Inter-Disciplinary Approach in Archival Curriculums of Archival Study Programs in Indonesia

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Abstrak

This paper aims to describe the curriculum model applied in archival study programs in Indonesia, also analyze the influence of several disciplines in the core courses of the archival study programs. Analysis was carried out on documents containing courses that accessed through archival institutions and archival study program portals at each high-education institution. The data used are academic guidance documents and transcript of in-depth interviews with study program managers. Data were analyzed using a case study approach focused on archival study programs at Gadjah Mada University, Diponegoro University, and Universitas Terbuka. The results of this study are that the archival study program at Gadjah Mada University has a curriculum style dominated by the influence of two disciplines, history and administration science. The domination of both disciplines is none other than the study program founders who have a scientific background history, as well as the paradigm that used by the National Archives of the Republic of Indonesia, as an archival supervisory institution at the national level. As for Diponegoro University and Universitas Terbuka, they tend to be dominated not only by administration and management science, but also information and library science, as well as communication science. This is inseparable from the educational background of the lecturers and the scientific style of the faculties of each study program.

Kata Kunci: Archival Curriculum; Inter-Disciplinary; Indonesia

A. Introduction

Archival management activities are not limited for managing historical documents, but also how to protect the assets and interests of records creators through proper management and controlling documents, filing systems, and records repository. Because the management process expanded in the administration and management area, job nomenclature emerged such as records staff, which later developed into records manager. In general, the term for those who work as archival documents manager are archivists and records managers. Archivists, focus on

preserving archives, while records managers focus on managing records. In Indonesia, these types of profession are better known as arsiparis. In various legal products issued by the state, arsiparis is defined as an individual who "has competences in the archival administration area through formal education and/or archival education and training and has functions, duties and responsibilities of carrying out archival activities" (Law Of The Republic Of Indonesia Number 43 Of 2009 On Records And Archives Administration, 2009) Although the Law Number 43 of 2009 concerning Archives and Records Administration has been emphasized that arsiparis do not explicitly refer to bureaucrat positions within the government sphere, its derivative policy, Government Regulation Number 28 of 2012 concerning Implementation of Law Number 43 of 2009 concerning Archives and Records Administration, is implicitly outlines that: "Pendidikan dan pelatihan fungsional arsiparis diikuti oleh: a. pegawai negeri yang akan menduduki jabatan fungsional arsiparis; dan b. pegawai negeri yang telah menduduki jabatan fungsional arsiparis sesuai dengan ketentuan peraturan perundang-undangan." In addition, in several job advertisements held in non-government environments, there is still not familiar situation in using the term arsiparis. In general context, the term arsiparis as archival manager refers to two professions, archivist and records manager. The combination of these two professionals has an impact on the competencies and knowledge that an arsiparis must have. Arsiparis in Indonesia are required to understand the scope of records management and archives administration. By embracing to these conditions, an educational curriculum is needed to facilitate their competences and knowledges.

This paper aims to examine the condition of the education curriculum held in archival study programs in Indonesia. There are many studies concerning archival education, although mostly in the context of Europe and USA, some in African. (Whitmore, 2018) in her study was describing the development of some courses having three-credit in undergraduate of archival science, Mount St. Mary's University. Her study found that "'Introduction to Archival Science' course was successful in achieving its original learning outcomes. Students gained a greater understanding of the archivist profession and acquired the basic knowledge of archival science to pursue entry-level internship and career opportunities. Following the course, several students completed internships at local historical societies and repositories where they worked with archival materials". Other study is coming from (Poole & Todd-Diaz, 2022) that explored the challenges and changes in archival education in North America, focusing on issues such as faculty, curriculum, diversity, digital technology, and sustainability. For African context, (Katuu, 2015) explaining the development, challenges, and opportunities in archives and records management (ARM) education and training in Africa. In Indonesia, there are just a few studies concerning archival education, one of them conducted by (Bramantya, 2020). In his study, (Bramantya, 2020) describing the importance of archival education in Indonesia and the need for the development of strong and adaptable

competency standards. Meanwhile our research were concerned in exploring the development of archival curricula that held in Indonesia, and identifying some non-archival science that influenced the curricula.

B. Methods

This paper is the result of original research using a descriptive qualitative approach. The authors described the development of the implementation of archival education by three universities in Indonesia. Data was obtained from document sources, the archives of archival study programs' curriculum, as well as transcripts of in-depth interview conducted with lecturers of archival study program. The data was then analyzed using an inductive approach with the following stages (LeCompte, 2010): (1) Organizing the data, including activities: creating a data bank regarding archival study programs and curriculum documents that could be accessed, examining research questions and comparing them with the data collected, checking the data that had been collected. and completed data. During research, authors used spreadsheets as a data bank or location for data that had been collected, stored and processed. (2) Determining the unit of analysis, based on: frequency of continuous occurrence; rare frequency of appearance; statements from participants. (3) Making a list of final analysis units by making certain categorizations (4) Making patterns, by looking at the categorization of the analysis units that had been made. The final result of data analysis was a pattern that showed the categorization of courses based on the life cycle model and the influence of certain scientific dominance. (5) Creating an outline structure to narrate the patterns that had been found. The authors then narrated the patterns that were found in the results and discussion sections of the article, both in the form of word descriptions and tables.

C. Results and Discussion

The development of archival management in Indonesia, especially in the post-independence period, is legally regulated in two periods of the archives and records administration laws. The first period was in the implementation of Law Number 7 of 1971 concerning the Principles of Archival Management. This legal product had been regulated since 1971 and was the main guideline for archival creators, especially government institutions. As for private sector institutions and the banking sector, the legal reference in managing their archival documents was not only Law Number 7 of 1971, but also Law Number 8 of 1997 concerning Corporate Documents. The second period began with the implementation of Law Number 43 of 2009 concerning Archives and Records Administration and its derivative regulations, Government Regulation Number 28 of 2012 concerning Implementation of Law Number 43 of 2009 concerning Archives and Records Administration. Both laws were defining and managing archival document based on the principles of the life cycle.

When Indonesia was implemented the Law Number 7 of 1971, archival documents were understood as a collection of documents created and accepted by official organizations, both within the government and the private sector. This meaning is identical to the archival conception formulated by the Dutch Trio, that "...the whole of the written documents, drawings and printed matter, officially received or produced by an administrative body or one of its officials, in so far as these documents were intended to remain in the custody of that body or of that official" (Feith et al., 1940). In article 1 of Law Number 7 of 1971 it is stated that archives are "...manuscripts that created and received by state institutions and government bodies (in the second point, by private bodies and/or individuals) in the form of any forms, whether in single or group situations, in the context of implementing government activities (in the second point, in the context of implementing national life)." Manuscripts that are created and received in any form, in Dutch Trio's conception refer to the term "...the written documents, drawings and printed matter...", or in other words, not only in the form of handwritten texts, but also texts produced using a printed-machine, in the form of maps or graphs. Meanwhile, the meaning in single or group situations, in the Dutch Trio concept, is an adaptation of the meaning "...the whole of", that is, if archival document is only one item, then it can still be categorized as an archive and be a representation of a single piece of evidence of the existence of the archival creator. Apart from determining the conception of archival documents used in government governance, this legal product also determines the scope of authority of the state and the parties that regulate the administration of archives and records in Indonesia. In article 5 it is stated that the scope of archival document administration carried out by the government is: "...the administration of records; and collection, storage, maintenance, preserve and use of records". In practice, the statement on the management of records refers to the use of an archival system which is actually used to keep correspondences document, with the terms sistem agenda and Sistem Kearsipan Pola Baru. The principle of Sistem Agenda, in the conception of (Schellenberg, 1958), is an adaptation of the conception of the register system, or the arrangement of records based on chronology or periodization as the main reference. Sistem Kearsipan Pola Baru is an adaptation of the American filing system which is adapted to the use of cards and agenda books. It is not clear whether these two systems have been proven capable of maintaining the completeness of archival documents and making them easy to find again from the user's perspective because the studies generally carried out tend to be on the technical aspects of how arsiparis kept the records. As for the parties who has given the authority to regulate the administration of archives and records in Indonesia, according to article 8, consist of "Archival units in public institutions and central and local government bodies", "National Archives in the capital of the Republic of Indonesia as the organizational supervisory of national archival institution...", and "National Archives in each capital of a level I region, including regions at the same level as a level I region". In practice, especially in translating the term archival unit, both state institutions and

government bodies have a tendency that archival units in this case refer to units that are under the range of control of the secretary, or in Schellenberg's conception, to units that carry out facilitative activities together with personnel activities, finance, asset maintenance (Schellenberg, 1958). The impact of these understanding was the narrowing of archival documents that limited only to correspondence management activities, so that documents implementing other government activities are not paid attention to. Beside the meaning of archives is still limited to manuscript form, so that less preservation of archival documents in the new media, including when Indonesia began in the phase of implementing e-government. Massive automation activities and digitization of organizational business processes have an impact on the increasing production of electronic-based records. This problem has become a trigger for updating legal products in order to protect the elements of authenticity and proof from new media archives.

The second phase of archival administration began with the implementation of Law Number 43 of 2009 concerning Archives and Records Administration. In contrast to its predecessor, this law has a more detailed and broader coverage in terms of archival management, starting from defining operational terms to the scope of archival management based on the document-centric life cycle. The fundamental thing that needs to be observed is the definition of archival documents, which were initially limited to manuscripts produced by government bureaucracy and the private sector, to "...records of activities or events in various forms and media in accordance with developments in information and communication technology created and accepted by state institutions, local governments, educational institutions, corporates, political organizations, community organizations and individuals in the implementation of social, national and state life" (Law Of The Republic Of Indonesia Number 43 Of 2009 On Records And Archives Administration, 2009). The state, based on this definition, ultimately provides space for protection for new media documents which have more varied forms of information, such as audio, visual, or audio-visual, to electronic-based. New media documents have advantages such as diversity of perspectives, subjectivity of messengers, and opportunities for democratization of documents (Bramantya et al., 2021). Archival document creators are no longer limited to government bureaucracy and the private sector, but also include educational institutions, political organizations, community organizations, and individuals. Due to the wide scope of creators and the influence of local autonomy policies, archival organizations have also increased with the recognition of higher education archival institutions. The national archives at level I are divided into regional archival institutions at provincial level and local archival institutions at district/city level. The scope of archival management has also been further clarified in terms of records management and archives management, as well as an emphasis on the urgency of the four pillars of archives and records administration which are control tools in archival management, Tata Naskah Dinas, Pedoman Klasifikasi Arsip, Jadwal Retensi Arsip, and Pedoman Keamanan dan Klasifikasi Akses Arsip.

Apart from the archival management aspect, this legal product also seeks to involve public in archival management, both as archival preservator as well as donors who hand over archival documents to archival institutions.

These changes certainly have an impact on the implementation of formal education that focuses on archival study in Indonesia. Formal education in archival study can at least be influenced by the existence of archival institutions and professional associations (Bramantya, 2020). In Indonesia, formal educations in archival study have been influenced by archival institutions, National Archives of the Republic of Indonesia. The aim of establishing formal education, based on the archival report of Ketelaar's visit in 1980, was more in the pragmatic interests of fulfilling the needs of arsiparis, especially in the government sector (Ketelaar, 1980). Because of this pragmatic goal, the first level of education that opened was the diploma, at the University of Indonesia (D-II), Diponegoro University (D-III), and Gadjah Mada University (D-III). In its development, apart from study programs that focus on learning about archives and records, there are also several study programs in the library and information area that concern in archival documents at various levels of education, such as the Library Science Department, University of Indonesia (bachelor's and master's degree), the Library Science Study Program, Brawijaya University (undergraduate degree), Airlangga University of Information and Library Science Study Program (undergraduate degree), and so on.

Gadjah Mada University is one of the pioneer universities that held formal archival study at Diploma Three degree. This study program was initiated by the History Department, Faculty of Cultural Study. This is because archival documents were valued as historical sources and the users of archival documents are historians and history science major students. Even though it was formed by the History Department, the curriculum still adapted the archival life cycles concept. Thus, the courses presented were not only focused on the archives administration area, but also records management area. Apart from that, by applying the archival life cycles concept, students were able to understand the concept of archival documents as a byproduct of the creator's activities. So, it was necessary to understand the archival document process since records phase. This was also a part of implementation of archival principles: provenance and original order. The next two universities are Diponegoro University and Universitas Terbuka. Diponegoro University, together with Gadjah Mada University, is also a pioneering university that provides formal education in archival study at Diploma Three degree, and in its development the Applied Bachelor degree that later established with its nomenclature: Information and Public Relations Study Program. Universitas Terbuka is one of the state universities that facilitates students from employee status to enhance their level of knowledge and skills, especially in archives and records management, through estalishment of Applied Archival Undergraduate Study Program. In contrast to Gadjah Mada University and Diponegoro University where the archival study

program is under the authority of the Vocational School, the archival study program at Universitas Terbuka is under the authority of the Faculty of Law, Social Sciences and Political Sciences.

The Diploma in Archival Study Program at Gadjah Mada University was established in 1994 (in-depth interview with Waluyo, Chair of the Diploma in Archival Study Program at Gadjah Mada University, 2022). In an effort to access the initial curriculum documents were formed, the authors were only getting access some curricula that were formulated in 1995, 1996, 1997, 1998, 2000, 2001, 2003, 2005, 2006, and 2007. These curricula represent the conditions of archival management at the time the Law was implemented, Number 7 of 1971 concerning Basic Provisions for Archives Administration. Other curricula that the authors succeeded in access are during the implementation of Law Number 43 of 2009 concerning Archives and Records Administration consisted of curriculum of Diploma Three degree (2017) and a curriculum at Diploma IV or Applied Bachelor degree (2019). The changes to the diploma level of education occurred in 2019 with the closing of the Diploma Three study program and establishing Diploma Four or Applied Bachelor degree as an effort to develop knowledge and competency of prospective archival management graduates in Indonesia. In referring to the archives that the authors managed to access, the overall course components are divided into core courses that characterize the archival study program and auxiliary courses. The authors took a sample of the development of core subjects at the Diploma Three Archival Study Program level during the implementation of the policy of Law Number 7 of 1971 concerning Basic Provisions for Archives Administration which can be seen in table 1.

Table 1. Sample of Diploma Three Archival Study Program Courses for the Implementation Period of Law Number 7 of 1971

1995	1996	1997	1998	2000	2001	2003	2005	2006	2007
Bahasa Indonesia									
Manajemen Umum									
Pengantar Kearsipan						Pengantar Ilmu Kearsipan			
Manajemen Rekod					Tata Naskah Dinas				
					Manajemen Pemberkasan				
Penyusutan Arsip									
Deskripsi dan Pengaturan Arsip					Manajemen Arsip Statis				
Tata Arsip Statis									

Source: Authors, 2023

Sample courses are grouped based on the simple version of the archival life cycles conception, both archives and records. In Atherton's perspective (Duranti & Franks, 2015), the life cycle conception in archiving activities began with the National Archives in Washington and the Public Archives Institute in Ottawa which

formulated the division of the "life" phase of records into two main phases, a records management phase (creation or receipt of information in the form of records; classification of records or their information in some logical system; maintenance and use of the records; and their disposition through destruction or transfer to an archives) and archival phase (selection/acquisition of the records by an archives ; description of the records in inventories, finding aids, and the like; preservation of the records or, perhaps the information in the records; and, reference and use of the information by researchers and scholars). Another life cycle conception that might be adapted in the preparation of courses in the Diploma Three Archival Study Program was presented by (Franks, 2018), document-centric lifecycle model and information lifecycle management. (Franks, 2018) explains that the document-centric lifecycle model initially tends to be used for archival documents using paper media whose cycle starts from "...the birth of a document (capture/creation) and ends with death (destruction) or movement to an archive for permanent preservation".

In archival study program curriculum content that was successfully accessed by the authors, the life cycle of archives is represented in the core courses. The core archives courses are taken by students since the first to middle semesters. The distribution of courses based on the life cycle of archives in the archival study program per academic year can be seen in table 2 (Appendix). Students also studied some auxiliary courses. These courses were supporting course to strengthen their core archival competencies, especially in the government environment. In academic guidance documents, these courses had various terms, such as: mata kuliah dasar keahlian, mata kuliah pengembangan kepribadian, dan mata kuliah umum. Auxiliary courses are divided into language groups, history groups, administration and management groups, and information technology groups. The development of auxiliary courses in the archival study program can be seen in table 2 (Appendix). If based on the concept of document-centric records and information lifecycle models, the categorization of courses is obtained as in table 3. The courses that are not categorized can be assumed to be supporting courses (auxiliary knowledge).

Tabel 3. Grouping of Core Courses Based on Document-Centric Lifecycle Models

Creation	Distribution& Use	Storage& Maintenance	Retention& Disposition	Archival Preservation
Tata Naskah Dinas	*Pemeliharaan dan Penggunaan Arsip*		*Penyusutan Arsip*	*Deskripsi dan Pengaturan Arsip*
Pengurusan dan Pengendalian Surat			*Penilaian dan Penyusutan Arsip*	*Preservasi Arsip*
Manajemen Korespondensi			*Praktikum Penilaian dan Penyusutan Arsip*	*Reprografi Arsip*
Praktikum Pengelolaan Arsip Korespondensi				*Layanan dan Jasa Kearsipan*

	Manajemen Pemberkasan		Manajemen Arsip Statis	
	Praktikum Manajemen Pemberkasan			Preservasi dan Mikrofotografi
	Praktikum Skema Klasifikasi dan Pemberkasan		Manajemen Akuisisi dan Aksesioning Arsip	
		Program Arsip Vital		Preservasi dan Konservasi Arsip
		Program Arsip Vital dan Penanggulangan Bencana		
		Praktikum Pengelolaan Arsip Vital dan Penanganan Arsip Pasca Bencana		
		Manajemen Arsip Inaktif		
		Praktikum Manajemen Arsip Inaktif		
		Praktikum Pengolahan Arsip Dinamis Inaktif		

Source: Authors, 2023

The concept of records management, as mentioned previously, was also developed. The focus of study and its practical was no longer limited to how to control archival documents so that their life cycle can run consistently and sustainably. Records management that is widely carried out today, especially in the private sector, focuses on how to control the life cycle so that they have a strategic role in organization that created them. (Saffady, 2021) explains that records are an asset for an organization so that an asset management and risk management approach is needed. Because of these empirical developments, archival study programs in Indonesia had made adjustments by implementing some courses that were able to accommodate these trends. In the context of the archival study program curriculum at Gadjah Mada University, there is Perencanaan dan Evaluasi Program Manajemen Rekod course. There is also the development of courses that are based on archival media, such as Manajemen Arsip Audio Visual, Metode dan Pengelolaan Arsip Sejarah Lisan, and Manajemen Arsip Elektronik. There are efforts to facilitate the development of the conception of archives as cultural products through courses: Arsip Karya Seni, Ephemera, dan Warisan Budaya; Pameran Arsip; and Indigenous Study.

Based on the results of this analysis, it can be seen that the curriculum direction of the archival study program at Gadjah Mada University had undergone several changes. At the beginning period, the influence of history, administration and management were still dominated the curriculum. This also has an impact on

the understanding of archives and records which are limited to administrative or managerial activities of a government. Several supporting courses to strengthen understanding regarding the context of government administration include: Pengantar Ilmu Administrasi, Sejarah Administrasi dan Tata Negara Republik Indonesia, Ilmu Perkantoran, Organisasi dan Administrasi Pemerintah, Sejarah Tata Adminitrasi Negara, and Humas dan Kesekretariatan. Because of the main objective of formal education in archival administration in Indonesia is that graduates can straight away being paraprofessional, the practical contents in core courses had greater percentage than the theoretical contents, and there is even a Field Work Practice (PKL) course. In this course, students were required to undertake an internship at the institution they have chosen to further improve the psychomotor and theoretical cognitive understanding obtained on campus. This learning model has maintained until the applied undergraduate degree program.

The conditions of the curriculum implemented at Diponegoro University and Universitas Terbuka that were successfully accessed can be seen in table 4. The sample courses in table 4 are curricula that were only in 2022 (Universitas Terbuka) and 2020 (Diponegoro University). The dominant scientific influence consists of: administrative science, management science, and information and library science. This is quite a contrast to the nuances of the curriculum at Gadjah Mada University which is dominated by history, administration and management. The dominance of information and library science in the two curricula is indicated by courses including: Pengantar Ilmu Perpustakaan, Humas dan Layanan Informasi, Abstraksi dan Indeksasi, Dasar-Dasar Informasi, and Literasi Informasi. Apart from that, there are also aspects of communication science through courses: Komunikasi Bisnis, Public Speaking, Humas dan Layanan Informasi. If those are synchronized with the archival life cycles, both the document-centric life cycle and the information life cycle, they can be seen in table 5. In the context of Universitas Terbuka, there are courses that use the context of archival creation, Arsip Bisnis and Arsip Maritim.

Table 4. Sample of Study Program Courses That Teach Archival Study at Diponegoro University and Universitas Terbuka

Universitas Diponegoro	Universitas Terbuka
1. Pengantar Ilmu Kearsipan	1. Pengantar Ilmu Kearsipan
2. Manajemen dan Praktek Arsip Aktif	2. Sejarah Kearsipan
3. Perundang-undangan Kearsipan	3. Sistem Administrasi Negara Kesatuan RI
4. Manajemen Kantor	4. Manajemen Pemerintahan
5. Pengantar Ilmu Administrasi	5. Manual Kearsipan
6. E-Office	6. Dasar-Dasar Informasi
7. Organisasi Manajemen Kearsipan	7. Pengembangan Organisasi
8. Manajemen dan Praktek Arsip Inaktif	8. Literasi Informasi
9. Manajemen dan Praktek Arsip Statis	9. Akses dan Layanan Arsip
10. Perancangan Skema Klasifikasi	10. Arsip Bisnis
	11. Arsip Kelautan

11. *Manajemen dan Praktek Pemeliharaan dan Perawatan Arsip*	12. *Administrasi Pemerintahan Daerah*
12. *Manajemen Arsip Perguruan Tinggi*	13. *Manajemen Pusat Arsip*
13. *Penyusunan dan Praktek JRA*	14. *Pengurusan Surat, Tata Persuratan, dan Formulir*
14. *Penyusutan Arsip*	15. *Publikasi dan Pameran Arsip*
15. *Reprografi Arsip*	

Source: Authors, 2023

Table 5. Mapping of Courses Based on Document-Centric Life Cycle dan Information Life Cycle

Document-centric Life Cycle	Information Life Cycle
Creation:	
1. *Bahasa Inggris 3 (Correspondence) [Universitas Diponegoro]*	
2. *Pengurusan Surat, Tata Persuratan dan Formulir [Universitas Terbuka]*	
Distribution and Use:	**Active Use**
1. *Manajemen dan Praktek Arsip Aktif [Universitas Diponegoro]*	1. *Manajemen dan Praktek Arsip Aktif [Universitas Diponegoro]*
2. *Perancangan Skema Klasifikasi [Universitas Diponegoro]*	2. *Perancangan Skema Klasifikasi [Universitas Diponegoro]*
3. *Praktek Manajemen Arsip Aktif [Universitas Diponegoro]*	3. *Praktek Manajemen Arsip Aktif [Universitas Diponegoro]*
4. *Perancangan Skema Klasifikasi dan Thesaurus [Universitas Terbuka]*	4. *Perancangan Skema Klasifikasi dan Thesaurus [Universitas Terbuka]*
5. *Manajemen Rekod Aktif [Universitas Terbuka]*	5. *Manajemen Rekod Aktif [Universitas Terbuka]*
	6. *Manajemen dan Praktek Arsip Vital [Universitas Diponegoro]*
Storage and Maintenance:	**Semi-active Use**
1. *Manajemen dan Praktek Arsip Aktif [Universitas Diponegoro]*	1. *Manajemen dan Praktek Arsip Inaktif [Universitas Diponegoro]*
2. *Praktek Manajemen Arsip Aktif [Universitas Diponegoro]*	2. *Manajemen dan Praktek Arsip Vital [Universitas Diponegoro]*
3. *Manajemen dan Praktek Arsip Inaktif [Universitas Diponegoro]*	3. *Praktek Manajemen Arsip Inaktif [Universitas Diponegoro]*
4. *Manajemen dan Praktek Arsip Vital [Universitas Diponegoro]*	4. *Manajemen Pusat Arsip [Universitas Terbuka]*
5. *Praktek Manajemen Arsip Inaktif [Universitas Diponegoro]*	5. *Manajemen Arsip Inaktif [Universitas Terbuka]*
6. *Manajemen Pusat Arsip [Universitas Terbuka]*	6. *Pemeliharaan dan Pengamanan Arsip [Universitas Terbuka]*
7. *Manajemen Rekod Audio Visual [Universitas Terbuka]*	
8. *Manajemen Arsip Inaktif [Universitas Terbuka]*	
9. *Pemeliharaan dan Pengamanan Arsip [Universitas Terbuka]*	
10. *Manajemen Rekod Aktif [Universitas Terbuka]*	
11. *Pengelolaan Arsip Vital [Universitas Terbuka]*	
Retention and Disposition	**Final Outcome**
1. *Penyusunan dan Praktek JRA [Universitas Diponegoro]*	1. *Manajemen dan Praktek Arsip Statis [Universitas Diponegoro]*
2. *Penyusutan Arsip [Universitas Diponegoro]*	2. *Manajemen dan Praktek Pemeliharaan dan Perawatan Arsip [Universitas Diponegoro]*
3. *Penilaian dan Penyusutan Arsip [Universitas Terbuka]*	3. *Reprografi Arsip [Universitas Diponegoro]*

4. *Perancangan Jadwal Retensi Arsip [Universitas Terbuka]*	4. *Manajemen dan Praktek Pengaturan dan Pemerian Arsip [Universitas Diponegoro]* 5. *Reprografi Arsip [Universitas Terbuka]* 6. *Deskripsi dan Penataan Arsip Statis [Universitas Terbuka]* 7. *Publikasi dan Pameran Arsip [Universitas Terbuka]* 8. *Arsip Sejarah Lisan [Universitas Terbuka]* 9. *Akuisisi Arsip [Universitas Terbuka]*
Archival Preservation 10. *Manajemen dan Praktek Arsip Statis [Universitas Diponegoro]* 11. *Manajemen dan Praktek Pemeliharaan dan Perawatan Arsip [Universitas Diponegoro]* 12. *Reprografi Arsip [Universitas Diponegoro]* 13. *Manajemen dan Praktek Pengaturan dan Pemerian Arsip [Universitas Diponegoro]* 14. *Reprografi Arsip [Universitas Terbuka]* 15. *Deskripsi dan Penataan Arsip Statis [Universitas Terbuka]* 16. *Publikasi dan Pameran Arsip [Universitas Terbuka]* 17. *Arsip Sejarah Lisan [Universitas Terbuka]* 18. *Akuisisi Arsip [Universitas Terbuka]*	

Source: Authors, 2023

D. Conclusion

The archival study program at Gadjah Mada University has a curriculum style that is dominated by the influence of two disciplines, historical science and administration science. Because the main goal of formal education in archival studies at Gadjah Mada University is emphasized on creating graduates who can be as paraprofessionals, the curriculum content that leads to scientific development is not a top priority. In its development, especially after the implementation of Law Number 43 of 2009 concerning Archives and Records Administration, the attention of academicians and archival practitioners in Indonesia began to emerge regarding the development of curriculum content that embraced archives as a science. However, the understanding of archives and records as a specific and independent science still needs to be studied intensively so that the profile of its graduates is no longer limited to arsiparis as archival document managers, but also develops as scientists and philosophers in archival science. Diponegoro University and Universitas Terbuka tend to be dominated not only by administrative and management sciences, but also by information and library sciences, as well as communication sciences. This cannot be separated from the educational background of the lecturers and the scientific style of the faculty of each study program.

The study in this article is still limited to the archival study program curriculum at Gadjah Mada University, Diponegoro University, and Universitas Terbuka. Document analysis is also limited to documents containing a list of courses within a certain period as mentioned in the second part of the article for Gadjah Mada University, and limited to the current curriculum for Diponegoro University and Universitas Terbuka. The main factor is the difficulty on accessing curriculum documents from archival institutions and study programs at other universities in Indonesia, both in online and offline versions. Even though there are ways to access them, the bureaucratic steps that must be taken make it increasingly difficult to read and obtain the curriculum documents. The second factor is the incompleteness of the curriculum documents that have been accessed. The next limitation is related to the curriculum period which focuses on the diploma or paraprofessional level, whereas in its current development the level of formal education in the field of archives in Indonesia has reached the undergraduate (applied) level.

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Appendix

Table 2. The Development of Main Courses of Archival Study Program in Gadjah Mada University

1995	1996	1997	1998	2000	2001	2003	2005	2006	2007	2019
1. Pemeliharaan dan Penggunaan Arsip	1. Pemeliharaan dan Penggunaan Arsip	1. Pemeliharaan dan Penggunaan Arsip	1. Pemeliharaan dan Penggunaan Arsip	1. Penyusutan Arsip	1. Tata Naskah Dinas	1. Manajemen Pemberkasan	1. Pengurusan dan Pengendalian Surat	1. Pengurusan dan Pengendalian Surat	1. Pengurusan dan Pengendalian Surat	1. Manajemen Korespondensi
2. Penyusutan Arsip	2. Penyusutan Arsip	2. Penyusutan Arsip	2. Penyusutan Arsip	2. Program Arsip Vital dan Penanggulangan Bencana	2. Penyusutan Arsip	2. Penyusutan Arsip	2. Tata Naskah Dinas	2. Tata Naskah Dinas	2. Tata Naskah Dinas	2. Praktikum Pengelolaan Arsip Korespondensi
3. Program Arsip Vital	3. Program Arsip Vital	3. Program Arsip Vital	3. Program Arsip Vital	3. Deskripsi dan Pengaturan Arsip	3. Manajemen Pemberkasan	3. Manajemen Arsip Inaktif	3. Program Arsip Vital	3. Program Arsip Vital	3. Program Arsip Vital	3. Manajemen Pemberkasan
4. Deskripsi dan Pengaturan Arsip	4. Deskripsi dan Pengaturan Arsip	4. Deskripsi dan Pengaturan Arsip	4. Deskripsi dan Pengaturan Arsip	4. Preservasi Arsip	4. Praktikum Manajemen Pemberkasan	4. Tata Naskah Dinas	4. Manajemen Pemberkasan	4. Manajemen Pemberkasan	4. Manajemen Pemberkasan	4. Praktikum Skema Klasifikasi dan Pemberkasan
5. Preservasi Arsip	5. Preservasi Arsip	5. Preservasi Arsip	5. Preservasi Arsip	5. Reprografi Arsip	5. Pengurusan dan Pengendalian Surat	5. Pengurusan dan Pengendalian Surat	5. Manajemen Arsip Inaktif	5. Manajemen Arsip Inaktif	5. Manajemen Arsip Inaktif	5. Program Arsip Vital
6. Reprografi Arsip	6. Reprografi Arsip	6. Reprografi Arsip	6. Reprografi Arsip	6. Layanan dan Jasa Kearsipan	6. Program Arsip Vital	6. Program Arsip Vital	6. Layanan dan Jasa Kearsipan	6. Layanan dan Jasa Kearsipan	6. Layanan dan Jasa Kearsipan	6. Praktikum Pengelolaan Arsip Vital dan Penanganan Arsip Pasca Bencana
7. Layanan dan Jasa Kearsipan	7. Layanan dan Jasa Kearsipan	7. Layanan dan Jasa Kearsipan	7. Layanan dan Jasa Kearsipan		7. Manajemen Arsip Inaktif	7. Preservasi dan Mikrografi	7. Penyusutan Arsip	7. Penyusutan Arsip	7. Penyusutan Arsip	7. Praktikum Pengolahan Arsip Dinamis Inaktif
					8. Praktikum Manajemen Arsip Inaktif	8. Manajemen Arsip Statis	8. Manajemen Arsip Statis	8. Manajemen Arsip Statis	8. Manajemen Arsip Statis	8. Penilaian dan Penyusutan Arsip
					9. Preservasi Arsip	9. Layanan dan Jasa Kearsipan	9. Preservasi dan Mikrofotografi	9. Preservasi dan Mikrofotografi	Preservasi dan Mikrofotografi	9. Praktikum Penilaian dan Penyusutan Arsip
					10. Manajemen Arsip Statis	10.				10. Manajemen Akuisisi dan Aksesioning Arsip
					11. Layanan dan Jasa Kearsipan					11. Preservasi dan Konservasi Arsip

Source: Authors, 2023