

Reconstructing Anamnesis in The Predisposition of The Directory Coverage of Prospective Librarians' Scholarly Works

Hascaryo Pramudibyanto ¹

¹Universitas Terbuka, South Tangerang, Indonesia

Corresponding email: hascaryo@ecampus.ut.ac.id

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Abstract

Anamnesis is an essential interviewing process with job applicants to gather information about their background, experience, and skills. This aids in decision-making for job positions. The focus is on librarian candidates and their scientific work. Currently, student directories of scientific work have limited thematic coverage, partly due to students' unfamiliarity with topics like mobile libraries, archive preservation, and more. This qualitative study delves into the research topics of Library Science undergraduates. Data is collected from UT academic work applications, including titles, student information, and their study programs. Interviews with students provide insights into their topic choices. Analysing this data reveals thematic trends and reasons behind topic selection, ensuring a wide thematic coverage for librarian standards. Several unexplored themes, such as retrieval systems and web hosting, are identified. This research aims to enhance the quality and variety of scientific work topics in the field of library science, making them more comprehensive and appealing to job interviewers and librarians.

Keywords: directory, predisposition, reconstruction, scientific work

INTRODUCTION

The development of knowledge in the field of psychology, which is increasingly wide, has made the study of anamnesis not only a domain within the field of healthcare. In the field of social sciences, particularly psychology, this subject has also been frequently studied, especially concerning anamnesis. This field of study has actually been frequently carried out by both government and private institutions when they conduct the recruitment process for prospective employees, especially during job interviews, at a time when an individual must maximize the quality of interview data, such as larger and more varied samples (Dachrud, 2015). For this purpose, a significant investment of time is required to build a rapport approach in interview situations, repeated interviews, special interview techniques, and the incorporation of interviews and participant observations are recommended.

Anamnesis, or anamnesis, is an activity of job interviews conducted by interviewers with prospective employees to obtain information regarding the educational, economic, social, and cultural backgrounds of the candidates. Additionally, through anamnesis, interviewers can also acquire information regarding the experiences, skills, and other characteristics relevant to the position required by the institution. The purpose of conducting anamnesis is to obtain accurate and complete information, thereby avoiding errors in decision-making regarding suitable candidates for the position in question. Through this anamnesis activity, interviewers can employ interview techniques by asking structured and in-depth questions to the prospective employees.

There is one question topic in the interview process that needs to be mastered by prospective employees, which is about the candidate's scientific works, specifically focused on prospective librarians in this study. Until this study was developed, the coverage of the directory of students' scientific works in the Bachelor's Program in Library Science at Universitas Terbuka is still very limited in its thematic scope. The directory's coverage refers to the thematic range of scientific work ideas proposed by students or suggested by academic advisors in the field of library science to make the quality and content of scientific works more interesting, in-depth, and varied.

Profession is a term for a specific field of work characterized by specific requirements. In the context of a profession, the main requirement is intellectual competence. This element includes educational requirements that are essential and relevant to the field of work. The second requirement is job orientation aimed at

meeting the needs and benefiting others. The third requirement is the fulfilment of others' needs resulting from the professional attitude of the practitioner.

In the field of library work, the profession is related to higher education that must be pursued and obtained through formal education. Therefore, graduates of library science education are expected to possess the skills and expertise in library science to meet the needs of various segments of society. For this reason, the education undertaken by prospective librarians provides them with the knowledge in the scope of library science so that they can fulfil their functions and professional roles as librarians.

This phenomenon is initiated by the lack of knowledge among students when starting to compose scientific works in the field of library science, referred to as prospective librarians. Students still have very limited insights in determining the topic of their scientific work, focusing only on a few themes, which the author elaborates on in the results and discussions, resulting in a constant repetition of certain aspects. In reality, a good scientific work topic will demonstrate the breadth of knowledge of prospective librarians when their scientific work is completed, uploaded on the karil.ut.ac.id website, and serves as a portfolio when undergoing anamnesis or job interviews. In this regard, excellent preparation is needed to ensure that the scientific work produced possesses special value and uniqueness that plays a vital role in determining someone's success as a prospective librarian.

Starting from here, students who compose scientific works need to reconstruct anamnesis in order to predict interview questions and obtain a good interview score, thus being accepted to work as prospective librarians. Anamnesis reconstruction can be done even before determining the topic of the scientific work, as the topic becomes the primary focus in the online guidance sessions for scientific work composition at Universitas Terbuka. This activity is conducted over 8 meetings using special accounts provided to students through the online elearning.ut.ac.id service.

The foundation of the attitude and actions of a professional librarian begins with the process of formal education, which includes the study and composition of scientific works (karil). In the implementation of education in open and distance learning institutions such as Universitas Terbuka (UT), scientific works are mandatory courses that must be taken by UT students. The strong reason for the application of distance education concept by UT is the widespread presence of students, requiring educational services to reach all corners of Indonesia, and even overseas. Due to this characteristic of distance education, UT, among others, uses online tutorial mode (tuton) for conducting guidance on the scientific work of the course.

Through the online tutorial mode, UT provides learning assistance services that include 8 initiation sessions and 3 assignments conducted over a period of 8 weeks of online tutorial implementation. Through these tuton activities, students are required to actively participate, both in discussions and in completing assignments. Thus, the need for tutors with appropriate educational qualifications in the field of expertise becomes a challenge.

The Bachelor's Program in Library Science at UT has an adequate number of tutors with qualifications and educational levels that match the requirements. However, in some cases, there are still tuton classes for scientific work courses taught by tutors who are deemed capable of providing guidance on the composition of scientific works, even though their understanding of the thematic scope of library science is limited. As a result, the range of scientific work topics for students in the Bachelor's Program in Library Science is limited to what is known by the tutors, rather than what is mastered within the scope of library science.

The lack of alignment between the tutor's field of expertise and the scientific work course results in a lack of variation, relevance, and inadequate reflection of the academic quality of library science students as aspiring skilled and professional librarians. Based on this, the author believes that a more specific approach is needed regarding the requirements for library science tutors (scientific work advisors) to ensure that the resulting scientific work products are superior and reflect the professional attitude of prospective librarians.

In addition, the author also focuses on the predisposition of scientific work topics. This evaluation is crucial to be conducted so that students have sensitivity, creativity, and a more comprehensive approach in conducting studies related to library science. If students' scientific work studies only focus on specific topics, it can be guaranteed that their thinking patterns will not develop. As a result, when they have to work, engage in activities, or assume the role of a librarian, they will not develop into creative and critical individuals. From here, the author presents the finding of cumulative balance or predisposition value based on the development of students' scientific works using a thematic approach, so that these prospective librarians will excel in terms of anamnesis reconstruction.

Here are some examples of proposed scientific work topics suggested by students through online tutorial discussion forums. Students have made efforts to propose scientific work topics and have received responses from tutors, but even from the initial topic proposals, students have not demonstrated a maximal thought process.

In general, it can be observed that the proposed topic is good, although the students themselves have doubts. The alignment of the topic with the students' study program is often deviated from the core program. One of the causes is the students' uncertainty about their ability to find and determine a scientific work topic that is relevant to their field of study due to the lack of relevance to their working field.

Additionally, students often lack sharpness in analysing the needs of a thematically relevant and current scientific work. What happens is that students merely propose something within their limited thinking capacity and do not make an effort to express a thematic idea with critical thinking. In this case, the students' creativity does not emerge, and they consistently rely on feedback, suggestions, or topic proposals from their scientific work advisors or tutors.

However, the reality is that due to the diverse academic backgrounds of scientific work advisors, there is a specific topic impasse within the field of library science. Similarly, in terms of preparedness, not all scientific work advisors have the same framework of thinking about library science. Because of the different academic backgrounds and diverse material coverage of the scientific work advisors, the author also found evidence that scientific work advisors with a library science background do not always have a good command of the subject matter compared to scientific work advisors from different fields. Sometimes, it is the scientific work advisors from different fields who have a better mastery of scientific work topics in the field of library science.

This discrepancy is acknowledged. However, the assignment of scientific work advisors to their respective course offerings is determined by the study program in the context of online tutorial activities. It should also be understood that the scientific work course is now included in the online tutorial service, and the selection of tutors is done by each study program. With these regulations and arrangements, it is considered that the scientific work advisors are capable of providing guidance to students in both technical and substantive aspects. The worrisome aspect is the substance, as there are two parties involved, each contributing to the completion of the scientific work to be uploaded on the karil.ut.ac.id website. The first party is the students. If the students are able to determine the scientific work topic, then it is not a problem.

However, if a student is unable to determine a scientific work topic, specifically in the field of library science, and coincidentally, their scientific work advisor also lacks an understanding of the scope of library science, significant obstacles will be faced by the student. They may end up composing or determining a scientific work

topic that is subpar or even copying the topic of another student's scientific work. The students' ingenuity and precision in determining the scientific work topic will be addressed in the results and discussion.

The skill of gathering information at all levels is one of the fundamental skills in conducting anamnesis. This is because information in anamnesis can come from various sources. As one of the sources of information in anamnesis, the role of observation is equally important as other sources of information, such as the questions asked during the interview process, the examiner's perception through the conversational atmosphere, and collaboration with colleagues (Hauke et al., 2014).

The implementation of anamnesis that involves various interconnected sources of information often causes prospective librarians to no longer be able to distinguish various aspects (Basariyadi, 2016: 1), such as the concept and role of observation when composing scientific works. However, prospective librarians participating in employee selection should have a detailed understanding of the aspects related to the content of the scientific work, as it serves as a discussion material with the interviewer and demonstrates their empirical ability in the field of library science.

The practice of observation through interviews has long been introduced by experts such as Wahrig, Drosdowski, Hornby, and Kaminski. Among these experts, Kaminski's theory is still considered highly relevant to current developments according to the author. For Hasanah (2017), observation can be understood as a process that can produce tangible results to formulate conclusions and give meaning to data from every situation or event experienced in reality, occurring in the development and experience of a scientific field.

The observation conducted in this context also includes a form of anamnesis reconstruction. Referring to the study conducted by Supraja (2015), it is commonly understood that an action is a duration that occurs within an act. In other words, an action is a transcendent duration within an act. Therefore, independently, an action can be considered as a subject performing the action, involving a series of experiences formed through real consciousness and individual awareness.

Thus, it can also be aligned that the anamnesis reconstruction experienced by prospective librarians is a form of repeating the duration of an individual's work practice, namely prospective librarians participating in a job selection process at an institution. The repetition of duration in this study is focused on the predisposition of thematic directory in scientific works to prove the mastery of experiences by prospective librarians during their study in library science.

In further discussions, Supraja also highlights the benefits of anamnesis reconstruction in strengthening the interviewer's confidence in drawing conclusions between actions, deeds, and the interrelationships of each significant event detail. In this regard, the interviewer will find it easier to draw conclusions if the anamnesis reconstruction runs smoothly and provides information about how prospective librarians carry out practical library work, acquire theoretical knowledge of library science, and the thematic directory coverage compiled by prospective librarians in their scientific works. Furthermore, there is the technical aspect of anamnesis activities that interviewers can perform to obtain information about the predisposition or tendency of thematic directories in students' scientific works. When interviewers have the opportunity to conduct anamnesis, they can ask fundamental questions about the scientific work topic. Starting from initial questions about the reasons for choosing the scientific work topic and diving into deeper aspects, the anamnesis activities will be engaging and meaningful.

Prospective librarians who undergo the process of anamnesis are individuals who will pursue the profession of a librarian. This profession is one of the types of professions that can be held by individuals who have competence in the field of librarianship obtained through education and/or librarian training and have the task and responsibility of managing and providing library services. There are four areas of librarianship that can be carried out by a librarian, namely:

- a. Collection of relevant library materials for the library;
- b. Preservation of library materials;
- c. Organization of library materials; and
- d. Dissemination of library materials or information owned by the library unit.

Two out of the four areas mentioned above impose limits on the work of a librarian, which lie within the corridors of the social system, manifested in continuous interaction and activities that are constantly produced and reproduced. All social activities or practices are regulated within the space and time related to the field of librarianship, documentation, and information. Therefore, a librarian needs to have the following work attitudes:

- a. Librarians must continuously develop themselves and their knowledge, especially in the field of librarianship, documentation, and information.
- b. Librarians must be able to adapt to the advancements in information technology that support their professional duties.
- c. Librarians should be innovative and willing to experiment in the development of library services.

- d. The services provided by a librarian should always be oriented towards the needs of the library's user community.
- e. Always adhere to the code of ethics for librarians.

The professional attitude of a librarian, as described by Nashihuddin & Aulianto) (2016), implies that library activities should be based on intellectual, scientific, practical, organized, and community-oriented attitudes. Professionalism as a librarian does not come overnight but must be built and pursued by the individual. The ability to perform tasks rationally, professionally, and proportionally can support the core tasks and functions of a librarian in their workplace, thus creating a strategic library institution.

A strategic library unit is one that embodies the three main pillars of collection, users, and librarians. Specifically, professional librarians prioritize quality service that meets the needs of library users, accompanied by a sincere, honest, and dedicated attitude in providing services to the user community. Therefore, regardless of the source of the identified student's scientific work, whether it comes from the internet, medical data, clinical reports, medical reports, notes, papers, or patents, it is still regarded as a scientific work (Abdelmagid et al., 2015).

In order for someone to develop into a professional librarian, they should study the documents related to the field of librarianship, documentation, and information. This provides opportunities for professional librarians to avoid being trapped in administrative activities (such as preparing work reports). Professional librarians have a wide range of opportunities to explore various aspects of librarianship, including human resource management (assigning tasks according to each librarian's job description), community relations (collaboration and information exchange between libraries and other fields), acquisition and selection of library materials suitable for the type of library, ensuring the availability of up-to-date library materials, cataloguing, classification, publishing, preservation, information services, reader guidance, and loaning of library materials.

However, the reality encountered by the author, especially in the development of scientific work by undergraduate students majoring in Library Science as future librarians, is different. To fulfil all these purposes, students as future professional librarians should be directed to gain knowledge and findings that enable them to adopt innovations or develop creativity in utilizing communication and information technology, as well as librarianship. This will result in more varied and relevant research outcomes that meet the needs of the current era. Allahyari (et al., 2017) have explained the reasons why textual materials, although unstructured, experience a

tremendous increase in volume, making them susceptible to duplication. Smart techniques that students can employ to avoid plagiarism include employing thematic mining techniques starting from the pre-processing stage, term classification within the theme, and grouping of relevant terms.

Therefore, for a librarian to develop into a professional librarian, it is necessary to gain learning experience while pursuing education at the university level. Specifically, undergraduate students majoring in Library Science should equip themselves with empirical studies on librarianship under the guidance of individuals with similar or relevant academic backgrounds. The learning experience of students at Universitas Terbuka concludes with the preparation of a scientific work that should align with the program of study pursued by the students. According to the Circular Letter from the Directorate General of Higher Education No. 152/E/T/2012 dated January 27, 2012, which mandates that all students in higher education institutions at all levels of education produce scientific works published in scientific journals. This means that before students obtain their final graduation status at a higher education institution, they are required to prepare such scientific work. This regulation has been implemented by Universitas Terbuka since the issuance of the aforementioned circular letter, and students majoring in Library Science at the Faculty of Law, Social Sciences, and Political Science of Universitas Terbuka are also required to take the course on scientific work concurrently with the Final Project or TAP course.

To ensure the quality of the scientific work developed by students and to use it as a reference when seeking employment as librarians, it is necessary to have a research supervisor who understands the field of librarianship itself. This way, the resulting scientific work will be closer to the field of librarianship and reflect the learning experiences of the students majoring in Library Science as future librarians. Therefore, students need to collaborate with their research supervisors using the online tutorial mode provided by Universitas Terbuka, with a total of 8 tutorial sessions per semester.

Having 8 guidance sessions is considered sufficient if students follow the guidelines for online tutorial guidance in the scientific work course. However, not all students take advantage of this opportunity to discover and determine the theme of their scientific work under the guidance of their tutors. As a result, the themes of their scientific works remain stable and lack dynamism in terms of substance. However, as future librarians, students should understand the field of librarianship from various perspectives and areas of study.

Writing is an activity that individuals engage in to produce a piece of writing. Darma and Supriyanto (2017) state that writing is the expression of ideas, thoughts, or feelings through written language. In other words, writing is an activity carried out by individuals to express their thoughts through writing. There are various types of written works produced by individuals, and one of the consistent forms of writing is academic writing. This type of writing falls under academic writing (<http://grammar.about.com/od/ab/g/academicwritingterm.htm>), which is defined as follows.

“...The forms of expository and argumentative prose used by university students and researchers to convey a body of information about a particular subject. Generally, academic writing is expected to be precise, semi-formal, impersonal, and objective”

Writing scientific papers falls under the activity of academic writing and has several important characteristics. It is written in a formal language, based on empirical facts and tested theories, not on the author's views or opinions, and uses precise terminology. Scientific papers are typically in the form of expository or argumentative essays used in academic settings by teachers, educators, and researchers to convey information in a specific field or subject. Generally, a scientific paper discusses a subject accurately, is semi-formal, impersonal, and objective in expressing ideas. The form and substance of scientific papers differ significantly from other forms of writing. Scientific writing typically follows a standardized structure or format. Additionally, the data and information presented in scientific writing are based on previously proven empirical facts. Scientific writing is a composition that contains scientific reasoning communicated through formal written language in a systematic and methodical manner. Scientific compositions are systematic and non-emotional. In scientific papers, factual truths are presented.

The characteristics of scientific papers include: (1) discussing the results of research (objective and factual). This means that the facts presented align with the research conducted, (2) being methodical and systematic. This means that a specific method with organized and controlled steps is used to discuss the problem in an orderly and neat manner, and (3) scientific writing uses a scientific tone. This means that the language used must be standard and formal. Furthermore, the scientific tone should be clear to avoid ambiguity. In research and academic activities, scientific papers play a crucial role in disseminating new ideas, research findings, and innovative or novel discoveries that need to be published. Through publication,

scientific papers are read by academics, enabling the dissemination of new ideas, research findings, and novel discoveries to the target audience.

Writing scientific papers remains a challenge for students. They generally face difficulties in writing and publishing papers or scientific articles that are worthy of publication. Given the numerous choices of topics, it is important to consider how to select a topic for a scientific paper so that it can be appropriately evaluated and developed (Syahrezi et al., 2022). Generally, these issues arise due to a lack of experience in composing scientific papers. Another factor contributing to the mentioned problems is the presence of misconceptions or incorrect perceptions about writing scientific papers. Students often perceive writing a scientific paper as a difficult task or assignment. The programs that support scientific paper writing still do not yield optimal results.

To successfully compose scientific papers, students need direct experience and appropriate training strategies. One strategy that can be implemented to facilitate students in writing scientific papers is the use of supportive media. Through this approach, students can organize new knowledge and integrate it with their existing knowledge.

METHOD

The method used in this study is a qualitative is qualitative approach, focusing on gaining in-depth understanding of the trends in the research topics of undergraduate students in the Library Science program. The data used for analysis was obtained from the UT academic work application, specifically from the website kari.ut.ac.id. Through this platform, the author collected evidence such as the title and content of the academic work, the student authors, their email addresses and contact numbers, the city of their Distance Learning Study Unit - Universitas Terbuka (UPBJJ-UT), and their study programs. The reason for examining the students' study programs is that there are students who are not from the Library Science program but still write academic works in the field of library science.

This study is a qualitative interpretive study that focuses on UT students, particularly those who write academic works in the field of library science a total of 28 people. By using various academic literature, the author also conducted interviews with a selected random sample of students who had written academic works to obtain real answers regarding their reasons for choosing their research topics.

After obtaining the interview results and the academic work data from the karil.ut.ac.id kari.ut.ac.id website, the next step is to analyse the thematic trends and delve into the background of the chosen research topics. Based on the collected data, the author can identify the reasons for selecting suitable or less suitable research topics, identify actual trends or tendencies toward specific themes, and determine whether there are any deviations from research topics developed by students outside the Library Science program.

Findings

This study was conducted through the process of instrument preparation, pilot testing, and data collection from students who registered for the Academic Work course and participated in face-to-face tutorial classes with direct guidance from tutors. These students were from the learning groups in the Kudus and Pati districts. The reason for selecting students from these two districts is that they have the highest number of non-elementary education program students among the 13 districts and cities covered by the UT Semarang Office.

From the results of the questionnaire filled out by the respondents, the following findings were obtained. Using a range of scores from 1 (low) to 4 (high), it was found that students in the Kudus learning group had an average score of 3.40. This score was obtained when students were asked in the questionnaire about their participation in the perception alignment activities for academic work preparation organized by the UT Semarang Office two weeks before the face-to-face tutorial sessions.

This finding provides evidence that the implementation of perception alignment activities for academic work preparation is highly beneficial for students in preparing themselves for face-to-face tutorial sessions and choosing research topics. The selection of research topics, as part of the tutorial activities, is determined in the first week out of the eight face-to-face tutorial sessions.

After participating in the perception alignment activities, students start receiving guidance on preparing their academic work, starting from proposing research topics. This is where students' creativity is tested. The coverage of research topics becomes a measure of students' ability to think in the field of library science. To understand the scope of these topics, the author presents evidence of major research themes directly related to library science.

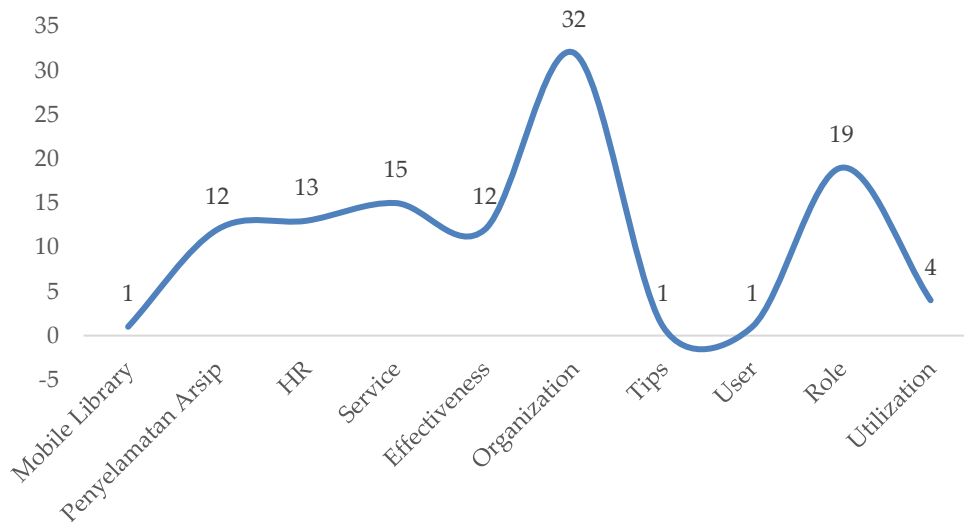


Figure 1. Major Themes of Academic Papers by Bachelor's Degree Students in Library Science

Source: karil.ut.ac.id kari.ut.ac.id/nonpendidikan/dasar/ilmu_perpustakaan

Based on the presentation in Table 1, the author classified the thematic areas of the students' academic papers, which are divided into the following categories. Regarding the theme of mobile libraries, one student proposed this topic. Next is the topic of archival preservation (11 papers), human resources (library staff) with 11 papers, library service quality (15 papers), library effectiveness (1 paper), library organization (32 papers), library utilization strategies (3 papers), library visitors (1 paper), library roles (18 papers), and library utilization by 4 students.

From this thematic classification, not all academic papers were written or developed by students of the Library Science Bachelor's Degree Program. This is an important note to consider for future policies. For example, the topic of mobile libraries, which is represented by one paper, was actually developed by a student of the Public Administration Bachelor's Degree Program. The same goes for the topic of human resources, which is represented by two papers, both of which were developed by students of the Management Bachelor's Degree Program.

For the author, this represents a thematic deviation of the academic papers that does not align with the students' respective programs of study. Therefore, there is a need to improve the arrangement of approval for the themes of academic papers, particularly from the supervisors. In this regard, the role of the supervisors is crucial, as they should also be responsible for the substance and quality of the students' academic papers.

Regarding the themes of academic papers developed by Library Science students and students from other programs, they are still focused on the aforementioned 10 major themes, namely mobile libraries, archival preservation, human resources (library staff), library service quality, library effectiveness, library organization, library utilization strategies, library visitors, library roles, and library utilization. This means that the 10 major themes proposed are a combination of topics from Library Science students and students from other programs, which may not be relevant in terms of their respective field of study. By referring to Table 1, this study also provides an overview of the distribution of the number of students who selected the major themes for their academic papers according to their respective programs of study.

Table 1. Distribution of the Number of Students Selecting Major Themes for Academic Papers by Program of Study

No	Main Theme	Theme	Study Program Student Products				
			PUS T	IPEM	MA NAJ	ARS	AD NE
1	Utilization of library materials	Processing library materials	1			1	
		Library materials services	6				
2	Archive rescue	Inactive archive					1
		Archive rescue strategy	2			1	
		Archival work practices				1	
3	Human resources (HR)	Quality of HR			2		
		Fingerprint					1
		Employee ethics				1	
		One person librarian (OPL)	2				
4	Organization	The role of the librarian/manager	4				1
		The role of the library	4				1
		Motivation and discipline	3			1	1
		Service model	4				2
		Libraries as organizations	2		1		1
		Library promotion	1				
		School library use and student motivation	2				

No	Main Theme	Theme	Study Program Student Products				
			PUS T	IPEM	MA NAJ	ARS	AD NE
5	Services	Quality of service	4				1
		Infrastructure	2				1
		Library effectiveness	1				1
		Library performance management	1			1	
		The quality of library services is in accordance with the school curriculum	1				
		Quality of library collections	1				
6	Effectiveness	The impact of library science and technology on visitors	1				
		The role of libraries as sources of information	1				
7	Library tips	Tips to improve service	1				
8	Mobile library	The role of mobile libraries		1			
		Benefits of school libraries	1				
9	The role of the library	Benefits of libraries	8				2
		Library functions	2				
		School library administration system	2				1
		The library as a learning process and place	6				1
		Increase interest in reading	8	1			2
10	Library users	Number and type of library visitors	1				
Total (100)			72	2	2	6	17

Source: karil.ut.ac.id/nonpendidikan dasar/ilmu perpustakaan

Based on Table 2, it is known that the distribution of the number of students choosing major themes for their academic papers according to study programs in the latest 100 academic papers is still dominated by students from the Bachelor of Library and Information Science (LIS) program with 72 academic papers. The second place is occupied by students from the Bachelor of Management (MAN) program with 17

academic papers. Among the programs with the highest number of papers, the majority of students chose the theme of library benefits (8 students) and the role of libraries in improving the reading interest of library users (8 students). Both themes fall under the major theme of library roles. Based on this description, it can be concluded that the students' understanding is still focused on practical matters that they consider simple to work on and the resources for their academic paper are easily obtainable.

This simple assessment and ease of resources were acknowledged by 4 students who were interviewed by the author. They admitted that the short time frame for preparing the academic paper was the reason why they had to obtain resources that were easy and readily available. When asked about the possibility of being asked about this academic paper theme in a job interview, they claimed to be ready to answer. They would provide argumentative answers about the process of acquiring resources for the academic paper and its preparation and upload process. For them, this is not a problem as they also acknowledge that the developed product is their own work and can be held accountable for.

CONCLUSION

The conclusion of this study can be summarized as follows. The thematic directory of academic papers for prospective librarians has not shown a deep and varied coverage, even though there are many aspects of library science that have not been thoroughly discussed or studied. One of the reasons is the tendency of students to seek easy ways to complete their academic papers. In addition, the mastery of library science materials is still relatively low, so students tend to focus on thematic areas that have been previously discussed. This is also due to the lack of careful guidance from tutors to explore other areas within the core of library science.

The recommendations that can be made based on this study are as follows. Specifically for students in the Bachelor of Library and Information Science program, the expected and produced thematic coverage should be related to library science. The main reason is to ensure their mastery of theoretical knowledge after studying library science courses for several semesters. Furthermore, it is to prepare themselves as prospective librarians so that when they work or engage in library science, their readiness and quality have been tested through their academic papers. The same applies to their preparation for job selection processes, where their academic papers should not pose any obstacles due to their lack of alignment. It is important to

emphasize this point to meet the standards or qualifications set by prospective employers.

Therefore, the thematic directory of academic papers for prospective librarians in the Bachelor of Library and Information Science program should also include the following topics: retrieval system, indicative abstract, informative abstract, critical abstract, mini abstract, consecutive numeric, literary documentation, duplicator, electronic library, syndication, fumigation, historiography, interpolation, inversion, ISDN (Integrated Services Digital Network), author catalogue, hybrid computer, classification, open access service, monograph, news agency, netiquette, public domain software, referral centre, retrospective, review, reproduction, roaming process, quick reference, alphabetical address filing system, functional information system, circulation, syllabification, secondary sources, telewriter, teleprocessing, bibliographic data, vertical recording, volume binding, web browser, web hosting, working a beat, reference list, message handling service, collection indexing, control card system, zero access storage, subject heading, reference, recording, periodization, collection ordering, collection call numbers, reference collection, collection codes, library entrance counter, collection status, library modem, collection zone, web system, equipment layout, lexicon vocabulary, catalogue of catalogue titles, and archive restoration.

As of the last 200 academic papers, the thematic directory has not been found in the search on the karil.ut.ac.id website, providing many opportunities for students to conduct research on these topics. By organizing academic papers using this directory, prospective librarians have a greater chance of receiving better and higher evaluations during job selection processes by emphasizing critical and current topics in front of interviewers.

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