

UNIVERSITI TEKNOLOGI MARA

**REVITALIZING UNIVERSITI SAINS
ISLAM MALAYSIA (USIM) AS A
GREEN SPACE FUNCTIONS AS A
THERAPEUTIC LANDSCAPE FOR
THE STUDENTS**

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ABSTRACT

In-depth knowledge of green areas as healthy campus environments will be provided through this study. The study will be in line with the area of focus where green space provides students with a healing atmosphere. Identity, sense of place, historical significance, and emotional responses to a therapeutic landscape are all taken into account by the symbolic space's appropriative dimension. The focus is on examining the processes by which the academic green space on campus is converted into a crucial health resource for numerous students. In this study, the augmentation of "direct attention" as a cognitive benefit that a campus with a holistic design can offer as a resource for learning was the main focus. Utilizing college campuses' full potential as attentional resources will require an understanding of their landscapes as essential learning environments.

Keywords: Campus, therapeutic landscape, green spaces, utilizing

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CHAPTER ONE

INTRODUCTION

1.1 INTRODUCTION

In America, people anticipate that college campuses will be diverse from other locations (Gumprecht, 2007) in addition to the fact that the campus "expresses something about the quality of academic life, as well as its position as a citizen of the community in which it is located" (Dober, 1996). The learning environment in today's university must be sustainable, comprising more than just technological advancements, classroom expansions, and academic buildings; rather, the entire campus, including its outdoor spaces, must be viewed as a holistic learning space that offers a comprehensive learning experience (Gumprecht, 2003; Gutierrez, 2013; Kenny, Dumont, & Kenny, 2005). On campuses, well-planned networks of indoor and outdoor spaces can be important, yet frequently forgotten, stimulants for student learning. They can also have a significant impact on students' first and long-term experiences that create a sense of belonging to the learning community (Boyer, 1987; Greene, 2013).

To understand what requirements youngsters, differ from people and families, what their psychosocial structures disclose about those needs, what they require for a healthy development process, and how young people's contexts campus green spaces to those needs. The availability of these chances improves the use of these facilities, promotes the convening of varied events, and aids in the development of young people by addressing their socialization needs. Mobility, naturalness, and openness are favourable opportunities for campus green spaces used by youth. In other words, since young people use university green spaces a lot more than other areas, these infrastructures should be more effective (Duzenli, Tugba & Alpak, Elif, 2022).

The topic of this study is the campus institutional landscape. A university provides an environment where students develop their social and personal identities at a fundamental phase of their lives, in addition to serving as a formal educational institution and a significant profession (Abercrombie, et al., 1998). In addition to these features, the stunning campuses also have a unique character, whether it be architectural or natural, that distinguishes the campus, makes it distinctive and memorable, gives it a strong sense of identity, and helps develop a feeling of pride in its community. A growing number of students from a variety of backgrounds can live, work, and learn in