



# INSANIYAT

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# INSANIYAT

## Journal of Islam and Humanities

### The Presence and Roles of University Museums in Indonesia

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#### Abstract

*The study of museums in almost all leading universities in Indonesia continues to develop from time to time. This research aims to explore the arguments of the campus community about the founding factors and their opinions about the presence and roles of university museums. The Airlangga University History and Culture Museum and the UGM Mandala Majapahit Museum are the main references for this research. A phenomenological approach with in-depth interviews, observations and relevant literature studies is used in this study. Research findings reveal that several factors of the university museums presence are due to the initiatives from university leaders. University museums serve as historical reminders, fulfill educational and research needs, and instill the identity of campus communities. In relation to the role of university museums, the campus community believes that its role is similar to libraries in supporting learning and research activities and even as community service. Considering the importance of university museums, both university leaders and the education ministry authorities are required to provide optimal support, especially by providing official regulations to support the function of museums as part of information institutions at universities.*

**Keywords:** Indonesia's University Museum, Phenomenology Research, Collective Memory.

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#### Introduction

Comparing the total number of universities in Indonesia, the number of university museums is still relatively very small. Although many universities have not developed museums, the phenomenon of the most reputable universities in Indonesia running museums cannot be denied as an indication that university museums have urgency as necessary information institutions like libraries and archives at university-level educational institutions.

Museum, as an institution of collective memory, its dedications are not only to preserve, interpret institution heritages but also to communicate the real evidence of the journey of mankind and the environment. As a primary source of information, museum collections have a distinction compared to other sources of information in libraries and archival institutions. The objects stored in the museum are especially unique and are authentic raw materials for scientific studies or research (Lewis, 2019).



University museums, which are not only able to connect the rich cultural heritage of the past with the present and in the future, can become an important partner of libraries that can complement each other.

It must be admitted that in general, the academic communities (students, lecturers and university decision makers) still do not care about the importance of university museums. In fact, there are still many lecturers who never care about the presence or absence of the university museum.

Fortunately, there are some groups of the academic community who think that the museum has a very important function as a collective memory. Among lecturers, researchers, students and even policy makers (university leaders) those who have their concern to defend the existence of university museum. This phenomenon clearly is a signal of hope that the university museum is an important institution. Because if the university museum is not considered important by some of them, then it is impossible for it to exist in several leading universities, such as the University of Indonesia (UI), Gajah Mada University (UGM), Airlangga University (UNAIR), Indonesian Education University (UPI) and others.

In Indonesia, several leading universities such as University of Indonesia (UI), University of Gajah Mada (UGM), University of Airlangga (UNAIR), University of Pendidikan Indonesia (UPI), University of Negeri Yogyakarta (UNY), University of Islam Indonesia (UII) and others, that university museums have a dual role, not only narrating the historical activities of these educational institutions but also being able to facilitate and support students and lecturers to carry out educational and research activities as well as providing services to the public as a function of community service. The two types of museum functions have various management authorities. Some of them are managed by the university and some are managed by the faculty. Some are even managed by certain departments (study programs). Although the existence of university museums in public universities in Indonesia is not as advanced and popular as libraries, its presence in almost all of the leading public universities in Indonesia is growing. As part of the global community of universities in the world, the presence of university museums in Indonesia in some of these leading universities has become important institutions of universities such as libraries and university archives.

So far, on the basis of researcher searching, there are no studies especially on university museums in the context of Indonesia cases. But there are some relevant studies of university museums discussed in this study.

An article written by Sonia Geladaki and Giota Papadimitriou entitled “University Museums as Spaces of Education: The Case of the History of Education Museum at the University of Athens” published in *Procedia – Social and Behavioral Sciences* in 2014, discusses that in general a university museum is understood not only as an institution that is a conservation center, but also a center for the study and reflection of cultural heritage. In the context of the Museum, objects are presented to visitors, not only as artifacts, but as objects that are unified in cultural significance. Because one of the main tasks of museums is to contextualize objects in their cultural meanings, past and present, and in the future. So the museum can be used as a new object, theoretically, as a space that is not only responsible for the preservation of artifacts, but also as an educational space (Geladaki, Sonia & Giota Papadimitriou, 2017).

Another study related to the role of university museums especially in shaping identity and promoting the image of the name of educational institutions, can be found in the study in research conducted by Svitlana Muravska and Ivan Stasiuk in his publication in the journal of *Museologica Brunensia*, Vol. 9, No.2 2020 entitled “University heritage as an instrument for the development of the university brand”. This study discusses the

importance of university heritage as something that is very valuable because it can be an instrument for the development of the university brand. Especially nowadays as a social institution, many universities change their activities by implementing various ways from year to year in the face of increasingly fierce student competition among fellow students. The development of the university brand can be done with the museum collection consisting of the history of the university, the physical space, the intangible heritage are all elements that have a special influence on the formation of the vision of the university. This article is to explore the extent to which the power of university heritage is able to attract the attention of students at universities, by promoting, advertising, and creating a unique university brand (Muravska & Ivan Stasiuk, 2020). The purpose of this paper is to reveal the use of university heritage in the museum to promote identity and beautify the university's brand name. In his study, it was revealed that several university heritages such as old buildings, historical objects or objects, traditions and ceremonies and so on, all of which can be used to form the image (image) and identity of the university as well as student perspective that distinguishes it from other university alma maters.

This research is very important to be exposed, because this study will reveal that the presence of museums in several leading universities in Indonesia is not only able to increase our awareness that university museums can be used optimally for learning, research and community service activities about our university's valuable cultural heritage from time to time, but also makes us aware of how important it is to make some efforts for the sustainability of university museums in Indonesia. Two research questions are explored in this study. The first is a question related to several factors that cause the importance of university museums to be present in higher education institutions. The second is a question that explores the opinion of the campus community about the role of university museums.

### **Method**

By using field research and literature review this study seek to uncover the opinions of museum managers, students, lecturers and even university decision makers about the importance and the role of the university museums in Indonesia. The field research was conducted by deploying qualitative method and phenomenology approach. There are at least two university museums that this study refers to, namely the Airlangga University History and Culture Museum and the Gajah Mada University Mandala Majapahit Museum. In-depth interview and observation are performed to collect field information data. In addition, for the purpose of enrichment of information and to sharpen the analysis, the study is also complemented by reviewing various literature resources in particularly related to the subject matters of the study as theoretical basis such as collective memory, object-based learning, society identity. The literature review is carried out by starting with exploring various literatures especially journal articles that are relevant to the role of the existence of university museums.

### **Findings and Discussions**

Based on the results of the author's search and detection, both through internet searches and sharing information with colleagues, there are 37 university museums from 30 universities. The following is a list of university museums in Indonesia along with information about their management authorities:

**Table.1:**  
**Number of University Museums in Indonesia**

No	Name of Museum & Year of Establishment	Name University	Management Authority
1	Museum Pembelajaran (2014)	Universitas Negeri Malang	University
2	Museum Universitas Pendidikan Indonesia (2008)	Universitas Negeri Yogyakarta	University
3	Museum Pendidikan Nasional (2015)	Universitas Pendidikan Indonesia Bandung	University
4	Indonesian Museum of Health and Medicine (iMuseum) (2017)	Universitas Indonesia	Faculty of Medicine
5	Museum Fakultas Hukum UI (2016)	Universitas Indonesia	Faculty of Law
6	Museum Tragedi 12 Mei 1998 (1999)	Universitas Trisakti	University
7	Museum Seni Universitas Pelita Harapan (2015)	Universitas Pelita Harapan	University
8	Museum Universitas Islam Indonesia (2011)	Universitas Islam Indonesia	University
9	Museum Biologi UGM (1969)	Universitas Gajah Mada	Faculty of Biology
10	Museum Mandala Majapahit	Universitas Gajah Mada	Archeology Department, Faculty of Cultural Sciences
11	Museum Sejarah UGM (2013)	Universitas Gajah Mada	University
12	Museum Kedokteran Gigi UGM	Universitas Gajah Mada	Faculty of Medicine
13	Museum Kayu Wanagama (1995)	Universitas Gajah Mada	forestry department
14	Museum Paleoantropologi FKKMK UGM (1989)	Universitas Gajah Mada	Fakultas Kedokteran UGM
15	Museum Peta Geografi (2008)	Universitas Gajah Mada	Faculty of Geography
16	Museum Sejarah dan Budaya (2016)	Universitas Airlangga, Surabaya	Department of History, Faculty of Cultural Sciences
17	Museum Etnografi (2005)	Universitas Airlangga, Surabaya	Faculty of Social and Political Sciences
18	Museum FK Unair (2013)	Universitas Airlangga	Faculty of Medicine
19	Museum Kedokteran/Anatomi (1995)	Universitas Atmajaya	Faculty of Medicine
20	Museum Patung Burung (2011)	Universitas Udayana, Bali	University
21	Museum Batu Mulia (2016)	Universitas Brawijaya Malang	Archeology department
22	Museum Serangga (2005)	IPB	University
23	Museum Geoteknologi Mineral (1988)	UPN Veteran Yogyakarta	Faculty of Mineral Technology
24	Museum Loka Budaya (1970)	Univ. Cendrawasih	University (Institute of Anthropology)
25	Museum Wallacea (flora & fauna) (2009)	Univ. Halueleo Sul Tenggara (Kendari)	University
26	Museum Sejarah UNS (2017)	UNS Surakarta	University
27	Museum Teknoform (2017)	Universitas Dinamika, Surabaya	University
28	Museum Taruna Abd Djalil (1964)	AMN AKABRI-Magelang	University
29	Museum Akademi Angkatan Laut (Loka Jala Crana) (1969)	Akademi Angkatan Laut	University
30	Museum Zoologi Sekolah Ilmu & Teknologi Hayati (1940-an)	Institut Teknologi Bandung (ITB)	Biology Department



31	Museum UIN Ar-Raniry	Universitas Islam Negeri Ar-Raniry, Banda Aceh	Faculty of Humanities
32	Museum Zoologi Sekolah ilmu dan Teknologi Hayati (1940-an)	ITB	Sekolah ilmu dan Teknologi Hayati-ITB
33	Museum Karbol Akademi AU (1969)	Akademi AU	Akademi AU
34	Museum Laboratorium Sejarah UPY (1985)	Universitas PGRI Yogyakarta	Universitas
35	Museum Universitas Galuh (2012)	University of Galuh	University
36	Museum Muhammadiyah (2021)	Universitas Ahmad Dahlan Yogyakarta	University
37	Laborat dan Museum Pendidikan Islam (2021)	UIN Maulana Malik Ibrahim (Maliki)	Faculty of Education

Based on table 1, The total number of university museums that can be detected by the authors is 37 university museums of 30 universities. Of such 30 universities there are 3 universities that have more than one museum, the first one is University of Indonesia there are 2 museums, University of Gajah Mada has 7 museums and University Airlangga has 3 museums. In term of management authority of university museum consist of the following authorities, university level authority, faculty level authority and department level of authority.

The above table.1 also show unfortunately, of 37 university museums that can be identified by the authors, only two universities that affiliated to Islamic higher education under the Ministry of Religion Affairs administration that has museum is Ar-Raniry State Islamic University, Banda Aceh and Maulana Malik Ibrahim State Islamic University, Malang.

Like university museums in many other universities in the world, university museums in Indonesia also have similarities with those world university museums. In other word, university museums in Indonesia based on their discipline subject areas consist of 4 types of university museums as well.

#### 1) The History Museum.

History museums are museums whose collections aim to narrate chronologically about the history of higher education institutions (universities) or the history of university involvement (academics) in community development both locally, regionally and globally. Various museum collections that have been developed are collections that can talk about the actions and achievements made by leaders, lecturers and students. This can be seen from the various collections of relics of appreciation objects that are collected and preserved in the form of various photos, certificates, plaques, and other works.

Through the university museum, the university's alma maters get not only information about their past identity as part of the university's extended family but also can motivate and stimulate the academic community to also perform better in contributing to the present and the future. So that they can continuously raise and make the good name of their colleges proud, as was done by their seniors, lecturers and previous university leaders. Therefore, in several reputable universities whose museums have developed and are professionally managed, it is often an important part for new students to visit during the student orientation period. So that student visits during the orientation will create pride in the new students and then can motivate them to also have achievements as a tradition carried out by previous alma maters(Stainforth, 2016).

In the history museum, in addition to the purpose of presenting various collections about everything related to the history of the university institution concerned, the museum also displays various other historical collections that are considered important to serve

as collective memory in supporting lecture activities for students. Through this collection, lecturers and students can make the history museum a laboratory that can provide real and interesting experiences. This is because usually collections at historical museums are displayed in the form of dioramas, namely the presentation of complete information using photos, statues and objects whose storyline or chronology can provide an understanding to the visiting public about information related to certain events or scenes. Among the university's museums are the history museums:

- a) Indonesian Islamic University History Museum
- b) Gajah Mada University History Museum.
- c) National Education Museum of the Indonesian University of Education (UPI).
- d) Museum of Indonesian Education, State University of Yogyakarta (UNY).
- e) Malang State University (UNM) Learning History Museum
- f) Tragedy Museum May 12, 1998 Trisakti University.
- g) Airlangga University History Museum.
- h) University of Indonesia Law History Museum
- i) Indonesian Islamic University Museum

## 2) The Natural History and Natural Science Museums.

The Museum of Natural History and Natural Sciences is a museum that focuses on developing its collections related to the natural world and the history of the development of natural science. Therefore the collection contains various specimens such as birds, forest woods, insects, rocks, minerals, and fossils. Through museum displays designed in the form of dioramas, visitors can obtain information or knowledge about the real life environment of the types and species of animals such as birds, tigers, elephants and insects, butterflies, beetles and so on. The advantage of using this natural history and natural science museum in the process of learning activities compared to a library is that visitors not only obtain information and knowledge through writing but also through the use of the senses of sight, feeling (touch), and even smell.

Among the university museums of this type are:

- a) Biology Museum at UGM,
- b) Biology Museum at UII
- c) UGM Forestry Museum
- d) UGM Archaeological Museum
- e) UNAIR Archaeological Museum
- f) Brawijaya University Precious Stone Museum (UNBRAU)

## 3) The Museum of Science and Technology (science & technology museums)

Science and technology museums are museums concerned with the development and application of scientific ideas and instrumentation. Among the examples of this type of university museum are:

- a. University of Indonesia Museum of Health and Medicine
- b. Gadjah Mada University Dentistry Museum
- c. Airlangga University Medical Museum
- d. Atmajaya University Anatomy/Medicine Museum, dan
- e. Museum Teknoform, University of Dinamika, Surabaya.

The author puts the two museums into the category as part of the type of science and technology museum because the museum narrates the development of medical science

related to the use and application of technology in accordance with its development from time to time.

#### 4) The Art Museums.

An art museum is a museum whose object contains artistic value, therefore the collections in this type of museum consist of painting, sculpture, and sculpture, decorative arts, including batik art. In Indonesia, university museums, which are art museums, are like the painting museum at Pelita Harapan University.

#### **Several Academic Factors for Establishment of University Museum in Indonesia.**

As we all know that the establishment of all university museums in several universities in Indonesia is not based on obligations as mandated by official rules and regulations. Because there is no any legal umbrella that regulate the university museums. But the establishment of university museums in Indonesia is only based on the awareness of university figures about the importance of university museums not only as institutions of collective memory but also as information institutions that can play significant role in supporting university tasks, namely in carrying out educational, research and community service activities. The function of such a university museum is very similar to that of a university library.

Based on the results of research conducted by researchers at several universities in Indonesia, the background of the establishment of university libraries in Indonesia is different from the establishment of university museums. The establishment of university libraries is encouraged and supported by regulatory standards and a clear legal basis. However, the establishment of a university museum is not at all supported by regulations or academic legal foundations not only at the university level but also at the national level. Many of us, especially academics (lecturers and students) of course, already know explicitly or clearly that the establishment of university libraries is based on Law no. 43 of 2007 concerning Libraries. Coupled with Government Regulation no. 24 of 2014 concerning the Implementation of Law 43 of 2007. This means that based on these laws and regulations, the establishment of libraries in universities is an obligation that must be fulfilled by educational institutions, especially at the university level.

Meanwhile, the establishment of museums in almost all universities in Indonesia are difference. The establishment of university museums is not on the basis of legal regulation. They were driven with various backgrounds and factors. Among the historical backgrounds of the establishment of university museums in Indonesia are as follows:

- 1) The establishment of the museum was motivated by a strong desire from one or several community leaders at the university concerned who had an awareness of the importance of university museums as institutions of collective memory. With this charismatic figure influencing many people that the view of the importance of museums as a reliable institution to preserve the collective memory of the past, present and future of the college community becomes realistic to implement. Examples of such museums are the UPI National Education University Museum and the Biology Museum, Faculty of Biology, Gajah Mada University (UGM). Likewise, several Airlangga University History Museums, UGM Archaeological Museums.
- 2) The establishment of the museum is in the background with the aim of being a historical reminder of the direct and indirect active role of the university's academic community regarding an important event that contains historical value. For example, this museum is like the UII Museum and the UGM History Museum which reflect the various journeys and struggles of the university leaders at the local, national and international levels. Likewise, the Trisakti University Tragedy Museum, May 12, 1998, which was

inaugurated in 1999.

- 3) The establishment of the museum was in the background with the aim of meeting the needs of educational institutions in certain disciplinary areas. An example of this university museum is the Pelita Harapan University Museum, whose establishment was motivated by the need that is expected to support the development of educational institutions in the field of fine arts in Indonesia so that they are growing so fast.
- 4) The background of the establishment of the museum is to not only know the identity of the community of these educational institutions in the past, but also to learn about it in order to improve the quality of human resources for a better life in the present and in the future. Therefore, maintaining the identity of an educational institution in the past is important for the community now and in the future. An example of such a museum is the Malang State University Museum, whose initial inauguration was started in 2014 while its operational inauguration was in 2018. The University of Malang Museum is known as the learning museum.

The establishment of university museums in Indonesia is due to the strong awareness of one or several figures at the university concerned who have the view that museums are not only institutions that can be relied upon to preserve the collective memory of a higher education institution. The importance of museums as institutions of collective memory is oriented not only to the past but also to the development of science in the present and in the future. Therefore, university figures consider it very important for museums as part of information institutions that should be owned by higher education institutions such as libraries even though they do not yet have support in the form of policies and regulations as a legal umbrella both for their existence and also for the development of their functions.

Examples of several museums that were founded because they were inspired by the ideas of university figures include the UPI National Education University Museum and the Biology Museum at the Faculty of Biology, Gajah Mada University (UGM). Likewise, with several Airlangga University History Museums, UGM Archaeological Museum and so on.

The establishment of the museum which was founded on the idea of one or several university figures was in the background with the aim of being a historical reminder of the active role of university academics in an important event that contains historical value. For example, this museum is like the Tragedy Museum of May 12, 1998, Trisakti University which was inaugurated in 1999.

Higher education museums such as the National Education Museum at the Indonesian Education University (UPI) in Bandung, the history of its establishment was initiated by an idea initiated by a figure at the Indonesian Education University (UPI), namely Prof. Dr. Sunaryo Kartadinata, M.Pd. With this idea that perpetuates or the history of the journey of national education (Indonesia). The Governor of West Java (H. Ahmad Heryawan, Lc) at that time, responded to his big idea by giving full support, especially financially, at the beginning of the establishment of the university museum at the Indonesian Education University. Many education experts, museums understand very well that the museum is a unit or source of information that can be relied upon to work well only on a local or national scope. Museum is interpreted explicitly by him as well as supporting the learning process (both formal and informal) and research as well as a place to get pleasure (recreation). Because his struggle in building a museum is a great argument for believing the Indonesian University of Education community and even the local government about the importance of universities having museums that can be said to be a legacy for present and future generations. From the museum visit, it is clear, clear and easily accessible to the general public that there are four important factors in establishing a museum, namely



being a leading institution in conservation of cultural heritage, education and research and recreation, especially in the field of Indonesian education development.

Almost the same thing is also at the Biology Museum, Gajah Mada University. The historical background of its establishment was initially initiated and pioneered by two influential figures from the Faculty of Biology, Gajah Mada University (UGM). The first is Prof.Drg. RG. Idrayana and the second is Prof. Ir. Moeso Suryowinoto. Both are now gone (deceased). Taking into account the history of its establishment, the forerunner to the establishment of the UGM Biology Museum has been pioneered by these two figures since 1956. Later, its existence became clearer with the official support from the Faculty of Biology UGM, on September 20, 1969 to coincide with the anniversary of the Faculty of Biology UGM, the UGM Biology Museum was given a special place on Jl. Sultan Agung No. 22 Wirogunan, Kec. Mergangsan Yogyakarta Municipality, Central Java Province.

### **The roles of University Museums in Indonesia.**

Today, museums around the world have the view that their institutions are no longer just professional work units separate from other institutions, but rather as cultural centers for the development of the communities in which they are located. The view of museums that are no longer only as warehouses or storage institutions for cultural heritage but also has become a powerful educational tool in a broad sense, has conditioned museums to offer services that are very open to anyone. Whereas previously in the past the museum was very exclusive only to be visited by certain parties, especially researchers (Silav, 2014).

Being the paradigm shift that museum services are no longer exclusive to certain groups, it has also had a positive impact, especially on university museums to provide more opportunities for the general public outside the campus so that they can visit the university museum and gain learning experiences.

The view that the museum is no longer merely a means of research but also as a means of education and entertainment is the basis for the importance of the collections owned by a museum need to be exhibited to be informed to the general public (Kapukotuwa, 2017)

The current education system, which tends to emphasize learning in formal settings, is generally confined to a classroom and uses only textbooks. Whereas the general purpose of learning is to prepare young people or generations who are able to responsibly and productively participate in society. Because of that, often what is practiced at school and what is later practiced in the field, the conditions and situations are very different (Redondo & José Luis Ortega Martín, 2015). If the world outside of school does depend on collaboration, creativity, and problem solving, and requires dealing with uncertainty, change, and intelligence that is distributed across cultures, disciplines, and tools, then education should encourage activities across cultures. disciplines (transdisciplinary activities) to prepare students for meaningful and productive lives in such a world.

Although the level of activity role of each university museum in Indonesia varies from one another, the most important thing is that all university museums in Indonesia play a role as a university supporter in supporting various educational, research and community service activities.

Because it is a common sight when we find it in almost university museums in Indonesia, the visitors those who come to the university museums are not only students from their own alma mater, but are also visited by students from other universities, the students and teachers of elementary, middle and high schools, even the adult and the elderly as well.

For university museums, the main goal is to try to attract as many visitors as possible, not only to be able to look around or get entertainment and refreshing, but also



so that they (the visitors) can gain knowledge and insight about the mirror of their identity and the track record of predecessors in the past in a relaxed and fun way. The museum visit is very interesting because it is presented by sharing knowledge and experience with one another. These various activities are the central purpose of a museum particularly university museum.

Museum services by applying the object-based learning method is a fundamental principle that allows the objects of the museum collection to live and tell stories to the public. For this purpose, the museum is able to present various activities to the wider community through various media such as exhibition activities, skills programs, classes and other scientific activities (Pickering, 2017).

So far, most of the college community only knows that information institutions are only libraries and university archives. Actually, university museums in Indonesia can also act as information institutions in higher education institutions. The implementation of object-based learning with using artifacts, replica, and other authentic cultural heritage of objects that preserved at almost university museums in Indonesia enable people to uncover many collective memories of a community from time to time. Therefore, the power of university museums as supporter of teaching and learning activities and research activities could also become one of the important information institutions in shaping the academic culture of students and lecturers in the campus environment.

Like libraries, university museums also have the same role, namely as a support for the academic community in carrying out various educational, research and community service activities. In addition, the role of university museums can also be to maintain the university's heritage, both tangible and intangible.

As a preservation and development institution for cultural heritage, museums as well as libraries have a dual role, namely their role to support the academic community activities and the community outside visitors the campus.

The multi-role played by the university museum in Indonesia are not only for the beneficial of campus community but also for the public community as well. Such multiple roles are reflected from the role of universities in supporting educational, research and community service activities known as the Tri Dharma of Higher Education.

Currently, there is an encouraging trend that the public's understanding of university museums as a center for information sources or institutions for cultural and scientific development is getting more and more attention in the hearts of the people. The most obvious indication of public interest is that university museums offer various partnership or engagement programs. In some university museums, the programs that are packaged to be offered are not limited only to the academic community but also to the wider community, such as students in elementary, junior and senior high schools and the general public.

Halbwachs states that every collective memory depends on certain groups described by space and time; groups build memory and individuals do the work of remembering. In the last century, the French sociologist Maurice Halbwachs suggested that personal memories are influenced by their social context. Collective memory consists of symbols, accounts, narratives, and images that help build community identity. Studying memory is not a matter of reflecting on the subjective qualities of the mind; rather, memory is a matter of how minds work together in society, how their operations are structured by social arrangements: "It is in society that people usually acquire their memories. In society too they remember, recognize, and localize their memories" (Halbwachs, 2022).

Like libraries and archives, museums have long history been considered as institutions that always maintain various forms of cultural heritage as collective memory. Over the last twenty years, the term 'memory institution' has been deemed appropriate to

describe such entities as libraries, archives and museums. The concept of memory institutions is also used to promote wider cultural integration across countries. Therefore, the concept of the term culture and collective memory is now well established and familiar as academic discourse and various contemporary cultural debates (Stainforth, 2016).

The importance of museums as institutions of collective memory is that in the nineteenth century, almost all elites saw museums as a tool to shape citizens to have or know their national identity. Even as the New Social History of the 1960s pushed for a more inclusive history, the idea of a shared American identity remained largely intact. However, in the 1990s, museums began to perceive identities as more diverse and fragmented. Collective memory which is represented in various museum collections through exhibition activities, is able to facilitate and encourage museum visitors to learn and explore their identity. Likewise, ethnic-specific museums that appear to strengthen the identity of a particular community are due to the role of the museum collection as a collective memory (Filene, 2018).

As a cultural institution as well as a center for information sources, the museum has consistently dedicated its existence for a long time to always make service efforts in preserving the heritage of civilization and human knowledge. Various inheritances, both tangible and intangible, are important because they have historical and scientific values. In carrying out the mission of preserving the heritage of human civilization, the university museum is not passive, but actively even facilitates all people (anyone) to carry out various educational and research activities. The various findings of the study are then systematically and plannedly communicated by the museum to the public at large for the purpose of education, learning and entertainment (recreation). The form of museum communication to the public that is often done is through various exhibitions, both permanent and contemporary with certain themes.

University museum collections can also be pioneers in object-based learning and most university collections are formed as teaching collections. Object-based learning was an integral part of the student experience in the 19th and early 20th centuries; but unfortunately many universities have experienced a decline in supporting and using university object collections as learning media instruments (Kozak, 2016).

Object-based learning in the museum conditions an atmosphere of activity with lots of practice that allows students to get a challenge. In the object-based learning, the use of objects (objects) that contain historical or scientific or scientific values and other values are the main learning instruments or media (Jamieson, 2017).

The university's museum access service, which was previously only exclusively for students and academics (lecturers), has now changed its paradigm which then also provides opportunities for the wider community to be able to utilize its collections for their educational and research purposes.

Now that the focus of university museum services has changed, some university museums whose access services have been opened to the general public are no longer primarily driven by curatorial issues, but are adopting more of a market-oriented approach. That is revealing people to be able to learn and conveying it to them the way they want to learn it.

This change in service focus is a reflection of the need to modify the library's role to justify multiple levels of university support. If the university museum loses its relevance as an internal academic resource, it may be able to highlight its contribution to the university's public relations initiatives.

Therefore, nowadays many university museums, especially in America and England, open their access services to the general public, from adults to school children. The university museum is also an open space for everyone to express their various interests. Thus

the university museum is also a comfortable place for everyone as well as a library.

As a part of cultural heritage information institution, the role of museums in many universities resembles that of library role. In term of services, both library and museum have two main types of services in common are technical services and user services.

Technical services at library and museums are such as the process of acquisition, documentation and conservation activities. While types of user services are like supporting students and lecturers for the purpose of education, research and community development activities.

The technical activities in the management of museum cannot be ignored or underestimated. The importance of technical activities in a museum is because these activities determine the quality of museum activities in providing services for visitors or museum users. Without technical activities, it is impossible for the museum to provide services to its users. If the quality of the technical services of the museum is not quite good, it is also impossible for the museum to provide quality service activities to its museum visitors.

Actually, the role of the museum as a provider of cultural heritage information is reflected from the types of museum technical services such as acquisition, documentation and conservation. In other word, that all objects or museum collection could be presented to visitors after the three technical services has been processed. Museum objects that received must be documented and always conserved.

The acquisition activity of university museum collections is very essential. The importance of the museum collection is because each museum object (collection) represents authentic evidence of certain phenomena that not only has significance in the past, but also in the present, even in the future. (Hampp & Stephan Schwan, 2014).

Acquisition is a museum's effort to acquire certain objects that can be part of the museum's collection. Objects obtained formally, however, must be accompanied by documents in the form of a simple letter or a detailed legal letter (Matassa, 2011, p. 145).

The museum collection was developed to become a collective memory that can act as a vehicle for research centers and learning resource centers that can reveal identity and improve the quality of human resources as well as become a tourist destination not only to learn about everything in the past, but also for the benefit of the community. in the present and in the future.

Museum Collections, hereinafter referred to as Collections, are Cultural Conservation Objects, Cultural Conservation Buildings, and or Cultural Conservation and or Non-Cultural Conservation Structures which constitute material evidence of cultural products and or natural and environmental materials that have important values for history, science, education, religion, culture, technology, and or tourism.

Furthermore, according to paragraph 2 of Law No. 66 of 2015 (Indonesia, 2015) are explained, that there are several requirements of museum collections procurement are follow:

- a. The objects must be in accordance with the vision and mission of the Museum;
- b. The object of the museum collection must have a clear origin;
- c. The object of museum collection must be obtained by lawful means;
- d. The object of the museum's collection must be confirmed beforehand about the museum's ability to maintain it; and/or
- e. The object of the museum collection does not have a negative effect on the survival of humans and nature

University museum collections are something that is very essential to the existence of a museum. The importance of the museum collection is because each museum object (collection) represents authentic evidence of certain phenomena in an area that not only has significance in the past, but also in the present, even in the future (Hampp & Stephan Schwan, 2014). All types of collections are museum resources that are very valuable as information material about processes, events and interactions between humans and people with their environment.

University museum collections play a very important role not only for academics on campus but also for the wider community in carrying out various research and educational and recreational activities through community service programs. Therefore, many university museums offer various programs for the community, both school students, university students (Faleti, 2017) including school students, university students and the general public, including the elderly.

The role of museums in collecting materials is not only to be stored, cared for and then shown to the public. All collections collected by the museum before being presented to the public, the museum must conduct research activities first on each collection.

Procurement is a very important museum activity and plays a role in service to museum visitors. The procurement activity is considered important because it can determine the quality of museum collections. Through procurement activities, it is known what museum collections will be needed to realize the vision and mission of a museum.

The findings regarding the practice of procuring museum collections in several university museums in Indonesia are generally similar in principle but in some respects have several characteristics that differ from one another.

The practice of collection procurement activities at the National Education Museum (Universitas Pendidikan Indonesia) is adjusted to the vision and mission of the establishment of the museum. The development of the National Education Museum Collection is expected to become a vehicle for research centers and learning resource centers that can improve the quality of education and become a national tourist destination, especially in West Java, which is not only to learn everything in the past, but also for the present and in the future.

The concept of collection development at the UPI National Education Museum is intended so that visitors from various age, educational and level backgrounds, such as school students, college students and the general public, not only can see (something to see) but also they can do something (something to do) and can also share something (something to share).

In the context of the Museum, objects are presented to visitors, not only as artifacts, but as objects that are attached to cultural meanings. One of the main tasks of museums is to contextualize objects in their cultural meaning, past and present.

Theoretically, the museum is not enough to be interpreted as a mere space, which is only to be responsible for the preservation of artifacts, but must also function as an educational space.

The university museum in order to play its role as an educational role (teaching and learning) provides comprehensive services for teaching and learning purposes. The provision of services for the purpose of teaching and learning is not only for students and lecturers within the university itself, but the provision is also provided for students and lecturers from other external universities.

## Conclusion

Discussions about information institutions in universities in Indonesia are generally still dominated by discussions about libraries. It is rare for the campus community to talk about the museum institution as an information institution that is actually as important as a library.



In fact, information institutions such as museums in universities, especially in many leading universities, have been developed, not only to support educational activities but also for research and community service. The existence and role of university museums in this study reveals that in terms of establishing university museums compared to libraries, there are still institutional problems. So even though in terms of the role of both libraries and university museums, they have something in common with each other. However, the establishment of a museum that has not been supported by official regulations and the rule of law is a problem that university museum managers often complain about. The absence of official regulations that specifically regulate the management of museums in universities greatly affects performance in carrying out museum functions as well as library functions. The absence of official rules governing the management of university museums causes university support for the existence of university museums such as financial support, supporting facilities and also academic support is still very weak and lacking. Therefore, support from both the university and the ministry of education is needed to establish policies in the form of laws and regulations in order to create a conducive atmosphere for the development of university museums as information institutions such as libraries which are an important part of an educational institution such as a university.

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