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A Half-Century Review of Library and Information Science Student Final Projects at Universitas Indonesia (1973–2022)

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ABSTRACT

Bibliometric analysis provides valuable insights into the evolution, patterns, and distribution of research topics addressed in student final projects within the Department of Library and Information Science, Faculty of Humanities, Universitas Indonesia. This study investigates the development of these projects and the progression of research themes from 1973 to 2022, categorized into twenty thematic areas as outlined by Yelim Mo (2019). Using descriptive bibliometric methods, the study maps shifts in topic selection across five decades and identifies thematic areas that have emerged as dominant. The results indicate that topics related to library management, information user studies, collection management, records and archives management, and introductory studies in library and information science (LIS) appear most frequently. Conversely, areas such as introduction to information science, history of information and culture, metadata, and the history of libraries are notably underrepresented. Overall, the findings offer a comprehensive overview of research trends in library and information science at Universitas Indonesia and contribute to a broader understanding of knowledge production within the field. These insights have implications for curriculum refinement and future research planning, encouraging a more diverse and balanced distribution of themes in student scholarly work.

Keywords: Bibliometric analysis; Students' final projects; Library research topics; Research trends

1. INTRODUCTION

Libraries play a vital role in meeting the information needs of their communities through core functions, such as collection development, knowledge organization, and user services (Illesanmi, as cited in Riyanto et al., 2019). They also enhance research productivity and contribute to strengthening the academic reputation of their parent institutions (Hollister & Schroeder, as cited in Azra et al., 2019). In this context, academic libraries support research by

facilitating the production and dissemination of scholarly outputs, including final projects, theses, and dissertations. Through these contributions, they play a significant role in developing research capacity in Indonesia.

Bibliometric analysis is widely used to identify trends and patterns in scholarly publishing, delineate key research areas, and highlight national and international strengths and biases within disciplines (Merigó & Núñez, 2016). In library and information science (LIS), bibliometric approaches offer a systematic way to map research topics over time and detect emerging domains (Herrera-Calderon et al., 2021). In general, bibliometric analysis comprises two complementary strands: (1) descriptive analysis, which characterizes publication outputs, venues, authors, and topics, and (2) science mapping, which visualizes intellectual structures and relationships among documents, authors, and concepts. These approaches are often strengthened through network analysis, using metrics, clustering, and visualization, and techniques such as citation mapping, co-citation analysis, bibliographic coupling, co-authorship analysis, and co-word analysis. For example, citation mapping reveals influential studies, authors, and journals by tracking citation frequency and diversity (Zupic & Čater, 2015).

A substantial body of bibliometric research has examined topic trends across different regions and disciplines. In Asia, studies have assessed publication trends in journals, theses, and conference proceedings (AkdoğAn & Ünkür, 2024; Akman et al., 2022; Dwiyantoro & Junandi, 2019; Irkhamiyati & Kurniawan, 2024; Octafiona et al., 2024; Prieto-Gutiérrez & Segado-Boj, 2019; Rattan & Gupta, 2007; Sari, 2023). For instance, Wijaya (2023) applied bibliometrics to evaluate publications on library quality standardization in Indonesia. Karakullukçu & Ardıç, (2023) analyzed publication patterns and topical emphases in family medicine specialization dissertations, while Kumar Sonkar et al., (2021) examined productivity, thematic trajectories, and scientific contributions in LIS. Dursun (2024) used a bibliometric lens to analyze theses addressing the psychosocial impacts of earthquakes, and Azra et al., (2019) assessed the extent of library support for academic staff's research. Of particular relevance, Mo et al., (2019) mapped the LIS curriculum through a bibliometric analysis of core courses and their structural development.

In the Americas, bibliometric studies have evaluated research trends in nursing and information science theses and dissertations (Dantas et al., 2024; Moran-Reyes, 2021), gender-equality scholarship (Ramalho et al., 2019), biology and health research (Costa et al., 2024; García-Alcalde et al., 2022), physical therapy (Cigarroa et al., 2021), and nursing literature (Da Silva et al., 2011). In Africa, research has explored topic distributions and disciplinary patterns in student theses, including in the nuclear field (Bilson et al., 2019), broader topic distributions (Kankam et al., 2020), and approaches to forecasting publication trends in medicine (Elloumi, 2017). European contributions include analyses of the growth in PISA-related publications and collaboration networks (González-Mayorga et al., 2023) and studies on global health research (Merigó & Núñez, 2016). While these studies cover diverse foci, including curriculum development, analyses that explicitly employ the twenty LIS curriculum categories identified by Mo et al., (2019) remain limited in Indonesia.

Mo et al., (2019), whose framework guides the topic classification in the present study, analyzed LIS curricula at Korean universities using text analysis, frequency analysis, and network analysis. They identified twenty core courses that form the backbone of the LIS curriculum, and these categories are presented in Table 1. A related curriculum-oriented study by Yi & Turner (2014) examined the structure and consistency of school librarianship programs across U.S. universities relative to ALA/AASL standards, finding substantial inter-

institutional variation with an emphasis on information literacy, pedagogy, and educational technology. The framework proposed by Mo et al., (2019) is used here as the primary point of reference because it closely aligns with curricular development in higher education and offers a recent, structured lens on LIS curricular trends.

Table 1. Twenty LIS curriculum categories (Mo et al., 2019)

No	Category		
1	Information Retrieval	11	Information Media
2	Introduction to LIS	12	Metadata
3	Reading Guidance Practice	13	Information User Studies
4	Information Services	14	History of Information and Culture
5	Bibliography	15	Library Management
6	Library Information Center Management	16	Reference Information Resources
7	Digital Libraries	17	Knowledge Information Retrieval
8	Information and Reference Services	18	Records Management and Archives
9	Collection Management	19	Collection Development
10	History of Libraries	20	Introduction to Information Science

Universitas Indonesia (UI) is recognized as one of Indonesia's leading universities (Times Higher Education, 2025). According to SciVal (2025), the Department of Library and Information Science has produced 294 Scopus-indexed publications between 1996 and 2025. LIS research within UI spans a broad range of topics. Although students' final projects are diverse and reflect evolving academic interests, their topic distribution appears uneven, and a comprehensive longitudinal analysis of these works has not yet been conducted. This study addresses this gap by examining undergraduate and postgraduate final projects from the Department of Library and Information Science, Faculty of Humanities, Universitas Indonesia.

This study asks: (i) how many student final projects were produced between 1973 and 2022; (ii) how their topics and longitudinal trends align with Mo et al.'s twenty curriculum categories; and (iii) how author-supplied keywords—analyzed both individually and when mapped to these categories—characterize the thematic structure of LIS research training at UI.

By applying a descriptive bibliometric approach grounded in Mo et al. (2019)' classification, this study maps the evolution of research themes within the department. The results are expected to inform LIS curriculum planning and guide future research directions at Universitas Indonesia while contributing to the broader understanding of knowledge production in Indonesian' LIS field.

2. METHODS

This study adopted a quantitative, non-experimental, cross-sectional design to observe and analyze research trends without manipulating variables. The unit of analysis was the individual student final project (undergraduate or postgraduate thesis) produced in the Department of Library and Information Science (LIS), Faculty of Humanities, Universitas Indonesia (UI).

Secondary data were obtained from the Universitas Indonesia Library's institutional repository, Library Automation and Digital Archive (LONTAR), with assistance from the library staff on March 3, 2023. The records comprise collection metadata for undergraduate and postgraduate theses in LIS. The dataset is publicly accessible via the LONTAR system

(https://lontar.ui.ac.id/). As this study relied exclusively on publicly available institutional metadata, formal ethical approval was not required. To uphold research ethics, all personally identifying information was anonymized, and only aggregate-level results were reported. The dataset contained no sensitive personal information, and no additional permissions were necessary for bibliometric analysis.

The target population included all LIS theses archived in LONTAR from 1973 to 2022. This 50-year window enables the historical and longitudinal assessment of topic selection and the identification of emerging themes.

The inclusion criteria were as follows: (a) authored by students of the LIS Department, Faculty of Humanities, UI; (b) cataloged in the UI Library collection; (c) dated between 1973 and 2022; and (d) categorized by the Library as an undergraduate or postgraduate thesis. The exclusion criteria were: (a) incomplete core metadata (e.g., missing title or missing topic/keyword information) and (b) duplicate records. After applying these criteria and deduplication, the final analytical sample comprised 1,681 theses.

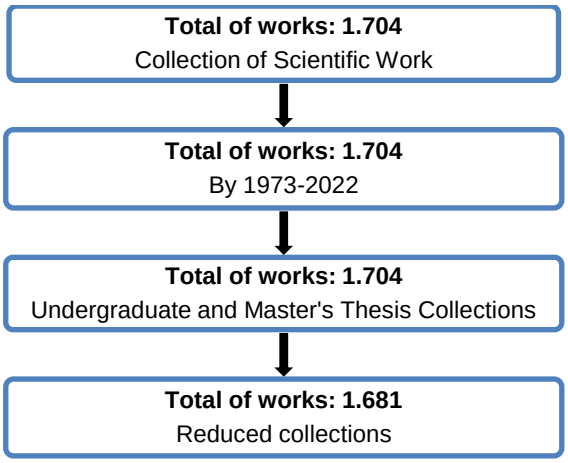

Figure 1. Secondary data sampling scheme

From each record, we extracted the core bibliographic and descriptive fields: document type (undergraduate/postgraduate), year, title, author-supplied keywords, and abstract. Research topics were operationalized using the twenty curriculum-based LIS categories identified by Mo et al., (2019), which together map the principal thematic areas of LIS education and scholarship (e.g., Library Management, Information User Studies, Collection Development, Records Management and Archives, Information Retrieval, Metadata).

Consistent with bibliometric convention, we also drew on Bradford's Law to interpret the concentration and dispersion of topics over time— that is, to assess whether output clusters into a small number of dominant thematic "zones" or a broader tail of less-frequent topics. Data processing was performed in two stages.

- *Data cleaning*. We standardized the field entries, removed incomplete records according to the exclusion criteria, and eliminated duplicates.
- *Topic coding*. Each thesis was assigned to one or more of Mo et al. (2019)' twenty categories based on the title, author-supplied keywords, and abstract. Two independent coders (one LIS undergraduate and one LIS master's student) performed the classification process. Disagreements were resolved through discussion; when

needed, a senior reviewer adjudicated to reach a consensus. The coding guidelines, examples, and decision rules were documented to promote consistency and auditability.

We applied descriptive bibliometric techniques to characterize output volume and topic distributions across the study period (1973–2022), including annual counts, cumulative trends, and proportional shares by category. Analyses were conducted using IBM SPSS Statistics Standard 23.0.

To explore intellectual structure and thematic proximity, we used science-mapping procedures in VOSviewer (version 1.6.20). Specifically, we generated co-occurrence networks of author-supplied keywords to identify clusters of related concepts and to visualize their interconnections and salience. Network parameters (minimum keyword frequency and normalization method) followed the VOSviewer defaults unless data sparsities required minor adjustments, which were applied uniformly and documented.

The findings are presented at the aggregate level. Time-series plots summarize longitudinal output, bar charts and tables display category shares, and network visualizations (VOSviewer maps) depict thematic clusters and their relationships.

3. RESULTS AND DISCUSSION

Volume of Student Final Projects (1973–2022)

The output of students' final projects in the Department of Library and Information Science (LIS), Faculty of Humanities, Universitas Indonesia, shows a fluctuating long-term trajectory. The earliest recorded cohort (1973) produced seven undergraduate thesis. From 1973 to 2022, students completed 1,295 undergraduate theses, peaking in 2013 with 102 works. In 2022, no final projects were recorded in LONTAR at the time of data extraction (March 3, 2023); this zero count likely reflects cataloging lag or temporary data unavailability rather than the absence of project completions.

Graduate-level output followed a different timeline. The first master's thesis was cataloged in 1993 (n = 1). From 1993 to 2022, students completed 386 master's theses, with a peak in 2011 (n = 37). The low figure in 1993 likely corresponds to the early phase of graduate research requirements and program maturation at the university.

Overall, the series exhibited pronounced year-to-year variability. The average annual growth rate in total output is 22.3%, but growth is nonlinear with intermittent surges and contractions. The sharpest rise occurred in 1992, when completions jumped by 550% (from 2 in 1991 to 13 in 1992). The steepest contraction occurred in 2020 (n = 13), an 80.3% decline from 2019 (n = 66). This downturn is consistent with the pandemic-related disruptions to research activities, data access, and completion timelines. Comparable patterns—declines or delays in thesis production around 2019–2021—have been noted elsewhere (e.g., Akman et al., 2022; Irkhamiyati & Kurniawan, 2024), whereas other periods and settings show increasing trends (Kwaku Kankam et al., 2020; Sari, 2023). Taken together, these contrasts suggest that institutional policies, supervisory capacity, curricular sequencing, and exogenous shocks (e.g., COVID) jointly shape the annual output.

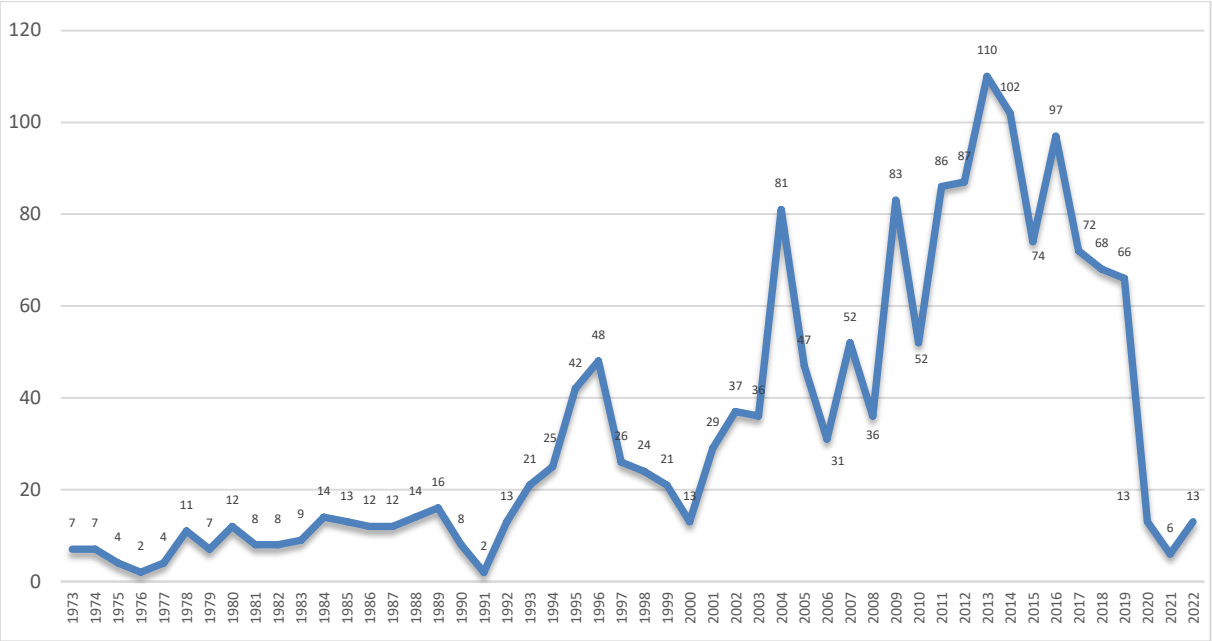

Figure 2. Student final projects (1973–2022)

Variability at this scale underscores the value of longitudinal monitoring and targeted academic support (e.g., research design clinics, data collection facilitation, and time-to-degree interventions) to stabilize completion rates.

Topic Trends Across Twenty LIS Curriculum Categories

Across the full window (1973–2022), students most frequently selected Library Management (*n* = 337), followed by Information User Studies (*n* = 319), Collection Management (*n* = 203), Records Management and Archives (*n* = 167), and Introduction to LIS (*n* = 102) courses. At the other end of the spectrum, Introduction to Information Science (*n* = 9), History of Information and Culture (*n* = 8), Metadata (*n* = 7), and History of Libraries (*n* = 6) were rarely selected.

These patterns indicate a strong practice- and operations-oriented emphasis among UI students, particularly in the managerial, user-focused, and collection/records domains. This profile differs from that of several external benchmarks. For example, Prieto-Gutiérrez & Segado-Boj, (2019) reported Theoretical and General Aspects of LIS as the most studied subject in the *Annals of Library and Information Studies*. Likewise, Mo et al., (2019) observed Information Retrieval as the most prominent area in Korean LIS curricula, with Library Management ranked 15th. Other bibliometric portraits (e.g. Dwiyantoro & Junandi, 2019; Kumar Sonkar et al., 2021) highlight varying top clusters, often including Information Behavior/Users, Library Services, ICT/Information Technologies, and Collection Development.

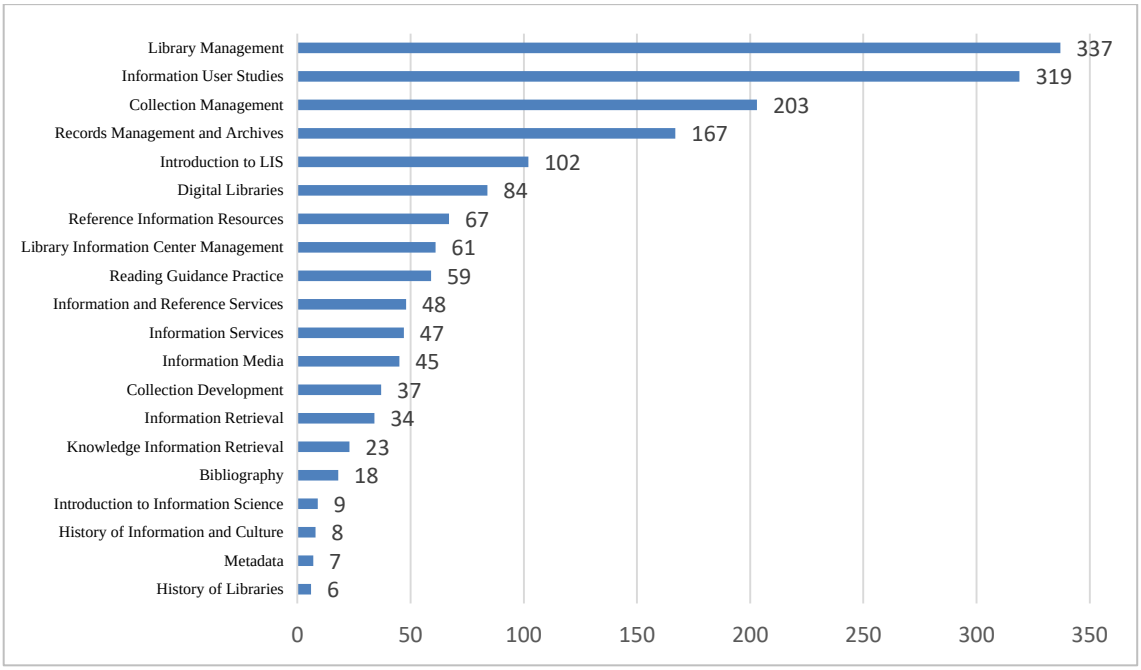

Figure 3. Distribution of student final project topics across twenty categories (Mo et al., 2019)

Cross-study differences plausibly reflect institutional missions, local labor market demands, supervisory expertise, and curricular pathways. At UI, the salience of management and user studies may mirror Indonesia's library system priorities and student career trajectories toward operational roles in academic/public libraries and in archives.

Table 2. Frequency of final project trends identified in twenty thematic categories

No	Category	Type of Work		Total
		Undergraduate	Master	
1	Information Retrieval	22	12	34
2	Introduction to LIS	78	24	102
3	Reading Guidance Practice	57	2	59
4	Information Services	37	10	47
5	Bibliography	17	1	18
6	Library Information Center Management	48	13	61
7	Digital Libraries	63	21	84
8	Information and Reference Services	38	10	48
9	Collection Management	169	34	203
10	History of Libraries	6	0	6
11	Information Media	35	10	45
12	Metadata	7	0	7
13	Information User Studies	239	80	319
14	History of Information and Culture	7	1	8
15	Library Management	259	78	337
16	Reference Information Resources	54	13	67
17	Knowledge Information Retrieval	13	10	23
18	Records Management and Archives	111	56	167
19	Collection Development	30	7	37
20	Introduction to Information Science	5	4	9
	Total	**1295**	**386**	**1681**

Note. The categories follow Mo et al. (2019). Degree labels reflect library cataloging (undergraduate vs. master's theses).

Two additional observations emerge from Table 2. First, Library Management dominates at the undergraduate level (n = 259), whereas Information User Studies is the most common master's topic (n = 80), suggesting a shift toward theory-informed, user-centric inquiry in advanced stages. Second, Metadata and History of Libraries are essentially absent from master's work (n = 0), indicating potential curricular or supervisory gaps—or student perceptions of limited career payoff in these areas.

To diversify topic portfolios and align with evolving LIS competencies, the department could (i) integrate targeted modules and labs on metadata (e.g., application profiles, linked data, research data management), (ii) scaffold Information Science theory with applied analytics (e.g., IR evaluation, HCI for search, text/data mining), and (iii) encourage historically grounded inquiries (e.g., histories of information culture/libraries in Indonesia) that connect heritage with contemporary digital transformation.

Distribution of Final Projects by Keywords

Trends in Final Project Topics Based on Author Keywords

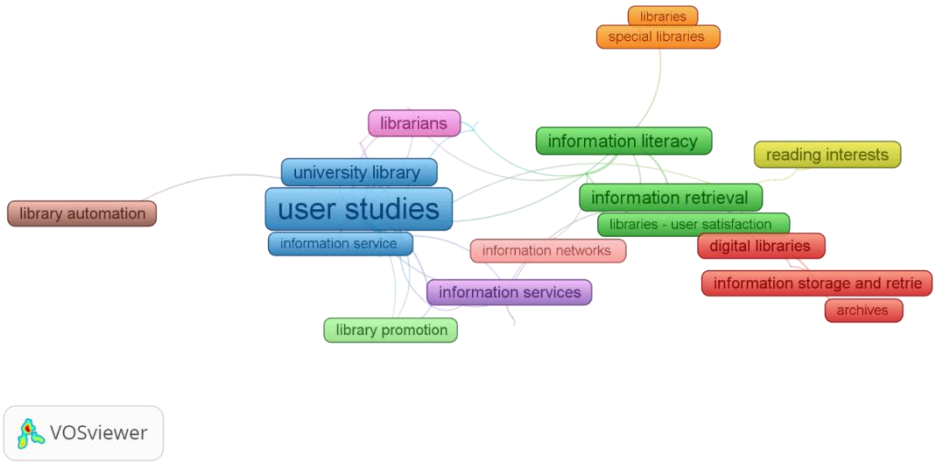

Figure 4. Keyword Co-occurrence Network (Author Keywords, 1973–2023)

Figure 4 presents a word co-occurrence analysis based on the author keywords from student final projects published between 1973 and 2023. This analysis identified 11 distinct thematic clusters representing key areas of focus in students' final projects.

- Cluster 1: Archives and Preservation
- Cluster 2: Information Science and Users
- Cluster 3: Library Management
- Cluster 4: Libraries and Children's Reading Materials
- Cluster 5: Library Services
- Cluster 6: Library Administration and Collections
- Cluster 7: Library Management (subdomain)
- Cluster 8: Technology and Library Operations
- Cluster 9: Reference Services
- Cluster 10: Library Collaboration
- Cluster 11: Special Library Services

Among these, the three largest clusters—Archives and Preservation, Information Science and Users, and Library Management—demonstrate high research interest and strong

interconnections between keywords, reflecting core research themes in the field of Library and Information Science at Universitas Indonesia.

Topic Trends Based on Mo et al. (2019)'s Twenty Categories

Figure 5 visualizes the distribution of student final-project topics using Mo et al. (2019)' twenty curriculum-based categories. The clustering highlights the categories most frequently explored over 1973–2022. In order of prominence within the network:

1. Category 15 — Library Management
2. Category 13 — Information User Studies
3. Category 9 — Collection Management
4. Category 18 — Records Management and Archives
5. Category 2 — Introduction to LIS
6. Category 7 — Digital Libraries
7. Category 16 — Reference Information Resources
8. Category 6 — Library Information Center Management
9. Category 3 — Reading Guidance Practice
10. Category 8 — Information and Reference Services
11. Category 4 — Information Services
12. Category 11 — Information Media
13. Category 19 — Collection Development
14. Category 1 — Information Retrieval
15. Category 17 — Knowledge Information Retrieval
16. Category 5 — Bibliography
17. Category 20 — Introduction to Information Science
18. Category 14 — History of Information and Culture
19. Category 12 — Metadata
20. Category 10 — History of Libraries

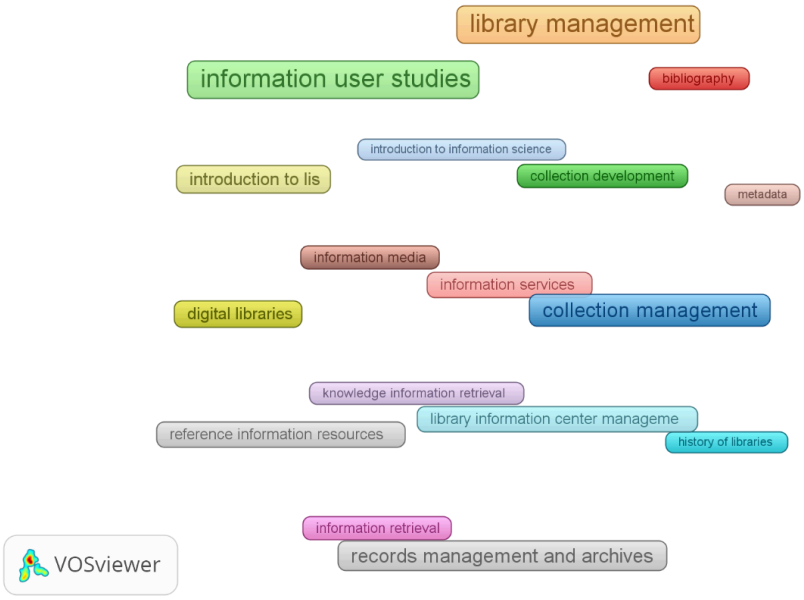

Figure 5. Cluster map of topic trends by Mo et al. (2019)' twenty categories

Consistent with the frequency analysis, Cluster 1 (Library Management) was the dominant category across student projects. Clusters centered on Information User Studies and Collection Management also show substantial representation, indicating a sustained interest in user behavior and the stewardship of collections and records. In contrast, Introduction to Information Science, History of Information and Culture, Metadata, and History of Libraries form small, peripheral clusters, suggesting that these areas remain underexplored in the department's student research portfolio.

Trends in Final Project Topics Based on All Keywords

Figure 6 integrates author-supplied keywords with the 20-category framework to generate a keyword co-occurrence network comprising 12 clusters. These clusters group semantically related topics and reveal how categories are linked through student language and emphasis.

- Cluster 1: Introduction to LIS; Bibliography; Introduction to Information Science
- Cluster 2: Library Information Center Management
- Cluster 3: Information Retrieval; Information User Studies
- Cluster 4: Information Services; Library Management
- Cluster 5: Collection Management; Digital Libraries; Metadata
- Cluster 6: Information Media
- Cluster 7: Reading Guidance Practice
- Cluster 8: Collection Development; History of Information and Culture; History of Libraries
- Cluster 9: Records Management and Archives
- Cluster 10: Information and Reference Services; Reference Information Resources
- Cluster 11: Knowledge Information Retrieval
- Cluster 12: Library Management

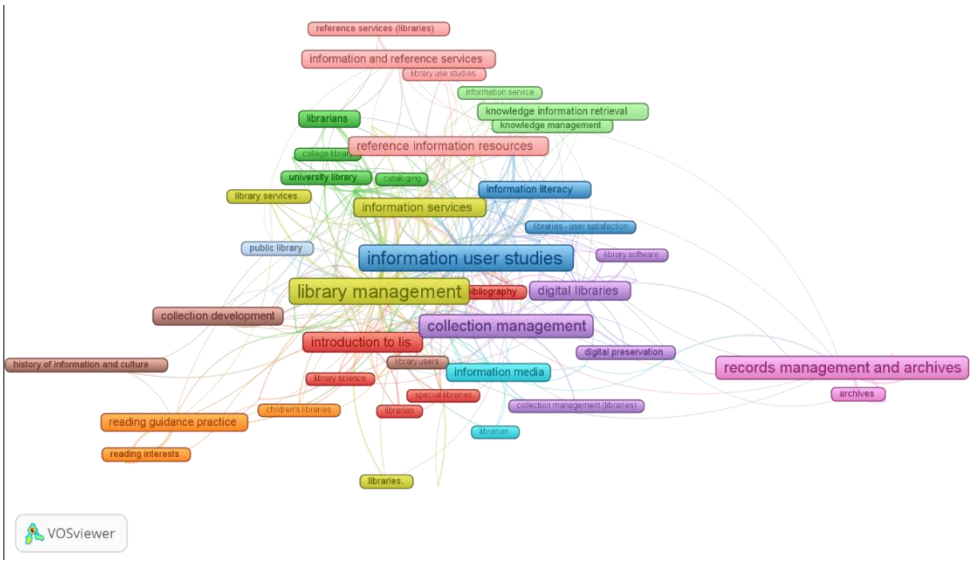

Figure 6. Cluster map integrating author keywords with Mo et al.'s categories.

Clusters 1–3 exhibited the highest degree of connectivity (i.e., dense keyword co-occurrence), indicating strong intellectual linkages among foundational LIS concepts, user-oriented inquiry, and retrieval-related topics. Notably, cluster prominence reflects network

structure and connectivity, not keyword frequency alone; nevertheless, the clusters align with the frequency patterns summarized in Table 3.

Table 3. Trends in student final-project topics by keyword frequency (1973–2022)

No	Topics	Cluster	Frequency
1	Library Management	4	338
2	Information User Studies	3	319
3	Collection Management	5	203
4	Records Management and Archives	9	167
5	Introduction to LIS	1	102
6	Digital Libraries	5	88
7	Information Services	4	69
8	Reference Information Resources	10	67
9	Library Information Center Management	2	61
10	Reading Guidance Practice	7	59

As shown in Table 3, Library Management (n = 338) was the most frequently occurring topic, followed by Information User Studies (n = 319) and Collection Management (n = 203). These results reinforce the managerial and user-centric orientations observed in the categorical and network analyses.

Conversely, several categories remain underrepresented, presenting clear opportunities for curricular and supervisory development: Information and Reference Services, Information Media, Collection Development, Information Retrieval, Knowledge Information Retrieval, Bibliography, Introduction to Information Science, History of Information and Culture, Metadata, and History of Libraries. Encouraging student engagement with these areasthrough specialized modules, hands-on labs (e.g., metadata/linked data, IR evaluation), historical methods, and targeted mentoringcould broaden the department's research footprint and better align student training with emerging LIS competencies.

Synthesis and comparison of the results are The keyword findings corroborate a strong emphasis on Library Management, Information User Studies, and Collection/Records themes. "Library Management," in particular, functions as a broad umbrella that often encompasses library and public services, reflecting students' interests in operational leadership and service delivery. In contrast, history-oriented topics and metadata receive limited attention, despite their strategic relevance for cultural heritage stewardship and interoperable digital scholarship. Relative to Dwiyantoro & Junandi (2019) 2015–2017 portrait—which emphasized library descriptions, automation, and digital/virtual libraries—the current 1973–2022 panorama suggests a drift toward managerial and preservation/records frameworks. This evolution likely reflects institutional priorities, supervisor expertise, and labor market signals in Indonesia, and underscores the value of bibliometrics for diagnosing topical imbalances and informing curriculum design.

4. CONCLUSION

This study analyzed 1,681 student final projects produced by the Department of Library and Information Science (LIS), Faculty of Humanities, Universitas Indonesia, from 1973 to 2022, comprising 1,295 undergraduate theses and 386 master's theses, with production peaks in 2013 and 2011, respectively. Topic selection generally aligns with Mo et al. (2019)' twenty LIS curriculum categories. The most frequently investigated areas were Library Management, Information User Studies, Collection Management, Records Management and Archives, and

Introduction to LIS, whereas Introduction to Information Science, History of Information and Culture, Metadata, and History of Libraries were comparatively underrepresented.

Keyword distributions further corroborate these patterns: Library Management (338 occurrences) emerged as the most prevalent theme, followed by Information User Studies (319 occurrences) and Collection Management (203 occurrences). In contrast, lower-frequency themes—Information and Reference Services, Information Media, Collection Development, Information Retrieval, Metadata, and History of Libraries—suggest opportunities for diversifying student research portfolios.

Taken together, the findings reveal a dynamic but uneven research landscape that is strongly oriented toward professional practice and operational concerns. They also highlight clear areas for curricular enhancement and supervisory support, particularly in metadata/linked data, foundational information science, and historically grounded inquiries. Strengthening coursework, incorporating practical laboratory components, and fostering cross-domain mentorship may help rebalance the distribution of research topics and better align student scholarship with emerging competencies in the LIS field.

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AUTHORS' CONTRIBUTIONS

Nicky Yasmidar: Conceptualization; Methodology; Data Curation; Formal Analysis; Visualization; Writing – Original Draft. **Rahmi:** Methodology; Investigation; Validation; Formal Analysis; Writing – Review & Editing.

CONFLICT OF INTERESTS

We state that there are no known conflicts of interest linked with this publication, and that there has been no significant financial assistance for this work that could have influenced its outcome.

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