

10-03-2026

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To cite this article: Aliwijaya, A., Mubarokah, A., Yasmidar, N., Suryadi, A., Yanti, N., Saputra, A., & Siregar, Y. B. (2026). Academic library repository access policy in Indonesia: Recent policy updates. *Priviet Social Sciences Journal*, 6(3), 152–166. <https://doi.org/10.55942/pssj.v6i3.1189>

To link to this article: <https://doi.org/10.55942/pssj.v6i3.1188>



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Academic library repository access policy in Indonesia: recent policy updates

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Received 2 December 2025

Revised 10 March 2026

Accepted 10 March 2026

ABSTRACT

This study aims to identify repository access policies in university libraries in the Special Region of Yogyakarta. A qualitative approach was used through in-depth interviews. Eight informants from four selected libraries, as well as observation and review of repository websites. The results show a wide variety of policies ranging from full open access, limited access per chapter, access only for institutional members through Single Sign-On, to access restrictions only through library computers, as well as take-down and embargo practices. The findings report a general chronological pattern, namely initialization with openness, then gradually restricted due to concerns about plagiarism, protection of sensitive data, administrative burdens, resource limitations, and encouragement from internal actors such as lecturers. The discussion emphasizes that the reality of policy in the field is more complex than the typology in the literature because it is simultaneously influenced by technical, normative, and administrative factors. This research is expected to serve as a guideline for contextual and consistent repository policies, strengthening technical and managerial capacity, copyright policies, and communication strategies to increase researcher participation. Recommendations include the development of integrated embargo and authentication mechanisms to balance open access and the protection of academic integrity.

Keywords: access policy; open access; repository; academic library

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RESEARCH & PUBLISHING



1. INTRODUCTION

Institutional repositories of academic libraries serve as the main platform for accumulating, preserving, and disseminating academic intellectual works digitally, in line with the history of the emergence of repositories such as arXiv and the initial purpose of repositories for archiving specific disciplines (Giesecke, 2011; Rafiq, 2022; Crow, 2002). The Open Access movement (e.g., BOAI, Berlin Declaration, Bethesda) and the support of international library organizations (IFLA, 2003; Bawack & Nkolo, 2019; Confederation of Open Access Repository, 2013) encourage institutional repositories as a means of expanding access to research and educational resources; however, the adoption and implementation of these OA principles vary in university library practices.

In Indonesia, institutional repositories have expanded rapidly in the last decade as universities seek to increase research visibility and comply with open science initiatives. According to national repository directories and previous observation, hundreds of institutional repositories have been developed across Indonesian universities, particularly to archive theses, dissertations, and institutional research outputs. However, despite this expansion, the level of openness varies significantly among institutions. Many university libraries have gradually restricted access to repository content, especially theses and dissertations, due to concerns about plagiarism, misuse of academic works, and administrative constraints. This issue has generated ongoing debates among librarians, faculty members, and university administrators regarding the balance between open knowledge dissemination and the protection of academic integrity.

The literature shows variations repository access policies. Some institutions implement full open access, while many others impose partial access or close access altogether (Farida et al., 2015; M. E. Handoyo & Istiarni, 2020; Priyanto, 2022). Challenges in managing repositories hinder their effectiveness in developing countries (see Bangani, 2018; Musa et al., 2014; Sahu & Parabhoi, 2019; Fernández Fernández et al., 2016; Anderson & Leachman, 2020; Shukla & Khan, 2014; Puspita et al., 2024; Singeh et al., 2013). In addition, the inconsistency of institutional policies and the lack of socialization of the benefits of OA also reduce researcher participation in self-depositing to repositories (Bastos et al., 2011; Santos-Hermosa, 2022; Lipinski & Kritikos, 2018; Prost & Schöpfel, 2014; Schöpfel & Prost, 2015).

Recent literature shows that many university libraries have closed access to repositories. This closure is due to the lack of clear self-archiving mechanisms and copyright protection (Lipinski & Kritikos, 2018; Prost & Schöpfel, 2014). And then, plagiarism is a major concern because student work can be easily copied (Puspita et al., 2024). In addition, limited resources and infrastructure, such as a lack of experts, repository maintenance, and technology interoperability standards, have prompted universities to take steps to close access in order to reduce their operational burden (Anderson & Leachman, 2020; Fernández Fernández et al., 2016). Low awareness and participation of researchers in utilizing repositories also reinforce the decision of institutions to restrict access (Singeh et al., 2013; Santos-Hermosa, 2022).

Previous research in local and national contexts has revealed diverse access patterns. Aliwijaya & Khoir (2023) identified several types of access policies in the Special Region of Yogyakarta, while Shukla & Khan (2014) categorized variations in repository access. Salpiati et al. (2022) showed the limited scope of ministry repository policies, which therefore do not serve as a single guideline for university libraries. Ahmed et al. (2014), Singh (2016) and Yasmidar & Aliwijaya (2025) highlighted the weakness of collection and digital management policies in many repositories. However, studies analyzing the dynamics of access policy changes are still limited. Previous studies tend to be descriptive of access types without examining the causes and effects, decision-making processes, or policy consequences in depth.

In the field (the case of the Special Region of Yogyakarta), real practical problems were found: of 126 universities, only about 55 libraries had institutional repositories, while 71 did not yet have a repository website. Several libraries that initially implemented OA then restricted or closed access due to concerns about alleged academic violations (e.g., re-uploading works on other sites for personal gain) or the potential misuse of student work. On the other hand, several libraries consistently maintained OA because they were concerned that closing access would actually facilitate the duplication of works without supervision.

This situation has direct implications for the openness of gray literature (theses, dissertations), the visibility of local research, and user trust in repositories.

Although previous studies have documented the existence of different access models in institutional repositories, most research has focused primarily on describing access types or evaluating technical repository implementation. Limited studies have examined the dynamic processes through which repository access policies change over time within institutional settings. In the Indonesian context, empirical research on how university libraries negotiate openness, restriction, and administrative requirements remains scarce. Therefore, this study addresses this gap by examining recent repository access policy developments in university libraries in the Special Region of Yogyakarta and identifying the institutional mechanisms that shape these policy changes.

Thus, this study is important to fill the empirical gap on the dynamics of higher education library repository access policies. The purpose of this study is to map patterns of change in repository access policies at higher education institutions in the Special Region of Yogyakarta. The results of the study are expected to provide practical contributions to the development of consistent and contextual repository policy guidelines in Indonesia. The research questions asked are: RQ1. What are the latest access policies for university library repositories in Indonesia?

2. LITERATURE REVIEW

2.1 Policy Formulation

Policy formulation is a process that involves the objectives of stakeholders and the community. Stakeholders will create policies that are intended for the good of society. According to experts involved in policy, [Eyestone \(1971\)](#) defines public policy as *“the interaction between government units and their environment.”* In addition, another expert, [Dye \(1978\)](#), defines it as “a series of choices,” including choosing to act or not to act. Basically, policies are made according to people's needs based on the views of their makers. Through the policy cycle (from formulation to revision), policies can change continuously ([Howlett & Cashore, 2009](#); [Bardach, 2011](#)). These changes are usually based on needs. In addition, community experiences and institutional regulations also shape the direction of policy change ([DeLeo, 2017](#)). Furthermore, it is also important to analyze how policies are adopted and revised ([Putera et al., 2023](#)). These changes and adoptions aim to improve the suitability of policies with the latest issues. Policy changes also occur in libraries. One of these changes is the change in repository access policy. Therefore, this study will examine the latest policies and changes in access to university library repositories.

2.2 Types of Higher Education Library Repository Access Policies

A repository is a library service, including university libraries. Repositories archive various publications owned by universities. An institutional repository is an online archive that collects, stores, and shares digital copies of academic works ([Sutedjo, 2014](#)). Repositories are used as a means of better governance, increased efficiency, and wider dissemination of works ([Gibbons, 2005](#)). In other words, repositories support scientific communication. Libraries that develop repositories aim to strengthen information management and dissemination ([Gani, 2015](#)). Previous studies have demonstrated that institutional repository policies are shaped by multiple institutional and technological factors, including copyright management, organizational culture, and resource availability ([Lynch, 2003](#); [Xia & Sun, 2007](#); [Kim, 2011](#); [Cullen & Chawner, 2011](#)). Recent research also highlights that repository openness is often negotiated within institutional governance structures where librarians, administrators, and faculty members have competing perspectives on intellectual property protection and research dissemination ([Pinfield et al., 2014](#); [Nicholas et al., 2017](#)).

In the early stages, access policies were simple. There were only two main types there is open access for everyone and restricted access ([Lipinski, 2011](#)). Over time, [Shukla & Khan \(2014\)](#) report more models developed. These include open access for all users, open access only for institutional members, restricted access, and different access levels for different materials. They describe three main types is green access, restricted access for external users, and hybrid models. In the other side, [Aliwijaya & Khoir \(2023\)](#)

reported recent repository practices in Indonesia there is full open access, internal access, partial document access, and access to document summaries.

Some repositories are no longer accessible (Liauw & Genoni, 2017), include in Indonesia. Research in Indonesia shows that access restrictions are still common (Zuntriana, 2018). Some institutions have even stopped open access entirely (Priyanto, 2022). The main reasons for restricting access include concerns about plagiarism, data misuse, and the need to protect academic integrity (Eschenfelder & Johnson, 2011; Ernarningsih, 2018). This shows that repository access policies continue to change according to organizational conditions. In this study, we will identify how university libraries apply and develop the latest repository access policies in Indonesia.

3. METHOD

This research employs a qualitative multiple-case study design to explore repository access policy practices in university libraries. A qualitative approach was chosen because of its focus on a deep understanding of the phenomenon, the actors involved, and the institutional context (Creswell, 2008). A qualitative approach allows the researcher to capture institutional perspectives, decision-making processes, and contextual factors influencing policy development.

3.1 Location Selection

This study was conducted in four university libraries in the Special Region of Yogyakarta, Indonesia. The research locations were determined through a systematic process. We searching and mapping content on university repository websites. And than, we identifying and reviewing published access policies. Next, further observation of libraries that implement open access and access restrictions. Based on these procedures, four university libraries in Yogyakarta were selected. Several libraries had previously implemented open access repository policies, but later imposed access restrictions. The inclusion criteria for the study were: (1) Having previously implemented an open access repository policy; or (2) Currently imposing some form of access restriction on part or all of the repository collection; or (3) Remaining open access.

3.2 Informants

The study used purposive sampling to identify libraries that represent different repository access policy models. The selected institutions met at least one of the following criteria: (1) institutions that had previously implemented open access repositories, (2) institutions that had introduced access restrictions to repository content, or (3) institutions that maintained open access policies despite external pressures to restrict access. A total of 8 informants were recruited using purposive sampling, namely 2 informants from each Library (the head librarian and one repository management staff member). We achieve data triangulation and obtain managerial and technical perspectives. The criteria for selecting informants included direct involvement in the formulation/implementation of repository policies or technical management of the repository. Informants were interviewed anonymously and given pseudonyms (See Table 1) to maintain confidentiality.

Table 1. Research Informants

No	Library (Pseudonym)	Position
1	Library A	Head of Library
2	Library A	IT Staff / Repository Manager
3	Library B	Head of Library
4	Library B	IT Staff / Repository Manager
5	Library C	Head of Library
6	Library C	Service Staff / Repository Manager
7	Library D	Head of Library
8	Library D	IT Staff / Repository Manager

Data Sources: Author's Data

3.3 Interviews

Semi-structured interviews were conducted to explore the types of access policies and reasons for restricting access to repositories. Before the formal interviews began, researchers verified access to repositories (by directly opening/reviewing repositories) to confirm that libraries met the criteria for access restrictions. The interviews were recorded (after obtaining the informants' consent), took place in the informants' workspaces or online as agreed, and lasted approximately 30–60 minutes per informant. Ethical consent and anonymity were guaranteed to all participants.

3.4 Data Analysis

The interview recordings were fully transcribed and analyzed using content analysis to identify central themes related to the repository access policy paradigm (Holsti, 1969). Content analysis was used because it enables systematic identification of themes related to policy formulation, institutional decision-making, and repository access practices. This method is particularly appropriate for qualitative policy studies where the objective is to interpret meanings embedded in interview narratives and institutional practices. The analysis process included initial coding, grouping codes into themes. We developing categories that reflected the motives, practices, and consequences of restriction policies. To increase validity, data triangulation between informants (heads vs. staff) was conducted, as well as cross-checking between repository observation findings and interview data. All reported quotations were anonymized and reported verbatim except. We edited the name of institution to be maintain privacy.

4. RESULTS AND DISCUSSION

4.1 Types of Library Repository Access Policies at Higher Education Libraries

This study identifies four contemporary types of repository access policies implemented by higher education libraries in the Special Region of Yogyakarta. We found (1) open access for everyone, as exemplified by Library A, which has consistently provided full-text access to all users since 2007 despite occasional requests from faculty members to restrict certain items; (2) different access for different content, as implemented by Library B, which limits open access to Chapters 1 and 5 of submitted works and requires internal students to obtain supervisor approval for full access, while external users may request limited full access; (3) institutional member access which allows unrestricted, read-only access to all chapters for internal users through Single Sign-On (SSO), and (4) limited user access, as applied by Library D, which restricts repository access to computers provided on-site and grants additional access only under specific research-related requests.

4.1.1 Open Access Policy (Library Repository A)

The open access policy for everyone is the repository access policy of a university library in the Special Region of Yogyakarta that opens its repository access publicly. Library A has repository content that can be accessed from anywhere using a computer device connected to the internet.

“Basically, our repository can be accessed in full text from anywhere. There are indeed some lecturers who ask for it to be closed or taken down.” (Head of Library A)

“From both applications, since 2007 until now, it has been open access.” (Head of Library A)

“The content includes student final projects such as theses and dissertations. Students send files by email. Students are required to send them in preparation for their thesis defense.” (Library A Staff)

The changes in the repository application at Library A have not caused the Library to alter its repository access policy. On the other hand, despite some faculty members requesting access restrictions for certain content, Library A continues to adhere to the open access principle to this day. Based on the above explanation, the management and access of Library A's repository can be understood as shown in [Figure 1](#) below.

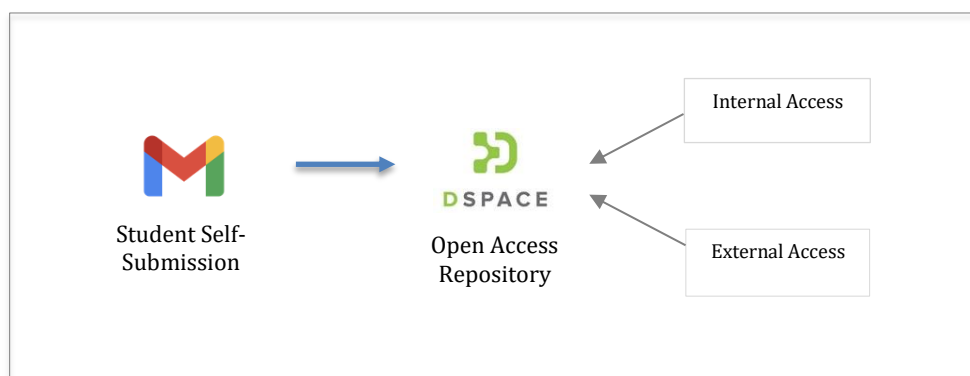


Figure 1. Library A Repository Flow and Access

Library A changed applications twice. Repository development began in 2007 and continued until 2013 using a repository platform developed internally by the University Information System Agency called RAC (Repository and Archive). After that, repository development switched to using the DSpace application, which is still in use today. Both applications have adopted the principle of open access, which allows open access for all users. Library A has undergone two application changes. Repository development began in 2007 and continued until 2013 using a repository platform developed internally by the University Information System Agency called RAC (Repository and Archive). After that, repository development switched to using the DSpace application, which is still in use today. Both applications have adopted the principle of open access, which allows open access for all users.

The access procedure for content that has been taken down or embargoed is to open a special room available using computers provided by the Library. Library A will provide a login account that allows you to read the content on the site. "We open it right here. There is a room, computers are provided, log in using our account, then they can read it on site" (Head of Library A). In terms of content, Library A's repository archives various documents and academic products produced within the university. These documents include student final assignments such as theses, dissertations, and other important scientific writings in higher education. Library A's repository also stores documents from various units within the university, such as research results, books, book chapters, seminar proceedings, and professorial inauguration speeches.

4.1.2 Different Access Policies for Different Content (Library B Repository)

Library B has a different type of repository access policy with different access for different content. The open access policy of the university repository is limited to chapters 1 and 5 of the works stored in it. Internal university students have the option to request full access by submitting a request accompanied by permission from their supervisor. However, external parties who want full access can use the librarian service with a limit of two works and a fee of IDR 5,000. Both internal and external users of the university can access the same work in print and online formats through computers available at Library B.

"People outside the university can only access chapters 1 and 5. But for the academic community, students can actually request full access, but they must have permission and a signature from their supervisor." (Head of Library B)

"For full external access, the librarian will download and send the work, but the limit is two works and the fee is Rp 5,000". (Head of Library B)

"If students are in Yogyakarta, they no longer need to use the repository. So, both internal and external users who want full access can find the printed works on the second floor of the library." (Head of Library B)

"From 2007 to 2016, access was limited to Chapter 1, Chapter 5, and the appendices. However, in 2016, we changed the policy so that the appendices could no longer be accessed. CVs containing phone numbers and other personal information in the appendices could not be distributed." (Head of Library B)

Library B implements a repository access policy with different access levels for different content. This policy restricts open access to chapters 1 and 5 of stored works. The change in Library B's repository access policy occurred in 2016 with the closure of access to student thesis appendices. The determination of access policies and changes in access are an important part of the development of Library B's repository. The flow and access of Library B's repository can be seen in Figure 2 below.

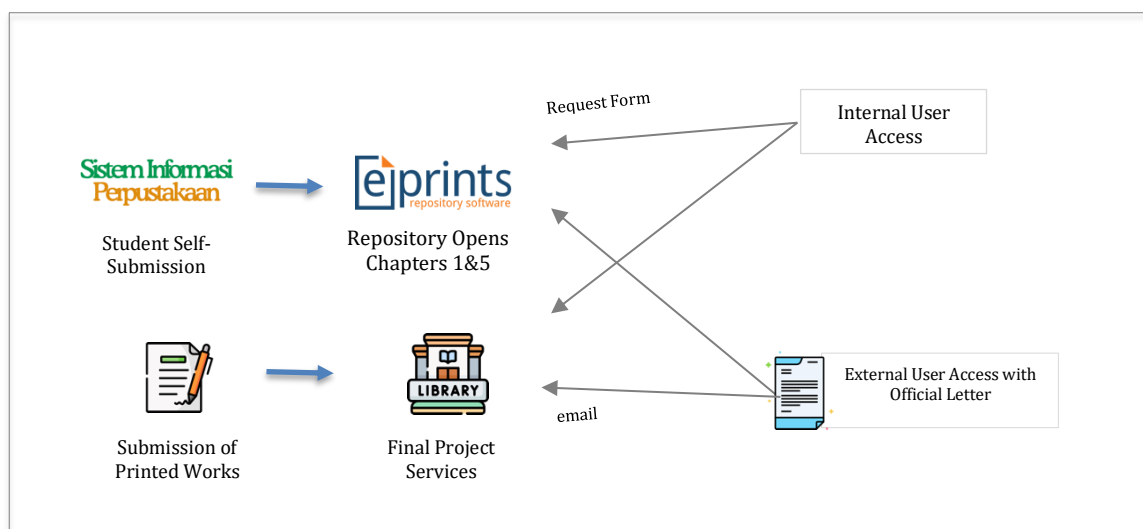


Figure 2. Library B Repository Flow and Access

Library B initially provided open access to Chapter 1, Chapter 5, and the appendices. The policy was changed in 2016 to close access to appendices. This was because appendices often contained sensitive information such as telephone numbers and resumes that should not be freely distributed. Library B initially used the Ganesha Digital Library (GDL) application since 2007. There was a change to using a modified Eprint application, including modifications to the template. This application has been connected to the faculty and finance department, demonstrating broader integration in repository management.

Library B stores various types of content, including works from the academic community and external works. The content can be in various formats (text, images, and videos). The videos often linked to platforms such as YouTube due to their large size. Students are required to submit their academic work to the repository as part of their graduation requirements. The mechanism for submitting works by lecturers and researchers involves the use of the lecturer application, which is integrated with lecturer performance assessments. The integration of this system with personnel management ensures that lecturer data is automatically filled in and updated.

4.1.3 Institutional Member Access Policy (Library C Repository)

The type of institutional member access repository policy is a higher education library repository access policy in the Special Region of Yogyakarta that opens its repository access only to internal higher education institutions. Library C describes internal access as allowing users to access all chapters using Single Sign-On (SSO) (Figure 3). One of the main features developed by Library C is internally readable access, which means that it can be read by internal users but cannot be downloaded. On the other hand, access for external users to the contents of the Library C repository requires an official letter from the user's institution.

“Internal access can be accessed through the MyPustaka application for all chapters without exception using SSO. Internal access is definitely readable. Readable means it is open to students but cannot be downloaded, only read.” (Head of Library C)

“... for eprints, from 2020 until now, it is internal access.” (Head of Library)

“EDT only contains theses, dissertations, and doctoral dissertations. The repository contains various types of content, such as conference papers and faculty works. However, these have now been moved to simlitabmas application. Ebooks have been published in a separate application.” (Head of Library)

Library C’s repository access policy prioritizes internal users to explore content without restrictions using SSO. However, Library C has implemented a policy to prevent the spread of content by making it readable but not downloadable. The use of content by external users is also subject to more selective conditions. On the other hand, the separation of responsibilities in managing content produced by faculty and students is a major concern between the library, the personnel department, and the research and community service department. (See [Figure 3](#))

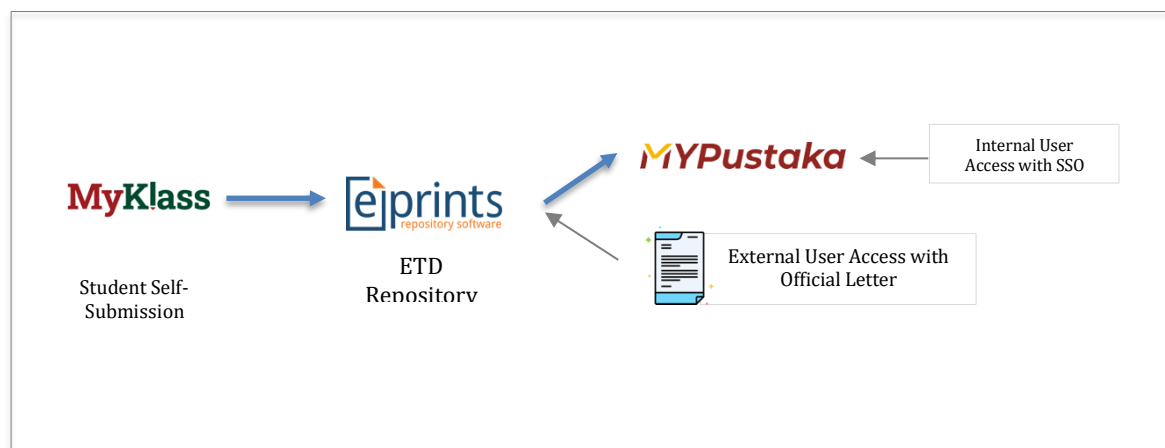


Figure 3. Library C Repository Flow and Access

The development of the Library C repository began in 2012 using an application developed in-house by the Library. The Library C repository then switched to using DSpace from 2016 to 2020, and finally introduced ETD in 2020 with integration between Eprint and MyPustaka. During the period of in-house application development from 2012 to 2016, access was limited to chapters 1, 2, and 5, which were open, while chapters 3 and 4 were closed. When switching to DSpace from 2016 to 2020, the access policy changed to open access. Then, with the implementation of ETD using Eprint and MyPustaka since 2020, the repository access policy has become institutional member access.

Library C's repository stores various types of content such as theses, dissertations, and dissertations, referred to as ETDs (Electronic Theses and Dissertations). Works such as conference proceedings and lecturer works have been moved to a separate platform, Simlitabmas (Research and Community Service Management Information System). The submission process is carried out by students through a self-service system with the main purpose of obtaining a library clearance letter and other administrative requirements, such as graduation and commencement. On the other hand, lecturers also upload their own works to Simlitabmas due to administrative requirements such as employee reports.

4.1.4 Limited User Access Policy (Library D Repository)

Library D has two main applications that manage various types of academic and institutional content. First, there is Electronic Theses and Dissertations (ETD), which stores academic works such as final projects, theses, dissertations, and reports from professional programs. In addition, there is a repository application that stores content such as research reports, speeches from professors, reports from the rector, proceedings articles, journal articles by lecturers, and student assignments. The focus of this discussion is on Library D's ETD, which contains student final project content.

"Initially, the central library only managed theses and dissertations. But then in 2013, we started requiring undergraduate students to submit their theses and diplomas as final assignments." (Head of Library D)

"Under the latest access policy, students can only access the repository through computers provided in the Library, both in the central Library and faculty libraries. We have funds for computer facilities and managing the repository." (Head of Library D)

"Due to the pandemic at that time, the library implemented a policy that students who were working on their theses, dissertations, or conducting research could request the files from the library." (Head of Library D)

"The internal mechanism is that requests can be made via email or by visiting the central Library or faculty library. The external mechanism is that if they have specific permission from their institution, we can still serve them." (Library Staff D)

From the explanation, it is known that Library D's ETD has undergone changes in access policy over time. ETD has undergone policy transformations such as restricted access, open access, and opening access to certain chapters. In addition to understanding the changes in ETD access policies, it is important to know the process of formulating these policies and the factors that influence these policy changes. Based on the above explanation, the management and access of Library C's repository can be seen in Figure 4 below.

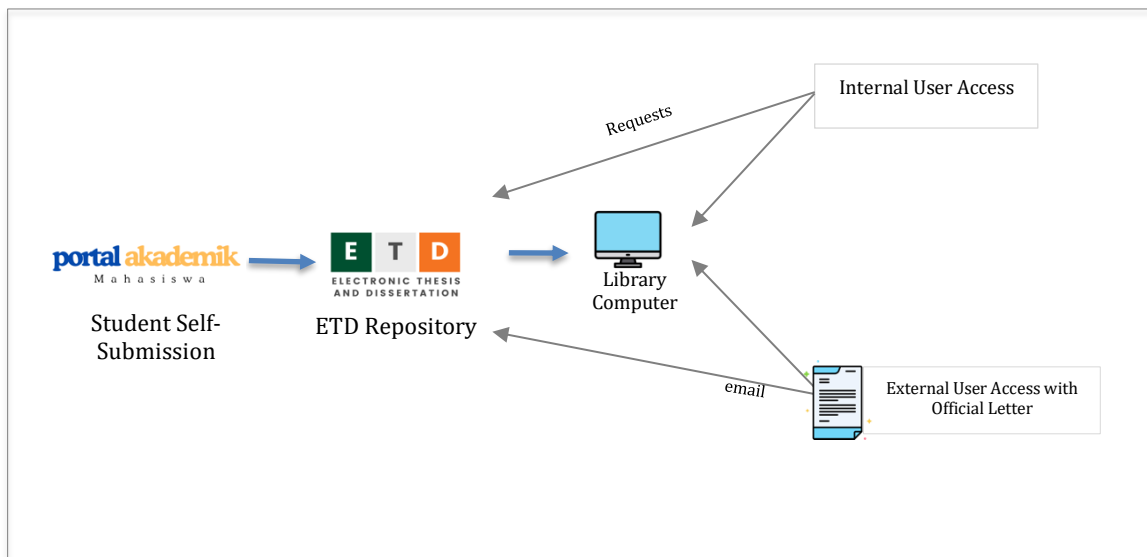


Figure 4. Library D Repository Flow and Access

Library D's repository access policy has been updated since 2017, from open access to chapters 1 and 5 to restricted access only from the library. With funding support from the university, Library D requires students to access the repository through computers provided at the central Library or faculty libraries. The library allows students conducting research to request files from the repository and have them sent via email. However, external users must have permission from their institution, such as permission from their supervisor and study program, to access repository files. In some cases, the Library tries to contact the original author of the document and directs users to request it directly from the author.

Electronic Theses and Dissertations (ETD) have been available at Library D since 2013. Over time, ETD has undergone various changes in access policy, including the use of Single Sign-On (SSO) for logging in to submit academic work. The ETD access policy was initially restricted, then became open access, but changed back to restricted access, followed by the opening of access to chapters one and five, and finally restricted again. On the other hand, the ETD application was developed independently by the library in collaboration with the relevant IT department. There are differences in the way content is submitted between repositories and Electronic Theses and Dissertations (ETD). Content submission to repositories is voluntary, where lecturers, students, or researchers have the freedom to upload their work. However, final projects must be submitted independently by students to be stored in ET. On the other hand, there is a possibility that content must still be submitted to ET, but not displayed publicly for various reasons.

4.2 Changes in Higher Education Library Repository Access Policy

The findings of this study support the concept of policy dynamics, which suggests that institutional policies evolve through continuous interaction between organizational needs, stakeholder interests, and environmental pressures (Howlett & Cashore, 2009; Bardach, 2011). Repository access policies in the observed libraries demonstrate how institutional actors reinterpret the principle of open access in response to local constraints such as plagiarism concerns, administrative workload, and technological limitations. Previous research on types of repository access policies describes the development from simple models to increasingly complex variations (Lipinski, 2011; Shukla & Khan, 2014; Mishra & Kumar, 2023). The findings of this study are in line with the literature that repositories in the field show a diversity of policies. Repository access ranges from full open access, internal access with login controls, chapter-by-chapter access, to restricted access for external parties, as well as different policy combinations for each type of content. Aliwijaya & Choir (2023;2025) and Aliwijaya & Rahayu (2018) reports the variation reinforces the view their access policies to content, rights protection, and institutional strategies.

Library A represents open access practices as outlined in the literature, which emphasizes the benefits of repositories for knowledge dissemination and scientific visibility (Sutedjo, 2014; Gibbons, 2005; Gani, 2015). The findings show that from 2007 to the present. The Library has maintained the principle of open access despite a change in application. However, unlike the literature description, which tends to emphasize openness, this study found additional dynamics in the form of take-down requests from lecturers. Iclude, the use of special rooms to access embargoed content. The findings regarding Libraries B and D show a pattern of change in line with the literature on repository access restrictions. As found by Liauw & Genoni (2017) and Priyanto (2022), these two libraries initially implemented open access but later closed some access. Library B restricted access to only Chapter 1 and Chapter 5 and closed the appendix in 2016. Meanwhile, Library D showed a fluctuating pattern, including restricting access only through library computers. These findings reinforce the literature on the reasons for access restrictions, such as concerns about plagiarism and the protection of academic integrity (Eschenfelder & Johnson, 2011; Ernaningsih, 2018), but add the important detail that internal actors and administrative needs also trigger change.

Library C show a member access policy that utilizes Single Sign-On (SSO) technology and a read-only feature. This finding supports the concept Mishra & Kumar (2023), but differs from some literature that prioritizes visibility through full openness. This study found that Library C places greater emphasis on data protection and distribution control, including the requirement for official letters for external users. This findings shows that access policies are determined not only by the orientation of knowledge dissemination but also by considerations of privacy, administrative burden, and institutional structure. Thereby, broadening the understanding of how repositories balance academic and protective functions.

Based on the above discussion, this study found that the access policies of university library repositories in the field are far more complex than the categorizations commonly described in the literature. There are various access rules, such as full open access, internal access via SSO, chapter-by-chapter restrictions, limited download services for external users, take-down policies, embargoes, access via library computers, and combinations of policies for different types of content. Another important finding is the chronological pattern that repositories generally start with open access but then close access with various conditions, either due to data sensitivity, administrative requirements, or pressure from certain actors (e.g., lecturers).

Overall, these findings reinforce the concept of policy dynamics, which views institutional policies as evolving through continuous interaction among organizational needs, stakeholder interests, and environmental pressures (Howlett & Cashore, 2009; Bardach, 2011). The repository access policies observed in this study demonstrate how university libraries reinterpret and adapt the principle of open access in response to local constraints, including concerns about plagiarism, administrative capacity, and technological limitations. This dynamic illustrates that repository policies are not static technical arrangements but rather negotiated institutional practices that seek to balance the goals of knowledge dissemination with the protection of academic integrity and institutional governance.

4.3 Implications

Based on the findings, several practical steps can be recommended. First, universities should establish formal repository access policy guidelines that clearly define levels of openness, embargo mechanisms, and procedures for take-down requests. Second, libraries should implement technical mechanisms such as watermarking, read-only access modes, and controlled download permissions to balance openness with intellectual property protection. Third, universities should strengthen collaboration between librarians, IT units, and academic departments to ensure that repository systems are integrated with institutional authentication systems such as Single Sign-On (SSO).

4.4 Limitation and Future Research

This study has several limitations. First, the research focuses on four university libraries within a single province, which may limit the generalizability of the findings to other regions in Indonesia. Second, the study relies primarily on qualitative interviews and repository observations, which may not fully capture user perspectives such as students or external researchers. Third, the cross-sectional design does not allow for long-term analysis of policy evolution. For further research, comparative studies across regions, evaluation of the impact of access policies on citation of works, analysis of user perceptions (students, lecturers, external parties), and legal and ethical studies related to data privacy in attachments are recommended.

5. CONCLUSION

This study aims to identify patterns of access policies for university library repositories in the Special Region of Yogyakarta. Qualitative study results from four libraries with eight informants show policy variations from full open access to internal restrictions via SSO, chapter-by-chapter access, restrictions to library computers only, and take-down and embargo mechanisms. The findings reveal a general chronological pattern, namely an initial trend towards openness. And then, The findings are followed by partial closure of access due to concerns about plagiarism, protection of sensitive data, administrative burdens, and resource constraints. The discussion shows that policy variations are more complex than the typology in the literature because they are simultaneously influenced by technical factors, institutional norms, the role of internal actors, and administrative needs. The implications of this study are the need for contextual and consistent repository policy guidelines, strengthening technical and managerial capacity, and communication strategies. This implication should to increase researcher participation while balancing openness and the protection of academic rights.

Ethical Approval

This study is a social research project and did not require formal ethical committee approval. All informant names and research locations have been anonymized. Verbal informed consent was obtained from all participants, and all data have been securely stored.

Informed Consent Statement

Verbal informed consent was obtained from all participants, and all data have been securely stored.

Authors' Contributions

Conceptualization, AA., AM., and NYa.; methodology, AA., AM., NYa., and ASur.; validation, AA., NYa., ASur., and YBS.; formal analysis, AA., AM., NYa., and ASur.; resources, AA.; writing – original draft preparation, AA., AM., and NYa.; writing – review and editing, AA., ASur., ASa., and YBS.

Disclosure statement

No potential conflict of interest was reported by the author(s).

Data Availability Statement

The data presented in this study are available on request from the corresponding author [AA] due to privacy reasons.

Funding

This research received no external funding.

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