regarding the relationship between academic outputs and the quality of library services, and there has been an apparent assumption that libraries are not a crucial factor in supporting quality teaching and research in Indonesia. This research will potentially be influential in addressing these perceptions. By emphasizing the central importance of education and training for academic librarianship it will also be important in establishing the professional nature of the librarian’s roles, including their critical role as partners in both teaching and research.

#### **1.4. Structure of the thesis**

The thesis is divided into eight chapters in the following manner:

**Chapter 1** is an introduction to the aims of the study and the key concepts that underpin the research. It is concerned with providing a clear statement of the problem that is being addressed; the research question, and the objectives of the study. A statement regarding the significance of the study is included in order to give

an overview of the importance of the outcomes for the library profession in Indonesia and for the broader higher education sector.

**Chapter 2** is concerned with the research context in which the data collection will take place. General information on the relevant demographic, economic and social structures of both Indonesia and Australia is presented. This is followed by a description and analysis of the systems of higher education in both countries. Information backgrounding the place of libraries in both countries is also presented, with an emphasis on academic libraries. The general systems of library education and continuing professional development that apply in each country are also described.

**Chapter 3** is devoted to the background of the study and the review of related literature. The first part of this chapter is focused on the comparative role of academic librarians in developed countries and developing countries. This Chapter also looks specifically at the current situation of Indonesian academic librarians as evidenced by the existing literature. The Chapter summarises the literature relevant to the practice of library and information science education in developed and developing countries, with a focus on the current situation in Indonesia. The concept and practice of continuing professional development is also examined as it currently applies in both developed countries and developing countries, most particularly in Indonesia.

**Chapter 4** describes the research methodology and procedures used in collecting data for the study. As the study uses a mixed-method approach, the survey and the interview approaches will be described. This Chapter also describes the research population, sampling procedures and the way in which the data are analysed.

**Chapter 5** focuses on the presentation of the survey data. The first part of the Chapter concerns the responses received from librarians. This part discusses demographic information of the librarians as respondents; their current educational qualifications; perceptions of graduates of the LIS schools; the role of librarians; job satisfaction, and continuing professional development. The second part of the

Chapter presents the results of the survey of library managers. Demographic information will be presented followed by discussion of staff statistics; perceptions of the current condition in Indonesian academic libraries; recruitment and retention; staff development, and succession planning.

**Chapter 6** discusses the neXus survey distributed to Australian librarians in 2006 and to Australian librarians and library managers in 2007, and compares selected results from the Indonesian-based research with the Australian results.

**Chapter 7** presents the qualitative data derived from a series of interviews. The interview is grouped into various sections relevant to aspects of Indonesian academic librarianship and the role of education and continuing professional development in preparing new graduates. The views and opinions presented are categorised according to the five professional roles of the interviewees; librarians, library managers, university managers, heads of library and information science schools, and heads of relevant library associations.

**Chapter 8** provides a set of recommendations for the future of education and continuing professional development for Indonesian academic librarians based on the research results presented in chapters 5, 6, and 7. The chapter summarizes the findings of the research and relates them to the objectives outlined in Chapter 1.

**Chapter 9** is the concluding chapter. It summarizes strengths and limitations of the study and makes suggestions for future research.

## **CHAPTER 2: RESEARCH CONTEXT: INDONESIA AND AUSTRALIA**

### **2.1. Introduction**

In order to understand the current environment in which the Indonesian library and information profession and professionals are developing it is necessary to have some knowledge of the country's economic, social and political environment. All of these factors impact upon the support for, and delivery of, higher education, and the investment in the national workforce.

It is also necessary to briefly consider the Australian context, as the results of the research undertaken in Indonesia will be compared with results obtained from a similar survey conducted in Australia.

### **2.2. Indonesia: general background**

The modern nation of the Republic of Indonesia was created on August 17<sup>th</sup>, 1945 after more than three centuries of Dutch colonial rule over most of the nation's current territories. The extended period of Dutch colonialism was ended by Japanese occupation during the Second World War, and independence was declared immediately following the cessation of the war by nationalist leader, and first President, Soekarno (Abdullah, 2009; Berger, 1997). Despite initial resistance to independence and an attempt to re-establish authority, the Dutch recognised Indonesian independence in December 1949.

Indonesia is an extensive archipelago consisting of 17,504 islands (Ministry of Home Affairs, 2004) from Sabang in the north-west, to Merauke in the south-east (New Guinea). Indonesia has a total area of 1,904,569 sq km, and is the world's 16<sup>th</sup> ranked country by size (Central Intelligence Agency 2006). There are five islands of substantial size: Java, Sumatra, Kalimantan, Sulawesi, and New Guinea. The nation is divided into 33 provinces or administrative regions, five of which are classified as

special territories. The country's capital and most populous city is Jakarta, located on the island of Java.

The total population of Indonesia reached 230 million in 2009, giving it the world's fourth largest population after China, India and the United States of America (Woo & Hong, 2010). The majority of the population (58.8%) live on the island of Java. The population consists of approximately 746 tribal groups with a resulting diversity of culture and language. However, the diversity of languages has been bridged by the official language which is Indonesian, or as it is widely known, 'Bahasa Indonesia', or simply 'Bahasa'. This language has been adopted as the common means of communication among Indonesians.

Indonesia is a country with six state-recognized religions—namely Islam, Protestant, Catholic, Hindu, Buddhist and Confucian. However, the great majority of the Indonesian population is Muslim, with some 88.2% following Islam (Miller, 2009). This is the largest Muslim population in the world, with 12.9% of the world's Muslims (Miller, 2009).

Indonesia is a developing country. According to Woo and Hong (2010, p.35) 'Indonesia is one of the world's poorer countries'. In 2007 the country had a GDP per capita of only \$3,987 in PPP [purchasing power parity] international dollars. However, under the current government of President Susilo Bambang Yudhoyono, the percentage of the population living in poverty has declined from 15.4% in 2008 to 14.1% in 2009, and the labour force rose from 108.1 million in February 2007 to 113.7 million in February 2009 (Resosudarmo & Yusuf, 2009). These are positive indicators for the Indonesian economy and the government's capacity to develop the infrastructure required to entrench democratic reforms. As Mietzner noted in a recent overview, 'political and economic developments in Indonesia throughout 2009 have highlighted the remarkable stability of the country's democratic system' (2010, p.185).

### **2.2.1. Education in Indonesia**

Education has a major role in the development of a country's human resources and its economy (Chiwari, 2010; Digdowiseiso, 2010; Galor & Moav, 2004). According to the Indonesian Constitution (*Undang Undang Dasar 1945*) education is the principle factor in achieving prosperity for the country, and every citizen has the right to a basic education (Purna, Hamidi, & Elis, 2009). The ambition expressed in the constitution was reflected by the establishment of a comprehensive education system for different age sectors. Indonesia has four levels of education, namely: elementary (*Sekolah dasar/Madrasah Ibtidaiyah*); junior high school (*Sekolah Menengah Pertama/Madrasah Tsanawiyah*); senior high school (*Sekolah Menengah Atas/Madrasah Aliyah*), and tertiary. Those educational institutions that do not entail a religious basis are managed by the Ministry of National Education (MoNE); and those involving religious identity, by the Ministry of Religious Affairs (MoRA).

According to education indicators from 1994 to 2009 (Badan Pusat Statistik, 2009), net enrolment ratio, or students who are receiving schooling, increased by 15.59%. However, elementary school has the greatest number of students enrolled with 43% of all students, while Junior high school is second with 31%. Students enrolled in Senior high school reaches 20% and the number in higher education is only 4%. This indicates that while the majority of Indonesian people are graduated from elementary and junior high school, as yet only a comparatively small number progress to tertiary education.

The total number of institutions of higher education in Indonesia in 2009 (the year in which the data reported in the current study was collected) was 3516, of which 2962 operated under MoNE and 554 under MoRA. The institutions of higher education are divided into two categories, public and private. Under MoNE, the number of public institutions is 81 and the number of private institutions is 2881. Private higher education institutions under MoNE are managed by private higher education coordinators which are divided into 12 regions. Under MoRA, however, the situation is reversed with a greater number of private (502) rather than public institutions (52).

According to the National Education System 2003 (*Undang-undang No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional*) the Indonesian tertiary education sector is classified into five forms: academies; polytechnics; advanced schools; institutes; and universities. The national Education System law of 1989 states that academies are higher education institutions that provide only one particular applied science, engineering, or art course; polytechnics are institutions that offer applied education on some specialist knowledge; advanced schools provide professional education in one specific knowledge; institutes consist of a faculty on dedicated to one knowledge discipline; and universities offer training and higher education in various disciplines.

### **2.2.2. Libraries in Indonesia**

The first library in Indonesia was established during the occupation by the powerful Dutch East India Company (*Vereenigde Oost-Indische Compagnie*) as a Church library in Batavia (now Jakarta) in 1624. The circulation of the collection reached as far as Semarang and Juana in Central Java. Over a century later, on 25 April 1778, a special library with the name *Bataviaasche Genootschap van Kunsten en Wetenschappen* was established by Mr. J.C.M. Rademaker, the head of the Council of the Indies (*Raad van Indie*) (Hardjo-Prakoso, 1975). The library's main task was to collect books and manuscripts related to Dutch East India, as the archipelago was then commonly known. In 1846 this library published the first bibliography related to the region under the title *Artiumcientiaerumquae Batavia Florest Catalogue Systematicus*.

A number of other libraries and library networks were established by the Dutch Government, including the first school libraries to provide teaching and learning material for teachers and students. The first academic libraries in Indonesia commenced operating in the 1920s following the establishment of the initial Indonesian universities.

In addition to the libraries established by the Dutch Government, there were also commercial libraries in which the patrons were required to pay a small fee in order to

borrow the books. These commercial libraries primarily provided recreational reading as opposed to the educationally based material available in school and university libraries.

During the Japanese occupation a number of Indonesian libraries underwent severe degradation, with a number suffering damage and others being closed. Fortunately, the *Bataviaasche Genootschap van Kunsten en Wetenschappen* was protected by the Japanese. It survived the war relatively unscathed and subsequently evolved into the National Library of Indonesia.

Since Indonesian independence, there has been increased development of libraries, beginning with the establishment of Bung Hatta Foundation Library in August 1950. Development was however slow and continued to be severely hampered by the generally poor state of the Indonesian economy and social conditions, including education. As a result librarianship was a poorly regarded and paid occupation, with Hardjo-Prakoso (1975) noting that the ‘social and economic status of librarians in Indonesia is still sad’ (p.32), and that it was not unusual for librarians to supplement their incomes by taking second jobs or having their meagre salaries supplemented by rice.

In more recent years the Indonesian government has been active in developing libraries as part of the general push to raise education levels and provide an improved level of social infrastructure. Part of this drive to develop the nation’s library services was the creation of the National Library of Indonesia in its modern form.

#### ***2.2.2.1. The National Library of Indonesia***

The period from 1942 to 1990 was marked by the absence of a National Library in Indonesia, and therefore the nation suffered from a neglect of one of the various functions performed by these institutions in other countries. In particular this included the failure to collect publications of Indonesian origin, or related to Indonesia, with the support of legislation requiring deposit of all material published in the country. However, according to Sulistyio-Basuki (2008), there were a number



of international and private institutions that specifically collected Indonesian resources in order to redress this lack of activity in Indonesia. These included the Library of Congress (an Indonesian branch of the Library was opened in 1963); *Koninklijk Instituut voor Taal-Land-en Volkenkunde* in Leiden (Netherlands) which focused on the social sciences and humanities; The National Library of Australia; The National Library of Malaysia; and the Institute of Southeast Asian Studies in Singapore.

The National Library of Indonesia, which is located in Jakarta, was eventually established by Presidential Decree No. 11 of the year 1989, and the Library was provided with support in the form of legislation mandating the deposit of relevant material. The main tasks of the National Library of Indonesia have been described as being:

. . . to collect and preserve national publications both written as well as recorded materials (Legal Deposit Act No. 4 of 1990); to carry out information services to the public; to develop and foster all types of libraries; to establish cooperation within the country as well as overseas; and to act as a national coordinator for libraries and centres of documentation in Indonesia' (National Library of Indonesia, 2009, p.1-2).

#### **2.2.2.2. Public libraries**

According to the National Standardization Agency (2009, p.2), a public library in Indonesia is defined as an institution that is organized by a local government district or municipality with the main task of providing library services to the general public without distinguishing by their age, race, religion, socioeconomic status and gender. The network of public libraries in Indonesia is extensive, with some being located even in smaller towns and villages. According to the National Library of Indonesia (2009), there are 1062 public libraries funded and administered by regional or local governments; consisting of 31 provincial libraries, 250 district/city libraries, and 781 sub-district libraries. This number does not include those libraries available to the public that are managed by private institutions such as houses of worship and community bodies (National Library of Indonesia, 2009). In many cases the public

library services are supplemented by mobile libraries used to distribute books and information to remote rural areas. Mobile libraries include the use of trucks, mini-vans, motorcycles, bicycles, and ‘floating boats’ (National Library of Indonesia, 2009).

The role of public libraries in the community is recognised as in Indonesia as being very important in improving knowledge and reading habits (Siregar, 2004). Understanding this, the Indonesian Government has attempted to increase the number of public libraries. The Government’s activities in support of public libraries have included preparing and publishing, through NLI, a guide *Pedoman Umum Penyelenggaraan Perpustakaan Umum* (‘General Guide for Running a Public Library’). However, the Government’s efforts to support public libraries tend to focus on building the physical structures rather than providing the staff, collections and public services required of high quality public libraries. As Kamil (2003, p.2) concluded, ‘in terms of public services, like most public institutions in Indonesia, public libraries have been neglected and have not been placed on the government priority list’.

### **2.2.2.3 School libraries**

School libraries have been created to support the operations of most levels of schooling in Indonesia. It is stated in Law no. 20 of 2003 on the National Education System that, ‘every elementary school, junior high school, and senior high school, or vocational school must have their own library’. According to Mudjito (quoted in Dharmawan, 2010) only 30% of Indonesia’s 148,000 elementary schools were provided with a library. However, Mudjito claims that by 2015 this situation will be rectified with all elementary schools having a school library. While this rapid implementation of school libraries is good news for the Indonesian community, there are additional factors to be taken into account in developing an effective network of school libraries. These include the presence of qualified librarians, relevant and current collections, and adequate supporting technologies.

According to the International Federation of Library Associations a school library,

. . . provides information and ideas that are fundamental to functioning successfully in our increasingly information- and knowledge-based present day society. The school library equips students with lifelong learning skills and develops their imagination, thereby enabling them to live as responsible citizens (IFLA, 2002, p.3).

However, these objectives are not necessarily being achieved in Indonesian school libraries. According to Rusmana (2008) school libraries in Indonesia are mostly in poor condition and are unable to implement the normal functions, programs and roles expected of their counterparts in more developed nations. Therefore while the Government requirement that every school should have a library may be fulfilled, these libraries have neither the collections, technology nor sufficiently qualified staff to ensure a high level of support for education programs.

There are many factors that hinder the development of school libraries: zero to low budget allocations; the weaknesses of the school library planning system at the national and regional level; low levels of interest or involvement by parents and the local community; and little attempt to integrate the school library collections and services with the curriculum (Siregar, 2008, p.3). These various factors have a negative effect on the quality of school library services. This is in turn detrimental to students' general approach to books and reading, since they do not have a positive experience of libraries during their school years.

There are, however, some exceptions, with examples of schools where Principals with a particular interest in developing a good quality library services have used their influence to direct resources to support the library (Yunus, 2007). These, however, remain the exception, and in most cases Indonesian school libraries are falling well short of international standards of best practice.

#### **2.2.2.4. Academic libraries**

As noted above, the first Indonesian academic libraries were opened in the 1920s with the establishment of higher education institutions, such as *Technische Hoogeschool* in Bandung (1920); *Rechts Hoogeschool* (RHS) in Batavia (1924);

*Geneeskunde Hoogeschool* or Faculty of Medical Science in Batavia (1927), to which the collection was transferred from *School tot Opleiding van Indische Artsen* in Surabaya; *Faculteit der letteren en Wijsgebeerte* in Batavia (1940), and *Faculteit van Landbouwwetenschap* in Bogor (1941). Each school or faculty had separate libraries (Sulistyo-Basuki, 1994, p.65-66).

Since that time, as the many Indonesian universities were established, the academic libraries followed. However, the development of the academic libraries often fell short of the general standards set for the parent institution, as many of the universities tended to concentrate on developing the primary teaching and faculty resources with libraries seen as being a secondary priority. Indonesian academic libraries did make progress after 1953 when the United Nations Educational, Scientific, and Cultural Organization (UNESCO) appointed New Zealand public librarian A.G.W. (Archibald) Dunningham as a library consultant to the Indonesian government (Williamson, 1999). Dunningham worked primarily as a consultant to two institutions, the University of Indonesia and the University of Gajah Mada, but his work also included surveying the state of library services at ten other Indonesian universities. Dunningham's work in Indonesia lasted for a decade during which time he travelled extensively around the archipelago visiting libraries and collecting data. His exhaustive report issued in 1964 focused on public libraries and the national library system but included most aspects relating to the state of Indonesian libraries. The lack of qualified academic librarians was emphasised in the report, and he recommended the establishment of the first library school in Indonesia as an important step in improving the quality of library services.

While the expansion of higher education in Indonesia gathered pace with support from International aid organisations during the 1960's, the somewhat haphazard nature of these improvements left little scope for the consistent development of academic library services. As Amelia McKenzie from the National Library of Australia noted after working for several years as a consultant to Jember University, the Indonesian academic libraries at this time were characterised by 'problems due to under-funding; with small, inadequate collections, few facilities and untrained,

poorly-paid staff' (1992, p.221). Peter Saunders (1992), another Australian library adviser to Indonesia during this period, noted that the development of Indonesian academic libraries was being impeded by the low status of library staff, and a system of promotion that depended more on length of service than ability.

The next major step in the development of Indonesian academic libraries occurred in 1976, at the workshop on the utilization of scientific information resources held by the University of Airlangga. The workshop proposed that the Directorate General of Higher Education form a taskforce with the objective of formulating a strategy for the further development of academic libraries. In 1980, private university libraries were selected to be the focus for development, and the first phase was a national workshop conducted for private university librarians. In the second phase that was held in 1981, every coordinator of a private university attended a workshop presentation that was directed at improving the quality of library services including staff (Nurhadi, 1983). The workshops directed attention at the need to improve qualifications and the exposure of Indonesian librarians to international practice. Since then, many universities have sent their library staff to do library courses, either locally or overseas. Even so, during this era, academic libraries continued to battle entrenched disadvantage and struggled to provide effective services to their clients.

Welsh library educator David Stoker visited Indonesia with the support of the British Council in 1991 in order to conduct a brief study of academic libraries. Stoker (1992) reported that academic libraries at the time he visited continued, with a few exceptions, to be in poor condition and underdeveloped. Stoker noted that Indonesian universities tended to be dominated by powerful faculties with weak and under-resourced centralised services, including libraries. He also commented on the significant disparity in standards between universities and libraries located on Java, and those found in the regions.

Stoker also noted that there were prospects for change, with the Government recognising 'the key role that university libraries can play' (p. 5). Some impetus to the realisation of this key role was forthcoming as a new generation of librarians

returned to Indonesia to work in academic libraries after having the opportunity to study overseas. They approached their work with a better knowledge and understanding of prevailing international standards. In particular this included an appreciation of the critical role of ICT in the delivery of high-level services, and this in turn led to the establishment of the Indonesian Digital Library Network (IndonesiaDLN) in 2000. This forum, which focused its activities on expanding the benefits of new information technologies, had an enormous impact on Indonesian academic library development. As Fahmi has noted, ‘The mission of IndonesiaDLN is to unlock the knowledge potential of the Indonesian people—especially local information—and share it nationally’ (2002, p.154). As a consequence, many workshops, conferences, and staff training opportunities have been organized as a direct result of the influence of the IndonesiaDLN in raising the profile of academic libraries in Indonesia.

In the Islamic University sector, the Indonesian Islamic Bibliographic Network (IIBN) was established in 2004 with funding from the Ministry of Religious Affairs and the Canadian International Development Agency (CIDA). The establishment of the IIBN was a response to the lack of collections, space and staff in Indonesian Islamic university libraries. The official website of IIBN was made available on December 1, 2006 (Rodliyah, 2008).

### **2.3. Australia: general background**

Australia, officially the Commonwealth of Australia, is the smallest continent in the world with a landmass of 7,617,930 square kilometres, excluding offshore islands. The country is in the Southern Hemisphere, comprising the mainland of the Australian continent, the island of Tasmania, and numerous smaller islands in the Indian and Pacific Oceans. There are over 8,000 islands within its maritime borders. Australia is separated from Indonesia by the Timor and Arafura seas. The geographic proximity of the two countries means that although they have very different colonial, economic and political histories, they nonetheless share interests that have increased

as the trade, business, tourism and cultural links have been enhanced by improved transport and communication.

Australia's colonial history commenced on January 26, 1788, when the first British settlement was established at Sydney Cove, in what is now the State of New South Wales. Australia was originally a place of banishment as a British convict colony, but this period of colonialism expired in the middle of the Nineteenth Century as a series of gold strikes opened the floodgates of immigration. The Commonwealth of Australia was formed on January 1, 1901 with the proclamation of the Federal Constitution by the Governor General, Lord Hopetoun, and in March 1901, the Commonwealth of Australia held an election to choose the first Australian Prime Minister. Contemporary Australia is a constitutional democracy with a federal system of governance. There are six states in the federation; New South Wales, Queensland, South Australia, Tasmania, Victoria and Western Australia, and 2 major mainland territories, Northern Territory and the Australian Capital Territory.

The Australian Bureau of Statistics established the population of Australia to be 21,507,719 in a census conducted in 2011. This places Australia as the 51st most populous country in the world. Approximately two-thirds of Australians live in the major capital cities. The largest state by population is New South Wales with total of 6,917,658; followed by Victoria and Queensland. Almost 34% of the Australian population is of English descent. There are about 33% of the population is Australian descent, and approximately 4% is of Chinese descent. In 2011 census, the total indigenous population was 548,370 individuals with 32.9% living in capital city areas.

Although Australia does not have an official language English dominates most formal communication, including education. According to the census of 2011, close to 77% of the population speaks English at home as their first language. Other languages that are spoken include Mandarin (1.6%); Italian (1.4%); Arabic (1.3%) Cantonese (1.2%) and Greek (1.2%). The 2011 census also records that the majority

of Australians identify as Christians (61.1%). Other common religions are Buddhism, Islam, and Hinduism.

Australia is a highly developed country, with the thirteenth largest economy in the world by GDP. The dominant sectors of the economy are mining and agriculture, and education is also significant with large student populations derived from Asia in particular.

### **2.3.1. Education in Australia**

Australia is ranked second, after Norway, on the United Nations Development Programme's 'human development index' for 2010 (UNDP, 2010). This indicates that Australia enjoys a very high quality of life across all aspects of human development, such as political stability, health, social services and economic prosperity. It also includes the very important element of a fully developed education system, incorporating education from pre-school to tertiary levels.

Education in Australia is the responsibility of both levels of government (the Commonwealth; and the states and territories), with both providing funding and the regulatory framework in which the public and private education sectors operate (Australian Government: Department of Education Employment and Workplace Relations, 2011a). The governments provide public ('state') schools that are fee-free for Australian citizens and permanent residents. There is also a large and influential private school sector (with many schools affiliated with religious groups) where students are required to pay fees.

Australian education is broadly divided into 3 levels: primary (grades 1 - 6 or 1 - 7), secondary (grades 7 - 10, or 8 - 10), and tertiary (universities and/or colleges). Before commencing formal education, the majority of children have studied in pre-school or kindergarten. Schooling in Australia is generally compulsory for children aged 6 - 15 or 16, depending on the state. For most students this covers the grades 1 - 10 (Australian Government: Australian Education International, n.p.).



There are two broad types of higher education in Australia: the university sector and the vocational education and training (VET) sector. Australian universities offer a wide variety of Bachelor and postgraduate qualifications, such as Graduate Diplomas and Masters by coursework. They also provide postgraduate qualifications by research at the Masters and PhD level. The first university established in Australia was the University of Sydney in 1850, followed by the University of Melbourne in 1853; the University of Adelaide in 1874; the University of Tasmania in 1890; the University of Queensland in 1909; and the University of Western Australia in 1912 (Biskup & Goodman, 1982). Currently Australia has 39 universities, of which 37 are public and two are private (Department of Education Employment and Workplace Relations, 2009). Australian universities are self-accrediting institutions, authorised by government to accredit their own courses and awards.

The VET sector includes a variety of government supported and private institutions. These institutions provide 'skills and knowledge for work through a national training system' (Australian Government: Department of Education Employment and Workplace Relations, 2011b). VET provides qualifications for their graduates from certificate I to IV, and also at the level of Diploma, Advanced Diploma, and in some cases Bachelor Degrees.

The higher education sectors in Australia are well-known in the world for the quality of their offerings, and thereby attract a high number of international students. Overseas students studying in Australia are protected and regulated under the terms of the Education Services for Overseas Students (ESOS) Act (2000). Institutions that offer courses and qualifications for international students must meet requirements for registration under ESOS. The Commonwealth Government then publishes the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS), which provides the details of the registered institutions.

According to the Department of Education, Employment and Workplace Relations (2009) the total number of students enrolled in all higher education providers in 2009 was 1,134,866, of which 71.7% were domestic students and 28.3% from overseas.

This represented a 9.1% increase in international students as compared to the previous year.

### **2.3.2. Libraries in Australia**

A library of sorts came to in Australia with the first European settlers, who arrived in Sydney Cove in January 1788 and brought with them books relating to the establishment of a new colony (Biskup, 1994). According to Balnaves (1966) the idea of creating a library service was discussed in the colony as early as 1791. It was in 1809, however, that the first public library was established, based on donations received by the colonial chaplain, the Reverend Samuel Marsden (Balnaves, 1966; Biskup, 1994). In 1827, the Australian Subscription Library was instituted as a library service for which members paid a subscription fee. This service later became the Free Public Library in 1869, the forerunner of the Public Library of New South Wales and the City of Sydney Public Library. The first Free Public Library in the colonies had previously been established in Victoria in 1853 (Munn & Pitt, 1967, p. 26).

Modern Australian libraries have reached a high level of service development based on widespread adoption of information technologies; a comprehensive system of professional library education; and the adoption of and adherence to relevant national and international standards. Libraries are an important part of the daily life of many Australians, with numerous public, school and academic used by large numbers of the population.

There are broadly six types of libraries serving the Australian population: the National Library of Australia; state libraries; public libraries; school libraries; academic libraries, and special libraries. Each of these groups of libraries has access to high-level information and communication technologies to support the delivery of collections and services. The provision of these technology-enabled library services is supported by government and private telecommunications infrastructure that generally adheres to world's best practice. The Commonwealth government is in the

early stages of providing a new National Broadband Network that is intended to deliver high speed fibre optic cabling to 93% of the nation's homes, offices and schools.

### ***2.3.2.1. National Library of Australia***

A national library for Australia was initially established in 1901 in Melbourne as the Commonwealth Parliamentary Library, and its first role was to serve the nation's first Commonwealth Parliament. The name was changed to the Commonwealth National Library in 1923 and the library was relocated to Canberra in 1927 when the city was established as the nation's political capital. In 1960, the library was officially named the National Library of Australia (NLA).

The primary objective of the NLA is 'to ensure Australians have access to a national collection of library material to enhance learning, knowledge creation, enjoyment and understanding of Australian life and society' (National Library of Australia, 2011). In meeting this objective the Library has an important role as a deposit library responsible for receiving items deposited under the terms of relevant Commonwealth legislation, and for 'collecting and preserving Australia's documentary heritage' (Missingham & Cameron, 2007, p. 73). Other important roles of the NLA include:

. . . collecting documentary resources of all kinds, including digital material, putting accessibility at the forefront of all of its services, working in partnership with Australian libraries, supporting the creative work of the nation's writers and researchers, playing an active role in the community of world libraries. (National Library of Australia, 2011, p. 3)

The NLA collection consists of over six million titles, including monographs, serials, manuscripts, oral history recordings, music scores, paintings, photographs, maps, aerial photographs, and digitised items (National Library of Australia, 2010). These collections are available to support the Australian community in their study, research, work, business and leisure activities.

The NLA also manages and coordinates a number of services that support the broader Australian library community. Foremost amongst these are the centralised services that provide a single point of discovery for bibliographic data or content, and the support of inter-library loan and document delivery. Major services available from the NLA website include Libraries Australia, the national bibliographic database; and Trove, the discovery service for a wide variety of content relevant to the Australian nation.

### ***2.3.2.2. State libraries***

State libraries were amongst the first libraries established in Australia. Their initial function was to enable ‘the provision of books for information and cultural enrichment for the elites of the colonial capitals’ (Biskup & Goodman, 1982, p. 41). In the colonial period the State Libraries were usually called the ‘Public Library’. The first identifiable state library service was in Victoria when the Melbourne Public Library was established in 1856. In 1869, the colonial government of New South Wales acquired the Australian Subscription Library and Reading Room, which was renamed the Free Public Library, Sydney. Similar libraries were subsequently instituted in other colonial centres, including Hobart (1870), Adelaide (1884), Perth (1889), and Brisbane (1896). Nowadays, the State Libraries are ‘public libraries of reference and research’, with ‘a role in the preservation of the documentary heritage of their respective states’ (Biskup, 1994, p. 41). They have close relationships with the public libraries in each state, although the details of financial and administrative arrangements that apply between state and public libraries differ from state-to-state. Among the many roles played by state libraries is that they;

. . . lobby on behalf of public libraries, develop cooperative arrangements, provide professional advice, provide subsidized access to the Internet and online databases, offer access to major collections and act as important library training organizations. (Jones, Calvert, & Ferguson, 2009, p. 226)

The state libraries cooperate with the National Library in developing and delivering services for the Australian community. This cooperation is expressed through the

existence of the National and State Libraries Australasia (NSLA) consortium, through which these libraries develop and implement many key services.

#### **2.3.2.3. Public libraries**

The major role of public libraries in Australia has been to ‘provide free library and information services within their local government jurisdictions’ (Jones *et al.*, 2009, p. 223). As an economically developed country, Australia is able to provide universal access to free library services. This free access supports the population’s need for information, education, culture, leisure, and social interaction.

Public libraries in Australia have also emerged as a hub for access to sophisticated online networks that provide access to database services such as Gulliver in the state of Victoria and NSW.net in New South Wales. Other important services include the inter library loan network that for most members of the public is the starting point for acquiring data or information that is not available from local collections.

Public libraries collections cater to the needs of all members of the community, with many collections and services developed to meet the needs of different age groups and sections of the community.

#### **2.3.2.4. School libraries**

School libraries in Australia have an important role in both supporting the delivery of education and in developing students’ information skills. Herring argues that Australian school libraries are a ‘*vital part* of the school’ (Herring, 2007, p. 28), because of the part they play in instructing students in skills related to information literacy and critical thinking. Moreover, the library will impart to students important learning-related habits associated with reading and lifelong-learning.

According to Herring (2007), the USA and Australia are two countries in which the majority of the school libraries (particularly in secondary education) are managed by professionally trained and qualified staff. This provides school librarians with professional status and gives them authority in the education process. It also means

that school library staff are equipped with the skills necessary to develop and implement services to the desired standard.

#### **2.3.2.5. Academic libraries**

Australia has developed a network of well-staffed, resourced and managed academic libraries to support the learning, teaching and research of the universities and other institutions they serve. These libraries are typically integrated into the overall planning and management of their parent institution and are focused on meeting the goals and objectives of these institutions. Although they do not compare in size with the largest university libraries in North America or Europe, they are nonetheless highly regarded for their capacity to devise services and collections relevant to the needs of their particular teaching, learning and research users.

Academic libraries have been at the forefront of the introduction and use of ICTs in Australia. They make wide use of information technologies such as Web 2.0 library applications, virtual reference services, SMS and instant messaging services, web-based catalogues, and social networking (Horn, Calvert, & Ferguson, 2009). The increasing availability of, and demand for, electronic content and services has transformed the focus of Australian academic libraries. They now regularly adopt new ICTs in order to support teaching and learning activities and this has included the widespread adoption of portable technologies and wireless access to underpin access to 'social networking' services (Oakley & Vaughan, 2007). Contemporary academic library services in Australia emphasise a heavily computer-dependent environment that increasingly supports 24/7 access and flexible delivery.

The performance of Australian academic libraries is constantly monitored using standards such as 'The Insync (Rodski) *University Library Client Survey*' and their performance compared with overseas libraries using the Association of Research Libraries' LibQUAL+ <sup>TM</sup> (Horn et al., 2009, p. 248). The maintenance of the necessary standards requires a high level of financial support. The majority of funding for Australian university libraries is from Commonwealth sources

supplemented by income generated by the universities, while the VET institutions are largely funded by the relevant state and territory governments.

The high demand for resources for teaching, learning and research place academic libraries in a difficult position as they cannot provide all of the needed resources from a single library. As a result they have developed a cooperative national borrowing scheme (University Library Australia), complemented by various state-based schemes to facilitate access to material held in other collections (Horn et al., 2009, p. 246).

Australian university libraries are united by their participation in the Council of Australian University Librarians (CAUL). According to their current Strategic Plan the Council ‘develops a national perspective on issues relevant to university libraries, provides a forum for discussion and collaboration and works to promote common interests’ (Council of Australian University Librarians, 2012, p.1).

One of the important services provided by CAUL is to serve as a consortium in order to acquire and license access to databases of electronic content on behalf of member libraries.

#### ***2.3.2.6 Library associations***

The first national library association in Australia was the Library Association of Australasia formed in 1896 (Munn & Pitt, 1967). The objective of this association was to ‘unite all persons engaged or interested in library work, in order to obtain their co-operation in all matters connected with library management, legislation, and improvement’ (Biskup, 1994, p.383). The Library Association of Australasia was, however, short-lived, and ceased to operate in 1902. In 1928, the second national association was formed at a major conference in Melbourne with the name of the Australian Library Association, which was in turn replaced by the Australian Institute of Librarians launched in Canberra in 1937. The objective of the Institute was ‘to unite persons engaged in library work, and to improve the standard of librarianship and the status of the library profession in Australia’ (as cited in Biskup,

1994, p.387). The Australian Institute of Librarians only accepted as a full member those who had received a stipulated level of library training. Amongst the achievements of the Australian Institute of Librarians was 'the introduction of a national system of examining and certifying librarians, inaugurated in 1943' (Biskup, 1994, p.387).

In 1949, the Australian Institute of Librarians became the Library Association of Australia. The stated objective of this new association was to expand the profession and advocate for the 'promotion, establishment and improvement of library and library services' (Johnson and Doust as cited in Biskup, 1994, p. 388). In 1989, the association changed name yet again in order to acknowledge the expanding nature of information work and the emergence of a broader information profession, and assumed its current name of the Australian Library and Information Association (ALIA). The objectives of the Association are:

- (a) To promote the free flow of information and ideas in the interest of all Australians and a thriving culture, economy and democracy.
  - (b) To promote and improve the services provided by all kinds of library and information agencies;
  - (c) To ensure the high standard of personnel engaged in information provision and foster their professional interests and aspirations;
  - (d) To represent the interests of members to governments, other organisations and the community; and
  - (e) To encourage people to contribute to the improvement of library and information services through support and membership of the Association.
- (The Australian Library and Information Association, 2006, p.7)

ALIA is currently headquartered in Canberra in order to enhance the Association's lobbying power and influence with the Commonwealth Government.



ALIA has an important role in education for library and information professionals, with full membership of the Association available to those who ‘have completed an entry-level qualification in library and information management at either Associate or Library Technician level’ (Australian Library and Information Association, 2009).

ALIA has a responsibility in accrediting the education of library and information science (LIS) offered by universities and VET sector. There are currently eleven universities offering professional level LIS qualifications, and a further 18 institutions offering qualifications for library technicians (Hallam & Calvert, 2009)

Through the process of course accreditation ALIA ‘plays a vital role in ensuring that education for the profession produces graduates who have the ability to provide excellent library and information services to benefit the nation and individual clients and who can respond to and meet the ever-changing information needs of a dynamic society’ (Australian Library and Information Association, 2009).

ALIA also conducts and facilitates professional development opportunities in order to address the ever-changing skills demanded by the workplace, particularly with regard to the rapid uptake of ICTs. There are numerous types of professional development provided to Australian library professionals, such as in-house and externally sourced training, conferences, or additional formal study through approved LIS courses. Although ALIA supports a scheme whereby members can receive acknowledgement of their participation in continuing professional development (CPD), there has been as yet no attempt to mandate specified levels of CPD in order to retain particular categories of membership.

Although ALIA is the foremost professional body representing the interests of librarians, there are a number of other associations that work on behalf of sections of the library and/or information professions. These include:

- Australian Government Libraries Information Network (AGLIN)
- Australian Law Librarians’ Association (ALLA)
- Australian Society of Archivists (ASA)

- Australian School Libraries Association (ASLA)
- Health Libraries Inc. (HLI)

### ***2.3.2.7 LIS education***

Formal library education was established in Australia in 1961 with a course at the University of New South Wales (Biskup, 1994) Prior to that time qualification was achieved by what was effectively a form of apprenticeship, with prospective librarians undertaking work and training in a library until such time as they were able to sit and pass an exam administered by firstly the Australian Institute of Librarians and later the Library Association of Australia.

There are two levels of library qualifications currently accredited by ALIA: librarian (or teacher-librarian), and library technician. To be recognised as a professional librarian—based on an Australian qualification—requires completion of a formal course of education from an Australian university. This can be attained in the form of Bachelors degree or (more commonly) or a graduate qualification. The latter requires a degree in another discipline, supplemented by an LIS graduate qualification in the form of either a Graduate Diploma or a Masters degree. The Graduate Diploma will require an additional one academic year of full-time study, while the Masters courses are either one-and-a-half or two academic years of further study. While all Australian universities providing LIS education offer graduate level courses, only a small number currently provide the Bachelor level qualification. A teacher-librarian is a professional librarian who works in a school library and who should have either a specialised qualification from a teacher librarian course (these are now uncommon) or dual qualifications in education and LIS.

Australia is also unusual in recognising ‘library technician’ as a separate professional category, although this division within the profession has often been contentious in terms of its capacity to cause a lack of clarity about roles that is reflected in LIS education (Carroll, 2002; Harvey, 2001). Library technicians typically work under the supervision of a librarian performing routine tasks and procedures in support of their more highly qualified colleagues. For this reason they are often referred to as

‘para-professionals’. In practice the distinctions between the two categories (librarian and library technician) can be blurred, and in some cases library technicians will be employed as a sole staff member managing a library or information service. Although some university based education is available for library technicians, most acquire qualifications from Diploma level courses conducted by the VET sector. Library assistants do not need a formal library qualification as their duties require them to assist librarians and library technicians in performing routine tasks and procedures (Australian Library and Information Association, 2010).

Despite being well established as a professional discipline in Australian higher education, LIS educators continue to be aware of the many challenges faced by the transformations taking place in library and information workplaces. In 2010 the eleven universities teaching LIS courses collaborated in a major research project investigating the current state and future directions of LIS education in Australia. The project was supported by a grant from the Australian Learning and Teaching Council. The ensuing report, published in November 2011 as *Re-conceptualising and Re-positioning Australian Library and Information Science Education for the 21<sup>st</sup> Century*, included a focus on the development of a future curriculum capable of reflecting the changing needs of employers. The report was grounded in an understanding of the increasingly complex demands being made of LIS curriculum at a time when the workplace requires both the traditional information skills plus an emerging array of new capabilities. Particular areas of investigation and discussion included the ‘increasingly high demand’ (p. 62) for generic skills (e.g. communication, leadership, learning potential); the depth of the transforming impact of ICTs that requires graduates to have not only a good working knowledge of these technologies but ‘an understanding of the way that new socio-technical forms facilitate new kinds of collaborative work, knowledge creation, and knowledge sharing’(P. 62); and the extent to which ICTs and other factors are producing a ‘converged’ information workplace in turn generating demand for ‘graduates with a knowledge base that spans the major collecting areas of libraries, archives and records’ (p. 62). The emphasis on generic skills that emerged in this research and

report continued similar discussions that had been apparent in Australian librarianship during the previous decade, when it was argued that the generic management and interpersonal qualities would be increasingly important to the future LIS professional (Missingham, 2006; Partridge & Hallam, 2004).

## **2.4. neXus**

Due to the rapidly changing employment landscape facing the information professions globally, numerous national library associations and other related professional bodies have been concerned to investigate relevant employment options and careers. These concerns have often been underpinned by concerns, expressed both in Australia (Whitmell & Associates, 2004) and elsewhere, about a 'greying' workforce and the need to ensure that retiring staff can be adequately replaced.

In Australia the ALIA undertook an extensive, two-part survey of the Australian library and information workforce, referred to as neXus. Both surveys were conducted on behalf of ALIA by Associate Professor Gillian Hallam from the Faculty of Information Technology at Queensland University of Technology, with the first survey (neXus1) receiving further support from the Melbourne-based CAVAL Collaborative Solutions, and the second survey (neXus2) being supported by National and State Libraries Australasia (NSLA).

The initial phase of the neXus research was launched at the ALIA biennial conference in September 2006. The purpose of the phase was to survey the current workforce regarding many factors relevant to the present research, including educational background, employment history, career and retirement planning and professional engagement. This online survey received 2346 valid responses, the greatest number of which (24.6%) were from 'University/academic libraries'. According to Australian Bureau of Statistics data from 2006 the library and information workforce at the time was 24,849 (Hallam, 2008a, p.11).

The report of the results from neXus 1 was published in January 2008 (Hallam, 2008a), and provided the most comprehensive overview to date of the Australian

library and information workforce. The conclusions were multi-faceted, but included comment regarding ‘the greater imperative for staff development’ (Hallam, 2008a, p.108) resulting from the rapid pace of workplace change; and noted that ‘The process of developing innovative, visionary and successful library and information professionals is not the sole responsibility of the individual or of the LIS educator, but must be viewed as a sector-wide process that involves the individual, universities, training providers, employers and professional associations’ (p. 108).

The second phase of the research, neXus2, was conducted under the heading ‘workforce planning’, and consisted of four separate questionnaires to collect organisation-specific statistics related to the number and type of staff employed; recruitment and retention policies and practices; staff development (CPD); and succession planning. These online questionnaires were distributed to library managers in academic, public, special and other libraries during March and April 2008. There were 101 responses received to the survey (20 from academic libraries), with 82% of these responding to all four sections. The neXus2 report was published in December 2008 (Hallam, 2008b).

The two neXus surveys provided a detailed picture of the complex and diverse LIS employment situation in Australia at a time when the current research was being formulated, and importantly it focussed on the same issues of education and CPD; allowed for comparison of data by library type (eg academic libraries); and covered both employees and managers as will be discussed further in Chapter 4, it was therefore decided that the questionnaires devised for the two nexus surveys would provide a useful starting point in preparing similar questionnaires for use with Indonesian academic librarians; and that the results of the nexus surveys would be a useful benchmark for comparison with the results of the current research.

## **2.5. Conclusion**

As this overview of librarianship and library education in Indonesia and Australia indicates, there are substantial differences between the two countries in almost all

aspects of the library and information professions. Although the two nations are geographically close, they are widely separated in terms of the economic conditions, educational services and professional regulation that are intrinsic to providing best practice. This is not to say that Australian librarianship is exemplary in every respect, but it does indicate that as the Indonesian LIS profession enters the next stage of its development that it might well be able to acquire some useful guidance from its southern neighbour. This includes in those areas of most concern to this research—the education and continuing professional development for academic library staff.

## **CHAPTER 3: LITERATURE REVIEW**

### **3.1. Introduction**

In order to reach a good understanding of the current roles of academic librarians, and the state of their education and continuing professional development it is necessary to undertake a comprehensive review of relevant literature. This Chapter will provide a guide to recent literature relating to these matters, with an emphasis on Indonesia and Australia.

The methodology used in surveying the literature was multi-faceted. A search of major LIS indexes was conducted using key terms (and variations) related to professional education; continuing professional development; workplace learning; career planning; and workforce planning. The extensive amount of material retrieved meant that in practical terms key articles were identified and then citations relied upon to retrieve the most relevant related material. The poor indexing coverage of the Indonesian literature meant that traditional index-based searching could not be relied upon as a starting point with regard to this component of the literature search. Therefore a more ‘serendipitous’ approach was required, that included both the researchers’ own familiarity with key material; thorough scanning of relevant journals and conference proceedings; and the following of citations. No date limits were applied to the literature review, although recent material was preferred particularly in dealing with the large scale of the non-Indonesian literature.

It is legitimate to suggest that academic libraries have been at the ‘the heart of the university’ since the 19th century (Lynch, Murray-Rust, Parker, Turner, & et al., 2007, p.213). Many scholars have come to rely heavily on their university library’s collections and services to provide the information resources that enable them to construct and develop new knowledge (Hayward, 2006). In fully developed higher education environments, libraries are recognized and supported as an essential

component of the intellectual community in which teachers and researchers come together to create and transmit knowledge.

At the centre of the services provided by the academic library are the staff and their professional skills. Academic librarians have an essential role in managing collections and delivering services to their users. It is the library staff who have been required to set parameters and goals for library content, have organized collections to ensure retrievability, have ensured that access to books and other sources has been reliable and equitable, and have developed reference and information services to meet the needs of students, teachers and researchers.

At present, however, there is a lack of consensus as to exactly what skills are essential for librarians if they are to meet the challenges of the changing information landscape. For example, Kennan *et al* (2006) concluded that there has emerged ‘a growing lack of clarity about the skills, competencies and qualifications required for professional librarians and the jurisdiction of librarianship’ (p. 194).

Calhoun (2007) suggests that librarians as information experts should have ‘know-how to select, acquire, and organize information into system and structures, to enhance the accessibility and quality of information, to preserve information, and to provide service to promote learning and awareness’ (p.177). Becker (2006) also maintained that librarians in the information technology age need new skills such as ‘the skills and ability to access, evaluate and use meaningful content’ (p.88) in conducting their job. As well as the knowledge and skills related to information and technology, librarians should also make close relationships with academic staff in building students’ information retrieval skills (Godwin, 2005).

The working lives and professional skills of academic librarians have been radically transformed through the transition from print to the ubiquity of online information technologies. A landmark in this transformation was the invention of the Worldwide Web (WWW) by Tim Barners-Lee in Geneva in 1989 (2007), creating what would become the standard search tool and delivery platform for 21<sup>st</sup> century information



services. Rubin (2010) lists six categories in the timeline of technological change in libraries: ‘1900-1960 developments in microphotography, 1960s the first application of computers in libraries, 1970s the use of online information in reference services, 1980s the growth of CD-ROM and integrated library systems, 1990s the growth of the internet and World Wide Web, 2000s the expansion of online information technologies such as digital libraries, web portal, web 2.0, and social networking’ (p. 226)

Thompson (2009) similarly identifies the development of library technologies into decades, starting from the 1950s when IBM commenced work on the development of library circulation systems. The 1960s was characterised by the start of library automation, including the development of the first-wave of bibliographic databases such as Agricola, ERIC, and Medline. The 1970s was the decade of online ‘time-sharing’ systems and the automation of the major library functions. The 1980s was a period in which library technology expanded rapidly as more functions were added and users were able to self-search collections using online catalogues and bibliographic services available on CD-ROM. The 1990s was the era of ‘networking at multiple levels and the introduction of client-server systems’ (p.14). The 2000s saw the ‘explosive growth in digital resources, integration of systems, and development in client-server technology’ (p.15).

This rapid growth of the information technology reshaped the academic library environment and its important role of supporting universities in achieving their research, teaching and learning goals. Librarians have needed to manage the introduction of digital services and collections and their integration with more traditional library functions, and they have also been required to familiarize and train users in the new technologies. In performing both of these functions they have needed to develop a wide new range of knowledge and skills. Bell and Shank (2007) postulate that ‘blended’ librarians are required as they will have a variety of library duty in which ‘interpersonal skills and new ways of thinking, and specifically about integrating new skill sets from instructional design and information technology into librarians’ practice’(p.150). Corral (2010, p.567) has concluded that these various

ICT developments challenge academic libraries to keep up with changes in the ‘convergence of academic services; combining libraries with IT and/or other learning support services; awareness of information literacy and recognition of the teaching role of librarians; and a maturing role in institutional repository management and its suggested extension to research data management’.

In recent years librarians’ roles have become ever more complex due to the impact of rapidly changing information technologies. These technologies, based on the digital creation, storage and transfer of library content, have transformed the nature of library collections and services, while substantially raising user expectations. The UK report (*Researchers’ use of academic libraries and their services: a report commissioned by the Research Information Network and the Consortium of Research Libraries, 2007*) was typical in noting the extent to which, ‘librarians face growing demands from researchers for better access to research information and tools’ (p. 10). With ongoing development of the information technology and the needs of accessibility to the range of information from other libraries in the digital resources, academic libraries encounter the challenge of providing quality services that fulfil their users’ expectations and requirements. These now extend to services that are offered ‘24/7’ (Boss & Schmidt, 2008) via mobile technologies and social networking sites. This revolution in information and communication technology challenges academic libraries to continue to develop and provide leading-edge, high-quality support of learning, teaching and research, and to retain their position at the heart of the academic enterprise

As Creth has identified a work environment in which ICTs are now ubiquitous has complicated the task of providing academic information services by supporting;

. . . greater access to a range of information; increased speed in acquiring information; greater complexity in locating; analysing and linking information; constantly changing technology; lack of standardisation of both hardware and software, continuous learning for users and library staff and substantial financial investment for technology. (Cited in Sharp, 2000, p.2)

These emerging job complexities are constantly challenging for academic librarians, their institutions and managers. They not only need to ‘develop new breeds of professionals in possession of new and different skill sets’ (Downes & Rao, 2008, p.4), but also provide established staff with the new skills. As Peng, Hwang, and Wong (2010, p.287) note the rapid change of the academic library environment requires them to recruit and retain staff who are ‘capable of meeting the intellectual and service challenges of tomorrow, and developing staff capacity to innovate and to manage change’. This challenge of ensuring good services through the implementation of information technology in the academic library can have a positive impact for the academic librarians, encouraging their development within the information profession. As Choi and Rasmussen (2009, p.457) argue, digital technologies merge the traditional libraries’ functions for ‘knowledge creation, dissemination, and use’ in ways that provide constant challenges to the librarians’ skills. Such has been the pace of change and the impact on the roles of librarians (academic and otherwise) that some commentary has queried the future viability of the information professionals role, and indeed what exactly does ‘professionalism’ mean when the fundamental skills and knowledge associated with an occupational group can be transformed so rapidly (Broady-Preston, 2010).

Despite the revolutionary developments in information technology including the emergence of the Internet, it can also be argued that the fundamental role of academic libraries remains unchanged, in that they continue ‘to support the core research and educational purposes of the academy’ (Association of College and Research Libraries, 2006, p.4). Indeed a characteristic of the ubiquity of digital information services in academic environments has been the convergence of many campus-based services. A prominent manifestation of this phenomenon has been the emergence of library based ‘information commons’. As Sinclair (2009) states academic libraries are transforming their physical spaces into ‘social, cultural, and technology centres’, so that the patrons utilise both the digital and print resources found in libraries, but also use these spaces for social learning. In achieving this goal,

however, academic libraries are undeniably confronted with many challenges as they reach a new understanding of exactly what their role now entails.

Digital libraries potentially provide developing countries with the chance to make a substantial leap in the quantity of information at their disposal, but in order to optimize the value provided by this information they will also need to enhance the skills of the staff that provide the supporting library infrastructure. This can be achieved either through the educational qualification by which students qualify to work as librarians, or by ensuring that existing staff receive the necessary CPD.

Ashcroft and Watts (2004) argued that there are several significant factors hindering digital library services in developing countries. While these include issues to do with technology availability, they also critically include ‘human’ factors related to the training and awareness of staff. These include:

- a lack of ICT skills because ‘those at policy level do not have computer literacy’,
- ‘serious lack of awareness of computer capabilities and computer skills are low’,
- the shortage of technology literate staff in libraries,
- the lack of skilled human resources to install and manage technology and networks,
- poor funding to attract such staff or to develop such skills in existing staff.

Such is the pressure on librarians to meet the challenges resulting from ICT developments that there is a widespread expectation that adequate skill development cannot be achieved by a first professional qualification alone. Ideally there needs to be a planned and supported approach to CPD and workplace training. Advancing the knowledge and skills of librarians can take varying forms, including continuing formal education (perhaps in librarianship but also in related disciplines); workplace training; professional engagement such as that provided by conferences and

seminars; and self-directed learning by reading professional literature and engaging with senior colleagues (Lyons, 2007). Lack of financial support and shortfalls in managerial skills mean, however, that planned and coherent CPD programs are rarely found in libraries in developing countries.

### **3.2. Role of academic librarians**

The roles of academic librarians have gained a deal of attention from researchers and theorists, particularly as the rapid uptake of ICTs has transformed their professional practice. Rubin (2010) noted that educational roles have been attached to the other roles of librarians since the mid-nineteen century, and concluded that ‘learning, literacy, and reading remains strong’ among the librarian’s roles (p.110).

Fourie (2004) emphasises the expanding roles of academic librarians and expressed the importance of librarians finding the balance between ‘the traditional role and the new roles’ (p. 63). She noted the impact of ICTs on the functions of library services, and highlighted the new and emerging roles in areas such as teaching, information access, negotiation with users, publishing, information organisation, archival management, information retrieval, and research. She categorises the teaching role into the areas of ‘library orientation, bibliographic instruction and the teaching of information literacy, information research skills and media literacy, stimulation of social networks and collaborative information-seeking and use, the actual use of information in decision making, and training programmes for remote users’ (p.67).

The various types of educational roles undertaken by academic librarians are also discussed by Levy (2005), who argues that ‘librarians have key roles to play as information literacy educators, as developers of information and learning resources, and in the design and support of students’ information interaction and environments’ (p. 25). Furthermore, Sinclair (2009) emphasised that with the development of the digital formats and services, such as ‘eBooks and ejournals, online textbooks, Amazon, Google, and a host of other competing commercial services’ (p.1), that librarians’ roles in teaching and learning are becoming more important. Boss and

Schmidt (2008) discuss the importance of librarians undertaking the classroom teaching and research in partnership with the faculty, particularly in relation to information literacy. The importance of information literacy and research are also indicated in Corral (2010) and Gibson and Chester-Fangman (2011), with an emphasis on how much more complex this task has become. A survey of 788 librarians in Canada conducted by Julien and Genius in 2009 (2011) revealed that the challenges faced by librarians in carrying out their instructional role are not all created by their discipline knowledge, but also include ‘difficult administrative environments, challenges posed by ever evolving technology, and difficult users’ (p.109).

The academic librarian’s new roles in instruction and education were investigated by Shank (2006), in research based around job advertisements and the emerging job of the ‘instructional design librarian’. Shank concluded that the job requires a mix of key professional and generic skills;

- Web and other multimedia creation and software expertise;
- experience with current and emergent instructional technologies;
- skill in utilizing current and emergent instructional technologies;
- instructional/training skills;
- excellent communication skills;
- good organizational skills. (p. 522)

Shank uses the term ‘blended librarian’ to refer to these emerging library professionals, in recognition of their hybrid skill-set that takes in elements of IT and education. The same need for the development of key generic skills has also been recently noted in the context of Indonesian librarianship (Zain, 2012).

The provision of access to information is another established role of academic librarians that is evolving rapidly in response to the explosion of ICTs and digital content. According to Fourie (2004), this role involves academic librarians in the selection of information, and Rubin (2010) emphasises their engagement with evaluating information quality as part of the process of selection and collection development. Boss and Schmidt (2008) point out that the extent to which the

introduction of digital resources has affected the practice of collection development and collection management in the academic library, including the selection and acquisitions functions. Boss and Schmidt also argue that the emerging roles of electronic resources librarians are responsible for a multitude of tasks, such as: ‘a reference librarian, a collection development officer, an acquisition manager, a cataloguer, and an information technology specialist’ (p.120). Pomerantz (2010) describes the extent of change in the contemporary information environment, and points to the need for librarians to acquire skills in areas of emerging need, such as ‘digital publishing, technology, and licensing’ (p. 40). She argues that information provision now emphasizes the ‘collaborative effort of acquiring and maintaining online resources’ (p.46) thereby requiring librarians to develop new business acumen.

Moreover, Fourie (2004) identified that information organisation is another role of academic librarians that has been transformed, as they are increasingly required to undertake the description of documents that have been created and stored digitally. Librarians are now required to organize ‘access through Web sites, intranets, Web-enabled databases and portals. This will require information organisation through indexing, classification, cataloguing and abstracting, as well as tailor-made information systems for specific target groups’ (p.67). These basic skills are those traditionally associated with cataloguing, but the staff engaged in this work may now be described as metadata librarians. Calhoun (2007) argued that metadata librarianship has a critical role to play in enabling scholars to access information stored in digital formats and on large-scale databases, and in an information environment where users are increasingly reaching beyond the content held within local collections. Calhoun calls upon key contemporary concepts such as ‘knowledge management’ and the ‘information commons’ to emphasise the extent to which metadata librarians (and the modern academic library) have greatly expanded responsibility to assist scholars in navigating the information maze.

Metadata is a key to empowering information seekers and to building scholarly information access systems that are easy to use. Metadata expertise is a

sustainable strategic advantage that libraries can and should embrace and promote to faculty and other members of the university community. Metadata specialists are well positioned to make worthwhile contributions to the university communities they serve, provided they seize opportunities to contribute their expertise to the larger information network processes of the university - that of transforming mere 'information' into knowledge, insight, and action. (p. 185)

The extent of the shift from 'cataloguer' to 'metadata librarian' referred to by Calhoun is emphasised in research undertaken by Han and Hswe (2010). They surveyed the job titles in relevant advertisements in the United States from 2000 to 2008. The survey results revealed that increase in jobs requiring a 'metadata librarian', and a decrease in those seeking 'cataloguers' or 'cataloguing librarian', with the former outnumbering the latter. They also observed that although there were differences, the principal qualifications and skills required for these positions were broadly similar. They noted however that the regular appearance of the criterion 'ability and willingness to learn' in metadata job descriptions indicated that employers are valuing staff with the flexibility to adapt to their rapidly changing environment.

Other research focusing on job advertisements have measured similar shifts in the skills required to adapt to the demands of the digital creation, storage and retrieval of information. Choi and Rasmussen (2009) surveyed job advertisements for the newly developed role of 'digital librarian' in academic libraries in the United States from 1999 to 2007. They found that key competencies required for these positions were related to ICT skills, including 'current awareness and appropriate technological skills and experience in the digital library environment, knowledge and experience in creation and management of digital information, and metadata . . . with high emphasis on management skills' (Choi & Rasmussen, 2009, p.465). In addition, Mathews and Pardue (2009) surveyed the ALA jobline during 2007 and 2008 and found that the most frequently required skills with relation to technology were web development, project management, systems development and systems applications.



Information retrieval and researching, as Fourie (2004) points out, is the central role of librarians in providing information to the patron. Rubin (2010) calls it providing access to information. Wolfe, Naylor, and Drueke (2010) suggest that reference librarians' roles in today's environment are as human mediators to the patron in assisting them to the right information. To succeed in their roles, they 'apply critical-thinking skills, emotional intelligence, teaching ability, and question analysis to connect the user with appropriate resources' (Wolfe et al., 2010, p.108).

### **3.3. Education for library and information science**

The framework of this study is based on the education and CPD required to produce an effective workforce of academic librarians in Indonesia. It will include in the literature review the previous literature that covers library and information science (LIS) education in both developed countries and developing countries. The developed countries are represented by Australia, while developing countries are represented by Indonesia. As this study is focused on education of Indonesian LIS providers, there is a greater emphasis on Indonesia.

As has been discussed, the world of the modern library is influenced by the rapid development of digital resources, integration of systems, and development in client-server technology (Thompson, 2009). Missingham (2006) states that libraries' patrons can access services using the new online services, such as, 'Memory of America, Gallica and the Pandora archive in Australia' (p.257). However, these services need librarians with new and different skills. This view is supported by Lynch (2008) as she points out that the changes in the information technologies, scholarly communication and the interests of the users influence the changing jobs in the librarians' field.

Gorman (2009) defines librarianship as 'centred on the human record – that vast assemblage of messages and documents (textual, visual and symbolic) in all formats created by humans since the invention of written and visual communication' (p. 149). This definition leads to the definition of library studies as:

. . . the field of those professionals who assemble and give access to sub-sets of the human record (collections); who list and organise those sub-sets so that they can be retrieved; who work to ensure that records of those sub-sets are integrated to allow universal access to the whole human record; who are dedicated to the preservation and onward transmission of the human record; and who give help and instruction in the use of the human record. (Gorman, 2009, p. 149)

Audunson (2007) reported that the development of library education started from vocational education and then moved to a research-based academic basis. The first classes in formal library education opened in the United States of America on January 5, 1887 in the School of Library Economy at Columbia College with Melvil Dewey as the head of school (Vann, 1961).

Library education uses organized education, instruction and training to produce graduates qualified to work as librarians or information scientists. According to UNESCO (Large, 1987), the goal of library education is to develop professionals who are qualified to establish, manage, operate, and evaluate user-oriented information systems and services. In addition, the LIS education programs should familiarize students with the role of information in society and make them fully aware of sources of information and develop skills for exploiting these sources. Library education is typically interdisciplinary, and overlaps to some extent with the fields of computer science, various social sciences including education, statistics, and systems analysis. LIS also includes knowledge of users, including why and how library resources are used and why and how people interact with library systems. The organization of knowledge for efficient retrieval of relevant information is also a major research goal of library education (Rahman, Khatun, & Mezbah-al-Islam, 2008). All these requirements challenge LIS education to provide courses that meet the evolving needs of the profession. By attempting to do so LIS education testifies to the importance, value, and necessity of libraries for the present and the future.

### **3.3.1 Curriculum**

The rapid changes in information services have influenced the curriculum of LIS education. Curriculum can be defined as:

The teaching and learning of knowledge, skills and attitudes, and embraces issues such as subject matter, pedagogy, assessment/evaluation, and related resources involved in the organisation, delivery and articulation of education programs. (National Board of Employment, Education and Training Commissioned Report No. 12, a cited in Rochester & Beattie, 1997, p. 171)

Missingham (2006) considers that any LIS education program must meet the needs of library practice. This is supported by Corral (2010) who suggests that LIS educators need to adapt courses to align with the changing professional tasks and roles and offer programs that reflect findings from the research. Hildreth and Koenig (2002) suggest that the increasing focus on information science courses and blending them into libraries courses are the major success factors for LIS education.

LIS curricula have long struggled with the balance between specialised information skills and the need for generic skills that produce reactive, reflective and flexible professionals capable of responding effectively to working in a variety of professional contexts and responding to environmental change. There is a growing body of research and commentary that points to the importance of the generic skills. Noll and Wilkins (2002) argue that general skills and knowledge related to organizations and business management are important, 'including teamwork and collaboration, planning and leading projects, presentation delivery, and writing skills' (p. 143). Arms (2005) suggests that in order to adapt to the rapid changes in information technology, the LIS curriculum and research should be revised in the four areas: (1) change the name of the school, (2) revamp the program to focus on information, (3) emphasize federally-funded research, and (4) change the leadership. Moreover, the research of Chow *et al* (2011) suggests that there are two important skills that library managers search for in graduates: technology skills that include automation, and information storage and retrieval, and 'people skills' that include communication and people management. This emphasis on people skills is supported by previous studies (Cullen, 2000; Marion, Kennan, Willard, & Wilson, 2005; White, 1999; Xu, 1996) although Marion *et al* (2005) referred to 'interpersonal skills' and 'behavioural characteristics'.

LIS educational programs and curricula differ substantially from country to country. Dalton and Levinson note that these differences tend to reflect wider differences in the professional and work environments that distinguish countries;

. . . there are no worldwide approved standards for LIS education and that there are no formalised methods for determining the equivalency of LIS qualifications between different countries. Indeed a cursory look at the education systems of different countries in general terms, shows there to be many differences which are likely to be reflected in the field of LIS education. (2000, p.2)

Even though the Education and Training Section of the International Federation of Library Associations and Institutions (IFLA) has been working on the development of guidelines for LIS education programs for some time, they have not as yet been able to develop a widely agreed set of standards. A report issued by the Education and Training section in 2008 (Tammaro & Weech, 2008) noted the work that still needed to be done in this regard. Tammaro and Weech concluded that,

The identification of appropriate learning outcomes and competencies would . . . facilitate the ability of employers and academic institutions to establish international reciprocity and equivalency of qualification guidelines in the global world of library and information professionals (2008, p.5).

### **3.3.2 Accreditation**

LIS education in many countries is subject to external, independent accreditation. Majid *et al* (2002) defined accreditation as;

. . . a process which assures that education institutions and their programmes meet appropriate standards of quality and integrity. It is a collegial process based on self-evaluation and peer-assessment for the improvement of academic quality and public accountability. (p.1)

The ALA accreditation standards (Council of the American Library Association, 2008) state that:

Accreditation assures the educational community, the general public, and other agencies or organizations that an institution or program (a) has clearly

defined and educationally appropriate objectives expressed as student learning outcomes, (b) maintains conditions under which achievement of objectives can reasonably be expected, (c) is in fact accomplishing objectives substantially, and (d) can be expected to continue to do so. (p.3)

Dowling (2007) argues that accreditation helps to verify the quality of LIS programs and by implication the capacity of graduates, and Chowdhury (2008) describes accreditation as an important component in both the assessment and enhancement of the quality in LIS education.

According to Gorman (2009) professional associations should play an important role in accrediting LIS education, as ‘a national profession that has no, or minimal, control over its education will reap the inevitable consequence of an ever-growing gap between professional education and professional practice’ (p.151). Gorman argues that professional associations have an important role to play in building the relationship between educators and practitioners. This view is not universally held, however, and Audunson (2007) believes that there is an opposite trend of loosening the connection between practice and the academy.

A number of countries accredit LIS courses through their library associations. Accreditation in United Kingdom (UK) is undertaken by the Chartered Institute of Library and Information Professionals (CILIP) (Enser, 2002). The American Library Association’s (ALA) Committee on Accreditation has responsibility ‘in accrediting educational programs in library and information science and in developing the standard for accreditation’ (Lynch, 2008, p.948). Accredited courses in the US are all at the Masters level and there is no pathway to professional practice at Bachelor degree level (Hallam, 2007; Marion et al., 2005). In Australia accreditation (or ‘course recognition’ as it sometimes called) is the responsibility of the Australian Library and Information Association (ALIA) (Hallam, 2007). New Zealand (with LIS courses offered by universities and polytechnics) provides an example of a country where accreditation is managed by the institutions through their own internal quality control process. In this case, however, the Library and Information Association of New Zealand Aotearoa (LIANZA) has a role in the process by

appointing an external assessor to verify the body of knowledge offered in the programs (Hallam & Calvert, 2009).

The accreditation processes used in Europe differ between countries (Juznic & Badovinac, 2005). Tamaro and Weech (2008) ascertained that accreditation in European countries can be divided into three different categories. Firstly, 69% of countries use a Government or Government funded agency; secondly, 35% of countries have forms of internal quality audit undertaken by the providing institution; and thirdly, only 7% of European countries accredit LIS courses through professional associations. Tamaro and Weech also noted the international variation in the role played by national library associations in accrediting LIS qualifications and courses within individual countries, and raised the prospect of IFLA having some direct influence in creating consistent accreditation standards.

One issue that has arisen is the lack of an international standard relating to accreditation and the equivalency of qualifications. Dalton and Levinson (2000) identified and discussed the issues regarding the international recognition of qualifications and the lack of comparability between different countries. They concluded that 'professional association accreditation' is one of three standards or methods by which LIS education courses can be regulated, but they noted that this is still 'carried out in relatively few countries worldwide'. The other methods consist of 'generic academic qualification equivalency' (which entails national library associations in establishing and offering advice regarding the general level of equivalency of international and national qualifications); and 'institutional course approach' which might potentially create a system whereby institutions enter relevant data about courses and qualifications into a database which can then be accessed as necessary.

The methods of accreditation used in Asian countries also vary. Miwa (2006) described the process of accrediting qualifications to a civil service examination used to assess individuals (Taiwan); and accreditation of LIS schools through a national library association (Thailand and Singapore). Southeast Asian countries have

considered for some years the development of a regional accreditation system for LIS educational programs (Khoo, Majid, & Chaudhry, 2003), however this has yet to be achieved.

### **3.3.3. LIS education in Australia**

Australian LIS education commenced in 1959 at the University of New South Wales when there was a shift from ‘work based training to education in tertiary institutions’ (Wilson, Kennan, Willard, & Boell, 2010, p.246). The first qualification to be offered was a Graduate Diploma of Librarianship (Hallam & Calvert, 2009). The course was established when John Metcalfe become both the Director of the School of Librarianship and University Librarian at the University (Rochester & Beattie, 1997). Metcalfe retired from the position as head of the School in 1968 (Rochester & Beattie, 1997, p.65) and was replaced by Wilma Radford, who was the first Professorial level appointment (Maguire, 2005). The second higher education institution which opened a school of librarianship was the Royal Melbourne Institute of Technology (RMIT) in 1963 with Jean Hagger as the inaugural Head of Department (Rochester & Beattie, 1997).

There has been considerable debate in Australia regarding the educational qualifications required by librarians. An important feature of LIS education and the profession in Australia is that there are qualifications available at the level of librarian and library technician. (Carroll, 2002). Carroll also points out the differences in the nature of the roles undertaken by librarians and library technicians that require different training. According to Carroll (2002) the two groups have different workplace responsibilities and educational requirements.

. . . for librarians these are:

- librarians working in libraries today have consistent or similar levels of education including at least an undergraduate degree in librarianship.
- in receiving that education librarians were taught the same things and perceived their role and task in the same way.

- what librarians learned was fundamentally different to that which library technicians needed to learn.
- librarians needed to be educated to perform different tasks from the technician as their work would always be different.

For technicians it was assumed that:

- they would not have an undergraduate or postgraduate degree. they would not need to manage a library.
- they would have no need for contextual education as their work would be supervised (by librarians) and routine.
- library technicians qualifications would be recognized in all sectors of employment.
- they would never be asked to perform the same duties as librarians. (p.119)

According to the ALIA, the basic requirements for being employed as a professional librarian can be met by an undergraduate (Bachelor) degree; a Graduate Diploma completed following a Bachelor level qualification in a non-LIS discipline; or a Masters qualification also completed following a Bachelor level qualification in a non-LIS discipline (Ferguson, 2009; Marion et al., 2005). The majority of library technician education is undertaken as a two year course of study at a technical college (Marion et al., 2005).

Hallam (2007) identified common issues facing LIS education in Australia, including low recognition, declining numbers of students in some courses, and the shortage of educators. LIS education in Australia is facing difficult challenges, resulting in closure of some library and information science education courses, and 'changing employment opportunities for graduates' (Yu & Davis, 2007, p. 2). Even after the LIS programs have undergone changes, such as being offering courses more flexibly to appeal to prospective students, enrolments continued to decrease (Willard & Wilson, 2004). Other issues and challenges for the library profession relate to the aging of the Australian LIS educator workforce, and the shortage of PhD graduates and candidates in the field (Hallam, 2007; Partridge, Hider, Burford, Ellis, & Munro, 2011; Yu & Davis, 2007). As a result there is considerable concern regarding the recruitment of the next generation of educators. The various programs offering



courses for library technicians also face challenges, with particular issues in the areas of recognition and quality assurance (Hallam & Genoni, 2008).

Funding has also been identified as an issue facing Australian LIS education programs (Yu & Davis, 2007). Currently, the funding for LIS schools is largely dependent on student numbers; however, important benchmarks for sustainability are not easily met because of the comparatively low number of students enrolled (Willard, Wilson, & Pawley, 2001). At the same time, university administrations are likely to view LIS programs as not being as important as other programs, particularly as they may be less oriented to research than other disciplines (Yu & Davis, 2007). This lack of esteem may also be due to the historical development of LIS education, which focused more on systems of apprenticeship and technical education rather than academic programs (Carroll, 2002).

To overcome the problems, the Australian LIS educators have attempted to re-brand the programs by broadening the curricula towards more 'digital and technology content and on business, commercial and non-traditional applications.' (Yu & Davis, 2007, p. 2). This has been necessary not only as a means of ensuring that curricula remain aligned to employer demands, but also as a way of ensuring the profession remains attractive to entrants looking to study and work in ICT-rich environments.

The absorption of ICT into education has also led a number of universities in Australia, such as Charles Sturt University and Curtin University, to offer their programs online (Wagner, 2005). This move has been important in opening up LIS education to students who live in areas remote from capital cities and often long distances from a university campus, or even overseas. To overcome the shortage of librarian educators, 'sessional staff' who are practitioners, can be employed for delivering courses both internally and externally in areas of their expertise (Nimon, 2001). The move towards the offering of LIS courses by means of distance education (or 'e-learning') has been international including Asia, but to date there are no such courses offered by Indonesian LIS schools (Islam, Kunifuji, Hayama, & Miura, 2011).

Concern about the need to deliver coherent curriculum that is appealing to both students and employers and capable of sustaining the profession in the 21st century led all eleven university-based Australian LIS schools to cooperate in a major review of the future direction of curriculum. Conducted under auspices of the Australian Learning and Teaching Council and with the title *Reconceptualising and Re-positioning Australian Library and Information Science Education for the 21st Century*, the project undertook research that included employers, students and educators in order to ‘establish a consolidated and holistic profession and identify how its future education and training can be mediated in a cohesive and sustainable manner’. The report was grounded in an acceptance of the rapid change in the nature of the LIS workplace that threatens to make established skills and competencies redundant. The project produced a final report in September 2011, with a series of recommendations aimed at ensuring the continued well-being of LIS education at a time when there was increased convergence with other professions and their disciplinary knowledge. This included a recommendation (Recommendation 5) directed at the need for further review of the existing qualifications pathways, and the report noted in particular the view that LIS education at the undergraduate level may no longer be appropriate (p.9).

#### **3.3.4. Library education in developing countries**

Academic libraries in developing countries face many more challenges and problems compared to their counterparts in developed countries. Some thirty years ago Ballard (1980) identified the problems facing libraries in the developing countries as being, ‘lack of adequate funding, insufficiently trained staffs, and a failure by governmental authorities to recognize the importance of library development’ (p.69). To a considerable extent, each of these problems remains in those countries that are in the early or middle stages of economic and social development.

The problems faced by academic libraries in developing countries mirror the problems faced by library and information science education in those countries. For example Chiware (2010) describes the situation that applies in most African

university libraries as being typified by limited financial support, poor IT infrastructure, and skills shortages of library staff.

There is considerable evidence that these problems are also reflected in the LIS education offered in developing countries. According to a survey by Warraich and Ameen (2011) of LIS employers in Pakistan there is dissatisfaction with LIS professionals, and they conclude that new graduates will have to complete courses much wider range of knowledge and skills to meet the challenges of the changing information market place. While acknowledging the challenges arising from the uneven pace of development in different LIS workplaces in Pakistan, it was concluded that graduates need 'to improve their communication skills, problem-solving attitude, good knowledge of IT, storage and retrieval of information, presentation skills, and proficiency in English language' (p. 218). The particular ICT related-skills that were identified for development included 'web searching, database design (desktop and server based), use of online resources and specialized access through free and low paid subscriptions, digitization and indexing digitized material...' (p. 217).

LIS education in developing countries is, however, hampered in producing quality graduates by the diverse range of issues that plague their higher education infrastructure and the development of the profession generally. These include lack of appreciation of the importance of information work by governments; the insufficient representation of the profession by professional associations; the shortage of LIS curriculum specialists and consultants; the poor state of LIS research; paucity of suitably qualified and experienced educators; inadequate funding, and poor quality control of LIS education (Kigongo-Bukenya & Musoke, 2011).

One of the key problems faced by LIS education in the developing countries centres around the curriculum. As Ballard (1980) concluded there are inherent difficulties for developing countries in simply adopting curriculum from more developed nations when there are inherent problems with information technology and inadequate levels of financial and regulatory support. The issue of the relevance of the LIS curriculum

adopted from developed countries for developing countries has since been raised by other commentators (Aina, 1994; C. A. Johnson, 2007; Keresztesi, 1982). However it has also been noted that designing teaching programs to meet local needs is also difficult as there is little research and publication about the local issues that can inform curriculum development (Atan & Havard-Williams, 1987; Wijetunge & Willson, 1999).

It has been argued that the inadequate ICT in developing countries not hinders the development of appropriate curricula (Jordan, 2003), but in turn leads to a lack of relevant LIS textbooks and other support for courses (Kigongo-Bukenya & Musoke, 2011). Limited access to professional publications and learning material particularly in local languages is a problem that has been reported in Latin America (I. M. Johnson, 2008). Lack of resources forces the teaching staff to deliver the courses using traditional methods that makes the instruction more difficult (Mahmood, 2003).

Successful implementation of curriculum also requires a sufficient number of suitably qualified teaching staff. However according to Warraich and Ameen (2011) the main problem preventing successful curriculum implementation in Pakistan was the lack of staff in the department. This problem in Pakistan LIS education had previously been identified by Mahmood (2003) who revealed that the small number of teaching staff in Pakistan LIS education meant that there was limited availability of optional or specialised areas of learning. Similar research in Sri Lanka LIS education by Wijetunge and Willson Singh (1999), and Wijetunge (2009) found the lack of teaching staff trained in curriculum design leads to courses that are not comprehensive. Furthermore, in discussing South Asian LIS education generally Singh and Wijetunge (2006) point out the excessive workload of the teaching staff. They also note associated issues such as the limited library and laboratory facilities; the lack of opportunities for continuing education and training, and the prevalence of traditional and unsuitable teaching methods. Lack of qualified teaching staff who have local practical knowledge is also experienced by ASEAN countries (Atan & Havard-Williams, 1987) and in Jordanian private LIS education (Younis, 2002)

The weakness of library and information associations in developing countries is also an element is the underdeveloped LIS education. As noted previously professional associations frequently play a role in developed countries in recognising or accrediting courses and/or graduates as being suitable for professional practice. As Kawooya (2001) noted in relation to Uganda and South Africa the professional associations are severely hampered by ‘lack of office space and permanent staff, insufficient funds, poor communication within and outside the association, leadership needs and many other problems [that] continue to challenge the existence of these organization’ (Kawooya, 2001, p.2). Similar problems appear to be experienced by many LIS professional associations in developing nations, and in such circumstances it is not feasible that they can take an active role in LIS accreditation.

Deeply entrenched budgetary constraints are another issue confronting the LIS education in developing countries in delivering education. The implementation of good LIS education demands substantial resourcing in order to better equip the graduates with the required knowledge and skills, however the majority of LIS education institutions in developing countries face the same funding shortfalls that plague many professional areas, and indeed higher education in general. This situation might be exacerbated for LIS education however, as it does not share the same profile or institutional support as other disciplines that are identified as having greater value in terms of national development.

Singh and Wijetunge (2006) make suggestions for overcoming the problems in LIS education in developing countries, such as developing curriculum based on the use of ICTs and also the accreditation of LIS education from relevant professional bodies. They also suggest that adequate time is needed for LIS educators in developing countries in order for them to undertake research and participate in international collaboration. Warraich and Ameen (2011) argue that in Pakistan designing LIS curriculum that matches theory and practice in LIS education is necessary, as is placing a greater emphasis on practical experience as part of the education process. The subjects available also need to be extended to include a wide range of knowledge and skills suitable for current user needs. Malhan (2009) suggests that

LIS programs in developing countries should build curricula by matching the dynamic circumstances of the knowledge-based societies, thereby creating excellent opportunities and better prospects for their graduates.

It has been argued that collaboration between LIS educational institutions in improving the quality of programs is one solution for education in developing countries (Chaudhry, 2007). As Foo *et al* (2006) has noted the forms of collaboration and cooperation between LIS educational institutions in the Asia Pacific that could assist in this regard include, ‘the hosting of seminars, symposiums, workshops and conferences; making available learning and teaching resources; collaborative research and scholarship; improving quality of education through information sharing and accreditation’ (Foo *et al.*, 2006, p.4). Kigongo-Bukenya (2004) discussed the advances in cooperation between developed and developing countries as a means of improving LIS education in the latter. It was advocated that this cooperation delivered benefits in the following ways:

First, they are economic measures against duplication of resources—financial, physical, material and human. The second, which derives from the first, is optimum use of resources. Third, is sharing of expertise and experience in solving unique problems in LIS education fields. Fourth, the exchange of staff and students, which affords participants experience through working in varied environments. Fifth, is the philanthropic philosophy that the strong institutions should help the weak ones. Finally facilitating the borderless flow of information and knowledge enforces the global village concept. (p. 7)

### **3.3.5. Library education in Indonesia**

The success or otherwise of Indonesian academic library services in supporting the objectives of higher education is to a significant degree the responsibility of the library staff. While the existing literature on Indonesian LIS education is not extensive it points to the many problems including the lack of access to critical technology and the inadequate qualifications and training of teaching staff.

The matter of determining the exact status of ‘librarians’ in Indonesia is not straightforward. Whereas for many countries—particularly those in the developed

world—the status of a professional librarian is established by the completion of a basic LIS qualification, the situation in Indonesia is more complex. Pedit (2001) notes that in order to work as a librarian in government employment in Indonesia requires accreditation. However, the system of accreditation has met resistance by the private educational institutions (Pedit, 2001), and as a result it is difficult to identify the total number of librarians working in private universities, or to assess their levels of qualifications and competency. Sulisty-Basuki has noted that ‘Regarding curriculum and accreditation, the Indonesian Library Association has no authority to accredit LIS schools as is common practice in many countries’ (2006, p. 177) and resistance to the accreditation system in itself indicates weakness in the standards used to establish the credentials of professional librarians in Indonesia.

A study by Zainuddin (2005) conducted in North Sumatera Province gave evidence that there are only sixty seven individual librarians working in twenty academic libraries. Of these five hold Masters degrees; twelve Bachelor’s degrees, and forty nine Diplomas. Hernandono (2005) asserted that 35% of Indonesian academic librarians do not possess formal or informal library education. They are referred to as librarians because of the government policy referred to as ‘impassing’, by which people who work in a library can automatically become a ‘librarian’. Hernando estimates that approximately two thirds of librarians working in Indonesian academic libraries have undertaken *some form* of library education, such as, training, Diploma 1, Diploma 3, Bachelors degree, or a Masters degree. Although there is uncertainty about the extent and nature of education received by Indonesian academic librarians, it is clear that it falls substantially below the standard required by more regulated systems in developed countries.

Several studies have been undertaken in order to investigate the skill level of Indonesian librarians. Hasugian (2003) concluded that academic librarians in Indonesia at that time lacked the requisite knowledge and skills regarding information technology, which in turn hampered the implementation of ICTs in academic libraries. Hernandono (2005) noted four areas of weaknesses in Indonesian librarians: low self-esteem; inadequate skills in English language and ICT;

inadequate skills in conducting research; and poor skills in developing cooperation between libraries or institutions. These conclusions regarding ICT skills were supported in a study conducted by Nasution (2006), which found that students' skills in using the Internet are not acquired from their librarians; and Sujana (2012) who noted that LIS students' ICT skills are often superior to those of their instructors.

Other problems of LIS professionalism in Indonesia appear to be related to their low status. This poor professional status is influenced by low salary levels (Subrata, 2009; Suherman, 2009; Wijoyo, 2008); low self-esteem of the profession itself (Suherman, 2009); and the chronic underfunding experienced by the library sector (Suherman, 2009; Wijoyo, 2008). Samosir and Syahfitri (2008) considered the situation of librarians working in the Indonesian higher education sector, and identified the particular stresses as being low remuneration; heavy workloads (see also Sujana, 2012); deficiencies in management and administration; low levels of appreciation of the professionalism of library staff; and uncertainty regarding the career paths available to librarians.

Moreover, Kamil (2005) states that Indonesian librarians have not achieved strategic or influential positions in their institution as they:

- do not have adequate business knowledge,
- lack the ability to unite the role of information within an organization with that organization's mission,
- lack the ability to provide leadership,
- lack managerial ability.

Kamil also concluded that most academic librarians are busy with routine activities and they demonstrate little professionalism in their lack of concern regarding their parent institution's goals or objectives.

Low performance standards by staff have been identified as a related problem that inhibits the development of Indonesian academic libraries. Ernawati (2004) concluded that many users received inadequate services as a result of the low level of



commitment by librarians to their job, and this is often accompanied by an inadequate level of workplace competency. Muttaqien (2006) stated that librarians sometimes express resentment to users while providing services, in a way which will inevitably result in a negative perception of the library and its services and thereby act as a disincentive to library use.

There is evidence that many of the problems with the state of staffing in Indonesian academic libraries can be attributed to the inadequate nature of LIS education. Library education was first established in Indonesia in 1952 with a two year course designed to provide libraries with trained assistants, with most of the intake already being employed as clerical staff in libraries. In a brief review of Indonesian library education in the early 1970's, American visitor William Williamson noted that only a small percentage of Indonesian librarians possessed 'full professional education' (1971, p.28). While Williamson reported on the improvements in LIS education centred around the University of Indonesia which had been involved in some form of library education since 1961 he also concluded that 'education for librarianship in Indonesia faces great challenges' (p.31).

There are currently some 22 universities offering Diploma programs, 15 universities offering undergraduate (Bachelor) programs, and at least three universities offering a Masters' program. These schools of librarianship face many problems. Kamil (2005) criticized their curriculum, noting that while they stressed technical ability, bibliographic management processes, and information resources, they lacked sufficient coverage of business, management and leadership skills. Farida and Purnomo (2006) note the many problems faced by Indonesian LIS schools, including the lack of facilities such as 'library resources and internet access'; lack of funds to attract suitably qualified academic staff or to provide for their professional development, and a lack of government support due to the perception that 'librarian is not (an) important profession' (p.355).

Other problems reported for Indonesian LIS education include shortage of library texts in both print and electronic formats (Damayani, 2005); insufficient teaching

staff who have graduated from overseas and ‘had no practical experience in local libraries’ (Ocholla, 2008, p. 468); and the offering of graduate programs with no requirement that academic staff have a PhD (Sulistyo-Basuki, 2006).

Many of the most critical problems faced by LIS education in Indonesia, however, relate to the lack of access to current information technologies and sufficiently computer-literate teachers. As Ocholla (2008) states, contemporary LIS education relies on ‘modern computer hardware and software, efficient internet access and connectivity, computer literate and highly skilled IT staff and well equipped computer laboratories’ (p. 468). Pendit (2001) and Damayani (2005) argue that the lack of computer laboratories and library software mean that Indonesian LIS staff and students cannot keep pace with the rapid development of ICT. It has also been noted that the shortage of library texts in both print and electronic formats affects the process of teaching, learning and research in librarianship (Damayani, 2005; Sulistyo-Basuki, 2006). A related weakness in the curriculum of Indonesian LIS schools has been identified as the inadequate coverage of ICT and associated developments (Ardoni, 2005). For example, in 2005 the LIS school in the Islamic Public University of Syarif Hidayatullah had only two ICT related subjects from the forty two subjects offered (Farida & Purnomo, 2006); and the graduate LIS school of the University of Gadjah Mada offered just one subject on ICT-based library services from eleven subjects (Priyanto, 2007).

Additional LIS problems relate to uncertainty over qualifications. The degrees awarded by the universities have different names; such as, for undergraduate degrees: S.S. and S.Sos. and for Masters degrees: M.Hum., M.Si., MIP., MTIP. It has been claimed that this inconsistent naming of qualifications confuses employers (Damayani, 2005)

It can be hypothesised that these various factors impacting on Indonesian library education will be detrimental to the quality of graduates, and will therefore negatively influence the skills, knowledge and performance of staff working in academic libraries.

Other recently reported research into Indonesian LIS education and qualifications includes some preliminary accounts of the data reported in this thesis (Maesaroh & Genoni, 2009; 2010).

### **3.4. Continuing professional development**

As has been noted academic libraries globally are facing many challenges related to the rapid changes in the technology, economic, social, and political spheres. As long ago as 1998 Doney (1998) noted not only the rapid change in ICT but also ‘the constantly changing demands of users, and the ever increasing amount of information available’ (p.486) that are faced by professional librarians. The challenges can be most apparent in developing countries where the pace of change can be greatest, and where libraries often do not benefit from the institutional support of their counterparts in developed countries. Research undertaken by Lapuz (2005) in the Philippines revealed that there are two major changes facing academic libraries: organizational, which are concerned with the place of the library in the organizational hierarchy and the related distribution of tasks; and technological, which are related to the rapid uptake of ‘integrated library systems, [and] access to electronic and online information sources’ (p.78).

To overcome and cope with the rapid changes in their profession academic librarians need to constantly develop their skills and knowledge through continuing professional development (Broady-Preston, 2009) that will in turn lead libraries to ‘thrive and prosper’ (Bell, 2009). Continuing professional development (CPD) in the context of the current research refers to the acquisition of skills, knowledge, and abilities required for both personal development and career advancement of academic librarians.

CPD encompasses all types of facilitated learning opportunities, ranging from structured education leading to formal qualifications; attendance at training courses and conferences; informal learning opportunities situated in practice such as

workplace-based learning or self-directed reading of professional literature. According to Majid (cited in Woolls, 2005) CPD is;

. . . the systematic method of learning that leads to growth and improvement in professional abilities, enabling individual to function successfully in a changing work environment ... the purpose of continuing professional development activities is to fill-in the knowledge gaps between formal education and the needs of the professional practice (p.22).

Robinson and Glosiene (2007) describe CPD as, ‘the process by which library and information specialists maintain a professional competence throughout their careers’ (p. 463), and as Flatley and Weber (2004) argue, CPD is not required not only in order to improve skills and knowledge, but also as a component of professionalism that can lead to promotion and tenure. As noted by Brunt (1984), an issue with LIS education is that that ‘the newly qualified are often rich in theory and poor in library experience’ (p. 210). Similarly, Moran (2001) describes the lack of communication between LIS practitioners and educators that produces dissatisfaction among practitioners as graduates frequently lack specialist knowledge required in the workplace. CPD is therefore critically important to standards of professional practice, and arguably it is most critical in developing countries where the ‘knowledge gaps’ are often exacerbated by inadequate formal education.

Effective CPD can potentially remedy or minimise the problems with the standard of a first professional qualifications. Freeman (1994) considers that,

CPD overcomes the limitations of the initial professional qualification and its gradual obsolescence; maintains professional competence and standards of service; gives a wider view of professional concerns; aids job satisfaction; demonstrates that the profession is acting responsibly with regard to the wider community; and widens the scope of professional activities. (p. 26)

Pan and Hovde (2010) contend that professional development will help newly graduated librarians to turn their ‘theoretical knowledge into practice, to apply generalized concept to specific responsibilities, and become familiar with given job situations’ (n.p.).

The responsibility for attending to the CPD needs of individuals is a debated issue, with Cossham and Fields (2007) arguing that there will often be ‘a gap between an individual’s needs or wants for CPD and a manager’s or employer’s requirements for their staff’ (p.575). According to Broady-Preston and Bell (2001) individuals in organizations are frequently compelled to take initiatives to support their own CPD. Gosino-Boodoo and McNish (2009) in their research with Caribbean librarians reveal that self-interest is a dominant factor in individuals deciding to engage with CPD, and in many cases self-motivation is necessary as there was little institutional support forthcoming. However, Anwar and Al-Ansari (2002) argue that the responsibility should rest with a number of parties, including practitioners, professional associations, educators, employers, and government. In practice it seems that there is both individual and organizational responsibility for CPD. Placing too much responsibility on individuals alone may not result in best practice because individuals may be under-resourced, and the need of an individual may not match with the goals of an organization. Therefore, it is frequently necessary and desirable that an organization facilitates the CPD provided to staff based on the need to meet organizational goals. In this case, Freeman (1994) points out that the responsibility for CPD should be shared by individual employees and their employers.

Attending most types of CPD will incur some cost. For libraries—particularly in developing countries—budget shortfalls often constrain the availability of CPD. Research by Cassner and Adams (2006) revealed that funding problems, along with time-constraints are the principle reasons for individuals not undertaking sufficient CPD. The solutions to overcoming these issues may include attending virtual conferences and webcasts; following e-resources, and becoming a member of professional social networking communities (Bell, 2009).

One recent development in the United Kingdom and New Zealand has been the introduction by professional associations of mandatory CPD schemes, whereby members attain an advanced level of professional recognition or membership by undertaking a required amount of CPD activity in a given period. In the context of these two schemes it has been argued that the rapid pace of technology change has

meant that mandatory CPD schemes such as these as important to ‘making the case for the information profession as a profession’ (Broady-Preston & Cossham, 2011, p.35). A development such as mandatory schemes is important in the context of a profession that relies upon self-regulation with regard to professional accreditation and licence to practice, as opposed to other professions such as medicine and law that are frequently regulated by statute and subject to government oversight.

### **3.4.1. Continuing professional development in Australia**

Continuing professional development in Australia is described by the Australian Library and Information Association (ALIA) as, ‘the participation in an activity which will enhance and/or increase our knowledge, skills and abilities in relation to our work’ (ALIA, 2010, n.p.). ALIA manages its own CPD scheme to promote the ongoing enhancement of professional skills amongst the Association’s members, and librarians who join the scheme receive, ‘recognition within the profession by the entitlement to use the post nominal (CP) (Certified Practitioner) after one year’s compliance, gaining the Certified Practitioner Certificate, listing in the ALIA Annual Report and on the ALIA website after completion of your triennium and by gaining the distinction of ‘Associate Fellow’ after 5 years of compliance in the PD Scheme’ (ALIA, 2010, n.p.). Professional development is recorded annually from 1 July to 30 June and in blocks of three years (triennium). Joining the professional development scheme is not, however, required for professional (‘Associate’) membership of the Association.

Concern about the need for CPD in Australia dates back at least as far as 1983 when Trask (1983) reported that professional development in the country’s academic libraries was lacking. However, research undertaken nearly twenty years later (Ian W. Smith, 2001) revealed that there was a high level of commitment from libraries to providing staff with CPD opportunities. As Smith (2002) concluded with regard to CPD in Australia:

The emerging interest in staff development that was evident in the sector in the early and mid 1980’s has been realised to a point where Australian

academic and research libraries have overwhelmingly adopted a strong commitment to staff development. This is evidenced by the allocation of strategic priority to staff development, formally stated staff development policies and the allocation of designated staff development responsibility within many libraries. (p. 36)

Smith recorded that at the time 36 (80%) of the 46 academic and research libraries surveyed had a 'planned staff development program', while the remaining libraries had an 'informal approach' (p. 28). In later discussion Smith (2006) described the major drivers in libraries supporting CPD programs were a mixture of emerging skills and structural need for the profession:

- Increasing scope and volume of electronic publishing, with consequent changes in required staff skills and knowledge;
- Increasing involvement of university library staff in teaching information literacy (with needs for skill development on the part of those staff doing such teaching);
- Changing organisational demographics (in particular ageing workforces), and actual or impending retirements of staff (particularly senior staff) – this resulting in the need for succession planning and development of new leadership and management capability; and,
- The imperative for regionally isolated libraries to grow and develop skills and capability within their existing workforce. (p. 5)

Pamment (2008) also points out that CPD activities in South Australia enjoy a high commitment by the practitioners and their institutions. However, she indicates that where that low-levels of commitment are demonstrated by some practitioners it is the result of 'budget restrictions, lack of empathy from decision makers towards LIS workers' needs and the employment of unqualified staff with resultant cuts to traditional LIS services' (p. 667).

The Australian Library and Information Association has instituted a voluntary CPD scheme, thereby stopping short of making participation a requirement of association membership. It was, however, reported in 2010 (Brooker, 2010) that only 14% of the Association's professional members were involved with the scheme and that this low

engagement is an indicator that ‘we are not working hard enough to ensure that the profession maintains its current level of service delivery’ (Brooker, 2010, p. 7).

### **3.4.2. Continuing professional development in developing countries**

The various issues faced in Indonesia with regard to the quality of library education and the quality and availability of CPD could be said to be related to the country’s general underfunding of the higher education system when compared to more developed countries, and a widespread under-recognition of librarianship as a profession. Other developing countries frequently face problems similar to these, and a number of those countries have reported on research relating to CPD. Some of the relevant studies have focused on staff working in academic libraries.

Ramaiah and Moorthy (2002) examined and reported on the use of structured, short-term CPD programs for college librarians in India. Their research included an examination of the areas for priority training and highlighted the importance of various categories of IT related training needs. Anwar and Al-Ansari (2002) investigated the CPD practices of academic libraries in the Gulf States, and in a methodology similar to that employed in the current research they surveyed the heads of 15 publicly funded academic institutions (with 13 responses). They reported that there was a ‘general lack of a systematic program for CPD in the participating libraries to the extent that 12 of the 13 libraries do not have a written staff development policy’ (p.238). The research also included investigation of the incentives that would encourage staff to participate, and the needs for ongoing training in the key areas of ‘professional skills’ and ‘management skills’. Adanu (2007) undertook a study in order to determine the level of support for CPD in five state-owned universities in Ghana. She conducted a survey of, and interviews with, employees of the five universities, concluding that although the university library environment in Ghana ‘is to some extent conducive to CPD activities’ (p. 303) there is nonetheless need to develop more formal policies in this regard. There was also a high level of recognition by survey respondents that the employing institution and



the individual staff member share responsibility for identifying and meeting CPD needs.

More recently Abba and Dawha (2009) investigated the CPD needs of staff at the Federal University of Technology in Nigeria, concluding on the basis of a survey that there was a greater need for on-the-job training and informal training than for formal education. 'Inadequate funding' was nominated by 100% of the 40 respondents as the key factor preventing the provision of adequate training, with 62.5% of respondents also noting the 'lack of written training policy'. Gosine-Boodoo and McNish (2009) undertook a survey of 100 librarians in the Caribbean (54% from academic libraries) in order to examine whether they are more likely to be motivated to undertake CPD as a result of the own need for personal and professional development or because of an organisational mandate. They concluded that the existence of formal CPD policies and programs 'does not appear to have any significant motivating influence on employees' pursuit of CPD' (p. 210). Gosine-Boodoo and McNish also concluded that there was a need for more work to be done in aligning the CPD needs of individuals with the goals and priorities of employing libraries.

In the context of Southeast Asia Majid (2004) surveyed the CPD offerings by library schools in Indonesia, Malaysia, the Philippines, Singapore and Thailand. He noted the difficulties faced by LIS schools in these developing countries in providing for emerging competencies in their first qualifying courses, and concluded that there was need for new and established staff to receive additional training through CPD. Majid recommended that 'instead of considering CPD activities as an additional or ad hoc responsibility, the LIS schools in the region should make it a part of their core responsibilities' (p. 58).

### **3.4.3. Continuing professional development in Indonesia**

There is a conspicuous lack of existing literature that discusses or investigates the issue of CPD in Indonesian. There has, however, been recent acknowledgement

(Zain, 2012) that first qualifying courses are failing to impart crucial skills in the area of communication and that employers need to rely upon CPD to develop this important skill.

It appears that the majority of the CPD conducted in Indonesia for librarians is largely conducted on an occasional or *ad hoc* basis with little formal planning or preparation, although the National Library of Indonesia through their Centre for Education and Training (*Pusat Pendidikan dan Pelatihan*) has provided regular courses for a number of years. This current approach to CPD in Indonesia may reflect a view of employing organizations that an individual should be responsible for developing his or her own knowledge and skills in an attempt to meet the challenges of their changing workplace. On the basis of the existing literature it can be speculated that few libraries have made CPD a formal component of their planning and budgeting. In addition, budgets are so constrained and pressures for development of basic service so significant, that a priority is given to developing infrastructure rather than developing employees. On this basis it can be assumed that the challenge of CPD in Indonesia may be similar to those faced by many other developing countries.

### **3.5 Conclusion**

The literature review has established the extent of the pressure on LIS education that is being felt worldwide as a result of the constantly changing role of library and information work. This change is largely being driven by the transforming effects of developments in ICTs. This has resulted in constantly evolving requirements in terms of core skills, that has in turn led to a reliance on CPD as a means to update existing skill-sets. These changes are most felt in academic libraries, as it has been these libraries that have been at the forefront of the adoption of ICTs.

The literature review established that there is a substantial gulf between developed and developing countries with regard to LIS education, with the developing countries hampered by a range of issues related to paucity of financial support for higher

education, an under-regulated professional sector, poor access to core technologies, and the generally low status of LIS professionals. Although Indonesia does not have an extensive LIS literature, the research and commentary that is available indicates that the country is typical of other developing countries with regard to these important issues.

## **CHAPTER 4: METHODOLOGY**

### **4.1. Introduction**

The purpose of this Chapter is to describe and justify the methods used for data collection in this research. Coverage includes the methods used for both the quantitative and qualitative elements of the research, and explains the key elements of the data analysis. It also incorporates a description of the key elements of the comparison with the neXus data obtained from the Australian research.

### **4.2. Explanatory sequential (mixed-methods) design**

This study uses a mixed-method approach to the research (Creswell & Plano Clark, 2011; Greene, Caracelli, & Graham, 1989; Tashakkori, Newman, Penelope, Eva, & Barry, 2010). Creswell and Plano Clark (2011) describe the characteristics of mixed-method research in the following terms:

. . . the researcher collects and analyses persuasively and rigorously both qualitative and quantitative data (based on research questions); mixes (or integrates or links) the two forms of data concurrently by combining them (or merging them), sequentially by having one build on the other, or embedding one within the other; gives priority to one or to both forms of data (in terms of what the research emphasizes); uses these procedures in a single study or in multiple phases of a program of study; frames these procedures within philosophical worldviews and theoretical lenses; and combines the procedures into specific research designs that direct the plan for conducting the study. (p.5)

This description by Creswell and Plano Clark explains why a mixed-method approach is suitable for use in the present study in answering the complex research questions relating to the education and continuing professional development for Indonesian academic library staff. Using both quantitative and qualitative methods in tandem mutually strengthens each method and improves the validity of research findings (Ivankova & Stick, 2006; Plano Clark, Huddleston-Casas, Churchill, O'Neil

Green, & Garrett, 2008). Mixed-method research recognises that single methods may be in danger of producing a narrowed view and analysis of complex phenomena, and that approaching a subject from different perspectives is more likely to result in a more complete representation of that complexity. For this reason mixed-methods research has been widely adopted in the social sciences as a means of investigating complex social phenomena.

Surprisingly, however, evidence suggests that mixed-method research is not widely used in library and information science research. Fidel (2008) concluded that of 465 research articles published in four key LIS journals in 2005 and 2006, only 22 (5%) used a mixed-method approach. Similarly, Ngulube (2010) in his research mapping mixed methods studies in LIS journals in Sub-Saharan Africa for the years 2004-2008 revealed that only 48 (7%) out of 685 articles used mixed-methods. Furthermore, Hider and Pymm (2008) having investigated the methods used in LIS research, concluded that the discipline was somewhat one-dimensional in its approach to research, with quantitative methods being dominant. They assessed that of 567 articles published in 2005 in 'high-profile LIS journal literature', only 93 (16.4%) used 'more than one technique'; and that the discipline's emphasis on empirical research appears 'stronger than ever' (p. 114). Not surprisingly, Hider and Pymm concluded that there was scope for expanding the use of mixed-method research.

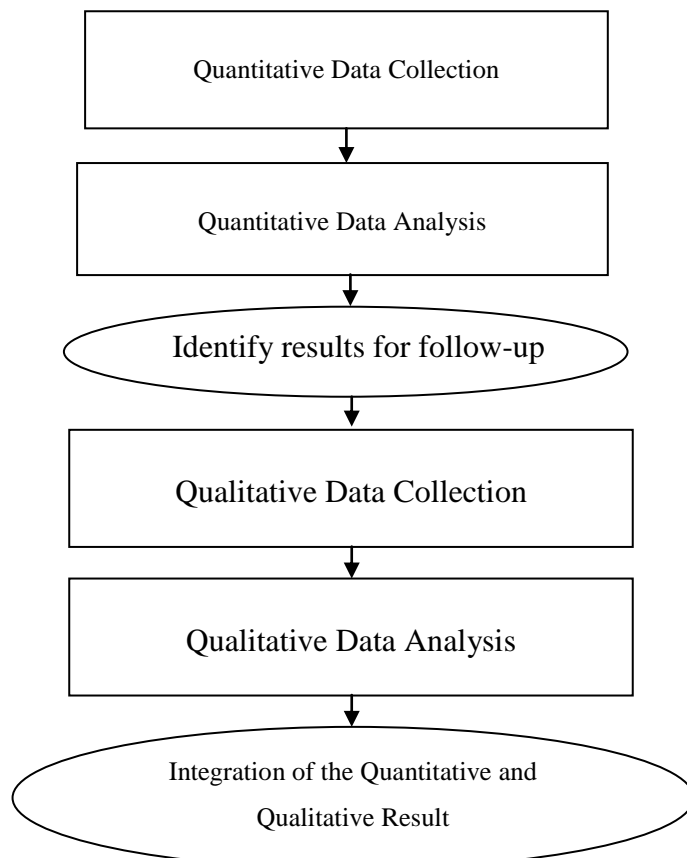
Creswell identifies six designs of mixed methods: the convergent parallel design; the explanatory sequential design; the exploratory sequential design; the embedded design; the transformative design; and the multiphase design (Creswell & Plano Clark, 2011). In addressing the research questions and objectives of the current study an explanatory sequential design has been used (Ivankova, Creswell, & Stick, 2006). Creswell (2008) defines an explanatory sequential research design as follows:

[It] consists of first collecting quantitative data and then collecting qualitative data to help explain or elaborate on the quantitative results. The rationale for this approach is that the quantitative data and results provide a general picture

of the research problem; more analysis, specifically through qualitative data collection, is needed to refine, extend, or explain the general picture. (p.560)

This method was chosen for this project because the emphasis is on first collecting quantitative data required in order to provide an initial overview of the current state of education and CPD of staff working in Indonesian academic libraries. An initial analysis of this quantitative data then helped prepare the second, qualitative stage of the research that is necessary in order to provide a deeper insight into the factors and issues that are driving the current state of education and CPD for these staff. The personal reflections provided by the librarians and library managers regarding the current and future roles of Indonesian academic libraries and librarians provide a more finely grained understanding of the key issues that cannot be obtained by the quantitative data alone. This iterative process is depicted in Figure 4.1, adopted from Ivankova and Stick (2006, p. 98).

Figure 4.1: *The Explanatory sequential design procedure*



The results of the quantitative and qualitative data collection were then integrated in a third phase of the research which was based on a comparative study with similar data collected in another country.

### **4.3. Comparative analysis**

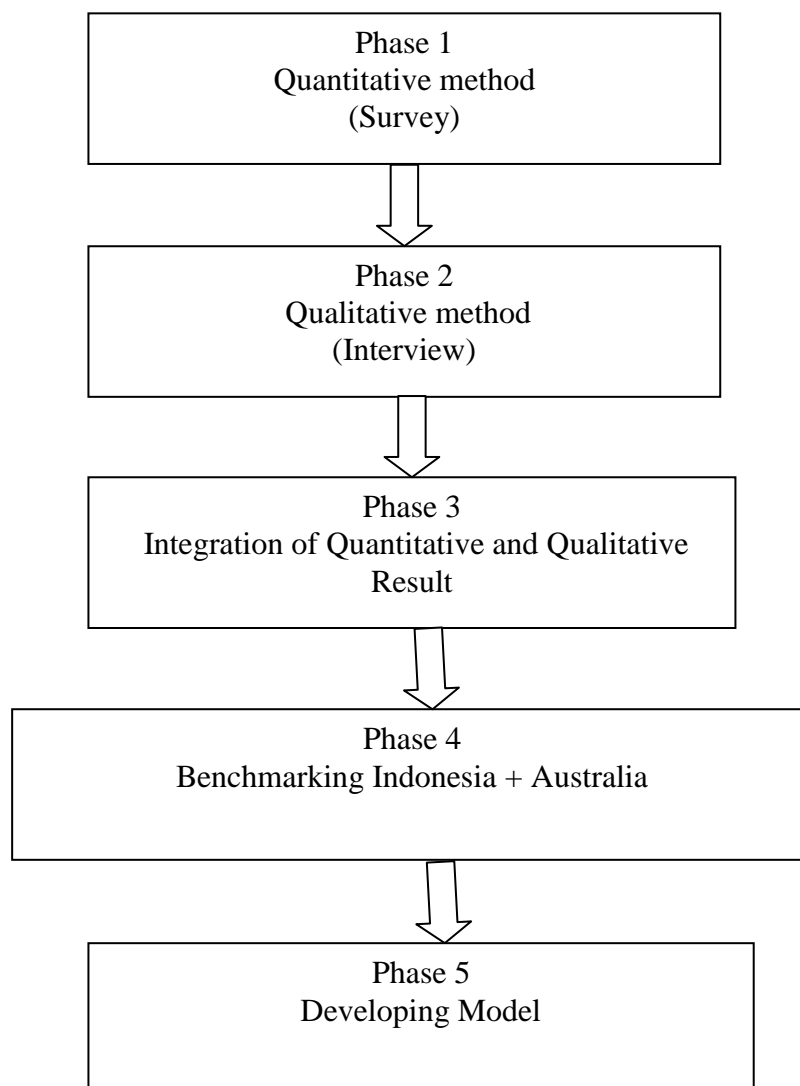
For this research it was decided that additional richness could be added to the analysis by comparing the Indonesian results with those obtained from another country. The research is heavily contextualised by Indonesia's status as a developing country—a status that broadly describes key features of its economic, social and educational circumstances. It was therefore believed that comparing the results with similar data from a developed country would be helpful in understanding the current situation in Indonesia by providing what might be considered an example of current 'best practice'. It was believed that this comparative study would also be helpful in producing recommendations for future action in Indonesia.

Australia was selected as the example of a developed country for several reasons. Firstly it has a well established tradition of librarianship underpinned by a developed and regulated system of higher education for the library profession, coupled with the practice of using CPD as a core responsibility of occupational groups interested in maintaining the highest professional standards.

Secondly, as explained in Chapter 2 this research was commenced shortly after a major data collection exercise reporting on the Australian library workforce was undertaken. This extensive Australian survey (neXus) was aligned to the objectives of the current research in that it reported, *inter alia*, the current education and CPD levels and activities of Australian LIS professionals. There therefore existed a substantial body of recent data for comparative purposes, and the value of that comparison could be enhanced by basing some of the survey design for the current research on that used by the neXus researchers. The neXus data was also relevant to the present research in that included a second phase investigating the opinions of library managers.

Thirdly, as the current research was being undertaken at an Australian university the researcher was ideally placed to access data and documents relevant to the project, while also developing first-hand knowledge of the Australian library environment, including personal exposure to the higher education provided for those entering the profession. As a developed country located on the margins of South-East Asia, the Australian LIS profession has a tradition of engagement with their counterparts in the region, and they are well placed to continue to influence the future development of librarianship in neighbouring countries such as Indonesia. The process undertaken in the current study is illustrated in Figure 4.2.

Figure 4.2. *Procedure used in the study*





### **4.3.1. Incorporation of literature review**

An extensive review was undertaken and the results have been presented in Chapter 3, together with some comments on the methodology employed in conducting the review. In addition to backgrounding the study the results of the literature review were also important to designing other elements of the research, in particular the interview questions. In addition elements of the literature review have been incorporated into the analysis of the research outcomes reported in Chapters 6 and 7, and the discussion and recommendations for future developments of Indonesian library education that are included in Chapters 8 and 9. It is intended in this way to indicate where the results of the current research support or diverge from previous the outcomes of previous studies. While the literature review was international in its scope, where possible comparative analysis of previous research and the current study has privileged material from Indonesia and Australia due to the context of the this study.

## **4.4. Quantitative phase**

### **4.4.1. Questionnaire design**

As described in Chapter 2, the design of the survey was based on the neXus1 and neXus2 questionnaires developed in Australia by Professor Gillian Hallam under the auspices of the Australian Library and Information Association. The neXus2 questionnaire was relevant to the current research as it focused on the ‘recruitment and retention as well as the training and development’ of library staff (Hallam, 2008, p.107).

The neXus project is in turn part of an ongoing collection of data relating to the education, professional development, and career aspirations of LIS professionals from other countries including the United Kingdom and Canada. Permission to use the neXus survey questions in this manner was sought and received from Professor Hallam. The neXus questionnaires were modified as necessary in order to reflect particularities of the Indonesian environment, while retaining as many elements as

possible in order to optimise the possibility of comparison between the Australian and Indonesia results. Some questions that were specific to the Australian context were eliminated from the revised version of the questionnaire used in this research, while others were deemed to be irrelevant to the focus of the research question and objectives. In addition revision of some questions was necessary in order to reflect differences in the types and level of professional staff employed by academic libraries in the two countries, and other minor adjustments were required in order to allow for the absence of direct translation from English to Indonesian (Bahasa).

The questionnaires were developed in English before translation into Indonesian. The translation was undertaken by a professional translator based in Indonesia, and the translation was also checked and confirmed by the researcher who is a native Indonesian speaker. In several instances the researcher was able to assist with the translation due to her greater familiarity with library specific terminology.

The first questionnaire (Questionnaire 1) for librarians was grouped into four sections. These covered; demographic data; educational qualifications; continuing professional development; and library roles. The second questionnaire (Questionnaire 2) for library managers included six sections: demographic data; staff statistics; staff recruitment and retention; staff development; budget; and continuing professional development.

#### **4.4.2. Research design – pilot phase**

The pilot phase of the survey was conducted in September 2008, with the drafts of Questionnaires 1 and 2 being administered to selected library staff in Indonesia. Ten participants responded to the draft questionnaire for librarians, and three participants responded to the draft questionnaire for library managers. All thirteen draft questionnaires were completed and returned by recipients.

The aim of the pilot phase was to evaluate the draft questionnaires in order to obtain feedback regarding the clarity and appropriateness of the questions. The draft questionnaires were distributed as an email attachment. In addition to completing the

questionnaire the participants in the pilot phase were requested to comment on any element or aspect of the survey that they found to be potentially confusing or not applicable to the Indonesian situation. When they completed the draft questionnaire they returned it as an email attachment.

Based on the outcomes from the pilot study the number of questions in both questionnaires was reduced and the wording of other questions was slightly amended. In almost all cases these changes were made because of the necessity to adapt the questionnaire to reflect differences in job types and descriptions and differences in terminology between Australia and Indonesia. Questionnaire 1 was reduced from 63 questions to 60, and Questionnaire 2 was reduced from 75 questions to 72.

### **4.4.3. Implementation**

#### ***4.4.3.1. Target population***

The institutional sample used for this research was all public institutions of higher education in Indonesia. As Pendit (2001) noted of his research, it was difficult to identify academic librarians working in private universities in Indonesia as there was no standardized reporting of staff required of these universities, and many of them had no trained or qualified librarians on their staff. For this reason the 133 public institutions of higher education were selected for inclusion in the survey, consisting of 81 institutions under the Ministry of National Education (MoNE), and 52 Islamic institutions under the Ministry of Religious Affairs (MoRA).

The population was therefore all professional library staff (academic librarians) working in public institutions of higher education in Indonesia. In identifying academic librarians working in public institutions of higher education permission was sought and received from the Head of Research Librarian Division, the National Library of Indonesia on June 12, 2008 to extract information from a database maintained by the National Library. The accuracy of the identification of the population therefore depended on the accuracy of the National Library's database.

There were 1,287 academic librarians recorded in this database as of December 15, 2008. According to the database only 72 public institutions of higher education employed qualified librarians, with 59 of these being under the auspices of the MoNE, and 13 under the auspices of MoRA. The number of professional library staff employed at these 72 institutions ranged from one to 89, and only these staff members were selected to receive Questionnaire 1. Questionnaire 1 was therefore distributed to 1,287 academic librarians listed in the National Library of Indonesia database. A copy Questionnaire 1 in Bahasa Indonesian is included as Appendix A, and the translated questionnaire in English as Appendix B.

Questionnaire 2, for the library managers, was distributed to all library managers in the 133 public institutions of higher education, including those that do not have any qualified librarians on the staff. A copy Questionnaire 2 in Bahasa Indonesian is included as Appendix B, and the translated questionnaire in English as Appendix D.

#### ***4.4.3.2. Data collection – questionnaires 1 and 2***

Unlike the pilot phase, the questionnaires in the survey proper were distributed on paper. This type of distribution was chosen in order to ensure receipt, as some of the Indonesian academic libraries did not have a reliable internet connection, with some not having internet access at that time.

Preparation for distributing the questionnaires required three weeks, and was undertaken in Indonesia, starting on December 15, 2008 and concluding on January 5, 2009. The first task was to locate a printing company to prepare the questionnaire for distribution. When Questionnaire 1 had been printed, the next step was placing each copy into an envelope, to which was added the return address. Envelopes were then placed in 72 packets to be sent to each of the 72 universities, with each university sent the number of questionnaires equivalent to the number of qualified librarians on their staff according to the National Library's database.

Questionnaire 2 for library managers' was distributed to all of the public institutions of higher education in Indonesia, with one copy being sent to each institution

addressed to the Head of Library Services (*Kepala Perpustakaan*). Recipients of both questionnaires were supplied with envelopes with return postage pre-paid. Therefore there was no cost involved in returning the questionnaires.

The distribution of the survey was undertaken on January 6, 2009. Collaboration with the Surabaya Post Office was undertaken in order to facilitate the distribution and collection of the questionnaires. This included the use of a post office box address at the Surabaya Post Office for three months, between January and March 2009. In an attempt to ensure a high response rate, distribution directly to the academic libraries was made where possible. This included twelve universities in four cities: Surabaya and Malang (East Java); Yogyakarta (DIY), and Semarang (Central Java). The library managers in these twelve universities were all personally known to the researcher, and it is assumed that this personal contact helped in increasing the response rate.

The respondents were given one month to complete and return the questionnaires. It was therefore intended that the respondents would return the questionnaires by the middle of February 2009. On February 18 a letter was sent to the library managers reminding them that the questionnaire was due for return, and setting a final return date of March 6, 2009.

From the 1,287 questionnaires distributed to librarians, 812 (63.1%) of analysable quality were returned. Of these responses, 651 were received from MoNE universities; 82 from MoNE institutes; 31 from MORA universities; and 30 from MoRA institutes. Eighteen respondents did not indicate their institutional affiliation.

From the 133 library managers who received Questionnaire 2, 70 responses (53%) were returned. Of these, 44 (62.9%) were from MoNE universities and 26 (37.1%) from MoRA universities.

#### ***4.4.3.3. Survey analysis process***

All data gathered from returned questionnaires were coded and scored based on a number of variables and then input into Excel. The data were then converted into

SPSS software for statistical analysis. Data analysis was conducted using the two statistical methods of descriptive statistics and inferential statistics. One of the techniques of inferential statistical method is the use of multiple regression as a "a statistical procedure for examining the combined relationship of multiple independent variables with a single dependent variable" (Creswell, 2002, p.376). Regression analysis has been used in order to add value to cross tabulation of results and thereby enhance the understanding of the manner in which independent variables may determine or influence other elements of the data. An analysis of variance (ANOVA) procedure has also been used in several cases in order to further test sources of variation (Cox, 2006).

#### **4.4. Qualitative Phase**

The qualitative phase of the research was instigated in order to reach a deeper understanding of the data collected by means of the two questionnaires. Analysis of the questionnaires identified key issues relating to the education and CPD of Indonesian academic librarians that required further investigation. It was determined that this could be best achieved by discussing these issues with individuals who were in decision making roles, and who had extensive knowledge and experience in working within the key domains of education, employment and management of the LIS profession. The decision was therefore made to conduct interviews in order to collect qualitative data, with interviewees to include representatives of five groups. These consisted of practicing academic librarians drawn from those who had responded to the questionnaire; managers of academic libraries; managers of universities; LIS educators; and heads of the peak LIS professional bodies.

These five target populations were selected in order to provide a range of expertise and input with regard to the key objectives of the research. The five populations cover the range of experience and knowledge with regard to the education, training, professional development, and employment of professional librarians in Indonesia. In determining the interviewees from the target population a method of purposive sampling method was used. Purposive sampling is a technique used to choose

subjects based on the knowledge of the researcher (Berg, 2004). In this case this included several individuals who were known to the researcher or recommended by those known to the researcher. Care was taken to ensure that for the populations where it was applicable (practicing academic librarians; managers of academic libraries; managers of universities) individuals were selected in order to represent a range of institutions and geographic areas (see 4.4.2.1).

#### **4.4.1. Interview design**

The interview design was based on the analysis of the results of the questionnaires, with individual questions determined by the need to expand upon the data in such a way that it increased understanding of the key drivers of the current circumstances and the need and prospects for change. There were no interviews undertaken as part of the neXus research and therefore this project had no ‘model’ to follow in this regard.

While the interviews designed for each of the five groups of interviewees had similar overall goals, they also differed according to the circumstances and anticipated interests and knowledge of each group. Every participant in all five groups was asked questions needed to establish basic demographic information related to their own position and educational background and qualifications.

The interview for the academic librarians included three sections. Firstly they were asked questions relating to the education qualification required for academic librarians. This included questions relating to their perception of the current state of Indonesian library education, including the standard of preparation for academic librarians in fulfilling their current roles and tasks and the ideal education level for professional librarians. Secondly, they were asked questions relating to continuing professional development, including their opinions on the current state of CPD for Indonesian academic librarians and the extent of support or encouragement for CPD provided by library managers. Questions in this section also related to the opportunities for workplace-based professional development. The third section

included questions relating to the role of academic librarians in providing services in support of quality outcomes for teaching and research.

The interview with managers of academic libraries also included questions relating to librarians' education qualifications in general (both current and ideal), but incorporated a specific focus on their own institution. They were also asked questions about the support given to their own staff to undertake CPD, including the support given to CPD within the workplace. They were also asked about the problems faced in implementing their library's policies in support of CPD. The final section again related to their perceptions of the role of librarians in supporting academic quality.

The questions asked of the university managers were similar to those put to the library managers in relation to librarians' educational qualification; CPD; and the role of academic librarians. Additional information was sought in relation to the percentage of their institution's budget allocated for the operation of the library.

Schools of library and information science have the important role in preparing graduates for the LIS workforce. The heads of schools were therefore interviewed with regard to their perception of the current state of Indonesian library education; the ideal education level of a professional librarian working in Indonesia; and the level of current qualifications of staff currently working in academic libraries. Other questions related to the numbers of students entering LIS courses in Indonesia and their motivations for doing so.

The final group of interviewees were the heads of associations for professional librarians. This interview was focused on continuing professional development, including the role of the association in providing CPD; the type of CPD programs that were required; and the role of their association in developing standards for LIS education in Indonesia.

The guide questions designed for each of the five groups of interviewees are included as Appendix E.



## 4.4.2. Implementation

### 4.4.2.1. Target population

A purposive sampling method was used to identify potential interview participants.

To assist in the selection of interviewees for the librarians, library managers and university managers, the database provided by the National Library of Indonesia was used for dividing universities into three broad categories according to size. These categories were established by referring to the total number of librarians employed by each university. The category ‘Large’ includes academic libraries with between 27 and 89 librarians (19 libraries); the category ‘Medium’ is those libraries with between 10 and 26 librarians (27 libraries); and the category ‘Small’ describes libraries with between 1 and 9 librarians (26 libraries).

Table 4.1: *Libraries categorised by size*

Large		Medium		Small	
N Librarian	N University	N Librarian	N University	N Librarian	N University
89	1	26	1	9	2
51	1	25	1	8	3
45	1	24	2	7	1
38	2	23	2	6	3
36	1	22	2	5	3
34	1	21	4	4	1
33	2	19	1	3	3
32	2	17	2	2	8
31	1	16	1	1	2
30	1	15	4		
29	2	14	2		
27	4	13	1		
		12	2		
		10	2		

From each category by size two representative libraries were selected. Careful consideration was applied in choosing the two libraries to ensure that the choice

included each broad regional location in Indonesia. The choice for location was divided by three broad locations: East Indonesia, Central Indonesia and West Indonesia, with the six universities selected in order to provide two representatives from each of the three locations. Finally, from each of the six universities three interviewees were identified; the university manager; the library manager; and a librarian.

In addition two directors of LIS schools were selected for interview. The criterion used in the selection of schools was that it offered a minimum of a Bachelor degree program and had been established for more than 15 years. The two selected schools are in different provinces, one in West Java, the other in East Java.

Finally, two leaders of Indonesia's most significant LIS professional bodies were interviewed. These are the Indonesian Librarian Association, established in 1973, and the Association of Indonesian Higher Education Libraries, established in 2000. Both of these associations have been active in developing and supporting academic libraries and librarians in Indonesia, and have a commitment to the long-term development of the LIS professions in Indonesia.

The total number of interviews was therefore twenty two, consisting of six university managers, six library managers, six librarians, two heads of LIS schools, and two heads of library associations.

#### ***4.4.2.2. Data collection - interview***

All interviews were conducted on a one-on-one basis that has been described as 'a data-collection process in which the researcher asks questions to, and records answers from, only one participant in the study at a time' (Creswell, 2008, p.226). The interviews were semi-structured, with guideline questions and discussion points prepared beforehand, but additional questions being asked in response to particular points made by the interviewees.

Based on the selection of interviewees made from the target populations, interviews were conducted in seven cities: Mataram, Surabaya, Banjarmasin, Jakarta, Semarang,

Riau, and Makassar. Interviewees were contacted by telephone to determine the time of interview.

Preparation for the interviews started in December 2009, when contact details of potential participants were acquired using the publicly available lists of contact details for the targeted universities. Phone numbers could not be obtained for three participants, and in these cases the researcher went to the participants' office during work hours.

The interviews commenced in January 2010. Before being interviewed participants were provided with an Information Sheet, explaining the nature of the interviews and the use of the interview data. Participants were also required to sign a consent form acknowledging that they understood the purpose of the interviews and agreed to have the contents of interviews divulged in reports of the research. Participants' permission was requested before audio-recording occurred. Detailed notes were also taken of each interview. All interviews were conducted in Bahasa Indonesia, and translated into English by a professional translator based in Indonesia, and the work was re-checked by another professional translator and the researcher. There were instances in which the researcher was able to correct initial translation errors, due to her greater familiarity with the subject area and her recall of the nuances implied by the interviewees. If necessary the original recordings were referred to by the researcher to assist with translation. All of the data were stored electronically as audio recordings and word processing files.

#### ***4.4.2.3. Analysis of interview data***

The transcribed and translated interviews were analysed using established models of analysis for qualitative data. This included evaluating and coding the data, coding being 'the process of segmenting and labelling text to form descriptions and broad themes in the data' (Creswell, 2002, p.266). The 'themes' that emerge from the data are connected and interrelated prior to analysis.

## **4.5. Ethics**

The research procedures described above were approved by the Curtin University Human Research Ethics Committee. Respondents to the questionnaires were provided with an Information Sheet in Bahasa Indonesian describing the research project (Appendix F) and the uses that would be made of the data. Respondents were not requested to identify themselves, and return of the questionnaire was taken to be agreement to have the data included in publishing outcomes. The interview participants were also provided with an Information Sheet (Appendix F), and were requested to sign a Consent form in Bahasa Indonesian (Appendix G) agreeing to having the interview recorded and the data included in research and publishing. All interviewees signed this form.

The researcher has retained all originals of the returned questionnaires; the recorded interviews; and the transcribed and translated interviews.

## **CHAPTER 5: SURVEY RESULTS**

### **5.1. Introduction**

This chapter presents the results of the data collected by the two questionnaires. The results are presented firstly for the questionnaire distributed to academic librarians, and secondly for the questionnaire distributed to the library managers. There are 812 responses from librarians, which is 62% of the total number of academic librarians recorded in the National Library of Indonesia as at December 2008. For the survey of library managers, 70 (52.6%) returned the questionnaire. The data from both questionnaires were coded and entered into the Statistical Package for Social Sciences (SPSS). Both descriptive and inferential analyses are used to examine the data in order to address the research questions. The data derived from the questionnaires are presented in tables, bar charts, and pie charts as necessary in order to convey the information.

Chapter 5 does not report responses to every question asked in the two questionnaires. They were lengthy instruments, and in order to retain focus on the research questions only responses to the most relevant questions are reported.

At some points in this chapter the data from the questionnaires are compared to the results obtained from the neXus survey conducted in Australia. The comparisons in this chapter are largely confined to demographic matters, and a more complete comparison is undertaken in Chapter 6. This comparative data is important in understanding the current status of the library and information profession in a developing country such as Indonesia.

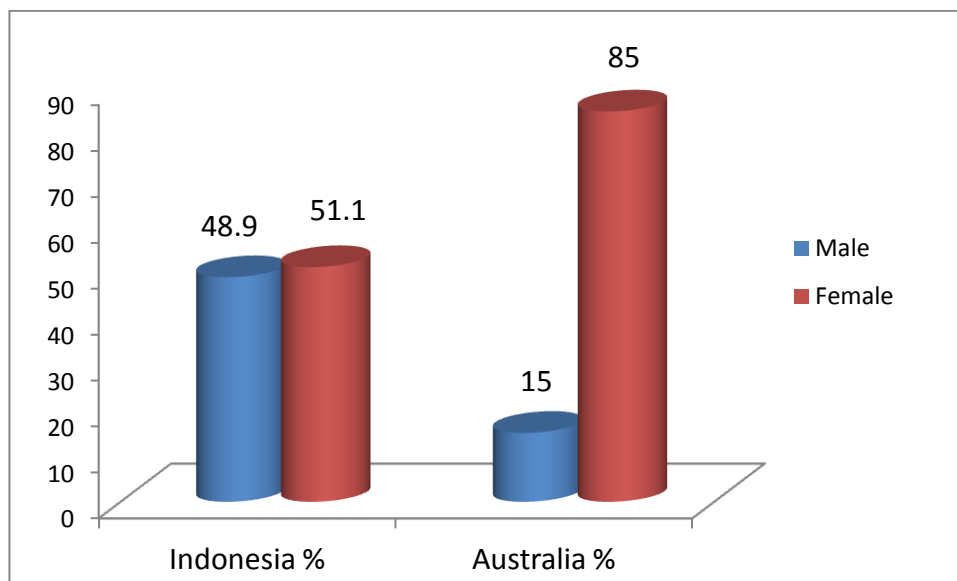
## 5.2. Academic librarians' questionnaire

### 5.2.1. Respondents profile

#### 5.2.1.1. Gender, age, and duration of work experience

Of the questionnaire respondents 413 (51.1%) were female and 395 (48.9%) were male (four respondents did not report their gender). The database of the National Library of Indonesia as at September 19<sup>th</sup>, 2011 records that of 1432 academic librarians; 51% are female and 49% are male. This indicates that the data from the 2008 questionnaire is consistent with the current circumstances in terms of gender distribution.

Figure 5.1: *Gender of respondents (librarians)*



As Figure 1 records these results differ considerably from those obtained in the Australian neXus survey, whereby only 15% of respondents were male. It is apparent from these results that librarianship in Indonesia is a far less gendered profession than is the case in Australia.

Respondents were requested to report their age. Table 5.1 indicates that there is a generally similar age distribution of academic librarians in the two countries.

Table 5.1: *Age of respondents (librarians)*

	Indonesia %	Australia %
21-25	0.4	2.9
26-35	18.8	18.4
36-45	26.5	29.4
46-55	45.6	33.6
56-65	8.7	14.3
66+	0	1.6

Particularly notable is the high proportion of the workforce over 45 years of age in both countries: 54.3% in Indonesia and 49.5% in Australia. Both countries therefore show evidence of the ‘greying’ workforce that has been identified as an international problem for the LIS profession (for example, Franks, 2012; Whitmell & Associates, 2004), and a phenomenon that has implications for professional recruitment, education and CPD.

Respondents were asked to specify the number of years they have been working in libraries.

Figure 5.2: *Years working in libraries.*

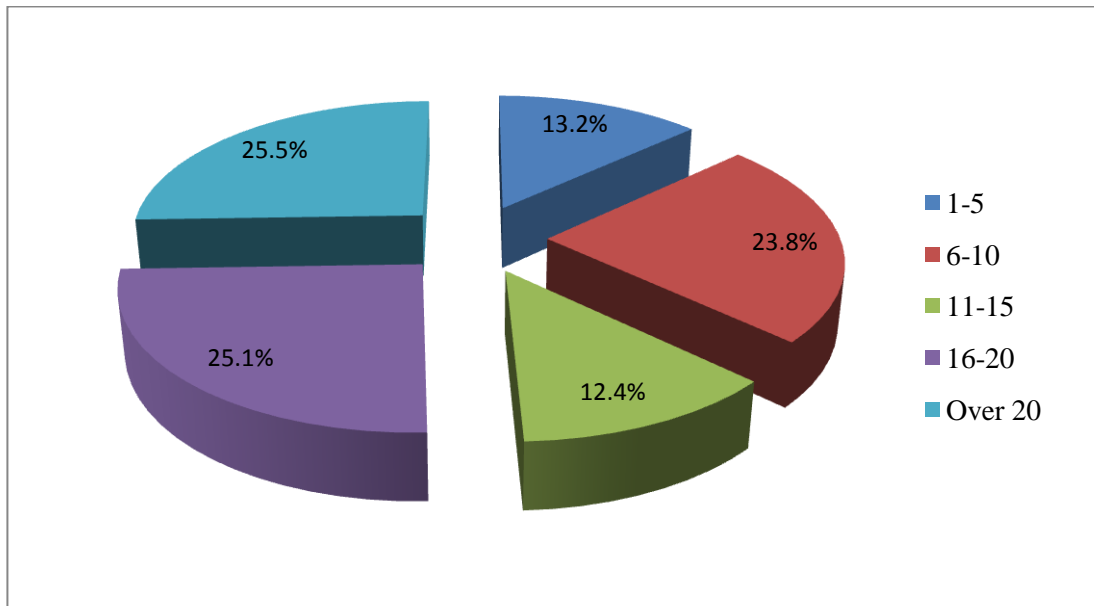


Figure 5.2 indicates that the majority of respondents (63%) have more than eleven years' experience, and over half (50.6%) more than fifteen years. The general distribution in terms of experience seems to be quite 'even', and there is a core of very experienced library staff.

#### **5.2.1.2. Structural rank**

'Structural rank' in Indonesian terms indicates an employee's level of Civil Service employment based on his or her staffing position, and is used to determine their level of workplace responsibility and salary. Structural rank for government employees is very important in identifying status and measuring career progress. Academic librarians can be promoted from each rank after a minimum of two years if they fulfil specified requirements with regard to education, CPD, workplace experience and professional service. Each promotion is accompanied by additional workplace seniority and higher salary.

As the respondents are government employees, they were asked to indicate their structural rank when they first commenced work with the government, and their current rank. The majority of respondents (64.5%) started their career as an academic librarian on the rank of II/b. According to the Decree of the Minister of the State Apparatus Number 132/KEP/M.PAN/12/2002, *Pasal 21 dan Pasal 22*, chapter VIII,



the qualifications required to be appointed to II/b are: Graduate from at least Diploma 2 in Library and Information Science; or, Diploma 2 in another discipline area accompanied by librarianship training and at least two consecutive years of work in a library.

This means that the majority of academic librarians start their professional career with a Diploma level qualification. A graduate with a similar qualification in Australia would be eligible to be appointed as a library assistant, but not as a professional librarian. Given that their appointments have generally (64.5%) commenced at level II/b, Table 5.2 reveals that most respondents have subsequently made progress in their level of appointment. The majority of them (73.6%) have achieved level III, and a further 10.6% have achieved the highest available rank, level IV. This indicates that although academic librarians may begin at the lowest professional level they can nonetheless progress (largely on the basis of seniority) to the highest structural rank.

The Decree of the Minister of the State Apparatus Number 132/KEP/M.PAN/12/2002, *Pasal 21 dan Pasal 22*, chapter VIII, prescribes that the qualification required for the structural rank III/a is at least a Bachelor degree in LIS or other another discipline. For those with a non-LIS Bachelor level degree they must have adequate training for librarianship. 24.6% of the respondents commenced their first professional appointment on level III/a. Of these, 29.6% have subsequently attained level IV.

Table 5.2: *Structural rank*

		Initial structural rank					n	%
		II/b	II/c	II/d	III/a	III/b		
Current Structural Rank	II/b	3	0	0	0	0	3	0.4
	II/c	71	1	0	1	0	72	9.9
	II/d	0	1	1	0	0	2	0.3

III/a	76	1	0	37	0	114	15.6
III/b	64	0	0	39	7	110	15.1
III/c	112	1	1	25	7	146	20.0
III/d	94	0	0	24	12	130	17.8
IV/a	35	0	0	36	30	101	13.9
IV/b	14	0	0	15	13	42	5.8
IV/c	0	0	0	2	4	6	0.8
IV/d	1	0	0	1	1	3	0.4
Total	470	4	2	179	74	729	
Percent.	64.5	0.5	0.3	24.6	10.2		

Table 5.3 reports the respondents' current structural rank in terms of their age. As noted the highest rank available to academic librarians in Indonesia is level IV. The youngest respondents to achieve level IV are currently in the age range 36-45 (1.8% of all respondents), but the concentration of respondents at level IV are in the age group 46-55 (15.5%).

The majority of respondents are on level III, with 68.4% of all respondents employed at this level.

Table 5.3: *Structural rank and age*

Staff Rank	21-25	26-35	36-45	46-55	56-65	Total	Percent.
II/b	0	2	1	0	0	3	0.4
II/c	3	51	24	3	0	81	10.6
II/d	0	0	0	2	0	2	0.3
III/a	0	66	34	26	0	126	16.4
III/b	0	19	55	38	0	112	14.6
III/c	0	4	60	80	9	153	19.9
III/d	0	2	15	82	35	134	17.5

IV/a	0	0	12	78	12	102	13.3
IV/b	0	0	2	37	6	45	5.9
IV/c	0	0	0	4	2	6	0.8
IV/d	0	0	0	0	3	3	0.4
Total	3	144	203	350	67	767	
Percent.	0.4	18.8	26.5	45.6	8.7		

Table 5.4 reports the affiliation of the respondents' employing institution. The figures show that a considerable majority (92.3%) work at institutions administered by MoNE. The majority of these (82.0% of all respondents) are working at universities. MoRA on the other hand employs only 7.8% of responding academic librarians.

Table 5.4: *Affiliation of employing institution*

Affiliation	N	%
University - MoNE	651	82.0
University - MoRA	31	3.9
Institute - MoNE	82	10.3
Institute - MoRA	27	3.4
Sekolah Tinggi - MoRA	3	0.4
Total	794	100

The National Library of Indonesia database as at 2009 indicated that the number of Indonesian public higher education institutions employing librarians was 72. At the same time data indicated there were 81 public higher education institutions administered by MoNE, and 52 administered by MoRA. In all there were 49 Indonesian public higher education institutions (14 administered by MoNE and 35

administered by MoRA) that did not employ qualified librarians, with the largest shortfall clearly in the MoRA institutions and libraries. It should be noted that the National Library database updated to 2011 indicates that the number of institutions employing qualified librarians had risen to 84, a considerable improvement in three years.

Table 5.5 reports the provinces where the respondents were working. All provinces in Indonesia are represented, with the majority of the respondents (53.1%) working on the island of Java, which includes the provinces of Jakarta, Banten, West Java, Yogyakarta, Central Java, and East Java. This has an effect on their professional practice and affiliations, as the communication services available in Java are superior to those available elsewhere in Indonesia. As a consequence a number of associations and networks have been established among academic librarians in Java alone. Therefore sharing professional knowledge and skills with regard to information technology is more common, and as a result academic libraries in Java are comparatively more advanced than academic libraries elsewhere in Indonesia. The problems for academic librarians from outside Java are the costs and time to needed to associate with their Javanese colleagues.

Table 5.5: *Province of origin*

	N	%
East Java	125	15.4
Central Java	106	13.1
West Java	73	9.0
Yogyakarta	68	8.4
North Sulawesi	50	6.2
South Sulawesi	47	5.8
North Sumatera	45	5.5
Nanggroe Aceh Darussalam	36	4.4
West Sumatera	36	4.4
Bali	35	4.3
South Sumatera	26	3.2
Nusa Tenggara Barat	23	2.8

South Kalimantan	19	2.3
Jakarta	18	2.2
Nusa Tenggara Timur	14	1.7
East Kalimantan	13	1.6
Maluku	13	1.6
West Kalimantan	11	1.4
Lampung	10	1.2
Jambi	9	1.1
Central Sulawesi	8	1.0
Riau	8	1.0
Sulawesi Tenggara	8	1.0
Banten	4	0.5
Central Kalimantan	4	0.5
Papua	2	0.2
Bengkulu	1	0.1
Total	812	100

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### ***5.2.1.3. LIS education background***

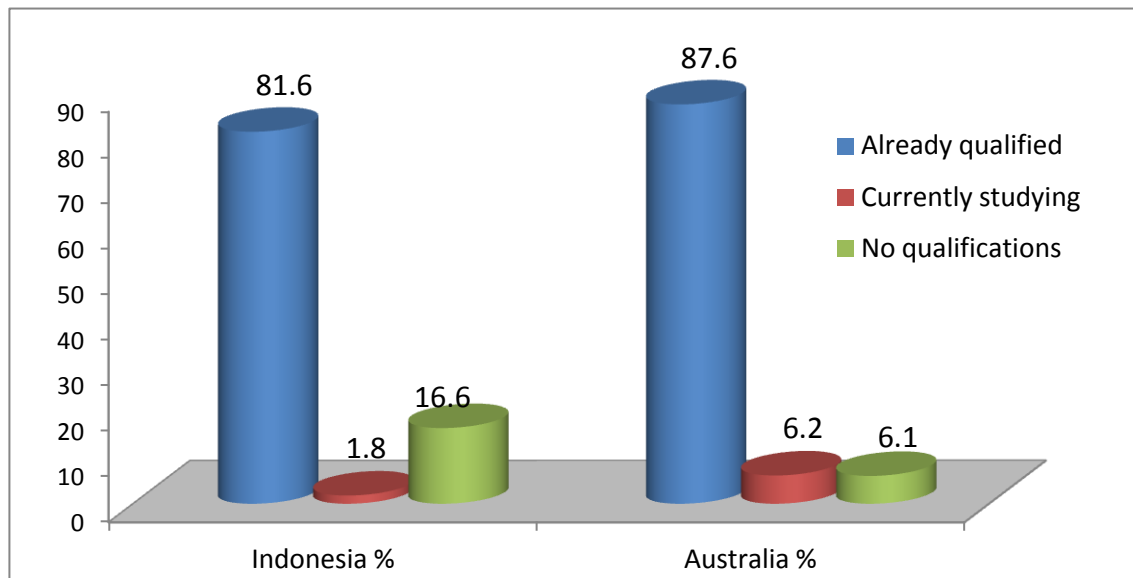
Being employed as a professional librarian in Indonesia requires an LIS qualifications. Currently this entails the completion of a program of study (a course) approved by the Government. According to the Decree of the Minister of the State Apparatus Number 132/KEP/M.PAN/12/2002, *Pasal 21 dan Pasal 22*, chapter VIII, the lowest qualification required in order to become a librarian is Diploma 2 in Library and Information Science, or Diploma 2 in another discipline coupled with a certificate obtained after attending LIS training.

There are seven level of librarians' titles that indicates their structural rank and determines related matters such as level of responsibility and salary. According to the Minister of the State Apparatus no. 132/KEP/M.PAN/12/2002, the level of librarians from the highest to the lowest levels are: Pustakawan Utama, Pustakawan Madya, Pustakawan Penyelia, Pustakawan Muda, Pustakawan Pertama, Pustakawan Pelaksana Lanjutan, and Pustakawan Lanjutan. However, the structural rank does not reflect their qualifications, as staff with very different qualifications (for example one

with a formal LIS qualification and another without) can be appointed to the same level. In Australia, however, the lowest qualification for being a librarian (as recognised by Associate membership of the Australia Library and information Association) is a Bachelor Degree in LIS.

For this study, the responding librarians were asked to report the current status (in terms of their completion) of their LIS qualifications. This data is compared in Figure 5.3 with the results obtained by the neXus survey undertaken in Australia (results for academic librarians only).

Figure 5.3: *Status of LIS qualification*



For both countries it was found that the majority of respondents already possessed an LIS qualification, although the number of Australian respondents with a completed qualification or currently studying (93.8%) was greater than that in Indonesia (83.4%). The Indonesian respondents who do not currently possess an LIS qualification are eligible to be employed as librarians as they are qualified by virtue of their existing employment at the time (1988) the current qualification requirements were established by government. The same explanation is also likely to

be the case for Australian respondents, although the introduction of tertiary qualification as a prerequisite for professional practice was introduced earlier than in Indonesia, therefore accounting for the lower percentage of respondents in this category.

The different levels of the highest LIS qualification held by the respondents in the two countries is reported in Table 5.6.

Table 5.6: *Highest level of completed education*

LIS Qualification	Indonesia %	Australia %
Diploma	47.6	0.0
Bachelor	42.9	24.0
Graduate Diploma	0.2	54.5
Masters	9.2	21.2
PhD	0.2	0.3

The qualification most commonly held (47.6%) by Indonesian respondents is a Diploma. Diplomas are offered at three levels (1, 2 and 3), with the level indicating the number of years of study required for completion. Of the 253 respondents indicating a Diploma as their highest qualification, 9 hold a Diploma 1; 137 a Diploma 2, and 107 a Diploma 3. This result can be compared to Australia where a Diploma level qualification is preparation for work as a library technician rather than a professional librarian, and none of the neXus respondents reported having a Diploma as their highest LIS qualification.

Other results indicate the difference in qualifications extends to the Bachelors and graduate categories. Whereas Indonesian respondents included many (42.9%) with Bachelor level degrees as their highest qualification, this is substantially higher than in Australia (27.0%). Australian respondents are far more likely to hold a post-graduate qualification in the form of either a Graduate Diploma (52.1%) or a Masters degree (18.2%).

LIS programs in Indonesia do not offer Graduate Diplomas, which are the preferred pathway to a first professional qualification for Australian academic libraries. Given the duration of the Indonesian Diploma courses and Bachelor courses, and the duration of the Australian courses where a Graduate Diploma is completed with one year of full time study, it is apparent that for respondents with a qualification, that the Indonesian librarians have spent a longer average time completing their LIS qualification than many of their Australian counterparts. Respondents with a graduate (Graduate Diploma, Masters or PhD) qualification in Australia comprised 70.3% of the responding population, while in Indonesia the figure is only 9.6%.

Figure 5.4: *Years since LIS graduation*

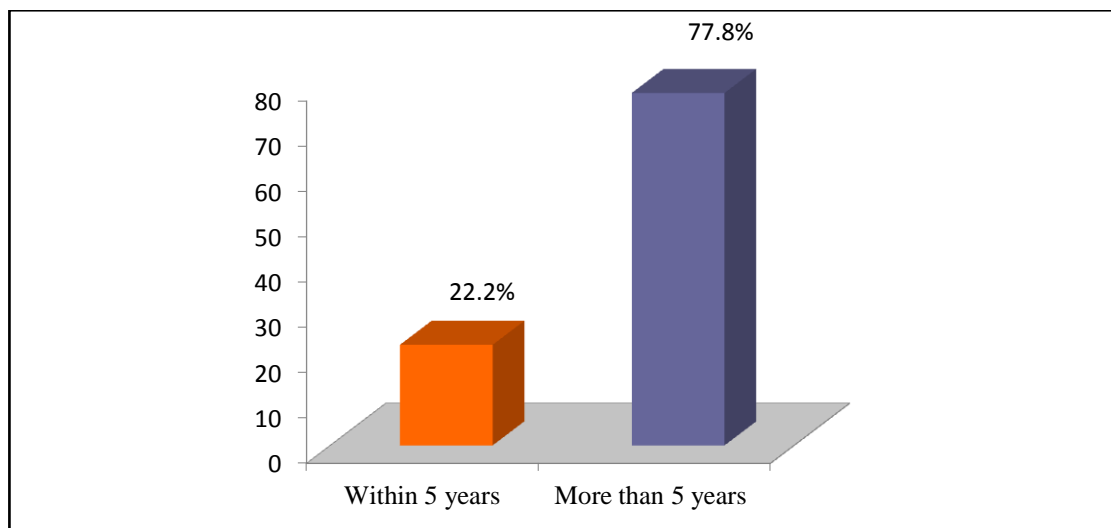


Figure 5.4 reports that the majority (77.8%) of the responding Indonesian academic librarians has been graduated more than 5 years. As Table 5.7 below indicates, there has been a recent shift in the level of the first LIS qualification. Of those graduated more than five years ago, the majority (55.5%) completed a Diploma and only 19.5% a Bachelors degree. Of those who have qualified within the most recent five years, a Bachelors degree has now become the most frequently completed qualification (69.5%). These results indicate that there has been a recent improvement in the level of the LIS qualifications of Indonesian academic librarians.



Table 5.7: *Highest level of LIS qualification and years since LIS graduation*

	< 5 years	> 5 years	Total	%
Diploma 1	0	9	9	1.7%
Diploma 2	11	126	137	25.8%
Diploma 3	12	95	107	20.1%
Bachelor	82	146	228	42.9%
Graduate Diploma	1	0	1	0.2%
Master	12	37	49	9.2%
PhD	0	1	1	0.2%
Total	118	414	532	
%	22.2%	77.8%		

Those Indonesian respondents who had completed a qualification were asked to indicate their level of satisfaction with ‘the quality of education you received in your program of study’, using a five point Likert scale, with responses ranging from ‘Very Dissatisfied’ (*Sangat Tidak Puas*) to ‘Very Satisfied’ (*Sangat Puas*). The results, featuring the Mean and Standard Deviation, are summarised in Table 5.8.

Table 5.8: *Level of satisfaction with LIS education*

Qualification	N	Mean	Std. Deviation
Diploma 1	9	4.00	1.000
Diploma 2	142	3.67	.913
Diploma 3	107	3.67	.929
Bachelor	229	3.72	.890
Graduate Diploma	1	3.00	.000
Master	54	3.85	.763
PhD	1	5.00	.000
Total	543	3.71	.894

There were 543 responses received to this question, representing the various levels of qualifications. Generally the respondents indicated a consistent level of satisfaction with their LIS education. If the categories with low numbers of respondents are

disregarded (Diploma 1, Graduate Diploma, and PhD), there is a slightly discernible increase in rates of satisfaction as the level of the qualification becomes higher. Diplomas 2 and Diploma 3 share a mean of 3.67; Bachelor degree is 3.72, and Masters degree is 3.85. It is the case, however, that most of these respondents have little or no exposure to courses or educational standards that apply in other countries, and may therefore have little knowledge in terms of what constitutes best practice in terms of LIS education. No comparable results were reported from the Australian neXus survey.

The Indonesian librarians were asked to indicate the extent to which they perceived their LIS education has provided them with various skills necessary for work in a library. For this question, respondents were requested to use a five point Likert scale, with responses ranging from ‘Strongly Disagree’ (*Sangat Tidak Setuju*) to ‘Strongly Agree’ (*Sangat Setuju*). The average of the Mean for the responses was 3.97, indicating that respondents were generally positive in believing that their education has provided them the skills and abilities proposed. Table 5.9 presents the responses to this question according to the qualification level of respondents (PhD excluded).

Table 5.9: *Perceived quality of Indonesian LIS education*

Educational Qualification in Librarianship	General skills and abilities	Practical Skills	A realistic depiction (of the profession)	Management skills	Problem-solving skills	IT Skills	Leadership skills	Business skills
Diploma 1	4.33	4.22	4.25	4.00	4.00	4.22	3.88	3.11
Diploma 2	4.39	4.22	4.24	4.05	4.02	4.06	3.71	3.00
Diploma 3	4.36	4.33	4.25	3.90	3.78	3.85	3.60	3.07
Bachelor	4.39	4.29	4.15	4.10	3.93	3.85	3.88	3.04
Graduate Diploma	4.00	4.00	4.00	5.00	5.00	4.00	4.00	3.00
Master	4.48	4.26	4.24	4.43	4.11	4.04	4.15	3.54
PhD	4.00	5.00	5.00	5.00	4.00	5.00	5.00	5.00
Total	4.39	4.28	4.21	4.08	3.94	3.93	3.82	3.09

The results indicate that the perception of respondents to the quality of LIS education in Indonesia is generally good, with mean scores above 4.0 for four of the eight attributes listed. However, there are also four skills for which the Mean is under 4.0; These are problem-solving skills (3.94); information technology skills (3.93); leadership skills (3.82), and business skills (3.09). The graduates from the various Diploma levels in particular report not being as satisfied with their education with regard to leadership and business skills. While overall satisfaction with IT skills is below the Mean of 4.0, the responses when comparing respondents with different levels of LIS qualifications are notably erratic.

The survey also asked respondents to indicate, by the use of an open-ended question, the areas of the course or curriculum that required ‘improvement’ (*peningkatan*). Responses were then grouped accordingly into the following nine identifiable areas related to the curriculum or the management of the course.

Table 5.10: *Areas for improvement in LIS course*

	N=204	%
IT content (insufficient)	100	49.0
Practicum (insufficient)	49	24.0
Financial support/ scholarships needed	31	15.2
Quality of lecturers	16	7.8
Foreign language instruction	14	6.9
Management content (insufficient)	12	5.9
Coursework materials (inadequate)	9	4.4
Curriculum problems of a general nature	4	2.0
Involvement in professional association	1	0.5

Nearly half of all participants (49%) who responded to this question nominated IT content as being an area of the curriculum in need of improvement. This was, by a considerable margin, the aspect of the course most frequently nominated as requiring improvement. Other curriculum related matters that were mentioned (the practicum component and management content) received substantially lower responses. The

element of the course related to its management or accessibility that received the greatest response was that of the need for ‘financial support’. This indicates, that as one might expect for a developing country, that even those who can afford to access higher education often experience a degree of financial hardship.

In addition to indicating the level of their LIS qualification, respondents who have completed a tertiary qualification were also asked to indicate the highest level of education they have completed, irrespective of the discipline (*bidang*).

Table 5.11: *Highest academic qualification and field of study*

Discipline	Highest academic qualification held					Total	%
	Diploma 1	Diploma 2	Diploma 3	Bachelor	Master		
LIS	5	125	84	223	49	486	69.4
Management	1	0	8	49	11	69	9.9
Education	3	1	5	43	10	62	8.9
Social Sciences	0	0	2	28	1	31	4.4
Islamic Studies	0	1	4	12	4	21	3.0
Science	0	1	0	14	1	16	2.3
Humanities	0	1	0	9	0	10	1.4
IT	1	2	2	0	0	5	0.7
Total	10	131	105	378	76	700	
%	1.4	18.7	15.0	54.0	10.9		

The majority (54.0%) have completed a Bachelors degree; 10.9% a Masters degree, and the remainder have a Diploma as their highest qualification. As expected, the majority (69.4%) completed this highest qualification in LIS, with others having undertaken their highest qualification in other disciplines. There is a notable bias towards disciplines in the social sciences (including management and education), and only 2.3% of respondents have achieved their highest qualification in a science discipline.

Respondents were asked to indicate if they are still engaged in formal education. Table 5.12 reports the responses to this question, cross-tabulated with respondents’ current highest qualification.

Table 5.12: *Highest academic qualification and continuing education*

Course enrolled	Highest academic qualification held				
	Diploma	Bachelor	Master	Total	%
Master of librarianship	6	38	2	46	25.0
Bachelor of librarianship	36	3	0	39	21.2
MBA	4	21	1	26	14.1
PhD	0	2	17	19	10.3
Master of Public Policy	0	8	2	10	5.4
Master of Science	0	10	0	10	5.4
Masters by Research	5	2	1	8	4.3
Bachelor of Communication	2	3	1	6	3.3
Master of Management	0	6	0	6	3.3
Bachelor of Economic	3	1	0	4	2.2
Bachelor of IT	3	1	0	4	2.2
Bachelor of Islamic Studies	0	0	3	3	1.6
Master of Arts	0	3	0	3	1.6
Total	59	98	27	184	
%	32.0	53.3	14.7		

The majority (67.1%) of respondents reported they are not presently continuing their formal education. There is, however, a reasonably substantial minority (32.9%; N=184) who are still engaged in a formal education program. The most common level of qualification in which respondents are currently enrolled is a Master's degree, with 25% of those who are currently studying enrolled in a Master of Librarianship; and 29.8% enrolled in various non-LIS Masters coursework programs (Business Administration; Public Policy; Science; Management; Arts). In addition there are 4.3% of current students who are undertaking a research Masters qualification in an unspecified discipline. In some cases the non-LIS enrollees may be looking to use a higher qualification as a means of migrating to new employment, or they may perceive that within an academic environment a Masters qualification in related disciplines will also advantage their library career.

Further evidence of the push for higher qualifications is found in the result that 19 respondents are currently undertaking a PhD. As with the ‘Masters by research’ respondents the discipline is unspecified, and while it provides evidence of the desire to pursue higher education in Indonesia, it may well be that in this case it indicates a desire to obtain a qualification that will enable the graduate to leave library work.

Another notable result is that a number of academic librarians who currently have a Diploma (N=59) are seeking to improve their highest qualification. Most of these (N=42) are seeking a degree at either Bachelors or Masters level. As with other results reported in Table 5.12 this again strongly indicates a desire for enhanced qualifications.

Respondents were asked to report on various aspects of their work experience in libraries. This included the amount of time it has taken them to find work.

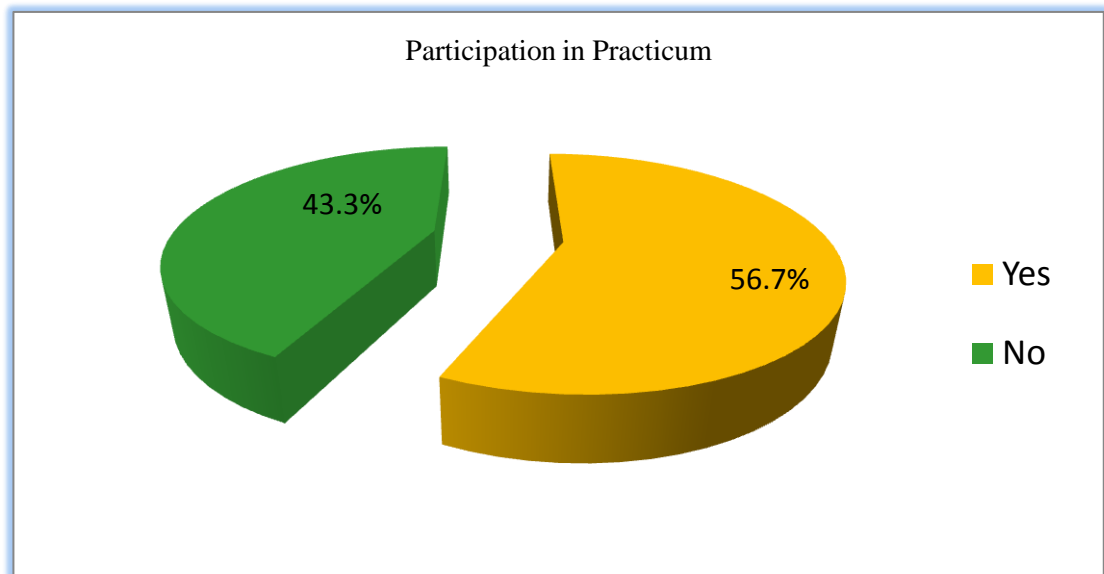
Table 5.13: *Time to find first librarian position after graduation*

Years since completing course	Time to find first position in a library				Total
	Less than 2 months	Between 3 and 6 months	Between 7 and 12 months	More than 1 year	
Yes, within 5 years	7	19	14	27	67
%	10.4%	28.4%	20.9%	40.3%	
No, more than 5 years ago	42	56	40	124	262
%	16.0%	21.4%	15.3%	47.3%	
Total	49	75	54	151	329
%	14.9%	22.8%	16.4%	45.9%	

The most frequent response (45.9%) was that it had taken ‘More than one year’ after graduation to find work in a library, while only 14.9% had found library work in ‘Less than 2 months’. These results indicate that completing an LIS qualification in Indonesia does not result in immediate employment for most graduates, with in excess of 60% needing to wait longer than six months. These figures do not of course include those who never find library work and eventually get employment in non-library fields.

In order to further assess respondents' work readiness at the time of graduation, they were asked to indicate if they had participated in a practicum (workplace based experience) during their LIS course.

Figure 5.5: *Participation in practicum during LIS course*



It is perhaps surprising that a considerable number (43.8%) indicated they had not undertaken a practicum during their course, although some of these respondents may have received practical experience as a result of library employment during their study. It leaves open the possibility that a considerable number of Indonesian LIS graduates have no practical experience when they commence job-seeking.

#### **5.2.1.4. Frequency of tasks performed**

The questionnaire attempted to assess the current range and frequency of professional tasks performed by Indonesian academic librarians. Therefore for Q.26 the work functions performed by librarians were categorised into six groups. The first five groups assessed the performance of tasks related to workplace based professional practice, and consisted of 'Collections'; 'Public service and outreach'; 'Technical and bibliographic services'; 'Information technology'; and 'Administration and management'. The sixth group related to some activities that might take place out the workplace, and these were grouped as 'Professional

development and participation'. Within each of these groups a number of associated tasks were listed, and using a five-point Likert scale respondents were asked to rate their frequency in performing these tasks, ranging from 'Never', to 'Very often'. Responses were calculated for the Mean, after grading from 1 = 'Never', to 5 = 'Very often'.

The responses therefore broadly indicate the frequency with which a variety of tasks—both 'professional' and 'non-professional'—are performed by Indonesian academic librarians.

Table 5.14: *Performed work function (ranked according to responses)*

	N	Range	Mean
<b>Collection</b>			
Development, evaluation and management	787	5	3.12
Copyright clearance	783	5	1.62
Electronic Licensing	777	5	1.83
Digitization of collections	785	5	3.02
<b>Public service and outreach</b>			
Reference, information services and research support	798	5	3.59
Instruction in information literacy, library use, library resources and research	793	5	3.46
Liaison activities	788	5	2.65
<b>Technical and bibliographic services</b>			
Database content management and organization	787	5	3.22
Creation and maintenance of bibliographic records	782	5	2.82
Interlibrary loan activities	792	5	2.50
Acquisition, receipt and payment	789	5	2.54
Circulation and discharge of library resources	798	5	3.92
Sorting, shelving and filing of library resources	794	5	3.50
Bindery and materials processing	794	5	2.51
Repair and conservation of library resources	792	5	2.94

*Continued on Page 106.*



Continued from Page 105.

	N	Range	Mean
<b>Information technology</b>			
Network management and technical support	785	5	2.34
Web and/or intranet development and management	786	5	2.19
Database systems creation and management	782	5	2.28
Library systems, hardware and software support	788	5	2.42
<b>Administration and management</b>			
Human resources planning and management	785	5	2.52
Supervision and evaluation of personnel	784	5	2.57
Managing training and staff development	785	5	2.52
Organizational planning and decision making	784	5	2.45
Policy development	789	5	2.37
Budgeting and financial management	782	5	2.19
Managing space, facilities and building operations	787	5	2.50
Marketing and public relations	786	5	2.24
Fund raising and donor support	784	5	1.90
<b>Professional development and participation</b>			
Participation in professional organizations	784	5	3.03
Attending formal conferences, workshops and training events	792	5	3.36
Participating in informal workplace learning activities	791	5	3.49
Research and publishing in the field of library science	788	5	2.60

These results indicate the extent to which Indonesian academic librarians are required to undertake tasks that span the range from 'professional', to those that would in the context of other national library systems be considered 'non-professional'. For example the single task that is performed most frequently according to this calculation is that of 'Circulation and discharge of library resources' (M=3.92). In countries with more fully developed academic libraries circulation tasks would be almost exclusively a task for non-professional or technician staff. The same applies to an associated task that was also performed comparatively frequently, that of 'Sorting, shelving and filing of library resources' (M=3.50%).

On the other hand several tasks that would be considered to be core professional duties were also recorded as being performed quite frequently. These included 'Reference, information services and research support' (M=3.59); and 'Instruction in information literacy, library use, library resources and research' (M=3.46).

Responses to tasks associated with 'Information technology' were surprisingly (and perhaps inexplicably) mixed. For example, the 'Digitization of collections' (M=3.02), and 'Database content management and organization' (M=3.22) were both reported as being performed quite regularly. On the other hand the tasks specifically listed under the heading 'Information technology' and related to network management, internet content management and database creation, were all reported to be performed considerably less frequently, with a highest Mean of 2.34.

Another noteworthy element of these results is that the tasks and functions associated with 'Administration and management' do not appear to be performed frequently by respondents. These eight tasks had a highest Mean of 2.57 for 'Supervision and evaluation of personnel'. While it is not necessarily anticipated that academic library staff will experience a full range of management tasks, it might be expected that they would have a higher exposure to staff supervision, and more input into the management of space and development of policy. These results may indicate that there is a separation between senior managers and their qualified librarians. These results are also worth noting in light of other results indicating an underrepresentation of management skills in Indonesian LIS courses.

The tasks grouped in Table 5.14 under the heading 'Professional development and participation' indicate that respondents report a comparatively high level of engagement with these forms of professional development, with the Mean response for three of the four CPD tasks exceeding 3.0. These three tasks include both workplace based learning ('Participating in informal workplace learning activities') and professional development that is more likely to take place outside the workplace ('Attending formal conferences, workshops and training events'). Certainly these results indicate that the majority of academic librarians in Indonesia assess that they are regularly engaging in CPD activities.

Respondents were requested to indicate (Q. 28) the reasons why they had chosen to work in libraries. They were given 14 options and invited to indicate as many as they wished. There was also scope for an open-ended response for the inclusion of any reason not listed in the 14 options. In all the 790 respondents indicated a total of 2207 responses, an average of 2.8 responses (‘reasons’) for each respondent.

Table 5.15: *Reasons for working in libraries (ranked)*

Reasons	N	% of respondents
Employment opportunities	549	69.5
Professional status	278	35.2
Enjoy information technology	222	28.1
Enjoy books	211	26.7
Job security	165	20.9
Enjoy working with people	147	18.6
Personal learning experience	119	15.1
No plan, just worked out that way	110	13.9
Enjoy customer service	84	10.6
Salaries of librarianship graduates	84	10.6
Couldn't decide on another career path	74	9.4
Family or friends working in the industry	73	9.2
Enjoy research	35	4.4
Enjoy conducting training/instruction classes	34	4.3
First position (was in a library)	13	1.6
Education background	9	1.1

It is apparent from the data that ‘Employment opportunities’ was overwhelmingly the most frequently cited reason for choosing an LIS career, with 69.5% indicating that this was one of their principle reasons. The apparent perception therefore was that librarianship was an occupation that provided good job prospects. It is also the case that the status of these jobs – that they are seen as having ‘Professional status’ – was a comparatively strong motivation for selecting this career. These jobs were also seen by a number of respondents as being potentially long-term, with 20.9% nominating ‘Job security’ as a reason for pursuing an LIS career.

Other responses that measured highly were related to the nature of the work undertaken in libraries. This included an indication that respondents are attracted by both the traditional aspects of library work (with 26.7% indicating that they chose the work as they ‘Enjoy books’), and the more contemporary aspects (with a similar 28.1% indicating that they ‘Enjoy information technology’).

It is noteworthy that salaries are not a major attractor to the professions, with only 10.6% of respondents indicating that this was a reason they chose a LIS career.

The survey also asked respondents to indicate (‘Yes’ or ‘No’) if they would still choose a librarianship career. The majority of respondents (63.3%) reported they would still have chosen a career in libraries even if they had known the work situation before making their decision.

Respondents were asked (Q. 33) to indicate the likely number of years until their retirement. This data is useful in order to gauge both the extent of the ‘greying’ workforce and the likely value to be gained from investing in further education or CPD.

Table 5.16: *Anticipated retirement*

	Frequency	%
Over 15 years	200	26.7
Between 11 and 15 years	192	25.6
Between 6 and 10 years	204	27.2
Between 3 and 5 years	94	12.5
Between 2 and 3 years	29	3.9
Between 1 and 2 years	24	3.2
Less than 1 year	7	0.9

While some 20.5% of respondents indicated they intend to retire within 5 years, it is also notable that over a half (52.3%) envisage they will be working for at least another ten years. Given the likely rate of implementation of digitally based collections and services, this suggests that there is still a sizable cohort of academic librarians in whom it may be worth investing in the form of further training. It is also

the case, however, that with 47.7% of respondents indicating an intention to retire within the next ten years, there is a very good opportunity to commence planning for a transformation in the qualifications and skills that can be expected of new entrants to the profession as they take up these many positions.

Respondents were asked (Q. 36) in an open-ended question to record their perception of the key skills, attributes and qualifications that will be required of professional librarians in the 21<sup>st</sup> century. The responses have been grouped according to the key themes mentioned.

Table 5.17: *Attributes of professional librarians in the 21<sup>st</sup> Century*

	Responses	
	N=511	%
ICT skill	313	61.3
Positive attitudes	157	30.7
Professional engagement	131	25.6
Knowledge management	92	18.0
User orientation	79	15.5
General knowledge	41	8.0
Foreign language	35	6.8
Managerial skill	23	4.5
Level of LIS qualification	23	4.5
Performance	18	3.5
Interpersonal skill	17	3.3
Communication skill	15	2.9
Innovative	11	2.2
Research skill in LIS	11	2.2
High motivation	8	1.6
Entrepreneurial skill	6	1.2
Marketing ability	5	1.0

Table 5.17 reports that the majority (61.3%) of respondents indicated that the skills and knowledge related to ICT are of great importance to professional librarians. As one of respondent stated, '*Pustakawan adalah orang yang harus melek tentang teknologi informasi dan harus trampil dalam segala bidang*' ('Librarians are people

that have to be literate and skilled in information technology and in other areas’). Most respondents also pointed to the importance of not only core professional skills but also to a range of general personal qualities required by librarians. For example 30.7% of respondents expressed the importance of ‘Positive attitudes’, as one of the critical requirements to be a professional librarian in the 21<sup>st</sup> century. As a respondent commented ; ‘*Harus ahli dalam bidangnya, ramah, suka membantu para user dan peneliti dsb*’ ([Librarians] have to be experts in their fields, friendly, helpful to users and researchers, etc.’). The issue of attitude might also be seen to be related to another highly ranked response, ‘Professional engagement’ (25.6%).

It is interesting to note that only 4.5% of respondents commented on the level of formal qualification required by librarians. This might be taken as an indication that there is currently no widespread concern regarding the current levels of LIS qualifications in Indonesia, although several respondents did indicate that a Bachelors degree should be the minimum requirement.

It is also notable that very few respondents indicated the need for ‘Entrepreneurial skill’ (1.2%) or ‘Marketing ability’ (1.0%). These generic skills are increasingly valued in other developed library systems as being critically important to sustain library services in academic environments (Fisher, Hallam, & Partridge, 2005)

#### ***5.2.1.5. Continuing professional development***

Respondents were requested (Q. 37) to indicate their primary function (*bidang tugas*) as an academic librarian. Seven functions were listed as a prompt to respondents who were also invited to provide other responses. Fifteen separate functions were identified in all. These are listed in Table 5.18, and those that were included in the questionnaire in non-italic, and those provided by respondents in italics.

Table 5.18: *Primary function of academic librarians*

	N	%
Reference/public services	426	55.9
Cataloging	138	18.1
Subject librarian	42	5.5
Acquisitions	40	5.2
Bibliographer/selector	32	4.2
Administration	27	3.5
Library instruction	16	2.1
Library automation	12	1.6
Digitalization	7	0.9
Task variety	7	0.9
Staff management	6	0.8
Special collections	4	0.5
Human resource development	2	0.3
Preservation	2	0.3
Audio visual	1	0.1
Total	762	100.0

The majority of respondents (55.9%) indicated that the primary function of academic librarians is 'Reference/public services'. Public service in the Indonesian context would include circulation and related functions and it might be expected that most of the responses indicated work of this type (see also Table 5.14 for related data). The second highest of the librarians' primary function is cataloguing (18.1%).

Q.38 asked respondents to 'indicate how many times (if any) you have attended the following professional development activities in the past 5 years'. Eleven professional development activities were listed for selection and respondents requested to indicate all that were relevant (i.e. training of this sort undertaken within the last three years). In all 2311 responses were received from 778 (average 2.97). Responses are listed in Table 5.19 according to their frequency.

Table 5.19: *Attendance at professional development activities*

	N=778	%
Seminar	594	76.3
Workplace training	364	46.8
Workshops	349	44.9
Mentoring	276	35.5
External training	211	27.1
Courses provided by tertiary institutions	132	17.0
Professional reading in print or electronic format	107	13.8
Publication or presentation of a paper	103	13.2
Conferences	79	10.2
Self-paced learning through audio, video, CD media, television programs	54	6.9
Personal study project	42	5.4

The three most common forms of CPD undertaken in this five year period ('Seminar'; 'Workplace training', and Workshops') are all likely to have been experienced in the workplace rather than from external sources. The results do, however, indicate a high level of engagement with a variety of forms of CPD. It should be noted that the result for 'Courses provided by tertiary institutions' is lower here than reported in Table 5.12. This is likely to be due to a misunderstanding by respondents about the nature of 'professional development' as included in this question, and the more formal education courses specifically referred to in Table 5.12.

It should be noted that Table 5.19 provides an example of an unexplained variation from data collected elsewhere in the survey. Table 5.12 reports that 50% of the respondents are currently engaged in some form of further education, whereas according to Table 5.19 only 17% have undertaken 'Courses provided by tertiary institution' in the past three years. It is possible that this difference measures something about the subject focus of continuing education reported in Table 5.12—that it is, as speculated, not related to LIS in many case and therefore not reported in response to Q.38 as being a form of CPD.



Question 39 asked respondents to indicate how they keep abreast of professional literature or stay current with professional developments. They were provided with four options and invited to nominate other methods. The responses are listed in Table 5.20, with those that were included in the questionnaire in non-italic, and additional responses in italics.

Table 5.20: *Professional literature and professional development.*

	Responses	
	N=679	%
Journal/Magazine articles	575	84.7
Attend professional conferences	143	21.1
Blogs	122	18.0
Attend virtual professional conferences (i.e. webcasts)	27	4.0
<i>Articles from the Internet</i>	16	2.4
<i>Mailing List</i>	8	1.2
<i>Training</i>	6	0.9
<i>Never (no activities)</i>	6	0.9
<i>Books</i>	2	0.3
<i>Newspaper</i>	1	0.1

Table 5.20 indicates that for the majority (84.7%) of respondents the reading of professional literature is the most common form of CPD. There was an indication in the results of the impact of the Internet as a source of professional reading, with 18.0% indicating that they read blogs, and both ‘Mailing lists’ and ‘Articles from the Internet’ being nominated by a small number of respondents.

In investigating further the importance of the reading of professional literature, respondents were asked (Question 40) to report the frequency with which they read journal articles as a form of professional development. Options ranged from ‘Never’ to ‘Daily’.

Figure 5.6: *Frequency of reading professional literature*

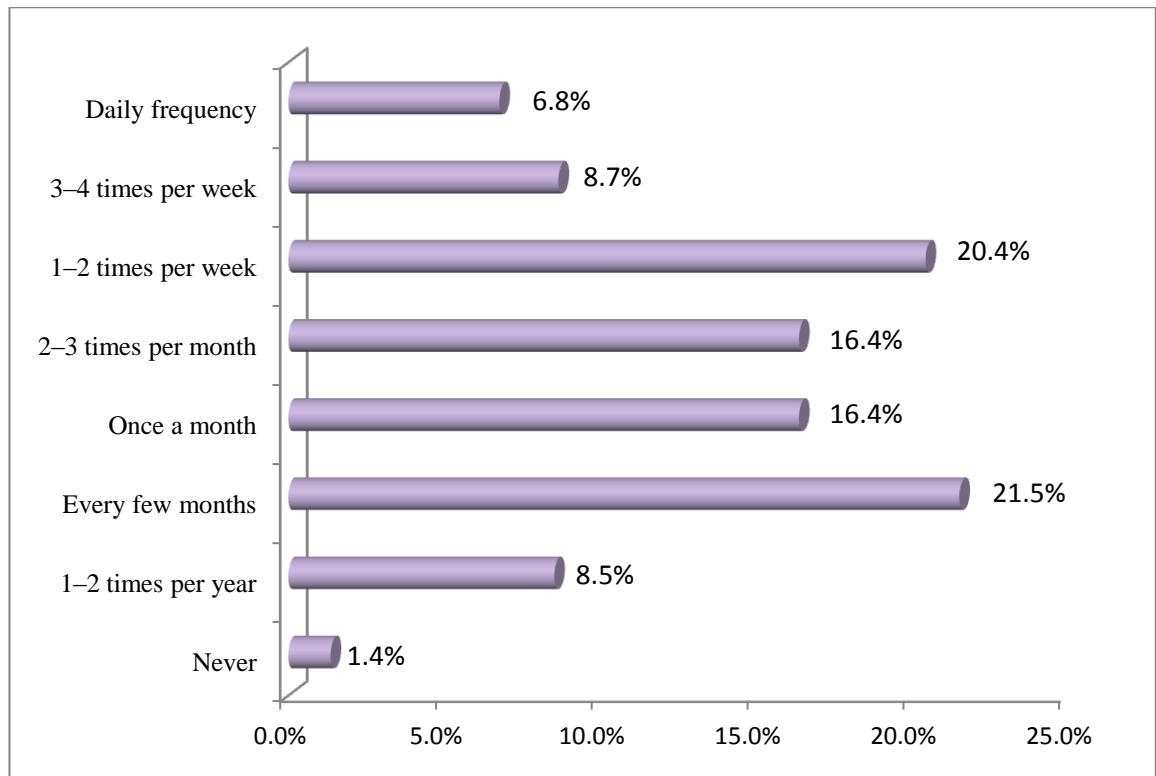


Figure 5.6 indicates that 35.9% of respondents reported that they read professional journals at least once a week as a form of CPD, while another 32.8% are reading at least once per month. Only 1.4% reported that they never engage in reading professional journals. This is a further indication that this is an important means of CPD for a considerable number of Indonesian academic librarians.

The reading of professional literature was pursued further in Question 44, asking respondents to indicate why they ‘feel the need to keep up with professional literature’. Four possible responses were provided (including that ‘I don’t feel the need’ to read professional literature regularly), and respondents were invited to indicate as many as they wished. They were also invited to supply any additional reasons or motivations for professional reading.

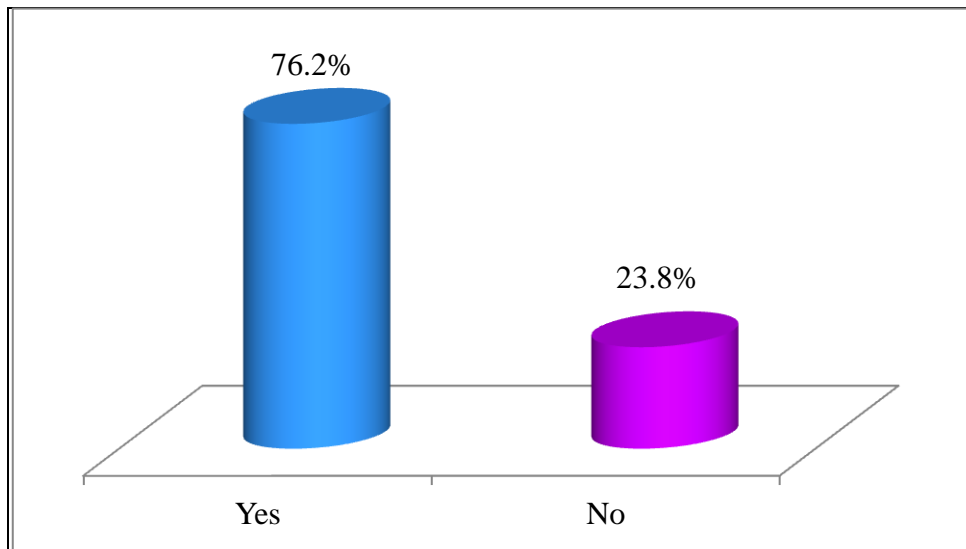
Table 5.21: *Reason for keeping up with professional literature*

	Responses	
	N	%
To stay current with developments in the profession	616	82.8
To get publication ideas	147	19.8
For tenure and/or promotion requirements	50	6.7
I don't feel the need to keep up with professional literature on a regular basis	23	3.1
<i>Research</i>	2	0.3
<i>Lecturing</i>	2	0.3
<i>Conference paper preparation</i>	1	0.1

The desire to ‘Stay Current’ with their profession was overwhelmingly given as the most common reason for reading the literature. Interestingly nearly 20% of respondents indicated that they read with a view to getting ideas to support their own writing and publishing. While this might appear to be an indication that a considerable number of respondents also have an interest in becoming active contributors to the literature of their profession, it is also the case that writing reports is an important part of the process by which Indonesian librarians become eligible for promotion, and it is more likely that they read other professional literature as part of the process of research and writing for this reason.

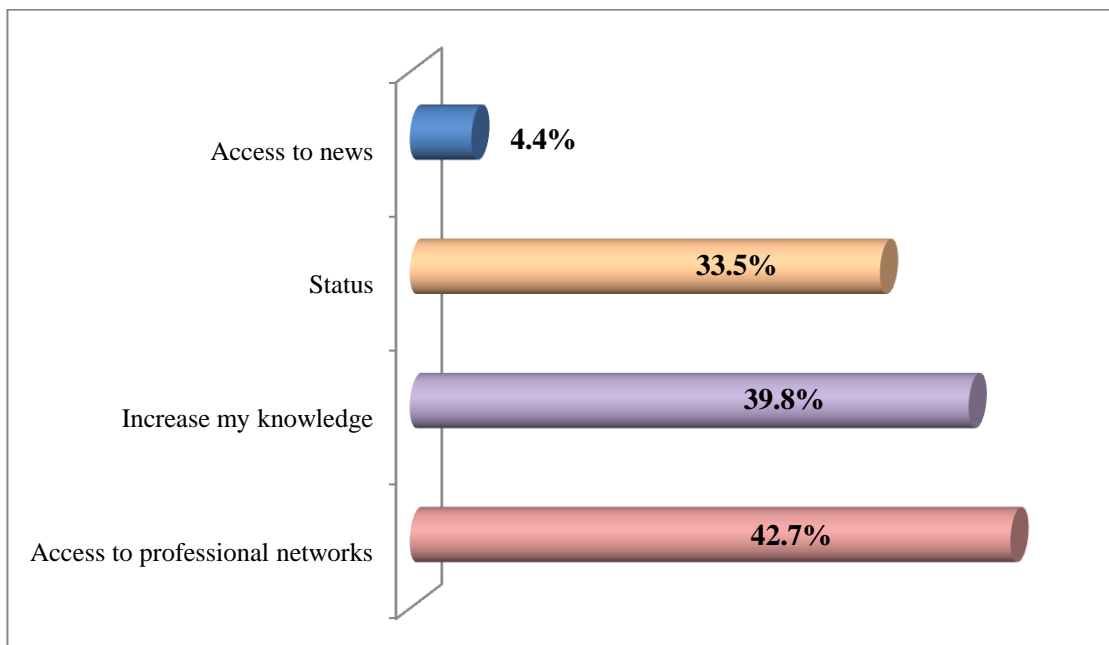
On the assumption that membership of a professional association may be an indicator of engagement with the wider profession, respondents were asked (Question 47) if they are currently members of the Indonesian Librarian Association (*Ikatan Pustakawan Indonesia*). As Figure 5.7 reports, 76.2% are currently members of the Association.

Figure 5.7: *Membership of the Indonesian Librarian Association*



Follow-up questions (Questions 48 and 49) asked respondents to indicate the reasons why (more than one response invited) they either had, or hadn't, become members of the Association.

Figure 5.8: *Reason for ILA membership*



The most frequent reason given for joining the ILA was to get 'Access to professional networks', rather than the more specifically CPD focused, 'Increase my

knowledge'. There is, however, likely to be an indirect CPD advantage in widening professional contacts and networks, even if this is not the primary motivation.

Figure 5.9: *Reasons for not taking ILA membership*

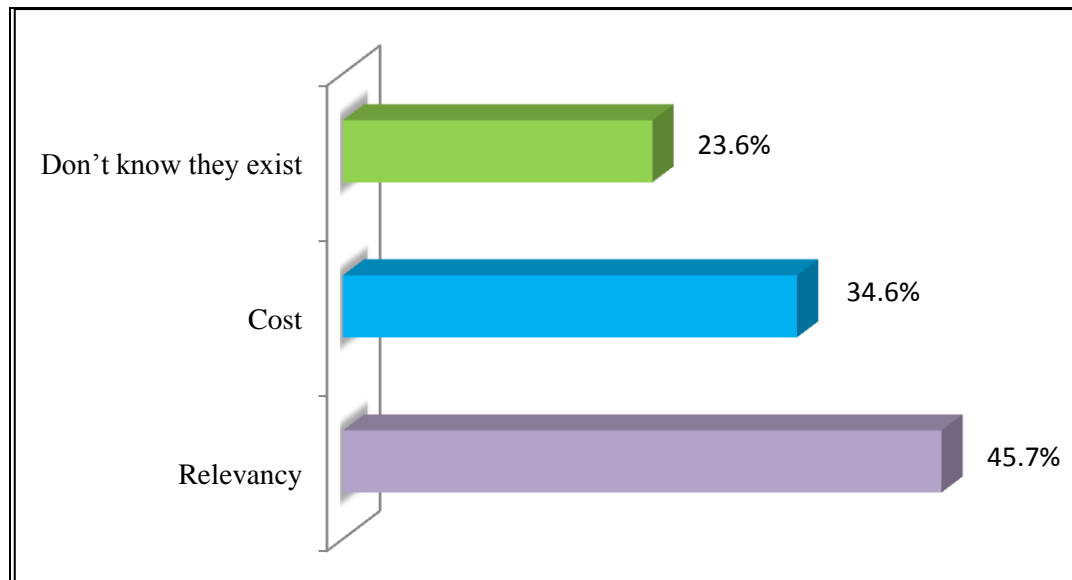


Figure 5.9 reports the reasons why the 23.8% of respondents who are not members of the ILA have chosen not to join. Nearly half (45.7%) of these respondents are deterred by the perceived lack of relevancy, while the cost of joining is the primary deterrent for 34.6% of these respondents. It is also relevant that some respondents (23.6% of those who are not ILA members) are not even aware of the Association.

In further investigating awareness of library associations, respondents were requested (Question 50) to indicate whether they are familiar with a selection of five regional and international associations, not including the ILA. The results are reported in Table 5.22.

Table 5.22: *Familiarity with library associations (non-ILA)*

	Yes (%)	No (%)
SULCF (State University Library Cooperation Forum)	93.2	6.8
IFLA (International Federation of Library Associations)	88.3	11.7
ALA (American Library Association)	84.4	15.6
CONSAL (Congress of Southeast Asian Librarians)	76.4	23.6
ALIA (Australia Library and Information Association)	63.7	36.3

The association that achieved the highest level of recognition (93.2%) was the Indonesian based State University Library Cooperation Forum. The majority of respondents are also familiar with the international associations, such as the International Federation of Library Associations (IFLA) (88.3%), and the Congress of Southeast Asian Librarians (CONSAL) (76.4%), although these responses do not seem high given that the profile of these major international organisations should ensure close to universal recognition.

An important form of employer support for CPD and professional engagement is the provision of financial assistance to attend training and development activities. The questionnaire therefore asked respondents (Questions 51 and 52) whether they attend such meetings, and if so whether their employers ‘subsidise or reimburse’ any of the costs.

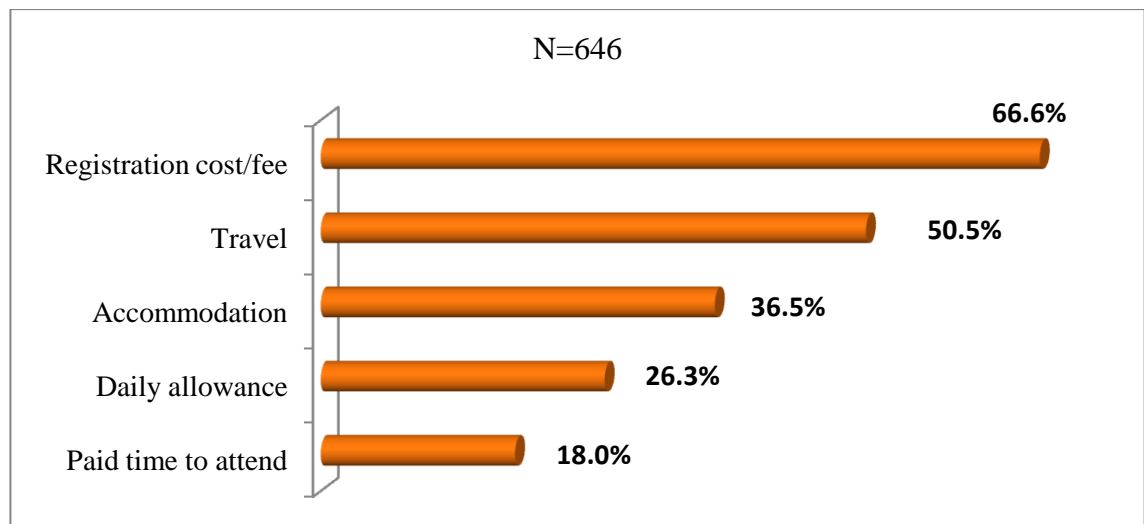
Table 5.23: *Employer subsidises costs of training and development.*

		Subsidise or reimburse the participation in training and development courses			
		Yes	No	Total	
Attending a professional association meeting	Yes	N	359	158	517
		%	53.4%	23.5%	76.9%
	No	N	58	97	155
		%	8.7%	14.4%	23.1%
Total		N	417	255	672
		%	62.1%	37.9%	100.0%

Table 5.23 indicates that some 76.9% of respondents attend meetings of the professional association, and this is almost exactly equivalent to the percentage who are members of their association (see Figure 5.7). Of these 517 respondents who attend meetings, 359 (69.4%) receive some degree of support from their employing institution. Of the 155 respondents who do not attend CPD courses, 58 (37.4%) report that support is available. This result suggests that—not surprisingly—the availability of financial support has a positive effect on attendance. In all 62.1% of the respondents indicated that they have financial support provided. That 158 respondents (23.5%) reported attending training and development courses without financial support indicates that a considerable number of individuals are prepared to pay for their own CPD.

In Question 54 respondents were requested to record the type of financial support provided by their employer.

Figure 5.10: *Type of subsidies provided by employer*

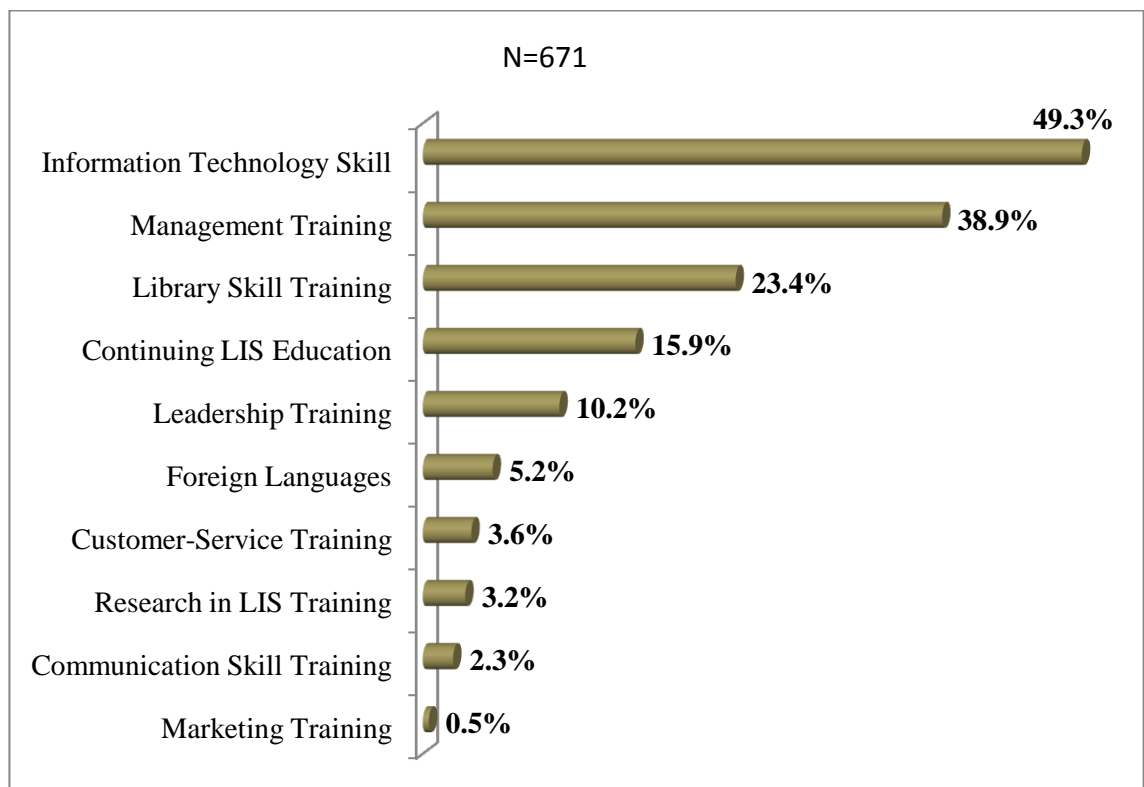


In excess of half of the respondents nominated ‘Registration cost/fee’ (66.6%) and ‘Travel’ (50.5%) as types of support that they receive from their institution. ‘Accommodation’ is lower at 36.5% which is likely to indicate that many respondents only attend CPD opportunities that do not require accommodation away from home. The lowest percentage of the support type is reported as ‘Paid time to attend’

(18.0%), it is likely, however, that this has been misinterpreted by some respondents. Other indications are that it is very likely that staff attending training will receive their usual salary while attending training (the type of support that was intended to be indicated by this response), whereas respondents appear to have interpreted it to mean payment over and above their usual salary (thereby attracting an inaccurate number of ‘No’ responses).

Respondents were provided with an open-ended question (Question 58) investigating the area of CPD that would ‘provide you with the most important skills required for you to move to a higher position’ (more than one response was invited). The question attracted 671 responses from 440 respondents as reported in Figure 5.11.

Figure 5.11: Preferred focus of training and development



In all the respondents nominated ten different areas for skill development, of which ‘Information technology skill’ (49.3% of respondents) and ‘Management training’ (38.9%) were the most frequent. It is notable that many of the skills (seven of the



ten) that respondents mentioned fall into the category of being generic skills rather than specifically related to LIS. There is, however, seen to be a need for further LIS education, with 15.9% nominating this as an area of need for their future job prospects.

Question 55 requested respondents to indicate the extent to which various CPD activities provided by their current employer had contributed to their capacity to fulfil their job requirements.. The available responses ranged on a five point scale from ‘To no extent’; to, ‘To a great extent’. They could also report that they ‘Have never participated’ in the nominated activity. Results are presented in Table 5.24.

Table 5.24: *Effects of CPD on work performance (ranked by impact)*

<i>Kinds of training</i>	N	Min.	Max.	Mean
Job oriented skills training (excluding technology)	673	1	5	3.51
Technology skill training	657	1	5	3.41
Customer-service related training	646	1	5	3.24
Other professional development	624	1	5	3.18
Job sharing	597	1	5	2.93
Management training	606	1	5	2.92
Mentoring	575	1	5	2.87
Job rotation	591	1	5	2.83
Job swap	568	1	5	2.61

Descriptive statistical analyses reports that Mean scores of the effect of training on work performance varied from a high of 3.51 to a low of 2.61. The most positive response indicated that ‘Job oriented skills training (excluding technology)’. This rated slightly higher than ‘Technology skills training’ (3.41). That these two skills focussed forms of CPD were ranked most highly suggests that training with immediate workplace benefits is the most highly regarded, irrespective of whether it has a technology focus.

Respondents were asked to state their level of agreement (Question 56) with a series of statements related to the relationship between their current work and aspects of education and CPD. The question used a five point scale from, 1 = ‘Strongly

disagree’, to 5 = ‘Strongly agree’. Cronbach's Alpha for the overall scale was equal to 0.78. The results are presented in Table 5.25.

Table 5.25: *Training, career development, and organizational commitment*

	N	Min.	Max.	Mean
Committed to the goals of the organisation	752	1	5	3.88
Very happy to spend the rest of career with the organisation	757	1	5	3.87
Career would benefit from management skills training	746	1	5	3.83
Career would benefit from technology skills training	755	1	5	3.82
Sufficient education, training and experience to perform job effectively	757	1	5	3.67
Organisation provides sufficient opportunities to participate in training	750	1	5	3.65
Qualified to move to a higher position	759	1	5	3.46
Very happy to spend the rest of career in current position	753	1	5	3.37
Overqualified for current position	758	1	5	3.34
Spend too much time on training courses	722	1	5	2.28

These results indicate that respondents are broadly aware of the benefits of CPD and likely to be interested in further training. For example the statement that ‘I spend too much time on training courses’, was the least supported proposition in this question (Mean=2.28). Respondents indicated generally a high degree of willingness to undertake training in ‘management’ and ‘technology skills’ in the interest of their career. There is, however, some ambivalence in these results in that respondents also indicated a general level of satisfaction with their current skills, and a belief that they presently possess, ‘Sufficient education, training and experience to perform job effectively’ (Mean = 3.67). Respondents were also generally positive in response to the proposition that their employing ‘Organisation provides sufficient opportunities to participate in training’ (Mean = 3.65).

Question 59 included eight propositions that asked respondents to reflect on their level of commitment to their current employer.

Table 5.26: *Perception of academic librarians to their profession compared to other professions*

	N	Min.	Max.	Mean
There will be lots of opportunities for librarianship jobs in the future	747	1	5	4.05
Remuneration is appropriate for educational qualification	740	1	5	3.44
There is good quality training available for the profession	718	1	5	3.43
Job satisfaction in profession is high	743	1	5	3.38
People are interested in joining this profession	739	1	5	3.33
Remuneration is appropriate for the work that is done	740	1	5	3.31
The profession is well regarded by others	738	1	5	3.24
Organisation is well funded for the future	719	1	5	3.15

Each proposition attracted a positive response, with respondents indicating a high level of commitment to the ‘goals of the [employing] organisation’, and that they would be happy to spend the rest of their career with their current employer. There was less satisfaction with their ‘current position’, indicating that some respondents are ambitious for an internal change or promotion rather than a change of employer.

## 5.2.2. Inferential analysis

### 5.2.2.1. One-way analysis of variance

One-way Analysis of Variance was used to determine which level of ‘highest academic qualification’ is different from which others in terms of the mean job satisfaction among academic librarians.

Table 5.27: Comparison of job satisfaction by the highest academic qualification

Dependent Variable: Job Satisfaction

	(I) Highest academic qualification held	(J) Highest academic qualification held	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
LSD	Diploma 1	Diploma 2	-.02379	.16141	.883	-.3407	.2931
		Diploma 3	.01857	.16271	.909	-.3009	.3380
		Bachelor	-.15431	.15744	.327	-.4634	.1548
		Master	-.35449*	.16532	.032	-.6791	-.0299
	Diploma 2	Diploma 1	.02379	.16141	.883	-.2931	.3407
		Diploma 3	.04237	.06499	.515	-.0852	.1700
		Bachelor	-.13051*	.05037	.010	-.2294	-.0316
		Master	-.33069*	.07127	.000	-.4706	-.1908
	Diploma 3	Diploma 1	-.01857	.16271	.909	-.3380	.3009
		Diploma 2	-.04237	.06499	.515	-.1700	.0852
		Bachelor	-.17288*	.05439	.002	-.2797	-.0661
		Master	-.37306*	.07416	.000	-.5187	-.2274
	Bachelor	Diploma 1	.15431	.15744	.327	-.1548	.4634
		Diploma 2	.13051*	.05037	.010	.0316	.2294
		Diploma 3	.17288*	.05439	.002	.0661	.2797
		Master	-.20018*	.06175	.001	-.3214	-.0789
Master	Diploma 1	.35449*	.16532	.032	.0299	.6791	
	Diploma 2	.33069*	.07127	.000	.1908	.4706	
	Diploma 3	.37306*	.07416	.000	.2274	.5187	
	Bachelor	.20018*	.06175	.001	.0789	.3214	

\*. The mean difference is significant at the 0.05 level.

Table 5.27 presents the results of the One-way analysis of Variance for the variable 'highest academic qualification'. There is .13051 differences between the mean for 'Diploma 2' and the mean for 'Bachelor'. This difference is statistically significant at  $p = .05$  (Sig = .010). There is a .17288 difference between the mean for 'Diploma 3' and the mean for 'Bachelor'. This difference is statistically significant at  $p = .05$  (Sig

= .002). These results indicate that respondents with a Bachelor qualification self-assess as having a higher job satisfaction when compared to respondents holding a Diploma 2 or Diploma 3.

The difference between the mean of ‘Diploma 1’ (highest qualification) and the mean of ‘Master’ is .35449. The difference is statistically significant at  $p = .05$  (Sig = .032). In addition, the difference between the Mean for ‘Diploma 2’ and the Mean for ‘Master’ is .33069. The difference is statistically very significant at  $p = .05$  (Sig = .000). Furthermore the difference between the Mean for ‘Diploma 3’ and the Mean for ‘Master’ is .37306. The difference is statistically very significant at  $p = .05$  (Sig = .000). Finally, the difference between the mean for ‘Bachelor’ and the Mean for ‘Master’ is .20018. The difference is statistically significant at  $p = .05$  (Sig = .001). This indicates that respondents with a Masters qualification have higher job satisfaction when compared to respondents with a Diploma 1, Diploma 2, Diploma 3, or Bachelor level qualification. Based on these various results, it can be concluded that the higher the level of education, the greater the degree of job satisfaction.

### **5.2.2.2. Multiple regression**

#### **5.2.2.2.1. The reliability of instrument**

Table 5.28: *Internal consistency (Cronbach Alpha Coefficient), means and standard deviations*

<b>Scale</b>	<b>Alpha Reliability</b>	<b>Mean</b>	<b>Standard deviation</b>
Job satisfaction	.890	3.65	.50
Quality of LIS education	.847	3.95	.61
Continuing professional development	.791	3.63	.67

$N = 607$

Reliability can be estimated by internal consistency based on the correlation among the variables by using Cronbach’s alpha reliability coefficient (Brown, 2007; Newby & Fisher, 1997). The alpha reliabilities for the framework for Indonesian academic librarians were .89 for ‘Job satisfaction’; .85 for ‘Quality of library and information

studies (LIS) education’; and .79 for ‘Continuing professional development’. The average of the alpha reliability for the entire framework was .84, indicating that the reliability of the framework of Indonesian Academic Librarians is ‘Good’ (George & Mallery, 2003).

Table 5.28 reports that the analysis is based on respondents of size  $N = 607$ . The Mean result for ‘Job satisfaction’ is approximately 3.65 with standard deviation of 0.50; the Mean for ‘Quality of library and information studies (LIS) Education’ is 3.95 with standard deviation of 0.61; and the Mean for ‘Continuing professional development’ is 3.63 with standard deviation of 0.67.

#### **5.2.2.2.2. Correlations**

Pearson's Correlation is used to find a correlation between at least two continuous variables. The interpretation of correlation is conducted by examining the significance value ( $p$ ), which must be less than 0.05 (Coakes, Steed, & Ong, 2010). Furthermore, the correlation coefficient can range from -1.00 to +1.00. A negative value represents a negative correlation while the positive value describes a positive correlation.

Table 5.29: *Inter-scale correlations*

	Job Satisfaction	Quality of LIS Education	Continuing Professional Development
Job satisfaction	1	.404**	.368**
Quality of library and information studies (LIS) education		1	.310**
Continuing professional development			1

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).

The correlations between the dependent variable ‘Job satisfaction’ and the two independent variables, ‘Quality of library and information studies (LIS) education’ and ‘Continuing professional development’, are .404 and .368, respectively;  $p < .05$ ,

indicating that these relationships are statistically significant. According to the standards established by Cohen and Cohen (1983), the correlation between both independent variables is moderate for the dependent variable ‘Job satisfaction’

### 5.2.2.2.3. Result

The statistical measure of multiple regression was used to understand the factors that contribute to the job satisfaction of Indonesian academic librarians. The ‘Quality of library and information studies (LIS) education’ and ‘Continuing professional development’, are two independent variables that were chosen. SPSS was selected to perform the multiple regression analysis.

Table 5.30: *Quality of LIS education and continuing professional development: multiple regression*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.478	.228	.226	.444

- a. Predictors: (Constant), Continuing professional development; Quality of Library and Information Studies (LIS) Education
- b. Dependent Variable: Job satisfaction

According to ‘Model Summary’,  $R = .478$  and  $R^2 = .228$ . Thus, ‘Quality of library and information studies (LIS) education’ and ‘Continuing professional development’ collectively account for 22.8% of variance in ‘Job satisfaction’.

Table 5.31: *Quality of LIS education, continuing professional development and job satisfaction: ANOVA*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	35.226	2	17.613	89.292	.000
	Residual	119.140	604	.197		
	Total	154.366	606			

According to the ANOVA table, the overall regression model with both independent variables included is statistically very significant ( $F(2,604) = 89.292, p < .05$ ).

Table 5.32: *Coefficients of job satisfaction*

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	1.862	.135		13.789	.000	1.596	2.127
	Quality of LIS Education	.267	.031	.321	8.529	.000	0.206	0.329
	CPD	.201	.028	.268	7.139	.000	.146	.256

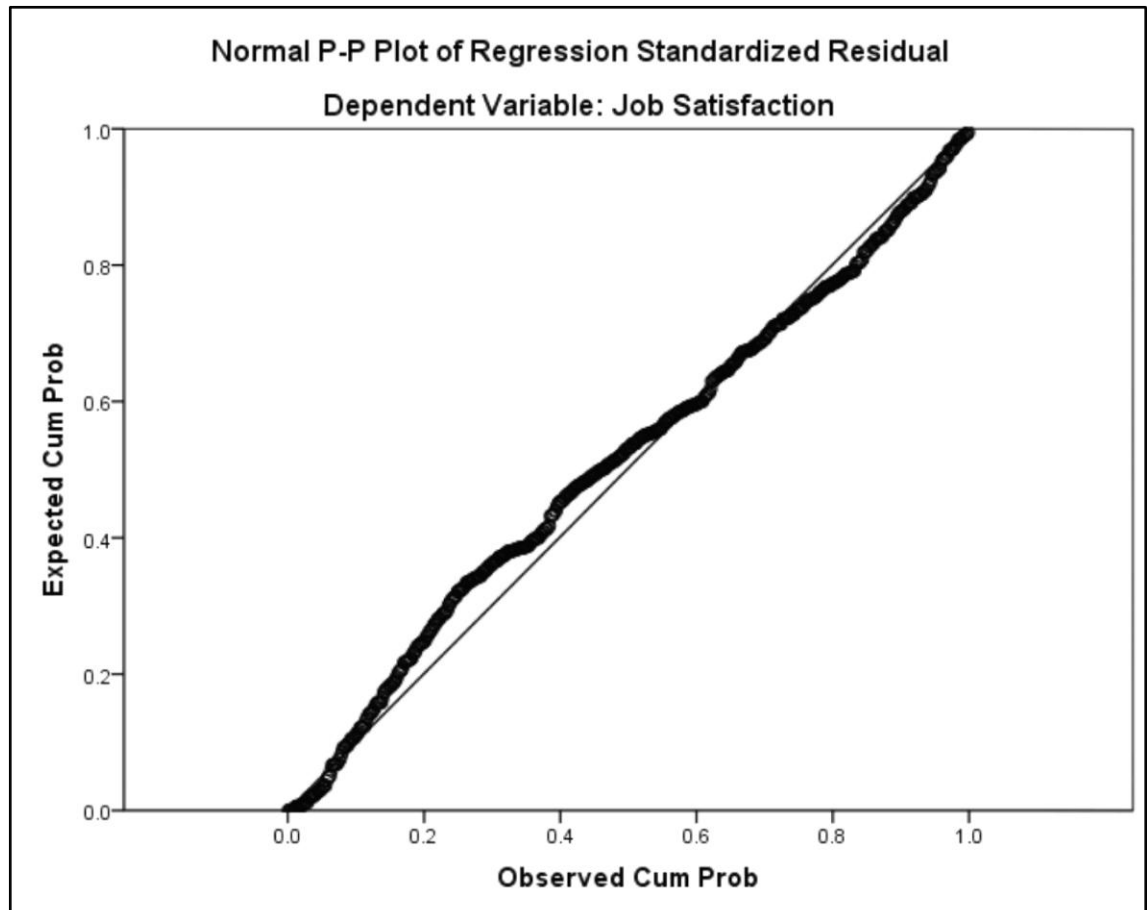
Model		Correlations			Collinearity Statistics	
		Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)					
	Quality of LIS Education	.404	.328	.305	.904	1.106
	CPD	.368	.279	.255	.904	1.106

Table Coefficients demonstrate the multiple regression equation for predicting ‘Job satisfaction’ from both ‘Quality of library and information studies (LIS) education’ and ‘Continuing professional development’. The ‘Quality of library and information studies (LIS) education’ ( $\beta = .267$ ) is significantly ( $p < .05$ ) related to job satisfaction, indicating that the higher the level of LIS education qualification an individual has, the greater the degree of job satisfaction. Furthermore, ‘Continuing professional development’ ( $\beta = .201$ ,  $p < .05$ ) is significantly related to job satisfaction, which means that the higher the respondent’s record of undertaking CPD activities, the greater the job satisfaction.



To test the assumption that the residuals or error terms are normally distributed, the Normal P-P Plot of Regression Standardized Residual was undertaken as shown in Figure 5.12.

Figure 5.12: *P-P Plot of Regression Standardized Residual*



The criteria for normal distribution is the degree to which the plot for the actual ('Observed') values correlate tightly with the straight line of 'Expected' values. As indicated in Figure 5.12, the plotting of the residual correlates with the expected pattern sufficiently well to support a conclusion that the residuals are normally distributed. In the context of this research these results indicate that the measured factors relating to education and CPD correlate with job satisfaction.

## **5.3 Library managers**

The questionnaire designed for library managers was sent to 133 library managers in Indonesian Public Universities, and 70 responses (52.6%) were received. Of these respondents, 27 were working in universities; 21 in higher schools; 12 in polytechnics; and 10 in institutes.

The questionnaire aimed to gather data from the library managers recording their attitudes towards the current state of education and CPD for Indonesian academic librarians, and investigate the support for CPD provided by the library they manage.

This report of the responses to this questionnaire is divided into two sections. The first contains descriptive analysis for each of the variables presented in the questionnaire, while the second contains comparative analysis of selected variables in order to address the research questions of this study.

### **5.3.1. Descriptive analysis**

This section presents the frequencies and percentages of variable distributions. Some variables are given Mean scores and also comparative frequencies of the respondents' answers.

#### ***5.3.1.1 Respondents' profile***

The first part of the questionnaire compiled the respondents' demographic information.

Figure 5.13: *Gender of respondents (library managers)*

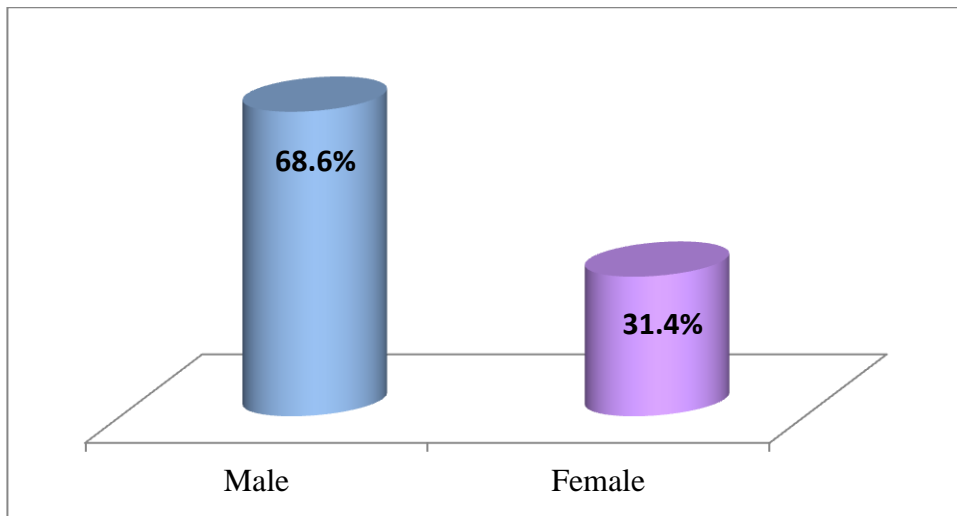
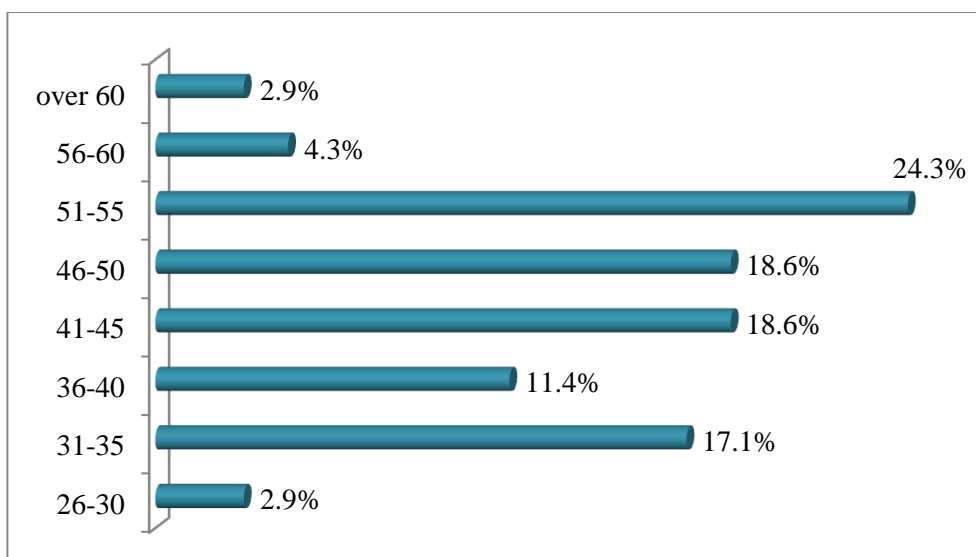


Figure 5.13 illustrates the distribution of respondents according to gender. The figure shows that the majority (68.6%, N=48) of respondents are male and only 31.4% (N=22) are female. This indicates that whereas the distribution of gender for academic librarians was almost equal, males dominate the management of Indonesian academic libraries.

Figure 5.14 indicates the distribution of age among library managers.

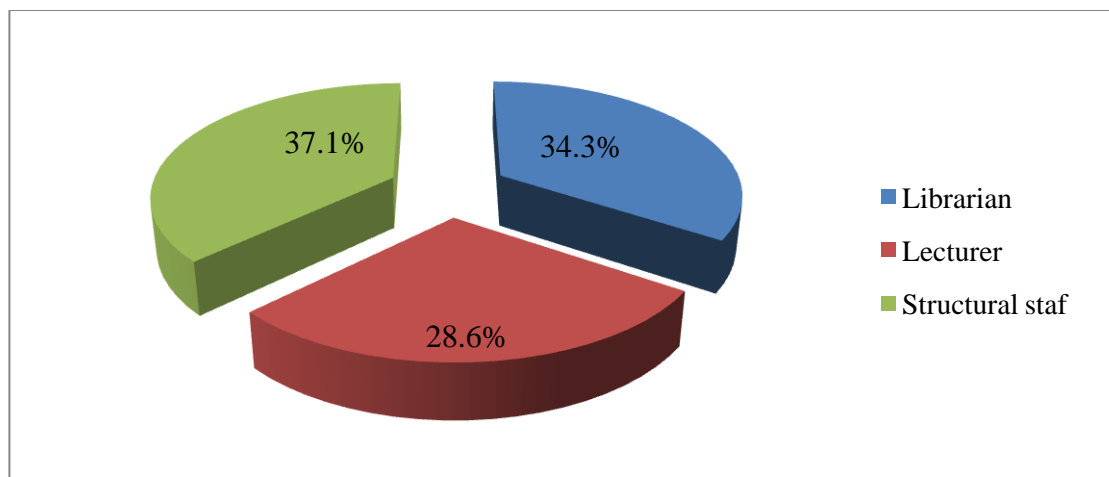
Figure 5.14: *Age of respondents (library managers)*



A high proportion of library managers are over 50 years old (31.5%), and 68.2% are over 40 years of age. It is surprising that there are 20% of respondents (N=14) in the position of library managers are in the 26-35 years range – a comparatively early age for management positions. This is likely to be a reflection on the small size of some Indonesian academic libraries and their low numbers of experienced and qualified staff.

Question 3 asked respondents to nominate the position they held before their current appointment as a library manager.

Figure 5.15: *Previous position of library managers*



These results indicate that academic library managers are drawn in broadly equal numbers from the roles of librarians, lecturers and structural (general) staff. There is a general problem in career development for Indonesian academic librarians who aspire to managerial positions in that, as these results indicate that managers are being recruited from non-library roles.

Table 5.33 further investigates this phenomenon by describing in more detail the background of the library managers according to the category of academic institution in which they are working.

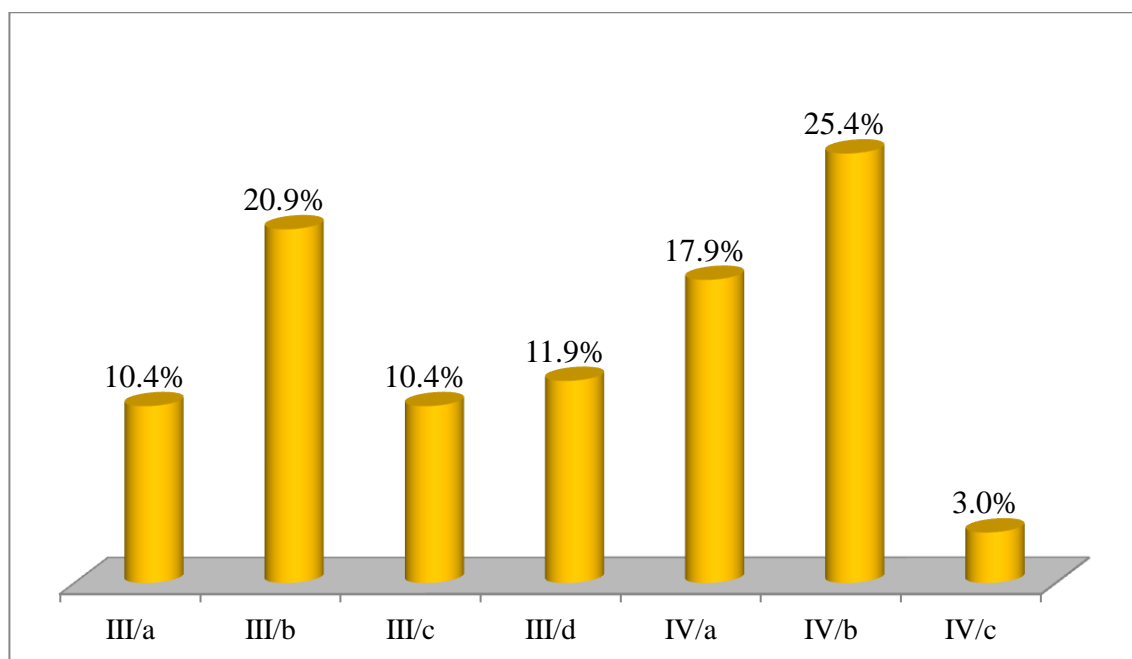
Table 5.33: *Library managers: previous position according to type of academic institution*

		Previous Position			Total
		Librarian	Lecturer	Structural	
University	N	14	7	6	27
	%	51.9	25.9	22.2	100.0
Institutes	N	4	3	3	10
	%	40.0	30.0	30.0	100.0
Higher schools	N	5	7	9	21
	%	23.8	33.3	42.9	100.0
Polytechnic	N	1	3	8	12
	%	8.3	25.0	66.7	100.0
Total	N	24	20	26	70
	%	34.3	28.6	37.1	100.0

It is apparent from these results that library managers of universities and institutes are considerable more likely to have had a previous position as a librarian than their counterparts in higher schools or polytechnics. Polytechnics in particular are prone to appointing library managers from the ranks of the structural staff, with 66.7% of managers from polytechnic libraries having been previously employed in this role. Only one manager of a polytechnic library had previously been employed as a librarian, an indication of the non-LIS qualified workforce managing (and likely staffing) these libraries.

As noted previously, the ‘structural rank’ of Indonesian government workers is very important as it indicates their general position, seniority and salary. Question 4 asked respondents to report their structural rank.

Figure 5.16: *Library managers: structural rank*



The III/a structural rank (10.4% of respondents) is the lowest structural rank available for the position of library manager. In all 53.7% of respondents are appointed to Group III and 46.3% to Group IV. These results indicate the considerable ‘spread’ of appointments and are reflective of the substantial discrepancy in the size of libraries managed by the respondents, and therefore the degree of responsibility associated with their positions.

Question 5 asked respondents to indicate their highest educational qualification, and whether the qualification had been obtained in Indonesia or ‘overseas’.

Table 5.34: *Highest education qualification*

	Indonesia	Overseas	Total	%
Diploma	2	1	3	4.3%
Bachelor	33	0	33	47.1%
Master	24	5	29	41.4%
Dr/PhD	4	1	5	7.1%
Total	63	7	70	100.0%
%	90.0%	10.0%	100.0%	

Nearly half (47.1%, N=33) of respondents have a Bachelors degree, but a very similar number (48.5%) hold a higher level qualification in the form of a Masters degree or a PhD.

Respondents were also requested (Question 5) to indicate the discipline in which they received their highest qualification.

Table 5.35: *Library managers: disciplinary background*

	Responses	
	N=70	%
Librarianship	37	52.9
Education	20	28.6
Islamic Studies	17	24.3
Economy	9	12.9
Social Science	5	7.1
Civil Administration	4	5.7
Science	4	5.7
Technology/Information system	3	4.3
Law	3	4.3
Technics	3	4.3
Language and literature	2	2.9

While 52.9% of respondents reported that their educational background is librarianship, it is perhaps more significant that nearly half (47.1%) of the respondents indicated that their highest qualification has been achieved in another subject area. This is clearly related to the data in Figure 5.15 and Table 5.33 that report the number of the academic library managers who have been appointed from a non-LIS background.

### **5.3.1.2 Staff**

The library managers were asked to indicate the number of permanent professional staff currently working in the library they manage. This question was asked on the basis that a library's staff profile is likely to be closely related to its capacity to

support CPD activities (either internal or external). The data is presented in Table 5.36 and cross-tabulated with the category of academic institution represented.

Table 5.36: *Number of professional staff and category of higher education*

Librarians		Type of Higher Education				Total
		University	Institutes	Higher schools	Polytechnic	
None	Count	0	1	3	1	5
	%	0.0	20.0	60.0	20.0	100.0
	%	0.0	10.0	14.3	8.3	7.1
1-5	Count	6	2	16	9	33
	%	18.2	6.1	48.5	27.3	100.0
	%	22.2	20.0	76.2	75.0	47.1
6-10	Count	2	4	1	1	7
	%	25.0	50.0	12.5	12.5	100.0
	%	7.4	40.0	4.8	8.3	11.4
11-20	Count	5	3	1	1	10
	%	50.0	30.0	10.0	10.0	100.0
	%	18.5	30.0	4.8	8.3	14.3
21-30	Count	11	0	0	0	11
	%	100.0	0.0	0.0	0.0	100.0
	%	40.7	0.0	0.0	0.0	15.7
31-40	Count	1	0	0	0	1
	%	100.0	0.0	0.0	0.0	100.0
	%	3.7	0.0	0.0	0.0	1.4
41-50	Count	1	0	0	0	1
	%	100.0	0.0	0.0	0.0	100.0
	%	3.7	0.0	0.0	0.0	1.4
76-100	Count	1	0	0	0	1
	%	100.0	0.0	0.0	0.0	100.0
	%	3.7	0.0	0.0	0.0	1.4
Total	Count	27	10	21	12	70
	%	38.6	14.3	30.0	17.1	100.0
	%	100.0	100.0	100.0	100.0	100.0



These results once more point to the substantial difference in size of the libraries providing services to Indonesian higher education institutions, and the parlous state of at least some of them in terms of their professional services. Five (7.1%) of the library managers reported that their institution has no professionally qualified staff. This was the case for three of the higher schools, and one each of the institutes and polytechnics.

Furthermore, the majority of libraries categorised as 'Higher schools' (76.2%, N=16) and 'Polytechnic' (75%, N=9) have only '1-5' professional librarians. These low numbers of professional staff are indicative of small libraries and inadequate staffing. The majority of 'Institute' libraries (70%, N=7) have in the range of '6-20' professional staff, while those in the 'University' category have 51.8% of libraries with more than 20 professional staff. Irrespective of any other indicators of size or quality these figures suggest that university libraries are far better prepared to meet the service needs of users than other categories of higher education libraries in Indonesia.

Looking at the total of respondents, the data indicates the generally small size of Indonesian academic libraries, with nearly half (54.2%) of the responding libraries having less than 5 permanent professional staff, and nearly two-thirds (65.6%) having less than 10 permanent professional staff. The result of 19.9% of responding libraries having over 20 professional staff, can be compared to the Australian neXus2 survey whereby 60% of the university libraries reported a professional staff in excess of 20.

The small numbers of staff available to the Indonesian academic libraries suggests that they may have limited capacity to develop highly formalized or structured programs of internal training, or the financial capacity to afford regular external training. It is also likely to be difficult for individuals working in many of these libraries to develop high degrees of workplace specialisation, and this will in turn have implications for their CPD needs.

Question 16 asked respondents for their perception of their employing organisation and aspects of its approach to staff development, and to other issues related to workplace status. These matters were put in the form of statements or propositions to which respondents were requested to indicate their response on a five-point scale from 1= ‘Strongly disagree’; to 5= ‘Strongly agree’.

Table 5.37: *Perception of library managers regarding organisational support (ranked)*

	N	Min.	Max.	Mean	SD
Empowering professional library staff is important to the organisation	70	3	5	4.56	0.53
Organisation promotes a culture of trust and cooperation between employees and employers	69	3	5	4.54	0.58
Female and male professional library staff are treated equally	69	2	5	4.46	0.76
Organisation involves professional library staff in most decisions that affect them directly	70	2	5	3.99	0.71
Most professional library staff are highly motivated	70	2	5	3.87	0.68
Most professional library staff perform quality work	69	2	5	3.86	0.73
Absentee rates are of great concern	70	1	5	3.83	1.04
Organisation practices family-friendly procedures	68	1	5	3.66	1.1
Organisation involves professional library staff in most high-level organisational decisions	70	1	5	3.49	0.97
Most professional library staff appear to be satisfied with their jobs	70	1	5	3.49	0.74

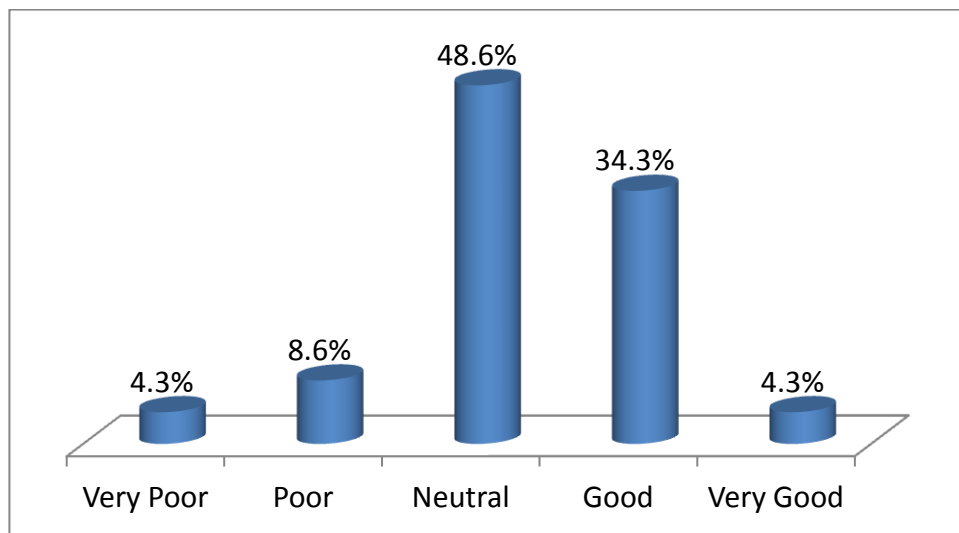
It is perhaps not surprising to find that the library managers generally report being satisfied with the organisational culture of their institution. This includes in key areas related to staff development, including that the ‘Organisation promotes a culture of lifelong learning’ (M=4.43); and ‘Empowering professional library staff is important to the organisation’. It seems, however, that the managers are considerably more satisfied with their organisations than with their staff, with the result for the proposition that ‘Most professional library staff perform quality work’ receiving a comparatively modest Mean of 3.86. The library staff were also rated comparatively low with regard to the claim they ‘are highly motivated’ (M=3.87), and in particular

with the proposition that they ‘appear to be satisfied with their jobs’. These responses therefore strongly suggest that there are some concerns held by library managers regarding the abilities and motivation of their professional staff.

### 5.3.1.3. Recruitment

Question 22 asked respondents to indicate their perception regarding their institution with regard to the opportunities given to professional library staff to experience and fill leadership roles in the organization. Respondents were asked to address the question using a five-point scale ranging from; 1 = ‘Very poor’, to 5 = ‘Very good’, with a ‘Neutral’ mid-point.

Figure 5.17: *Opportunity for leadership roles.*



The data reported in Figure 5.17 indicates that the majority of respondents perception of their organization in this regard is positive, as 50.0% (N=35) reported that their institution is ‘Good’ or ‘Very good’ in giving librarians the opportunity to experience and develop leadership roles. However, the very high ‘Neutral’ response of 41.4% (N=29) implies that many respondents are unsure or ambivalent, which may reflect that the issue is not high priority for their organization.

Question 23 asked the respondents to indicate whether the need for their institution to recruit new professional librarians has changed over the most recent five years.

Figure 5.18 provides an account of all responses, and these are cross-tabulated by categories of libraries in Table 5.38.

Figure 5.18: *Five year change in need to recruit new professional librarians*

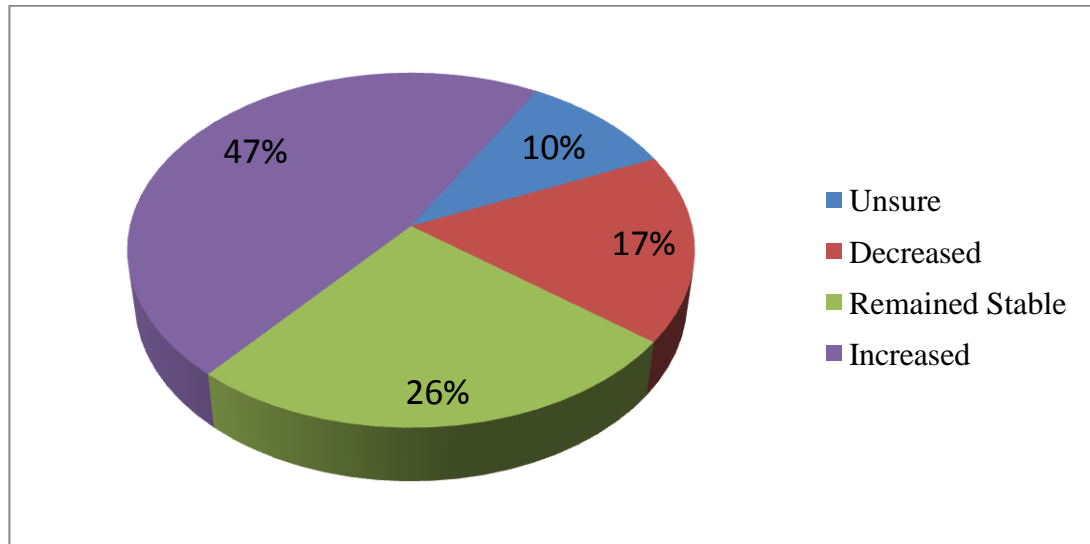


Table 5.38: *Five year change in need to recruit new professional librarians: by type of institution*

		Type of higher education institution					
		University	Institutes	H/schools	Polytechnic	Total	
Unsure	N	4	1	2	0	7	
	%	14.8%	10.0%	9.5%	0.0%	10.0%	
Decreased	N	6	1	4	1	12	
	%	22.2%	10.0%	19.0%	8.3%	17.1%	
Remained Stable	N	5	3	4	6	18	
	%	18.5%	30.0%	19.0%	50.0%	25.7%	
Increased	N	12	5	11	5	33	
	%	44.4%	50.0%	52.4%	41.7%	47.1%	
		N	27	10	21	12	70
		%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 5.38 shows that most frequent response of library managers (N=33, 47.1%) is that their institutions have an increased need to recruit new professional librarians as compared to five years previously. In all 72.8% of the respondents reported that their

organization had either experienced an increase figured demand or no change over the five year period. This response is reasonably stable across the four categories of academic libraries.

Question 24 asked respondents to indicate whether their ability to recruit professionally qualified librarians had altered over the same five-year period. In this case they were provided with a five-point scale ranging from; 1 = ‘Much more difficult’, to 5 = ‘Much easier’.

Figure 5.19: *Five year change in ability to recruit qualified librarians*

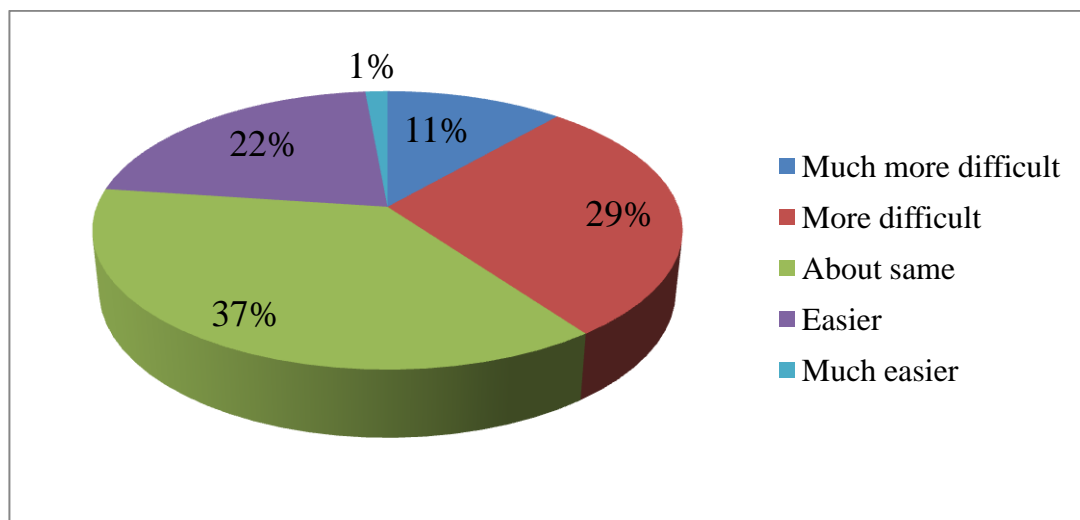


Figure 5.19 reports that respondents have different experiences in this regard. For whereas the most frequent single response was ‘About the same’ (37%), 40% reported that it had either become ‘More difficult’ or ‘Much more difficult’, and 23% that it had either become ‘Easier’ or ‘Much easier’.

Question 25 required respondents to rate their organization according to its current ability to recruit professionally qualified librarians. They were provided with a five-point scale ranging from; ‘1 = Very poor’, to ‘5 = Very good’.

Figure 5.20: *Organization's ability to recruit qualified librarians.*

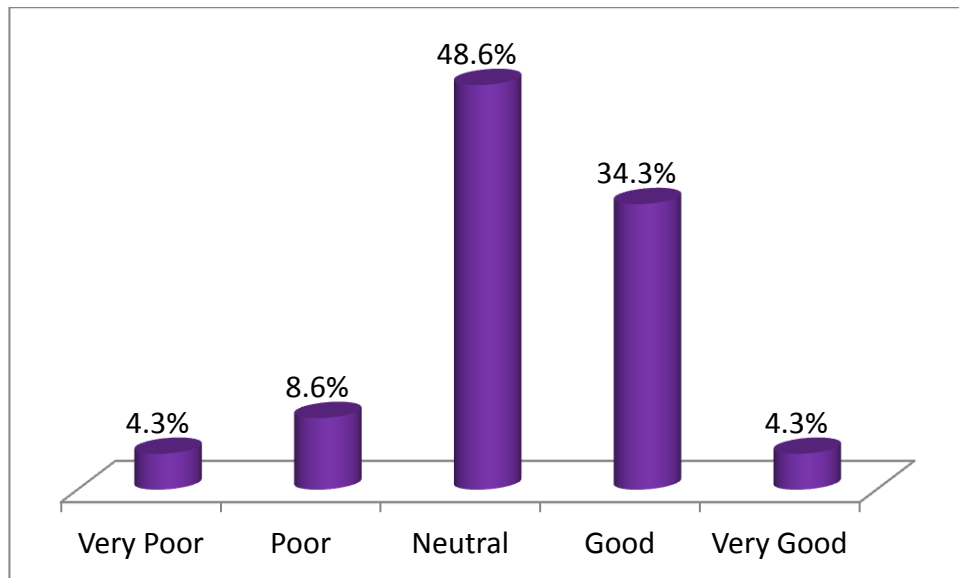


Figure 5.20 indicates that according to the most common response of ‘Neutral’, many libraries (N=34, 48.6%) have no firm opinion in this regard. However, of those respondents who did record an opinion the response was on the positive side of the scale 38.6% (N=27) of respondents indicating that their circumstances are either “Good” or ‘Very good’ with regard to recruitment. This suggests that the supply of qualified librarians may be greater than the demand.

Question 26 asked respondents to use a five-point scale to rate from, 1 = ‘Not at all’, to 5 = ‘To a Great Extent’, a series of issues that influence their ability to recruit qualified library staff. Eleven items were presented for their assessment.

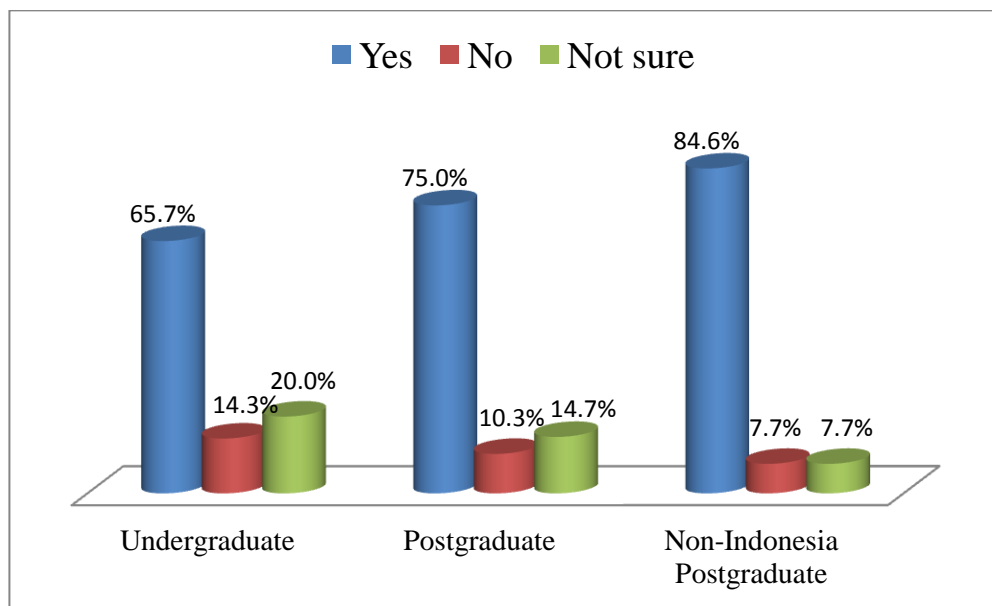
Table 5.39: *Issues in recruiting qualified library staff (ranked by Mean)*

	N	Min.	Max.	Mean	Std. Deviation
Applicants declining job offers	63	2	5	3.90	1.187
Geographical location	64	1	5	3.70	1.178
Small size of library/information service	64	1	5	3.39	1.432
Inadequate pool of qualified candidates	67	1	5	3.12	1.354
Inadequate pool of interested candidates	67	1	5	3.00	1.337
Competition from other sectors for library staff	62	1	5	2.98	1.152
Inadequate remuneration offered to library staff	63	1	5	2.83	1.397
Inadequate education provided by library programs	65	1	5	2.82	1.368
Lack of a dedicated HR unit in the organisation	63	1	5	2.62	1.156
Budget restraints	64	1	5	2.44	1.367
Restricted recruitment policies in organisation	64	1	5	2.31	1.153

Table 5.39 points to the impact of ‘Geographical location’ as a factor that negatively impacts upon the capacity of a number of Indonesian academic libraries to recruit qualified staff. As has been noted previously higher education institutions—particularly those that are larger and more reputable—are centralized in Java and other larger islands, and there is a considerable challenge to more isolated institutions to attract suitably qualified and skilled applicants. The ‘Small size of library/information service’ is also seen as a disincentive or impediment to attracting qualified applicants, and this is again likely to have some association with geographic remoteness for these public institutions. The issue of an ‘inadequate pool of qualified applicants’ was also a concern for a number of the respondents, suggesting that in at least some cases a qualification barrier is preventing recruitment, although in this case it is unclear whether this specifically referring to LIS qualifications or some other qualification that might be considered (by some libraries) to be sufficient for an academic library appointment. It is interesting to note that ‘Budget restraints’ was ranked quite low (M=2.44) as an issue affecting recruitment, suggesting that to the library managers it is far from being a primary concern in comparison to the available pool of qualified and willing applicants.

Questions 31, 33, and 34 were a series of related questions asking the library managers to record their perception of undergraduate, postgraduate, and non-Indonesian postgraduate LIS programs, and the capacity of these various programs to equip new graduates with the knowledge, skills and attributes required to work as a professional library staff member in their organization.

Figure 5.21: *Library managers' perception of graduates from LIS courses*

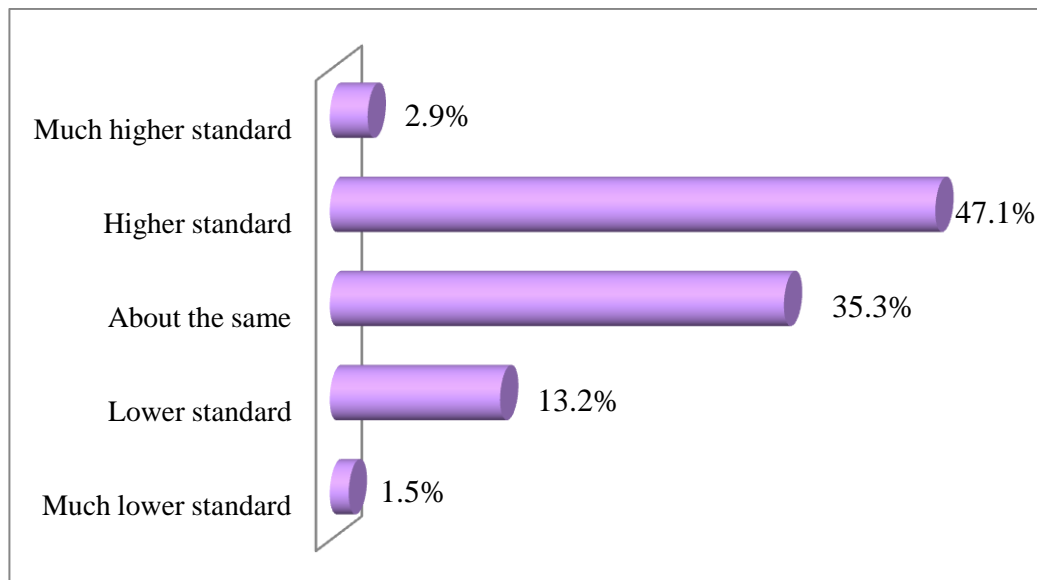


The results indicate that the majority of respondents agree that new graduates are equipped with the necessary knowledge and skills to work in their organization, irrespective of the course from which they have graduate. However, a difference emerges when comparing the results for; LIS undergraduate in Indonesia (65.7% approval); LIS postgraduate from Indonesia (75.0%); and LIS postgraduate from overseas (84.6%). These results suggest a belief amongst respondents that non-Indonesian educated graduates are better prepared for academic library work than their Indonesian educated counterparts. Furthermore, with regard to the Indonesian graduates these figures also indicate a measurable preference for those with a postgraduate qualification over those with an undergraduate qualification.



Question 32 asked respondents to rate the quality of the applicants for new professional library positions with undergraduate (Bachelors) qualifications as compared to five years previously.

Figure 5.22: *Quality of Bachelors applicants compared to 5 years previously*



Although 35.3% of respondents rated the quality of Bachelors level applicants as being 'About the same', a greater number of respondents (50%) rated them as either 'Higher standard' or 'Much higher standard'. These results indicate that many library managers have detected a trend towards an improving quality of Indonesian LIS education at the undergraduate level over the five year period.

Question 36 asked respondents to indicate the extent to which their organization has input into the curriculum content in any of the Indonesian LIS courses.

Figure 5.23: *Input into curriculum content*

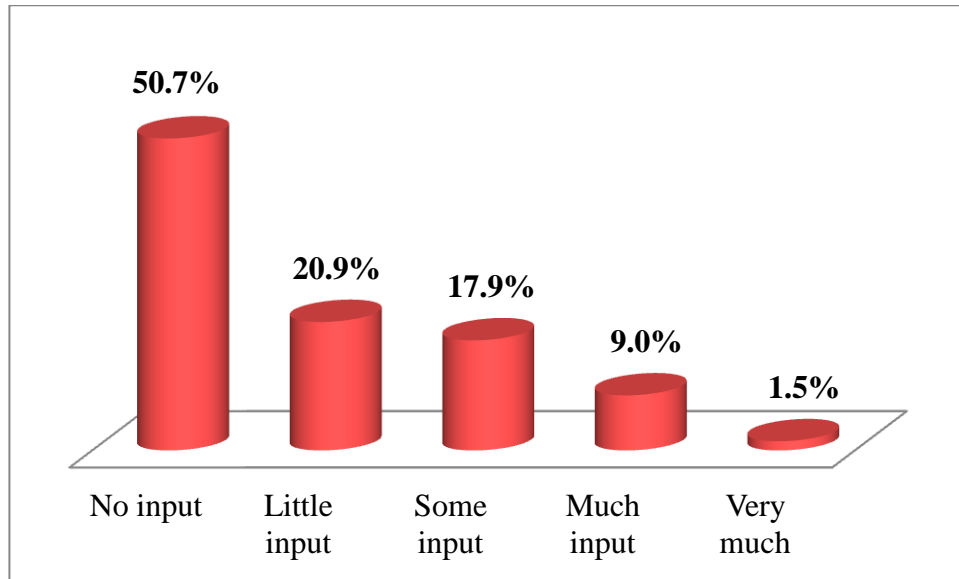


Figure 5.23 indicates that over half of the respondents (50.7%) stated that they have ‘No input’ (50.7%), and another 20.9% that they have and ‘Little input into LIS curriculum’. While these results suggest that there is a gulf between educators and the senior professional ranks when it comes to designing curriculum, the result is also far from universal, with 28.4% reporting that they have at least some level of influence over LIS curriculum.

#### ***5.3.1.4 Continuing professional development***

Responding library managers were asked to indicate (Question 37) the approach taken (i.e. the degree of formality) by the library they manage to the task of staff development.

Table 5.40: *Existence of a staff development program*

	n	%
Has a planned staff development program	41	59.4
Has an informal approach to staff development	15	21.7
Regards staff development as primarily the responsibility of individual staff members	13	18.8
Total	69	100.0

The responses indicate that the majority of library managers (59.4%) reported that their library ‘Has a planned staff development program’, with a further 21,7% indicating their library has an ‘informal’ approach to staff development. Only 18.8% of the managers report leaving staff development to the individual staff members.

Respondents were asked (Question 38) whether their organisation has a ‘formal strategic planning document’ (*dokumen perencanaan strategis formal*). This question was intended to elicit further information regarding the extent to which planning (including human resource planning) is formalised within their organisation.

Table 5.41: *Organisation has a formal strategic planning document*

	n	%
Yes	43	62.3
No	20	29.0
Unsure	6	8.7
Total	69	100.0

These results indicate that the majority of responding libraries (62.3%) have a formal strategic planning document, while some 37.7% either do not have such a document or are unaware of its existence. A formal strategic plan would normally include consideration of matters related to staff development and may therefore serve as a precursor to a planned approach to staff development. For example of the Australian libraries responding to the neXus2 survey, 90% of the university libraries had a strategic plan, and 85% of all libraries surveyed reported that staff development had either a ‘Medium’ or ‘High’ priority in their strategic plan. The neXus2 survey also reported that 75% of Australian academic libraries have a “formally stated policy on staff development” (p. 78), suggesting that Australian libraries are far more likely than Indonesian libraries to have the benefit of a formal policy document in directing the staff development activity.

Respondents were asked to assess (Question 39) the level of the priority given to staff development priority in the strategic plan.

Figure 5.24: *Staff development priority in strategic plan*

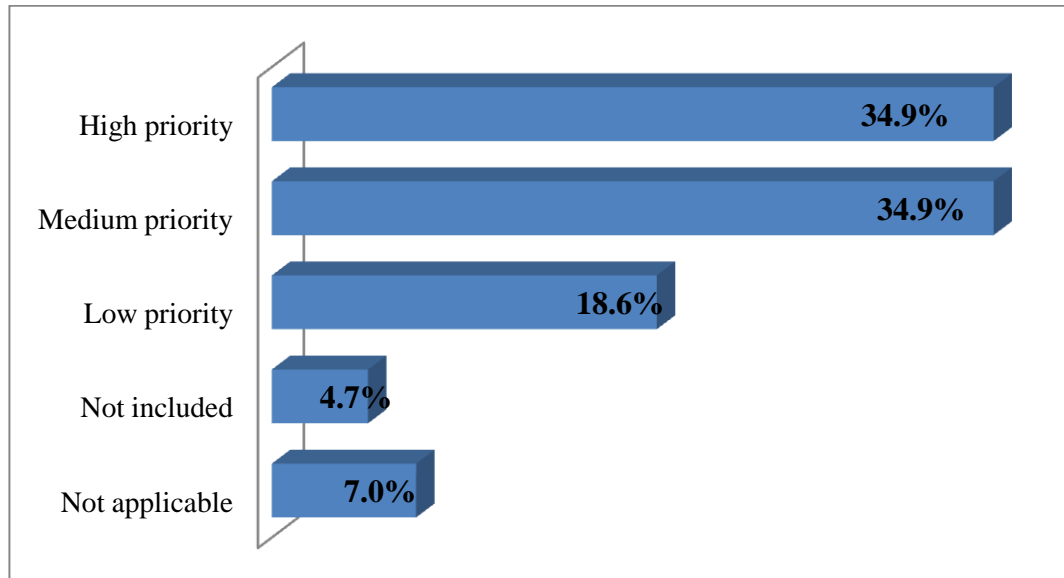


Figure 5.24 indicates that the majority of respondents believe that staff development is given a ‘High priority’ (34.9%) or ‘Medium priority’ (34.9%) in their organisation’s planning. This is a generally positive assessment of the place of staff within in their organisation.

The library manager respondents were asked (Question 40) if they evaluate the effectiveness of their library’s staff development program.

Figure 5.25: Evaluate the strategic effectiveness of staff development program

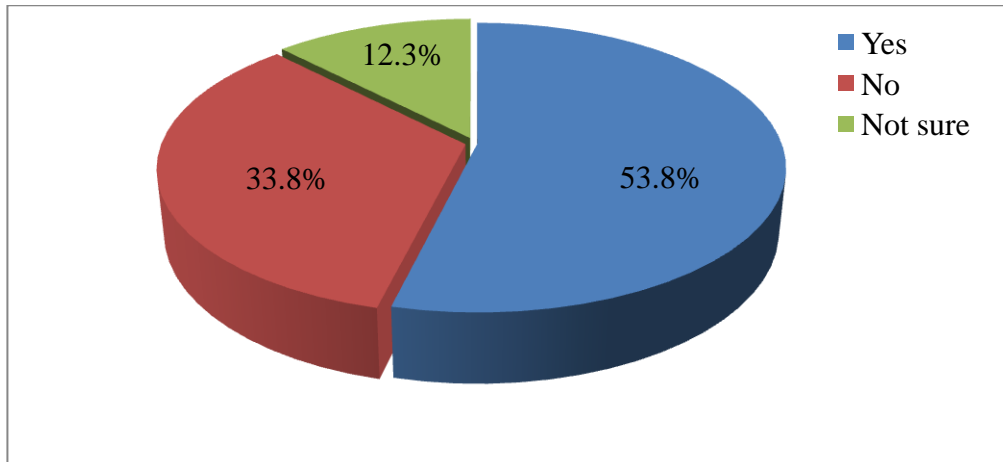


Figure 5.25 confirms that not all of the respondent's libraries evaluate the effectiveness of their staff development program. While 33.8% indicate that they do not undertake evaluation, it is interesting to note that a 12.5% are 'Not sure' as to whether evaluation is conducted.

Respondents who answered 'Yes' to Question 40, were asked further whether the evaluation attempts to measure the return on the organisation's investment in staff development.

Figure 5.26: Measuring the return on the organisation's investment in staff development

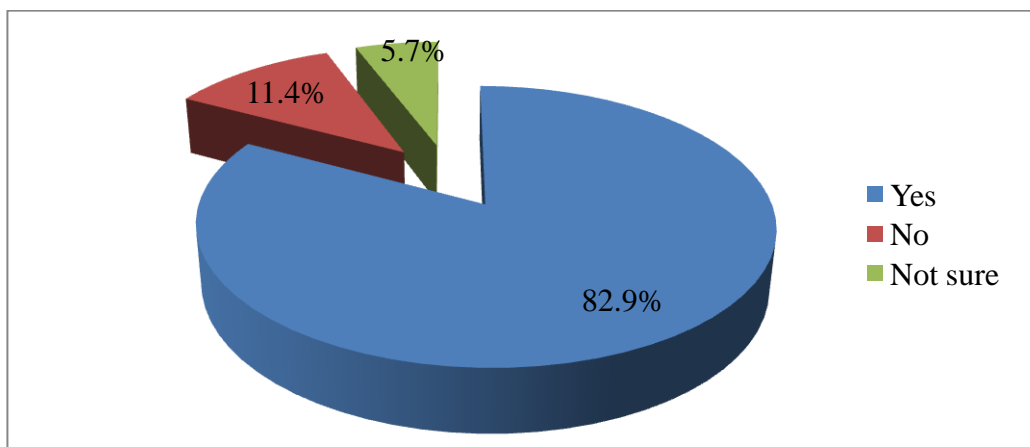


Figure 5.26 shows the positive action to the organization as 82.9% of respondents indicate that they measure the return on the organisation’s investments in staff development.

On the assumption that the existence of a relevant formal policy would be an indicator that an organisation is concerned about staff development, respondents were asked (Question 42) if their library has a formally stated policy on staff development.

Table 5.42: *Formal policy on staff development based on the type of higher education*

Library has a formally stated policy on staff development		Type of Higher Education				Total
		University	Institutes	Higher schools	Polytechnic	
Yes	N	16	3	5	6	30
	%	61.5%	30.0%	23.8%	54.5%	44.1%
No	N	9	4	14	3	30
	%	34.6%	40.0%	66.7%	27.3%	44.1%
Not sure	N	1	3	2	2	8
	%	3.8%	30.0%	9.5%	18.2%	11.8%
Total	N	26	10	21	11	68
	%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 5.42 reports that the number of respondents answering ‘Yes’ (44.1%) and ‘No’ (44.1%) with regard to the existence of a formal policy on staff development was identical. However, looking at the detail of the institutions represented in these two sets of responses, differences can be discovered. Notably it can be seen that universities and polytechnics are considerably more likely (61.5% and 54.5% respectively) to have such a policy than Institutes or Higher Schools (25.8% combined). This indication of a greater commitment to staff development from these organisations is not surprising. As noted previously with regard to other questions, the greater number of staff employed by these libraries and the generally greater resources at their disposal puts them in a better position to take a more organised and formal approach to meeting staff training needs.

Question 48 and Question 49 asked respondents to report the percentage of their budget allocated to staff development on the basis that a further indication of an organisation’s commitment to staff development is likely to be provided by the extent of funding provided for this purpose.

Table 5.43: *Budget allocation for staff development*

Quantum	Budget allocation for staff development					
	Yes (n, %)		No (n, %)		Unsure (n, %)	
	-	-	25	39%	8	13%
0% - 5%	24	38%	0	0%	0	0%
6% - 10%	5	9%	0	0%	0	0%
11% - 15%	1	2%	0	0%	0	0%
Total	30	48%	25	39%	8	13%

Responding library managers indicate that 30 (48%) of the libraries have a budget allocation for staff development. It is interesting to note, however, that some 13% of the respondents were ‘Unsure’ about the matter, suggesting that the concept might be foreign to them. It might also be safe to assume that the libraries that either don’t have an allocation for staff development or are ‘Unsure’ are those that are likely to spend less of their resources in this way. Of the 30 libraries that do have a budget allocation for staff development, 24 (80%) allocate less than 5% of their budget for this purpose.

In order to assess the number of hours spent on staff development activities, respondents were asked to indicate the ‘average hours per annum that individual staff members spend in staff development activities’

Figure 5.27: Average hours per annum of staff development activities

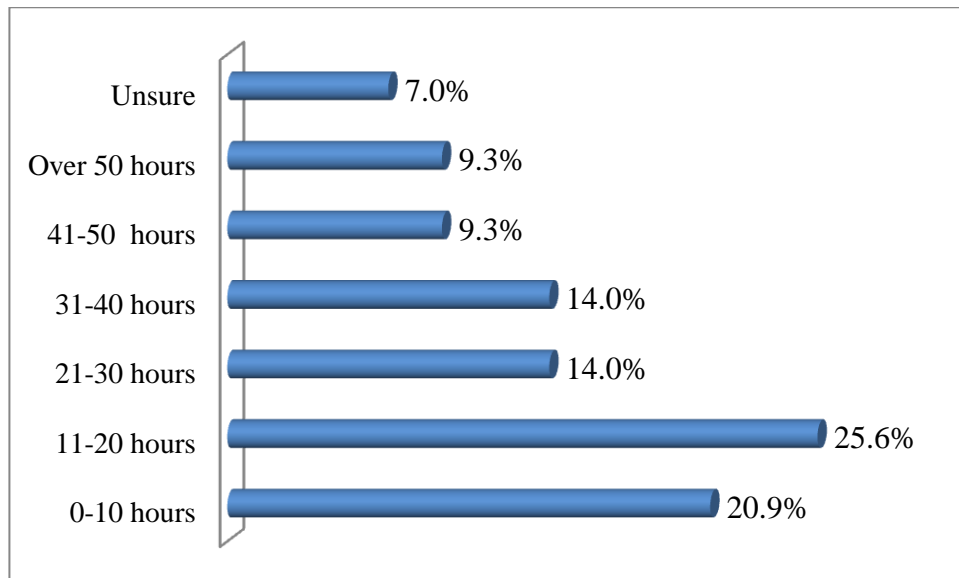


Figure 5.27 reports that 46.5% of respondents indicated that their staff spend on average less than 20 hours per annum of CPD; while a similar number (46.6%) of respondents indicated that their staff spend in excess of 20 hours. This latter figure includes some examples (9.3%) reporting that their staff spend in excess of 50 hours engaged in CPD.

Respondents were provided with a list of continuing professional development activities (Question 53) and asked to indicate the frequency with which they were undertaken by staff with support from the organization.



Table 5.44: *Frequency of activities funded by staff development program (ranked by regular attendance)*

	R	%	O	%	N	%	Total
Seminars/workshops	16	23.9	47	70.1	4	6.0	67
Visits to other library and information services	14	21.9	43	67.2	7	10.9	64
Job exchanges within the organisation	14	21.5	28	43.1	23	35.4	65
In-house short courses with internal trainers	12	18.8	38	59.4	14	21.9	64
Orientation/induction programs	12	19.0	26	41.3	25	39.7	63
Attendance at pre- or post-conference workshops	11	17.2	48	75.0	5	7.8	64
Attendance at conferences	11	17.2	41	64.1	12	18.8	64
On-the job training programs	7	11.5	34	55.7	20	32.8	61
External study courses (diploma, degree etc)	5	7.7	44	67.7	16	24.6	65
In-house short course with external trainers	5	7.8	43	67.2	16	25.0	64
External short courses	4	6.1	44	66.7	18	27.3	66
Attendance at continuing professional education events	4	6.2	31	47.7	30	46.2	65
Guest speakers	3	4.8	41	65.1	19	30.2	63
Staff exchanges with other organisations	1	1.6	22	34.9	40	63.5	63

R: Regular, O : Occasional, N : Never

Responses indicate that a variety of professional development activities are supported by staff development programs. ‘Seminars/ workshops’ (91% ‘Regular’ or ‘Occasional’) and ‘Visits to other library and information services’ (89.1% ‘Regular’ or ‘Occasional’) stood out as being the most commonly used forms of staff development.

Other responses were notable for the number of libraries that report they ‘Never’ use them for the purpose of staff development. In particular this is the case for ‘Job exchanges within the organisation’ (35.4% ‘Never’), and ‘On the job training

programs' (32.8% 'Never'). This is despite these two methods of skill development being amongst those which are reported to be used most widely on a 'Regular' basis. This discrepancy may be explained by the number of small libraries represented in the questionnaire responses, with these libraries finding they have little capacity to undertake these forms of staff development widely used within larger libraries. It is less easy to justify or explain the low use of 'Orientation / induction programs', with 39.7% of managers reporting these are never used in their library. This seems quite remarkable for a seemingly critical form of staff development.

Table 5.44 also provides data regarding the use of internal or external training, with twelve managers reporting they make 'Regular' use of internal trainers to run short courses, as opposed to only five managers reporting a similar level of use of external trainers for the same purpose. In addition four managers reported relying upon 'External short courses'. An additional question (Question 55) further investigated the areas of skill development for which libraries rely upon internal training and those for which they use external training or trainers. This was considered relevant as it would provide some evidence of those skills for which managers felt were already available within their current staff and those for which it was felt necessary to rely upon external knowledge. The results of these questions are reported in Tables 5.45 and 5.46.

Respondents were asked to indicate whether staff attend various categories of internal courses as listed in Table 5.45.

Table 5.45: *Internal training (ranked by 'Regular')*

	R	%	O	%	N	%
Technology skills training	7	10.9	45	70.3	12	18.8
Management training	5	8.1	46	74.2	11	17.7
Job-oriented skills training (excluding technology)	5	7.9	46	73.0	12	19.0
Customer-service related training	5	7.8	45	70.3	14	21.9
Personal/career development	5	7.8	41	64.1	18	28.1
Other professional development (e.g. subject specialty, library issues)	4	6.5	49	79.0	9	14.5

R: Regular, O : Occasional, N : Never

For all of the six nominated areas of training there appears to be capacity to use internal sources of training. For five of these areas there is internal training conducted on a 'Regular' or 'Occasional' basis by at least 75% of the responding libraries. For each of the six areas of training, however, at least some libraries indicated that they the 'Never' provide training. These responses are very likely to be drawn from those 13 libraries (see Table 35) that undertake no active staff development and regard it as the responsibility of the individual staff member. It is also noticeable that some respondents failed to reply to this question (or elements of it) indicating that they are also unlikely to be actively engaged in training in the nominated area.

Respondents were also asked a similar question (Question 54) with regard to the use of external courses.

Table 5.46: *External training (ranked by ‘Regular’)*

	R	%	O	%	N	%
Personal/career development	6	9.2	40	61.5	19	29.2
Job-oriented skills training (excluding technology)	4	6.1	51	78.5	10	15.4
Customer-service related training	4	6.1	47	72.3	14	21.5
Management training	3	4.6	49	75.4	13	20.0
Other professional development (e.g. subject specialty, library issues)	3	4.5	53	80.3	10	15.2
Technology skills training	2	3.0	56	84.8	8	12.1

R: Regular, O : Occasional, N : Never

The data for external training appears to be broadly consistent with that for internal training, at least with regard to the balance between the categories of ‘Regular’, ‘Occasional’ and ‘Never’. The responses indicate that for many libraries external training is an option that is used on an ‘Occasional’ basis at least for many of these areas.

It is relevant to note that whereas seven libraries undertake ‘Regular’ internal training related to ‘Technology skills’ (the most frequent skill subject to regular internal training), only two libraries reported regularly using external training in this regard (the fifth most frequent use of external training). It is, however, difficult to know exactly what is implied by this discrepancy. It may reflect that libraries feel they have capacity to provide internally-sourced training in this skill area, or it might simply reflect a constant need in this area which can only be met by relying upon workplace based trainers.

Respondents were asked (Question 58) to indicate their library’s highest priority (*prioritas utama*) for staff development in the ‘next 2-3 years’.

Table 5.47: *Priority for staff development over the next 2-3 years (ranked)*

	N	%
Developing IT skill	19	47.5
Continuing LIS Education	12	30.0
Customer services	5	12.5
Management	2	5.0
Research	1	2.5
Leadership	1	2.5
Total	40	100.0

Only 40 responses were received to this question, perhaps indicating that for a number of these library managers there is no designated priority with regard to staff development. Nearly half (47.5%) of those managers that did respond nominated ‘Developing IT skill’ as their foremost priority. It is interesting to note that the second most common response (30%) was ‘Continuing LIS education’. This suggests that there is recognition by these managers that many of their staff may be lacking the necessary basic education required to prepare them for the workplace. As noted earlier this is problem in Indonesia (and very likely other developing countries) where entry-level education can fall below the desired standard for a number of reasons.

A question (Question 59) asked respondents to indicate whether the amount of staff development available to their staff had, ‘Increased’; ‘Decreased’, or ‘Remained stable’ over the past five years.

Table 5.48: *Change in amount of staff development over the past five years*

	n	%
Increased	39	72.2
Remained Stable	11	20.4
Decreased	0	0.0
Unsure	4	7.4
Total	54	100.0

A majority of respondents (72.2%) reported that the amount of staff development activity has ‘Increased’, while 20.4% indicated that the amount has ‘Remained stable’. None of the responding library managers indicated that there had been a decrease in staff development during this period. These results indicate that in the opinions of the library managers there has been a considerable upswing in CPD activity in this period.

Respondents were asked to indicate the increased use of ICT in the library and information services sector has impacted on the staff development program. The five point scale ranged from; 1 = ‘Not at all’, to 5 = ‘To a great extent’, with a ‘Neutral’ mid-point.

Figure 5.28: *Impact of increased ICT use on staff development program*

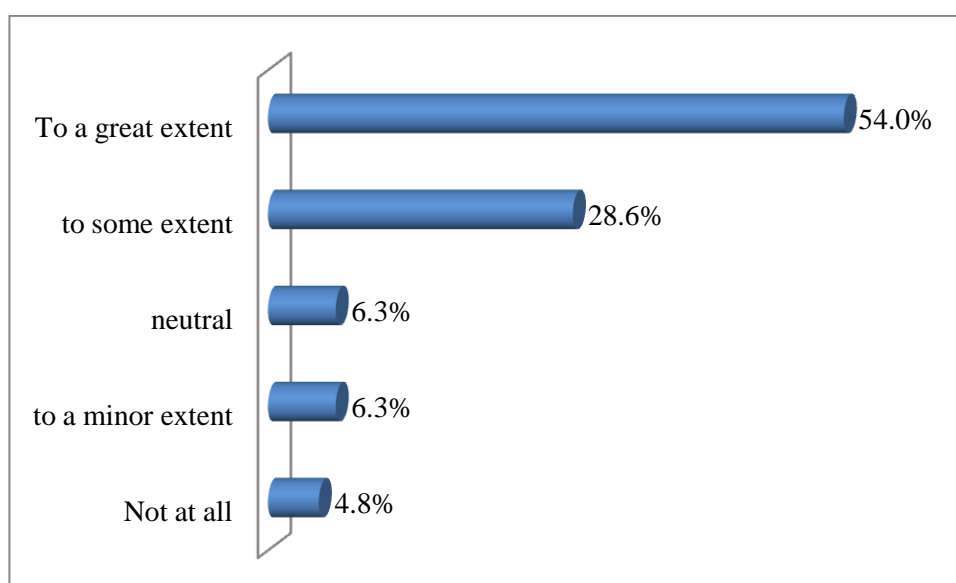


Figure 5.28 shows that the majority of respondents indicate ‘To a great extent’ (54.0%) and ‘To some extent’ (28.6%) with regard to the impact of ICT on the library’s staff development program. This suggests that CPD has an important role to play in dealing with the rapid implementation of ICT in the libraries.

Respondents were asked (Question 64) to indicate the various strategies that are employed by their library to encourage or support participation in staff development activities. They were invited to indicate more than one strategy. Responses were received from 47 library managers.

Table 5.49: *Strategies used to encourage/ support staff development (ranked)*

	n	%
Travel costs	36	76.6
Accommodation costs	31	66.0
Daily sustenance allowance	30	63.8
Payment of attendance fees or registration	30	63.8
Paid time	26	55.3
Payment of university course fees	21	44.7
Enhanced opportunity for promotion	14	29.8
Time off for attending classes	10	21.3
Sabbatical/ professional development leave	7	14.9
Time off for study in distance education program/online	7	14.9

The responses to this question indicate that libraries are employing a number of strategies to encourage or support staff development. Those that are most widely used involve the library paying some of the costs associated with attendance, with over 60% of the respondents indicating that their library will be responsible for expenses related to travel, accommodation, daily sustenance, or course fees/registration costs.

It is relevant to note that only 26 (55%) of the library managers indicated that their organisation would provide for paid time for staff to undertake staff development.

This suggests that staff of some libraries may sacrifice salary in order to participate in staff development activities (that is, they do it on their ‘own time’).

The provision of support for formal education noted earlier is also in evidence in the responses to this question, with 44.7% of the managers reporting that their library pays the associated fees and 21.3% indicating that they will be allowed to have ‘time off’ in order to attend. There is again a ‘gap’ here, however, between the payment of fees and the provision of time, with staff of some libraries apparently attending formal course on their own time.

These responses can be compared to those received from the Australian-based neXus2 survey, where 100% of the responding university libraries reported that they provide for coverage of costs associated with travel, accommodation, course fees/registrations, and paid time away from the workplace. Of the Australian libraries 80% provide a ‘Daily sustenance allowance’.

### **5.3.2. Inferential analysis**

The library managers’ attitudes towards key aspects of current and future LIS education are examined using their perception of three key areas: education (*Pendidikan*); skills and experience (*Ketrampilan dan Pengalaman*); and professional engagement (*Sikap dan Atribut*). Respondents were asked to provide ‘Preferred’ and ‘Actual’ responses with regard to a number of criteria grouped within these three factors. The available responses were ranged on a five point scale from; 1 = ‘Strongly disagree’, to 5 = ‘Strongly agree’. The analysis of the data is undertaken using a Paired *t*-test.



On the basis that education qualifications are a predictor of workplace capacity respondents were asked to provide their ‘Preferred’ and ‘Actual’ response to six criteria relating to education.

Table 5.50: *Education*

		Mean	N	SD	<i>t</i>	<i>p</i>
Pair 1	It is important to have an undergraduate library qualification (Preferred)	4.47	70	.557	8.496	.000
	Most applicants have an undergraduate library qualification (Actual)	3.36	70	1.155		
Pair 2	It is important to have a postgraduate library qualification (Graduate Diploma or Masters)	4.17	70	.742	7.490	.000
	Most applicants have a postgraduate library qualification (Graduate Diploma or Masters)	3.01	70	1.280		
Pair 3	It is important to have an undergraduate degree in a specific discipline	3.91	70	.864	5.191	.000
	Most applicants have an undergraduate degree in the specific discipline we are seeking	3.27	70	1.076		

A Paired *t*-test was performed to examine the differences between items, for responses indicating the ‘Preferred’, as compared to those indicating the ‘Actual’. The significant *t* shows that the ‘Preferred’ responses are distinctly different from the ‘Actual’ for three of the six criteria as reported in Table 5.50. The Table reports significant differences between Mean score for ‘It is important to have an undergraduate library qualification’ (‘Preferred’ response), and of ‘most of the applicants have an undergraduate library qualification’ (‘Actual’ response) ( $t_{(70)} = 8.496, p .000$ ). Similarly, the Mean scores for the item, ‘It is important to have a postgraduate library qualification (Graduate Diploma or Masters)’, and for ‘Most applicants have a postgraduate library qualification (Graduate Diploma or Masters)’, were significantly different ( $t_{(70)} = 7.490, p .000$ ).

Finally, significant difference was found between Mean score for, 'It is important to have an undergraduate degree in a specific discipline', and for 'Most applicants have an undergraduate degree in the specific discipline we are seeking' ( $t_{(70)} = 5.191, p .000$ ). In all three cases therefore there is a measurably significant difference between what the library managers perceive as the preferred and actual state of affairs. That for each case the Mean for the 'Preferred' is higher than the Mean for the 'Actual' indicates that respondents' perception of the preferences with regard to their preferences to applicants' preparation for working in a library exceeds their actual level of preparation by a significant amount.

The *t-test* indicates that the Mean for 'having an undergraduate library qualification' is the highest ( $t = 8.496$ ), as compared to 'a postgraduate library qualification' (graduate diploma or masters) ( $t = 7.490$ ) and 'having an undergraduate degree in a specific discipline' ( $t = 5.191$ ). This indicates that the undergraduate qualification has the highest differences between preferred and actual.

Table 5.50 also reports that the highest preferred and actual Mean among the three pairs is that applicants should have an undergraduate qualification. This indicates that respondents have high level of expectation that applicants will have at least an undergraduate qualification.

Respondents were asked (Question 28) to indicate preferred and actual responses with regard to applicants' key skills and experience.

Table 5.51: *Skills and experience (ranked by t)*

		Mean	N	SD	t	p
Pair 1	It is important to have excellent technology skills	4.52	69	.532	6.989	.000
	Most applicants have excellent technology skills	3.59	69	1.116		
Pair 2	It is important to have excellent communication skills	4.41	70	.551	6.545	.000
	Most applicants have excellent communication skills	3.69	70	.956		
Pair 3	It is important to have excellent managerial skills	4.12	68	.764	5.880	.000
	Most applicants have excellent managerial skills	3.38	68	.947		
Pair 4	It is important to demonstrate leadership potential	3.93	69	.828	5.143	.000
	Most applicants demonstrate leadership potential	3.33	69	.934		
Pair 5	It is important to have certain specialist skills	4.19	70	.621	3.873	.000
	Most applicants have the specialist skills we are seeking	3.76	70	.924		
Pair 6	It is important to have a number of years relevant experience	3.69	70	.894	3.582	.001
	Most applicants have a number of years relevant experience	3.26	70	.896		
Pair 7	It is important to have excellent interpersonal or 'people' skills	4.00	70	.681	3.315	.001
	Most applicants have excellent interpersonal or 'people' skills	3.64	70	.799		
Pair 8	It is important to have certain generalist skills	3.87	70	.588	3.150	.002
	Most applicants have the generalist skills we are seeking	3.51	70	.880		

Table 5.51 shows eight 'Preferred' and 'Actual' pairs of skills and experiences as assessed for applicants for professional positions in academic libraries. Paired *t*-test was performed to examine the differences between these items.

The results indicate that the difference between preferred and actual of the skills and experiences on the eight pairs are very significant. Examining the Mean differences on the *t-test*, the greatest difference was recorded with regard to technology skills, where the difference in the Mean scores for the ‘Preferred’ (‘It is important to have excellent technology skills’), and the ‘Actual’ (‘Most applicants have excellent technology skills’) was ( $t_{(69)} = 6.989, p .000$ ). The second greatest difference is in the area of communication skills where again a significant difference was recorded ( $t_{(70)} = 6.545, p .000$ ). This means that the gap between the preferred and actual of the applicants on the skills of information technology is the highest among other skills and experience.

It is also relevant to note that the next two greatest differences recorded, in the general areas of ‘management’ and ‘leadership’ both relate to the capacity of applicants to take on senior roles in the future. These judgements made by the respondents are reflecting on applicants who may be at the early stages of a career and therefore self-evidently not in a position to take up a leadership/management position. These responses are, however, interesting when considered in conjunction with other results that indicate there is a likely shortfall in education for these skills (see for example, Figure 5.11).

Respondents were asked (Question 30) to use similar ‘Preferred’ and ‘Actual’ responses to record their assessment of applicants’ level of professional engagement.

Table 5.52: *Professional engagement*

		Mean	N	SD	t	p
Pair 1	It is important to show dedication to the profession	4.25	69	.991	5.362	.000
	Most applicants show dedication to the profession	3.48	69	1.183		
Pair 2	It is important to be committed to organisational goals	4.35	69	.983	6.316	.000
	Most applicants are committed to organisational goals	3.62	69	1.045		
Pair 3	It is important to be committed to professional development/ continuing education	4.26	69	.852	4.296	.000

	Most applicants are committed to professional development/ continuing education	3.74	69	1.052		
Pair 4	It is important to be interested in contributing to the profession	4.09	69	.903	4.179	.000
	Most applicants are interested in contributing to the profession	3.59	69	1.034		

Table 5.52 indicates that applicants commit to organisational goals has significant differences between preferred and actual as between mean score of ‘It is important to be committed to organisational goals’ and of ‘Most applicants are committed to organisational goals’ were significantly different ( $t_{(69)} = 6.316, p .000$ ). The data indicates that among other professional engagement: dedication to the profession ( $t_{(69)} = 5.362, p .000$ ), committed to professional development/continuing education ( $t_{(69)} = 4.296, p .000$ ), and contributing to the profession ( $t_{(69)} = 4.179, p .000$ ), committed to organisational goals is the highest differences between the preferred and actual. This means that applicants have not fulfilled criteria requirement of library managers.

## **CHAPTER 6: COMPARISON WITH neXus RESULTS**

### **6.1. Introduction**

The purpose of this chapter is to present the comparison between the quantitative data gathered in response to the questionnaires and presented Chapter 5, and the data gathered from the Australian-based surveys, neXus 1 and 2. As noted in the discussion of the methodology in Chapter 4 the questionnaires from neXus 1 and 2 were modified for use in Indonesia and thereby formed the basis of the two questionnaires distributed to librarians and library managers. However, a number of the questions remained unchanged from those used in the neXus survey and these questions form the basis of this chapter. In this way it is possible to compare the librarians' and library managers' responses from the two countries in order to investigate the differences that might exist in practices and attitudes between a developing and a developed country.

It is noted at the outset that this comparative data requires interpretation and cannot necessarily be taken at 'face value'. Some of the underlying differences in existing professional expertise; education and status, plus broader differences in cultural practices, social circumstances and career expectations, that exist between the two countries, have undoubtedly influenced the responses in unpredictable ways. The extent of the social differences between Australia and Indonesia (and indeed between different parts or regions within Indonesia) was stressed by Peter Saunders (1992). Saunders noted the 'fatherly' (p.311) nature of the relationship that existed between Indonesian library managers and their staff. Saunder's assessment is supported by Geert Hofstede's theory of cultural dimensions, that describes some six 'social dimensions' that indicate the nature of relationships—including power relations—between individuals, organisations and society. In the critical dimension referred to as the 'power dimension index' Hofstede assigns a score which describes the way that individuals in unequal power relations relate to each other (Hofstede, 1984).

According to this calculation Indonesia is rated as a high power distance country (score 78), indicating that relations between managers and employees are likely to be directive, autocratic and paternalistic. Australia on the other hand is a moderate power distance country (score 36), indicating that workplace relations are more likely to be consultative and collegial, with individuals treated quite equally despite differences in rank.

It is therefore probable that the nature of Indonesian social and workplace relationship—quite unlike those typically found in the Australian workplace—will have influenced responses, and that the comparisons will reflect factors that are difficult to discern from the data alone. Nevertheless the comparisons are still useful in determining the points of difference (or indeed similarity) that are likely to indicate the presence of a distinction between the two national cohorts that is relevant to the goals of this research.

It is also noted that some of the data providing a comparison of the demographic features of the responding populations was included in Chapter 5, so a small amount of repetition is involved in the comparison presented in this chapter. The first section of the chapter will compare responses to the key questions in the questionnaire distributed to academic librarians; and the second section will compare responses to the key questions in the questionnaire distributed to academic library managers.

## 6.2 Academic librarians: Indonesia and Australia compared

### 6.2.1 Work functions performed

The different Mean responses regarding the work functions performed by academic librarians in the two countries are displayed in Table 6.1.

Table 6.1: *Work functions performed: comparison between Indonesia and Australia*

	Indonesia		Australia	
	N	Mean	N	Mean
<b>Collection</b>				

Development, evaluation and management	787	3.12	388	3.29
Copyright clearance	783	1.62	383	1.94
Electronic Licensing	777	1.83	385	1.65
Digitization of collections	785	3.02	386	1.69
<b>Public service and outreach</b>				
Reference, information services and research support	798	3.59	389	3.72
Instruction in information literacy, library use, library resources and research	793	3.46	386	3.59
Liaison activities	788	2.65	384	3.41
<b>Technical and bibliographic service</b>				
Database content management and organization	787	3.22	384	2.15
Creation and maintenance of bibliographic records	782	2.82	390	2.08
Interlibrary loan activities	792	2.50	381	1.67
Acquisition, receipt and payment	789	2.54	384	1.69
<i>Continued on Page 169.</i>				

<i>Continued from Page 168.</i>				
	Indonesia		Australia	
	N	Mean	N	Mean
Circulation and discharge of library resources	798	3.92	380	2.22
Sorting, shelving and filing of library resources	794	3.50	380	1.78
Bindery and materials processing	794	2.51	378	1.34
Repair and conservation of library resources	792	2.94	382	1.35
<b>Information technology</b>				
Library systems, hardware and software support	788	2.42	382	2.17
Network management and technical support	785	2.34	378	1.58
Web and/or intranet development and management	786	2.19	383	2.39
Database systems creation and management	782	2.28	383	1.70
<b>Administration and management</b>				
Human resources planning and management	785	2.52	382	2.36
Supervision and evaluation of personnel	784	2.57	385	2.82
Managing training and staff development	785	2.52	387	2.67
Organizational planning and decision making	784	2.45	387	2.89
Policy development	789	2.37	387	2.76
Budgeting and financial management	782	2.19	382	2.39
Managing space, facilities and building operations	787	2.50	379	2.16
Marketing and public relations	786	2.24	382	2.49
Fund raising and donor support	784	1.90	379	1.33
<b>Professional development and participation</b>				



Participation in professional organizations	784	3.03	387	2.87
Attending formal conferences, workshops and training events	792	3.36	396	3.20
Participating in informal workplace learning activities	791	3.49	394	3.63
Research and publishing in the field of library science	788	2.60	385	1.76

Table 6.1 indicates interesting findings regarding the work function performed by the respondents from Indonesia and Australia. In the collection domain, both countries have reported nearly similar—and apparently quite low—results with regard to the amount of engagement in *Electronic licensing* (Indonesia  $M = 1.83$ , Australia  $M = 1.65$ ) and *Copyright clearance* (Indonesia  $M = 1.62$ , Australia  $M = 1.94$ ), indicating that few librarians from either country are heavily involved in these tasks. It could, however, be postulated that the reasons for this are different, in that in Indonesia it may be due to the low penetration of digital technologies, while in Australia they are specialised tasks that are focused in a small number of staff with the relevant expertise.

It is, however, interesting to note that academic librarians from Indonesia report they are more likely to be engaged in *Digitization of collections* ( $M=3.02$ ) than their Australian counterparts ( $M=1.69$ ). It is not clear as to the reason for this unexpected discrepancy—it may relate to a different interpretations of exactly what is mean by ‘digitization’, or it may again be a result of a more specialised area of professional practice in Australia whereby a particular task is not evenly distributed a large staff. As recorded later in this chapter (Table 6.7) the considerably larger number of staff in Australian academic libraries is likely to result in a much greater degree of staff specialization.

In the domain of *Public service and outreach*, the mean result for *Liaison activities* for the Indonesian respondents ( $M = 2.65$ ) is notably lower than that for Australian respondents ( $M = 3.41$ ). This indicates that Australian academic librarians are far more likely to perform liaison activities, suggesting that the role of being a liaison (or ‘outreach’) librarian serving faculty staff is far more important in supporting the teaching and research in Australian universities. The development of this function is

a comparatively recent phenomenon in the provision of user services, and its greater prevalence suggests that Australian academic libraries are more fully transformed in terms of adapting their services to contemporary education and information environments.

It is interesting to note that in the domain of *Technical and bibliographic services*, the Indonesian librarians report that they are more likely to perform all of the seven tasks than the Australian respondents. This is highly likely to again reflect the smaller staff numbers in Indonesian libraries that require staff to be able to turn their hand to a broad range of functions rather than developing areas of specialisation. It is also the case that it is this domain that includes a number of tasks related to library routines, the so-called ‘non-professional’ tasks. For example a considerable difference of mean score is observed in the result reporting on the function *Sorting, shelving and filing of library resources* (Indonesia M=3.50; Australia M=1.78). Similarly, Indonesian academic librarians are far more likely to perform *Circulation and discharge of library resources* (M=3.92), than their Australian counterparts (M=2.22). Additional similar differences in functions relating to binding and repair of library materials are likely to indicate collections that are more print based in Indonesia compared to those in Australian academic libraries where journal collections are now typically found in digital format, plus the greater involvement of Indonesian respondents in this non-professional task. These examples indicate the many Indonesian academic librarians routinely perform these functions while they are comparatively uncommon for Australian respondents where they are likely to be the responsibility of library technicians or other support staff. In Indonesia, however, the lack of support staff means that the librarians (whatever their qualifications) have no choice but to undertake these functions.

Broadly similar results were obtained in the *Information technology* domain, where again Indonesian librarians report being more likely to perform the various tasks than the Australian respondents, with the exception of *Web and/or intranet development and management*. For example Indonesian academic librarians report a higher mean (M = 2.34) than the Australians (M = 1.58) for *Network management and technical*

*support*, and for *Database systems creation and management* (Indonesia M = 2.28); Australian (M = 1.70). Once more, the likely explanation is that Australia, as a country with highly developed and integrated digital content and services in academic libraries, requires a small number of specialist staff—who may not in all cases be librarians—to manage their information technology. This is very different from the situation in Indonesia which is still lacking in terms of the implementation of ICT, and the ICT that is run in libraries is largely the responsibility of the general library staff.

According to the responses, academic librarians in both countries have a generally lower participation in the functions included in the domain *Administration and management*. This is not unexpected given that an essential feature of hierarchically structured workplaces is that these tasks are the responsibility of a small number of managers. The differences in the mean responses for this domain between the two groups of respondents were generally small, such as in *Managing training and staff developments* (Indonesia: M=2.52, Australia: M=2.67) and *Supervision and evaluation of personnel* (Indonesia: M=2.57, Australia: M=2.82). Given the emphasis on staff development in this current research is it relevant to note a slightly higher mean response from Australian respondents (M=2.57) than the Indonesian respondents (M=2.52) for the function *Managing training and staff development*.

In addition it is notable that one work activity that is almost *never* done by the Australian librarians (M=1.33) is that of *Fund raising and donor support*, while Indonesian librarians (M=1.90) are more likely to perform this task. This is understandable given that in Australia academic libraries are fully funded by their university. Indonesian academic libraries, on the other hand, are still struggling to find sufficient financial support from their institutions, and one response is to actively solicit donations in the form of either funds or collection materials.

Finally, almost all of the functions in the domain *Professional development and participation* have similar means, such as *Participation in professional organizations* (Indonesia M = 3.03, Australia M = 2.87), *Attending formal conferences, workshops*

and training events (Indonesia M = 3.36, Australia M = 3.20), and *Participating in informal workplace learning activities* (Indonesia M = 3.49, Australia M = 3.63). These (perhaps surprising) results indicate a broadly similar level of engagement with professional development within the two national cohorts. Although they do not reflect on the focus of the training, or its quality or suitability to the workplace, they do indicate that academic librarians in both countries have a reasonably high level of exposure to professional development opportunities.

There is, however, some interesting data found in responses to the function *Research and publishing in the field of library science* which indicate that this is a task more likely to be performed by Indonesian (M=2.60) rather than Australian academic librarians (M=1.76). The explanation is very likely to be found in the Indonesian promotion system that requires the librarians to undertake and report some research as a prerequisite for promotion. They very rarely seek or achieve international or even national publication, although they may be distributed through local journals or newsletters.

### 6.2.2. Reasons for becoming a librarian

Respondents were asked to report their reasons for choosing to become librarians. The total number of Indonesian respondents to this question was 790, while there were 400 Australian respondents. The results are compared in Table 6.2.

Table 6.2: *Reasons for becoming a librarian: Indonesia and Australia compared (ranked by Indonesian responses)*

Reasons	Indonesia		Australia	
	N	% of respondents	N	% of respondents
Employment opportunities	549	69.5	128	32.0
Professional status	278	35.2	54	13.5
Enjoy information technology	222	28.1	72	18.0
Enjoy books	211	26.7	145	36.3
Job security	165	20.9	52	13.0
Enjoy working with people	147	18.6	153	38.3
Personal learning experience	119	15.1	55	13.8

No plan, just worked out that way	110	13.9	104	26.0
Enjoy customer service	84	10.6	71	17.8
Salaries of librarianship graduates	84	10.6	7	1.8
Couldn't decide on another career path	74	9.4	64	16.0
Family or friends working in the industry	73	9.2	41	10.3
Enjoy research	35	4.4	131	32.8
Enjoy conducting training/instruction classes	34	4.3	42	10.5

Quite different results are apparent when a comparison is made as to why academic librarians in the two countries chose their profession. It is very notable that Indonesian academic librarians have had their career choice determined by matters related to employability and status rather than the nature of the work involved, whereas Australian respondents are far more likely to have been influenced by the type of work performed by the profession. For the Indonesian respondents the most frequently given reason—by a considerable margin was *Employment opportunities* (69.5%), with a majority of respondents having been influenced by this factor. This was followed by *Professional status* (35.2%). It is only with the third and fourth most frequent responses (*Enjoy information technology* and *Enjoy books*) that the Indonesian respondents identified factors related to the nature of the work performed by librarians.

For the Australian respondents on the other hand the three most frequent responses (*Enjoy working with people*; *Enjoy working with books*, and *Enjoy research*) all relate to the nature of workplace tasks. The response *Employment opportunities* was the fourth most frequent response with a comparatively low 32%. It is also relevant to note that *Job security*, another issue related to employment, was more influential for Indonesian respondents (20.9%) than their Australian counterparts (13.0%)

Two other element of these results is worthy of comment, that is for the response *Enjoy research*. Firstly, as noted this response was indicated by a comparatively high number of Australian academic librarians (32.8%) and only 4.4% of Indonesian respondents. This would very strongly suggest that many of the academic librarians from Indonesia do not identify research as being an important element of their work,

whereas nearly one in three Australian respondents see it as being an attractive component of work as a librarian. And secondly, *Enjoy working with people* was the reason for becoming a librarian most frequently nominated by Australian respondents (38.3%), but was the sixth most frequent response for the Indonesians with only 18.6%. This might be a concern for the quality of service in Indonesian academic libraries in that staff do not appear to have the same positive predisposition in terms of customer service.

These results generally should cause concern for academic library services in Indonesia, because the reasons individuals are attracted to the career are not generally associated with their personal interest or fitness for the job, but rather driven by practical benefits in terms of employment. This may in turn have implications for CPD, in that once having secured reliable employment there is little incentive in terms of personal interest to seek out opportunities for work related learning.

### 6.2.3 Anticipated retirement

Respondents from both countries were asked to indicate the number of years before their anticipated retirement.

Table 6.3: *Anticipated retirement: Indonesia and Australia compared*

	Indonesia		Australia	
	F	%	F	%
Over 15 years	200	26.7	197	49.9
Between 11 and 15 years	192	25.6	79	20
Between 6 and 10 years	204	27.2	58	14.7
Between 3 and 5 years	94	12.5	40	10.1
Between 2 and 3 years	29	3.9	9	2.3
Between 1 and 2 years	24	3.2	10	2.5
Less than 1 year	7	0.9	2	0.5

Despite the many concerns that have been expressed regarding the ageing of the library workforce, it is not apparent on the basis of these figures that Indonesia or Australia face an immediate crisis in the academic library workforce, although in

both countries there is considerable pressure to find new LIS workers if the workforce is to at least maintain its current size. For both countries a majority of respondents anticipate being in the workforce for at least another ten years. It seems, however, that Indonesian academic librarians are in general closer to retirement than their Australian colleagues. Some 46.8% of Indonesian academic librarians indicated they will retire within ten years, while for Australia this figure is 29.6%.

Therefore within the ten years following data collection there is a higher demand on Indonesia (all factors other than retirements aside) to produce a comparatively greater number of qualified academic librarians than is the case in Australia. While this is a challenge for the LIS profession and education in Indonesia, it also provides an important opportunity for renewal of the professions. If it can be loosely assumed that those who are intending to retire sooner are older and less likely to be LIS qualified, then it provides a genuine opportunity to replace these retirees with a better educated generation of new professionals.

#### **6.2.4 Employer subsidies for costs of training and development**

Respondents from both countries were requested to indicate if their employer subsidises their costs associated with attending CPD events.

Figure 6.1: *Employer subsidises for costs of training and development: Indonesia and Australia compared (valid responses only)*

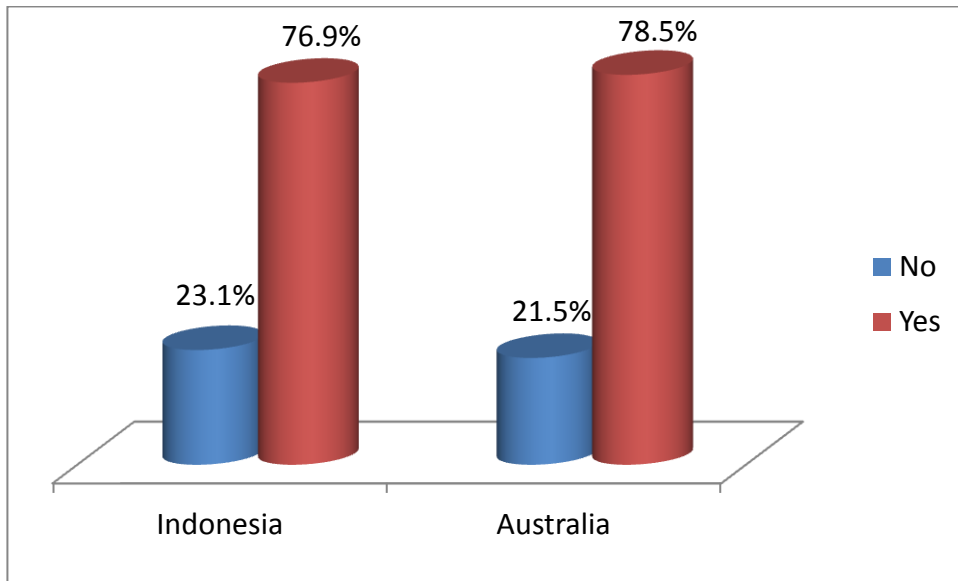


Figure 6.1 indicates that the Indonesian respondents report a slightly higher result in terms of those who receive a subsidy to attend training and development, with 62.1% receiving support as compared to 55.1% of valid Australian responses. It is possible that the majority of Australian librarians have access to internal training. It is a different case in Indonesia where internal CPD is less frequently conducted in the academic libraries (see Table 6.16), so that they are depending on the CPD conducted by other institutions. This arguably has the effect that Indonesian academic libraries are required to subsidise attendance at this external training whereas their Australian counterparts are not.



### 6.2.5 Attending professional association meetings

Respondents from both countries were asked to indicate if they attend meetings of a LIS professional association.

Figure 6.2: *Attending professional association meetings: Indonesia and Australia compared (valid responses only)*

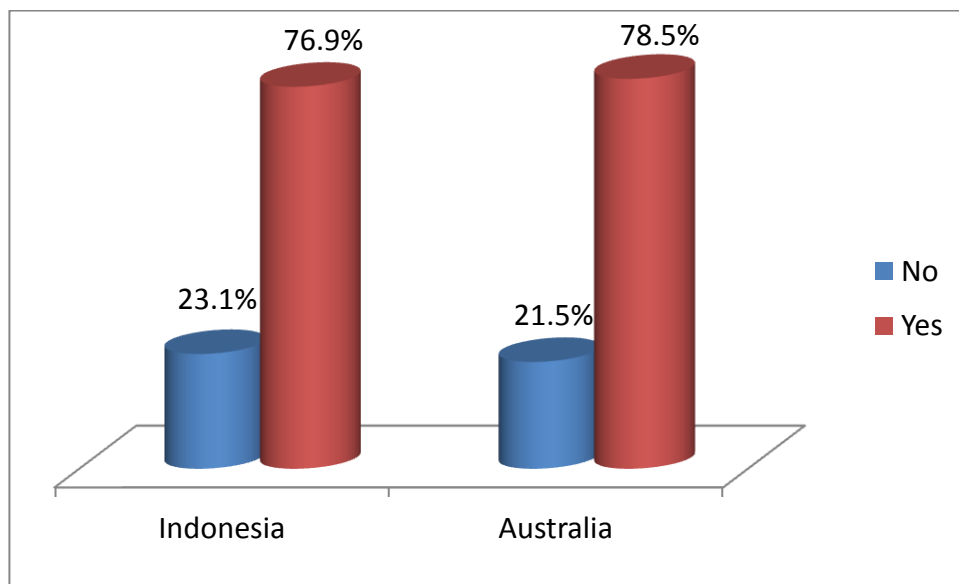


Figure 6.2 indicates that the responses from the two countries with regard to their attending meetings of their professional association were effectively identical. In both countries over three in four of the respondents indicate that they attend such meetings, which indicates on this basis a satisfactory level of engagement with the wider profession.

## 6.2.6 Type of training provided

The focus and type of training undertaken by respondents from Indonesia and Australia is compared in Table 6.4.

Table 6.4: *Training type (ranked by Indonesian responses)*

Kinds of training	Indonesia		Australia	
	N <sup>a</sup>	Mean	N <sup>a</sup>	Mean
Job oriented skills training (excluding technology)	673	3.51	350	3.86
Technology skill training	657	3.41	285	3.74
Customer-service related training	646	3.24	170	2.08
Other professional development	624	3.18	175	2.01
Job sharing	597	2.93	201	2.52
Management training	606	2.92	182	2.29
Mentoring	575	2.87	251	3.23
Job rotation	591	2.83	343	3.89
Job swap	568	2.61	258	3.28

*Job oriented skills training (excluding technology)* produced the highest Mean (Indonesia, M=3.52; Australia, M=3.86) for both countries. The second highest effect on the work performance for the respondents from both countries is *Technology skill training* with Indonesian respondents having M=3.41 and Australian respondents having M=3.74. This indicates that technology skill training for Australian respondents to *some extent* affects their work performance compared to Indonesian respondents which is *neutral* on the effect of their work performance. This indicates that *technology skill training* for Indonesian librarians need to be modified to attain the IT need for the Indonesian academic libraries.

Interestingly, the data shows that *job rotation* for Australian respondents to *some extent* (M=3.89) has an effect on the work performance, while for the Indonesian respondents it has *neutral* (M=2.83) effect. This indicates that in Australia, job rotation has good effect on the work performance among the librarians, while Indonesia, *job rotation does not really have effect* on the work performance.

The results also indicate that Indonesian respondents stated that *customer-service related training* has *neutral* effects (M=3.24) on work performance compared to Australian respondents that the *customer-service related training* has a *minor extent* effect (M=2.08) on work performance. This indicates that training of *customer-service related training* for Australian respondents does not really affect their work performance, while Indonesian respondents get the effect, but only neutral.

### 6.2.7 Training, career development and organizational commitment

The questionnaires also asked respondents to state their level of agreement with a number of statements relating to their employer, profession, and career. The measurement for this question uses a five-point scale from, 1= *Strongly disagree*, to 5 = *Strongly agree*.

Table 6.5: *Training, career development, and organizational commitment: Indonesia and Australia compared (ranked by Indonesian responses)*

	Indonesia		Australia	
	N <sup>a</sup>	Mean	N <sup>a</sup>	Mean
Committed to the goals of the organisation	752	3.88	392	3.19
Very happy to spend the rest of career with the organisation	757	3.87	396	4.11
Career would benefit from management skills training	746	3.83	385	3.46
Career would benefit from technology skills training	755	3.82	386	3.33
Sufficient education, training and experience to perform job effectively	757	3.67	393	4.16
Organisation provides sufficient opportunities to participate in training	750	3.65	395	3.92
Qualified to move to a higher position	759	3.46	389	2.65
Very happy to spend the rest of career in current position	753	3.37	393	2.52
Overqualified for current position	758	3.34	393	3.70
Spend too much time on training courses	722	2.28	393	3.51

Table 6.5 indicates that the highest mean for both countries is for the proposition that respondents are *Committed to the goals of the organisation*, with both national cohorts indicating agreement with the statement (Indonesia M=3.88, Australia M=4.16). The slightly higher level of agreement by the Australian respondents may

be a reflection of the greater visibility of managerial goals within Australian academic libraries, given that Table 6.11 indicates that 92.6% of Australian academic libraries have a formal strategic planning document as compared to only 62.3% of Indonesian academic libraries. This discrepancy is likely to result in a greater awareness of formal written goals for the Australian respondents.

Although there are a number of interesting differences between the Indonesian and Australian responses, two deserve particular note. Firstly, the discrepancy in response to the proposition that respondents currently have *Sufficient education, training and experience to allow me to perform my job*. Over 80% of Australian respondents indicated some level of agreement (*Agree* or *Strongly Agree*) with this statement as compared to 60.4% of Indonesians, resulting therefore in a markedly higher mean (Indonesia M=3.67; Australia M=4.11). This result indicates that Indonesian respondents recognise a greater need for improvement in their skills in order to adequately perform their required tasks.

Secondly, the *very* marked difference in response to the statement that *I believe I spend too much time on training*, with only 8.6% of Indonesian respondents indicating some level of agreement with this statement (M=2.28) as compared to 54.1% (M=1.85) of the Australians. These two results are compatible and seemingly indicate that despite the high levels of training reported elsewhere by Indonesian respondents that there remains a substantial desire and need for additional CPD.

### **6.2.8 Perception of the ILS profession**

Table 6.6 shows the perception of respondents from Indonesia and Australia regarding the LIS profession compared to other professions. The measurement for this question uses a five-point scale from, 1= *Strongly disagree*, to 5 = *Strongly agree*.

Table 6.6: *Perception of the LIS profession: Indonesia and Australia compared (ranked by Indonesian responses)*

	Indonesia		Australia	
	N <sup>a</sup>	Mean	N <sup>a</sup>	Mean
There will be lots of opportunities for librarianship jobs in the future	747	4.05	392	3.04
Remuneration is appropriate for educational qualification	740	3.44	394	3.09
There is good quality training available for the profession	718	3.43	389	3.59
Job satisfaction in profession is high	743	3.38	394	3.37
People are interested in joining this profession	739	3.33	381	2.77
Remuneration is appropriate for the work that is done	740	3.31	392	3.20
The profession is well regarded by others	738	3.24	395	2.84
Organisation is well funded for the future	719	3.15	392	3.08

Overall respondents from both countries reported quite favourable attitudes with regard to the series of propositions investing aspects of their professional identity. All seven proposition were put as positive statements, and only for two responses (both for Australian respondents) did the mean fall below 3.0. It is notable, however, than for six of the seven propositions the results for the Indonesian respondents as measured by the Mean are more positive than for the Australian respondents, albeit by a narrow margin in several cases.

The two lowest means for the Australian respondents related to the external perceptions of the profession; *People are interested in joining this profession* (M=2.77), and *The profession is well regarded by others* (M=2.84). Both of these propositions received a more positive response from the Indonesian academic librarians (as did statements relating to salary), indicating a perception that the profession is more highly regarded in Indonesia than it is in Australia.

The results also indicate that the Indonesian respondents are comparatively optimistic regarding the prospects for future LIS employment, and more likely to agree to the statement that *There will be lots of opportunities for librarianship jobs in the future* (Indonesia, M=4.05; Australia, M=3.04). In general therefore the responses to this set of propositions are generally more ‘upbeat’ for the Indonesian academic librarians, which should augur well for future recruitment to LIS courses.

Interestingly—and consistent with other results from the survey—the one proposition to which Australian respondents (M=3.59, 60.3% in agreement) reported being more satisfied was with the quality of training at their disposal (*There is good quality training available for the profession*). The response from their Indonesian counterparts was a Mean of 3.43, with 48.0% in agreement.

### 6.3 Library managers: Indonesia and Australia compared

Comparisons have also been undertaken between the results received from the survey conducted with academic library managers and the neXus questions directed at a similar population in Australia. Again the reporting on the results presented in this chapter is selective, in order to highlight those results where direct comparison was possible, and where the value for answering the research questions was greatest. Therefore not all results reported for Indonesian respondents in Chapter 5 are repeated here for comparison.

The academic library managers were asked to report the number of full-time permanent professional staff from both countries.

Table 6.7: *Number of full-time permanent professional LIS staff: Indonesia and Australia compared*

Staff number	Indonesia		Australia	
	N	%	N	%
0	5	7.1	1	3.6
1-5	33	47.1	1	3.6
6-10	8	11.4	2	7.1
11-20	10	14.3	10	35.7
21-50	13	18.6	8	28.6
51-100	1	1.4	4	14.3
101 or more	0	0.0	1	3.6
Unsure	0	0.0	1	3.6

Table 6.7 shows that big differences exist between the two countries regarding total number of full-time professional staff. The majority (54.2%) of Indonesian academic libraries included in the survey have less than five librarians, compared to only 7.2%

of Australian academic libraries. This data gives indicates the comparative size of academic libraries in the two countries, and it is apparent that Indonesian academic libraries are considerably smaller than those in Australia.

It should also be remembered that the Indonesian data is for public libraries only, and most of the smaller libraries are found in the private higher education sector. A comprehensive survey of both the public and private institutions in Indonesia would therefore be likely to produce an even bleaker outcome.

### 6.3.1 Organisational support

Library manager respondents were asked to indicate their perception regarding aspects of the level of support provided by the employing organisation. Respondents were offered a five-point Likert scale, from 1=*Strongly disagree*; to 5=*Strongly agree*.

Table 6.8: *Organisational support: Indonesia and Australia compared*

	Indonesia		Australia	
	N	Mean	N	Mean
Organisation promotes a culture of lifelong learning	68	4.43	27	4.19
Organisation promotes a culture of trust and cooperation between employees and employers	69	4.54	28	4.14
Organisation practices family-friendly procedures	68	3.66	28	4.57
Organisation involves professional library staff in most decisions that affect them directly	70	3.99	27	3.93
Organisation involves professional library staff in most high-level organisational decisions	70	3.49	27	3.19
Empowering professional library staff is important to the organisation	70	4.56	27	3.89
Female and male professional library staff are treated equally	69	4.46	26	4.58

The library managers from both Indonesia and Australian were generally positive in their assessments of the employment environment in which academic librarians work. It is interesting to note that of the two propositions that might be seen as relating to CPD, that the *Organisation promotes a culture of lifelong learning*; and that *Empowering professional library staff is important to the organisation*, the Indonesian

respondents rated their organisation more positively than their Australian counterparts. The reverse, however, was true—by a considerable margin—in response to the statement that the *Organisation practices family-friendly procedures*, with Australian respondents recording a Mean of 4.57 as compared to Indonesia’s 3.66. This is likely to reflect broader differences in workplace flexibility offered in the two countries, but it might also have elements that are particular to ILS workers due to the necessity created by a very female dominated profession in Australia when compared to Indonesia.

### 6.3.2 Assessment of library staff

Library managers were asked to report their responses to three propositions relating to the performance of library staff. Responses were again collected by means of a five-point Likert Scale.

Table 6.9: *Assessment of library staff: Indonesia and Australian compared*

	Indonesia		Australia	
	N	Mean	N	Mean
Most professional library staff perform quality work	69	3.86	27	4.41
Most professional library staff are highly motivated	70	3.87	27	4.37
Most professional library staff appear to be satisfied with their jobs	70	3.49	27	4.22

An interesting set of results was forthcoming from the three propositions that asked library managers to reflect upon the ‘performance’, ‘motivations’, and ‘job satisfaction’ of library staff. In all three cases the Australian respondents reported a considerably more positive view of their staff than the Indonesian respondents. These results are likely to indicate certain local circumstances reported elsewhere in this chapter related to the aspects of the work that attract staff to LIS work in the two countries, plus other issues related to workplace independence and remuneration. On the basis of this assessment by their managers, however, it can be argued that Australian academic librarians are more satisfied with their career choice and more motivated to perform to a high level than those from Indonesia.



### 6.3.3. Recruitment need for new professional librarians

Respondents were asked to indicate the extent to which their institution's need to recruit new professional library staff has changed compared to five years ago. The result is presented into two figures: Indonesia and Australia.

Figure 6.3: *Recruitment need for new professional librarians: Indonesia*

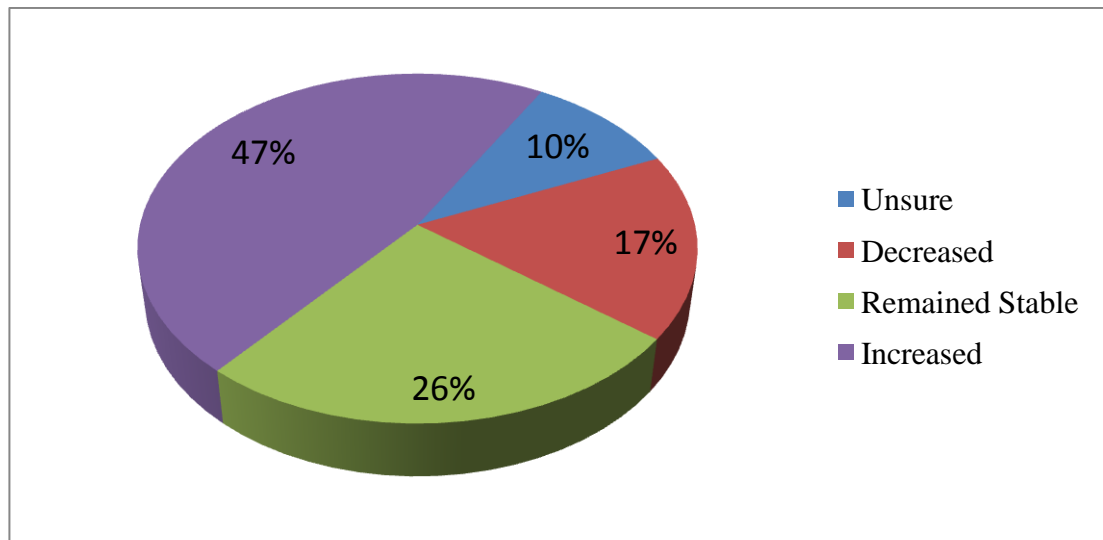
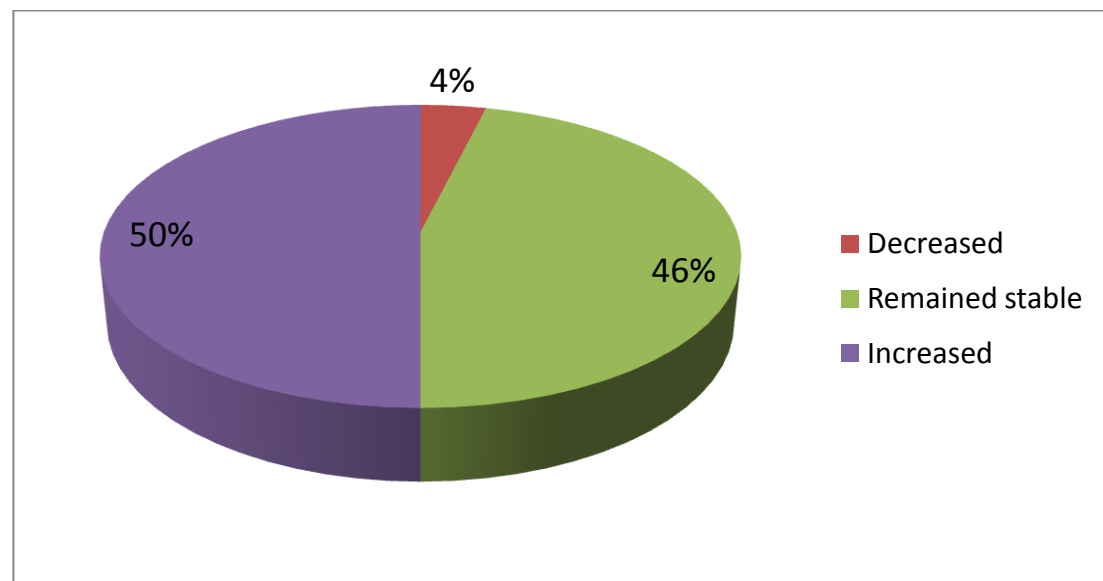


Figure 6.4: *Recruitment need for new professional librarians: Australia*



Figures 6.3 and 6.4 indicate that the institution's need to recruit new librarians is estimated by the library managers to be quite similar, with 47% of Indonesian respondents and 50% of Australian respondents reporting this to be the case. However, the response that the demand has *Remained stable* was provided by 26% of Indonesian respondents as compared to 46% of the Australian respondents, and the Indonesian respondents accordingly reported a greater incidence of *Decreased* demand during this same period (17% as compared to 4% for Australian respondents). Therefore while the view of employment opportunities for academic librarians in both countries appear to have been positive in this period, there is evidence of greater ambivalence from the Indonesian library managers.

#### 6.3.4 Ability to recruit qualified librarians

In order to further investigate the library managers' perceptions of the current employment market, they were asked about changes in the capacity of their institution to recruit professional library staff over the most recent five years.

Figure 6.5: *Ability to recruit qualified librarians: Indonesia*

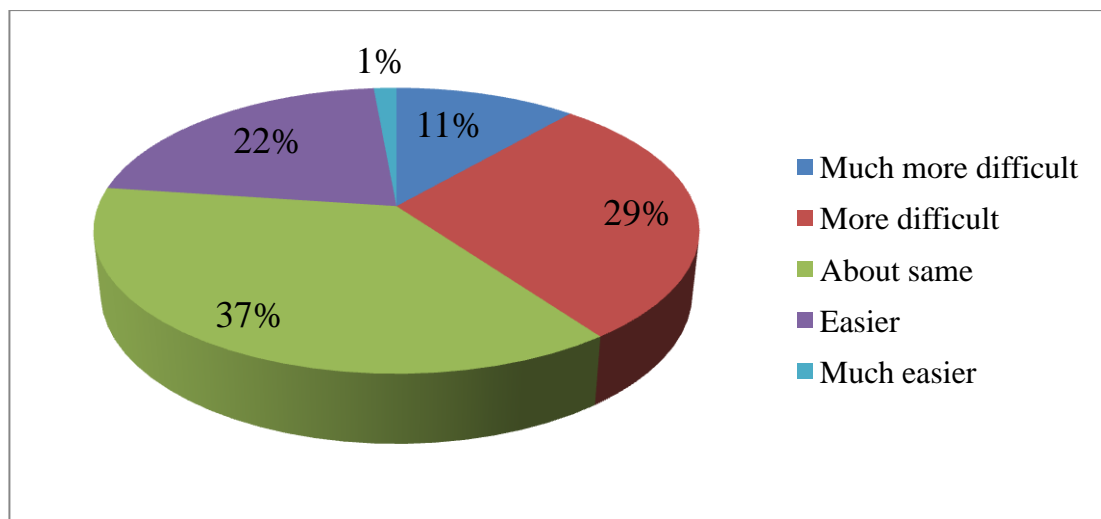
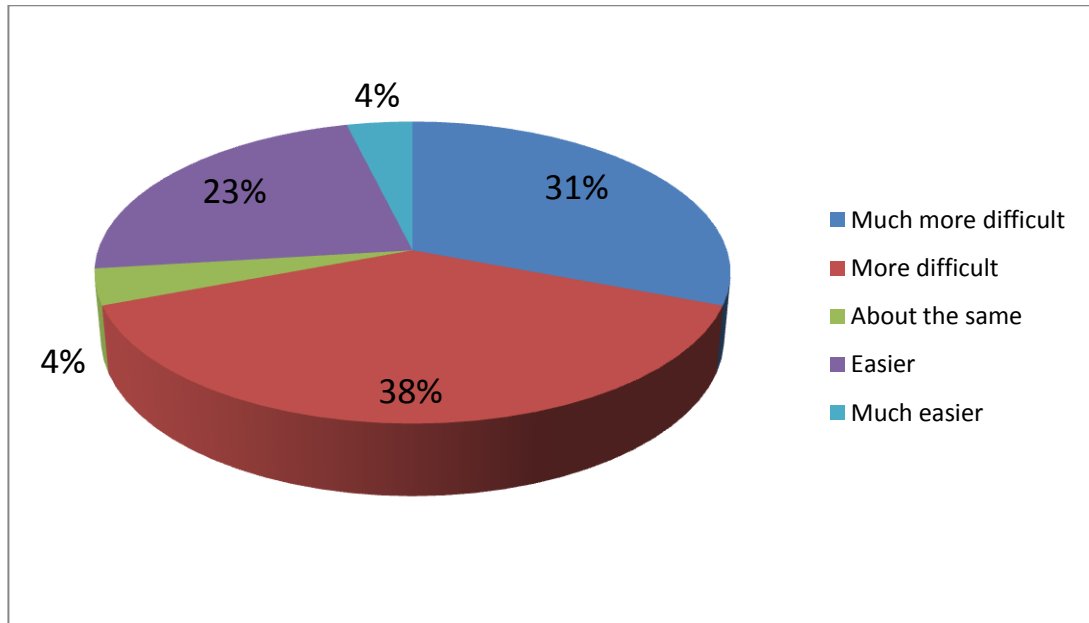


Figure 6.6: Ability to recruit qualified librarians: Australia



The responses from with each country indicate some ambivalence on this matter, but there is generally a distinctively different response from the two groups of library managers. Some 37% of Indonesian respondents reported that the situation was *About the same* as five years previously as compared to only 4% of Australian respondents. The Indonesian respondents split comparatively evenly on either side of this ‘neutral’ response with 40% indicating a degree of additional difficulty, and 23% indicating a degree of additional ease, in recruiting new librarians. The Australian respondents, however, were firmly of the view that recruitment was now more difficult (69%), although there were still 27% who believed the recruitment situation was to some extent ‘easier’. It is difficult to interpret these results with great accuracy as a number of factors are likely to be influencing responses, including the type and level of staff libraries have been trying to recruit and the qualifications they are requiring; the location of the libraries; and the broader employment environment in the two countries.

### 6.3.5 Ability to recruit qualified professional library staff

The library managers were asked to rate their current capacity to recruit qualified professional library staff. The five-point scale was graded from *Very poor* to *Excellent*.

Figure 6.7: *Ability to recruit professional librarians: Indonesia and Australia compared*

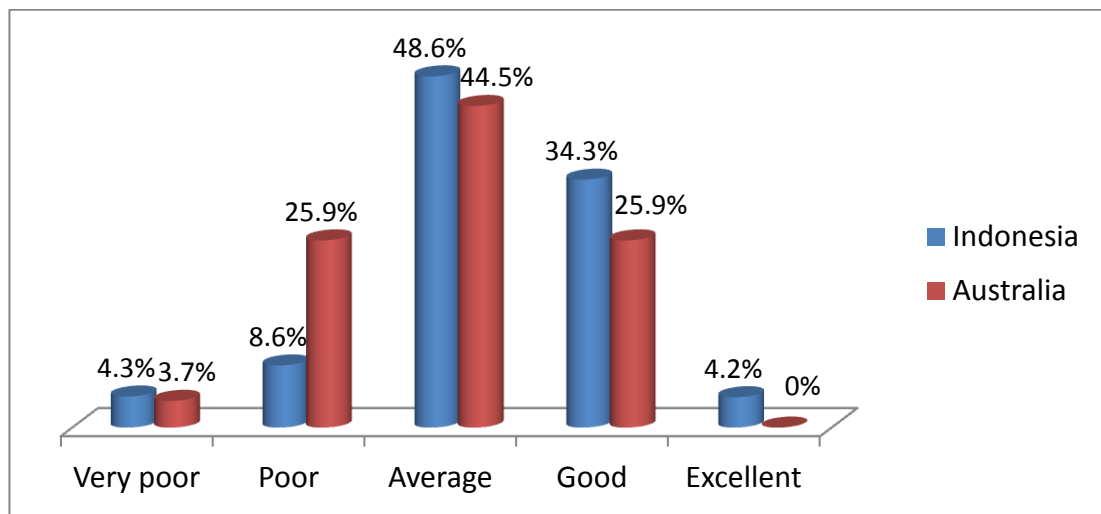


Figure 6.7 indicates that the most frequent response (Indonesia 48.6% and Australia 44.5%) from both Indonesia and Australian respondents was *Average*. Indonesian respondents were, however, more positive with 38.5% indicating that their capacity to recruit was *Good* or *Excellent*, compared to 25.9% of Australian respondents falling within these categories. Correspondingly a much greater proportion of Australian respondents (29.6%) rated their prospects to recruit new librarians as *Poor* or *Very poor* as compared to their Indonesian counterparts (12.9%).

### 6.3.6 Issues that prevent the recruitment of librarians

The library manager respondents were asked to indicate the issues that prevent them from recruiting qualified librarians. They were provided with eleven options and asked to rank them using a scale ranging from 1=*Not at all*; to, 5=*To a great extent*. The means responses from the two countries are compared in Table 6.9.

Table 6.10: *Issues that prevent the recruitment of librarians: Indonesia and Australia compared (ranked by Indonesian responses)*

	Indonesia		Australia	
	N	Mean	N	Mean
Applicants declining job offers	63	3.90	26	2.15
Geographical location	64	3.70	27	3.11
Small size of library/information service	64	3.39	27	1.70
Inadequate pool of qualified candidates	67	3.12	26	3.88
Inadequate pool of interested candidates	67	3.00	27	3.52
Competition from other sectors for library staff	62	2.98	27	3.26
Inadequate remuneration offered to library staff	63	2.83	27	2.74
Inadequate education provided by library programs	65	2.82	26	2.88
Lack of a dedicated HR unit in the organisation	63	2.62	27	1.41
Budget restraints	64	2.44	26	2.81
Restricted recruitment policies in organisation	64	2.31	25	2.36

After the non-specific reason of *Applicants declining job offers*, the most common issue identified by Indonesian respondents (M=3.70) as preventing recruitment was that of *Geographical location*. This supports the evidence presented elsewhere that the remote location of some Indonesian universities causes them considerable difficulty in terms of attracting and developing staff. The third most heavily identified response from the Indonesian respondents was that of the *Small size of library/information service* (M=3.39). For this ‘issue’ the Indonesian library managers provided a very different response from their Australian counterparts (M=1.70). As has been discussed elsewhere many of the Indonesian academic libraries are serving small institutions, and even those serving larger institutions are frequently small when compared to libraries serving institutions of a similar size in more developed countries. It is apparent that library managers in Indonesia believe that the small size of these libraries is a disincentive to potential employees. The issue of qualifications (*Inadequate pool of qualified candidates*) was also identified as a problem in Indonesia (M=3.12), although interestingly it appears to be a greater issue for Australian library managers (M=3.88). These responses are highly likely to reflect the differing standards and expectations that exist in the two countries, with Australian academic librarians often required to have a subject degree and a graduate

level library qualification, as opposed to Indonesia where many staff employed as librarians may lack a formal LIS qualification of any level.

### 6.3.7 Existence of a staff development program

Library managers from both countries were asked to indicate if their library has a 'planned' program of staff development.

Table 6.11: *Existence of a staff development program: Indonesia and Australia compared*

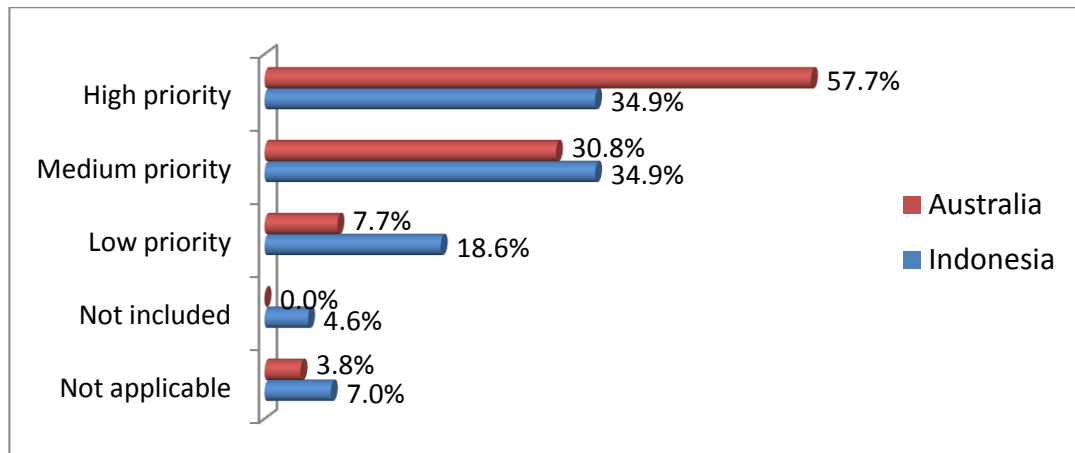
	Indonesia		Australia	
	N	%	N	%
Has a planned staff development program	41	59.4	21	77.8
Has an informal approach to staff development	15	21.7	6	22.2
Regards staff development as primarily the responsibility of individual staff members	13	18.8	0	0
Total	69	100	27	100

The Australian library managers reported a greater incidence of a formal ('planned') staff development program, with 77.8% of Australian respondents reporting such a program as compared to 59.4% of their Indonesian colleagues. Perhaps more notable, however, is the result that thirteen (18.8%) of the Indonesian respondents were not aware if their library had such a program. It might be assumed that this suggests that in most of these cases no such plan exists. It also suggests that, irrespective of whether such a plan exists or not, that these particular managers do not view staff development as an issue of great importance if they are not even aware as to whether there is such a program or not.

### 6.3.8 Priority given to staff development

Library managers were asked to indicate the priority ('Low'; 'Medium'; or 'High') given to staff development in their institution.

Figure 6.8: *Priority given to staff development: Indonesia and Australia compared*



The results indicate that Australian library managers are more likely to believe that their institution places a ‘High priority’ on staff development, with over half (57.7%) of the Australian respondents providing this response as compared to only 34.9% of Indonesian respondents.

### 6.3.9 Evaluating the strategic effectiveness of staff development program

Respondents were asked to report if the ‘strategic effectiveness’ of the staff development program was evaluated.

Figure 6.9: *Evaluating the strategic effectiveness of staff development program: Indonesia and Australia compared*

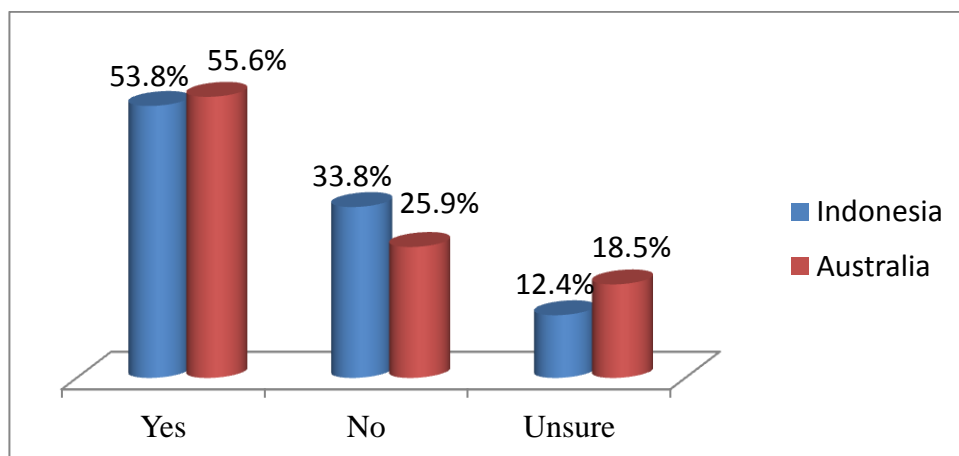
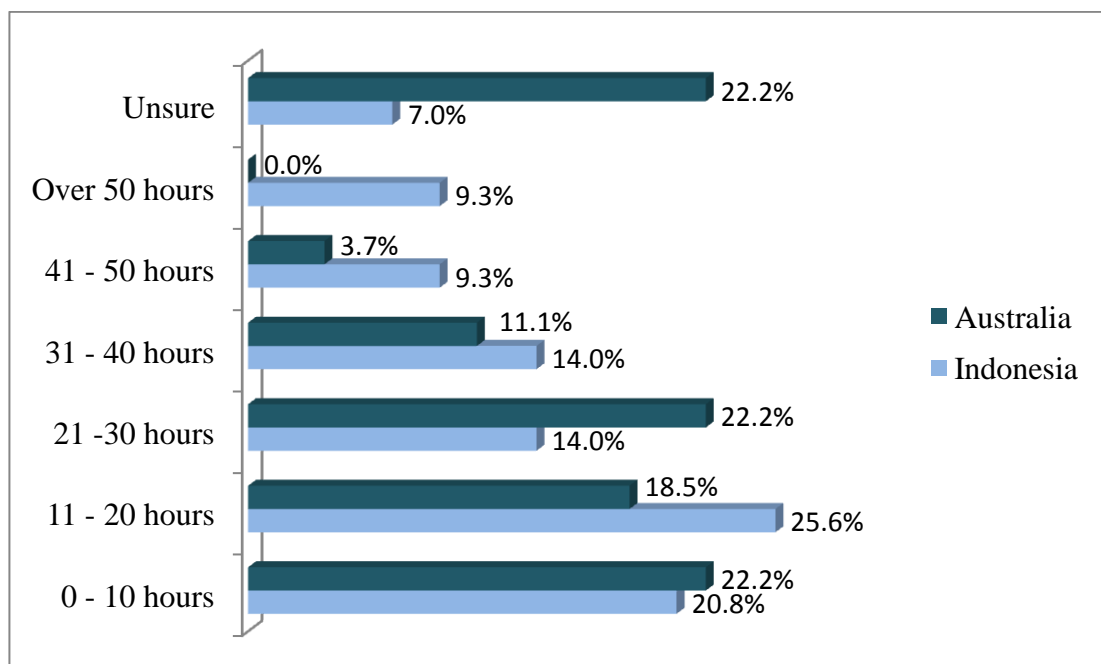


Figure 6.9 indicates that Indonesian and Australian libraries have undertaken the evaluation of the strategic effectiveness of staff development programs to nearly the same extent (53.8% and 55.6% respectively). While this does not reveal any detail about the extent or rigour of the evaluation, it does indicate that managers from both countries have an interest in assessing the return on their CPD investment.

### 6.3.10 Hours per annum of staff development activities

The academic library managers from both Indonesia and Australia were asked to report (or estimate) how many hours their staff spend on continuing professional development each year.

Figure 6.10: *Hours per annum of staff development activities: Indonesia and Australia compared*



The results presented in Table 6.10 are distorted to some extent by the greater percentage of Australian respondents (22.2% as compared to 7.0% of Indonesian respondents) who reported they were *Unsure* and therefore effectively did not make the required estimation. Of those who did report however, it is apparent that Indonesian respondents estimated their staff have a greater participation in CPD.



This is most notable in the upper ranges of the possible responses, whereby 32.6% of Indonesian respondents reported that staff spend 30 hours or more in training each year, compared to only 14.8% of Australian respondents. No Australian respondents reported staff spending in excess of 50 hours per annum on training, whereas this response was provided by 9.3% of the Indonesian respondents.

### 6.3.11 Frequency of activities funded by staff development program

The respondents were also requested to indicate the frequency with which various forms of staff development were funded. For each of the fourteen responses categories that were provided, they were asked to report whether funded attendance was *Regular*, *Occasional* or *Never*.

Table 6.12: *Frequency of activities funded by staff development program (Indonesia, ranked by 'Regular' attendance)*

	R	%	O	%	N	%	Total
Seminars / workshops	16	23.9	47	70.1	4	6.0	67
Visits to other library and information services	14	21.9	43	67.2	7	10.9	64
Job exchanges within the organisation	14	21.5	28	43.1	23	35.4	65
Orientation / induction programs	12	19.0	26	41.3	25	39.7	63
In-house short courses with internal trainers	12	18.8	38	59.4	14	21.9	64
Attendance at pre- or post-conference workshops	11	17.2	48	75.0	5	7.8	64
Attendance at conferences	11	17.2	41	64.1	12	18.8	64
On-the job training programs	7	11.5	34	55.7	20	32.8	61
External study courses (diploma, degree etc.)	5	7.7	44	67.7	16	24.6	65
In-house short course with external trainers	5	7.8	43	67.2	16	25.0	64
External short courses	4	6.1	44	66.7	18	27.3	66
Attendance at continuing professional education events	4	6.2	31	47.7	30	46.2	65
Guest speakers	3	4.8	41	65.1	19	30.2	63
Staff exchanges with other organisations	1	1.6	22	34.9	40	63.5	63

R: Regular, O: Occasional, N: Never

Table 6.13: *Frequency of activities funded by staff development program (Australia, ranked by 'Regular' attendance)*

	R	%	O	%	N	%	Total
Orientation - induction programs	21	80.8	5	19.2	0	0.0	26
External study courses (diploma, degree etc.)	20	80.0	5	20.0	0	0.0	25
External short courses	21	67.7	5	16.1	5	16.1	31
Staff exchanges with other organisations	15	62.5	8	33.3	1	4.2	24
Attendance at conferences	16	61.5	8	30.8	2	7.7	26
Seminars - workshops	14	58.3	9	37.5	1	4.2	24
In-house short courses with internal trainers	12	46.2	14	53.8	0	0.0	26
In-house short courses with external trainers	11	44.0	13	52.0	1	4.0	25
Attendance at pre- or post-conference workshops	9	34.6	15	57.7	2	7.7	26
On-the job training programs	4	16.0	16	64.0	5	20.0	25
Visits to other library and information services	4	15.4	17	65.4	5	19.2	26
Attendance at continuing professional education events	3	12.0	19	76.0	3	12.0	25
Guest speakers	1	4.2	3	12.5	20	83.3	24
Job exchanges within the organisation	1	4.0	11	44.0	13	52.0	25

R: Regular, O: Occasional, N: Never

The differences in responses received from the academic library managers in the two countries are very substantial. The most frequently attended form of funded CPD in Indonesia when assessed the percentage of respondents indicated that bit is *Regular*, was *Seminars/ workshops*, with 23.9%. There were, however, nine of the fourteen categories that Australian respondents reported as having a higher percentage of regular funded attendance—and some of these by considerable margins. For example, 80% of the Australian respondents report *Regular* funding for *External study courses*, as compared to only 7.7% of Indonesian respondents. This difference is particularly notable given that evidence presented elsewhere suggests that Australian librarians and other library staff are already better qualified than their Indonesian counterparts when they enter the LIS workforce, so it appears that this

difference is only likely to be exacerbated by CPD. Similarly 6.7% of Australian respondents indicate that staff receive funding on a *Regular* basis to attend *External short courses*, as compared to only 6.1% of their Indonesian counterparts. Responses for various forms of internal training also indicate a significant amount of *Regular* attendance by Australian academic librarians, including Induction, and *In house short courses* with both ‘internal’ and ‘external’ trainers.

It is relevant to note that while these responses are limited to ‘funded’ training only, they seem to contradict the data in Table 6.12 reporting on the number of hours staff spend in CPD each year. It might be speculated that the Indonesian responses reported in Table 6.12 include a considerable amount of ‘unfunded’ CPD whereas Australian academic librarians are more likely to undertake CPD only if funded. There may also be some other explanation for these seemingly inconsistent results.

Indonesian respondents reported a more frequent response for Regular for three categories of CPD only—*Visits to other library and information services; Job exchanges within the organisation, and Guest speakers*). It could be speculated that each of these forms of ‘internal’ CPD are favoured in Indonesia because they are likely to be low cost when compared to other categories. The matter of internal training was further investigated in another question.

### **6.3.12. Internal training**

Both Indonesian and Australian academic library managers were requested to report on the focus of their internal training programs. They were provided with seven different foci for training and requested to indicate if the use of these was *Regular, Occasional, or Never*.

Table 6.14: *Internal training (Indonesia, ranked by 'Regular')*

	R	%	O	%	N	%
Technology skills training	7	10.9	45	70.3	12	18.8
Management training	5	8.1	46	74.2	11	17.7
Job-oriented skills training (excluding technology)	5	7.9	46	73.0	12	19.0
Customer-service related training	5	7.8	45	70.3	14	21.9
Personal/career development	5	7.8	41	64.1	18	28.1
Other professional development (e.g. subject specialty, library issues)	4	6.5	49	79.0	9	14.5

R: Regular, O: Occasional, N: Never

Table 6.15: *Internal training (Australia, ranked by 'Regular')*

	R	%	O	%	N	%
Technology skills training	18	66.7	8	29.6	1	3.7
Job-oriented skills training (excluding technology)	16	59.3	11	40.7	0	0.0
Other professional development (eg subject specialty, library issues)	11	40.7	14	51.9	2	7.4
Management training	11	40.7	14	51.9	2	7.4
Customer-service related training	10	40.0	13	52.0	2	8.0
Leadership training	10	38.5	13	50.0	3	11.5

R: Regular, O: Occasional, N: Never

As with the results reported in Tables 6.14 and 6.15, these data strongly suggest that a greater amount of training occurs in Australia than Indonesia. All of the six categories are reported as occurring on a *Regular* basis than the category that is most commonly reported in Indonesia. Once again the differences are quite substantial. It is also notable that for all six categories at least some of the Indonesian libraries (never less than 14.5%) indicated that they *Never* provide training, while for Australia this was the case for only five categories, and then never more than 11.5% of respondents provided this response for any single category.

### 6.3.13 External training

In a similar question, respondents were provided with the same set of training categories and asked to report on attendance at external training using the assessments of *Regular*, *Occasional* and *Never*.

Table 6.16: *External training (Indonesia, ranked by 'Regular')*

	R	%	O	%	N	%
Personal/career development	6	9.2	40	61.5	19	29.2
Job-oriented skills training (excluding technology)	4	6.1	51	78.5	10	15.4
Customer-service related training	4	6.1	47	72.3	14	21.5
Management training	3	4.6	49	75.4	13	20.0
Other professional development (e.g. subject specialty, library issues)	3	4.5	53	80.3	10	15.2
Technology skills training	2	3.0	56	84.8	8	12.1

R: Regular, O: Occasional, N: Never

Table 6.17: *External training (Australia, ranked by 'Regular')*

	R	%	O	%	N	%
Personal-career development	16	59.3	11	40.7	0	0.0
Customer-service related training	13	48.1	14	51.9	0	0.0
Leadership training	12	44.4	14	51.9	1	3.7
Job-oriented skills training (excluding technology)	12	44.4	14	51.9	1	3.7
Management training	11	40.7	16	59.3	0	0.0
Technology skills training	6	22.2	20	74.1	1	3.7
Other professional development (eg subject speciality, library issues)	5	18.5	20	74.1	2	7.4

R: Regular, O: Occasional, N: Never

The results for external training preferences indicate that in both countries external training is used for a generally similar extent as internal training. It is therefore the case that Australian academic librarian managers report that their staff engage in a considerably greater amount of external training than reported by the Indonesian managers. It is again the case that the lowest response for *Regular* (*Other*

*Professional Development*, 18.5%) for the seven categories provided by the Australian respondents exceeds (by a considerable margin) the highest response received from the Indonesian respondents (*Personal/ career development*, 9.2%) received from the Indonesian respondents.

There are, however, some notable and interesting differences in the two sets of results (i.e. internal and external training) for the Indonesian libraries. The most notable is that received for *Technology Skills Training*. Whereas it is the most favoured form of internal training it was ranked seventh (bottom) for external training. This is likely to reflect the cost of ICT training when delivered externally and is an indication that Indonesian academic libraries are trying to obtain their staff development with regard to technology as cheaply as possible. This is a concern if (as indicated elsewhere in the results) there are already issues with the existing level of skills in this regard. Australian library managers on the other reported that whereas 66.7% of libraries seek *Technology Skills Training* internally on a *Regular* basis, some 22.2% obtain their training externally on a *Regular* basis. In other words their response to the need for this type of training is the opposite of that used in Indonesia, and is highly likely to reflect the presence of more financial support for staff development.

#### **6.3.14 Strategies used to encourage/ support staff development**

The respondents were asked to report on the range of strategies used by their libraries to support staff development. They were provided with a list of ten strategies and requested to indicate (*Yes* or *No*) whether it is used by their library.

Table 6.18: *Strategies used to encourage/ support staff development: Indonesia and Australia compared (ranked by Indonesian responses)*

	Indonesia		Australia	
	N	%	N	%
Travel costs	36	76.6	20	74.1
Accommodation costs	31	66.0	20	74.1
Daily sustenance allowance	30	63.8	8	29.6
Payment of attendance fees or registration	30	63.8	8	29.6
Paid time	26	55.3	27	100.0
Payment of university course fees	21	44.7	21	77.8
Enhanced opportunity for promotion	14	29.8	0	0.0
Time off for attending classes	10	21.3	19	70.4
Sabbatical/ professional development leave	7	14.9	15	55.6
Time off for study in distance education program/online	7	14.9	27	100.0

Several of these staff development strategies, including the two most widely used in Indonesia (*Travel costs* and *Accommodation costs*) were also used to a similar extent in Australia.

There were indications of the greater extent to which Australian academic libraries are able to provide staff with access to formal learning. There were 70.4% of Australian library managers who indicated that their staff have access to *Time off for attending classes*, as compared to only 21.3% of Indonesian respondents who indicated the same for their staff. In addition 100% of the Australian library managers indicated that their staff have access to *Time off for study in distance education program/online*, as compared to only 14.9% for Indonesian. These latter figures almost certainly reflect the greater accessibility and visibility of distance education programs in Indonesia.

## 6.4 Conclusion

Comparing the data collected in the course of the current research with the Australian based neXus surveys presents some very useful comparative data. As indicated in the introduction to this chapter, it is however necessary to be cautious in drawing conclusions from these comparisons. In the course of devising the questionnaire and

conducting the research it became apparent that individual responses are likely to be influenced by issues that reflect more on the wider—and very apparent—social, economic and cultural differences between the two countries. These differences may inflect the results in multiple ways, including that respondents have a different sense of obligation to employers or other third parties in responding to questions; different expectations of the possibilities associated with careers, jobs and education based on their familiarity with their own local circumstances; and different understandings of the precise meaning of concepts or terms used in questions, a problem that can be exacerbated by the process of translation. While the point of the comparison is in some sense to highlight the extent and nature of these differences, it needs to be borne in mind that the differences that are indicated might not be measuring exactly the same *understandings* of the question of the part of the respondents from the two countries.

Nevertheless the data does point to a range of key differences in attitudes to the profession and the expectations that respondents have in terms of educational and CPD opportunities, and these differences are noticeable both between librarians and library managers. The most apparent or significant of these have been reported and discussed above, but some of the most important are emphasised below. As indicated, however, in each of these cases it is not fully clear as to exactly what are the factors influencing these differences, and in most cases it is likely to be complex and inter-related web of factors.

1. The differences between tasks undertaken by academic librarians in the two countries (Table 6.1). These differences generally indicate that Indonesian librarians undertake both a wider variety of tasks with less scope for specialisation, and that the tasks they perform include a much higher rate of performance of tasks that are ‘non-professional’. These differences are likely to be indicative of a range of factors, including the differences in educational qualifications between librarians in Indonesia and Australia; the comparatively small size of libraries and staff numbers in Indonesia; differences in management styles and structures between the countries;



differences in the rate of adoption and integration of ICTs into library workplaces.

2. The differences in reasons as to why academic librarians in the two countries have been attracted to the profession (Table 6.2). The variations in these results are likely to reflect both the differences in job and career expectations in the two countries related to their quite distinct economic circumstances; plus the differences in the reality (and therefore perception) of working in academic libraries when Indonesia and Australia are compared.
3. The distinctly less positive appraisal of staff performance, attitude and job satisfaction reported by Indonesian library managers than their Australian counterparts (Table 6.9).
4. The considerably less active participation of library staff in almost all types of CPD reported by Indonesian library managers respondents (Tables 6.12, 6.13, 6.14, 6.15, 6.16 and 6.17), although these result is contradicted by data reported elsewhere (Tables 6.18)
5. The considerably more positive attitude of Australian academic librarians than their Indonesian counterparts to the training they have received.

## CHAPTER 7: INTERVIEW FINDINGS

### 7.1. Introduction

The purpose of this chapter is to present the qualitative data gathered in the course of the interviews. As indicated previously in Chapter 4 the study incorporated semi-structured interviews, the questions for which were based on the analysis of the quantitative data obtained from the surveys. The interview questions were based on four key areas of the research that were also highlighted in the survey data: education; continuing professional development; the role of academic librarians; and the budgetary and financial considerations underpinning these issues in Indonesia.

The interviews involved 22 participants. They have been categorised into five groups: librarians (n=6); library managers (n=6); university managers (n=6); heads of LIS schools (n=2); and heads of library associations (n=2). All participants were asked a series of core questions, but questions were also adjusted as relevant to particular groups of interviewees. For example, university managers and library managers received further questions related to budgets; heads of library schools received additional questions on education but not on CPD; and heads of library associations received questions related to CPD.

For the data analysis, the English translations were coded according to themes that were derived from the study's research objectives. The process of coding was done manually according to the groups. Each 'theme' was then copied and pasted into a separate word file for further analysis. In order to ensure anonymity the interview participants are referred to in this Chapter by the position description, indicated by an appropriate abbreviation and number. The following abbreviations have been used:

Lib = Librarian (Lib1 – Lib6)

LM= Library managers (LM1 – LM6)

UM=University managers (UM1-UM6)

LS=Library school head (LS1-LS2)

LA=Library association head (LA1-LA2)

## 7.2. Education qualifications

### 7.2.1. Current state of Indonesian LIS education

Participants were requested to give an opinion regarding the current state of LIS education in Indonesia. A common response was that the current state of Indonesian library education is good, and many noted as evidence that the number of courses available had been increasing. Indeed participants frequently addressed this issue in terms of the number of LIS schools or courses available rather than matters related to quality.

For example, according to one of the education heads, among the factors that indicate the development of library education are the growing number of students who enrol in LIS schools and the short waiting time for graduates to enter the workforce. Another library manager stated that LIS education in Indonesia has been adequate and provided as evidence some of the universities that offer the relevant programs.

*According to my knowledge, library education in Indonesia has been adequate. For example UNPAD has a library education program. Then there is also one in UGM, and especially in UI, yes ... they are quite good enough for library science education. (LM4)*

Yet another library manager gave an example of a Diploma 3 program in Banjarmasin, and stated the opinion that LIS education in Indonesia is currently adequate.

*To my knowledge, it is good enough ... one indicator that I could see is in Banjarmasin. Banjarmasin has a D3 too ... a D3 in library science which is in Tarbiyah [Islamic Education] faculty in the State Institute of Islamic Studies Antasari. So, maybe in Kalimantan, it is the only one. (LM6)*

According to one of the library schools heads, Indonesian LIS education is experiencing a period of rapid development as LIS schools are increasingly established outside Java. This participant stated that the growth in the library schools

is evidence of the increasing demand for qualified librarians to work not only in libraries but also in the other sectors.

*Yes... I observe that library education in Indonesia is experiencing rapid development. Previously, UI was the only one [which had a library school], and only S1 [Bachelor degree]; D2 [and] D3 are at UNAIR. Then there is UNPAD. At that time Java had only three [library schools]: UI, then UNAIR and UNPAD. However, a few years ago, I see that some [library] programs outside of Java were established, such as USU, and many more. It actually shows that the community needs for the management of library, information, archives, and documentation have increased. The timeframe to get jobs for graduates, such as UNAIR, is very fast. This indicates that community actually needs information, archives, and documentation manager, although [they] work in different type of jobs, not only in librerie [...] In the future, if we are smart in perceiving good opportunities, developing schools of information science and librarianship has good prospects in Indonesia. (LS1)*

Despite these positive responses, several participants were less optimistic, noting that LIS education in Indonesia continues to suffer from an inequality in geographic distribution of LIS schools, with the majority being located in Java. It was also noted that not only are the majority of LIS schools in Java, but these Javanese schools are more developed in terms of delivering quality courses than the LIS schools in other regions. As one of the librarian participants noted:

*I think the level of library education, if we look at the [library education] development, in Java the library education is more developed, more fully developed in Java. While outside [Java] there is a small number [of universities] which have library schools. (Lib5)*

Another participant, a library school head expressed a similar opinion, noting that the spread of educational opportunity had resulted in better availability, but also produced courses that were unequal in terms of quality and cost. It was argued that the problems facing by the LIS schools in Indonesia are variations in curriculum and tuition fees, and that as a result the more established schools will be disadvantaged as they are more expensive to attend than their newer counterparts.

*I think 23 [library schools] shows a wider market. This means that the community opportunity to study [librarianship] is increased. As UI is*

*the first institution which offers library science, as well as archives, so, I saw this phenomenon as providing more and more opportunities in this profession. However, the problem right now is that there is no agreement on the standard, curriculum standard. And also the problem of tuition fees. For example, the UI objection [to other library schools] is that if the teaching [curriculum] is the same but the tuition fees are different, it is not fair. Other library schools sell the same product at a lower price. The one who sell at a higher price will be at a disadvantage (LS2)*

A library manager agreed that the increasing number of library schools in Indonesia is a good sign in terms of the promise of more qualified librarians, but also questioned the amount of planning behind some of these schools. This participant argued that there needs to be more examination of the skills needed for work in particular types of libraries.

*Many library science education programs have been opened at various universities. And I see that it is an interesting phenomenon, where the libraries or librarianship as a profession is able to grow. On the other hand, it seems there needs to be a mapping of the librarians' needs at various levels [and] for various types of libraries. So, there needs to be standards in library education, it should not be too general. Many libraries are specialized in the services, type of collections, and patrons who are served. According to me, and I don't really know about library schools, but I think graduates need more specialised skills. I think this has not been quite planned. (LM5)*

Another participant expressed the view that the number of LIS schools is not sufficient to provide enough graduates to meet the needs of different types of libraries, such as school libraries, public libraries, and academic libraries. He also explained that the unavailability of LIS courses in some regions was impeding the development of library services, and that the cost of travelling to study in another region is a great disincentive.

*Based on studies, the conditions of library education in Indonesia are still inadequate. For example: the area of Eastern Indonesia, Bali, NTB, NTT the only library school is in Mataram. The program is merely Diploma 3 of library school. So I think, from the point of view of [human] resource development, imagine if an S1 [Bachelor degree] library education course is opened. Just imagine if, in accordance with our new laws the library would be managed by*

*professionals, maybe not just Diploma 3 of library education, how many libraries in West Nusa Tenggara, or elementary school libraries, and the other libraries would open? We can only conclude that library education is still lacking and there is need for improvement. This needs to be followed-up and suggestions presented through the [Ministry of] National Education as libraries are very important! When studying a Bachelor degree, why should I go to UNPAD, UI, or Ujung Pandang? How much does it cost? Why does not every province at least have one library school? (LM3)*

### **7.2.2. Current state of Indonesian LIS education in preparing librarians for their role**

Participants were asked to address the current state of Indonesian LIS education in preparing academic librarians for their role. In responding to this question a number of negative views were revealed. The majority of them stated or stressed that further training is needed in order for new LIS graduates to be fully prepared for the workplace.

A common theme raised by the interviewees was the range or level of skills that can be expected from graduates from different programs. One of the problems faced by librarians in Indonesia is that currently, according to the decree of the Minister of the State Apparatus Number 132/KEP/M.PAN/12/2002, *Pasal 21 dan Pasal 22*, chapter VIII, anybody can become a librarian by having two-year Diploma in librarianship or a two-year Diploma in another discipline plus certified library training. This is unsatisfactory for librarians who have higher LIS qualifications as they are still required to undertake the same range of technical or non-professional tasks. The methods of qualifying for professional work in libraries in Indonesia is further complicated by the continued use of ‘impassing’—the learning of practical skills in the workplace through a form of apprenticeship—as a means of gaining professional status.

Several participants were adamant that different types of graduates perform differently in the workplace, and made a distinction between the skills of Bachelors and Masters graduates and those from Diploma courses.

One participant (a library manager) argued that the appropriate tasks for academic librarians are those concerned with management, research, and writing reports, and that these skills are best provided from the Bachelors and Masters courses.

*If the qualifications are D2, then a Bachelor's degree, or a Master's degree. For routine activities . . . there are librarians who do that . . . the routine. For example processing of books, classification and so on, they can do it as these are the general activities in the library . . . However, for the professional level, such as management, research, writing reports and so on, they lack the knowledge. [They] cannot write a report . . . For two-year Diploma, they have never done it, and they have a different background. They may not have the motivation for the Bachelor degree and the Master's degree. Lack of time is also a possible reason, although some of them are indeed not capable. However, for S1 [Bachelor degree], I think they can write, because they have [experience] in writing final papers [for their degree]. (LM4)*

Another librarian participant, who has a Masters level qualification, expressed her disappointment with having to undertake tasks that are not commensurate with her qualification.

*To my knowledge, and I derive it from my own experience . . . I was the first [librarian] to graduate from S2 [Masters degree] here. However, I did not get a job that was right for my qualification. So I did everything, covered everything, from the conventional borrowing, returning, shelving, cataloguing, and all the routine jobs done in the library. So, [the jobs] that should be done by library technicians were done by librarians. (LIB6)*

This case points to a weakness of the Indonesian workplace whereby a position's duties are attached to the level applied to government jobs rather than to the qualifications (and skills) of individuals. As a result there is little distinction made in the workplace between individuals with different education and qualifications.

Several other participants expressed a similar view that LIS graduates with a two-year Diploma are best suited for technical tasks, while librarians with more advanced qualifications have the capacity to work in managerial positions that require higher-level planning and writing skills. On the contrary, however, another librarian

participant—with a two year Diploma—believes that the qualification is adequate for performing professional tasks (although without specifying managerial tasks).

*If librarians have graduated from a two-year librarianship diploma, they are adequate. We were taught how to do cataloguing, classifications, library services, and to create indexes. All of [these skills] can be implemented in the library. (LIB3)*

A further indication concerning the link between different qualifications and their relationship to job-readiness, was that one participant expressed the view that librarians who are qualified by ‘impassing’ are better prepared to perform practical workplace tasks than those who are graduated from LIS schools.

*. . . the path to become a librarian, in terms of education, is through a formal way and also a non-formal way. A non-formal way is that library staff become a librarian based on their work experience. It started from [19]88 to now through the system of ‘impassing’. Occasionally they obtain some library training. For the formal way, from the beginning [of their career] they have been taught library science and about the mechanics of the library, however, they are unable to do the job. (LIB5)*

The point was made by several participants that graduates, irrespective of the course they have completed, would require additional training after graduation in order to prepare them for the workplace. Two participants, one a librarian and the other a manager, expressed similar opinions regarding the need for further training after commencing work.

*According to my experience, someone with a three-year Diploma of librarianship qualification is ready to work in libraries, although sometimes the reality is different when they get here. For example cataloguing and classification are very similar. The basics are the same, exactly no difference, however, they need further training. (LIB1)*

*I think there must be an adjustment. Because—I will give one example—UNPAD graduates, when they have to use DDC only, [they are] not highly skilled. So, they need to learn. That's what I say, they need more learning on the job. (LM3)*



One participant claimed that current qualifications at the Bachelors or Masters levels were adequate for basic professional positions, but argued that further education or training (particularly in the area of information technology) was necessary in order to retain professional skills.

*Well, I see it this way. It depends on them to adapt the knowledge they learned in the library school to the needs of library developments that occur from time to time. For example due to the development or technology in information work they will need to attend training in order to adapt. Something like that. However, the basic library work is average . . . and we can see in the staff with a Bachelor degree, or even Masters qualification. (LM2)*

Several other participants agreed with the implication of this statement by LM2, arguing that if graduates were ready for professional work it was partly because of the undemanding nature of the profession (or particular workplaces) in Indonesia, with libraries offering low-level services based on manual systems.

*At the moment, it [the education] is sufficient as we are not 100% automated. Only a few units are automated, and the staff who already have knowledge of library automation are willing to share their knowledge, either indirectly or directly. (LM6)*

The need for greater emphasis on ICT skills in LIS education was raised by a number of participants. As one participant claimed, the ubiquity of ICT in the workplace meant that every aspect of an LIS education program needs to be imbued with technology.

*In my opinion, library schools need to adjust their curriculum to meet current requirements. Currently, libraries are automated. When I took the [education] program, there was only one subject related to information technology. Now, every subject should be related to IT, so that every subject in library programs should be combined with information technology. (LM6)*

It was argued that more deeply embedding ICT in curriculum will give benefits not only to the graduates who enter the library workforce, but also to the community who will receive improved services as a result.

### 7.2.3. Ideal education level of professional librarians in Indonesia

Participants were also specifically asked to give their opinion regarding the ideal education level of professional librarians working in Indonesian academic libraries. As noted in the preceding section 6.2.4, there are quite divergent attitudes regarding the qualification base of Indonesian librarians in general and of academic librarians in particular. These differences of opinion and attitude were explored further in order to try and assess the variety of responses regarding the value and expectations attached to the various pathways to working as a 'librarian' in Indonesia.

As one participant stated, the problem in Indonesia related to the position in libraries is that there is no agreement, even at the level of the National Library of Indonesia, regarding the qualification level required for either basic work in libraries or more advanced professional positions. Several participants, for example, suggested that graduation from high school is satisfactory in terms of becoming a librarian if coupled with the opportunity to attend LIS training. As one manager said in speaking of his own library:

*The qualification that we want is from SMA [high school] that is supported with library training. National Library of Indonesia and Ministry of Health offer library training for three months. We call it High School Plus. (LM1)*

Other participants, however, argued that even though high school graduates might be acceptable for some library work, they are not in fact adequately prepared for a pathway into professional work.

*As far as I have seen, an SMA is accepted, however an S1 [Bachelor degree] is better. A Diploma in library education is also accepted if it can capture [the library job]. However, the SMA [high school] is not really adequate. (LIB4)*

Participants from each of the different groups of interviewee (librarians; library managers; university manager; and heads of library schools) suggested that the ideal qualification for starting as an academic librarian is a three-year Diploma, as it provides graduates with the foundation skills required of basic library tasks.

*Academic librarians should have at least a three-year Diploma. My institution has a Masters qualification in librarianship. However, the minimum for the qualification is a three-year Diploma. (UM3)*

*Actually it depends on the position in the library. That is the point. However, the problem in Indonesia is that the development of libraries does not include the qualification level for position in the library. For example, what is the qualification level of staff working in circulation? . . . I think for higher education, people who work in higher education are dealing with patrons who principally have sufficient intellectual ability. They have to have at least a three-year Diploma, so that they can communicate, explain, and work effectively. (LS2)*

One participant even claimed that Diploma graduates are able to manage libraries, although did make a rather unexpected distinction between be able to ‘manage’ a library and engage in decision making.

*I think if she or he does technical library work, a three-year Diploma program is enough. But if the position requires decision-making, it must be a Bachelors degree. But, basically a three-year Diploma is enough. I think it is good enough to work in a library and they are able to manage a library as well. (LIB1)*

Three participants (a library manager, a university manager and a head of library school) expressed a preference for librarians to acquire at least a Bachelor level qualification. One argued that with a Bachelor qualification they acquire skills in analysing the prevailing circumstances and conditions, and restructuring a library and its service accordingly—in other words it is a requirement for those who aspire to positions in management.

*Managing the library system should require a Bachelor qualification . . . The reason is that they are not only good in managing the system, or creating a system, or performing technical works, but also able to analyse the situation and change conditions. So, when they are clever and sensitive to the situation and condition of a changing community, they are able to work out how exactly the library should be developed. I cannot imagine if libraries are managed by people who are looking after books, or managing collection, or things like that; then they are not able to predict future changes. In fact, libraries need people who can predict future changes. (LS1)*

Another participant expressly prefers to have librarians with Bachelor qualification from other disciplines combined with a graduate qualification in librarianship. The participant points out that this combination of two discipline subjects will create qualified and skilled reference librarians. It was also suggested that Masters graduates are on a fast-track to managerial positions.

*I think S1 is already sufficient. But some of them are more successful because they come from another major, not library education, and they did library science for one or two years . . . That kind of strategy is good to create a good reference librarian . . . because he or she has a broader knowledge. I think a Bachelors degree is enough. A Masters qualification is so rare that they do not perform as a library technician - they are manager material. (LM2)*

A university manager participant considers that for his institution a Bachelor level degree in librarianship is the ideal qualification. However, it was emphasised that if they cannot find applicants with a Bachelor qualification in librarianship, they have to hire a three-year Diploma graduate according to the requirements of the particular library.

*In our institution we expect them [librarians] to at least have a Bachelors qualification with a background in librarianship. If there is no Bachelors degree, a three-year Diploma in nursing can be accepted. However, they have to have a background of nursing education. (UM1)*

Two participants indicated that a Masters qualification is the ideal entry level for new librarians working in academic libraries. The reason given is related to the particular nature of academic library work and the potential of individuals to assume management roles.

*Well, according to the education requirements, I think right now [librarians] should have at least an S2-Masters qualification. (LIB5)*

*The qualification of librarians depends on the type of library they work in. If they work in higher education, I think a Masters qualification is necessary. However, if they are the policy maker or the library manager, the necessary qualification at the moment is Doctoral degree. But the position of library technician only needs three-year Diploma or Bachelor degree. (LIB6)*

*We have a minimum expectation that they should hold a Master's degree in the field of library science, documentation and information . . . For the future, librarians should have an educational background of S2, and good quality performance and managerial skills. That's the key word, managerial ability. (LM3)*

However a number of the participants indicated that the ideal qualification level depends on particular circumstances, in particular the type of the job and the level of the appointment. One participant stated that librarians should have a Masters qualification when they work in academic libraries, but that it was not necessary for other types of libraries. In general, however, the participants expressed an understanding of the desirability of achieving a better match between qualifications, skills, and workplace roles, than prevails currently.

*Firstly, the one who deal with the books coming and catalogue processing, has Diploma qualification. Then the supervisors should have a Bachelor qualification, so that they can communicate and provide direction for the development of the library. (UM6)*

*I think it [the necessary qualification] is quite diverse because of the various levels of types of work in libraries. From jobs that are dealing with labelling books to others that are highly intellectual. Actually, we can have a three-year Diploma level that can be accepted here. So Bachelor degrees are needed, as these graduates are considered more capable in terms of language and technology. But there are jobs that can be done by those with a three-year Diploma qualification. For the Masters qualification, it is needed but certainly not too many, because that is more for conceptual and highly intellectual things. For example they analyse the collection and so on. (LM5)*

*It depends on what their duties are. For example, if they are a library technician and only process books, maybe D2/D3 is enough. For a more professional [job] it should be a Bachelors degree. If he or she is a thinker . . . then library development requires a Masters degree. So, it depends on the needs. (LM4)*

LM4 was not the only participant to refer to the role of 'library technician', with one librarian participation predicting a future whereby the role of technician will become a part of the Indonesian library environment, with appropriate qualifications in the form of a two year Diploma.

*To be a librarian, they have to have at least a qualification of D2 in librarianship. However, in the future, staff in Indonesian libraries will be divided into two categories: librarians and library technicians. Librarians should have Bachelor qualification in librarianship and library technician should have a two-year Diploma qualification in librarianship. (LIB3)*

#### **7.2.4. Skills needed for Indonesian librarians**

Interview participants were asked a question regarding the needs for particular skills in academic libraries. While the question was open-ended, it was asked specifically in order to investigate the impact of the development and implementation of ICTs on the education and training of librarians, especially Indonesian academic librarians. There are also likely to be further ‘downstream’ impacts on staff skill needs as ICTs transform almost every aspect library collections and services, and the relationship between librarians and their users. The answers were varied in terms of their focus, but the majority of participants did indeed reiterate the critical importance of the ICT skills required by academic librarians.

Technology was not, however, the sole focus of participants’ concerns with regard to skills, with many providing responses that married issues around ICT skills with other matters. For example, one participant suggested the importance of combining three skill areas in management, technology, and marketing. Because some of the library schools have not integrated these skills into their curriculum—due it was suggested to LIS schools have limited scope to focus on more than one area—then graduates would require additional training in neglected areas.

*I think management, technology, and marketing. If a librarian can collaborate and use those skills; management, technology, and marketing, to manage a library then it would be much better. However, they still lack management, IT and marketing. If he or she only has library education itself then they will not get them. They have to develop those skills through further training, because every university has a different curriculum, with a different emphasis. They might have to emphasize IT, management, or marketing. That’s the way it is. (LM2)*

According to another participant, a library manager, his library requires staff with three areas of specific skills that are important for current library operations. These are; information technology; Arabic language and Islamic knowledge; and English language. These particular language skills focus attention on the needs of a multi-lingual society in a developing country, where there are different languages for everyday communication; religious use, and scholarship and business.

*I believe there are three special skills that are required for librarians to have. First is IT skill, as currently Indonesian higher education libraries need staff with information technology skill. Secondly, Arabic language and Islamic knowledge are needed as my library has strong collections in those subjects, however, currently the librarians cannot fulfil the need . . . Thirdly, English language is needed as it is an important general skill, however, my library lacks staff that have that skill. . . . I hope that librarians working here, have at least one other language, either English or Arabic, so that they can help students . . . because a lot of our collections are in foreign languages, English or Arabic. That could be of help to the students. (LM5)*

It is a challenge for LIS education in Indonesia to create programs that can meet the demand for staff with highly developed ICT skills. One participant suggested that in order to gain maximum benefit in the development of information technology in libraries, additional staff with qualifications in information technology/ computing may be needed to support librarians. This indicates that this participant does not believe that LIS education alone can produce graduates with sufficient ICT skill and knowledge, and that these skills can instead be sourced from graduates with specialised skills.

*In relation to computer technology I have often said that librarians should be supported by computer scholars with at least a three-year Diploma in computing to back up the librarians. Librarians need them to design library programs. (LM3)*

In responding to prompting about the issue of library automation one library manager pointed out that his library is not yet automated for some service areas and that many of the systems remain manual. This not only indicates the extent to which some academic libraries in Indonesia have been slow to automate, but also that this lack of

library technology in turn impacts upon the skills required of current staff. The participant indicated that where skills in this area are needed they are simply acquired by staff members sharing their knowledge.

*At the moment, it [ICT skill] is adequate as we are not 100% automated. The automation is only for a few units. Staff who know IT will share their knowledge directly or indirectly. (LM6)*

As discussed with regard to the survey results (and noted above by LM2) there is evidence that LIS education in Indonesia requires additional emphasis on management skills. One of the heads of a library school interviewed picked up on this theme, but also went further in suggesting that what is required is leadership skill, whereby senior librarians can have a visionary impact on the development of their service.

*Librarians need to understand the future development of libraries. They have to capture the opportunities for library development. They have to think about how to create information programs that are really worth more. So, librarians cannot only perform the technical things, such as shelving, but also they should have skill in producing information products, so that the library will have better services. If not, the libraries will be left behind because they cannot fulfil the community's need for information. (LS1)*

The importance of these leadership skills for the future development of academic library services in Indonesia was highlighted by the responses from a current university manager. This interview provided an insight into the low expectation that at least some university managers have their library staff (and by implication, their library service). When quizzed about the skills required of librarians his knowledge of their work skills and professionalism seemed to extend no further than the most routine and mundane of library tasks.

*Librarians will work when the books come in. At certain hours librarians will collect books and according to their numbering put them in a certain place. This should be done by people who know the library. (UM2)*



Another participant, a library manager, suggested that it is important for LIS schools and curriculum to address the needs of different types of libraries and their users. In an acknowledgement that the needs of academic libraries in terms of staff skills might be very different from school libraries or public libraries. Meeting the different information demands of these various types of user communities is considered important if the outcomes from LIS education are to be optimised.

*Schools of librarianship need to analyse the demand of Indonesian librarians according to the type and the specialisation of libraries they work in . . . Libraries are growing in Indonesia with a variety of areas of specialisation and librarians need to maximise the development and types of services they offer. (LM5)*

#### **7.2.5. Problems in developing academic librarians**

Interviewees were also questioned regarding the problems that must be overcome in order to develop the skill and knowledge of librarians in order to enable them to give better services in academic libraries. The answers reveal a range of problems faced by Indonesian academic librarians in developing and implementing high quality information services.

Firstly, it was pointed out by one library manager that there are structural problems with LIS education as they attempt to transition from a Diploma level qualification to a Bachelors degree. According to new national education regulations in order to offer a three-year diploma a professional program must also provide a Bachelor degree course, although LIS (and other professional) schools can offer a Bachelors program without the diploma level courses. Therefore institutions that cannot provide a Bachelor course have been forced to close down their diploma courses. This has occurred recently at the institution (a university) of one of the participants. This university is, however, attempting to open a Bachelor program. However, there is a debate as to which faculty should accommodate the program.

*Previously, we had a three-year Diploma, however the university issued new regulations so that all of the three-year Diplomas were closed down . . . They have given us an opportunity to run a Bachelor*

*degree in librarianship, however we do not have a faculty body for librarianship. Currently, we might use the faculty body at the Faculty of Communication or the Faculty of Literature. (LM2)*

The lack of education qualification of lecturers who teach in Bachelor and Master level programs is another problem facing Indonesian LIS education. One participant stated that according to her experience as a Masters student she was taught by educators who had themselves not yet attained that level of qualification.

*According to my knowledge in general [of library education in Indonesia] I do not know exactly. However, as a UI graduate, in my classes the lecturers are qualified, although some of the lecturers who taught us in S2 [Master degree] were S1 [Bachelor degree]. (LIB6)*

Another issue raised was the extent to which librarians, irrespective of their qualifications, are equipped to perform in a fully professional and autonomous manner. It was suggested that they are part of a wider culture of workplace dependence whereby staff tend to wait for direction or instruction from a supervisor rather than exercising independent judgement. They therefore undertake their job solely according to the instructions provided by managers with little or no initiative or original thought. This could be related to the under-qualification of the staff that hinders them in performing tasks that need initiative rather than predictability and repetition.

*They [librarians] lack creativity, so that I have to always give them motivation. . . . Their habits needs to be changed as they tend to do the job according to the instruction. In fact as a professional librarian, they have so many things to do. (LM4)*

A further problem, and perhaps related to the one above, is the lack of motivation or incentive to continue their education and increase their qualifications. According to interview participants librarians are reluctant to continue their study as there is little or no financial support provided. A library manager participant suggested that lack of funds for supporting the education and training needs of staff made it difficult for Diploma graduates to advance their skills and knowledge, and was a disincentive to librarians who might be more interested in a profession and a career rather than simply a job.

*Unfortunately there is no funding from the university to pursue further education. If they want additional education, they have to be self-supporting. . . . It is difficult for librarians to continue their study as they will refuse if there is no offer to support the study. There is no initiative from them to develop their professional skills. (LM6)*

A further issue, and one that might also be related to the lack of motivation in staff, is that staff positions in academic libraries are based on the official government levels that are usually attained by the duration of service. Therefore workplace seniority in universities and other institutions of higher learning, including their libraries, is often the result of longevity in the job rather than ability or qualifications. This system hinders staff development and advancement, and is a further disincentive to staff to seek to progress their careers by further study and qualifications if promotion to senior positions, including management level, primarily depends upon the duration of service.

*If we look at the university policy, to be in a managerial position depends on the length of the working at the university or seniority, even though they do not have Master qualification. (LIB6)*

Another difficulty in pursuing education in librarianship is that the range of LIS education available in Indonesia is not substantial, and as noted previously the majority of the better offerings are grouped on Java Island. Therefore even for those staff who are sufficiently motivated it is frequently the case that there are few opportunities available to undertake additional education.

These problems need to be addressed in order to provide opportunity for Indonesian academic librarians to further their education and develop their careers.

### **7.3. Continuing professional development**

#### **7.3.1. The level of CPD opportunities for Indonesian academic libraries**

Interview participants were asked their opinion regarding the level of opportunity for continuing professional development (CPD) in Indonesia. In general the participants

stated that the opportunity to attend CPD in Indonesia is high, with many institutions, such as the National Library of Indonesia, offering CPD. However, there remain a number of problems facing the availability, suitability and quality of CPD.

The library managers who were interviewed were generally consistent in the view that the library they manage has access to a sufficient level of CPD. For example, according to one library manager, CPD activities in Indonesia are conducted in many institutions, which have a positive impact on the development of academic librarians in Indonesia. However, the example of institutions providing training given by this library manager are all located in Jakarta, and are therefore not easily available to librarians from other provinces. This manager also argues that the CPD that is provided is subject to ‘trends’ and may not address the real needs of library staff.

*I consider it [CPD] is good enough, as there are many activities that are offered. There are two reasons are behind this. First, libraries in Indonesia have an impact by providing coordinated library training. Libraries such as Bina Nusantara University; University of Indonesia, and the National Library of Indonesia, conduct training and invite other libraries to attend and therefore they provide many opportunities for librarians to improve themselves. However, there is a need to map the training. Training is often conducted according to trends. For example, currently the trend for training is about blogging, so librarians are given this sort of training. Training that relates to the technical matters, such as conservation or upgrading library systems is rarely offered. So, there should be the mapping of the human resources needs in all levels of the profession. Secondly, I think at the level of government, there seems to be not much funding to support library training. (LM5)*

Another library manager participant expressed a similar opinion that librarians from his institution have sufficient opportunities for CPD, but also noted that they have to apply forms of ‘rationing’ to ensure available funds are applied equitably.

*We give the opportunity for all librarians to attend training. However, they do it in turns. For example, we sent two delegates to a recent conference in Batam. A year before, we sent one delegate. Then, there is an IT workshop. The opportunity to attend training is so high. . . . Each year we send librarians out for training, and there is also in-house training on the campus itself. (LM4)*

Yet another library manager also believes that his staff has adequate opportunity to undertake CPD, and he noted the use of formal education working towards qualifications (in this case a three year diploma) as part of the CPD that is available.

*The [CPD] program is good, and it means that the library is doing a good job. Why do I say that? Well there have been training programs—they have often been provided. Before formal education programs were offered there were non-formal ones run . . . almost every year. Now there are formal education programs titled D3 Librarianship. (LMI)*

The librarians who were interviewed acknowledged the availability of various training programs and drew particular attention to those offered by the National Library. One librarian noted that these courses were aimed at library staff who had not yet completed their formal library qualifications but were employed on the basis of their qualifications in other disciplines.

*Staff with bachelor degrees from other discipline have the opportunity to attend library training at the National Library of Indonesia. The National Library will invite us to register staff for these courses. The information about registration is provided in a brochure. The majority of the training conducted by the National Library is funded. (LIB3)*

Several participants, however, expressed concern about the availability of these ‘brochures’ that apparently advertise and promote courses. For example this participant acknowledged that positions on courses might be limited but nonetheless was concerned that the information about offerings was hard to come by.

*The library training is conducted every year, and we are invited to attend or informed about it depending on the organiser. Non-formal education that is aimed at improving the quality of librarians is held by the National Library of Indonesia. Their program is held over three or four months. The invitation letter to attend the training and the budget will be provided to academic or school libraries. However, the information about the training and the invitation to attend can be limited. (LIB5)*

In this response LIB5 was referring to training courses held at the National Library that require participants to reside in Jakarta for the duration of the course (up to four months as indicated).

One of the library managers also raised the issue of the National Library's communication regarding courses, and suggested that the reason information might not be received is that it is diverted within the receiving institution, with the result that those who eventually attend the training may not be the library staff for whom courses are primarily provided. This may indicate the low level of importance that institutions place on improving the skills of front-line library staff.

*One year, the training can be offered two to three times. The programs are very good. However, there are also problems because we are only a supporting unit in our organisation. When the invitation letter is received it does not come to the library, and the person who is sent to the training is not a librarian. . . . Training is also provided by the Indonesian Library Association in sub-Central Java. Sometimes the University of Diponegoro also runs the seminar because it has a library school. The University of Sebelas Maret also offers training. (LM1)*

Another librarian also made comment on the NLI courses, mentioning once again some of the communication problems. It was suggested by this participant that the NLI appears to have ceased offering training in their region.

*The training from the National Library has usually been conducted every year. But, in recent years we haven't heard anything about it. Perhaps we did not get the information. . . . The training conducted in this region by the Indonesian Library Association has also not been offered in the last two years. (LIB4)*

One of the university manager participants also noted what appeared to be a cessation of National Library training for the region of his institution.

*According to my knowledge, library training was conducted by the NLI in this region several times. However, the last time was five years ago. I think the training was routinely held two to three times a year in order to upgrade the librarians' skills. (UM6)*

This lack of National Library support for regional training may be the outcome of increased decentralisation of government in Indonesia, with library development in the regions becoming the responsibility of provincial governments.

The issue of government support for training is critical, because as some participants pointed out attendance is only possible if there is some level of financial (or other) support from government. As one library manager noted:

*If there is an offer for training and seminars, and the government provides the funds, then we will attend. (LM6)*

Another of the library manager participants also commented on the availability and importance of government-supported training, but noted that it appears to be targeted at the managers rather than other staff. This suggests that the main purpose of the Directorate of Higher Education (the department responsible for these courses) is the development of library managers to give them skills and knowledge to further develop their libraries.

*Usually the free training is not provided for librarians. For example the Directorate of Higher Education conducts management training but it is aimed at the library managers. Last year the training was about digital libraries. (LM4)*

A library association manager also discussed the level of training support provided by the National Library, claiming that the NLI's budget allocation for training programs is only 1% of the Library's total budget, and that this falls well short of the required amount. Indeed this participant also claimed that an amount of up to 20% of the NLI budget would be required to meet training needs. This participant also notes, however, that other ministries also support related CPD.

*Library training programs aren't sufficient because of the small budgets for training. The training program conducted by the National Library consumes 1% of the total NLI budget. In fact, we need up to 20% of the budget to conduct library training nationally. We can only run one class each year for different program, such as, training for trainer, bibliography, and academic writing. However, we are also supported by having cooperation from other ministries. (LA2)*

The level of government-provided support for, or sponsorship of, training is very important, because as one library manager indicated, if the task of training falls to the private sector then it invariably makes the training more expensive. This is particularly the case if the private (i.e. commercial sector) take on the task, and if attendees must travel from remote locations to access training.

*There are a lot of training bureaus which focus on librarianship, but I see they are too commercial. . . . I can understand that training is expensive, but why the government institutions, such as LIPI [Lembaga Ilmu Pengetahuan Indonesia; Indonesian Science Institute] do not conduct training since they can be subsidised. It is so expensive when we send even one staff member to attend training in Yogyakarta. It costs us six million rupiah. The problem is that the training is usually run by private institutions and is located in an expensive hotel, and the registration is also expensive. As a result we can only send two staff each year. (LM2)*

Other interviewees disputed that the availability of adequate training, irrespective of who is providing participant stated that CPD in the national level, is still low. One of the criticisms focused on the lack of professionalism in the training sector, including the absence of systematically developed and targeted courses. This includes a lack of cohesion between the formal courses provided by higher education institutions and those that are targeted at post-qualification professional development.

*I think the opportunity to attend professional development is still low. I can say that there are no institutions, such as in the government or in higher education, that systematically conducts training for librarians. The training is very sporadic and unplanned. For example, there are no institutions that conduct ICT training until the participants have already mastered some of the skills. And once the training is completed, that is it. There is no ongoing support or follow up for the training. The professionalism in training and professional development isn't apparent as yet. (UM4)*

Another university manager also pointed to a similar issue, and one that also highlights one of the difficulties in providing carefully targeted training or CPD for Indonesian academic libraries. That is, the very different circumstances in which some of these libraries exist with regard to their current level of development and implementation of services and technologies, with significant 'gaps' existing



between the larger institutions (many located in Java) and the smaller, remote institutions. These gaps cause substantial difficulties for the CPD providers in setting the appropriate 'level' of the training.

*We receive many invitations to attend training. However, it is very difficult because every institution has a different level of development. It is impossible to jump like ITB [Institute of Technology Bandung] or UGM [University of Gajah Mada] libraries. It should be through a step by step approach. So, when developing training program, it should be clustered according to the library development level. For example, what actually South Kalimantan is given the training, so that the program is not always about IT. However, every institution wants to do IT as they only think about the project not sustainability. (UM6)*

One participant also stated that the level of opportunity for librarians to attend training depends on the commitment of institutions in developing their libraries and noted the existence of government projects that provide special funds for the purpose of staff development. These types of funds can be applied for by the institutions however, it needs a degree of willingness from the institutions to pursue the opportunity.

*The opportunity of library training is limited. However, it depends on the university's commitment to developing their library. The commitment to develop the library is supported by a government project. The project motivates an institution to conduct training in the library. It is hoped that each university will increase the skills of their professional librarians. (UM5)*

### **7.3.2. Support for attending continuing professional development**

Interviewees were asked questions regarding the level and type of support provided for librarians to attend CPD. In broad terms there is agreement that CPD opportunities are—as has already been noted—heavily constrained by the lack of direct funding.

Of the librarians who responded to these questions there was a recognition of the limitations on their institutions to support CPD, and several indicated that they are prepared to pay for training from their own resources.

*Sometimes the institution will cover the expenses to attend training. However, it depends on the institution's financial situation. If not, we [individuals] have to pay for our own training. (LIB5)*

*Here, there is a lot of opportunity [for training] but again it is constrained by the budget from the university. I often use my personal funds for attending the seminars. We often attend seminars locally or nationally, and the Indonesian Library Association also conducts conferences three times a year. (LIB2)*

One librarian participant noted that promotion system in Indonesia typically requires library staff to submit evidence of CPD in the form of attendance certificates if they are to be eligible for the next level of promotion.

*Our colleagues are willing to pay for the training because they need a certificate for their promotion. (LIB4)*

The positive side of this phenomenon is that institutions and their libraries benefit as library staff develop their skills and knowledge. However, it may be unproductive if the motivation to attend CPD is for promotion reasons rather than for the intrinsic learning benefits. It is also a situation that is unlikely to result in carefully planned CPD designed to meet the needs of the library.

There was also acknowledgement that the library's training needs are catered for within a competitive higher education environment, whereby managers might submit requests for training support that cannot always be met by the institution.

*Each year the library manager submits a training budget to the planning unit, but it all depends on the university's budget. (LIB3)*

In these circumstances it is not unexpected that the distribution of training is 'rationed', and that individuals have to wait their turn. In other institutions training might be distributed according to a desire to ensure equity of access rather than genuine need of individuals or the library itself.

*We have opportunities to attend conferences and training, but we have to take turns. This is to make sure that it isn't always the same person who attends. A fair distribution of opportunities is important for staff development. (LIB5)*

One librarian participant commented favourably on the extent to which managers went to try and ensure that CPD was available. This is a reminder that making financial support available is not all that managers can do to ensure that staff receive training.

*Firstly I received a letter assigning me to attend the training, and second the head of the library completed all of the necessary administration. And then he provided funds for me to attend the training. (LIB1)*

The library managers, however, were in a better position to comment on the lack of funds available for training and CPD. They generally demonstrated a high level of awareness of the need for training for their staff, but acknowledged the financial problems that limited to capacity to ‘deliver’ in this regard. One library manager noted that this means that not only is there a lack of money to support CPD, but also includes the institution not providing sufficient funds for librarians to undertake activities that are a component of their duties.

*We have submitted proposal to send our librarians for training, but they have never been approved. There has never been any understanding of our plans to send librarians for training or even for continuing education. Even the research funding for the main librarians’ positions, and they have a requirement to do research, is not made available. (LM3)*

Regarding the availability of research fund for librarians, it is typically the case that research funding is only allocated for lecturers and researchers. This indicates something of the institution’s lack of understanding or appreciation of the roles that librarians might conceivably undertake.

Another library manager pointed to some of the frustrations that are inherent in his role, whereby there is the pressure of demand from staff for training that is badly needed in terms of improving the performance of the library, but limited support forthcoming at the institutional level. It was argued that this places a heavy onus on the library to be particularly thoughtful and astute in targeting the available training at the necessary areas of skill development.

*We often have a coordination meeting among supervisors. I describe the challenges faced by the library and where they come from. The world of libraries is actually developing very rapidly, however, librarians have been changing so slowly. At one level we need to cooperate to with the IT people, but at the same time we need to continuously improve our own ability. However, we also need to carefully choose the skills that we require. It is a very difficult choice because librarians here are stuck in traditional routines of lending services, and book processing tasks never seem to be completed . . . For this reason I try to encourage the junior librarians to try and see the problems ahead, otherwise they will be left behind. And being left behind is not only about themselves, but also the institution. So that, on any occasion, formally, such as coordination meeting, or informally, such as talking to the staff, I talk to them about staff development or education. (LM5)*

The university managers who were interviewed appeared to be more optimistic regarding the level of CPD support than either the librarians or the library managers.

*We provide support by sending them [staff] for training and we also support financially the training that is available. (UM3)*

*When there is library training provided for staff we always give them the opportunity to attend. (UM5)*

As another university indicated this support is provided not only for CPD for existing librarians, but also supporting non-qualified library staff in acquiring their formal qualifications

*We support the development of the library. We always support them to be become qualified librarians. We want to be able to provide financial support. We support them to continue their education whenever there is a chance. (UM1)*

Yet another university manager claimed that the institution not only provides direct financial assistance for CPD, but that the library's staff development needs are also met by the library manager being given some autonomy over their own training budget.

*The support that we gave is giving them the freedom to manage the library, in the sense that they can make decisions about the budget and how it is spent . . . Then, we also support the librarians who want*

*to pursue their studies and attend training by giving them financial support. (UM4)*

While these university managers claimed that they provide institutional support for librarians to attend CPD, the financial circumstances in Indonesian higher education do not support a systematic or considered approach to the development of librarians' skills. The reality is that in most cases library funding for CPD is determined by the often dire budgetary situation of the institution, and the priorities that it chooses to set.

Although, as was argued by one university manager, there may be ways that an institution can demonstrate its 'support' for the library and librarians other than by meeting their training needs. He pointed to the recent expenditure on the library's facilities that had been important in bringing about improvements in their physical comfort and morale.

*When I have time, I sometimes go to library and talk to the staff. I see that their motivation is now improved because the building has been renovated, the walls have been painted and floor coverings improved and there are now lockers. (UM2)*

### **7.3.3. Types of continuing professional development required**

When questioned about the nature of the CPD that is required interviewees – particularly librarians and library managers—overwhelmingly focused on the issue of information technology. While this is likely to be a concern with academic libraries in all parts of the world, the need is arguably the greatest in those countries that are going through a rapid ICT development that is compressing the time between traditional analogue services and collections, and those that are fully digital.

*The information technology skill need to be improved because books do not play such an important role in libraries any more. Information via the internet or cyberspace now has an equally important role. Therefore the IT training should be continuously improved. (LIB5)*

*I think we need library automation training . . . It is becoming relevant to all of the library's activities. (LM6)*

As one of the library managers indicated ICT training is popular, not only because it is required in terms of the library's development but also because there is high level of probability that it will be supported by the university. There is a recognition that ICT is seen as an institutional priority and therefore the library (and library staff) can benefit in terms of access to training funds.

*A lot of the staff we send to attend training are related to IT, because it is supported by the university. The university knows that the library's staff have a lack of IT skill, and it will have an impact on the other units that provide the education. So our main priority is to send them for IT based training. . . . IT skills can certainly be applied once they get back to work. (LM2)*

And as another library manager pointed out this priority is expressed not only at the institutional level, but also at the level of the library service itself where there is an understanding that the development of ICT skills need to be prioritised in terms of available training funds.

*Yes, we delegate librarians to go. Because of the financial situation we have to consider whether the training is really relevant to the activities of the library. Then, we'll just send them if we can. We assign the librarians to attend training according to the library's needs, for example, information division, ICT division, then development of library management, and so on. So, if the training is relevant to the library's needs we will send our librarians. (LM4)*

Another library manager took a slightly different view of the need for ICT training. He linked the shortage of 'technical skills' in the library with difficulties at the recruitment stage. There is a failure to attract new graduates with the sort of skills, experience, and promotional level that are suited to the technical jobs, and the longer staff remain the more likely they are to be promoted away from these positions. The result is a vacuum of skills, with suitably skilled staff quickly moving on to more highly regarded and rewarded positions.

*The problem here, and also in other libraries, is the problem of recruitment. What we lack here is technical staff. For some time now we have not taken on fresh graduates that we can educate, but usually they are coming from other jobs. Those who work here are not fresh graduates [and] sometimes they are not compatible to the technical*

*jobs, because they are seniors, level IV. So we have more competent staff at managerial level, but not at the level of technical skills. So it creates a problem. . . . And because they continue getting promotion, their status is also changed. They used to do technical assignments, but now—for example—they undertake research, teach, and do community service. If most of them are engaged in doing those things, there is no one doing the technical things. (LM2)*

#### **7.3.4. In-house training opportunities**

One possible response to the lack of financial support for CPD is to develop and conduct local or ‘in-house’ (or workplace) training that might conceivably be very cost-effective. The potential to draw upon the knowledge and skills of library staff, or to buy in trainers for exposure to a large number of staff; and the chance to use the library’s own rooms and facilities, make this type of training potentially cheaper than more commercial alternatives. Interviewees were therefore provided with a question that probed the level of institutional or library support for the use of in-house training as a form of CPD.

A number of the participants (librarians and library managers) noted the use of in-house training by their library. When questioned as to the frequency, one librarian noted that, ‘The average is about four times a year’ (LIB3); while another commented:

*Every year, in house training is undertaken. And every year a proposal for this sort of activity is made for the development of the library staff. (LIB5)*

Another librarian also noted that even this form of training is subject to institutional approval (a further suggestion of the lack of autonomy experienced by libraries with regard to their training needs), but indicated that it is likely to meet with the approval of both the library and the university.

*Workplace training is conducted according to a proposal that is submitted to the university. Our library manager always supports this kind of training. The funding is provided by the university, so proposals are submitted twice a year for in-house training for library staff. (LIB2)*

A particular form of in-house training that was noted by several interviewees was based on the extension of the benefits of externally sources training. According to this model, staff who are funded to attend external training are required to in turn pass on the benefits of this training to their work colleagues. As one library manager noted:

*What may need to be further developed is the sharing of training benefits. We are talking about and making suggestions about this, so that the staff who have finished outside training come back [and] try to share what they have learnt. (LM5)*

LM5 also noted however that to date ‘*this is not going very well*’; perhaps an indication of the extent to which professional training requires some skill and perhaps adequate support in terms of facilities and technology. For example as one participant noted there is a need to be able to support training with the appropriate IT support:

*We have done some in-house library training. However, the problem in doing the IT training is in having the right software. (LM1)*

Therefore simply having the knowledge may not be sufficient in terms of passing this knowledge on to others.

Not all libraries, however, have been able to avail themselves of the opportunities for in-house training. While it might appear to be a cheap alternative to external training there are still costs involved (particularly if an external trainer is brought in) and for smaller libraries it may be difficult to release staff to attend. One library manager noted that ‘In house training depends on the budget, and last year we had only one in-house training session’ (LM4); while another interviewee (a librarian) noted, ‘In house training is not conducted very often’ (LIB6), without elaboration as to the reason why.

Another participant, a librarian, commented that in-house training was previously used at her library, but not anymore.



*We used to conduct training internally, but not anymore. We don't know the reason. Maybe it is because all of the staff are qualified librarians. (LIB4)*

The meaning of LIB4's final sentence is unclear. If, however, the implication is that management consider that because staff may have completed their formal qualifications that CPD (be it in-house or any other form) is no longer required. Such an assumption would be a negative sign for academic library development in Indonesia, because all library staff—irrespective of their qualifications—require ongoing CPD if they are to work at the desired level.

### **7.3.5. Type of in-house training**

Participants were also requested to provide some thoughts on the type of training that would be suitable to be conducted in-house. In response to this question all of the librarians interviewed stated that some form of information technology training would be suitable and/or desirable, although this was typically listed together with other 'basic' library skills.

One participant stated when in-house training is provided it is targeted (in addition to ICT training) at core library skills such as cataloguing and classification. This suggests that the training is being conducted for staff who do not have a LIS qualification.

*When we invite faculty staff or department staff for training, the program we provide is about how to catalog and also how to do classification. Those are the essential skills of librarians. Then internet training and web training are also provided. (LIB5)*

Another participant noted three key areas for in-house training: library management, information technology and training related to core library skills. The response also suggests that the library has provided in-house training on a regular basis, indicating that the library finds value in this form of training, and again suggesting that it is likely to be provided for staff without formal qualifications.

*The main types of training that have been provided are library management, information technology, and on two occasions, basic library skills training. (LIB3)*

Yet another librarian mentioned technology as a focus of in-house training, but also indicated that ‘basic library services’ are also included. It would seem that once again this is a form of training that is unlikely to be provided to qualified staff, and again indicating that workplace training is likely to be provided for the benefit of staff who have not undertaken formal library qualifications.

*Training courses that are often held are in basic library services to users. The second most frequent are training courses are in basic technology skills. (LIB1)*

It is interesting to note, however, only one library manager participants specified that ICT was suitable for in-house training. The emphasis from several of the library manager interviewees again fell on generic skills associated with providing a service.

*The most important local training for librarians is the development of library service excellence. (LM4)*

Similarly, another manager suggested that ‘library service excellence’ was a focus of in-house training, while also noting that the senior library staff—the managers—also made use of workplace-based CPD. This interviewee also raised in passing the issue of remoteness from Java, pointing to the importance of ‘buying-in’ training given the expense associated with sending a number of staff to Java.

*We develop in-house training for management. We usually invite experts from outside, such as management experts. We also have library service excellence training and the trainer is from outside. With this sort of training it isn't efficient if we have to send staff to Java. (LM2).*

Another library manager participant also specified management as an important area for in-house training (alongside information technology). In particular he noted the connection between management and leadership, suggesting that the latter is important to the future of Indonesian academic libraries.

*And related to training, I think that management is always important. Leadership style will have a big impact on libraries and this needs to be supported by training in management. And also there is no reason for us not to master IT. The improvement of IT in the future is also important to the development of libraries. (LM3)*

This same library manager also raised the prospect of training in the art of training, so that those who benefit from external CPD are then also trained in the art of communicating that knowledge to their fellow library staff.

*There is a need for TOT [Training of Trainers] . . . Every time, I, the head librarian, or anyone else attends training, we immediately gather all the librarians and library staff. I organize a seminar to present the benefit of the training to everybody and to share the knowledge. That is what we have done. Then, we also train them to be a presenter, moderator, so that they have communication skills. They are given a certificate. (LM3)*

As noted previously, and supported by this library manager, a source of in-house training can be staff who have been supported to receive external training, but that the ‘passing-on’ of this knowledge cannot be taken for granted.

### **7.3.6. Problems in attending continuing professional development**

As noted already the lack of financial support and the unavailability of CPD in some regions are problems for staff requiring training and skill development. The participants were asked a supplementary question asking them to specifically address the issue of the ‘problems’ they see in providing academic library staff with adequate training. Most of the responses are grounded in a recognition that the fundamental lack of resourcing will not be overcome in the short term and that library managers need to be inventive in the way they think about meeting CPD needs.

One librarian participant noted the lack of financial support for training, and went on to argue that this resulted in an unfair distribution of opportunities, with the senior librarians have better access to training. It was argued that this situation leads to a degradation of staff morale

*Ideally, all staff should be involved in the scholarly activities such as conference and workshops. However, this is constrained by the budget, so that many staff don't get a chance for development. There should be a fair distribution, which is well-planned, so that all staff will experience some development, for example every two months based on their needs and their skill. Because of the budget constraints, the supervisors attend CPD more frequently than the staff, [and] the majority of staff do not get a chance to attend CPD. It means that they have to develop their skills independently without any informal education to support their development. This situation results in passivity, apathy, and lack of confidence, and then jealousy among the staff . . . For example I recommend C but the manager recommends B with the reason that C is perceived to be unqualified for the activity. So, how can the unqualified staff can be qualified if they don't get any support to attend professional development? (LIB6)*

This participant went on to address one of the other issues that has been raised previously—the possibility that those who do receive training can share the benefits with other staff when they return to the workplace. It was argued, however, that there is little incentive or encouragement for this to happen.

*This might be solved if the staff who attend the CPD can share the result from their training. However, the persons participating in the training do not want to share their knowledge and skills because there is no obligation to do so. Sometimes they don't even write a report. . . . The self development associated with presenting the knowledge and skills to the other staff is never acquired. (LIB6)*

*Another librarian also suggested that there was some inequality of opportunity with regard to CPD and also noted that senior staff receive a degree of preference in this regard.*

*There are seminars at the national level. However, they are so expensive, and usually the participants are the head of the library, though sometimes librarians [also get the opportunity to attend]. (LIB1)*

Other interviewees also returned to this theme regarding the need for the recipients of CPD to spread the benefits in the workplace with in-house training. For a university manager this was seen as the one prospect for addressing the cost of sending staff for external training.

*The main obstacle regarding training is the budget, so that we can only send a limited number of staff. We hope that the one who attends can share their skill with other staff when they are back from CPD. (UM6)*

A library manager and a librarian both discussed the funding/cost issue in the context of the need to eliminate the cost of external training by buying in the necessary expertise.

*Training that is conducted outside of the institution is difficult to attend because of the cost. We hope that the forum of higher education libraries can facilitate the training and the participants pay only the registration fee. However, if we have to pay all of the expenses, it is impossible as the library budget is so limited. We have proposed a budget for training, or a workshop, or a seminar many times, but it is never approved unless we conduct the training here. (LM3)*

*The training outside the region is hampered by the budget, because the participant needs to stay overnight. Thus we cannot include all of the staff. If it is in a local city, there will be fewer problems because the participant can attend after work hours and the library can fund transportation for all participants. (LIB3)*

Another participant, a library manager, also commented again on the 'minimal' amount of money available to support CPD, but he also noted that problems in administering the scant resources further limited the amount of training that could be accessed.

*The problems I faced for these two years were more about financial administration. The reporting system changed from the government institutions to the 'BLU' ['Badan Layanan Umum', Public Service Agencies]; it was quite troublesome and time-consuming. Because of the difficulties in the administrative system, we should get ten activities, but eventually there were only two or three or four activities that could be completed. Other constraints that are also the classic problem, in that the budget for the library is relatively minimal. (LM5)*

A librarian noted that a further problem with training is its lack of relevance to the workplace. While there is potential benefit to be had from staff expanding their range

of skills, it was argued that both the workplace and the individual gain little if the new skills are not practised when the staff member returns to work.

*. . . after she or he has received skills and knowledge, there is no relevance to their position in the library. Librarians who participate in training are not placed in the right job. As a result they forget those skills and knowledge. Ideally, they must be placed in a position that utilises the training they attended. If they attend training in classification but are then required to do only cataloguing, it is confusing for them. (LIB1)*

Other participants raised some of the problems of technical infrastructure that are likely to be encountered in developing countries—particularly one such as Indonesia where the geographic isolation of some parts of the country means that development is very uneven. As this librarian noted, the basic services that are needed to support modern training—and in particular training related to the key area of ICT—are not available to a sufficient standard.

*The main problem is that the internet speed is too slow . . . Sometimes the computer is slow, so there is slow internet access (LIB1)*

This situation was also pointed out by a university manager who noted that even if the training were available to be conducted, it is possible that the services will not support that training in a regional university. The difference between Java and other parts of the archipelago is again apparent.

*We want the sort of training that is relevant to modern libraries. That's the sort of training that is held in Jakarta. However, the problem in this institution is that the librarians have the skills but the institution does not have the facilities. (UM2)*

A final problem that was noted is that several of the respondents noted a lack of enthusiasm for training (for example; 'The staff do not show any enthusiasm to attend training such as workshops' (LIB6)). This problem is likely to be experienced in many workplaces—and not just in Indonesia—but it does indicate that even if conditions for CPD were to be improved, there are also longstanding issues relating to motivation and incentive.

### **7.3.7. Conclusion**

The interviews drew attention to an interrelated set of problems that inhibit the provision of CPD to staff in Indonesian academic libraries. These can generally be traced to a Indonesia's status as a developing country, which critically impacts upon the availability of money to support training. While the basic training infrastructure is present, particularly in the form of the National Library and its training arm, there are problems in distributing this training to the areas of most need. This appears at one level to be a result of the centralisation of services in the main population centres, and an inability to either support training in the geographically remote parts of the country, or to support attendance of staff at training held centrally.

### **7.4. Role of librarians**

There are two contrasting perceptions regarding the roles of librarians that are often expressed in the professional literature. The first of these (and with a longer history) is that major task is to select, organise and provide access to books (and other materials); and the second is that the principal role of librarians is to provide information to patrons. While librarians now generally accept that both of these roles are essential to their contemporary role, the two are nonetheless functionally different and have different theoretical underpinnings. The former is connected with a more traditional view of the library, one which emphasises the collecting, curatorial and archival functions concerned; while the second represents a more 'modern' concern with the creation of the library as a learning centre and providing an environment where patrons can be provided with skilled assistance in their search for information. In its most developed form this second role also leads to the librarians imparting some of their own professional information retrieval skills to patrons in order to encourage independent information seeking.

The development of a library system (such as that supporting higher education in Indonesia) will be largely determined by exactly what the professionals and

practitioners see as their primary role—or how they the relationship between the two roles described above. In broad terms many library systems have been initiated with a focus on the collecting and archival function, and then over time—and as resources and professional skills permitted—shifted the focus to the provision of information and the development of a learning focus.

It is apparent that the perception of the librarians' role—according to this dichotomy described above—will be influential in determining not only key aspects of the services themselves, but also the education and CPD that should be provided for the profession. For the purpose of this research it was therefore decided that it was necessary to investigate the interviewees' perceptions of the current and future roles of academic librarians.

As has been noted in previous chapters, Indonesian academic libraries have not been in a position to optimise their support for students, lecturers and researchers in achieving better quality outcomes for teaching and research. It has been postulated that the opportunity for libraries to play such an active and positive role within their institution has been hampered by the lack of budget, resulting in a lack library resources in all forms, coupled with the low skill level of librarians especially with regard to information technology.

A series of questions were therefore devised in order to give interviewees the chance to express opinions related to the role of librarians in meeting the needs of modern academic libraries, plus subsidiary questions related to some of the important issues that might impact upon their capacity to fulfil these roles. The questions were put to three of the categories of interviewees (librarians, library managers and University managers), but not the managers of professional associations or the heads of LIS schools.

While the questions focused on the 'role of librarians', this inevitably became enmeshed in answers with the 'role of libraries'. For the purpose of discussing the



results of the interviews and presenting the responses from participants, the two are considered to be essentially the same.

#### **7.4.1. Roles of librarians in supporting academic quality**

The librarian participants generally provided broad statements about the importance of the library's role in meeting a higher education institution's goals. For example:

*The library has an important role because it provides all of the information that is necessary for improving the quality of teaching and learning. So, this information is needed by students, so that it influences the results of their study. (LIB1)*

In more specific terms, however, the librarians found it difficult to clearly articulate how a library might go about developing a key role for itself. One librarian participant stated that an attempt to support academic quality is made by developing a variety of services provided to patrons, such as internet, textbooks, reference, and photocopy. However, it seems that providing books is still regarded as the most important service. Other participants support this view.

*Here, so far, we have a variety of services: internet, textbook, reference, and photocopies. Our collection has been put online [catalogue] so that the users can see the availability of the books. If they need it, the information is there. (LIB5)*

*We firstly attempt to build the collection in accordance with the users' needs. For example, the textbooks recommended by the lecturers. It has already been implemented here, where we select books recommended by the lecturers. Secondly, we find out the ways in which the books can reach the users quickly. (LIB3)*

*I mean that the library services provide students with what they need. This is mainly books held in the library. (LIB4)*

Contrary to the quite narrow view of the library's role held by these three participants, two other librarian participants expressed the opinion that a library's (and librarian's) services and roles are more about providing 'information' to their patron. These participants were less focused on books and prepared to take a broader view of what constitutes information in the modern academic library.

*The service means that we can provide information needed by a researcher or whoever needs it as fast as possible. We can pack it and provide it in such a way that the users believe that the library is important. It sounds simple, but if done well it will develop trust among users of the library. If someone asks and we are uncertain about the location of a book, for example, then it will create a problem. (LIB6)*

This participant not only stressed the partnership aspect of the library's role by talking about the issue of 'trust' between a library and its patrons, but he was also prepared to consider the ways in which a library might add additional value to its services, such as undertaking functions that will assist users in their information retrieval.

*We need to create indexes of library materials, such as journals, and then inform the users. This will increase the service provided by the library. (LIB6)*

It might be anticipated that the managers of higher education library services would be reasonably ambitious in their view of the role for librarians and libraries. The future prospects of individual libraries—and Indonesian higher education libraries in general—are tied to some extent to the capacity of library managers to develop and advocate for the central role that libraries play in the enterprise of higher education. It was, however, apparent that at least some of the library managers expressed views that might be considered 'conservative' or even retrograde in terms of articulating a clear vision for their library and librarians. They were views that emphasised the role of the library and its staff in building collections and lending books.

*I think the role is to be visible. We give the services primarily related to the lending of books, and then providing a study facility. These are the priorities. (LM6)*

This line of response was exemplified by one library manager who stressed the role of the library in providing the adequate ratio of textbooks-to-students, again emphasizing the lending function in support of learning as being the primary role.

*Yes actually collections are the main support. The collections must match the subjects. It is absolutely the case. It means that whatever*

*the subject taught by the lecturers, the library must have an appropriate collection. So far, we've already fulfilled those functions, although the ratio of books to students is too low. Ideally, one book is for five students; however, currently one book is for 50 to 100 students. We have the needed collection, but it is limited. To develop it, first is to increase the ratio between the collection and the number of students. (LM1)*

This focus was again reiterated by two other library managers, but this time with an added mention of the need to promote the collection. This can be thought of as an acknowledgement of the emphasis that has emerged in the library literature in recent decades of promotion (or marketing) as being an important management function, albeit in this case applied to the most traditional function or role.

*Yes first, how to supply the literature needed by each subject major, whether it is printed or not, for example electronic journals or books. Secondly it is about how the library actively promotes itself. (LM2)*

*The role of librarians is to provide—surely—information resources, and then promote it. The librarians should promote what the library holds. (LM3)*

Only one of the library managers expressed a more contemporary view of higher education library services and the role that librarians might play. He commenced by focusing on the role of the library in supporting the core goals and objectives of the institution, before also noting the need for librarians to become more aggressive in promoting their services and collections to patrons.

*They [institutions of higher education] can develop themselves. That means providing an environment for supporting the students, and the best place for this is the library. Therefore, the provision of library facilities and services is a must for developing educational institutions. Well, firstly, the challenge for librarians is that they must be able to give information to the patrons . . . the prospective patrons or existing patrons . . . about services or facilities that exist in the library. Librarians should provide information about this because they know what is contained in the library collection. Many of the lecturers and students still hold outdated views about the library; for example, that the library is mainly for books, and it is a book-borrowing place, reading place, and a place for serious people. The challenge for librarians is make them understand that the library is very important. (LM5)*

This participant then went on to discuss the expanded role of the librarian and the library, which included a vision that went beyond a focus on collections. While the response was not particularly specific about the ‘services’ referred to, this participant was nonetheless advocating for libraries an expanded role in providing information services, in which librarians play a proactive role as partners in teaching and research.

*You will get 70% of the knowledge you need from the library. If you come to the library, you will not only read the local collection, but also the collections from the USA, Australia, England, and other worlds. These can be accessed from the library. This must be increased. In fact, librarians can not only search information but also manage, develop, and make the information available, so that lecturers, students, and researchers here can do more than search for information. This is related to better dissemination of information. Secondly, while librarians give information services they also provide other services. So that all potential services that exist in the library, patrons can access them. That is what I think is the biggest challenge faced by librarians. (LM5)*

Despite this final response from LM5 it is nonetheless the case that the library managers were generally unadventurous in their description of the current role of librarians and libraries, with little more than an emphasis on ‘promotion’ to indicate the ways in which their services might be expanded to meet the needs of 21<sup>st</sup> century higher education institutions in Indonesia.

Of the three groups of interviewees who were asked to address the issue of the role of librarians it was the university managers who generally expressed the most ambitious views in terms of the role of librarians (and libraries) within higher education. They broadly voiced the opinion that the modern academic library should be a centre of knowledge—where all sources of academic information are provided and accessible irrespective of format—that is intrinsic to the teaching and research goals of the institution it serves.

In its simplest form this view is expressed in opinions that stress the increasing variety of formats for which librarians are responsible—that is, the modern library is

no longer constrained to books, or indeed by the traditional notion of collecting information for permanent retention.

*I actually hope that libraries should be a center of knowledge. All of the knowledge must be accessible from the library; such as books, internet access, databases, journals, and magazines. All of them must be in the library. However, we have not achieved that yet. (UM1)*

Several participants went on to emphasise that the library's important role in supporting academic quality, including the contention made by more than one participant that 'the library is the heart of the university'. They stressed the potential for students, lecturers, and researchers to all get benefit from the library and its services. These participants were, not surprisingly, aware of the budget implications of implementing enhanced library services, but were at least (within the context of the interview) supportive of the need for increased financial support for library operations to be allocated for developing various sources of information, both print and electronic.

*I think everywhere the library is very important, because researchers, students, or others would find difficult if not properly supported by their library. Therefore, the 2010 budget will be allocated to resolve these issues as planned, starting from the first floor in which computers will be placed so that students can check email or other activities. They could also go to the Library of the second floor for more specific searches, where other computers are also located for them to access. (UM2)*

*I think the library is very important. We know that library can be considered as the heart of a university. So, if the library is not adequate, the literature needs will not be adequately met. Without sufficient literature, teaching and learning functions or research activities will not develop. So far, many lecturers and staff try to find information themselves, via the internet, or networking with their overseas colleagues for the journals and books they need. So, what they can find in the library is not adequate yet. However, they search information by themselves. In the future, we should put a larger portion of the budget at developing library material, rather than the physical building. (UM3)*

One of the university managers framed a response in terms of the need for his university to aspire to the status of ‘world class’ and argued that this would only be achieved with adequate support for the library.

*Generally, the roles of the library are obvious, that it is the heart of the university. Especially, in recent days when the majority of universities want to be seen to be world class universities. The role of the university used to produce human resources, but now they should also generate new knowledge and technology besides the human resources. For this the library is very important. If we want to be the world class university to produce best human resources and create new knowledge, the only way to achieve this is to provide the best library. So, in the future, I hope the library will assume a greater role in providing the information needed by academics in the areas of teaching and learning and student and faculty research. The library should also open networks between other academic libraries, universities and public libraries. (UM5)*

One of the university managers did look beyond the function of the library and focused on the role of the librarians—in particular the role of librarians in directly supporting academic quality by providing students with skills that they (the students) need to acquire. In this role the librarian not only supports the information retrieval needs of students, but also imparts some of their professional skill in order to ensure that students can retrieve information independently.

*For me, the roles of librarians are very strategic. They are the ones who direct, invent, and guide students to search information they need. So they should know exactly where the resources are. I think, as librarians, they should master this skill. That is what I call the heavy task of librarians. If they are expert in these areas they would be ideal librarians, because they not only serve as book finders, but also as a guide for students in searching for the information they need and partners in discussing the various kinds of knowledge and information. So, the best librarians are those who have mastered those skills. (UM4)*

The university managers therefore provided a quite consistent response to the question regarding librarian’s roles, which consistently stressed their importance to the future development of Indonesian higher education and the need for enhanced engagement with the core academic functions of the institutions they serve.

## 7.4.2. Factors impacting on performance of academic libraries

Interviewees were also given the opportunity to provide their views regarding the support that could be offered to academic libraries in order for them to optimise their role in supporting teaching, learning and research. This also includes lack of professional skills that might be preventing librarians from providing services of the necessary standard.

Responses to this question again highlighted some of the differences in attitudes towards the library's (and librarians') roles. For example one librarian interviewee again focused on collections and addressed the issue in terms of how the efficacy of collections can be optimised by ensuring they are aligned them with curriculum.

*The first step in developing collections is based on the subjects taught in the class. We ask information about book titles from lecturers and about materials they need for teaching. We need to give the departments the opportunity to list the books they need, such as a list of references. That is our priority in terms of selection and acquisition. (LIB5)*

Another of the librarians interviewed also focused on the selection of books, but did add an interesting perspective in that his response highlighted an enhanced role for library staff in the selection of individual titles. While books (e.g. textbooks) can be reasonably predictable in terms of meeting needs of the students, this is not the case for other less obviously curriculum-related titles. There has long been debate over whether role of selection should fall to academic librarians or teaching staff, but in the view of this interviewee at least it is the librarians who are best placed to make selection decisions.

*So far, librarians have not had a role in the selection of books. But, now it is recognised that the selection should involve librarians, so that books that will be purchased are identified and chosen by librarians. In this library, we have started to implement this change. Previously, it has never been done by the librarians [who have done the selection] and sometimes the books that were acquired did not match our needs. (LIB4)*

The issue of promoting library collections and services was raised again, on this occasion by one of the librarians. The participant acknowledged that the library was not finding a way to get the information to users and needed to improve its performance in this regard.

*We have one subscription of an online data base, that is EBSCO, supported by the American Embassy. However, the majority of the lecturers and students do not know of its existence or how to access it. It is important that we distribute our online databases to wherever we have users located. Our current attitude is that we would rather keep the information than to disseminate it. (LIB6)*

The tendency for the librarians to focus on the lack of a range of professional skills was also apparent in the response from another interviewee. In this case attention was drawn to the “lack of writing skill” and also to the basic professional skill of classification—although in this case it seemed to be focused on the interviewee’s own perceived shortcomings in this regard.

*Then the skill of classification needs to be increased, because those in classification units should be able to master it. So far, the classification training that I attended is only for a very short program. The training is for many different types of skills. It is not only the classification, but also others, such as processing and circulation for only one month. (LIB4)*

An issue raised by one library manager with regard to the circumstances inhibiting the development of their own service was the lack of inter library networks. While most libraries in more developed countries and with more established infrastructure for both libraries and higher education would take such services for granted, Indonesia has very limited access to these types of cooperative arrangements, including inter-library loan.

*I hope that one day there will be inter-library loans. However, we don't have it to date. Although there is a university library network and library communication forum, so far my library has not been able to enter into a cooperative network for interlibrary loans with other libraries. Although we do have cooperation between libraries to allow students access to other university libraries. (LM5)*



The lack of traditions associated with higher education in Indonesia, coupled with the pressure on a system that is chronically underfunded, has resulted in the widespread adoption of teaching styles that are unsympathetic to libraries being seen or valued as by students as an integral part of learning. For example lecturers can potentially play an important role by modelling good library usage for their students and advocating for the importance of the library. However as one participant pointed out, the focus on teacher-centred learning in Indonesia is likely to deter both teachers and students from using the library.

*That is what I said before; we still cannot attract lecturer's attention to this library, even though there is a program called Student Centered Learning. Each lecturer is being trained to change their teaching method from Teacher Centered Learning into Student Centered Learning. But most of the lecturers who have attended the training have never been seen visiting the library day to day, because the population of lecturers who visit the library is very low. So, how can they encourage the students to go to the library . . . that is the truth! But actually the lecturers do not need to force or instruct the students [to go to the library] if the lecturers would visit the library regularly, the students will follow their example. It would even be better if they simply tell students that many of their course materials are in the library. (LM2)*

Another participant, a university manager, also pointed out that lecturers rarely visit the library—something that was again attributed to the culture of lecturer-student relationships.

*If I can say, it currently looks pretty much as though there are enough lecturers. However, in any month the number of lecturers who actually visit the library is limited. It is a weakness, because, according to me, the source of information should be from lecturers to students. However lecturers who visit the library are limited. In general it is librarians who have undertaken dissemination of information about the library collections, such as the journals and so on, and how to get access to the collection. (UM5)*

The university managers who were interviewed once more demonstrated that their focus was on some of the 'bigger picture' issues than that of the librarians or library managers. It is not surprising that several of them raised the issue of the inadequate

budgets in addressing this question. The matter of the budget challenges was the focus of a separate question and this is discussed below at 7.5, but the issue was also raised by university managers in particular is explaining the problems with developing library services. As one university manager responded, however, it is not only a matter of the size of the budget but also the priorities set by the institution.

*I think the most important issue is the budget. The portion of the budget allocated for books acquisition for the university is very limited. I think this is the major obstacle, so that the collection size is limited. That is because the university is still concerned more on the physical building. (UM3)*

There was at one level an acknowledgement that collections are still important—as in this response by UM3 above—but also a view that the future lay not in ‘books’ but in finding ways in which collection content could be networked in order to provide equitable access irrespective of location. This is particularly an issue for multi-campus institutions.

*Currently, I think the library is not sufficient to meet the needs of the students. According to data we have books are apparently acquired in adequate numbers. However they are not enough because we have a campus that is not only here, but also in Purwokerto that takes 5 hours to reach from here, and Blora that is about three hours, plus Magelang, and Pekalongan. In the future, all of the collection should be accessible from everywhere. (UM1)*

This university manager went on to provide an opinion as to the issues or problems that were preventing the library from developing and implementing the type of networked services required by his institution. While these problems relate critically to the (lack of) funding within the institution, they also include the inadequate level of librarians’ knowledge regarding ICTs. This interviewee identified these issues as being crucial in preventing the library from developing its role as a “centre of learning”.

*One of the obstacles is obviously limited facilities and services such as the necessary software. Next, the librarians may not understand IT. Then, the budget is also limited. I think it is not ideal as we know. Currently the library is only providing a collection of books and the*

*library is not the centre of learning. I hope the library will become a centre of learning, a place for discussion, and where students go to search for information. (UM1)*

Another university manager also highlighted the role of networking technologies and networked online content to overcome some of the limitations of the physical collections and to support information services to remote campus locations. There is a suggestion in these responses that networked content will enable these libraries to make a generational leap in terms of their capacity to develop information services in line with the practice and standard enjoyed in more developed countries.

*I think, on a national level, the library has already reached the necessary standard. Especially with the availability of ProQuest. It can be easily accessed, and more specifically, free internet-based access is provided from all our campus areas. (UM2)*

Yet another university manager highlighted the importance of networking technologies and of ICT literacy more generally. He noted that, “*If we talk about networking and contents, we have to be IT literate. The IT-literacy is very important and then management skills follow*” (UM5). He then went on to discuss the need of the library in terms of its human resources, particularly with regard the institutional support that can be provided in terms of adequate levels of professional recognition and remuneration, and the number of library staff that are employed. His comments, however, also indicated that the quantity of staff alone will not allow Indonesian academic libraries to reach international standards unless there is a corresponding focus on quality.

*And then it is also important from a human resources view that staff need to be rewarded for their good performance. Regarding the functional status of librarians, they are obviously acknowledged, but it needs more attention than it has because their roles are very important, as the heart of the university. The importance of information cannot be neglected. At the university level, I feel it is still lacking in terms of [the number of] librarians. For the future we need an increase in the number of librarians, and this should be followed by a focus on their quality if Indonesian libraries are to reach international levels. (UM5)*

This problem regarding the level and/or status of librarians was also taken up by another of the university managers. This participant pointed out some of the difficulties that can prevent librarians from advancing their careers, and in particular the lack of clear allocation of responsibility or tasks to different levels. As noted previously professional advancement is often associated with seniority or duration of service, and advancement does not necessarily come with an associated expectation of greater complexity of the role or more responsibility.

*So, now, the library career is a functional position, but the evaluation for that position . . . is difficult. So, they should collect points such as from the collection but still they cannot fulfil the requirement. There are staff that were librarians, but eventually changed to structural staff because they have difficulties in accumulating sufficient credit points required for promotion. That is the first problem. Secondly, I think for this functional procedure is rather complicated. For lecturers it is very obvious how they collect the promotion points, but it is not for librarians. Also the structural position of librarians is not clear. For example, first level librarians, what are their task and their responsibility? Then, the next level of librarians, what are their tasks? It is not clear. There are no clear guidelines regarding the different levels of the librarians. All of these make the librarian profession less attractive. There is a need to refine the career level of librarians. (UM1)*

These problems with the level and professional status of academic librarians may explain why one university manager perceived problems with recruitment to be an important issue impacting upon the capacity of libraries to fulfill their role. With a limited number of qualified librarians, coupled with impending retirements, the potential to libraries to support academic quality will likely be hampered.

*The recent issue is that staff recruitment is decreasing. Even when we have tried to recruit very few have applied, so we could not recruit those with good competence. And we have the existing librarians who are close to retirement. So, if we talk about the prospects for the future, we will have to deal with their retirements. (UM2)*

### **7.4.3. Education and training for librarians' roles**

A question was also asked regarding the required education and training to prepare academic librarians for their roles.

One participant stated that the librarians in the participant's institutions are not adequate for their tasks due to the lack of skills and knowledge. He explained that the librarians never attended training programs. The statement indicates that the librarians are not involved in any Indonesian CPD programs, although the National Library of Indonesia has CPD programs that run every year.

*In general, the cause of this activity could not establish is that the librarians are not adequate of their education and knowledge. The librarians have never been trained for the program, so that he or she does not know how to do it. (LIB6)*

Unfortunately, the training programs are held only for one month that is not sufficient enough for the participants to master the programs. The participant stated that due to his two-year Diploma background, he did not receive any learning benefit in completing the program because he already had the relevant skills.

*The training provided is not adequate. It is actually for Bachelor in librarianship. We are only given the knowledge in one month. But because we basically have background of two-year Diploma, we learned the programs again. For example, we have already had basic knowledge of cataloguing. (LIB3)*

Most importantly though, as a library manager noted, the training does broaden the knowledge and skills staff, making them more creative than others and enhancing their career opportunities.

*Not enough, they still have to attend lots of training. So, for example, the person-in-charge of the American Corner shows the benefit of being often invited to go to Jakarta for attending training given by the Library of Congress. He is the champion and has been awarded as the librarian of the year. It proves that those who often get training and broader knowledge become more innovative and creative compared to the others. (LM2)*

## **7.5. Library budgets**

As has been discussed previously the lack of resources is a key factor hindering developing countries from achieving best practice with regard to education and many other human and social services. A question was therefore devised to focus specifically on this important issue.

The majority of participants stated that the budget for libraries is small compared to the needs of the library, including for the development of collections, services and facilities. This seems to be equally the case irrespective of whether the library budget is centrally managed or—as is the case in a few institutions—the library manages its own budget. The majority, however, do not have a fixed-budget for the library and in many cases the librarians do not know exactly the amount of budget allocated for the library. In most cases, the library is required to propose a budget, which is then considered competitively with other units or departments of the institution. In a climate of constant budget anxiety where priority is inevitably given to high profile academic units, it is very difficult for libraries to develop their services.

Responses from the library managers who were interviewed focused on both the size of allocations and the competitive nature of the process.

*Right now I think we are up to 5%. It is still small. [...] There are two systems of financial management in this library. There are some funds that we manage and others are managed by the university. For the university funds, we have to compete with other units through submitting a proposal. (LM5)*

One library manager made clear the size of the disparity between what was requested and what was received.

*The budget in this institution is centralised. We proposed a budget for 1% from total institution budget, that is about two billion rupiahs. However, each year we get only 300 million rupiah, and 100 million rupiahs from this budget is allocated for journal collection. (LM2)*

Another library manager pointed out that a problem with this form of centralised budgeting and financial services is that the library may never be aware of the exact size of their institutional allocation, or what they might expect to achieve on a year-by-year basis.

*So far, we are never given a clear budget for the library. What percentage is there for maintenance? Then what percentage for preservation? We never know about that. The procedure is that if we need something, we submit a proposal. So, instead of them giving an exact budget, for example, this is 15% budget for library, we have to propose what we need, such as, we propose air conditioning. If we need computers, we make a proposal, and then they will be bought for us. So, we do not know how much the library budget is, except for books. The book budget is clear. About 7 million if I'm not wrong. That's per department. Because we have three departments, so it's about 21 million a year. It is also unclear. I mean, it is uncertain whether we get that amount every year. (LM1)*

Of course frustrations with budget processes are almost universal and certainly not confined to developing countries or Indonesia in particular. Although there might be issues in developing countries in a competitive budget environment, where libraries suffer from an under-recognition of their services and where academic departments also face obvious needs with regard to both teaching and research. The particular

problems faced by developing countries, however, relate to the quantum that is available. This is something that was addressed by several of the university managers who generally expressed sympathy with their librarian colleagues regarding the paucity of funds.

*If I am not mistaken, there is a budget from DIPA [government funds allocated for universities] of about 400-600 million rupiah per year for the library. This is only for the acquisition of books and systems maintenance and does not include salaries. But, actually it is not sufficient, because the price of one textbook is about one million rupiah. (UM2)*

*The library budget is not big, because ideally if we have 10.000 students, at least for books is 1 billion rupiahs or maybe even one to five billion rupiahs. But due to the limited budget, we are only able to allocate half a billion rupiahs. Looking at this allocation it is still far from expectations. (UM4)*

One university manager indicted that this problem with regard to library funding had recently been identified (noting that the budget has been ‘minimal’) and that the institution was taking steps to address it.

*It is not clear about the budget, however it really needs to be increased, because it still seems to be minimal. Lately this has been noticed, so we are beginning to make allocations for the library from the students’ tuition fees. (UM5)*

Two of the university managers raised a problem with the manner in which their library is required to spend its allocation with regard to money provided for collection development. That is, above a certain level there is a requirement for the library to engage in a tender process that results in a form of outsourcing of both selection and acquisition. This leads to problems associated with both timeliness and accuracy in the ordering and procuring of material. As one of the university managers explained:

*The problem is like this. If we allocate for book procurement, it must appear in the capital expenditure, and if the amount is more than 100 million rupiah, there should be a bidding process. But because of the bidding process, the books might be different from what we want. Another issue is related to the books which must be ordered from*



*overseas. It takes a lot of time for the books to arrive, and sometimes they don't arrive in the time required by the contract. (UM1)*

Another interviewee reached a similar conclusion about this 'auction' process, noting that allowing the service to be provided by the lowest bidder almost ensured that there would be problems of shortfalls in the delivery.

*Every university manager knows about the auction. I feel sad for this nation in the future, because it is a rule that the lowest price in the auction is the winner, although the quality is still questionable. (UM6)*

## **7.6. Conclusion**

The responses to the questions regarding the roles of the academic librarians and libraries highlighted several important points. Some of these related to the specific issues raised, including shortage of funding, lack of expertise in information technology, absence of critical infrastructure such as inter library loans, and problems with finding key skills in some areas. None of these issues were unexpected and there is further evidence related to all of them in the responses to the questionnaire reported in Chapters 5 and 6. Perhaps underlying all of these matters, however, the interview results provide a low key recognition that libraries are yet to be fully valued for their contribution to the higher education system in Indonesia. While some participants—particularly the university managers—were prepared to argue for the importance of libraries to their institutions' effectiveness, there was nonetheless a sense, and even a degree of admission by these same managers, that this importance is not similarly recognised by academic staff and students or being supported by adequate investment.

Beyond these various issues raised by the participants, the interview results also suggest a worrying lack of leadership or advocacy by the two groups actually charged with delivering the library services; the librarians and the library managers. Both of these groups seemed more concerned with some of the day-to-day challenges of delivering services under obviously difficult conditions that they did with the bigger picture of the transformation of their service to a model that incorporates both

information technologies and a learner centred focus; or the longer term development of the Indonesian academic library network. This is perhaps not surprising as these libraries are currently operating under stress, but it is also likely to point to some of the issues raised in Chapter 5, in particular the lack of leadership and management training offered to Indonesian LIS students. It is also likely to be reflective of the lack of suitable role models available in Indonesia itself. If there isn't adequate emphasis placed on the importance of libraries or the importance of professional library skills, then the professional generally in Indonesia will be challenged in attracting students with the right attributes to form a new generation of library leaders.

The attitudes of the university managers are encouraging in their statements of support for libraries, but these sentiments still need to be transferred into the ongoing commitment of support and investment in not only collections and buildings, but in the human resources that are essential to the future development of Indonesian academic libraries.

## **CHAPTER 8: RECOMMENDATIONS FOR THE FUTURE OF INDONESIAN LIS EDUCATION AND CONTINUING PROFESSIONAL DEVELOPMENT**

### **8.1 Introduction**

The research reported in this thesis has examined the education and continuing professional development (CPD) of Indonesian academic librarians, with a view to creating a model for the future development of the profession.

The research has used a survey of current academic librarians to provide basic data regarding the current state of their education and continuing professional development, and interviews with academic librarians, library managers, university managers, heads of LIS schools, and managers of relevant professional associations, in order to provide additional data regarding the future context of academic libraries in Indonesia, and in turn inform the recommendations in this chapter.

This research has been conducted in order to address the following research question:

*What changes are needed to the education and continuing professional development of Indonesian academic librarians to optimize the development and delivery of academic library services?*

The research question is addressed in the chapter in a series of recommendations aimed at improving academic the qualifications and CPD opportunities of Indonesian academic librarians. The recommendations responding to this research question are in large part based on the responses to the first to sub-questions that have been addressed through the data presented in Chapters 5 and 6.

- 1. What is the current state of education and continuing professional development of Indonesian academic librarians?*

2. *How do the current skills and knowledge of Indonesian academic librarians align with workplace needs?*

The study also included a final (third) sub-question:

3. *How might the key Indonesian library and information science professional organisations support the future education and continuing professional development of academic librarians?*

This third sub-question has received some consideration in the course of the interview data reported in Chapter 7, but will be specifically addressed in several of the following recommendations.

It is acknowledged at the outset that these various recommendations will have financial implications for the higher education and academic library sectors which are already severely stressed by lack of funding, and also for the professional associations that are the focus of some recommendations. The extent and impact of these funding shortfalls for academic libraries have been considered throughout the thesis, in particular in Chapters 5 and 7. It is apparent that despite recent improvements there is a deep and ongoing need to find additional finance for higher education in Indonesia, and a need for libraries to be effective lobbyists in claiming a greater share of the funds that are available. It is the case that in order to claim this greater (and as has been argued, rightful) share libraries must firstly increase, and then secondly demonstrate, their value to the institutions they serve.

Therefore this chapter will not make any ambit claims regarding the resourcing that is due to Indonesian academic libraries, but rather make recommendations in the belief that if they are supported and achieved, then the resulting increase in benefits to the higher education sector will become apparent, and the additional acknowledgement and funding will follow. This is of course a classic ‘chicken and egg’ scenario (Zain, 2012) in that some funds must first be found in order that the investment of those funds will eventually generate improvements in services, and this will in turn produce further financial benefits. This is, however, a case where

initial investment is both necessary and justified in order to bring Indonesia in line with the best practices found elsewhere. Some targeted support in adopting best practice in Indonesia should in a comparatively short span of time produce demonstrable improvements to academic library services. It is suggested that the focus of investment in the short term should be on upgrading the qualifications of teaching staff and the standard of teaching facilities in order to have an immediate beneficial impact on the quality of graduates. It is also acknowledged that some of the recommendations provided in this chapter will take some years to implement and may not be fully achievable until such time as a current generation of educators and librarians have reached the end of their careers. Nonetheless it is important that the planning and implementation begin as soon as possible if Indonesian academic librarianship (and librarianship more generally) are to reach their potential to assist national development.

The intention of the various recommendations in this chapter is therefore to enhance the level of performance and professionalism of academic librarians in such a way that their value to higher education institutions becomes undeniable. At the heart of the challenges faced by Indonesian academic libraries is that the image of library staff and their existing professionalism and value severely hampers their attempts to both increase library funding and enhance their influence within higher education. Whereas in countries served by fully developed higher education sectors academic libraries are comparatively secure in knowing that they are accepted and valued partners in the teaching and research process, this battle still needs to be fought and won in Indonesia. If implemented, the recommendations contained in this chapter should help considerably in winning this fight.

## **8.2. Recommendations**

### **8.2.1 LIS qualifications for Indonesian academic librarians**

The data presented in Chapter 5 indicates that many university libraries in Indonesia are poorly staffed in terms of both the number of staff and the formal qualifications

they possess in order to prepare them for the challenge of working in a modern academic library. As reported the National Library of Indonesia database indicates that some 49 of 133 public universities have no library staff with formal LIS qualifications, and data from the current research recorded that of those staff with qualifications, in excess of 50% possessed only a Diploma. These Diplomas (details reported in Table 5.7) are of three years duration or less, and are focused on developing basic technical competence rather than preparing the graduates to work at a fully professional level.

The current situation is therefore that Indonesian academic libraries are staffed by the following categories, all of whom may work as ‘librarians’:

- Fully ‘professional’ staff. These are staff with a Bachelors degree, Masters degree, or in a small number of cases a Graduate Diploma. Bachelors and Masters level qualifications can be obtained in Indonesia, but Graduate Diplomas are currently not offered by any Indonesian LIS educational institution.
- ‘Para-professional’ staff, with an LIS diploma. In many other countries (such as Australia, the country that has been used for comparison in this study) students are prepared through technical education for a support role in library services. These are usually referred to as library technicians or para-professionals. They do not usually have responsibility for managing library services.
- Unqualified staff, being those without any formal LIS education or qualifications. They may possess formal qualification in other disciplines. As data collected in the course of the interviews reports, in some cases in Indonesia these staff may undertake short term training courses provided by the National Library in order to be able to work as ‘librarians’.

As noted, all of the above categories of staff can be employed as librarians, despite the considerable discrepancy in qualifications. There is therefore a great, and arguably undesirable, variation in the level of skills and experience possessed by

those who are currently managing services in academic libraries in Indonesia (see discussion at 7.2.2).

This current situation with regard to the variety of qualifications is to the detriment of Indonesian academic librarianship, in terms of both the quality and consistency of library services, and the creation of a truly professional rank of librarians who are distinguished by the level, type and duration of their education. While it is understood that the current situation arose from the necessity to provide Indonesian libraries with sufficient staff while the profession remained in its infancy and there was an insufficient availability of LIS education in Indonesia, this circumstance is no longer adequate in preparing libraries to meet the expectations of higher education institutions and users in the 21<sup>st</sup> century.

In order to address this situation the following recommendations are made:

**Recommendation 1:** Two levels of qualified library staff be recognised, each with distinct LIS qualifications with a different educational focus, and leading to graduates with different levels of responsibility and professionalism. These are:

- i. Fully professional library staff, able to be described and employed as ‘librarians’. These graduates will possess with a Bachelors degree in Library and Information Science (or its equivalent); or a Masters degree in Library and information Science (or its equivalent).
- ii. Para-professional staff, able to be described and employed in the role of ‘Library technician’. These graduates will possess with a Diploma in Library and Information Science (or its equivalent); to at least the level of Diploma 2.

There is no scope within the terms of this recommendation for the continued employment of staff without any formal LIS qualifications as a librarian. It is therefore suggested that staff in this situation be supported in order to ‘upgrade’ their qualifications to the level of professionalism (or ‘para-professionalism’) described in this recommendation. It is acknowledged that there will need to be a transitional

period, in order both to allow for these upgraded qualifications to be obtained, and for a necessary number of new LIS graduates with sufficient qualifications to be produced. The duration of this transitional period should be determined by the Indonesian Librarian Association, and is part of the envisaged role for the Association as described below in Recommendation 8.

To differentiate between professional librarians and non-qualified library staff, it will be necessary to develop guidelines for the appropriate roles and tasks for each level of staff.

**Recommendation 2:** That Masters level qualifications are more widely available at Indonesian LIS Schools.

As reported in 7.2.3 there are concerns regarding the general levels of qualifications of Indonesian LIS graduates. The most effective way (in terms of the level of existing qualifications and the duration of courses) for the Indonesian academic library workforce to be provided with suitably qualified and trained staff is to offer LIS Graduate Diploma qualifications for graduates from degree programs in other disciplines. However Graduate Diploma qualifications of this type (of one-year duration) are not currently supported by the Indonesian higher education authorities. It is therefore recommended that Masters qualifications (currently available at only two Indonesian LIS schools) be established as a standard and widely available pathway to a first LIS qualification. These Masters courses should be of two-years duration, and designed with a curriculum that prepares graduates with the range of advanced skills needed to work at a professional level in the full range of library contexts; such as academic, school, public and special libraries. The Indonesian LIS Schools should continue to offer, or commence offering, Masters qualifications.

It should be noted that a Masters qualification is the established point of entry to the profession in the United States and increasingly other countries (Tammaro & Weech, 2008). If Indonesian librarianship is to be able to benefit the profession and



individual staff by making the most of opportunities for international cooperation and exchange, then it needs to build a profession based on this level of qualification.

### **8.2.2 Remote access to LIS courses**

One problem identified in the research (both surveys and interviews) was the centralisation of library education and administration in the island of Java. This currently has the effect of limiting the opportunities for potential librarians related in outlying islands to avail themselves of an LIS education. As one interviewee noted:

*[In] the area of Eastern Indonesia, Bali, NTB, NTT the only library school is in Mataram. The program is merely Diploma 3 of library school. So I think, from the point of view of [human] resource development, imagine if an SI [Bachelor degree] library education course is opened. . . . When studying a Bachelor degree, why should I go to UNPAD, UI, or Ujung Pandang? How much does it cost? Why does not every province at least have one library school?*

It is also the case that these islands have the smallest of the higher education institutions and therefore have considerable difficulty in attracting qualified library staff (see discussion at 7.2.1). This is a difficult problem given the impracticality of evenly distributing educational opportunities across more remote and less populated areas of the Indonesian archipelago. A solution of sorts may, however, be at hand in the form of enhanced opportunities for distance education and the existing Open Universities infrastructure in Indonesia, both of which support access to educational opportunity for students who may not otherwise enjoy the advantages of a tertiary education.

**Recommendation 3:** LIS education be provided to remote areas of Indonesia using advanced distance education (e-learning) technologies.

The distributed and remote geography of Indonesia mean that it is an ideal candidate for distance education as is now widely provided in most developed higher education systems. Islam *et al* (2011) have recently reported that 13% (N=11) of LIS education programs in the Asian region are now available through distance education using e-

learning technologies. These consist of six in India, and one each from Japan, Singapore, Taiwan, Malaysia and Thailand. If Indonesia is to value the importance of a national LIS education system then it is imperative that it supports access to e-learning courses in order to prevent a drift of students to other international providers. This may require some investment by both government and institutions in order to ensure access to high quality e-learning infrastructure, but this is an irresistible development given the distributed nature of the Indonesian population; the growing demand for higher education in the country, and the rapidly developing distance education technologies. There is an opportunity for Indonesian LIS education to become a national leader in this regard. It is not necessary that every Indonesian LIS school should be providing distance education, but at least one—and perhaps several—such offerings would greatly enhance the accessibility of LIS education.

### **8.2.3 Accreditation of LIS courses**

As noted in several other recommendations there is an enhanced role for the various Indonesian LIS professional associations to play in the development of the profession in the country. Of particular relevance to the current research is the need for additional leadership with regard to educational and CPD opportunities and standards. A role that professional associations frequently play in other countries is to be responsible for regulating standards in LIS education by undertaking a regular review of courses and institutions to ensure that they meet the necessary standards.

**Recommendation 4:** The Indonesian Librarian Association should assume responsibility for monitoring the curriculum, delivery and facilities of LIS courses and provide advice to MoRA and MoNE as to their quality and status. Courses meeting the required standard should receive accreditation by the ILA.

It is acknowledged that this will be a major new role for the Indonesian Librarian Association that will require some time and resources to develop and implement. It is, however, likely to be a critical step in both regulating the quality of LIS education

in Indonesia and in reinvigorating the Association. The increased status and professionalism of Indonesian librarians that will result should eventually allow the Association to expand membership and increase fees in order to support this important function.

#### **8.2.4 Standards for Indonesian academic libraries**

As noted in the discussion above there are considerable variations in the quality of Indonesian academic library services. Some, but not all of these can be attributed to matters related to staff and their qualifications. As has been discussed in the outset of this thesis (Chapters 1 and 2) the crucial factor contextualising academic library services in Indonesia is the nation's status as a developing country and the continuing economic and social disadvantage that this implies.

The depth of these problems is substantial and widespread and will require continued political and economic development over a sustained period in order to be addressed. Indonesian higher education is part of a complex developmental landscape that is still reaching a level expected of the teaching and research required to sustain a fully developed economy. While this is a multifaceted problem there are important first steps that can be taken in an effort to ensure that best practice prevails despite the challenging economic circumstances. One immediate requirement is the recognition of the part that library services can play in assisting higher education institutions to meet their teaching and research objectives.

One of the findings of the research data is the existing considerable disparity in the standards of Indonesia's academic libraries and their services. This is in itself a reflection of the wide gulf between the higher education institutions, but this does not mean that academic libraries should not strive to ensure that standards do not fall below an acceptable minimum, with regards to staffing, collections or services.

**Recommendation 5:** The Ministry of Religious Affairs and the Ministry of National Education are to jointly develop a set of *minimum* standards for Indonesian higher education libraries.

These standards should include the key matters of staffing, collections and services, and also include guidelines regarding all ancillary support provided in the service of improving teaching and research outcomes for higher education institutions. While it is acknowledged that such standards will be easier to mandate in public universities, it is the intention that they also be applied in private universities.

It is noted that Indonesia National Standard 7330:2009 was adopted in 2009 (Standar Nasional Indonesia, 2009). This Standard (*Perpustakaan perguruan tinggi*) applies to all libraries serving higher education institutions, both public and private. It covers aspects of staffing, collections and services and constitutes a useful starting point for a more detailed set of standards.

With regard to standards for staffing, it is desirable that the number of qualified librarians employed at a higher education institution should reflect the size of that institution. This will require the establishment of a guideline regarding the number of qualified library staff to be employed. It is not possible on the basis of the data and information collected in the current research to make more detailed recommendations in this regard. However, it is likely that the recommended minimum number of qualified library staff should be calculated as a ratio of permanent academic or teaching staff. It is suggested that this ratio be determined by the MoRA and MoNE in consultation with the Indonesian Librarian Association, and is part of the envisaged role for the Association as described below in Recommendation 8.

As noted above with regard to Recommendation 3, it is suggested that MoRA and MoNE consult with the Indonesian Librarian Association with regard to these minimum standards.

**Recommendation 6:** That every Indonesian higher education institution (public or private; and including all universities, institutes, polytechnics and higher schools) is to employ at least one fully qualified librarian in the position of library manager (or head librarian).

It is important for the level of services delivered, and for the professional status of Indonesian librarianship, that professionally qualified librarians are recognised as being essential to not only the day-to-day service delivery by academic libraries, but that they are also recognised as being best qualified to manage those libraries. As noted below in Recommendation 9 this will need to be supported by developments in LIS curriculum to provide appropriate learning in management and leadership.

Recommendation 6 is in accordance with the Indonesia National Standard 7330:2009. Regulation 8.1 of the Standard states that a Head of Library should possess ‘at least a Master’s in library and information science or a degree in another field coupled with a qualification in library and information science’ (Standar Nasional Standard, 2009). This situation has, however, not yet been achieved.

**Recommendation 7:** Indonesian academic libraries report annually on the progress towards and/or meeting of the various minimum standards created as a result of Recommendation 5.

This annual report should include relevant statistical data reporting on the principle elements of the libraries’ staffing profile, collections and services. It is suggested that this core set of statistical requirements should be designed by the FPPTI (*Forum Perpustakaan Perguruan Tinggi*, Libraries of Higher Education Association), and made available in a format that will allow Indonesian academic libraries to benchmark against similar libraries.

### **8.2.5. Curriculum for LIS education**

The evidence from both the surveys and the interviews suggests that the curriculum of Indonesian LIS education has not maintained pace with that provided internationally; with the challenging technological environment faced by academic libraries; or with the expectations of employers. The data from the survey of employers (Tables 5.46; 5.47; and 5.48) indicate that there is a measureable gap between employers’ expectations and the reality of graduates with regard to the key areas of education; skills and experience, and professional engagement. Key areas of

need that have been identified include critical ‘generic’ skills that are now seen as essential components of professionalism in many professional disciplines. These include management, leadership, and communication.

**Recommendation 8:** The Indonesian Librarian Association should undertake a review of the roles and core tasks required of professional and para-professional library staff.

The data in Tables 5.14 and 6.1, and from the interviews (7.2.4.), indicate that Indonesian academic librarians are currently engaged in a large number of routine tasks that should not be expected to be regularly performed by a professional librarian. The intention of this recommendation is therefore to ensure that the skills and attributes of professional-level LIS graduates align with the requirements of employers, and that the roles and tasks these graduates are expected to perform are in turn commensurate with graduates’ skills.

This proposed review should establish clearly the roles and tasks to be performed by both professional and para-professional staff, and will be produced for the use of both staff and employers. The outcome will be to make the delineation of workplace roles more predictable and consistent, and be an important guide for employers in determining what qualifications should be required for particular jobs. They will also be a very useful guide to new entrants to LIS courses regarding the courses and qualifications that are suited to their own interests and ambitions.

The outcome of such a review will also be to ensure that future curriculum developments (see Recommendation 9) are informed by a clear understanding of contemporary workplace needs.

**Recommendation 9:** There should be a comprehensive review of the curriculum of Indonesian LIS courses with a view to ensuring that they are sufficiently adapted to the current, and in so far as they can be anticipated, future needs of the profession.

This review should encompass both core professional skills and ancillary generic skills.

It is suggested that this review should be conducted by the Indonesian Librarian Association and should include representation from both LIS educators and employers. It is also suggested that this review may result in a formalised list of core skills and attributes that should be expected from graduates of professional level LIS courses.

**Recommendation 10:** That every LIS first-qualifying course is to include a practicum (workplace-based learning) experience. This should be a minimum of one month full time or equivalent.

One component of LIS education that is almost universally included in LIS courses in more developed countries is an opportunity for a workplace-based learning experience. A ‘practicum’ of this type provides students with a critical opportunity to learn from experienced professionals about the practical aspects of working in library and information environments. As Figure 5.6 indicates many Indonesian graduates are currently denied this opportunity. It would also be necessary to include a similar practicum component in the distance education courses described in Recommendation 3.

In the context of developing graduates’ skills and attracting them to work in academic libraries it is important that these libraries participate in these practicum placements by offering students the opportunity to undertake workplace learning.

#### **8.2.6. Qualifications of LIS teaching staff**

The interview data provides some support for the claims previously made by Soelistyo-Basuki (2006) that many LIS educators are poorly prepared for their role. In responding to an open-ended question (Q. 23) 16 librarian respondents nominated issues regarding the quality of teaching as a problem. Although this might not seem to be a large number, it is relevant to note that in Indonesian society there is a great

respect for teachers and there is likely to be a reluctance to be critical of them in responding to the survey.

Several respondents noted that their teachers had inadequate formal qualifications.

*'To develop the quality of librarians the teaching staff should have formal library education'.*

*'Teaching staff should have knowledge [qualifications] in their field'.*

These responses to the survey support observation made in the interviews and reported at 7.2.5.

It is not uncommon for teaching staff from other academic areas to be moved into LIS teaching if there is a shortage. It is therefore unsurprising that they are considered to be inadequately qualified by any standards. Even those staff who do possess an LIS qualification may only be to a Diploma or Degree level and therefore considerably less qualified than their counterparts in many other countries.

Respondents also noted that their teachers had little or no practical experience.

*'We need teachers who have credibility in librarianship and more practical experience in the field'.*

The requirement for practical experience is necessary in a professional practice discipline such as librarianship. Although the discipline includes a core of theoretical knowledge, much of the learning is based around issues of practice and professional conduct that require considerable experience in order to be taught effectively.

**Recommendation 11:** Staff teaching in Indonesian LIS Schools should possess a formal LIS qualification at the level of Masters Degree or above, and have a minimum of two-year's professional experience.

The requirement for a Masters Degree for university level teaching positions complies with current Indonesian government policy, but this policy does not currently specify that it must be within the discipline being taught.



Although the recommendation with regard to experience is for a minimum of two years, it might be considered that at least five year's experience, and preferably acquired in several libraries, would be better preparation.

Another important element of a fully developed higher education sector is the capacity to undertake research and publishing. There are currently a number of barriers faced in this regard by many disciplines in Indonesia. These include lack of research funding, inadequate research infrastructure, and the need for most scholarly publication to be undertaken in English. It would therefore be desirable that new appointments to LIS teaching positions be made on the potential for appointees to undertake research. It is suggested that this should require a formal research qualification at either Masters or PhD level. This capacity will be slow to develop in Indonesia, as there is currently no LIS School offering Masters by research or PhD qualifications. Although LIS research degrees may be undertaken in other related faculties such as Education and Communication, it is likely that this reduces the visibility of these opportunities.

### **8.2.7 Provision of continuing professional development**

The evidence (in particular from the surveys) relating to CPD is one of the most puzzling aspects of this research. The data is contradictory in several respects regarding the level of support given for CPD activities. If a generalisation can be made it is that there appears to be a reasonable amount of CPD available but that it is poorly received in terms of its suitability and effectiveness. The main provider at the moment is the National Library of Indonesia, although their offerings appear to be quite heavily centralised in Java.

Predictably, however, the evidence points towards the greatest CPD need being in the area of information technology, although the generally outmoded nature of the Indonesian LIS curricula means that there are also other immediate needs, even for comparatively recent graduates. While a review such as that included in Recommendation 9 would provide additional evidence regarding areas of immediate

CPD need, there is also a further need for collaboration between all stakeholders in order to develop a coordinated program of CPD offerings that are carefully targeted at existing academic library staff.

**Recommendation 12:** The National Library of Indonesia undertakes a review of current continuing professional development offerings with a view to preparing a coordinated and targeted plan to meet the requirements of the Indonesian LIS professions.

It is recognised that in the current environment the National Library of Indonesia is likely to continue to play a significant role in CPD. Every effort should be made to share the benefits of this training by looking for ways in which it can be delivered to remote areas. It is highly likely that the most cost-effective means of delivering CPD in the Indonesian context may rapidly become by using electronic delivery. While the infrastructure may not be currently present to service all likely participants, it is also highly probable that this situation will change rapidly in coming years.

In the context of the needs of academic library staff it is suggested that at least some of this training be targeted at better preparing staff for the particular role played by librarians in academic environments, including the need to work in intensive research environments.

#### **8.2.8. Empowerment of library associations**

A number of the recommendations above have been targeted at the LIS professional associations and the Indonesian Librarian Association in particular. As the major national body responsible for the development and the future of the profession the Association has a critical role in issues related to education, CPD, and the status of the profession. The result of adopting the various recommendations will not only be to achieve the various goals associated with each recommendation, but also to raise the profile of the Association by substantially enhancing its level of professional

engagement. Although it is acknowledged that there are various economic, cultural and geographic challenges facing Indonesian librarianship, the outlook for the profession can only be improved by consistent and clearly planned effort from the Association. There is likely to be no more powerful or beneficial influence on the future of the LIS profession in Indonesia than a focused, organised and powerful Indonesian Librarian Association.

In addition to the various roles for the Association envisaged in the previous recommendations, the Association could also enhance its presence and influence by addressing the issues related to the low-status of the profession in Indonesia. Several elements of the research identified the low regard held for librarians as being a barrier to recruitment and also point to the reason for the insufficient acknowledgement of academic librarians and their potential contribution to excellence in higher education.

**Recommendation 13:** The Indonesian Librarian Association undertakes a sustained campaign to promote LIS careers and raise the professional image of librarians.

While raising the standards of graduates and the status of workplace roles will have beneficial impacts in terms of the number of quality of applicants to LIS courses, there is a longstanding lack of recognition and valuing of the roles of librarians that needs to be addressed. By leading such a campaign the Association will also assume a proactive leadership role in recruitment to the profession in a way that will attract attention to, and membership of, the Association.

### **8.3. Conclusion**

As noted in the introduction to these recommendations the problems with LIS education (and the wider profession) in Indonesia are deeply entrenched and difficult to address in a climate of widespread underfunding of a developing higher education sector. It is also apparent, however, that some of the problems—and their possible solutions—reside within the library profession itself. A more aggressive and ambitious approach by the leading LIS professional associations working

collaboratively to develop the educational skills and qualifications of librarians should underpin a more broadly targeted approach to enhancing the professionalism and status of library staff. Only then can academic librarians expect to receive the acknowledgement and credit found by their counterparts working in many other countries.

A number of the recommendations included in this chapter can be implemented without substantial cost and quite quickly. This is not to suggest that a transformation of academic librarianship (or librarianship more generally) in Indonesia will be easy or rapid, but there is a matter of some urgency in making a start in this direction. At a time when higher education in Indonesia is experiencing a period of sustained increase in investment; when access to tertiary education is spreading to new sections of the population; and when the push for a competitive research sector is being felt, it is essential that librarians are contributing. This is critical not only in terms of helping to deliver to the government and people of Indonesia full value for their investment in higher education, but also to create an appropriate place for the LIS profession in regard to future planning for the Indonesian education and research sectors.

## CHAPTER 9: CONCLUSION

Academic libraries and librarianship in Indonesia are at a crossroads in terms of their development and future prospects. It can reasonably be expected that barring sudden shifts in the nation's political or economic circumstances, that higher education opportunities will continue to expand and improve as the government pursues a program of national development underpinned by optimizing human resources. This will, however, be a competitive process for higher education providers and for professions providing services to higher education. Resources will remain limited and highly contested, and the rewards will go to those who are sufficiently organised and ambitious in terms of both establishing their excellence and arguing their case.

In the present circumstances Indonesian academic librarianship is facing enormous challenges in terms of establishing and promoting a role within individual institutions and the higher education sector as a whole. As the previous chapters have explored, there is little in the way of a tradition of librarianship as a core service in the Indonesian higher education sector on which to build a case for librarians being the natural providers or leaders of emerging information services.

That Indonesian academic libraries need to substantially improve and expand their services and value at this particular point in time places them in a particularly fraught position. On one hand the transformative impacts of ICTs provide enormous opportunities by highlighting the need for highly skilled information use, organisation and management within higher education. As access to networked digital information services becomes ubiquitous even in developing nations, there is an enormous potential for academic libraries to capitalize in terms of their support for both teaching and research. On the other hand, however, unlike in more developed countries, where libraries and librarians were already established and highly regarded partners in the higher education enterprise and therefore a natural choice to lead many of these developments, this has not necessarily been the case in Indonesia. Higher education information services in Indonesia are constantly

improving, but management of those services is currently being contested by various parties, often in an ad hoc manner with little systematic leadership or responsibility. Libraries may be either winners or losers in this process, and the outcome will largely depend on their ability to ‘deliver’ in terms of their service-levels and professionalism.

It is hoped that the preceding chapters have established the critical role played by education and continuing professional development as academic librarians strive for improvement and recognition. It is also clear from the data gathered and presented in this thesis that there is considerable scope for improvement in both education and CPD. It is intended that the recommendations presented in Chapter 8 will, if implemented, make a substantial contribution to achieving that improvement. While the recommendations might seem to be wide ranging and ambitious—and it is acknowledged that even if implemented in full the benefits would not be immediate—there seems to be a limited future for Indonesian academic librarianship in the absence of a concerted effort to improve the core professional skills through enhanced education and CPD.

The evidence indicates there are two areas of necessary gain that LIS professionals will make as their educational standards rise. The first is the most obvious, in that better educated and prepared academic librarians will inevitably produce improvements in the quality of library services. This is critical with regard to both those core information skills that are the essential component of the LIS profession and in turn their capacity to deliver genuine value to users and employing institutions; and to the generic management and leadership skills that are now critical as library leaders learn to manage, negotiate and advocate in an increasingly competitive environment. The second is the symbolic benefits for a professional that provides services to higher educators. For LIS professionals to fully partner academic staff in teaching and research requires that they have qualifications that are adequately respected. This might be achieved by a Bachelors qualification, but can be ever better provided by a graduate level qualification in the form of an LIS Masters degree.

Increasing education levels should also result in a higher number of LIS staff acquiring research training, skills and qualifications. These qualifications will not only provide academic librarians with the skills necessary to collaborate with academics in research projects, but will also assist in addressing the current low level of research into Indonesian academic libraries and librarianship—and indeed the country's LIS services as a whole. It is a characteristic of the LIS sector in developed countries (and even a number of developing countries) that they have a culture of research and self-appraisal, and a substantial literature investigating and reporting on the profession and its many activities. Recent research (Laksmi and Wijayanti 2012) points to the under-productive nature of Indonesian LIS research, and this lack of a detailed and comprehensive research-based understanding of the state of the profession has further inhibited the quest for improvement. There are currently a number of barriers faced in this regard, and they are problems that also beset other disciplines in Indonesian universities. These include lack of research funding; inadequate research infrastructure; absence of theoretical knowledge, and the need for most scholarly publication to be undertaken in English. It is therefore desirable that new appointments to LIS academic positions also be made on the potential for appointees to undertake research. It is suggested that this should require a formal research qualification at either Masters or PhD level. This capacity will be slow to develop in Indonesia, as there is currently no LIS School offering Masters by research or PhD qualifications. Although LIS research degrees may be undertaken in other related faculties such as Education and Communication, it is likely that this reduces the visibility of these opportunities.

It is hoped that the current research and the associated publishing has made some contribution to an understanding of librarianship in Indonesia, but there is considerable scope for further research into virtually all aspects of the LIS services in Indonesia. With regard to the higher education sector there is a particular need for investigation of the circumstances in the private higher education institutions that have fallen outside the scope of this current research. There is also considerable need for research into the information habits of Indonesian students in both public and

private institutions in order to better understand the impact that academic library collections and services are currently having on their immediate user group. It is acknowledged that this current project has focused on the views of those with responsibility for providing the academic library services rather than the users of those services. In an environment in which higher education students are increasingly informed and 'savvy' about the nature and use of information, it would be an important step to investigate the current methods by which they source information and scholarly content. It is also noted that implementation of any or all of the recommendations provided in Chapter 8 would substantially benefit from research-based monitoring in order to assess the resulting impacts and outcomes.

For the Indonesian LIS profession and educators to simply choose to do 'nothing' at this point about the state of the country's LIS education does not appear to be an option, either in terms of the future of Indonesian libraries generally, and academic libraries in particular. To do so would risk permanently relegating librarianship to the status of a semi-skilled 'quasi-profession' and ensure that other occupational groups will emerge to fill the void. The research undertaken for this project was based on a belief that well trained and properly skilled librarians are best placed to meet the challenges of providing information services to higher education, and it is hoped that the outcomes reported in this thesis will help ensure that academic librarianship in Indonesia is developed and recognised as a critical component in the contribution that higher education makes to national development.



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## APPENDICES

### **Appendix A: Survey untuk Pustakawan Akademis (Survey for Academic Librarians in Bahasa)**

#### **SURVEY**

##### **A.I. Informasi Demografis**

1. Apakah anda : Pria [ ]<sub>1</sub> Wanita [ ]<sub>2</sub>
2. Berapa umur anda ?  
15-20 [ ]<sub>1</sub>      21-25 [ ]<sub>2</sub>      26-30 [ ]<sub>3</sub>      31-35 [ ]<sub>4</sub>      36-40 [ ]<sub>5</sub>  
41-45 [ ]<sub>6</sub>      46-50 [ ]<sub>7</sub>      51-55 [ ]<sub>8</sub>      56-60 [ ]<sub>9</sub>  
lebih dari 60 [ ]<sub>10</sub>
3. Berapa tahun anda telah bekerja menjadi seorang pustakawan?  
1-5 [ ]<sub>1</sub>      6-10 [ ]<sub>2</sub>      11-15 [ ]<sub>3</sub>      16-20 [ ]<sub>4</sub>  
lebih dari 20 [ ]<sub>5</sub>
4. Apa golongan kepangkatan pegawai negeri anda ketika pertama kali diposisikan menjadi pustakawan ?  
II/b [ ]<sub>1</sub>      III/a [ ]<sub>2</sub>      III/b [ ]<sub>3</sub>
5. Apa golongan kepangkatan pegawai negeri anda saat ini ?  
II/b [ ]<sub>1</sub>      II/c [ ]<sub>2</sub>      III/a [ ]<sub>3</sub>      III/b [ ]<sub>4</sub>      III/c [ ]<sub>5</sub>  
III/d [ ]<sub>6</sub> IV/a [ ]<sub>7</sub>      IV/b [ ]<sub>8</sub>      IV/c [ ]<sub>9</sub>      IV/d [ ]<sub>10</sub>
6. Di perguruan tinggi manakah anda bekerja ?  
Universitas dibawah Departemen Pendidikan Nasional [ ]<sub>1</sub>  
Universitas dibawah Departemen Agama [ ]<sub>2</sub>  
Institut dibawah Departemen Pendidikan Nasional [ ]<sub>3</sub>  
Institut dibawah Departemen Agama [ ]<sub>4</sub>  
Sekolah Tinggi dibawah Departemen Agama [ ]<sub>5</sub>
7. Di propinsi mana anda bekerja ? \_\_\_\_\_

##### **A. 2. Kualifikasi Pendidikan**

Uraikan secara detil latar belakang pendidikan anda.

8. Apa status kualifikasi kepustakawanan anda saat ini  
Pilih satu diantara jawaban-jawaban berikut ini :  
Sudah memiliki pendidikan formal kepustakawanan [ ]<sub>1</sub>

Saat ini sedang menempuh pendidikan kepustakawanan [ ]<sub>2</sub>  
 Tidak memiliki pendidikan formal kepustakawanan/Tidak sedang belajar tentang kepustakawanan [ ]<sub>3</sub> (Lompat ke pertanyaan No. 11)

Jawab pertanyaan No. 9 s/d 10, jika anda menjawab: ‘Sudah memiliki pendidikan formal kepustakawanan atau ‘Saat ini sedang menempuh pendidikan kepustakawanan‘ untuk pertanyaa No. 8.

9. Kualifikasi pendidikan formal kepustakawanan apa yang anda miliki/sedang anda tempuh saat ini ?  
 Pilih satu diantara jawaban-jawaban berikut ini :

Kualifikasi	Lokasi	
Diploma 1	Indonesia [ ] <sub>1</sub>	di luar negeri [ ] <sub>2</sub>
Diploma 2	Indonesia [ ] <sub>1</sub>	di luar negeri [ ] <sub>2</sub>
Diploma 3	Indonesia [ ] <sub>1</sub>	di luar negeri [ ] <sub>2</sub>
Sarjana	Indonesia [ ] <sub>1</sub>	di luar negeri [ ] <sub>2</sub>
Graduate Diploma	Indonesia [ ] <sub>1</sub>	di luar negeri [ ] <sub>2</sub>
Master	Indonesia [ ] <sub>1</sub>	di luar negeri [ ] <sub>2</sub>
Dr/PhD	Indonesia [ ] <sub>1</sub>	di luar negeri [ ] <sub>2</sub>

10. Apakah anda lulusan baru ?

Pilih satu diantara jawaban-jawaban berikut :

Ya, saya telah lulus dalam kurun waktu 5 tahun terakhir [ ]<sub>1</sub>  
 Tidak, saya lulus lebih dari 5 tahun yang lalu [ ]<sub>2</sub>

11. Apa tingkat pendidikan tertinggi yang telah anda selesaikan ?

Pilih satu diantara jawaban-jawaban berikut :

Diploma 1 [ ]<sub>1</sub> Graduate Diploma [ ]<sub>5</sub>  
 Diploma 2 [ ]<sub>2</sub> Master [ ]<sub>6</sub>  
 Diploma 3 [ ]<sub>3</sub> Dr/PhD [ ]<sub>7</sub>  
 Sarjana [ ]<sub>4</sub>

12. Dibidang apa ?

Pilih satu diantara jawaban-jawaban berikut :

- |                                  |                          |   |                     |                          |    |
|----------------------------------|--------------------------|---|---------------------|--------------------------|----|
| Perpustakaan dan Studi Informasi | <input type="checkbox"/> | 1 | Teknik              | <input type="checkbox"/> | 6  |
| Kesehatan/Kedokteran             | <input type="checkbox"/> | 2 | Sains               | <input type="checkbox"/> | 7  |
| Hukum                            | <input type="checkbox"/> | 3 | Ekonomi             | <input type="checkbox"/> | 8  |
| Pendidikan                       | <input type="checkbox"/> | 4 | Teknologi informasi | <input type="checkbox"/> | 9  |
| Seni                             | <input type="checkbox"/> | 5 | Studi Islam         | <input type="checkbox"/> | 10 |
- Lainnya : Sebutkan \_\_\_\_\_<sup>20</sup>

13. Apakah kualifikasi lain yang anda miliki ?

Pilih sebanyak yang sesuai :

- |           |                          |   |                  |                          |   |
|-----------|--------------------------|---|------------------|--------------------------|---|
| Diploma 1 | <input type="checkbox"/> | 1 | Graduate Diploma | <input type="checkbox"/> | 5 |
| Diploma 2 | <input type="checkbox"/> | 2 | Master           | <input type="checkbox"/> | 6 |
| Diploma 3 | <input type="checkbox"/> | 3 | Dr/PhD           | <input type="checkbox"/> | 7 |
| Sarjana   | <input type="checkbox"/> | 4 |                  |                          |   |

14. Dibidang apakah kualifikasi anda lainnya?

Pilih sebanyak yang sesuai.

- |                                  |                          |   |                     |                          |    |
|----------------------------------|--------------------------|---|---------------------|--------------------------|----|
| Perpustakaan dan Studi Informasi | <input type="checkbox"/> | 1 | Teknik              | <input type="checkbox"/> | 6  |
| Kesehatan/Kedokteran             | <input type="checkbox"/> | 2 | Sains               | <input type="checkbox"/> | 7  |
| Hukum                            | <input type="checkbox"/> | 3 | Ekonomi             | <input type="checkbox"/> | 8  |
| Pendidikan                       | <input type="checkbox"/> | 4 | Teknologi informasi | <input type="checkbox"/> | 9  |
| Seni                             | <input type="checkbox"/> | 5 | Studi Islam         | <input type="checkbox"/> | 10 |
- Lainnya : Sebutkan \_\_\_\_\_<sup>20</sup>

15. Apakah saat ini anda sedang mengikuti, atau merencanakan untuk mengikuti program pendidikan yang lebih tinggi ?

Pilih satu diantara jawaban-jawaban berikut ini :

Ya <sub>1</sub>      Tidak <sub>2</sub>

(Jika jawaban anda 'Tidak', lompat ke pertanyaan No. 17)

16. Jika jawaban anda 'Ya', Sebutkan program pendidikannya:

Pilih satu diantara jawaban-jawaban berikut ini :

1  Master of Business Administration

2  Master of Public Policy

3  Master by Research

4  PhD

20  Lainnya. Sebutkan: \_\_\_\_\_

**Pertanyaan No. 17 – 23 khusus untuk Responden yang telah memiliki pendidikan formal kepastakawanan**

17 Setelah menyelesaikan studi anda, utarakan sampai sejauh mana anda setuju/tidak setuju dengan pernyataan-pernyataan berikut tentang kualitas pendidikan yang anda jalani dalam studi kepastakawanan.  
1= Sangat Tidak Setuju (STS), 2= Tidak Setuju (TS), 3= Netral (N), 4= Setuju (S), 5= Sangat Setuju (SS)

		STS	TS	N	S	SS	Tidak Ada
a	Perkuliahan telah membekali saya dengan ketrampilan dan kemampuan yang dibutuhkan untuk melaksanakan pekerjaan saya saat ini secara efektif.	1	2	3	4	5	6
b	Perkuliahan telah membekali saya dengan ketrampilan teknologi informasi yang dibutuhkan untuk melaksanakan pekerjaan saya saat ini secara efektif.	1	2	3	4	5	6
c	Perkuliahan telah membekali saya dengan ketrampilan manajemen yang dibutuhkan untuk melaksanakan pekerjaan saya saat ini secara efektif.	1	2	3	4	5	6
d	Perkuliahan telah membekali saya dengan ketrampilan kepemimpinan yang dibutuhkan untuk melaksanakan pekerjaan saya saat ini secara efektif.	1	2	3	4	5	6
e	Perkuliahan telah membekali saya dengan ketrampilan bisnis yang dibutuhkan untuk melaksanakan pekerjaan saya saat ini secara efektif.	1	2	3	4	5	6
f	Perkuliahan telah membekali saya dengan ketrampilan pemecahan masalah yang dibutuhkan untuk melaksanakan pekerjaan saya saat ini secara efektif.	1	2	3	4	5	6
g	Perkuliahan telah membekali saya dengan gambaran realistis tentang bagaimana pekerjaan saya jika saya bekerja sebagai profesi pustakawan dan informasi.	1	2	3	4	5	6
h	Saya bisa mengaplikasikan apa yang saya pelajari di perkuliahan di pekerjaan saya di perpustakaan.	1	2	3	4	5	6



18 Secara keseluruhan, seberapa jauh anda merasa puas dengan kualitas pendidikan yang anda terima dari program studi yang anda ikuti ?

- Sangat tidak puas  <sub>1</sub>
- Tidak puas  <sub>2</sub>
- Biasa  <sub>3</sub>
- Puas  <sub>4</sub>
- Sangat puas  <sub>5</sub>

19 Setelah menyelesaikan perkuliahan dibidang perpustakaan, berapa lama anda harus menunggu sampai mendapatkan posisi pertama anda dibidang layanan perpustakaan dan informasi ?

Pilih satu diantara jawaban-jawaban berikut ini :

- Saya sudah mendapatkan pekerjaan sebelum lulus  <sub>1</sub>
- Kurang dari 2 bulan  <sub>2</sub>
- Antara 3 s/d 6 bulan  <sub>3</sub>
- Antara 7 s/d 12 bulan  <sub>4</sub>
- Lebih dari 1 tahun  <sub>5</sub>

20 Apakah anda mempunyai pengalaman kerja di perpustakaan sebelum lulus pendidikan perpustakaan ?

Pilih satu diantara jawaban-jawaban berikut ini :

- Ya : Sebelum saya mulai mengikuti perkuliahan  <sub>1</sub>
- Ya : Ketika saya sedang menjalani proses perkuliahan  <sub>2</sub>
- Tidak  <sub>3</sub>

21 Apakah anda berpartisipasi dalam program kerja sama atau praktikum yang melibatkan anda bekerja di perpustakaan atau informasi dalam periode tertentu dan periode menjalani masa perkuliahan di kampus ?

Pilih satu diantara jawaban-jawaban berikut ini :

- Ya  <sub>1</sub>
- Tidak  <sub>2</sub>

22 Jika ya, berapa total waktu yang dihabiskan untuk program kerjasama atau praktikum tersebut :

Pilih satu diantara jawaban-jawaban berikut ini :

- Kurang dari 1 bulan  <sub>1</sub>
- Antara 1 dan 2 bulan  <sub>2</sub>
- Antara 2 dan 3 bulan  <sub>3</sub>
- Antara 3 dan 6 bulan  <sub>4</sub>
- Antara 7 dan 12 bulan  <sub>5</sub>
- Lebih dari 1 tahun  <sub>6</sub>

23 Jika ada pendapat lain, apa yang menurut anda bisa dilakukan untuk meningkatkan kualitas pendidikan yang ditawarkan pendidikan perpustakaan yang telah anda selesaikan ?

Tulis jawaban anda dibawah ini :

---

### A.3. Peran Pustakawan

24 Berapa banyak tenaga pustakawan tetap yang saat ini dipekerjakan di layanan perpustakaan dan informasi tempat anda bekerja saat ini ?

Pilih satu diantara jawaban-jawaban berikut ini :

Kurang dari 5 [ ]<sub>1</sub>                      5-10 [ ]<sub>2</sub>                      11-20 [ ]<sub>3</sub>  
 21-50 [ ]<sub>4</sub>                      Lebih dari 50 [ ]<sub>5</sub>

25 Berapa lama anda telah menduduki posisi ini?

Pilih satu diantara jawaban-jawaban berikut ini :

Kurang dari 1 tahun [ ]<sub>1</sub>  
 Antara 1 dan 2 tahun [ ]<sub>2</sub>  
 Antara 2 dan 3 tahun [ ]<sub>3</sub>  
 Antara 3 dan 5 tahun [ ]<sub>4</sub>  
 Antara 5 dan 10 tahun [ ]<sub>5</sub>  
 Lebih dari 10 tahun [ ]<sub>6</sub>

26 Untuk 7 pertanyaan berikut, utarakan seberapa sering anda menjalankan fungsi-fungsi pekerjaan dan profesional berikut :

1 = Tidak Pernah (TP), 2 = Jarang (J), 3 = Kadang-Kadang (KK), 4 = Sering (S), 5 = Sangat Sering (SS) )

Pilih satu diantara jawaban-jawaban berikut ini :

		Frekuensi anda menjalankan fungsi pekerjaan				
		TP	J	KK	S	SS
	<b>1. Koleksi</b>					
a	Pengembangan koleksi, Evaluasi dan Manajemen	1	2	3	4	5
b	Pengurusan Hak Cipta	1	2	3	4	5
c	Pemberian Lisensi Secara Elektronik	1	2	3	4	5
d	Digitalisasi koleksi	1	2	3	4	5
	<b>2. Layanan Publik dan Jangkauan</b>					
a	Referensi, layanan informasi dan dukungan penelitian	1	2	3	4	5
b	Pendidikan pengguna dibidang informasi literacy, penggunaan perpustakaan, sumber-sumber informasi dan penelitian	1	2	3	4	5
c	Kegiatan-kegiatan sebagai penghubung (Misalnya: dosen, jurusan yang ditunjuk, kelompok komunitas atau agen)	1	2	3	4	5

		Frekuensi anda menjalankan fungsi pekerjaan				
		TP	J	KK	S	SS
	<b>3. Layanan Teknis dan Bibliografis</b>					
a	Manajemen basis data dan pengorganisasian sumber-sumber informasi (Misalnya: Skema Metadata, Katalog Akses Publik secara Online (OPACs))	1	2	3	4	5
b	Pembuatan dan perawatan record bibliografi	1	2	3	4	5
c	Kegiatan-kegiatan peminjaman antar perpustakaan (meminjam dan meminjamkan)	1	2	3	4	5
d	Pembelian, penerimaan dan pembayaran koleksi perpustakaan	1	2	3	4	5
e	Sirkulasi dan pemanfaatan koleksi perpustakaan	1	2	3	4	5
f	Pensortiran, pengrakan dan memfile koleksi perpustakaan	1	2	3	4	5
g	Pemrosesan penjilidan	1	2	3	4	5
h	Perbaikan dan konservasi koleksi perpustakaan	1	2	3	4	5
	<b>4. Teknologi Informasi</b>					
a	Sistim perpustakaan, menangani hardware dan software.	1	2	3	4	5
b	Manajemen jaringan dan dukungan teknis	1	2	3	4	5
c	Pengembangan dan manajemen Web dan/atau intranet	1	2	3	4	5
d	Pembuatan dan manajemen sistem database	1	2	3	4	5
	<b>5. Administrasi dan Manajemen</b>					
a	Perencanaan dan manajemen sumber daya manusia	1	2	3	4	5
b	Pengawasan dan evaluasi personil	1	2	3	4	5
c	Mengelola pelatihan dan pengembangan staf	1	2	3	4	5
d	Perencanaan organisasi dan pengambilan keputusan	1	2	3	4	5
e	Pengembangan kebijakan	1	2	3	4	5
f	Manajemen penganggaran dan pembelanjaan	1	2	3	4	5
g	Mengelola ruangan, fasilitas dan bangunan	1	2	3	4	5
h	Pemasaran dan kehumasan	1	2	3	4	5
i	Penggalangan dana dan dukungan donor	1	2	3	4	5

		Frekuensi anda menjalankan fungsi pekerjaan				
		TP	J	KK	S	SS
<b>6. Pengembangan/partisipasi profesi</b>						
a	Partisipasi di organisasi profesi	1	2	3	4	5
b	Menghadiri konferensi, workshop dan pelatihan	1	2	3	4	5
c	Berpartisipasi dalam kegiatan-kegiatan pelatihan di tempat kerja	1	2	3	4	5
d	Penelitian dan publikasi dibidang perpustakaan	1	2	3	4	5
<b>7. Lain-Lain</b>						
Sebutkan pekerjaan-pekerjaan penting atau fungsi-fungsi profesi lainnya yang belum tercantum dalam daftar di atas:						

27 Sebutkan berapa jumlah instansi perpustakaan atau informasi dimana anda pernah bekerja sepanjang karir anda. Instansi cabang yang sama dianggap satu institusi.

Pilih satu dari jawaban-jawaban berikut ::

- 1 [ ]<sub>1</sub>                      2-3 [ ]<sub>2</sub>                      4-5 [ ]<sub>3</sub>  
6-7 [ ]<sub>4</sub>                      8-9 [ ]<sub>5</sub>                      10 atau lebih [ ]<sub>6</sub>

28 Apa alasan utama anda untuk pertama kali memutuskan bekerja di sektor perpustakaan ?

Pilih tiga alasan yang relevan.

- Keluarga atau teman bekerja di perpustakaan [ ]<sub>1</sub>  
Kesempatan Kerja [ ]<sub>2</sub>  
Jaminan Pekerjaan [ ]<sub>3</sub>  
Status profesi [ ]<sub>4</sub>  
Gaji Profesi di sektor perpustakaan [ ]<sub>5</sub>  
Senang:  
Bekerja dengan orang lain [ ]<sub>6</sub>  
Teknologi Informasi [ ]<sub>7</sub>  
Buku-Buku [ ]<sub>8</sub>  
Menyelenggarakan kelas pelatihan/pelajaran [ ]<sub>9</sub>  
Layanan Pelanggan [ ]<sub>10</sub>  
Penelitian [ ]<sub>11</sub>  
Pengalaman belajar pribadi [ ]<sub>12</sub>  
Tidak bisa memilih jalur karir lainnya [ ]<sub>13</sub>  
Tidak punya rencana, ambil saja pekerjaan yang ada [ ]<sub>14</sub>  
Lainnya [ ]<sub>20</sub>  
Sebutkan \_\_\_\_\_

29 Jika anda sebelumnya tahu apa yang sekarang ini anda ketahui tentang profesi kepustakawanan, apakah anda akan membuat pilihan karir yang sama juga?  
Sebutkan alasan-alasan anda mengambil keputusan :

Pilih satu diantara jawaban-jawaban berikut ini :

Ya [ ]<sub>1</sub>                      Tidak [ ]<sub>2</sub>

Uraikan alasan-alasan anda memilih jawaban tersebut :

---

30 Jika anda pernah bekerja lebih dari satu institusi perpustakaan atau informasi, sebutkan 3 alasan mengapa anda meninggalkan institusi yang **terakhir**.

1 [ ] Pindah ke wilayah lain karena alasan pribadi

2 [ ] Pindah ke wilayah lain karena lokasi

3 [ ] Gaji/tunjangan yang tidak memadai

4 [ ] Tidak terbuka kesempatan promosi

5 [ ] Tekanan yang berlebihan dari pekerjaan

6 [ ] Tidak mampu menyeimbangkan antara pekerjaan dengan keluarga atau kehidupan pribadi

7 [ ] Tidak puas terhadap hubungan dengan atasan

8 [ ] Tidak puas terhadap hubungan dengan para pustakawan

9 [ ] Tidak puas terhadap hubungan dengan teman kerja

10 [ ] Perlakukan yang mengecewakan dari institusi

11 [ ] Tidak puas terhadap tugas pekerjaan

12 [ ] Tidak puas terhadap seluruh aspek pekerjaan

13 [ ] Merasa tidak diperlukan

14 [ ] Mendapatkan tingkat posisi yang lebih tinggi di tempat lain

15 [ ] Menemukan tawaran gaji yang lebih baik di tempat lain

16 [ ] Menemukan pekerjaan yang lebih baik di tempat lain

17 [ ] Memutuskan merubah karir

18 [ ] Melanjutkan studi

19 [ ] Alasan-alasan yang tidak terkait dengan masalah pribadi

20 [ ] Alasan lain. Sebutkan : \_\_\_\_\_

31 Sebutkan alasan utama anda tetap bekerja di institusi saat ini :

Pilih satu dari jawaban-jawaban berikut ini :

1 [ ] Saya suka dengan pekerjaan saya yang sekarang ini

2 [ ] Saya suka dengan tempat kerja saya yang sekarang ini

3 [ ] Saya suka dengan orang-orang yang bekerja bersama saya

4 [ ] Saya merasa loyal terhadap institusi saya

5 [ ] Saya merasa loyal terhadap klien/anggota perpustakaan

6 [ ] Tidak ada pilihan pekerjaan lainnya

7 [ ] Tidak mudah bagi saya untuk mendapatkan pekerjaan lain dengan tingkat gaji/tunjangan yang sekarang ini

8 [ ] Saya belum berhasil mendapatkan pekerjaan lain

9 [ ] Saya tidak punya waktu untuk mencari pekerjaan lainnya

10 [ ] Saya sedang berusaha mendapatkan pengalaman agar bisa menerapkannya di posisi lain

- 11[  ] Suami/istri saya bekerja diwilayah yang sama  
 12[  ] Saya tidak mau pindah dan mengganggu pendidikan dan persahabatan anak-anak saya  
 13[  ] Saya tidak ingin pindah dari lingkungan dimana saya tinggal saat ini  
 14[  ] Saya punya anggota keluarga atau teman di wilayah ini yang memerlukan perhatian dari saya  
 15[  ] Saya bermaksud keluar dan sedang menunggu kesempatan yang tepat

32 Apakah anda mengharapkan perubahan posisi lain dimasa datang (misalnya: promosi, keluar, relokasi dsb.) yang dicetuskan oleh:

Pilih satu diantara jawaban-jawaban berikut :

- Oleh saya sendiri [  ]<sub>1</sub>  
 Institusi perpustakaan [  ]<sub>2</sub>  
 Karena faktor diluar organisasi [  ]<sub>3</sub>  
 Tidak tahu [  ]<sub>0</sub>

33 Berapa lama lagi anda mengantisipasi akan pensiun ?

Pilih satu diantara jawaban-jawaban berikut ini :

- Kurang dari 1 tahun [  ]<sub>1</sub>  
 Antara 1 dan 2 tahun [  ]<sub>2</sub>  
 Antara 2 dan 3 tahun [  ]<sub>3</sub>  
 Antara 3 dan 5 tahun [  ]<sub>4</sub>  
 Antara 6 dan 10 tahun [  ]<sub>5</sub>  
 Antara 11 dan 15 tahun [  ]<sub>6</sub>  
 Lebih dari 20 tahun [  ]<sub>7</sub>  
 Tidak tahu [  ]<sub>0</sub>

### Sikap/ dan Kepuasan Kerja

34 Utarakan sampai sejauh mana anda setuju/tidak setuju dengan pernyataan-pernyataan berikut tentang apa yang penting bagi anda didalam pekerjaan anda, dan apakah elemen tersebut ada didalam profesi anda saat ini.

1= Sangat Tidak Setuju (STS), 2= Tidak Setuju (TS), 3= Netral (N), 4= Setuju (S), 5= Sangat Setuju (SS)

		STS	TS	N	S	SS	Tidak Ada
1	<i>Penting bagi saya untuk mendapatkan pekerjaan yang menantang</i>	1	2	3	4	5	
2	Pekerjaan saya menantang	1	2	3	4	5	
3	<i>Penting bagi saya untuk mendapatkan pekerjaan yang memungkinkan saya menggunakan keahlian teknologi informasi</i>	1	2	3	4	5	

		STS	TS	N	S	SS	Tidak Ada
4	Pekerjaan saya memberi kesempatan bagi saya untuk menggunakan keahlian teknologi informasi	1	2	3	4	5	
5	<i>Penting bagi saya untuk memiliki pekerjaan yang memungkinkan saya melaksanakan tugas-tugas yang beragam</i>	1	2	3	4	5	
6	Pekerjaan saya memberi kesempatan kepada saya untuk melaksanakan tugas-tugas yang beragam	1	2	3	4	5	
7	<i>Penting bagi saya untuk memiliki pekerjaan yang memungkinkan saya berkembang dan mempelajari keahlian baru .</i>	1	2	3	4	5	
8	Pekerjaan saya memberi kesempatan kepada saya untuk berkembang dan mempelajari keahlian baru	1	2	3	4	5	
9	<i>Penting bagi saya untuk memiliki pekerjaan yang memungkinkan saya mengawasi personil lainnya</i>	1	2	3	4	5	
10	Pekerjaan saya memberi kesempatan kepada saya untuk mengawasi personil lainnya	1	2	3	4	5	
11	<i>Penting bagi saya untuk memiliki pekerjaan yang memungkinkan saya mengelola sebuah departemen/layanan</i>	1	2	3	4	5	
12	Pekerjaan saya memberi kesempatan kepada saya untuk mengelola sebuah departemen/layanan	1	2	3	4	5	
13	<i>Penting bagi saya untuk memiliki pekerjaan yang memungkinkan saya mencari kesempatan mengerjakan proyek- proyek baru</i>	1	2	3	4	5	
14	Pekerjaan saya memberi kesempatan kepada saya mencari kesempatan mengerjakan proyek-proyek baru.	1	2	3	4	5	
15	<i>Penting bagi saya untuk memiliki pekerjaan yang memungkinkan saya untuk berpartisipasi didalam pengambilan keputusan tentang strategi perpustakaan secara menyeluruh</i>	1	2	3	4	5	

		STS	TS	N	S	SS	Tidak Ada
16	Pekerjaan saya memberi kesempatan kepada saya berpartisipasi didalam pengambilan keputusan tentang strategi perpustakaan secara menyeluruh	1	2	3	4	5	
17	<i>Penting bagi saya untuk memiliki pekerjaan yang memungkinkan saya untuk berpartisipasi didalam pengambilan keputusan dibidang yang saya kerjakan</i>	1	2	3	4	5	
18	Pekerjaan saya memberi kesempatan kepada saya berpartisipasi didalam pengambilan keputusan dibidang yang saya kerjakan	1	2	3	4	5	
19	<i>Penting bagi saya memiliki lingkungan yang dinamis dan terus berubah</i>	1	2	3	4	5	
20	Pekerjaan saya dinamis dan terus berubah	1	2	3	4	5	
21	<i>Penting bagi saya untuk memiliki pekerjaan yang memungkinkan saya menyeimbangkan antara pekerjaan dengan keluarga atau kehidupan pribadi</i>	1	2	3	4	5	
22	Didalam melaksanakan pekerjaan, saya diberi kesempatan untuk menyeimbangkan antara pekerjaan dengan keluarga dan kehidupan pribadi	1	2	3	4	5	
23	<i>Penting bagi saya untuk memiliki pekerjaan yang saya yakini akan terus berlanjut</i>	1	2	3	4	5	
24	Saya merasa yakin bahwa pekerjaan saya akan berlanjut	1	2	3	4	5	
25	<i>Penting bagi saya untuk memiliki pekerjaan yang memungkinkan saya untuk mengembangkan karir.</i>	1	2	3	4	5	
26	Di pekerjaan saya, saya diberi kesempatan untuk mngembangkan karir.	1	2	3	4	5	
27	<i>Penting bagi saya untuk memiliki pekerjaan yang memungkinkan saya menjalankan peran kepemimpinan</i>	1	2	3	4	5	
28	Pekerjaan saya memungkinkan saya menjalankan peran kepemimpinan	1	2	3	4	5	
29	<i>Penting bagi saya untuk memiliki pekerjaan dimana para pimpinanya mengarahkan dan mengembangkan keahlian kepemimpinan bagi para stafnya</i>	1	2	3	4	5	



		STS	TS	N	S	SS	Tidak Ada
30	Ditempat kerja saya, para manajer mengarahkan dan mengembangkan keahlian kepemimpinan dikalangan stafnya	1	2	3	4	5	
31	<i>Penting bagi saya untuk memiliki pekerjaan dimana saya diperlakukan secara adil, dengan mengabaikan gender, ras atau kesukuan</i>	1	2	3	4	5	
32	Di tempat kerja saya, saya diperlakukan secara adil dengan mengabaikan gender, ras dan kesukuan	1	2	3	4	5	
33	<i>Penting bagi saya untuk memiliki pekerjaan dimana saya diperlakukan dengan rasa hormat oleh para atasan</i>	1	2	3	4	5	
34	Di tempat kerja saya, saya diperlakukan dengan rasa hormat oleh para atasan	1	2	3	4	5	
35	<i>Penting bagi saya untuk memiliki pekerjaan dimana saya memiliki hubungan baik dengan staf administrasi</i>	1	2	3	4	5	
36	Di tempat kerja saya, saya memiliki hubungan baik dengan staf administrasi	1	2	3	4	5	
37	<i>Penting bagi saya untuk memiliki pekerjaan dimana saya memiliki hubungan yang baik dengan para pustakawan</i>	1	2	3	4	5	
38	Di tempat kerja saya, saya memiliki hubungan yang baik dengan para pustakawan	1	2	3	4	5	
39	<i>Penting bagi saya untuk memiliki pekerjaan yang memberi kesempatan kepada saya untuk mengajar</i>	1	2	3	4	5	
40	Di tempat kerja saya, saya diberi kesempatan untuk mengajar	1	2	3	4	5	
41	<i>Penting bagi saya untuk memiliki pekerjaan dimana saya diberi hak untuk terus bekerja</i>	1	2	3	4	5	
42	Di tempat kerja saya, saya diberi hak untuk terus bekerja	1	2	3	4	5	
43	<i>Secara keseluruhan, saya puas dengan pekerjaan saya</i>	1	2	3	4	5	

- 35 Jika anda telah bekerja di sektor perpustakaan selama lebih dari 5 tahun, utarakan sampai sejauh mana anda setuju/tidak setuju dengan pernyataan-pernyataan tentang bagaimana pekerjaan anda mengalami perubahan selama 5 tahun terakhir?  
 1= Sangat Tidak Setuju (STS), 2= Tidak Setuju (TS), 3= Netral (N), 4= Setuju (S), 5= Sangat Setuju (SS)

Pilih satu jawaban yang paling tepat untuk pernyataan-pernyataan berikut

		STS	TS	N	S	SS	Tidak ada
	<b><i>Dibandingkan dengan keadaan 5 tahun yang lalu ....</i></b>						
a	Pekerjaan saya sekarang ini lebih menarik	1	2	3	4	5	
c	Pekerjaan saya sekarang ini lebih menyenangkan	1	2	3	4	5	
d	Pekerjaan saya sekarang ini lebih menjanjikan	1	2	3	4	5	
e	Pekerjaan saya sekarang ini lebih berat	1	2	3	4	5	
f	Pekerjaan saya sekarang ini menuntut lebih banyak keahlian	1	2	3	4	5	
g	Sekarang ini saya lebih peduli terhadap jaminan pekerjaan saya	1	2	3	4	5	
h	Sekarang ini saya dituntut untuk mempelajari lebih banyak tugas-tugas baru	1	2	3	4	5	
i	Sekarang ini saya dituntut untuk menangani tugas-tugas berteknologi tinggi	1	2	3	4	5	
j	Sekarang ini saya dituntut untuk menjalankan tugas-tugas yang lebih beragam	1	2	3	4	5	
k	Sekarang ini saya dituntut untuk melaksanakan tugas-tugas yang lebih rutin sifatnya	1	2	3	4	5	
l	Sekarang ini saya dituntut untuk bekerja lebih keras	1	2	3	4	5	
m	Sekarang ini saya dituntut untuk melaksanakan fungsi-fungsi yang lebih bersifat manajerial	1	2	3	4	5	
n	Sekarang ini saya dituntut untuk menjalankan lebih banyak fungsi bisnis	1	2	3	4	5	
o	Sekarang ini saya dituntut untuk menangani lebih banyak tugas-tugas yang dulunya ditangani oleh staf non-pustakawan	1	2	3	4	5	
p	Sekarang ini saya kurang termotivasi untuk melaksanakan pekerjaan saya	1	2	3	4	5	

- 36 Gambarkan kesan anda tentang sosok Pustakawan pada abad ke-21.  
Tulis jawaban anda dibawah ini :
- 

#### **A.4. Pengembangan Profesi Berkelanjutan**

37. Sebutkan bidang tugas utama anda sebagai pustakawan perguruan tinggi. Pilih satu jawaban yang paling sesuai :
- 1  Referensi/Layanan Publik
  - 2  Membuat Petunjuk
  - 3  Bagian katalog
  - 4  Akusisi/pembelian
  - 5  Bagian bibliografi/Penyeleksian
  - 6  Pustakawan Disiplin Ilmu
  - 7  Administrasi
  - 20  Lainnya. Sebutkan \_\_\_\_\_
- 38 Sebutkan jika anda pernah menghadiri kegiatan-kegiatan pengembangan profesi di bawah ini selama 5 tahun terakhir.  
Pilih jawaban-jawaban yang paling sesuai.
- 1  Konferensi
  - 2  Seminar
  - 3  Workshops
  - 4  Pelatihan external
  - 5  Pelatihan di tempat kerja
  - 6  Bacaan tentang kepustakawanan dalam format cetakan atau elektronik
  - 7  Belajar mandiri melalui audio, video, media CD , program TV
  - 8  Program belajar mandiri
  - 9  Publikasi atau presentasi
  - 10  Memberi bimbingan
  - 11  Kursus yang diselenggarakan oleh perguruan tiniggi
- 39 Bagaimana cara anda mengikuti perkembangan tulisan-tulisan tentang profesi kepustakawanan/tetap mengikuti pengembangan profesi terkini?  
Pilih jawaban-jawaban yang paling sesuai.
- 1  Artikel di Jurnal/Majalah
  - 2  Blogs
  - 3  Mengikuti konferensi profesi
  - 4  Mengikuti konferensi profesi virtual (Misalnya : Webcast)
  - 20  Lainnya. Sebutkan \_\_\_\_\_

40. Seberapa sering anda membaca artikel jurnal/majalah perpustakaan?
- 7  Setiap hari  
6  3-4 kali seminggu  
5  1-2 kali seminggu  
4  2-3 kali sebulan  
3  Sekali sebulan  
2  Setiap beberapa bulan  
1  1-2 kali setahun  
20  Lainnya. Sebutkan \_\_\_\_\_
41. Bagaimana anda mengakses artikel jurnal/majalah perpustakaan?  
Pilih jawaban-jawaban yang paling sesuai.
- 1  Berlangganan secara pribadi atau melalui institusi  
2  Berlangganan secara elektronik secara pribadi atau melalui institusi  
3  Melalui situs Web gratis  
4  Melalui database query  
20  Lainnya. Sebutkan \_\_\_\_\_
42. Seberapa banyak jurnal/majalah perpustakaan yang anda baca secara teratur?
- 4  Lebih dari 10  
3  6 - 9  
2  3 - 5  
1  1- 2  
0  0
43. Berapa banyak blog atau feeds yang anda monitor/langgan ?
- 4  Lebih dari 10  
3  6 - 9  
2  3 - 5  
1  Kurang dari 2
44. Mengapa anda merasa perlu membaca artikel tentang profesi kepustakawanan?
- 1  Untuk persyaratan masa kerja dan atau promosi  
2  Untuk selalu mengikuti setiap perkembangan profesi  
3  Untuk mendapatkan ide publikasi  
4  Saya tidak merasa perlu mengikuti literatur profesi secara berkala  
20  Lainnya. Sebutkan \_\_\_\_\_
45. Apakah keinginan anda untuk membaca artikel tentang profesi dan perkembangannya terhambat oleh hal-hal berikut ?  
Pilih jawaban-jawaban yang paling sesuai.
- 1  Tidak cukup waktu untuk menentukan dan membaca  
2  Tidak memiliki akses ke literatur yang sesuai  
3  Bingung dengan jumlah informasi yang tersedia  
4  Literatur professional tidak relevan dengan pekerjaan saya. Jika tidak, mengapa, utarakan alasan anda.....

46. Beri komentar tambahan yang ingin anda sampaikan tentang topic bagaimana pustakawan perguruan tinggi membaca artikel profesi/perkembangannya.

---

47 Apakah saat ini anda menjadi anggota Ikatan Pustakawan Indonesia (IPI):

Ya <sub>1</sub>                      Tidak <sub>2</sub>

Lainnya. Sebutkan \_\_\_\_\_

48 Jika jawaban anda untuk pertanyaan No. 47 'Tidak', mengapa :  
Pilih jawaban-jawaban yang paling sesuai.

- Biaya <sub>1</sub>
- Relevansi <sub>2</sub>
- Tidak tahu Asosiasi tersebut ada <sub>3</sub>

49 Jika jawaban anda untuk pertanyaan No. 47 'Ya', mengapa :  
Pilih jawaban-jawaban yang paling sesuai.

- Meningkatkan pengetahuan saya <sub>1</sub>
- Akses ke berita <sub>2</sub>
- Akses ke jaringan professional <sub>3</sub>
- Status <sub>4</sub>

50 Apakah anda pernah mendengar organisasi profesi berikut ini ?

- FKP2T (Forum Kerjasama Perpustakaan Perguruan Tinggi)  
Ya <sub>1</sub>                      Tidak <sub>2</sub>
- IFLA (International Federation of Librarianship Association)  
Ya <sub>1</sub>                      Tidak <sub>2</sub>
- ALIA (Australia Librarianship and Information Association)  
Ya <sub>1</sub>                      Tidak <sub>2</sub>
- ALA (American Librarianship Association)  
Ya <sub>1</sub>                      Tidak <sub>2</sub>
- CONSAL (Congress of Southeast Asian Librarians)  
Ya <sub>1</sub>                      Tidak <sub>2</sub>

51 Apakah Institusi anda memberi subsidi atau mengganti sebagian biaya yang terkait dengan keikutsertaan anda dalam pertemuan organisasi profesi ?

Pilih satu dari jawaban-jawaban berikut ini :

Ya <sub>1</sub>                      Tidak <sub>2</sub>

Utarakan komentar anda dibawah ini :

---

52 Pernahkan anda menghadiri pertemuan organisasi profesi ?

Pilih satu dari jawaban-jawaban berikut ini :

Ya <sub>1</sub>                      Tidak <sub>2</sub>

- 53 Apakah institusi anda memberi subsidi atau mengganti sebagian biaya keikutsertaan anda dalam pelatihan dan pengembangan diluar jam kerja anda ?  
Pilih satu dari jawaban-jawaban berikut ini :  
Ya [ ]<sub>1</sub>                      Tidak [ ]<sub>2</sub>
- 54 Dukungan yang bagaimana yang ditawarkan oleh institusi anda.  
Pilih jawaban-jawaban yang sesuai :  
Mendapatkan honor untuk mengikuti pelatihan [ ]<sub>1</sub>  
Perjalanan [ ]<sub>2</sub>  
Akomodasi [ ]<sub>3</sub>  
Uang saku harian [ ]<sub>4</sub>  
Biaya/ongkos pendaftaran [ ]<sub>5</sub>
- 55 Untuk daftar berikut ini, pertama kali, indikasikan apakah anda pernah ikut pelatihan di luar atau di tempat kerja anda selama anda kerja di institusi anda sekarang ini, dan jika ya, sejauh mana pelatihan tersebut meningkatkan kemampuan anda dalam melaksanakan tugas anda. (1 = Tidak Sama Sekali, 5 = Sangat Banyak)  
Pilih satu jawaban yang sesuai:

	<b>Bentuk/Jenis Pelatihan</b>	Sampai sejauh mana pelatihan itu meningkatkan kemampuan anda dalam melaksanakan pekerjaan					Tidak pernah ikut
		Tidak sama sekali		Biasa		Sangat Banyak	
a	Pelatihan keahlian sesuai dengan tugas kerja (tidak termasuk teknologi)	1	2	3	4	5	
b	Pelatihan keahlian teknologi informasi	1	2	3	4	5	
c	Pelatihan yang terkait dengan layanan pelanggan	1	2	3	4	5	
d	Pelatihan Managemen	1	2	3	4	5	
e	Pengembangan profesi lainnya (Misalnya, subject spesialis, masalah-masalah keperpustakaan)	1	2	3	4	5	
f	Pembimbingan	1	2	3	4	5	
g	Rotasi kerja	1	2	3	4	5	
h	Pertukaran kerja	1	2	3	4	5	
i	Berbagi pekerjaan	1	2	3	4	5	

56 Utarakan sampai sejauh mana anda setuju/tidak setuju dengan pernyataan-pernyataan berikut tentang pelatihan, pengembangan karir dan komitmen organisasi.

(1= Sangat Tidak Setuju (STS), 2= Tidak Setuju (TS), 3= Netral (N), 4= Setuju (S), 5= Sangat Setuju (SS) )

Pilih satu jawaban yang sesuai untuk setiap pernyataan :

		STS	TS	N	S	SS	Tidak ada
a	Sekarang ini saya memiliki cukup pendidikan, pelatihan dan pengalaman agar bisa melaksanakan pekerjaan saya secara efektif	1	2	3	4	5	
b	Dengan pendidikan, pelatihan dan pengalaman yang saya miliki, kualifikasi saya melebihi kualifikasi yang disyaratkan untuk posisi saya saat ini	1	2	3	4	5	
c	Dengan pendidikan, pelatihan dan pengalaman saya yang saya miliki, saya memenuhi syarat untuk mendapatkan posisi yang lebih tinggi	1	2	3	4	5	
d	Karir saya akan meningkat dengan adanya pelatihan ketrampilan teknologi	1	2	3	4	5	
e	Karir saya akan meningkat dengan adanya pelatihan ketrampilan manajemen	1	2	3	4	5	
h	Organisasi saya memberi kesempatan kepada saya untuk berpartisipasi dalam pelatihan-pelatihan	1	2	3	4	5	
i	Saya yakin saya terlalu banyak menghabiskan waktu untuk mengikuti kursus-kursus pelatihan	1	2	3	4	5	
j	Saya memiliki komitmen untuk mencapai tujuan organisasi dimana saya bekerja	1	2	3	4	5	
k	Saya akan bahagia untuk menghabiskan sisa waktu karir saya bersama institusi dimana saya bekerja saat ini	1	2	3	4	5	
l	Saya akan bahagia untuk menghabiskan sisa waktu karir saya dengan posisi saya saat ini	1	2	3	4	5	

57 Jenis pekerjaan yang bagaimana yang ingin anda lakukan dalam waktu 10 tahun mendatang?

Pilih satu diantara jawaban-jawaban berikut :

- 1 [ ] Sama dengan jenis pekerjaan yang saya kerjakan saat ini  
 2 [ ] Saya berharap dipromosikan pada tingkat yang lebih tinggi  
 3 [ ] Saya berharap memiliki pekerjaan serupa di perpustakaan yang lain  
 4 [ ] Pekerjaan perpustakaan yang tidak tradisional  
 5 [ ] Pekerjaan non-perpustakaan  
 6 [ ] Saya akan pensiun  
 20 [ ] Lainnya. Sebutkan: \_\_\_\_\_

58 Dalam memikirkan karir anda di masa datang, pelatihan atau pengembangan yang bagaimana yang anda rasa akan membekali anda dengan keahlian yang paling penting yang disyaratkan agar anda bisa menduduki jabatan yang lebih tinggi? Sebutkan secara spesifik.

Tulis jawaban anda dibawah ini:

\_\_\_\_\_

59 Bandingkan dengan profesi-profesi lainnya, sampai sampai sejauh mana anda setuju/tidak setuju dengan pernyataan-pernyataan berikut (Profesi lainnya mencakup : tenaga medis, pendidik, teknologi informasi, teknisi dsb.)

(1= Sangat Tidak Setuju (STS), 2= Tidak Setuju (TS), 3= Netral (N), 4= Setuju (S), 5= Sangat Setuju (SS) )

Pilih satu jawaban yang paling tepat untuk setiap pernyataan :

		STS	TS	N	S	SS	Tidak ada
a	Organisasi saya didukung dengan dana yang kuat untuk pengembangan kedepan	1	2	3	4	5	
b	Tersedia pelatihan berkualitas untuk profesi saya	1	2	3	4	5	
c	Gaji yang saya terima sesuai dengan kualifikasi pendidikan saya	1	2	3	4	5	
d	Gaji saya sesuai dengan pekerjaan yang saya tangani	1	2	3	4	5	
e	Kepuasan kerja di profesi saya tinggi	1	2	3	4	5	
f	Profesi saya diperhitungkan oleh orang lain	1	2	3	4	5	
g	Saya yakin orang-orang tertarik bergabung didalam profesi saya	1	2	3	4	5	
h	Akan ada banyak kesempatan untuk pekerjaan sebagai pustakawan dimasa datang	1	2	3	4	5	



60. Dibandingkan dengan kepustakawanan di luar negeri, bagaimana menurut anda kepustakawanan yang ada di Indonesia ?

	Lebih baik	Sama	Lebih Buruk	Tidak ada Informasi
<b>Amerika Utara (Amerika dan Kanada)</b>				
Standar Pendidikan	1	2	3	
Status Profesi	1	2	3	
Tingkat Pendapatan	1	2	3	
Akses ke Teknologi	1	2	3	
<b>Eropa</b>				
Standar Pendidikan	1	2	3	
Status Profesi	1	2	3	
Tingkat Pendapatan	1	2	3	
Akses ke Teknologi	1	2	3	

	Lebih baik	Sama	Lebih Buruk	Tidak ada Informasi
<b>Asia Pacific (Selain Indonesia)</b>				
Standar Pendidikan	1	2	3	
Status Profesi	1	2	3	
Tingkat Pendapatan	1	2	3	
Akses ke Teknologi	1	2	3	
<b>Australia</b>				
Standar Pendidikan	1	2	3	
Status Profesi	1	2	3	
Tingkat Pendapatan	1	2	3	
Akses ke Teknologi	1	2	3	

Terima kasih telah berpartisipasi didalam survey ini.

## Appendix B: Survey Untuk Kepala Perpustakaan Akademis (Survey for Academic Library Managers in Bahasa)

### SURVEY

#### A – Informasi Demografis

1. Apakah anda : Pria [ ]<sub>1</sub> Wanita [ ]<sub>2</sub>
2. Berapa usia anda?  
15-20 [ ]<sub>1</sub>      21-25 [ ]<sub>2</sub>      26-30 [ ]<sub>3</sub>      31-35 [ ]<sub>4</sub>      36-40 [ ]<sub>5</sub>  
41-45 [ ]<sub>6</sub>      46-50 [ ]<sub>7</sub>      51-55 [ ]<sub>8</sub>      56-60 [ ]<sub>9</sub>      over 60 [ ]<sub>10</sub>
3. Apa jabatan anda sebelum menjadi Kepala Perpustakaan ?  
1 [ ] Pustakawan  
2 [ ] Dosen  
3 [ ] Staf Struktural  
20 [ ] Lainnya, mohon disebutkan \_\_\_\_\_
4. Apa golongan kepangkatan anda sebagai pegawai negeri?  
II/b [ ]<sub>1</sub>      II/c [ ]<sub>2</sub>      III/a [ ]<sub>3</sub>      III/b [ ]<sub>4</sub>      III/c [ ]<sub>5</sub>  
III/d [ ]<sub>6</sub>      IV/a [ ]<sub>7</sub>      IV/b [ ]<sub>8</sub>      IV/c [ ]<sub>9</sub>      IV/d [ ]<sub>10</sub>
5. Tingkat pendidikan tertinggi anda?  
Pilih salah satu diantara tingkat pendidikan berikut :  
Diploma 1      di Indonesia [ ]<sub>1</sub>      di luar negeri [ ]<sub>2</sub>  
Diploma 2      di Indonesia [ ]<sub>1</sub>      di luar negeri [ ]<sub>2</sub>  
Diploma 3      di Indonesia [ ]<sub>1</sub>      di luar negeri [ ]<sub>2</sub>  
Sarjana      di Indonesia [ ]<sub>1</sub>      di luar negeri [ ]<sub>2</sub>  
Graduate Diploma      di Indonesia [ ]<sub>1</sub>      di luar negeri [ ]<sub>2</sub>  
Master      di Indonesia [ ]<sub>1</sub>      di luar negeri [ ]<sub>2</sub>  
Dr/PhD      di Indonesia [ ]<sub>1</sub>      di luar negeri [ ]<sub>2</sub>
6. Apakah latar belakang pendidikan anda ?  
Pilih semua yang dianggap sesuai:  
1 [ ] Ilmu Perpustakaan  
2 [ ] Teknologi/Sistim Informasi  
3 [ ] Pendidikan  
4 [ ] Ekonomi  
5 [ ] Hukum  
6 [ ] Syari'ah  
7 [ ] Tarbiyah  
8 [ ] Ushuluddin  
9 [ ] Dakwah  
10 [ ] Adab  
11 [ ] Teknik  
20 Lainnya: \_\_\_\_\_
7. Apa nama institusi tempat anda bekerja ? \_\_\_\_\_

8. Apa bentuk institusi tempat anda bekerja ?  
Pilih salah satu diantara pilihan berikut ini :
- 1 [ ] Universitas
  - 2 [ ] Institut
  - 3 [ ] Sekolah Tinggi

9. Propinsi? \_\_\_\_\_

### **B.1 – Data Staf (per 01 November 2008)**

10. Jumlah pegawai negeri :  
Pilih salah satu diantara pilihan berikut :
- 1 [ ] Tidak ada
  - 2 [ ] 1-5
  - 3 [ ] 6-10
  - 4 [ ] 11-20
  - 5 [ ] 21-30
  - 6 [ ] 31-40
  - 7 [ ] 41-50
  - 8 [ ] 51-75
  - 9 [ ] 76-100
  - 10 [ ] Lebih dari 100
11. Apakah Institusi anda mempekerjakan tenaga honorer ?  
Pilih salah satu diantara pilihan berikut :
- 1 [ ] Ya
  - 2 [ ] No

12. Jika Ya , jumlah tenaga kerja honorer per 1 November 2008.

\_\_\_\_\_

### **B.2 – Informasi Staf (Rincian Staf)**

13. Sebutkan jumlah pustakawan.  
Pilih salah satu diantara pilihan berikut :
- 1 [ ] Tidak ada
  - 2 [ ] 1-5
  - 3 [ ] 6-10
  - 4 [ ] 11-20
  - 5 [ ] 21-30
  - 6 [ ] 31-40
  - 7 [ ] 41-50
  - 8 [ ] 51-75
  - 9 [ ] 76-100
  - 10 [ ] Lebih dari 100
14. Sebutkan jumlah staf non-pustakawan.  
Pilih salah satu diantara pilihan berikut :
- 1 [ ] Tidak ada
  - 2 [ ] 1-5
  - 3 [ ] 6-10
  - 4 [ ] 11-20
  - 5 [ ] 21-30
  - 6 [ ] 31-40
  - 7 [ ] 41-50
  - 8 [ ] 51-75
  - 9 [ ] 76-100
  - 10 [ ] Lebih dari 100
15. Sebutkan prosentase staf wanita yang bekerja di perpustakaan anda.  
Pilih salah satu diantara pilihan berikut :
- 1 [ ] Tidak ada
  - 2 [ ] 1% - 10%
  - 3 [ ] 11% - 20%
  - 4 [ ] 21% - 30%
  - 5 [ ] 31% - 40%
  - 6 [ ] 41% - 50%
  - 7 [ ] 51% - 60%
  - 8 [ ] 61% - 70%
  - 9 [ ] 70% - 80%
  - 10 [ ] 90% - 100%

16. Sampai sejauh mana anda setuju dengan pernyataan-pernyataan mengenai perpustakaan anda berikut ini:

Pilih satu jawaban untuk masing-masing pernyataan:

		Sangat tidak setuju	Tidak Setuju	Netral	Setuju	Sangat Setuju
a	Organisasi mempromosikan budaya belajar sepanjang hidup	1	2	3	4	5
b	Organisasi mempromosikan budaya saling percaya dan bekerja sama diantara staf dan pimpinan.	1	2	3	4	5
c	Organisasi menerapkan prosedur kekeluargaan dan persahabatan.	1	2	3	4	5
d	Tingkat absensi tidak menjadi masalah serius bagi organisasi	1	2	3	4	5
e	Organisasi melibatkan para pustakawan dalam mengambil keputusan yang secara langsung akan berpengaruh terhadap mereka.	1	2	3	4	5
f	Organisasi melibatkan pustakawan dalam sebagian besar pengambilan keputusan tingkat tinggi.	1	2	3	4	5
g	Bagi organisasi, sangat perlu untuk memberdayakan pustakawan.	1	2	3	4	5
h	Pustakawan pria dan wanita diperlakukan sama.	1	2	3	4	5
i	Sebagian besar pustakawan melaksanakan pekerjaan yang berkualitas	1	2	3	4	5
j	Sebagian besar staf perpustakaan professional memiliki motivasi kerja tinggi	1	2	3	4	5
k	Sebagian besar staf perpustakaan professional tampaknya puas dengan pekerjaannya.	1	2	3	4	5

## C – Rekrutmen dan Retensi

17. Apakah organisasi memiliki strategi untuk menawarkan insentif, diluar gaji, untuk menarik pencari kerja menduduki posisi sebagai pustakawan?

Pilih semua yang dianggap sesuai:

- 1  Penerapan suasana kerja yang ramah  
 2  Kesempatan pengembangan bagi staf  
 3  Penggantian biaya studi  
 4  Lingkungan kerja yang produktif  
 5  Tempat kerja/fasilitas kampus yang menarik  
 6  Kesempatan untuk melakukan penelitian dan mendapatkan bea siswa di bidang perpustakaan  
 7  Proyek-proyek khusus  
 20  Lain-lain
- 

18. Uraikan strategi yang telah anda terapkan untuk menarik pencari kerja.  
 Tulis jawaban anda dibawah ini :
- 

19. Utarakan apakah menurut anda tingkat keluar masuknya professional pustakawan (yang bukan karena pensiun) lebih tinggi atau lebih rendah dari pada tingkat keluar masuknya professional pustakawan pada lima tahun yang lalu.  
 Pilih satu jawaban untuk masing-masing pernyataan:

	Jauh lebih rendah	Lebih rendah	Kurang lebih sama	Lebih tinggi	Jauh lebih tinggi
Tingkat keluar masuknya professional pustakawan					

20. Menurut pendapat anda, faktor utama apa saja yang menyebabkan professional pustakawan keluar dari organisasi anda (bukan karena pensiun) ?

Sebutkan sedikitnya tiga faktor yang paling utama.

- 1  Pindah ke daerah lain  
 2  Tidak cukup kesempatan untuk mendapatkan promosi  
 3  Tekanan kerja yang berlebihan  
 4  Tidak puas terhadap hubungan dengan atasan  
 5  Tidak puas terhadap hubungan dengan sesama teman kerja  
 6  Tidak puas dengan pekerjaan  
 7  Merasa tidak diperlukan  
 8  Mendapatkan posisi yang lebih tinggi di tempat lain  
 9  Mendapatkan tawaran gaji yang lebih baik di tempat lain  
 10  Mendapatkan pekerjaan yang lebih baik di tempat lain  
 11  Menginginkan adanya perubahan karir  
 12  Melanjutkan studi  
 20  Alasan lain \_\_\_\_\_
-

21. Menurut pendapat anda, mengapa para professional pustakawan bertahan bekerja di organisasi anda?

Sebutkan sedikitnya tiga faktor yang paling berpengaruh :

- 1  Mereka menyukai pekerjaannya
- 2  Mereka menyukai tempat kerjanya yang sekarang
- 3  Mereka senang dengan orang-orang yang bekerja bersamanya
- 4  Mereka loyal terdapa perpustakaan
- 5  Mereka loyal terhadap klien/pengunjung perpustakaan
- 6  Tidak ada pekerjaan lain baginya
- 7  Mereka sulit mendapatkan pekerjaan lain dengan tingkat gaji/tunjangan yang mereka nikmati saat ini
- 8  Mereka tidak bisa mendapatkan pekerjaan di tempat lain
- 9  Mereka tidak punya waktu untuk mencari pekerjaan lain
- 10  Mereka berusaha mendapatkan pengalaman yang bisa mereka terapkan untuk posisi-posisi lainnya
- 11  Mereka tidak ingin pindah dan merusak pendidikan dan persahabatan anak-anaknya
- 12  Suami/istrinya biasanya bekerja di daerah yang sama
- 13  Mereka tidak ingin keluar dari komunitas dimana mereka tinggal saat ini
- 14  Mereka memiliki anggota keluarga atau teman yang membutuhkan perhatiannya
- 15  Mereka bermaksud meninggalkan posisinya dan menunggu kesempatan yang tepat
- 20  Alasan lain \_\_\_\_\_

22. Menurut anda sampai sejauh mana Institusi mampu memberikan kesempatan kepada para professional pustakawan untuk mendapatkan pengalaman dan mengembangkan peran kepemimpinan didalam organisasi?

Pilih satu jawaban untuk pernyataan berikut:

	Sangat buruk	Buruk	Biasa saja	Baik	Sangat Baik
Mendapatkan pengalaman dan mengembangkan peran kepemimpinan					

23. Sampai sejauh mana tingkat kebutuhan Insitusi anda untuk merekrut professional pustakawan baru mengalami perubahan, dibandingkan 5 tahun yang lalu.

Pilih satu diantara jawaban berikut:

- Meningkat <sub>1</sub>
- Tetap sama <sub>2</sub>
- Menurun <sub>3</sub>
- Tidak yakin <sub>4</sub>

Berikan komentar anda sesuai dengan pilihan jawaban anda dibawah ini :

---

24. Utarakan apakah selama dua tahun terakhir ini anda yakin telah terjadi perubahan kemampuan Institusi anda dalam merekrut professional pustakawan.

Pilih satu jawaban untuk pernyataan berikut:

	Jauh lebih mudah	Lebih mudah	Kira-kira sama	Lebih sulit	Jauh lebih sulit
Kemampuan untuk merekrut					

25. Tentukan tingkat kemampuan organisasi anda saat ini dalam merekrut professional pustakawan

Pilih satu jawaban untuk pernyataan berikut:

	Sangat buruk	Buruk	Biasa saja	Baik	Sangat baik
Kemampuan merekrut staf perpustakaan professional saat ini					

26. Utarakan sampai sejauh mana masalah-masalah berikut ini yang membuat anda merasa sulit untuk bisa merekrut professional pustakawan

Pilih satu jawaban untuk masing-masing pernyataan:

		Tidak menjadi masalah	Agak menjadi masalah	Biasa	Menjadi masalah	Menjadi masalah serius
a	Tidak cukup tersedia pencari kerja yang memenuhi syarat	1	2	3	4	5
b	Tidak cukup tersedia pencari kerja yang tertarik pada bidang perpustakaan	1	2	3	4	5
c	Pelamar menolak tawaran kerja	1	2	3	4	5
d	Keterbatasan anggaran	1	2	3	4	5
e	Kebijakan rekrutment terbatas didalam organisasi	1	2	3	4	5
f	Tidak cukup tersedia pendidikan melalui program-program perpustakaan	1	2	3	4	5
g	Tidak cukup tersedia imbalan kerja yang ditawarkan bagi staf perpustakaan	1	2	3	4	5
h	Kompetisi dari sektor-sektor lain bagi staf perpustakaan	1	2	3	4	5
i	Kurangnya unit SDM yang berdedikasi didalam organisasi	1	2	3	4	5
j	Lokasi geografis	1	2	3	4	5
k	Ukuran perpustakaan/layanan informasi yang kecil	1	2	3	4	5

27. Pendidikan.

Utarakan sampai sejauh mana anda setuju atau tidak setuju dengan pernyataan-pernyataan berikut tentang kualifikasi pendidikan staf anda.

Pilih satu jawaban untuk masing-masing pernyataan:

		Sangat tidak setuju	Tidak setuju	Netral	Setuju	Sangat Setuju
a	Perlu untuk memiliki kualifikasi sarjana dibidang perpustakaan	1	2	3	4	5
b	Sebagian besar pelamar memiliki kualifikasi sarjana dibidang perpustakaan	1	2	3	4	5
c	Perlu untuk memiliki kualifikasi pasca sarjana dibidang perpustakaan (Ijazah Graduate Diploma atau Master)	1	2	3	4	5
d	Sebagian besar pelamar memiliki kualifikasi pasca sarjana dibidang perpustakaan (Ijazah Graduate Diploma atau Master)	1	2	3	4	5
e	Perlu untuk memiliki gelar sarjana dibidang khusus	1	2	3	4	5
f	Sebagian besar pelamar memiliki gelar sarjana di bidang khusus yang kami butuhkan	1	2	3	4	5

28. Ketrampilan dan Pengalaman.

Utarakan sampai sejauh mana anda setuju/tidak setuju dengan pernyataan-pernyataan berikut tentang pentingnya pengetahuan, ketrampilan dan atribut professional pustakawan yang anda ingin rekrut.

Pilih satu jawaban untuk masing-masing pernyataan:

		Sangat tidak setuju	Tidak setuju	Netral	Setuju	Sangat Setuju
a	Perlu memiliki beberapa tahun pengalaman yang sesuai	1	2	3	4	5
b	Sebagian besar pelamar memiliki beberapa tahun pengalaman yang sesuai	1	2	3	4	5
c	Perlu memiliki ketrampilan keahlian khusus	1	2	3	4	5
d	Sebagian besar pelamar memiliki ketrampilan keahlian seperti yang kami harapkan	1	2	3	4	5
e	Perlu untuk memiliki ketrampilan-ketrampilan umum	1	2	3	4	5



		Sangat tidak setuju	Tidak setuju	Netral	Setuju	Sangat Setuju
f	Sebagian besar pelamar memiliki ketrampilan-ketrampilan umum seperti yang kami harapkan	1	2	3	4	5
g	Perlu untuk memiliki ketrampilan hubungan antar pribadi dan masyarakat	1	2	3	4	5
h	Sebagian besar pelamar memiliki ketrampilan hubungan antar pribadi dan masyarakat yang sangat baik	1	2	3	4	5
i	Perlu untuk memiliki ketrampilan komunikasi yang sangat baik	1	2	3	4	5
j	Sebagian besar pelamar memiliki ketrampilan komunikasi yang sangat baik	1	2	3	4	5
k	Perlu untuk memiliki ketrampilan kewirausahaan yang kuat	1	2	3	4	5
l	Sebagian besar pelamar memiliki ketrampilan kewirausahaan yang kuat	1	2	3	4	5
m	Perlu untuk memiliki ketrampilan teknologi yang sangat baik	1	2	3	4	5
n	Sebagian besar pelamar memiliki ketrampilan teknologi yang sangat baik	1	2	3	4	5
o	Perlu untuk memiliki ketrampilan manajerial yang sangat baik	1	2	3	4	5
p	Sebagian besar pelamar memiliki ketrampilan manajerial yang sangat baik	1	2	3	4	5
q	Perlu untuk menunjukkan potensi kepemimpinan	1	2	3	4	5
r	Sebagian besar pelamar menunjukkan potensi kepemimpinan	1	2	3	4	5

29. Sikap dan Atribut.

Utarakan sampai sejauh mana anda setuju/tidak setuju dengan pernyataan-pernyataan berikut tentang sikap dan atribut staf yang akan anda rekrut

Pilih satu jawaban untuk masing-masing pernyataan:

		Sangat tidak setuju	Tidak setuju	Netral	Setuju	Sangat Setuju
a	Perlu untuk mampu menangani volume beban kerja yang tinggi	1	2	3	4	5
b	Sebagian besar pelamar mampu menangani volume beban kerja yang tinggi	1	2	3	4	5
c	Perlu untuk mampu merespon perubahan-perubahan dengan luwes	1	2	3	4	5
d	Sebagian besar pelamar mampu merespon perubahan-perubahan dengan luwes	1	2	3	4	5
e	Perlu untuk mampu melayani beragam macam pengguna	1	2	3	4	5
f	Sebagian besar pelamar mampu melayani beragam macam pengguna	1	2	3	4	5
g	Perlu untuk mampu mempelajari ketrampilan-ketrampilan baru	1	2	3	4	5
h	Sebagian besar pelamar mampu mempelajari ketrampilan-ketrampilan baru	1	2	3	4	5
i	Perlu untuk bersikap ramah	1	2	3	4	5
j	Sebagian besar pelamar bersikap ramah	1	2	3	4	5
k	Perlu untuk staf yang bisa diandalkan	1	2	3	4	5
l	Sebagian besar pelamar bisa diandalkan	1	2	3	4	5
m	Perlu untuk mampu menyelesaikan masalah	1	2	3	4	5
n	Sebagian besar pelamar mampu menyelesaikan masalah	1	2	3	4	5
o	Perlu untuk mampu menjadi staf yang inovatif	1	2	3	4	5
p	Sebagian besar pelamar mampu menjadi staf yang inovatif	1	2	3	4	5

30. Sikap Profesional.

Utarakan sampai sejauh mana anda setuju/tidak setuju dengan pernyataan-pernyataan berikut tentang sejauh mana sikap profesional dari staf yang anda ingin rekrut

Pilih satu jawaban untuk masing-masing pernyataan:

		Sangat tidak setuju	Setuju	Netral	Setuju	Sangat Setuju
a	Perlu untuk menunjukkan dedikasi terhadap profesi	1	2	3	4	5
b	Sebagian besar pelamar menunjukkan dedikasi terhadap profesi	1	2	3	4	5
c	Perlu untuk memiliki komitmen untuk mencapai tujuan-tujuan organisasi	1	2	3	4	5
d	Sebagian besar pelamar memiliki komitmen untuk mencapai tujuan-tujuan organisasi	1	2	3	4	5
e	Perlu untuk memiliki komitmen terhadap pengembangan profesionalisme/melanjutkan pendidikan	1	2	3	4	5
f	Sebagian besar pelamar memiliki komitmen untuk mengembangkan profesionalisme/melanjutkan pendidikan	1	2	3	4	5
g	Perlu untuk tertarik memberikan kontribusi terhadap profesi	1	2	3	4	5
h	Sebagian besar pelamar tertarik memberikan kontribusi terhadap profesi	1	2	3	4	5

31. Apakah anda yakin bahwa pendidikan di Indonesia yang ditawarkan melalui program-program sarjana perpustakaan saat ini cukup membekali para lulusannya dengan pengetahuan, ketrampilan dan atribut yang dibutuhkan untuk menjadi anggota pustakawan yang profesional di lingkungan organisasi anda ?

Pilih satu diantara jawaban-jawaban dibawah ini:

1 [ ] Ya                      2 [ ] Tidak                      3 [ ] Tidak yakin

Beri komentar sesuai dengan pilihan jawaban anda :

---

32. Bagaimana anda mengelompokkan kualitas kualifikasi umum sarjana dibidang perpustakaan dari para pelamar untuk menduduki posisi profesional pustakawan yang baru, jika dibandingkan dengan kualitas kualifikasi 5 tahun yang lalu ?  
Pilih satu jawaban untuk pernyataan berikut:

	Jauh lebih rendah	Lebih rendah	Kurang lebih sama	Lebih tinggi	Jauh lebih tinggi
Kualitas kualifikasi umum sarjana					

33. Apakah anda yakin bahwa pendidikan di Indonesia yang ditawarkan melalui program pasca-sarjana perpustakaan saat ini cukup membekali para lulusannya dengan pengetahuan, ketrampilan dan atribut yang dibutuhkan untuk menjadi anggota pustakawan yang professional di lingkungan organisasi anda ?

Pilih satu diantara jawaban-jawaban dibawah ini:

1 [ ] Ya                      2 [ ] Tidak                      3 [ ] Tidak yakin

Beri komentar sesuai dengan pilihan jawaban anda :

34. Apakah anda yakin bahwa pendidikan di luar Indonesia yang ditawarkan melalui program pasca-sarjana perpustakaan saat ini cukup membekali para lulusannya dengan pengetahuan, ketrampilan dan atribut yang dibutuhkan untuk menjadi anggota pustakawan yang professional di lingkungan organisasi anda ?

Pilih satu diantara jawaban-jawaban dibawah ini:

1 [ ] Ya                      2 [ ] Tidak                      3 [ ] Tidak yakin

Beri komentar sesuai dengan pilihan jawaban anda :

35. Ketika merekrut seorang professional pustakawan, apakah organisasi anda membedakan antara kualifikasi sarjana dan pasca sarjana perpustakaan?

Pilih satu diantara jawaban-jawaban dibawah ini:

1 [ ] Ya                      2 [ ] Tidak                      3 [ ] Tidak yakin

Beri komentar sesuai dengan pilihan jawaban anda :

36. Utarakan sampai sejauh mana organisasi anda telah memberikan masukan materi kuliah perpustakaan di Indonesia kedalam muatan kurikulum ?

Pilih satu jawaban untuk pernyataan berikut:

	Tidak ada masukan sama sekali	Sedikit masukan	Sejumlah masukan	Banyak masukan	Sangat banyak masukan
Organisasi telah memberikan masukan materi kuliah perpustakaan di Indonesia kedalam muatan kurikulum ?					

## **D.1 – Pengembangan Diri dan Perencanaan Strategis**

Istilah pengembangan staf dipakai didalam survey ini, dalam arti yang luas, untuk mencakup seluruh kebijakan dan praktek dibidang pelatihan staf, pengembangan staf dan kelanjutan pendidikan profesi.

37. Mana diantara pernyataan-pernyataan berikut yang paling sesuai untuk organisasi anda ?

Pilih satu diantara jawaban-jawaban berikut :

- 1  Organisasi memiliki program rencana pengembangan staf
- 2  Organisasi mempunyai pendekatan informal untuk pengembangan staf
- 3  Organisasi menganggap pengembangan staf pada dasarnya merupakan tanggung jawab masing-masing anggota.

Beri komentar berkaitan dengan pilihan jawaban anda :

38. Apakah organisasi anda memiliki dokumen perencanaan strategis formal ?

Pilih satu diantara jawaban-jawaban dibawah ini:

- 1  Ya
- 2  Tidak
- 3  Tidak yakin

Beri komentar berkaitan dengan pilihan jawaban anda :

39. Jika ‘Ya’, tingkat prioritas pengembangan staf yang ada didalam perencanaan strategis?

Pilih satu diantara jawaban-jawaban dibawah ini:

- 5  Prioritas tinggi
- 4  Prioritas menengah
- 3  Prioritas rendah
- 2  Tidak termasuk prioritas
- 1  Bukan prioritas

Beri komentar berkaitan dengan pilihan jawaban anda :

40. Apakah organisasi anda mengevaluasi efektifitas strategi dari program pengembangan staf?

Pilih satu diantara jawaban-jawaban dibawah ini:

- 1  Ya
- 2  Tidak
- 3  Tidak yakin

Beri komentar berkaitan dengan pilihan jawaban anda :

41. Jika ‘Ya’, apakah evaluasi tersebut mengukur hasil dari investasi pada pengembangan staf yang dilakukan organisasi anda ?

Pilih satu diantara jawaban-jawaban dibawah ini:

- 1  Ya
- 2  Tidak
- 3  Tidak yakin

Beri komentar berkaitan dengan pilihan jawaban anda :

## **D.2 – Pengembangan Staf, Kualitas Layanan dan Kebijakan Pengembangan Staf**

42. Apakah institusi anda memiliki kebijakan tentang pengembangan staf yang dinyatakan secara formal ?

Pilih satu diantara jawaban-jawaban dibawah ini:

<sub>1</sub> [ ] Ya                      <sub>2</sub> [ ] Tidak                      <sub>3</sub> [ ] Tidak yakin

Beri komentar berkaitan dengan pilihan jawaban anda :

---

43. Jika ‘Ya’, apakah anda siap membuatkan satu salinan untuk diberikan kepada peneliti ?

Pilih satu diantara jawaban-jawaban dibawah ini :

<sub>1</sub> [ ] Ya (Jika ya, mohon untuk membarikan satu salinan yang disertakan dengan angket ini.)

<sub>2</sub> [ ] Tidak

44. Apakah institusi anda memiliki manajer pengembangan staf ?

Pilih satu diantara jawaban-jawaban dibawah ini:

<sub>1</sub> [ ] Ya                      <sub>2</sub> [ ] Tidak                      <sub>3</sub> [ ] Tidak yakin

Beri komentar berkaitan dengan pilihan jawaban anda :

---

## **D.3 – Pengembangan Staf dan Rencana Pengembangan Staf**

45. Yang mana dari pernyataan-pernyataan berikut yang paling tepat menggambarkan pendekatan yang diambil oleh organisasi anda dalam mengkoordinir kegiatan-kegiatan pengembangan staf ?

Pilih satu diantara pernyataan-pernyataan berikut :

<sub>1</sub> [ ] Tidak ada koordinasi pengembangan staf sama sekali didalam organisasi.

<sub>2</sub> [ ] Pengembangan staf menjadi tanggung jawab koordinator masing-masing bagian perpustakaan.

<sub>3</sub> [ ] Seluruh koordinasi pengembangan staf menjadi tanggung jawab pimpinan pengembangan staf yang ditunjuk

<sub>4</sub> [ ] Seluruh koordinasi pengembangan staf menjadi tanggung jawab petugas pengembangan staf yang ditunjuk

<sub>5</sub> [ ] Tanggung jawab untuk pengembangan staf dipikul bersama diantara koordinator dan seorang staf yang diberi kewenangan untuk menangani pengembangan staf

<sub>20</sub> [ ] Yang lain. Beri komentar anda

Buat komentar berkaitan dengan pilihan jawaban anda :

---

46. Apakah organisasi anda memiliki rencana pengembangan staf yang bersifat formal ?

Pilih satu diantara jawaban-jawaban dibawah ini:

1 [ ] Ya                      2 [ ] Tidak                      3 [ ] Tidak yakin

Beri komentar berkaitan dengan pilihan jawaban anda :

---

46.1. Jika 'Ya', uraikan garis besar rencana pengembangan staf yang akan dibuat.

Tulis jawaban anda disini :

---

46.2. Jika 'Ya', uraikan garis besar bagaimana rencana pengembangan staf didokumentasikan .

Tulis jawaban anda disini :

46.3. Jika 'Ya', uraikan garis besar bagaimana rencana pengembangan staf disebar luaskan.

Tulis jawaban anda disini :

---

46.4. Jika 'Ya', uraikan garis besar bagaimana rencana pengembangan staf dikaji dan dievaluasi.

Tulis jawaban anda disini :

---

46.5. Jika 'Ya', apakah ada proses untuk mengukur nilai investasi untuk kegiatan-kegiatan pengembangan staf ?

Tulis jawaban anda disini :

---

47. Apakah ada proses yang memungkinkan kegiatan-kegiatan pengembangan staf dimasukkan kedalam kajian terhadap rencana strategis institusi ?

Pilih satu diantara jawaban-jawaban dibawah ini :

1 [ ] Ya  
2 [ ] Tidak  
3 [ ] Tidak yakin  
4 [ ] Tidak memungkinkan

Beri komentar berkaitan dengan pilihan jawaban anda :

---

#### D.4 – Pengembangan Staf dan Anggaran

48. Apakah organisasi anda memiliki alokasi anggaran khusus untuk kegiatan-kegiatan pengembangan staf ?

Pilih satu diantara jawaban-jawaban dibawah ini:

- 1  Ya                      2  Tidak                      3  Tidak yakin

Beri komentar berkaitan dengan pilihan jawaban anda :

49. Jika ‘Ya’, berapa persen alokasi anggaran dalam prosentase dari total anggaran perpustakaan?

Pilih satu diantara jawaban-jawaban dibawah ini :

- 1  0% - 5%                      2  6% - 10%  
 3  11% - 15%                      4  15% - 20%  
 5  Lebih dari 20%

Beri komentar berkaitan dengan pilihan jawaban anda :

50. Rata-rata berapa jam dalam setahun seorang staf menghabiskan waktunya untuk kegiatan-kegiatan pengembangan staf ?

Pilih satu diantara jawaban-jawaban dibawah ini :

- 1  0 - 5 jam                      2  6 - 10 jam                      3  11 - 15 jam  
 4  16 - 20 jam                      5  21 - 25 jam                      6  26 - 30 jam  
 7  31 - 35 jam                      8  36 - 40 jam                      9  41 - 45 jam  
 10  46 - 50 jam                      11  Lebih dari 50 jam                      12  Tidak yakin

Beri komentar berkaitan dengan pilihan jawaban anda :

51. Berapa persen dari kelompok-kelompok staf berikut yang mengikuti kegiatan-kegiatan pengembangan staf setiap tahun ?

		00 - 25%	26 - 50%	51 - 75%	76 - 100%
a	Seluruh staf perpustakaan professional	1	2	3	4
b	Staf perpustakaan – lulusan baru	1	2	3	4
c	Professional pustawan tingkat menengah	1	2	3	4
d	Professional pustakawan tingkat tinggi	1	2	3	4

52. Apakah anda mempunyai metode yang bisa secara rutin anda gunakan untuk menentukan kebutuhan-kebutuhan pelatihan bagi para staf perpustakaan professional ?

Pilih satu diantara jawaban-jawaban dibawah ini:

- 1  Ya                      2  Tidak                      3  Tidak yakin

Beri komentar berkaitan dengan pilihan jawaban anda :



## D.5 – Pengembangan Staf dan Pendidikan Profesional Lanjutan

53. Sebutkan preferensi seluruh bentuk kegiatan yang diharapkan dan didanai melalui program pengembangan staf organisasi ?

Pilih satu diantara jawaban-jawaban dibawah ini :

		Tidak pernah	Kadang-kadang	Secara Reguler
a	Orientasi/Program Induksi	1	2	3
b	Menghadiri konferensi	1	2	3
c	Menghadiri workshop pra atau pasca konferensi	1	2	3
d	Studi/Kursus eksternal (dengan diploma, gelar dsb.)	1	2	3
e	Kursus singkat in-house dengan pelatih-pelatih dari kalangan internal	1	2	3
f	Kursus singkat in-house dengan pelatih-pelatih dari kalangan eksternal	1	2	3
g	Kursus singkat eksternal	1	2	3
h	Seminar/workshop	1	2	3
i	Program pelatihan on-the job	1	2	3
j	Program kepenasehatan internal	1	2	3
k	Program kepenasehatan eksternal	1	2	3
l	Pertukaran pekerjaan dilingungan organisasi	1	2	3
m	Pertukaran staf dengan staf dari organisasi lain	1	2	3
n	Menghadiri even-even pendidikan profesi lanjutan	1	2	3
o	Program pendidikan profesi lanjutan secara on-line	1	2	3
p	Kunjungan ke perpustakaan dan layanan informasi lain	1	2	3
q	Pembicara tamu	1	2	3

54. Utarakan apakah staf menghadiri kursus-kursus eksternal yang mencakup bidang-bidang berikut :  
Pilih satu diantara jawaban-jawaban dibawah ini :

		Tidak pernah	Kadang-kadang	Secara Reguler
a	Pelatihan ketrampilan berorientasi pada pekerjaan (tidak termasuk teknologi)	1	2	3
b	Pelatihan ketrampilan teknologi	1	2	3
c	Pelatihan tentang layanan konsumen	1	2	3
d	Pelatihan manajemen	1	2	3
e	Pengembangan profesi lainnya (misalnya : keahlian pada bidang tertentu, masalah-masalah perpustakaan)	1	2	3
f	Pengembangan diri/karir	1	2	3

55. Utarakan apakah staf menghadiri kursus-kursus internal yang mencakup bidang-bidang berikut :  
Pilih satu diantara jawaban-jawaban dibawah ini :

		Tidak pernah	Kadang-kadang	Secara Reguler
a	Pelatihan ketrampilan berorientasi pada pekerjaan (tidak termasuk teknologi)	1	2	3
b	Pelatihan ketrampilan teknologi	1	2	3
c	Pelatihan tentang layanan konsumen	1	2	3
d	Pelatihan manajemen	1	2	3
e	Pengembangan profesi lainnya (misalnya : keahlian pada bidang tertentu, masalah-masalah perpustakaan)	1	2	3
f	Pengembangan diri/karir	1	2	3

56. Apakah ada jenis-jenis kegiatan lain (yang tidak termasuk didalam daftar diatas) yang diharapkan dan didanai melalui program-program pengembangan staf organisasi anda ?

Tulis jawaban anda dibawah ini:

---

57. Apa yang menjadi tema dan prioritas utama dalam program pengembangan staf di organisasi anda pada tahun ini ?

Tulis jawaban anda dibawah ini:

---

58. Apa yang menjadi tema dan prioritas utama didalam perencanaan organisasi untuk pengembangan staf 2-3 tahun kedepan ?

Tulis jawaban anda dibawah ini:

---

59. Utarakan sampai sejauh mana perubahan yang terjadi setelah dilakukannya pengembangan staf selama lima tahun terakhir ini ?

Pilih satu dari jawaban-jawaban dibawah ini :

- 1  Meningkatkan
- 2  Tetap saja
- 3  Menurun
- 4  Tidak yakin

Beri komentar berkaitan dengan pilihan jawaban anda :

---

## D.6 – Pengembangan Staf dan Pendidikan Profesi Lanjutan

60. Dengan skala penilaian 1 s/d 5, utarakan sampai sejauh mana peningkatan penggunaan teknologi informasi dan komunikasi (ICT) di sektor layanan perpustakaan dan informasi telah membawa dampak pada program pengembang staf perpustakaan di organisasi anda ?

Pilih satu dari jawaban-jawaban dibawah ini :

	Sama sekali tidak	Sedikit sekali	Biasa	Ada sedikit	Ada banyak
Sampai sejauh mana peningkatan penggunaan teknologi informasi dan komunikasi di sektor layanan perpustakaan dan informasi telah membawa dampak pada program pengembangan staf anda.					

61. Apakah organisasi anda memiliki mekanisme untuk mengevaluasi efektifitas kegiatan pengembangan staf ?

Pilih satu diantara jawaban-jawaban dibawah ini:

1  Ya                      2  Tidak                      3  Tidak yakin

Beri komentar berkaitan dengan pilihan jawaban anda :

62. Jika 'Ya', sebutkan mekanisme evaluasi yang digunakan

Pilih semua yang anda anggap sesuai:

Pengisian formulir evaluasi oleh peserta kegiatan pada saat even pelatihan/ pengembangan selesai

Pengisian formulir evaluasi oleh peserta kegiatan beberapa saat setelah even pelatihan/ pengembangan selesai

Kajian periodik terhadap program pengembangan staf secara menyeluruh.

Lainnya: \_\_\_\_\_

63. Apakah organisasi and mendorong dan mendukung kegiatan pengembangan staf?

Pilih satu diantara jawaban-jawaban dibawah ini:

1  Ya                      2  Tidak                      3  Tidak yakin

Beri komentar berkaitan dengan pilihan jawaban anda :

64. Jika 'Ya', sebutkan strategi mana yang digunakan di organisasi anda untuk mendorong dan mendukung kegiatan pengembangan anggota staf.

Pilih semua yang anda anggap sesuai:

1  Tetap dibayar sekalipun menghadiri program-program pengembangan staf

2  Biaya perjalanan

3  Biaya akomodasi

4  Uang saku harian

5  Pembayaran biaya kursus/registrasi

6  Kesempatan lebih luas untuk promosi

7  Biaya studi untuk pendidikan/kurus di universitas

8  Waktu libur untuk megikuti kursus/kuliah/pelatihan/pelajaran

9  Waktu libur untuk belajar jika staf mengikuti program pendidikan jarak jauh/kursus secara online

10  Cuti besar/penelitian/pengembangan profesi

20  Lainnya: \_\_\_\_\_

65. Apakah organisasi anda memiliki cara untuk mengetahui setiap anggota staf yang berpartisipasi dalam kegiatan pengembangan staf ?

Pilih semua yang anda anggap sesuai:

- 1  Organisasi tidak mengenal aktifitas pengembangan staf.  
 2  Akreditasi/sertifikasi formal setelah selesainya kursus pengembangan staf.  
 3  Sertifikasi dari institusi untuk keikutserataan staff dalam aktifitas pengembangan.  
 4  Mengarsipkan data anggota yang mengikuti aktifitas pengembangan  
 20  Lainnya : \_\_\_\_\_

### E – Rencana Lanjutan

66. Utarakan sampai sejauh mana anda setuju/tidak setuju dengan pernyataan-pernyataan berikut tentang kesesuaian komposisi staf anda saat ini untuk menjalankan peran kepemimpinan dan kemungkinan hilangnya ketrampilan kepemimpinan jika ada seorang staf senior yang keluar dari organisasi anda.

Pilih satu dari jawaban-jawaban dibawah ini :

		Sangat tidak setuju	Tidak setuju	Netral	Setuju	Sangat Setuju
a	Komposisi staf organisasi saat ini memiliki pengetahuan, ketrampilan dan atribut yang diharapkan ada agar bisa menjalankan peran-peran kepemimpinan	1	2	3	4	5
b	Sulit untuk mencari pengganti kualitas kepemimpinan dari staf senior, jika staf senior keluar dari organisasi	1	2	3	4	5

67. Sejak tanggal 1 Januari 2007, apakah organisasi anda memiliki pengalaman menghadapi kesulitan untuk mencari pengganti staf pustakawan profesional senior yang keluar dari perpustakaan yang memiliki pengetahuan, keahlian, dan kualitas kepemimpinan?

Pilih satu diantara jawaban-jawaban dibawah ini:

- 1  Ya                      2  Tidak                      3  Tidak yakin

Beri komentar berkaitan dengan pilihan jawaban anda :

---

68. Dengan skala 1 s/d 5, sebutkan sampai sejauh mana anda yakin bahwa faktor-faktor berikut membuat organisasi anda menghadapi kesulitan untuk bisa secara efektif mengganti staf pustakawan profesional senior yang keluar dari perpustakaan yang memiliki pengetahuan, keahlian, dan kualitas kepemimpinan? Pilih satu dari jawaban-jawaban dibawah ini :

		Tidak menyulitkan sama sekali	Agak tidak menyulitkan	Menyulitkan	Agak menyulitkan	Sangat menyulitkan
a	Kurangnya jumlah calon yang memenuhi syarat	1	2	3	4	5
b	Kurangnya jumlah calon yang tertarik	1	2	3	4	5
c	Kurangnya strategi rekrutmen	1	2	3	4	5
d	Strategi rekrutmen yang tidak mampu mengidentifikasi potensi kepemimpinan pada saat menilai calon	1	2	3	4	5
e	Pelamar menolak tawaran kerja	1	2	3	4	5
f	Keterbatasan dana	1	2	3	4	5
g	Terbatasnya kebijakan rekrutmen didalam organisasi (misalnya : tidak mampu merekrut dari kalangan eksternal)	1	2	3	4	5
h	Kurangnya pelatihan kepemimpinan yang disediakan oleh program-program perpustakaan	1	2	3	4	5
i	Minimnya gaji yang ditawarkan kepada staf perpustakaan.	1	2	3	4	5
j	Kurangnya pelatihan kepemimpinan/manajemen dari perspektif pengembangan karir	1	2	3	4	5
k	Dampak struktur yang melebar untuk mengurangi kesempatan bagi pelatihan manajemen menengah sebagai jalan menuju posisi manajemen senior.	1	2	3	4	5
l	Kurang mampunya melacak calon-calon staf unggulan	1	2	3	4	5
m	Persaingan dari sektor-sektor lain untuk posisi staf perpustakaan senior	1	2	3	4	5
n	Tidak adanya strategi perencanaan lanjutan	1	2	3	4	5
o	Wilayah geografis	1	2	3	4	5
p	Ukuran layanan perpustakaan/informasi yang kecil	1	2	3	4	5
	Lain-lain, sebutkan:					

69. Apakah organisasi anda memiliki strategi perencanaan lanjutan bagi para pustakawan professional ?

Pilih satu diantara jawaban-jawaban dibawah ini:

1 [ ] Ya                      2 [ ] Tidak                      3 [ ] Tidak yakin

Beri komentar berkaitan dengan pilihan jawaban anda :

---

70. Jika 'Ya', apakah strategi perencanaan lanjutannya untuk jangka panjang? (misalnya : sedikitnya 5 tahun kedepan)

Pilih satu diantara jawaban-jawaban dibawah ini:

1 [ ] Ya                      2 [ ] Tidak                      3 [ ] Tidak yakin

Beri komentar berkaitan dengan pilihan jawaban anda :

---

71. Dengan skala 1 s/d 5, utarakan sampai sejauh mana anda merasa bahwa strategi ini bisa mencapai tujuan untuk menggantikan staf pustakawan profesional senior yang keluar dari perpustakaan yang memiliki pengetahuan, keahlian, dan kualitas kepemimpinan?

Pilih satu dari jawaban-jawaban dibawah ini:

	Sama sekali tidak	Sedikit	Biasa	Banyak	Sangat Banyak
Apakah strategi perencanaan lanjutan bisa mencapai tujuan yang diharapkan ?					

72. Jika anda bersedia, tulis komentar anda terhadap pertanyaan diatas.

Tulis Jawaban anda disini :

---

Terima kasih telah berpartisipasi dalam survey ini.

## Appendix C: Survey for Academic Librarians

### SURVEY

#### A.1. Demographic information

1. Are you: Male  Female
2. How old are you?  
15-20  21-25  26-30  31-35  36-40   
41-45  46-50  51-55  56-60  over 61
3. How many years have you worked as a librarian? \_\_\_\_\_  
1-5 <sub>1</sub> 6-10 <sub>2</sub> 11-15 <sub>3</sub> 16-20 <sub>4</sub> Over 20 <sub>5</sub>
4. What level of government officer were you when you became a librarian?  
II/b  III/a  III/b
5. What level of government officer are you now?  
II/b  II/c  III/a  III/b  III/c   
III/d  IV/a  IV/b  IV/c  IV/d
6. At what type of university do you work?  
University under MoNE   
University under MoRA   
Institute under MoNE   
Institute under MoRA   
Sekolah Tinggi under MoRA
7. What province do you work in? \_\_\_\_\_

#### A2 Educational Qualifications

Please provide details about your educational background.

8. What is your current librarianship qualification status?  
Please choose only one of the following:

Already hold a formal qualification in librarianship

Currently studying towards an educational qualification in librarianship

Don't have a librarianship qualification/Not studying librarianship  (go to question no. 12)

Only answer the questions no. 9 to 10 if you answered 'Already hold a formal qualification in librarianship' or 'currently studying towards an educational qualification in librarianship' to question '8'.



9. What type of educational qualification in librarianship do you hold / are you studying towards?

Please choose only one of the following:

Qualification	Location
Diploma 1	Indonesia [ ] overseas [ ]
Diploma 2	Indonesia [ ] overseas [ ]
Diploma 3	Indonesia [ ] overseas [ ]
Bachelor library course	Indonesia [ ] overseas [ ]
Graduate Diploma	Indonesia [ ] overseas [ ]
Master	Indonesia [ ] overseas [ ]
Dr/PhD	Indonesia [ ] overseas [ ]

10. Are you a new graduate?

Please choose only one of the following:

Yes, I graduated within the last 5 years. [ ]

No, my qualification was completed more than 5 years ago. [ ]

11. What is your highest completed level of education?

Please choose only one of the following:

Diploma 1 [ ]

Diploma 2 [ ]

Diploma 3 [ ]

Bachelor library course [ ]

Graduate Diploma [ ]

Master [ ]

Dr/PhD [ ]

12. What discipline was this in?

Please choose only one of the following:

Librarianship and Information Studies [ ]

Health/Medicine [ ]

Law [ ]

Education [ ]

Arts [ ]

Engineering [ ]

Science [ ]

Business [ ]

Information Technology [ ]

Islamic Studies [ ]

Other: Please specify \_\_\_\_\_

13. What other qualifications do you have?

Please select as many as necessary:

Diploma 1

Diploma 2

Diploma 3

Bachelor librarianship course

Graduate Diploma

Master

Dr/PhD

14. What disciplines are your other qualifications in? Please select as many as necessary.

Librarianship and Information Studies

Health/Medicine

Law

Education

Arts

Engineering

Science

Business

Information Technology

Islamic Studies

Other  Please specify \_\_\_\_\_

15. Are you currently enrolled in, or considering enrolling in, a higher degree program?

Please choose only one of the following:

Yes  No  (if you answer "No", go to question no. 17)

16. If 'yes', please indicate the program:

Please choose only one of the following:

Master of Business Administration

Master of Public Policy

Masters by Research

PhD

Other. Please specify: \_\_\_\_\_

**Respondent with a librarianship qualifications**

17 Having completed your studies, please indicate the extent to which you agree/disagree with the following statements about the quality of the education you received in your librarianship course of study:  
 (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, N/A=not applicable)

		SD	D	N	A	SA	N/A
a	The course provided me with the general skills and abilities required to effectively perform in my current job.	1	2	3	4	5	
b	The course provided me with the information technology skills required to effectively perform in my current job.	1	2	3	4	5	
c	The course provided me with the management skills required to effectively perform in my current job.	1	2	3	4	5	
d	The course provided me with the leadership skills required to effectively perform in my current job.	1	2	3	4	5	
e	The course provided me with the business skills required to effectively perform in my current job.	1	2	3	4	5	
f	The course provided me with the problem - solving skills required to effectively perform in my current job.	1	2	3	4	5	
g	The course provided me with a realistic depiction about what it is like to work as a librarian and information professional.	1	2	3	4	5	
h	I can apply what I learned in the course to what I do in my library job.	1	2	3	4	5	

18 Overall, how satisfied are you with the quality of education you received in your program of study?

Very dissatisfied [ ]

Dissatisfied [ ]

Neutral [ ]

Satisfied [ ]

Very satisfied [ ]

- 19 After completing your librarianship course, how long did it take you to get your first position in a library or information service?  
Please choose only one of the following:  
I already had a job before graduating [ ]  
Less than 2 months [ ]  
Between 3 and 6 months [ ]  
Between 7 and 12 months [ ]  
More than one year [ ]
- 20 Did you have any experience working in a library before graduating from your librarianship course?  
Please choose only one of the following:  
Yes: before I commenced the course [ ]  
Yes: during my studies [ ]  
No [ ]
- 21 Did you participate in a co-op or practicum program that involved alternating periods of work in a library or information service with periods of in-class study?  
Please choose only one of the following:  
Yes [ ] No [ ]
- 22 If yes, what was the total amount of time spent in the co-op or practicum program?  
Please choose only one of the following:  
Less than 1 month [ ]  
Between 1 and 2 months [ ]  
Between 2 and 3 months [ ]  
Between 3 and 6 months [ ]  
Between 7 and 12 months [ ]  
More than one year [ ]
- 23 What, if anything, do you think could be done to improve the quality of education offered in the librarianship course you completed?  
Please write your answer here:

### **A3. The Role of Librarian**

- 24 How many paid staff are currently employed in the library or information service where you are working?  
Please choose only one of the following:  
Less than 5 [ ]  
5-10 [ ]  
11-20 [ ]  
21-50 [ ]  
More than 50 [ ]

25 How long have you worked in this position?

Please choose only one of the following:

Less than 1 year [ ]

Between 1 and 2 years [ ]

Between 2 and 3 years [ ]

Between 3 and 5 years [ ]

Between 5 and 10 years [ ]

More than 10 years [ ]

26 For the next 7 questions, please indicate how frequently you perform each of the following job and professional functions:

(1=never, 2=rarely, 3=sometimes, 4=often, 5=very often)

Please choose the appropriate response for each item:

		Frequency you perform job function				
		Never	Rarely	Some times	Often	Very often
<b>8. Collections</b>						
a	Collection dev., evaluation and management	1	2	3	4	5
b	Copyright clearance	1	2	3	4	5
c	Electronic licensing	1	2	3	4	5
d	Digitisation of collections	1	2	3	4	5
<b>9. Public service and outreach</b>						
a	Reference, information service and research support	1	2	3	4	5
b	Instruction in information literacy, library use, library resources and research	1	2	3	4	5
c	Liaison activities (eg with individual faculty, assigned departments, community groups or agencies)	1	2	3	4	5
<b>3. Technical and bibliographic services</b>						
a	Database content management and organization of information resources (e.g. metadata schemes, Online Public Access Catalogues (OPACs))	1	2	3	4	5
b	Creation and maintenance of bibliographic records	1	2	3	4	5
c	Interlibrary loan activities (borrowing and lending)	1	2	3	4	5
d	Acquisition, receipt and payment of library resources	1	2	3	4	5
e	Circulation and discharge of library resources	1	2	3	4	5
f	Sorting, shelving and filing of library resources	1	2	3	4	5
g	Bindery and materials processing	1	2	3	4	5
h	Repair and conservation of library resources	1	2	3	4	5

		Frequency you perform job function				
		Never	Rarely	Some times	Often	Very often
	<b>4. Information technology</b>					
a	Library systems, hardware and software support	1	2	3	4	5
b	Network management and technical support	1	2	3	4	5
c	Web and/or intranet development and management	1	2	3	4	5
d	Database systems creation and management	1	2	3	4	5
	<b>5. Administration and management</b>					
a	Human resources planning and management	1	2	3	4	5
b	Supervision and evaluation of personnel	1	2	3	4	5
c	Managing training and staff development	1	2	3	4	5
d	Organisational planning and decision making	1	2	3	4	5
e	Policy development	1	2	3	4	5
f	Budgeting and financial management	1	2	3	4	5
g	Managing space, facilities and building operations	1	2	3	4	5
h	Marketing and public relations	1	2	3	4	5
i	Fund raising and donor support	1	2	3	4	5
	<b>10. Professional development / participation</b>					
a	Participation in professional organisations	1	2	3	4	5
b	Attending formal conferences, workshops and training events	1	2	3	4	5
c	Participating in informal workplace learning activities	1	2	3	4	5
d	Research and publishing in the field of library	1	2	3	4	5
	<b>7. Other</b>					
	Please specify other important jobs or professional functions you perform often that have not been covered in this list.					

27 Please indicate the total number of library or information service organisations that you have worked in throughout your career. Various branches equate to one library or information service.

Please choose only one of the following:

1 [ ]

2-3 [ ]

4-5 [ ]

6-7 [ ]

8-9 [ ]

10 or more [ ]

28 What were your main reasons for originally deciding to work in the library sector?

Please select up to 3 relevant reasons:

Family or friends working in the industry

Employment opportunities

Job security

Professional status

Salaries of librarianship graduates

Enjoy:

Working with people

Information technology

Books

Conducting training/instruction classes

Customer service

Research

Personal learning experience

Couldn't decide on another career path

No plan, just worked out that way

Other

Please specify \_\_\_\_\_

29 If you knew then what you know now about the library profession, would you make the same career choice again? Please provide reasons for your decision:

Please choose only one of the following:

Yes  No

Make a comment on your choice here:

---

30 If you have worked with more than one library or information service, please indicate up to three reason(s) you left your **last** place of employment.

Moved to another geographical area for personal reasons

Moved to a more desirable geographical location

Insufficient pay/benefits

Insufficient opportunity for promotion

Excess stress from job

Inability to balance work with my family or personal life

Dissatisfaction with relationship with superiors

Dissatisfaction with relationship with librarianship board members

Dissatisfaction with relationship with peers

Poor treatment by employer

Dissatisfaction with job duties

Dissatisfaction with all aspects of job

Made redundant

Found a higher level position elsewhere

Found a better paying job elsewhere

Found an overall better job elsewhere

Decided to make a career change

- Returned to study
- Non-related personal reasons
- Other reason. Please specify: \_\_\_\_\_

- 31 Please indicate the main reason you stay with your current employer.  
Please choose only one of the following:
- I like my current job
  - I like my current workplace
  - I like the people I work with
  - I feel loyal to my employer
  - I feel loyal to my patrons/clients
  - There are no other jobs available
  - I could not easily get another job at my current salary/benefits
  - I have not been successful in finding another job
  - I do not have time to look for another job
  - I am trying to gain experience so I can apply for other positions
  - My partner/spouse works in the same geographical area
  - I don't want to move and disrupt my children's education or friendships
  - I don't want to move away from the community in which I live
  - I have family members or friends in this area who need my attention
  - I intend leaving and am waiting for the right opportunity
  - I intend leaving and am waiting for the right opportunity
- 32 Do you expect any change in future position (eg promotion/redundancy/relocation etc) to be initiated by:  
Please choose only one of the following:
- Yourself
  - Your employer
  - Factors outside the organisation
  - Don't know
- 33 How long is it until you anticipate that you will retire?  
Please choose only one of the following:
- Less than 1 year
  - Between 1 and 2 years
  - Between 2 and 3 years
  - Between 3 and 5 years
  - Between 6 and 10 years
  - Between 11 and 15 years
  - Between 16 and 20 years
  - Over 20 years
  - Don't know



### Job attitudes / job satisfaction

34 Please indicate the extent to which you agree/disagree with the following statements about what is important to you in a job, and whether that element is present in your current position  
(1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree)

	SD	D	N	A	SA	N/A
<i>It is important to me to have a job that is challenging</i>	1	2	3	4	5	
My job is challenging	1	2	3	4	5	
<i>It is important to me to have a job that allows me to use information technology skills</i>	1	2	3	4	5	
My job provides the opportunity to use information technology skills	1	2	3	4	5	
<i>It is important to me to have a job that allows me to perform a variety of tasks</i>	1	2	3	4	5	
My job provides the opportunity to perform a variety of Tasks	1	2	3	4	5	
<i>It is important to me to have a job that allows me to grow and learn new skills</i>	1	2	3	4	5	
My job provides the opportunity to grow and learn new Skills	1	2	3	4	5	
<i>It is important to me to have a job that allows me to supervise others</i>	1	2	3	4	5	
My job provides the opportunity to supervise others	1	2	3	4	5	
<i>It is important to me to have a job that allows me to manage a service/department</i>	1	2	3	4	5	
My job provides the opportunity to manage a service/department	1	2	3	4	5	
<i>It is important to me to have a job that allows me to seek out new project opportunities</i>	1	2	3	4	5	
My job provides the opportunity to seek out new project Opportunities	1	2	3	4	5	
<i>It is important to me to have a job that allows me to participate in decisions about the overall library strategy</i>	1	2	3	4	5	

	SD	D	N	A	SA	N/A
My job provides the opportunity to participate in decisions about the overall library strategy	1	2	3	4	5	
<i>It is important to me to have a job that allows me to participate in decisions about my area</i>	1	2	3	4	5	
My job provides the opportunity to participate in decisions about my area	1	2	3	4	5	
<i>It is important to me to have a in a dynamic and changing environment</i>	1	2	3	4	5	
My job environment is dynamic and changing	1	2	3	4	5	
<i>It is important to me to have a job that allows me to balance my work and family or personal life</i>	1	2	3	4	5	
In my job I am provided with the opportunity to balance my work and family or personal life	1	2	3	4	5	
<i>It is important to me to have a job that I feel certain will continue</i>	1	2	3	4	5	
I feel certain that my job will continue	1	2	3	4	5	
<i>It is important to me to have a job that allows me to advance my career</i>	1	2	3	4	5	
In my job I am provided with opportunities to advance my career	1	2	3	4	5	
<i>It is important for me to have a job that allows me to perform a leadership role</i>	1	2	3	4	5	
My job allows me to perform a leadership role	1	2	3	4	5	
<i>It is important for me to have a job in which managers foster and develop leadership skills in their staff</i>	1	2	3	4	5	
In my job managers foster and develop leadership skills in their staff	1	2	3	4	5	
<i>It is important to me to have a job in which I am treated fairly, despite my gender, race or ethnicity</i>	1	2	3	4	5	
In my job I am treated fairly, despite my gender, race or ethnicity	1	2	3	4	5	
<i>It is important to me to have a job in which I am treated with respect by my superiors</i>	1	2	3	4	5	
In my job I am treated with respect by my superiors	1	2	3	4	5	
<i>It is important to me to have a job in which I have a good relationship with administration</i>	1	2	3	4	5	
In my job I have a good relationship with administration	1	2	3	4	5	

	SD	D	N	A	SA	N/A
<i>It is important to me to have a job in which I have a good relationship with professional librarian staff</i>	1	2	3	4	5	
In my job I have a good relationship with professional librarian staff	1	2	3	4	5	
<i>It is important to me to have a job that allows me to teach</i>	1	2	3	4	5	
In my job I am allowed to teach	1	2	3	4	5	
<i>It is important to me to have a job in which I am eligible for a continuing appointment</i>	1	2	3	4	5	
In my job I am eligible for a continuing appointment	1	2	3	4	5	
<i>Overall, I am satisfied with my job</i>	1	2	3	4	5	

- 35 If you have been working in the library sector for **more than 5 years**, to what extent do you agree or disagree with the following statements about how your job has changed over the last 5 years?  
(1=strongly disagree, 2= disagree, 3= neutral, 4= agree, 5= strongly agree)

Please choose the appropriate response for each item:

		SD	D	N	A	SA	N/A
	<b><i>Compared to 5 years ago...</i></b>						
a	My job is currently more interesting	1	2	3	4	5	
c	My job is currently more enjoyable	1	2	3	4	5	
d	My job is currently more rewarding	1	2	3	4	5	
e	My job is currently more stressful	1	2	3	4	5	
f	My job is currently requires more skill	1	2	3	4	5	
g	I am currently more concerned about my job security	1	2	3	4	5	
h	I am currently required to learn more new tasks	1	2	3	4	5	
i	I am currently required to perform more high tech tasks	1	2	3	4	5	
j	I am currently required to perform a wider variety of tasks	1	2	3	4	5	
k	I am currently required to perform more routine tasks	1	2	3	4	5	
l	I am currently required to work harder	1	2	3	4	5	
m	I am currently required to perform more managerial functions	1	2	3	4	5	

		SD	D	N	A	SA	N/A
	Compared to 5 years ago...						
n	I am currently required to perform more business functions	1	2	3	4	5	
o	I am currently required to perform more tasks once done by paraprofessional staff	1	2	3	4	5	
p	I am currently less motivated to do my work	1	2	3	4	5	

- 36 Please describe **your** image of a Librarian or Information Professional in the 21st century.  
Please write your answer here:
- 

#### A.4. Continuing Professional development

37. Please indicate the area of your primary job responsibilities as an academic librarian. Choose one only.
- Reference/Public Services
  - Instruction
  - Cataloging
  - Acquisitions
  - Bibliographer/Selector
  - Subject Librarian
  - Administration
  - Other, Please Specify \_\_\_\_\_
- 38 Please indicate you have attended the following professional development activities in the past 5 years. Choose all that apply.
- Conferences
  - Seminar
  - Workshops
  - External Training
  - Workplace training
  - Professional reading in print or electronic format
  - Self-paced learning through audio, video, CD media, television programs
  - a personal study project
  - publication or presentation of a paper
  - mentoring
  - courses provided by tertiary institutions

49. How do you keep up with professional literature/stay current with professional developments?  
Choose all that apply.
- Journal/Magazine articles
  - Blogs
  - Attend professional conferences
  - Attend virtual professional conferences (i.e. Webcasts)
  - Other, Please Specify \_\_\_\_\_
40. On average, how often do you read library journal/magazine articles?
- Daily
  - 3–4 times per week
  - 1–2 times per week
  - 2–3 times per month
  - Once a month
  - Every few months
  - 1–2 times per year
  - Other, Please Specify \_\_\_\_\_
41. How do you access library journal/magazine articles? Choose all that apply.
- Through personal or institutional print subscriptions
  - Through personal or institutional electronic subscriptions
  - Through free Web sites
  - Through database queries
  - Other, Please Specify \_\_\_\_\_
42. On average, how many library journal/magazine publications do you scan or read on a regular basis?
- More than 10
  - 6 - 9
  - 3 – 5
  - 1- 2
  - 0
43. On average, how many blogs or feeds do you monitor/subscribe to?
- More than 10
  - 6 - 9
  - 3 – 5
  - Less than 2

44. Why do you feel the need to keep up with professional literature? Choose all that apply.
- For tenure and/or promotion requirements
  - To stay current with developments in the profession
  - To get publication ideas
  - I don't feel the need to keep up with professional literature on a regular basis
  - Other, Please Specify \_\_\_\_\_
45. Is your ability to keep up with professional literature and developments limited by the following?  
Choose all that apply.
- Not enough time to locate and read relevant literature
  - Do not have access to relevant literature
  - Overwhelmed by the amount of information available
  - Professional literature is not relevant to my job. If not, why not, give your reason \_\_\_\_\_
46. Please provide any additional comments you wish to make about the topic of how academic librarians keep up with professional literature/developments.  
\_\_\_\_\_
47. Are you currently a member of the Indonesian Librarian Association :  
Yes  No   
Other Please specify \_\_\_\_\_
48. If you answer "No" to question "49", Why not:  
Choose all that apply.
- Cost
  - Relevancy
  - Don't know they exist
49. If you answer "Yes" to question "49", why yes:  
Choose all that apply.
- Increase my knowledge
  - Access to news
  - Access to professional networks
  - Status
50. Are you familiar with the following professional associations?
- State University Librarianship Cooperation Forum Yes  No
  - IFLA (International Federation of Librarianship Association) Yes  No
  - ALIA (Australia Librarianship and Information Association) Yes  No
  - ALA (American Librarianship Association) Yes  No
  - CONSAL (Congress of Southeast Asian Librarians) Yes  No

- 51 Does your employer subsidise or reimburse any portion of the costs associated with your attendance at professional association meetings?  
Please choose only one of the following:  
Yes [ ] No [ ]  
Make a comment on your choice here:
- 52 Have you ever attended a professional association meeting?  
Please choose only one of the following:  
Yes [ ] No [ ]
- 53 Does your employer subsidise or reimburse your participation in training and development courses taken outside of your paid working hours?  
Please choose only one of the following:  
Yes [ ] No [ ]
- 54 What form of support is offered by your employer  
Please choose all that apply:  
Paid time to attend [ ]  
Travel [ ]  
Accommodation [ ]  
Daily allowance [ ]  
Registration costs / fees [ ]
- 55 For the following list, first indicate if you have participated in the type/format of training course or on-the job workplace learning activities through your **current** workplace, and, if so, the extent to which the training improved your ability to perform your job:  
(1=to no extent, 5=to a great extent)  
Please choose the appropriate response for each item:

	Type/Format of Training	Extent to which improved ability to perform job					Have never participated
		To no extent		To some extent		To a great extent	
a	Job-oriented skills training (excluding technology)	1	2	3	4	5	
b	Technology skills training	1	2	3	4	5	
c	Customer-service related training	1	2	3	4	5	
d	Management training	1	2	3	4	5	
e	Other professional development (eg subject speciality, librarianship issues)	1	2	3	4	5	
g	Mentoring	1	2	3	4	5	
h	Job rotation	1	2	3	4	5	
i	Job swap	1	2	3	4	5	
j	Job sharing	1	2	3	4	5	

- 56 Please indicate the extent to which you agree/disagree with the following statements about training, career development and organizational commitment: (1=strongly disagree, 2= disagree, 3= neutral, 4= agree, 5= strongly agree)

Please choose the appropriate response for each item:

		SD	D	N	A	SA	N/A
a	I currently have sufficient education, training and experience to allow me to perform my job effectively	1	2	3	4	5	
b	Given my education, training and experience, I am overqualified for my current position	1	2	3	4	5	
c	Given my education, training and development, I am qualified to move to a higher position	1	2	3	4	5	
d	My career would benefit from technology skills training	1	2	3	4	5	
e	My career would benefit from management skills training	1	2	3	4	5	
f	My organisation provides me with sufficient opportunities to participate in training	1	2	3	4	5	
g	I believe I spend too much time on training courses	1	2	3	4	5	
h	I am committed to the goals of the organisation I work for	1	2	3	4	5	
i	I would be very happy to spend the rest of my career with the organisation I work for	1	2	3	4	5	
j	I would be very happy to spend the rest of my career in my current position	1	2	3	4	5	

- 57 What kind of work would you like to be doing in 10 years time?

Please choose only one of the following:

Same as now

I hope to be promoted a more senior level

I hope to have similar work in a different librarianship

Non-traditional librarianship work

Non-librarian work

I will have retired

Other. Please specify: \_\_\_\_\_

- 58 In thinking about your career into the future, what kind of training or development do you feel would provide you with the most important skills required for you to move into a higher position? Please be as specific as you can.

Please write your answer here:



- 59 Compared with other professions, to what extent do you agree or disagree with the following statements? (Other professions include: medical professionals, educators, IT professionals, engineers, etc.)

(1=strongly disagree, 2= disagree, 3= neutral, 4=agree, 5= strongly agree)

Please choose the appropriate response for each item:

		SD	D	N	A	SA	N/A
a	My organisation is well funded for the future						
b	There is good quality training available for my profession						
c	My remuneration is appropriate for my educational qualifications						
d	My remuneration is appropriate for the work I do						
e	Job satisfaction in my profession is high						
f	My profession is well regarded by others						
g	I believe people are interested in joining this profession						
h	There will be lots of opportunities for librarianship jobs in the future						

- 60 Compared to librarianship overseas, how do you believe that librarianship in Indonesia compares:

	Better	Same	Worse	No Information
<b>North America (US and Canada)</b>				
Standard of education				
Professional status				
Level of pay				
Access to technology				
<b>Europe</b>				
Standard of education				
Professional status				
Level of pay				
Access to technology				
<b>Asia Pacific (other than Indonesia)</b>				
Standard of education				
Professional status				
Level of pay				
Access to technology				

	Better	Same	Worse	No Information
<b>Australia</b>				
Standard of education				
Professional status				
Level of pay				
Access to technology				

Thank you for participating in this survey.

## Appendix D: Survey for Academic Library Manager

### SURVEY

#### A.1 - Demographic information

1: Are you: Male  Female

2: How old are you?

15-20  21-25  26-30  31-35  36-40   
41-45  46-50  51-55  56-60  over 60

3: What was your position before becoming a manager?

Librarian  
 Lecturer  
 Structural staff  
 Other, please specify \_\_\_\_\_

4: What level of government officer are you?

II/b  II/c  III/a  III/b  III/c   
III/d  IV/a  IV/b  IV/c  IV/d

5: What is your highest completed level of education?

Please choose only one of the following:

Diploma 1	in Indonesia <input type="checkbox"/>	overseas <input type="checkbox"/>
Diploma 2	in Indonesia <input type="checkbox"/>	overseas <input type="checkbox"/>
Diploma 3	in Indonesia <input type="checkbox"/>	overseas <input type="checkbox"/>
Bachelor	in Indonesia <input type="checkbox"/>	overseas <input type="checkbox"/>
Graduate Diploma	in Indonesia <input type="checkbox"/>	overseas <input type="checkbox"/>
Master	in Indonesia <input type="checkbox"/>	overseas <input type="checkbox"/>
Dr/PhD	in Indonesia <input type="checkbox"/>	overseas <input type="checkbox"/>

6: What is your educational background?

Please choose all that apply:

Library science  
 IT/Systems  
 Education  
 Economic  
 Law  
 Syari'ah  
 Tarbiyah  
 Ushuluddin  
 Dakwah  
 Adab  
 Engineering

Other: \_\_\_\_\_

7: What is the name of your Institution? \_\_\_\_\_

8: What is your institution's sector?

Please choose only one of the following:

University

Institute

Sekolah Tinggi

9: Home Province? \_\_\_\_\_

### **B.1 - Staff Statistics (As at 1 November 2008)**

10: Total number of full time equivalent (FTE) employees:

Please choose only one of the following:

Zero       1-5       6-10

11-20       21-30       31-40

41-50       51-75       76-100

More than 100

11: Does your institution utilise Honorers?

Please choose only one of the following:

Yes

No

12: If yes, total number of honorers as at 1 November 2008.

\_\_\_\_\_

### **B.2 - Staff Information - Staff Breakdown**

13: Please indicate the number of permanent professional library staff.

Please choose only one of the following:

Zero       1-5       6-10

11-20       21-30       31-40

41-50       51-75       76-100

More than 100

14: Please indicate the number of non-library staff.

Please choose only one of the following:

Zero       1-5       6-10

11-20       21-30       31-40

41-50       51-75       76-100

More than 100

15: Please indicate the percentage of female staff employed by your institution.  
Please choose only one of the following:

- Zero                       1% - 10%                       11% - 20%  
 21% - 30%                       31% - 40%                       41% - 50%  
 51% - 60%                       61% - 70%                       70% - 80%  
 90% - 100%

16: Please indicate the extent to which you agree with the following statements about your institution.

Please choose one response for each item:

		strongly disagree	disagree	neutral	agree	Strongly agree
a	The organisation promotes a culture of lifelong learning					
b	The organisation promotes a culture of trust and cooperation between employees and employers					
c	The organisation practices family-friendly procedures					
d	Absentee rates are not of great concern in our organisation					
e	The organisation involves professional library staff in most decisions that affect them directly					
f	The organisation involves professional library staff in most high-level organisational decisions					
g	Empowering professional library staff is important to the organisation					
h	Female and male professional library staff are treated equally					
i	Most professional library staff perform quality work					
j	Most professional library staff are highly motivated					
k	Most professional library staff appear to be satisfied with their jobs					

**C - Recruitment and Retention**

17: Does your organisation have any strategies in place to offer incentives, beyond salary, to attract candidates to professional library staff positions?

Please choose all that apply:

- Family friendly work practices
- Staff development opportunities
- Reimbursement of study costs
- Productive working environment
- Attractive workplace/on campus facilities
- Opportunities for library research and scholarship
- Special projects
- Other \_\_\_\_\_

18: Please describe the strategies you have introduced to attract candidates.

Please write your answer here:

\_\_\_\_\_

19: Please indicate whether you believe that the current turnover rates for professional library staff (other than from retirements) are higher or lower than they were 5 years ago.

Please choose one response for each item:

	much lower	lower	about the same	higher	much higher
Turnover rates are					

20: In your opinion, what are the major factors which cause professional library staff to leave your organisation (other than to retire)? Please rank at least your top three factors.

Please number each box in order of preference from 1 to 13

- Moved to another geographical area
- Insufficient opportunity for promotion
- Excess stress from job
- Dissatisfaction with relationship with superiors
- Dissatisfaction with relationship with peers
- Dissatisfaction with the job
- Made redundant
- Found a higher level position elsewhere
- Found a better paying job elsewhere
- Found an overall better job elsewhere
- Decided to make a career change
- Returned to study
- Other reason \_\_\_\_\_

21: In your opinion, what are the major reasons why professional library staff stay at your organisation?

Please rank at least your top three factors.

Please number each box in order of preference from 1 to 16

- They like their current job
- They like their current workplace
- They like the people they work with
- They feel loyal to their employer
- They feel loyal to their patrons/clients
- There are no other jobs available
- They could not easily get another job at their current salary/benefits
- They have not been successful in finding another job
- They do not have time to look for another job
- They are trying to gain experience so they can apply for other positions
- They don't want to move and disrupt their children's education or friendships
- Their partner/spouse generally works in the same geographical area
- They don't want to move away from the community in which they live
- They have family members or friends in the area who need their attention
- They intend leaving and are waiting for the right opportunity
- Other reason \_\_\_\_\_

22: Please indicate how well you feel your institution is able to provide professional library staff with opportunities to experience and develop leadership roles in the organisation.

Please choose one response for each item:

	very poor	poor	average	good	excellent
Experience and develop leadership roles					

23: Please indicate the extent to which your institution's need to recruit new professional library staff has changed, compared to 5 years ago.

Please choose only one of the following:

- Increased
- Remained stable
- Decreased
- Unsure

Make a comment on your choice here:

---

24: Please indicate whether, over the past couple of years, you believe there has been any change in your institution's ability to recruit qualified professional library staff.

Please choose one response for each item:

	much easier	easier	about the same	more difficult	much more difficult
Ability to recruit					

25: Please rate your organisation's current ability to recruit qualified professional library staff.

Please choose one response for each item:

	very poor	poor	average	good	excellent
Current ability to recruit					

26: Please indicate the extent to which the following issues prevent you from recruiting qualified professional library staff.

Please choose one response for each item:

		not at all	to a minor extent	neutral	to some extent	to a great extent
a	Inadequate pool of qualified candidates					
b	Inadequate pool of interested candidates					
c	Applicants declining job offers					
d	Budget restraints					
e	Restricted recruitment policies in organisation					
f	Inadequate education provided by library programs					
g	Inadequate remuneration offered to library staff					
h	Competition from other sectors for library staff					
i	Lack of a dedicated HR unit in the organisation					
j	Geographical location					
k	Small size of library/information service					



27: Education:

Please indicate the extent to which you agree/disagree with the following statements about the educational qualifications of your staff.

Please choose one response for each item:

		strongly disagree	disagree	neutral	agree	Strongly agree
a	It is important to have an undergraduate library qualification					
b	Most of the applicants have an undergraduate library qualification					
c	It is important to have a postgraduate library qualification (graduate diploma or masters)					
d	Most applicants have a postgraduate library qualification (graduate diploma or masters)					
e	It is important to have an undergraduate degree in a specific discipline					
f	Most applicants have an undergraduate degree in the specific discipline we are seeking					

28: Skills and Experience:

Please indicate the extent to which you agree/disagree with the following statements about the importance of the knowledge, skills and attributes of the professional library staff you are seeking to recruit

Please choose one response for each item:

		strongly disagree	disagree	neutral	agree	Strongly agree
a	It is important to have a number of years relevant experience					
b	Most applicants have a number of years relevant experience					
c	It is important to have certain specialist skills					
d	Most applicants have the specialist skills we are seeking					
e	It is important to have certain generalist skills					
f	Most applicants have the generalist skills we are seeking					
g	It is important to have excellent interpersonal or 'people' skills					

		strongly disagree	disagree	neutral	agree	Strongly agree
h	Most applicants have excellent interpersonal or 'people' skills					
i	It is important to have excellent communication skills					
j	Most applicants have excellent communication skills					
k	It is important to have strong entrepreneurial skills					
l	Most applicants have strong entrepreneurial skills					
m	It is important to have excellent technology skills					
n	Most applicants have excellent technology skills					
o	It is important to have excellent managerial skills					
p	Most applicants have excellent managerial skills					
q	It is important to demonstrate leadership potential					
r	Most applicants demonstrate leadership potential					

29: Attitudes and Attributes:

Please indicate the extent to which you agree/disagree with the following statements about the attitudes and attributes of the staff you are seeking to recruit.

Please choose one response for each item:

		strongly disagree	disagree	neutral	agree	Strongly agree
a	It is important to be able to handle high volume workload					
b	Most applicants are able to handle high volume workload					
c	It is important to be able to respond flexibly to change					
d	Most applicants are able to respond flexibly to change					
e	It is important to be able to deal with a range of users					
f	Most applicants are able to deal with a range of users					
g	It is important to be able to learn new skills					

		strongly disagree	disagree	neutral	agree	Strongly agree
h	Most applicants are able to learn new skills					
i	It is important to be friendly					
j	Most applicants are friendly					
k	It is important to be reliable					
l	Most applicants are reliable					
m	It is important to be able to solve problems					
n	Most applicants are able to solve problems					
o	It is important to be innovative					
p	Most applicants are innovative					

30: Professional Engagement:

Please indicate the extent to which you agree/disagree with the following statements about the level of professional engagement of the staff you are seeking to recruit.

Please choose one response for each item:

		strongly disagree	disagree	neutral	agree	Strongly agree
a	It is important to show dedication to the profession					
b	Most applicants show dedication to the profession					
c	It is important to be committed to organisational goals					
d	Most applicants are committed to organisational goals					
e	It is important to be committed to professional development/ continuing education					
f	Most applicants are committed to professional development/ continuing education					
g	It is important to be interested in contributing to the profession					
h	Most applicants are interested in contributing to the profession					

31: Do you believe that the education currently provided in Indonesian library undergraduate programs equips new graduates with the knowledge, skills and attributes required to be a professional library staff member in your organisation?

Please choose only one of the following:

Yes                       No                       Unsure

Make a comment on your choice here:

---

32: How would you rate the quality of the general library undergraduate qualifications of applicants for new professional library positions, compared to 5 years ago?

Please choose one response for each item:

	much lower standard	Lower standard	about the same	higher standard	much higher standard
Quality of the general undergraduate qualifications					

33: Do you believe that the education currently provided in Indonesian library postgraduate programs equips new graduates with the knowledge, skills and attributes required to be a professional library staff member in your organisation?

Please choose only one of the following:

Yes                       No                       Unsure

Make a comment on your choice here:

---

34: Do you believe that the education currently provided in non-Indonesian library postgraduate programs equips new graduates with the knowledge, skills and attributes required to be a professional library staff member in your organisation?

Please choose only one of the following:

Yes                       No                       Unsure

Make a comment on your choice here:

---

35: When recruiting professional library staff, does your organisation differentiate between undergraduate library and postgraduate library qualifications?

Please choose only one of the following:

Yes                       No                       Unsure

Make a comment on your choice here:

---

36: Please indicate the extent to which your organisation has input into the curriculum content in any of the Indonesian library courses.

Please choose one response for each item:

	No input at all	little input	some input	good deal of input	great deal of input
Organisation has input into the curriculum content at any of the Indonesian library professional courses					

## **D.1 - Staff Development and Strategic Planning**

The term staff development is used in this survey in a broad sense to cover the policies and practices in the area of staff training, staff development and continuing professional education.

37: Which of the following statements best fits your organisation?

Please choose only one of the following:

- The organisation has a planned staff development program
- The organisation has an informal approach to staff development
- The organisation regards staff development as primarily the responsibility of individual staff members

Make a comment on your choice here:

---

38: Does your organisation have a formal strategic planning document?

Please choose only one of the following:

- Yes
- No
- Unsure

Make a comment on your choice here:

---

39: If 'yes', what level of priority is staff development given in the strategic plan?

Please choose only one of the following:

- High priority
- Medium priority
- Low priority
- Not included
- Not applicable

Make a comment on your choice here:

---

40: Does your organisation evaluate the strategic effectiveness of the staff development program?

Please choose only one of the following:

- Yes
- No
- Unsure

Make a comment on your choice here:

---

41: If 'yes', does this evaluation measure the return on the organisation's investment in staff development?

Please choose only one of the following:

- Yes
- No
- Unsure

Make a comment on your choice here:

---

## **D.2 - Staff Development, Service Quality and Staff Development Policy**

42: Does your institution have a formally stated policy on staff development?

Please choose only one of the following:

Yes                       No                       Unsure

Make a comment on your choice here:

---

43: If 'yes', would you be prepared to make a copy available to the research team?

Please choose only one of the following:

Yes (If 'yes' could you please give the copy together with this questionnaire)

No

44: Does your institution have a staff development manager?

Please choose only one of the following:

Yes

No

Unsure

Make a comment on your choice here:

---

## **D.3 - Staff Development and the Staff Development Plan**

45: Which of the following statements best describes the approach taken by your organisation to the coordination of staff development activities?

Please choose only one of the following:

There is no overall coordination of staff development in the organisation:

staff development is the responsibility of the managers in each operational area of the library

Overall coordination of staff development is the responsibility of a designated staff development manager

Overall coordination of staff development is the responsibility of a designated staff development officer

Responsibility for staff development is shared between area managers and a staff member with designated authority for staff development

Other. Please specify in comments.

Make a comment on your choice here:

---

46: Does your organisation have a formal staff development PLAN?

Please choose only one of the following:

Yes                       No                       Unsure

Make a comment on your choice here:

---

46.1: If 'yes', please outline how the staff development plan is prepared.  
Please write your answer here:

---

46.2: If 'yes', please outline how the staff development plan is documented.  
Please write your answer here:

---

46.3: If 'yes', please outline how the staff development plan is disseminated.  
Please write your answer here:

---

46.4: If 'yes', please outline how the staff development plan is reviewed and evaluated.  
Please write your answer here:

---

46.5: If 'yes', is there any process to measure the value of the investment in staff development activities?  
Please write your answer here:

---

47: Is there any process that allows the evaluation of staff development activities to be incorporated into the review of the institution's strategic plan?

Please choose only one of the following:

Yes

No

Unsure

Not applicable

Make a comment on your choice here:

---

#### **D.4 - Staff Development and Budget**

48: Does your organisation have a specific budget allocation for staff development activities?

Please choose only one of the following:

Yes

No

Unsure

Make a comment on your choice here:

---

49: If 'yes', what is the quantum of this budget allocation as a percentage of total payroll?

Please choose only one of the following:

- 0% - 5%                       6% - 10%  
 11% - 15%                     16% - 20%  
 Over 20%

Make a comment on your choice here:

---

50: What are the average hours per annum that individual staff members spend in staff development activities?

Please choose only one of the following:

- 0 - 5 hours                       6 - 10 hours                       11 - 15 hours  
 16 - 20 hours                     21 - 25 hours                     26 - 30 hours  
 31 - 35 hours                     36 - 40 hours                     41 - 45 hours  
 46 - 50 hours                     More than 50 hours               Unsure

Make a comment on your choice here:

---

51: What percentage of the following groups of staff undertake staff development activities each year?

Please choose one response for each item:

		00 - 25%	26 -50%	51 -75%	76 - 100%
a	All professional library staff				
b	New graduate library staff				
c	Middle level professional library staff				
d	Upper level professional library staff				

52: Do you have a routine method for determining training needs amongst professional library staff?

Please choose only one of the following:

- Yes                                   No                                   Unsure

Make a comment on your choice here:

---



## D.5 - Staff Development and Continuing Professional Education

53: Please indicate the overall preferences for various types of activities that feature in and are funded through your organisation's staff development programs.

Please choose one response for each item:

		Never	Occasionally	Regularly
a	Orientation / induction programs			
b	Attendance at conferences			
c	Attendance at pre- or post-conference workshops			
d	External study courses (diploma, degree etc)			
e	In-house short courses with internal trainers			
f	In-house short course with external trainers			
g	External short courses			
h	Seminars / workshops			
i	On-the job training programs			
j	Internal mentoring programs			
k	External mentoring programs			
l	Job exchanges within the organisation			
m	Staff exchanges with other organisations			
n	Attendance at continuing professional education events			
o	Online continuing professional education programs			
p	Visits to other library and information services			
q	Guest speakers			

54: Please indicate whether staff attend external courses that cover the following areas.

Please choose one response for each item:

		Never	Occasionally	Regularly
a	Job-oriented skills training (excluding technology)			
b	Technology skills training			
c	Customer-service related training			
d	Management training			
e	Other professional development (e.g. subject speciality, library issues)			
f	Personal/career development			

55: Please indicate whether staff attend internal courses that cover the following areas.

Please choose one response for each item:

		Never	Occasionally	Regularly
a	Job-oriented skills training (excluding technology)			
b	Technology skills training			
c	Customer-service related training			
d	Management training			
e	Other professional development (e.g. subject speciality, library issues)			
f	Personal/career development			

56: Are there any other types of activities (not listed above) that feature in and are funded through your organisation's staff development programs?

Please write your answer here:

---

57: What are the major themes and priorities in your organisation's staff development program for the current year?

Please write your answer here:

---

58: What are the major themes and priorities in your organisation's planning for staff development over the next 2-3 years?

Please write your answer here:

---

59: Please indicate the extent to which the amount of staff development in your institution has changed over the past five years.

Please choose only one of the following:

- Increased
- Remained Stable
- Decreased
- Unsure

Make a comment on your choice here:

---

## D.6 - Staff Development and Continuing Professional Education

60: On a scale of 1-5, please indicate the extent to which the increased use of information and communication technologies (ICT) in the library and information services sector has impacted on your staff development program.

Please choose one response for each item:

	not at all	to a minor extent	neutral	to some extent	To a great extent
Extent to which the increased used of ICT in the LIS sector has impacted on your staff development program					

61: Does your organisation have any mechanisms in place to evaluate the effectiveness of staff development activities?

Please choose only one of the following:

Yes                       No                       Unsure

Make a comment on your choice here:

---

62: If 'yes', please indicate the evaluation mechanisms that are used.

Please choose all that apply:

- Completion by participants of evaluation forms at the completion of a training/development event
- Completion by participants of evaluation forms some time after the completion of a training/development program
- Periodic review of the overall staff development program
- Other: \_\_\_\_\_

63: Does your organisation encourage and support staff members' development activities?

Please choose only one of the following:

Yes                       No                       Unsure

Make a comment on your choice here:

---

64: If 'yes' please indicate which strategies are used in your organisation to encourage and support staff members' development activities.

Please choose all that apply:

- Paid time to attend staff development programs
- Travel costs
- Accommodation costs
- Daily sustenance allowance
- Payment of course fees / registration costs
- Enhanced opportunity for promotion
- Study fees for university course
- Time off for attending classes
- Time off for study if staff enrolled in distance education program/online course
- Sabbatical/research/professional development leave
- Other: \_\_\_\_\_

65: Does your organisation have in place any forms of recognition for individual staff members who have participated in staff development activities?

Please choose all that apply:

- Organisation does not recognise individual staff members' development activities
- Formal accreditation/certification following completion of staff development courses
- In-house certification of participation in staff development activities
- Documentation of participation on staff members' files
- Other: \_\_\_\_\_

### **E.1 - Succession Planning**

66: Please indicate the extent to which you agree/disagree with the following statements about the suitability of your current pool of staff for leadership roles and the potential loss of leadership skills when senior staff leave the organisation.

Please choose one response for each item:

		strongly disagree	disagree	neutral	agree	Strongly agree
a	The organisation's current pool of staff has the desirable knowledge, skills and attributes to move into leadership roles					
b	It will be very difficult to replace the leadership qualities of our current senior staff when they leave the organisation					

67: Since 1 January 2007, has your organisation experienced any difficulties replacing the knowledge and skills of senior professional library staff leaving the organisation?

Please choose only one of the following:

Yes                       No                       Unsure

Make a comment on your choice here:

---

68: On a scale of 1-5, to what extent do you believe the following factors prevent your organisation from effectively replacing the knowledge, skills and leadership qualities of departing senior professional library staff?

Please choose one response for each item:

		not at all	to a minor extent	neutral	to some extent	To a great extent
a	Inadequate pool of qualified candidates					
b	Inadequate pool of interested candidates					
c	Inadequate recruitment strategies					
d	Recruitment strategies that do not identify leadership potential when assessing candidates					
e	Applicants declining job offers					
f	Budget restraints					
g	Restricted recruitment policies in organisation (e.g. inability to recruit externally)					
h	Inadequate leadership training provided by library programs					
i	Inadequate remuneration offered to library staff					
j	Inadequate leadership/management training from career development perspective					
k	Impact of flattening structure to reduce opportunity for middle management training ground as pathway to senior management					
l	Inability to fast track strong candidates					
m	Competition from other sectors for senior library staff					
n	Lack of succession planning strategy					
o	Geographical location					
p	Small size of library/information service					
	Other					

69: Does your organisation have a succession planning strategy for professional library staff?

Please choose only one of the following:

Yes                       No                       Unsure

Make a comment on your choice here:

---

70: If yes, is this succession planning strategy a long-term one (i.e. at least 5 years)?

Please choose only one of the following:

Yes                       No                       Unsure

Make a comment on your choice here:

---

71: On a scale of 1-5, please indicate the extent to which you feel that this strategy is achieving the goal of replacing the knowledge, skills and leadership qualities of senior professional library staff leaving your organisation.

Please choose one response for each item:

	not at all	to a minor extent	neutral	to some extent	To a great extent
Is the succession planning strategy achieving its goal?					

72: If you wish, please leave a comment about the above question.

Please write your answer here:

---

## **Appendix E: Interviews**

Interviews were semi-structured, with the following schedule of questions used as a guide to the general structure of the interviews with each category of respondents

### **INTERVIEWS**

#### **I. LIBRARIAN**

##### **A.1. Demographic Information**

- 1: What level of government officer are you?
- 2: What is your highest completed level of education?
- 3: What is your educational background?

##### **A.2. Education Qualifications**

- 1: What do you think about the current state of Indonesian library education?
- 2: Do you believe Indonesian librarians are adequately educated for their current roles?
- 3: What do you believe would be the ideal education level of a professional librarian working in Indonesia?

##### **A.3. Continuing Professional Development**

- 1: What do you think about the level of continuing professional development opportunities for Indonesian academic librarians?
- 2: How much support or encouragement do you receive for your continuing professional development?
- 3: What work place learning opportunities (if any) are provided for you?
- 4: What problems do you believe your library faces in providing cpd?

##### **A.4. The Role of Librarians**

1. What do you think is the most important role your library can take in developing library services in support of academic quality?
2. Do you think academic libraries are currently sufficiently engaged in assisting universities achieve quality teaching and research outcomes?

3. Do you think academic librarians have adequate education and training for this role?
4. Could you specify the area of greatest need for continuing professional development or work place training?

## **II. LIBRARY MANAGER**

### **A.1. Demographic Information**

- 1: What level of government officer are you?
- 2: What is your highest completed level of education?
- 3: What is your educational background?

### **A.2. Education Qualifications**

- 1: What do you think about the current state of Indonesian library education?
- 2: Could you tell me the education level of new librarians you employ?
- 3: Do you believe Indonesian librarians are adequately educated for their current roles?
- 4: What do you believe would be the ideal education level of a professional librarian working in Indonesia?

### **A.3. Continuing Professional Development**

- 1: What do you think about the level of continuing professional development opportunities for Indonesian academic librarians?
- 2: How do you support or encourage your staff to undertake continuing professional development?
- 3: What work place learning opportunities (if any) do you provide for your staff?
- 4: What could be the problem in implementing the library's policy on cpd?

### **A.4. The Role of Librarians**

5. What do you think is the most important role your library can take in developing library services in support of academic quality?



6. Do you think academic libraries are currently sufficiently engaged in assisting universities achieve quality teaching and research outcomes?
7. Do you think academic librarians have adequate education and training for this role?
8. Could you specify the area of greatest need for continuing professional development or work place training?

### **III. UNIVERSITY MANAGER**

#### **A.1. Demographic Information**

- 1: What level of government officer are you?
- 2: What is your highest completed level of education?
- 3: What is your educational background (international?)

#### **A.2. Education Qualifications**

- 1: What do you think about the current state academic library services at your university?
- 2: What do you think the most important role university library can play in developing library services in support of academic quality?
- 3: Do you believe that librarians are adequately educated for their current roles in your university?
- 4: Do you think academic libraries are currently sufficiently engaged in assisting universities achieve quality teaching and research outcomes?

#### **A.4. The Role of Librarian**

1. What do you think about the role and future of academic librarians?
2. What do you think about qualification of people working in the library? What could be the main prerequisites?
3. There are many expenses for supporting university, compared to other factors, such as university building. What is the percentage of budget do you allocate for library expenses?

4. How far does the current budget for library meet the ideal type of library? Could you describe what you have done in developing library services and supporting teaching, learning and research activities?

### **A.3. Continuing Professional Development**

1. Could you specify the area of greatest need for librarians continuing professional development or work place training?
2. What do you think about the level of continuing professional development opportunities for Indonesian librarians?
3. What support do you give to librarian in developing their professional skill and knowledge?

## **IV. HEAD OF LIBRARY SCHOOL**

### **A.1. Demographic Information**

- 1: What level of government officer are you?
- 2: What is your highest completed level of education?
- 3: What is your educational background?

### **A.2. Education Qualifications**

1. What do you think about the current state of Indonesian library education?
2. What do you believe would be the ideal education level of a professional librarian working in Indonesia?
3. What do you think about qualification of people working in the library?

### **A.3. Your services for providing librarians**

- 1: What level of education qualifications are provided in your school?
- 2: How many students do you have in your school?
- 3: Has your school experienced an increase or decrease in enrolments in the last 5 years?
- 4: What do you think the students reason in applying to this school?

- 5: In developing your courses, do you undertake any consultation with the Information and library science professional? If so, how do you see the importance of their inputs?
- 6: How important do you think the practicum is?
- 7: Do you monitor changes in international Information and library science education benchmarking?
- 8: Do you believe your program is at an advantage or disadvantage compared to similar international programme?
- 9: Do you monitor or measure the careers of your graduate?
- 10: What do you believe would be the ideal education level of professional librarians working in Indonesia?
- 11: Do you believe graduates have adequate access to continuing professional development after commencing work?
- 12: Are you satisfied with the qualifications of professional experience of your teaching staff?
- 13: Do you think it is necessary for teaching staff to have library work experience in order to be effective teachers?
- 14: How is the condition of facilities in supporting the courses?

## **V. HEAD OF LIBRARY ASSOCIATION**

### **A.1. Demographic Information**

- 1: What level of government officer are you?
- 2: What is your highest completed level of education?
- 3: What is your educational background?

### **A.2. Continuing Professional Development**

- 1: What do you think about Indonesian academic librarians' skill and knowledge?
- 2: What is the role of your library association in improving academic librarian's education and professional development?
- 3: What kind of professional development programs do you have?
- 4: How do you decide and plan the programs?

- 5: Do you think that your organization has an effect on the skill and knowledge of academic librarians?
- 6: How many members do you have in your library association?
- 7: How do individuals become eligible for membership of your association?
- 8: What links does your association have with other national or international library organizations?
- 9: Does your association have any input into developing standards for library education in Indonesia?

## Appendik F: Fact Sheet



### **Pendidikan dan Pengembangan Profesi Berkelanjutan bagi Pustakawan Akademis Indonesia: Studi Kekinian dan Masa Depan.**

Yth Bapak/Ibu/Sdr,

Tujuan penelitian ini adalah untuk menguji sejauhmana pustakawan akademik di Indonesia dapat dikembangkan kemampuannya untuk membantu pendidikan tinggi menghasilkan penelitian dan pengajaran yang berkualitas serta hasil belajar yang tinggi. Penelitian ini difokuskan pada pendidikan, pelatihan, dan pengembangan professional yang dilakukan oleh pustakawan akademik dengan maksud menilai sejauhmana mereka memperoleh ketrampilan dan pengetahuan yang dibutuhkan dalam mengembangkan dan menerapkan layanan perpustakaan modern. Analisis terhadap kondisi pendidikan dan pelatihan yang ada akan dipakai untuk menyusun pengembangan pendidikan perpustakaan di masa datang di Indonesia.

Salinan bundel disertasi yang memuat hasil penelitian ini akan diserahkan kepada Curtin University of Technology, Perth, Australia Barat untuk pengujian. Publikasi dari penelitian ini berasal dari ringkasan temuan. Semua data asli akan disimpan di Faculty of Humanities, Curtin University of Technology. Peneliti dan Fakultas bertanggung jawab sepenuhnya untuk menjamin keamanan data, termasuk yang tersimpan dalam sistem computer.

Jika sekiranya ada pertanyaan tentang survey ini, mohon menghubungi saya melalui ([imas.maesaroh@postgrad.curtin.edu.au](mailto:imas.maesaroh@postgrad.curtin.edu.au)). Sedangkan mengani isu-isu yang berkenaan dengan kode etik proyek penelitian ini, bapak/ibu/sdr bias berhubungan dengan Sekretaris Human Research Ethics Committee Office of Research & Development, Curtin University of Technology GPO Box U1987, Perth WA 6845 (telepon: +6189266 2784 atau email: [hrec@curtin.edu.au](mailto:hrec@curtin.edu.au))

Jika bapak/ibu/sdr tidak berkeberatan untu berpartisipasi, bapak/ibu/sdr dimohon untuk membaca dan membubuhkan nama dalam surat persetujuan ini serta menandatangani.

Salam takzim.

**Imas Maesaroh**

Student ID: 13849814

*Studi ini telah disetujui oleh Curtin University Human research Ethics Committee (Nomor Persetujuan HR 87/2008). Jika diperlukan, verifikasi persetujuan dapat diperoleh melalui permohonan tertulis kepada Curtin University Human Research Ethics Committee, c/-Office of Research and Development, Curtin University of technology, GPO Box U1987, Perth, 6845 atau melalui telepon +6189266 2784 atau melalui email [hrec@curtin.edu.au](mailto:hrec@curtin.edu.au).*

## Appendik G: Participant Consent Form

### Surat Persetujuan

Saya, \_\_\_\_\_ (nama lengkap) dengan ini menyetujui menjadi partisipan dalam pilot proyek penelitian, Pendidikan dan Pengembangan Profesi Berkelanjutan bagi Pustakawan Akademis Indonesia: Studi Kekinian dan Masa Depan, dilakukan oleh mahasiswa PhD, Imas Maesaroh dari the Department of Media and Information, Curtin University of Technology.

Saya menegaskan partisipasi ini sifatnya sukarela dan saya tidak dipengaruhi oleh apapun dan siapapun untuk berpartisipasi. Saya juga memahami bahwa saya memiliki hak untuk mencabut partisipasi saya kapanpun selama penelitian ini. Saya juga akan memiliki hak untuk mengakses informasi dari saya oleh peneliti, jika diperlukan. Saya menyadari bahwa privasi saya dijaga sepanjang waktu. Saya tidak akan dikenali melalui nama pribadi saya dalam segala bentuk penerbitan. Saya sadar bahwa semua data yang dikumpulkan akan digunakan hanya sebatas penelitian dan publikasi terkait.

Data ini sangat confidensial, akan disimpan dalam tempat yang aman dan diakses hanya oleh peneliti utama dan pembimbingnya.

Saya menegaskan bahwa informasi yang saya sediakan adalah akurat dan benar.

.....  
(Tanda tangan partisipan) Tanggal

Detil Kontak: .....