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**Actualization of Fisip Unila's Partnership with Atpusi Lampung Province  
Through Personal Rebranding Training for Librarians in the Era of Artificial  
Intelligence**

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**Abstract:** In the contemporary landscape characterized by advancements in artificial intelligence (AI), the profession of librarianship is experiencing a noteworthy transformation, thereby necessitating a re-evaluation and re-branding of the role in order to maintain its relevance. Librarians are transitioning from their traditional role as custodians of physical books to emerging as essential stakeholders in the domains of digital literacy, privacy, and information ethics. They currently fulfill the roles of information strategists, data analysts, and educators, demonstrating proficiency in navigating intricate digital environments. Notwithstanding these advancements, public perception frequently remains outdated, perceiving librarians primarily as engaged in rudimentary administrative activities. This stereotype inhibits the recognition of their extensive contributions to society. Re-branding initiatives center on emphasizing the evolving roles of librarians, which encompass the management of comprehensive digital resources and the promotion of critical information literacy within the context of the artificial intelligence era. The Faculty of Social and Political Sciences (FISIP) at the University of Lampung (Unila), in conjunction with the Association of Indonesian Political Science Students (ATPUSI), has commenced the implementation of training programs aimed at facilitating the re-branding efforts of the institution. These initiatives aim to enhance the digital competencies of librarians and transform public perceptions by positioning them as crucial facilitators in the process of knowledge dissemination. The results of the training indicate a significant enhancement in participants' comprehension of personal re-branding, thereby suggesting the efficacy of these initiatives in preparing librarians with the requisite skills for a future increasingly influenced by artificial intelligence.

**Keywords:** librarian re-branding, artificial intelligence (AI) era, librarian skill improvement.

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▪ **INTRODUCTION**

In the midst of the era of artificial intelligence (AI), the urgency to rebrand the librarian profession is becoming increasingly critical. Librarians, as guardians of knowledge, are now faced with the challenge of not only keeping up with technological developments, but also being pioneers in adapting their practices to remain relevant in an ever-changing information landscape (Endarti, 2017). Research conducted by Elizabeth Gray (2019, as quoted in Dewi, 2023) in an article entitled "Digital Literacy and the Modern Librarian" confirms that modern librarians have an important role in providing education to the public regarding digital security, privacy and ethics in use of information. In the digital era, the role of librarians has experienced significant development from simply being an information provider to also being a privacy protector and literacy defender (Ganggi, 2018; Ningtyas, 2022; Rodin, 2018; Salmah, 2023). This reflects the evolution of the role of librarians in facing the demands of an ever-evolving era. Librarians not only have the role of managing book collections, but also acting as curators

of knowledge (Masruri & Khotimah, 2017), custodians of intellectual heritage (Yusniah et al., 2023), and facilitators in providing access to information (Priyono, 2023).

According to Santi (2015), modern librarians are faced with challenges that include not only providing access to information but also developing information literacy among users. Librarians also have a significant role in educating users about navigation techniques and the ever-increasing use of information ethically and effectively (Pratiwi, 2018). They have competencies in information technology, data management, and communication, skills that are very important in a society powered by information and knowledge (Aini & Istiana, 2018; Andayani, 2018; Endarti, 2017; Intarti, 2019; Iskandar et al., 2022; Utomo & Hery, 2020). In other words, the role of a librarian goes beyond administrative duties in managing book collections. On the contrary, this role focuses on managing access to knowledge sources and facilitating the intellectual development of society.

However, on the other hand, public perception of the librarian profession is frequently outdated, trapped in the stereotype that librarians are only involved in simple administrative tasks related to managing book collections and reading rooms. In fact, the stigma and stereotypes associated with the librarian profession are often a significant obstacle in recognizing the importance of their role in society. According to Sudarsono (2021), Jenifer Cram discusses the issue of instilling negative stereotypes towards librarians which often become more persistent due to the lack of proactive efforts by librarians to change existing views. The common stereotype depicts librarians as a profession that does not require special skills and is seen as an easy job, however this does not correspond to the actual reality. Murniaty (2016, in Yusniah et al., 2023) even sharply identified that the librarian profession often experiences marginalization due to the lack of public understanding regarding the competencies needed to carry out this role with professionalism. Reflecting on this condition, personal Re-branding for librarians is an urgency that must be implemented in the era of artificial intelligence.

Re-branding the librarian profession in this context involves changing perceptions from simply managing physical collections to becoming information strategists, data analysts, and digital literacy educators. This requires increased expertise in information technology, programming and data analysis, as well as the ability to manage extensive and complex digital information sources. With this expertise, librarians can lead in the development and implementation of knowledge management systems that leverage AI to provide more personalized and interactive services to users. This Re-branding also includes advocacy for broader recognition of the role of librarians in supporting education and research through their ability to interpret and complex and often overwhelming mediation of information. As pioneers in information literacy, librarians must be active in developing and implementing programs that teach important skills such as critical thinking and source assessment in this fast-paced information era (Eiriemiokhale & Sulyman, 2023; Mustofa et al., 2024). Re-branding the profession is not only important to ensure the continued relevance of librarians, but is also vital in educating the public on how to navigate the digital world effectively and responsibly.

The Faculty of Social and Political Sciences (FISIP) is one of the work units at Unila which also understands the important role of librarians and libraries. As a higher education institution that aims to educate the nation, Lampung University's FISIP has a strategic role in developing science and professionalism in various fields, including libraries. In this context, FISIP feels called to strengthen collaboration with its strategic partner, the Association of Indonesian School Library Personnel (ATPUSI), in organizing

service activities aimed at carrying out personal Re-branding for librarians. This service activity is planned to provide training aimed at improving the skills and capacity of librarians, in line with the demands and dynamics that are developing in the current digital era. This program will focus on developing digital skills, information management, and effective communication strategies, all of which are important skills that modern librarians need to master. Through this collaboration, FISIP and ATPUSI will work together to formulate innovative personal branding materials and methods, which will not only improve the skills of librarians but also change the way society views this profession. Based on this, there is no doubt that this service activity is considered very important to be able to inspire and motivate librarians to redefine their role in society, making them more than just custodians of book collections, but as information strategists who play a key role in the dissemination of knowledge. Thus, FISIP and ATPUSI are committed to raising the image of librarians to suit today's needs and challenges, as well as strengthening their contribution to the academic world and wider society.

#### ▪ **METHOD**

Community service activities regarding Personal Re-branding of Librarians for FISIP Unila collaboration partners are carried out through several methods, namely: 1) Interactive dialogue through FGD as well as distributing questionnaires to analyze the level of participants' understanding of the personal Re-branding of librarians. Questionnaires were distributed at the end of the FGD event. 2) pretest participants regarding personal Re-branding of librarians during socialization. 3) Personal training on Re-branding librarians for ATPUSI members and administrators 4) Post-test related to all material in the training. 5) First monitoring, visiting the target audience to conduct observations and interviews regarding the follow-up to the extension (maximum 2 weeks after the extension). 6) Second monitoring, through the same activities as the previous monitoring (third and fourth weeks) 7) Prepare a monitoring results report.

#### **Target Audience**

The target audience in this service involves FISIP Unila collaboration partners, namely ATPUSI members and administrators.

#### **Partner Participation**

The implementation of this service activity also involves FISIP Unila's collaboration partner, namely ATPUSI. This activity is expected to help relevant partners in implementing personal Re-branding for librarians. The forms of partner collaboration in community service are as follows: 1) Providing a place for FGD and training activities that can accommodate the entire series of service from start to finish; 2) Determine FGD and training participants evenly from FISIP Unila collaboration partners; 3) Distribute official invitations in the form of assignment letters to participants in FGD and socialization activities.

#### ▪ **RESULT AND DISCUSSION**

The implementation of community service with the theme "Actualization of Collaboration Partners with ATPUSI Lampung Province Through Personal Re-branding Training for Librarians in the Era of Artificial Intelligence" was carried out in two stages, namely Focus Group Discussion (FGD) and delivery of material. The FGD was carried out on June 26 2024 in the Hybrid Room, Building A.1.1 FISIP Unila, involving all

relevant invitees. The FGD is intended to be a meeting between the service team and all service participants to carry out an interactive dialogue to obtain information on participants' knowledge about personal Re-branding of librarians and collect initial data about participants' knowledge, especially on their process of creating and promoting a person's self-image or identity consciously and strategically. that reflects who they are, what they have to offer, and how they want to be known by others in an individual context. The FGD, which was carried out in a hybrid manner, was attended by approximately 30 participants both offline and online. The participants in this activity came from more than 30 librarians who joined as administrators and members of ATPUSI which is one of the FISIP Unila collaboration partner institutions, namely SMKN 1 Merbau Mataram, SMP 26 Bandar Lampung, SD Xaverius 3 Bandar Lampung, Global Madani School, SMK Negeri 4 Bandar Lampung, SMA Negeri 1 Abung Timur; SMA N 3 Metro, SMAN 1 Seputih Agung, Smp Al Azhar 3 Bandar Lampung, SMP Negeri 5 Bandar Lampung, SMAN 12 Bandar Lampung, SMAN 2 Tulang Bawang Tengah, SD Negeri 06 Kelapa Tujuh, SMP Negeri 1 Kotabumi, SMP PG BUNGAMAYANG, SMPN 14 Kotabumi, SMP Negeri 7 Kotabumi, SMAN 1 Bandar Lampung, SMKN 1 NEGERI BESAR WAY KANAN, MTsN 2 Lampung Utara, SDN 01 Kota Alam, SD Tunas Mekar Indonesia, SMAN 1 Hulu Sungkai, SMK NEGERI 1 Tulang Bawang Tengah, SMPN SATAP 1 Way Serdang Mesuji.

In the FGD, several important issues were discovered during the implementation of this activity, especially related to Personal Re-branding of Librarians in the Era of Artificial Intelligence: 1) Changes in the Role of Librarians. With artificial intelligence that can automate various routine tasks, librarians are faced with the need to reposition themselves, from simply managing book collections to becoming knowledge managers. This requires librarians to develop new skills that focus more on data analysis, digital information literacy, and providing strategic insights. Many librarians do not yet have the technical skills needed to adapt to AI technology. This is a challenge in Re-branding efforts, because technological capabilities are the key to librarians remaining relevant; 2) Challenges of Artificial Intelligence (AI) in the Librarian Profession. Artificial intelligence is able to take over routine tasks such as cataloging, database management, or information retrieval. This creates challenges for librarians in finding their added value outside of these tasks. Re-branding librarians needs to address this issue by highlighting other skills that cannot be replaced by AI, such as interpersonal skills, curating information, or information literacy consultation. AI applied in libraries also brings challenges regarding privacy and ethical use of user data. Librarians must understand how to handle these issues carefully to remain trusted by users; 3) The Need for Increasing Digital Competence. In Re-branding efforts, librarians must show that they are able to become digital literacy facilitators, helping library users understand and use digital technology wisely, including artificial intelligence technology. To support Re-branding, librarians need to continue to improve their digital competence through ongoing training that is relevant to the latest technological developments; 4) Public Perception of the Role of Librarians. Many people still view librarians as a traditional profession that is only related to managing books. This issue is one of the obstacles in the Re-branding process, where librarians need to change this perception and show their new, more dynamic and relevant role in the digital era. Librarians must be more active in promoting their new role in the era of artificial intelligence through digital platforms and social media. Lack of ability to market personal branding effectively is a challenge in developing more relevant branding.

In order to face technological developments, especially artificial intelligence (AI), librarians need to adapt and position themselves strategically through personal Re-branding. To support this process, a series of materials have been prepared, designed to provide a comprehensive understanding and practical skills in developing and communicating a new professional identity. The implementation of the Personal Re-branding Training for Librarians in the Era of Artificial Intelligence was carried out on the same day and was attended by 30 participants offline and 20 participants who joined online via Zoom.



**Figure 1.** Team with the General chairperson of ATPUSI Lampung, Arif Isnaini, S.Pd (far right), at the personal re-branding training activities for librarians in the era of AI

The results after the training showed an increase in the participants' knowledge, understanding and skills regarding Personal Re-branding of Librarians in the Era of Artificial Intelligence and were able to apply the Re-branding strategy in their professional context effectively. The participants not only understand the basic concepts of personal branding, but also how to adapt their professional identity to increasingly rapid technological developments, especially artificial intelligence (AI). relevant in various scientific fields, in accordance with the needs of the job market.

Based on the results of the pretest evaluation, participants received low scores for all material indicator criteria. These results can be improved due to a good training process so that participants in the post test evaluation get very good results. Apart from that, the results of the pretest and post-test evaluations showed very significant changes after a good, targeted training process and adequate resource support. The complete pretest evaluation results are presented in the following table.

**Table 1.** Percentage of training participants' pretest evaluation scores

No.	Score	Number of Participane	Percent	Criteria
1	40-50	-	-	Very Low
2	51-60	20 people	66%	Low
3	61-70	6 people	20%	Middle
4	71-80	4 people	14%	Good
5	81-100	-	-	Very Good
Total		30 people	100%	

The table above shows the percentage of pretest evaluation scores obtained by training participants, which indicates their initial level of understanding before the training began. No participants scored in this range, meaning no participants had very low levels of understanding before training. A total of 20 people (66% of the total participants) were in the low category, indicating that the majority of participants had a fairly limited basic understanding before the training. This indicates that most participants started with little knowledge about personal Re-branding and the challenges in the era of artificial intelligence. A total of 6 people (20% of the total participants) were in the sufficient category. They have a moderate or intermediate understanding of the training topic, but still need to improve their knowledge further. A total of 4 people (14% of the total participants) were in the good category, which shows they had fairly good knowledge before the training. Participants in this category have relatively stronger initial understanding. The total number of participants was 30 people, and based on this data, the majority of participants (66%) needed a significant increase in understanding, while a small number had a fairly good or good understanding before the training began.

This table illustrates the importance of training to improve participants' skills and understanding regarding personal Re-branding in the era of artificial intelligence. The results of the training can be used as a basis for demonstrating the level of success. This context is also reflected in the evaluation results after the training activities (post test) have been completed. The large level of difference between pretest results and post-test results can indicate the success of the Teaching Practice Program Dissemination. Apart from that, it will also determine the success of the training activity process that has been implemented. Below are presented the results of the post test evaluation, in the form of the following table.

**Table 1.** Percentage of training participants' post-test evaluation scores

No.	Score	Number of Particpane	Percent	Criteria
1	40-50	-	-	Very Low
2	51-60	-	-	Low
3	61-70	13 people	43.33%	Middle
4	71-80	15 people	50%	Good
5	81-100	2 people	6.67%	Very Good
Total		30 people	100%	

Based on Table 5.3, the post-test results show a significant increase in the training participants' understanding and skills compared to the pretest. In contrast to the pretest results, where there was a fairly large percentage in the low category, the post-test results showed that there were no participants in the 40-50 or 51-60 range. This shows that the training was successful in raising participants with low understanding to a better level. 100% of participants scored above 60, which reflects an increase in the overall average understanding of participants. A total of 13 participants (43.33%) were in the moderate category with a score of 61-70. This shows that although there was an increase in knowledge, almost half of the participants were still at a moderate level. This means that they have understood the basic concept of personal Re-branding, but may still need a deeper understanding or further practical application in order to reach the good or very good category.

Meanwhile, 15 participants (50%) managed to get scores in the range of 71-80, which shows that half of the participants have achieved good understanding after the training. This category shows that training has been effective in increasing librarians' understanding, especially regarding the application of personal branding in their professional context. This also shows that the majority of participants were able to utilize the training materials well. On the other hand, 2 participants (6.67%) managed to achieve a score range of 81-100, indicating that only a small percentage of participants really mastered the training material very well. Those in this category have been able to integrate personal branding concepts and strategies very well, showing the potential to become leaders in implementing professional change in the era of artificial intelligence. The low percentage in this category indicates that although the training has succeeded in increasing the understanding of the majority of participants, further training may be needed to achieve broader mastery among participants.

It can be concluded from the post-test results that this training has been significantly successful in increasing participants' understanding about personal Re-branding of librarians in the era of artificial intelligence. Even though the majority of participants had reached the "good" category, there were 43.33% of participants who were still in the "fair" category. This indicates that some participants may require further support or training to deepen their understanding and implement personal branding strategies more effectively. The success of this training can be seen from the fact that there were no participants in the very low or low category, indicating an even increase in understanding across all participant groups. 50% of participants succeeded in achieving good understanding, which reflects that the training materials and methods were quite effective.

#### ▪ **CONCLUSION**

Implementation of community service activities with the theme "Actualization of Collaboration Partners with ATPUSI Lampung Province Through Personal Re-branding Training for Librarians in the Era of Artificial Intelligence" had a significant impact on participants, especially regarding their understanding and skills in personal Re-branding. This activity was carried out in two stages, namely Focus Group Discussion (FGD) and delivery of training materials. The first stage, FGD, involved interactive dialogue between the service team and participants to identify their initial knowledge about librarian personal branding. From the FGD, it was found that most participants still view the role of librarians in a traditional context, so personal Re-branding is an important strategic step for their adaptation in the era of artificial intelligence. The second stage is training that provides a comprehensive understanding of the changing role of librarians, especially in facing the challenges brought by artificial intelligence. Librarians are required to develop new skills, such as digital literacy, knowledge management, and interpersonal skills that cannot be replaced by technology. Apart from that, this training also helps participants understand the importance of utilizing AI technology while still paying attention to the ethical and privacy aspects of library users.

Based on the results of the pretest and post-test evaluation, there was a significant increase in participants' understanding after the training. Before the training, the majority of participants were in the low understanding category, but after the training, the majority of participants were able to increase their knowledge, with 50% of participants in the "good" understanding category and 6.67% in the "very good" category. No participants were in the "very low" or "low" categories after the training, indicating the program's success in providing real impact. Overall, this training has helped librarians prepare for

more strategic roles in the digital and artificial intelligence era. Apart from increasing understanding of personal branding, this training also encourages participants to continue to improve their digital competence through continuous training and wise use of technology.

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