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Special Libraries Association (SLA) - Asian Chapter
in association with
The Library of Sunan Kalijaga State Islamic University
The Chair of Organizing Committe
5th ICoASL 2017
presents this
CERTIFICATE OF PARTICIPATION
to

Dyah Puspitasari Sri Rahayu

Presenter

for having participated during the
5th International Conference of Asian Special Libraries
on
"Preserving The Cultural Heritage Through Libraries In The Digital Age"

held at the convention hall Sunan Kalijaga
State Islamic University,
Yogyakarta - Indonesia held on
9 - 12 May, 2017

www.icoasl2017.uin-suka.ac.id

UIN SUNAN KALIJAGA - SLA ASIA
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YOGYAKARTA INDONESIA 2017

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B.K. Books International

3/79, Nirankari Colony,
Delhi-110009
Tel: 91-11-27601283
Email: bkbooksinternational@gmail.com

ISBN 978-81-932517-5-1

9 788193 251751

Price ₹ 1995.00

Curation and Management of Cultural Heritage through Libraries

Editors: Nurdin Laugu • Labibah Zain
P K Jain Debal C Kar • Parveen Babbar

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B.K. Books International
Delhi

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Nurdin Laugu, Labibah Zain, P K Jain, Debal C Kar and *Parveen Babbar*

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ISBN : 978-81-932517-5-1

First Edition in 2017 by:

B.K. Books International
3/79, Nirankari Colony,
Delhi-110009
Ph.: 011-27601283
E-Mail: bkbooksinternational@gmail.com

Distributors:

Bookwell
3/79, Nirankari Colony,
Delhi-110009
Ph.: 011-27601283
E-mail: bkwell@nde.vsnl.net.in
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Preface

Libraries, museums and archives hold valuable collections in a variety of media, presenting a vast body of knowledge rooted in the history of human civilisation. These form the repository of the wisdom of great works by thinkers of past and the present. The holdings of these institutions are priceless heritage of the mankind as they preserve documents, ideas, and the oral and written records. To value the cultural heritage and to care for it as a treasure bequeathed to us by our ancestors is the major responsibility of libraries. The past records constitute a natural resource and are indispensable to the present generation as well as to the generations to come. Libraries preserve the documentary heritage resources for which they are primarily responsible. Any loss of such materials is simply irreplaceable. Therefore, preserving this intellectual, cultural heritage becomes not only the academic commitment but also the moral responsibility of the librarians/information scientists, who are in charge of these repositories.

Libraries need to ensure access to the literary treasures by preserving source materials in their original format, reformatting or copying materials at risk of loss. The book deals with the advanced knowledge of conservation ethics, principles, techniques, and procedures related to heritage collections materials. The papers published here pick up on the multiple issues relating to curation and management of cultural heritage through libraries.

The book discusses the best practices of knowledge preservation and access to cultural heritage in the form of manuscripts and archives. Several chapters study the aspects of collection management which directly affect the preservation of the items.

This volume of publication provides an opportunity for readers to engage with a selection of papers that were presented during the ICoASL 2017 on the theme Curation and Management of Cultural Heritage through Libraries: Challenges and Opportunities for the Digital Society held at State Islamic University Sunan Kalijaga, Marsda Adisucipto Street Yogyakarta, Indonesia during 10 -12th May 2017. The book is a byproduct of those 69 papers, which were presented on the topic of Curation and Management of Digital Heritage through the Libraries. The international character of this publication is illustrated by the papers contributed from the experts from Asia including Indonesia, India, Philippines, Malaysia and Pakistan.

The high quality of the papers and the discussion represent the thinking and experience of experts in their particular fields. The contributed papers also relate to the methodology used in libraries in Asia to provide access to manuscripts and cultural heritage. The volume discusses best practices in Knowledge preservation and how to collaborate and preserve the culture. The book also deals with manuscript and archives issues in the digital era.

The approach of this book is concise, comprehensively, covering all major aspects of preservation and conservation through libraries. The readership of the book is not just limited to library and information science professionals, but also for those involved in conservation, preservation, restoration or other related disciplines. The book will be useful for librarians, archivists and conservators.

We thank the Sunan Kalijaga University, Special Libraries Association- Asian Chapter for their trust and their constant support, all the contributors for their submissions, the members of the Local and International Committee for their reviewing effort for making this publication possible.

05 May 2017 **Editors**

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The Lecturers' Personal Information Management in the Faculty of Vocational Education Universitas Airlangga

Dyah Puspitasari Srirahayu [1]

Abstract

Informasi saat ini sangat beragam dan di sajikan dalam berbagai bentuk dan media. Individu dalam menjalankan aktivitas kegiatannya akan selalu menciptakan dokumen atau informasi baik itu cetak maupun digital, selain menciptakan mereka juga menerima dokumen dan informasi dari luar guna mendukung kegiatan yang mereka lakukan. Personal Information Management (PIM) digunakan untuk membantu seseorang dalam mengelola informasi pribadi yang disimpan dalam berbagai media penyimpanan, sehingga memudahkan individu tersebut untuk menemukan kembali informasi yang dia simpan. Pengelolaan informasi ini juga diperlukan untuk memudahkan individu dalam memilah informasi yang sifatnya penting dan harus disimpan dlam jangka waktu yang panjang. Dengan pengelolaan dan pemeliharaan informasi tersebut maka informasi yang dimiliki oleh individu tersebut akan terus dapat digunakan sampai jangka waktu tertentu atau bisa selamanya. Hasil dari penelitian ini adalah informasi yang dibutuhkan oleh dosen fakultas vokasi lebih banyak terkait pada kegiatan tridharma mereka yaitu penelitian (91,89%).

Recently, there are various types of information which are presented in various forms and media. In doing the activities, an individual will always create documents or information in either printed or digital version. Beside creating the documents, he also accepts documents and information from other people to support him to do the activities. Personal Information Management (PIM) is used to help an individual manage his personal information that is saved in various storage media, so that, it can ease him to select information that is important and information that must be saved for a long-term period. By applying the information management and maintenance, the individual's information will be able to be used for a certain period or forever. Results of the study indicated that information needed by the lecturers of The Vocational Education Faculty was mostly correlated with their three-responsibility activities, that is research (91,89%).

Keyword : *Personal Information Management, Information, Funding, Information Need, Maintaining Information*

Introduction

Recently, information has been every person's needs to be able to carry out his role. There are many ways done by an individual to obtain information which he needs, and there are various media which are available to get the information. The development of information technology makes information to be distributed without any control, thus, it causes the information become overloaded.

Dr Martin Hilbert and his team from University of Southern California examined 60 categories of analog and digital technologies from 1986 to 2007. Results of the study revealed that there were currently 295 exabyte, or 295,500,000,000,000,000,000,000 information 'scattering' around the world. Besides, the results of the study disclosed a fact that modern people accepted information which was equal with 174 newspapers each day,

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and gave information 200-times compared to 24 years ago through various media. All this information has to be saved. Recently, every person has information which is equal with 600 thousand books that are saved in a computer, a microcip, or a magnet strip on the back side of the credit card. (http://techno.okezone.com/read/2011/02/14/56/424661/setiap-hari-manusia-terima-informasi-setara-174-surat-kabar).

It was also revealed by Edmund in Feather (2000) that in the last 50 years, the technological development has influenced the information volume from time to time in the life history of human beings in which it causes information become limitless, and it affects individual to face difficulties and get confused to discover suitable information based on the needs.

A lecturer will always need information to carry out his role and give that information to his students, colleagues, and society. It is suitable with the lecturer's role and function which are explained in the The Government Regulation No. 37 year 2009 in which lecturer is a professional educator and a scientist whose main jobs are transforming, developing, and disseminating knowledge, technology, and arts through education, research, and social devotion.

The phenomena above indicated that a personal information management strategy to help the lecturers deal with excessive information must be developed (Edmunds in Etzel, 1995). Thus, to be able to manage information which can be obtained and received by the lecturers, there must be a Personal Information Management strategy or PIM. This Personal Information Management does not only help people in a retrieval information process, but it also trains them to manage, select, and organize their personal information well.

A study about PIM was conducted by Lina Dayu (2014) on 75 Decentralization Lecturer Researchers in 2013, Universitas Airlangga, Surabaya. Results of the study indicated that 17.3% of the lecturer researchers employed information media such as library and internet to get information related to their research topic; 26.7% of the lecturer researchers did browsing without having appropriate key words to investigate and obtain information as well as to read research titles/ abstracts. To manage information that they had, 40.0% of the lecturer researchers stored the information to different folders according to the similarities of information categories, and 65.3% of the lecturer researchers grouped the information according to the information type/ subject and named the information based on its content (50.7%).

The Purpose of The Study

The purpose of the present study is to discover the illustration of personal information management in easing the information rediscovering process to carry out their roles as lecturers in not only doing teaching and learning activities, but also applying the university three-responsibilities (tri-dharma); those are becoming an academician, a researcher, and doing public service.

Literature Review

William Jones (1952) defined PIM as a practice or a study about someone's activities in terms of obtaining or making, storing, managing, preserving, taking, using, and distributing information needed to fulfill various life purposes. PIM put an emphasis on the personal collection preservation in which in information items like paper documents, electronic documents, etc are stored. Practically, PIM will be directly related to Personal Space Information (PSI) or a personal information space such as handphone, computer, filling cabinet, and so on.

PIM consists of 1) finding which is an activity to discover information in order to fullfil information needs. In this circumstance, to find out what is needed, someone conducts an information search. Bates in Jones (1952) explained 3 general searching techniques. Those three general techniques were browsing, linking occupies, and directed searching. Then, 2) keeping and organizing are the next activities which someone has to deal with after finding information. In the keeping process, the most important thing to do is making considerations why someone has to do the keeping. Besides, 3) maintaining is an activity about all decisions and actions related to the information composition on the keeping and the preservation of personal information management. The decision made is, for instance, how the information is kept including in what format it is

going to be stored, and how to back it up. The next is 4) managing the flow of information which is going in and out with the purpose of saving time and money, focusing the attention, and himself. Managing the flow of information means focusing on the information media, not the individual's activities. In this case, not focusing on the individual's activities means to focus on the information media which are really suitable with the needs, not the individual's activities.

Methods of The Study

The present study applied a quantitative approach with a descriptive method because it aimed to provide an illustration about personal information management done by the lecturers of Faculty of Vocational Education of Universitas Airlangga. In this circumstance, the descriptive quantitative research method was employed to illustrate a number of variables which were related to the problems or units being studied. The descriptive quantitative research has several characteristics, those are: (1) it tends to describe the existing phenomenon without analyzing it regularly and tightly, prioritizing the objectivity, and doing it carefully; (2) there is no treatment given or controlled; (3) there is no hypothesis testing (Sugiono, 2011).

Research location is a place to conduct the study to gather data which are used to answer the research problems. The present study took place in Faculty of Vocational Education of Universitas Airlangga, and the population who becomes the objects of the study were the tenured lecturers in Faculty of Vocational Education, Universitas Airlangga, Surabaya, in 2015. The sampling technique applied in this study was total sampling because the number of population were less than 50 lecturers. The data collection technique encompassed primary data collection through questionnaire, and secondary data collection such as the employees' data, the Decree Letter of Lecturer, and so on.

Findings and Discussions

Finding Information

The information finding activity is frequently conducted to fulfill the needs of information in accordance with someone's role and responsibility in the society. The Vocational Education Faculty lecturers' information needs were various in which those needs were closely related to their roles as an individual, a lecturer, a member of society. Belkin (1978) asserted that the needs of information occurred when someone realized that he had a limited knowledge of particular situations or topics and he was willing to overcome his knowledge limitation.

In this study, it was discovered that 91.89% of the respondents frequently found information which was related to their research materials, 72.9% was about teaching materials, and 21.6% was about social devotion materials. Beside the primary needs as a lecturer, those were teaching, research, and social devotion, the lecturers also found information about others needs including hobbies, entertainment, health, and plane tickets. According to Voight in Krikelas (1983: 6), an individual needed information due to three types of needs, those were: 1) the need to finish a scientific research which he was conducting, 2) an information need which emerged because of his job or profession, and 3) an information need which was relevant with a particular subject that became someone's attention.

To fulfill the information needs discussed above, 83.76% of the respondents, in this case the vocational education faculty lecturers, usually directly searched the information that they needed, whereas, the rest of 16.22% or 6 respondents chose not to directly search information they needed in which it was caused by several reasons including their busy schedule which was revealed by 1 respondent, searching other information which was said by 1 respondent, considering the available time which was said by 3 respondents, and 1 respondent revealed that information fining was not directly conducted considering that the information needed could not be found at a time. According to Krikelas (1983), information needs would turn into information wants in a conducive situation. The obstacles which may cause the information needs not to be information wants are the unavailable time, ability, budget, physical factors, and other individual factors that may cause not all information needs to turn into information wants.

Keeping and Organizing Information

The information that the respondents acquired was not all kept directly. Results of the study indicated that 83.78% of the respondents chose to read the information first, then keeping it if it was suitable with the needs. In terms of electronic media which were mostly used for information storage, 86.49% of the respondents or 32 respondents chose to use laptop as the storage media. Then, 2.7% or 1 respondent kept their information in PC, 18.92% or 7 respondents stored their information in email, 13.51% or 5 respondents kept their information in flash disk, and 8.1% or 3 respondents stored their information in google drive, 5.4% or 2 respondents saved their information in social media, 5.4% or 2 respondents kept their information in drop box and HP, whereas 2.7% or 1 respondent did not disclose any information related to his information storage media.

This information groupings are beneficial to ease the information rediscovery, as well as its maintenance. In terms of grouping the information by the lecturers of Vocational Education Faculty, 13.51% or 5 respondents grouped their information based on the needs, 67.57% or 25 respondents grouped their information according to its content, 2.7% or 1 respondent grouped their information according to the dates, and 16.22% or 6 respondents did not reveal any information regarding their way of grouping the information because those six respondents did not do any information grouping, instead, they accumulated the information in one folder without even changing its names.

Maintaining Information

The information maintenance is conducted by data backup activities to the information (files) stored, and this activity is carried out in a planned way (scheduled) by 0.135% or 5 respondents out of 37 respondents, whereas 0.865% or 32 respondents did a data backup incidentally. The purpose of this information maintenance is to save the value of document information, the document physical condition as well as coping with the lack of space.

The information maintenance can also be conducted by moving the files to another storage media such as from SD card to harddisk, from flashdisk to harddisk, and so on. This activity was done by 0.79% or 29 respondents, whereas 0.2% or 8 respondents did not move their files to another storage media because they still had storage memory in the location where they kept the files. Moreover, 0.125% or 1 respondent revealed that he frequently lost his files or got them damaged. Besides, 0.125% or 1 respondent did not have a harddisk, and 0.125% or 1 respondent disclosed that he did not move his files to another storage media due to his limited knowledge in technology. Another 1 respondent or 0.125% explained that moving data was a complicated process to be done, and 2 respondents or 0.25% did not disclose any information of why they did not move their information. This information moving is to refresh the digital storage media, so that the information can be sustainably maintained. The digital document preservation is an ability to keep digital documents and files to be available for a very long period of time which can possibly exceed the technology advancement without paying any attention to any changes or reading trends. The digital preservation is based on a series of activities that are managed and conducted to continuously ensure the access to the digital materials whenever needed.

Managing the Flow of Information

Managing the flow of information is an activity when someone is managing any information which is going in and out in his daily lives. To manage any information that is going in, the majority of lecturers, in this case 64.9%, chose to preserve their information by focusing on the information which was suitable with their needs. Then, 29.7% of them selected the information which was suitable only. Further, 5.4% of them did not save all information that was going in. William Jones (1952) explained that to deal with the management of the flow of information which was going in was by focusing on the information media, the strategic connection as well as the selection, and the information processing. It means that in managing the information which is going in, it is suggested to focus on one information media, determine the strategy, and select information as well as to process the information at a time. Particularly, the lecturers did not save all information that was

going in (89.2%), and the information saved was only the information that was needed regarding the job (72.9%) and other things related to hobbies, entertainment, health, etc.

The parameter of managing information that is going out is based on every individual. When an individual communicates, shares information, writes on the media, he indirectly gives his personal information to other people. The management of information that was going out by the lecturers were by paying attention to the urgency of the information which they would share. Results of the study revealed that the information was not automatically shared to public (94.6%). Instead, they would share information that was general, based on needs, advantageous for others, and information that would not trigger any controversies. Besides, there were any particular people asking for the information, 62.2% of the respondents would gladly share the information to them, otherwise, 29.7% of the respondents would share the information to particular people which they knew or they were close.

Conclusion

The conclusion of this study is information needed by the lecturers of the Vocational Education Faculty was mostly related to their three-responsibility activities; those were research (91.89%), and teaching materials (72.9%). To fulfill the information needs, they used various information sources such as google (97.3%), and library (21.62%) in which 83.78% of the lecturers would directly searched the information when they needed it. Then, 83.78% of the lecturers also did a selection process to the information that they would save if it was suitable with their needs.

In managing the information, the lecturers grouped the information according to its content (67.57%), and renamed the files according to its content (64.86%). In maintaining the information, the lecturers backed up the data, but it was done incidentally (86.5%), moved the data to a new HD (78.38%), upgraded the files to a new software (51.35%), and printed the information if they wanted to understand the information better (40.54).

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