

e-Proceeding V-GO GREEN 2020²⁹⁻³⁰ SEPT

VIRTUAL GO-GREEN: **CONFERENCE & PUBLICATION**

"SUSTAINABLE ENVIRONMENT, RESILIENCE AND SOCIAL WELL-BEING"

Organiser :
Research, Industrial Linkages, Community &
Alumni Network (PJIM&A)

Co-organiser :
Faculty of Architecture, Planning and Surveying (FSPU)
& Centre for Post Graduate Studies (CGS)

Publication Date : 22nd February 2021

Virtual Go-Green Conference and Publication 2020

UNIVERSITI TEKNOLOGI MARA, PERAK BRANCH

February 2021

Editors

Dr Junainah Binti Mohamad

Nurulanis Ahmad @ Mohamed

Jannatun Naemah Binti Ismam

Najma Binti Azman

Chief Language Editor

Dr Hj Shazila Abdullah

Language Editors

Dr Daljeet Singh Sedhu A/L Janah Singh

Zarlina Mohd Zamari

Mary Thomas

Iza Faradiba Mohd Patel

Farahidatul Akmar Awaludin

Wan Faridatul Akma Wan Mohd Rashdi

Wan Nurul Fatimah Wan Ismail

Nazirul Mubin Mohd Noor

Noor Aileen Ibrahim

Jeyamahla Veeravagu

Noraini Johari

Hajah Norakmarwati Ishak

Panel of Reviewers

Dr Asniza Hamimi Abdul Tharim

Ar Iznyy Ismail

Dr Azizah Md Ajis

Ar Jamaludin Bin Hj Muhamad

Ar Azman Bin Zainonabidin

Sr Ts Dr Asmat Binti Ismail

Dr Siti Norsazlina Haron

Sr Dr Norazian Mohamad Yusuwan

Dr Raziah Ahmad

Dr Asmalia Che Ahmad

Wan Norizan Wan Ismail

Sr Dr Kartina Bt Alauddin

Dr Norehan Norlida Bt Mohd Noor

Assoc Prof Dr Siti Akhtar Mahayuddin

Ts Siti Nur Aishah Mohd Noor

Sr Dr Nor Suzila Lop

Dr Hajah Norakmarwati Ishak

Assoc Prof Gs TPr Dr Halmi Bin Zainol

Dr Syed Ahmad Qusoiri Bin Syed Abdul Karim

Sr Dr Anis Sazira Binti Bakri

Dr Kharizam Binti Ismail

Dr Izatul Farrita Mohd Kamar

Siti Hasniza Rosman

Dr Izatul Laili Jabar

Sr Nurul Fadzila Zahari

Sr Dr Irwan Mohammad Ali

Shazwan Mohamed Shaari

Ir Dr Amirul Bin Abd Rashid

Sr Dr Alia Abdullah Saleh

Dr Anis Syazwani Binti Sukereman

Dr Nor Aini Salleh

Mohamad Haizam Mohamed Saraf

Sr Nurul Sahida Fauzi

Sr Dr Muhammad Azwan Sulaiman

Assoc Prof Sr Dr Rohayu Ab Majid

Sr Dr Nor Nazihah Bt Chuweni

Sr Dr Natasha Khalil

Dr Ida Nianti Mohd Zin

Nur Idzhainee Hashim

Sr Ts Dr Mohamad Ridzuan Bin Yahya

Sr Gs Noraain Binti Mohamed Saraf

Sr Dr Ani Saifuza Abd Shukor

Ir Normadyzah Ahmad

Sr Gs Dr Abdul Rauf Bin Abdul Rasam

Norhayati Talib

Sr Dr Raha Sulaiman

Ts Dr Izham Abdul Ghani

Dr Nur Huzeima Mohd Hussain

Assof Prof Ts Norhafizah Abdul Rahman

Dr Siti Rasidah Md Sakip

Dr Muhamad Hilmi Mohamad @ Masri

Dr Zakaria Hashim

IDr Dr Nadiyahanti Mat Nayan

Sr Nurulanis Binti Ahmad @ Mohamed

Gs Dr Nor Eeda Haji Ali

Gs Dr Nor Hisham Bin Md Saman

Graphic Designer

Farah Hanna Ahmad Fuad

Mohamad Shahin Bin Shahdan

Main Committee

Virtual Go-Green Conference and Publication 2020

<i>Advisor 1</i>	: Prof Sr Dr Md Yusof Hamid, AMP
<i>Advisor 2</i>	: Assoc Prof Dr Nur Hisham Ibrahim
<i>Chairman</i>	: Sr Dr Asmalia Che Ahmad
<i>Co-Chairman</i>	: 1. Sr Dr Yuhainis Abdul Talib 2. Sr Dr Haryati Mohd Isa
<i>Treasurer</i>	: Mohamad Haizam Mohamed Saraf
<i>Secretary</i>	: Noorliza Musa
<i>Head of v-Conference</i>	: Sr Dr Nor Suzila Lop
<i>Head of e-Proceeding</i>	: Dr Junainah Mohamad
<i>Head of Scopus Indexed Journal Planning Malaysia Journal (PMJ)</i>	: Assoc Prof Gs Dr Mohd Fadzil Abdul Rashid
<i>Head of Scopus Indexed Journal Malaysian Construction Research Journal (MCRJ)</i>	: Sr Dr Natasha Khalil
<i>Head of Paper Reviewer</i>	: Dr Asniza Hamimi Abdul Tharim

Committee Members

Virtual Go-Green Conference and Publication 2020

E-Proceeding Paper Reviewer

*Noraini Md Zain
Shafikah Saharuddin
Nur Fatiha Mohamed Yusof
Farrah Rina Mohd Roshdi*

E-Proceeding Formatting

*Nurulanis ahmad @ Mohamed
Jannatun Naemah Binti Ismam
Najma Binti Azman*

E-Proceeding Language Reviewer

*Dr Hj Shazila Abdullah
Dr Daljeet Singh Sedhu A/L Janah Singh
Zarlina Mohd Zamari
Dr Mary Thomas
Iza Faradiba Mohd Patel
Farahidatul Akmar Awaludin
Wan Faridatul Akma Wan Mohd Rashdi
Jeyamahla Veeravagu
Wan Nurul Fatimah Wan Ismail
Nazirul Mubin Mohd Noor
Noor Aileen Ibrahim
Noraini Johari
Dr Hajah Norakmarwati Ishak*

Virtual Conference

<i>Norazlin Mat Salleh</i>	<i>Registration</i>
<i>Shahela Mamter</i>	<i>Auditor</i>
<i>Mohd Esham Mamat</i>	<i>Auditor</i>
<i>Noor Anisah Abdullah @ Dolah</i>	<i>Auditor</i>
<i>Mohamad Tajudin Saidin</i>	<i>Certificate & Conference Kit</i>
<i>Fairiz Miza Yob Zain</i>	<i>Logistic</i>
<i>Mohd Firdaus Zainuddin</i>	<i>Logistic</i>
<i>Farah Hanna Ahmad Fuad</i>	<i>Promotion & Publicity</i>
<i>Mohamad Shahin Shahdan</i>	<i>Promotion & Publicity</i>
<i>Mohd Asrul Hassin</i>	<i>Liason Officer</i>



Organiser:
Research, Industrial Linkage Community and Alumni Network Office (PJIM&A)
Universiti Teknologi MARA, Perak Branch, Seri Iskandar.
Malaysia

Co-Organiser:
Faculty of Architecture, Planning and Surveying (FSPU)
and,
Centre for Post Graduate Studies (CGS)
Universiti Teknologi MARA, Perak Branch, Seri Iskandar.
Malaysia

e ISBN 978-967-2920-06-9



Copyright © Research, Industrial Linkage Community and Alumni Network Office (PJIM&A), Faculty of Architecture, Planning and Surveying (FSPU) and, Centre for Post Graduate Studies (CGS). All rights reserved. No part of this publication may be produced, stored in a retrieval system, or transmitted in any form or by means electronics, mechanical, photocopying, recording or otherwise, without prior permission in writing from the publisher

SPATIAL FUNCTION ANALYSIS OF STUDENTS' LEARNING PATTERN, LEARNING POSTURE AND LEARNING ACTIVITIES IN SCHOOL RESOURCE CENTERS

Hani Farhana Mat Hasni¹, Azizah Md Ajis² and Siti Norsazlina Haron³

¹²³*Department of Interior Design, Faculty of Architecture, Planning and Surveying, Universiti Teknologi MARA, Perak Branch, Seri Iskandar Campus, Seri Iskandar, 32610 Perak, Malaysia*

Abstract

Aesthetic factors often become a consideration when associated with designing School Resource Center (SRC). This can be seen everywhere in SRCs around Malaysia. In fact, SRC is supposed to have a proper spatial planning that aligns with students' learning behavior, pattern and activities in order to sustain the utilization of the space, practical and functional to the user. Many assumed that activities occurred should adapt with the space provided, but in the case of SRC, it should be the other way round. Therefore, this paper intends to investigate the types of learning pattern, learning posture and activities in current situations in SRCs in Malaysia in order to create a proper space planning that could aid learning behavior. This paper provides an insight for future researchers interested in the area of sustainable space planning.

Keywords: *school resource center; space planning; sustainable*

1.0 INTRODUCTION

The Ministry of Education Malaysia embodied "21st Century Learning" or "Pembelajaran Abad ke 21" (PAK21) to meet with the current educational needs and brought new changes to the world of education based on student-centred learning for a better education system. The paradigm shifts in PAK21 gave favourable impacts towards creativity and flexibility of "21st Century's School Resource Center" (BTP, 2017).

21st Century School Resource Centre (SRC) is an informal learning space where it should be created in keeping with various students' learning patterns', posture and activities. Many researchers have characterized the optimal needs when designing SRC. Among them are, the space in SRC should be characterized by sufficient space, plentiful collection, and effective management in order to ensure optimum utilization by the occupants (Atmodiwirjo et al., 2012). Others mentioned that a student's learning posture which is related to learning activities. such as. discussion, doing homework, reading and playing, could affect the use of space; thus, affecting the student's performance (Jato et al., 2013). According to Zaharudin (BTPN Interview: April 1, 2019), SRC should meet one of the assessment requirements to be an excellent SRC which is the optimization and effective use of the space; but sadly, most SRCs in Perak still do not meet the notion of 21st Century SRC.,

From aforementioned statements, it is clearly stated that space planning is one of the main considerations in designing SRC. In addition, enhancing the quality of life is the main intention of sustainability concept (Schlebusch et al., 2013), which is, lying out the solution of the spatial design that could last for a long time and at the same time also facilitate the user's needs. Ragheb et al. (2016) stated that the effective use of the space by occupants is one of the pivotal examples in sustainability concept. Spatial design in this study context refers to the distinguishing feature and peculiar quality of space that is sustainable to its users as aptly mentioned in any space syntax literature.

Professor Bill Hillier first initiated the space syntax which is a technique for analyzing and reporting the relationships between the buildings and spaces of urban areas, as well as the

relationship between spatial layouts within the buildings (Jacoby, 2006). When measuring spatial planning, Spatial Function Analysis has been introduced to measure how space is being used. The function of the space and the activities occurred can be determined through observations, static snapshots, user traces, interviews, facility surveys and many others.

In measuring the students' learning patterns, postures and activities, this paper demonstrates several methods of observing and measuring the ways buildings are used, as shown in Figure 1 below:

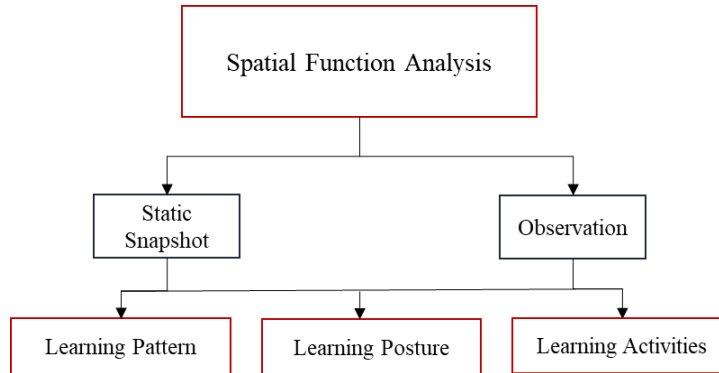


Figure 1: Framework of spatial function analysis

2.0 METHOD AND APPLICATION

2.1 Cases

This qualitative method of the study has adopted the case study approach by focusing on the three spatial layout plans of SRC 1) SC1, 2) SC2 and 3) SC3. The selected cases were chosen partly due to their winning of “Anugerah Pusat Sumber Cemerlang Negeri Perak” from 2015-2019 (BTPNP, 2017). However, only three SRCs have been chosen based on the types of school.

Table 1: Case study profile

Table 1: School Profile			
Code	SC1	SC2	SC3
Location	Ipoh, Perak (Suburbs Area)	Kuala Kurau Perak (Rural Area)	Taiping, Perak (Urban Area)
SRC Size	4316 sqft	1872 sqft	4488 sqft
Total Occupancy	154	64	183

Each SRC took up five days to be investigated as Malaysia's school operation days are from Monday to Friday. The duration of the investigation was different for each SRC due to its operation hours. The duration of observation was thirty minutes for every SRC.

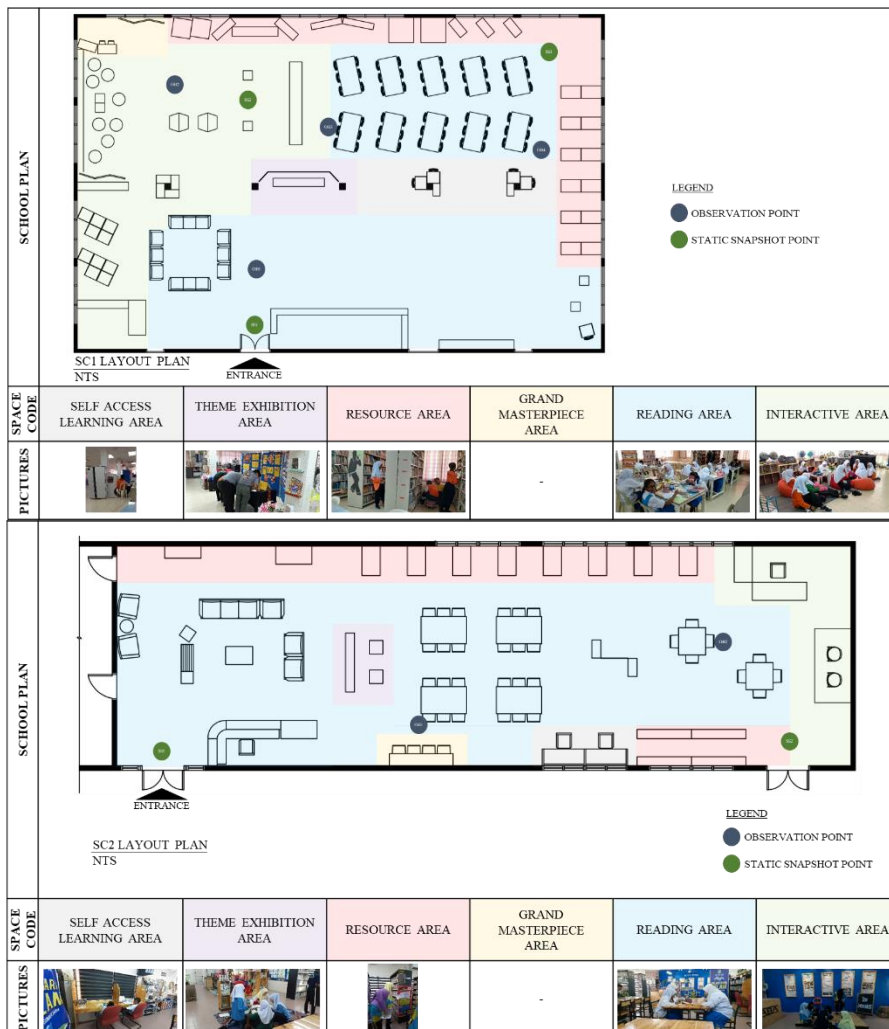
2.2 Spatial Function Analysis

Spatial function analysis in this study was developed from spatial form analysis where at this stage, covering isovist area, perimeter measures were used to investigate each layout plan. Therefore, in the guideline provided, SRC space such as open reading area, discussion area, edutainment area, learning area for groups, leisure reading area, research collection

area and computer area have been added to the SRC design requirement in order to enhance the learning environment (BTP, 2017). This is in line with achieving 21st century SRC, where it should have a self-learning area, grand masterpiece area, resource area, theme exhibition area, reading area and interactive area (KPM, 2017).

Space syntax aims to provide an objective method for representing the continuous spatial layout of a building, in relation to the way it will be used. In this stage, specific spatial function analysis within each plan is used to examine the SRC space of user experience.

Two types of measurement were conducted to determine the Spatial Function Analysis, which are, Static Snapshot and Observation. These methods were conducted based on three (3) criteria; which are: 1) Learning Pattern – observing the individual or group learning; 2) Learning Posture – observing the posture of learning e.g. sitting, standing, etc; and 3) Learning Activities – observing activities e.g. reading, discussing, etc. These three criteria determined how much the space had been occupied, types of physical setting suitable for such activities, types of space frequently used, the way the space functioned according to the activities, and ineffective use of space (rarely used). There were six (6) observed spaces for these three schools as required by BTP and KPM, which included: 1) Self Access Learning Area; 2) Grand Masterpiece Area; 3) Resource Area; 4) Theme Exhibition Area; 5) Reading Area; and 6) Interactive Area. Figure 2 shows the location of snapshot (SS1, SS2) and observation (OB1, OB2) at each case study.



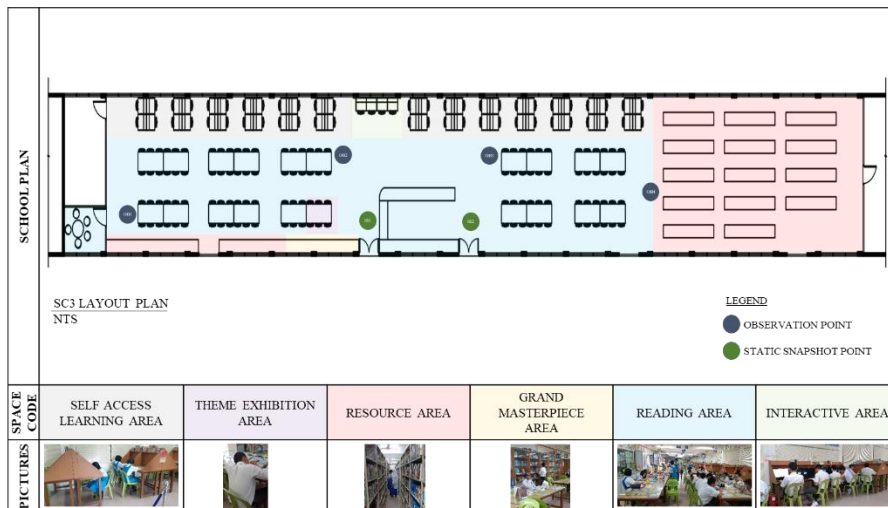


Figure 2: Static snapshot and observation point at each SRC

3.0 RESULT AND DISCUSSION

This paper describes the methods for measuring and extrapolating the spatial and the learning process of SRC users. The methods, which are, captured static snapshots and observations of layout plans, were examined qualitatively. The methods are signified by analysing three different SRCs which acknowledged the sample size of SRC. The data derived from the demonstration provide an insight into the spatial and learning patterns, postures and activities, with each case having some similarities and disparities. The layout plan in Figure 2 shows the snapshots and observation points conducted to determine students' learning behaviour, while Table 2 shows the result of the static snapshots and observations:

Table 2: Shows the data from static snapshot and observation of each SRC.

Spaces	Indication	School	Day 1	Day 2	Day 3	Day 4	Day 5
Self Access Learning Area	Learning Pattern	Sc1	-	1 Individual Learning	-	2 Individual Learning	-
		Sc2	-	1 Group Learning	1 Individual Learning	1 Group Learning	-
		Sc3	40 Individual Learning	27 Individual Learning	40 Individual Learning	33 Individual Learning	26 Individual Learning
	Learning Posture	Sc1	-	1 Sitting on The Chair	-	2 Sitting on The Chair	-
		Sc2	-	2 Sitting on The Chair	1 Sitting on The Chair	2 Sitting on The Chair	-
		Sc3	85 Sitting on The Chair	83 Sitting on The Chair	97 Sitting on The Chair	99 Sitting on The Chair	78 Sitting on The Chair
	Learning Activities	Sc1	-	1 Reading	-	2 Reading	-
		Sc2	-	2 Doing Homework	1 Reading	2 Reading	-
		Sc3	40 Reading	61 Doing Homework	52 Doing Homework	51 Doing Homework	36 Doing Homework
Class Manipulative Area	Learning Pattern	Sc1	-	-	-	-	-
		Sc2	-	-	-	-	-
		Sc3	-	1 Group Learning	-	-	-
	Learning Posture	Sc1	-	-	-	-	-
		Sc2	-	-	-	-	-
		Sc3	-	3 Standing	-	-	-
	Learning Activities	Sc1	-	-	-	-	-
		Sc2	-	-	-	-	-
		Sc3	-	3 Do Others Works	-	-	-
Resource Area	Learning Pattern	Sc1	16 Individual Learning	4 Individual & Group Learning	8 Individual Learning	9 Individual Learning	9 Individual Learning
		Sc2	3 Individual Learning	8 Individual Learning	-	2 Individual Learning	-
		Sc3	2 Individual Learning	2 Individual Learning	1 Group Learning	16 Individual Learning	20 Individual Learning
	Learning Posture	Sc1	41 Standing	14 Sitting on Stool	20 Standing	15 Standing	10 Sitting on Stool
		Sc2	4 Sitting on The Floor	8 Standing	-	5 Standing	-
		Sc3	2 Standing	4 Standing	2 Standing	42 Standing	23 Standing
	Learning Activities	Sc1	38 Choosing Books	16 Relax/Sleep/Chitchat/Do Nothing	18 Choosing Books	12 Reading & Choosing Books	8 Choosing Books
		Sc2	5 Choosing Books	8 Choosing Books	-	4 Choosing Books	-
		Sc3	1 Doing Homework & Reading	3 Reading	2 Reading	39 Choosing Books	21 Choosing Books
Theme Exhibition Area	Learning Pattern	Sc1	1 Individual Learning	-	1 Group Learning	-	1 Group Learning
		Sc2	1 Individual & Group Learning	10 Group Learning	1 Individual & Group Learning	4 Group Learning	-
		Sc3	-	-	1 Individual Learning	1 Individual Learning	1 Group Learning
	Learning Posture	Sc1	4 Standing	-	4 Standing	-	2 Standing
		Sc2	3 Sitting on The Floor	45 Sitting on The Floor	10 Sitting on The Floor	13 Sitting on The Floor	-
		Sc3	-	-	1 Standing	1 Standing	2 Standing
	Learning Activities	Sc1	4 Do Others Work	-	4 Do Others Work	-	2 Do Others Work
		Sc2	3 Doing Homework	25 Doing Homework	5 Doing Homework	8 Playing/Surfing	-
		Sc3	-	-	1 Reading	1 Reading	2 Discussion
Reading Area	Learning Pattern	Sc1	46 Group Learning	56 Group Learning	51 Group Learning	77 Group Learning	23 Group Learning
		Sc2	17 Group Learning	23 Group Learning	6 Group Learning	17 Group Learning	1 Group Learning
		Sc3	38 Group Learning	39 Group Learning	50 Group Learning	31 Group Learning	21 Group Learning
	Learning Posture	Sc1	196 Sitting on The Chair	295 Sitting on The Chair	240 Sitting on The Chair	381 Sitting on The Chair	106 Sitting on The Chair
		Sc2	66 Sitting on The Chair	110 Sitting on The Chair	29 Sitting on The Chair	70 Sitting on The Chair	2 Standing
		Sc3	155 Sitting on The Chair	138 Sitting on The Chair	186 Sitting on The Chair	157 Sitting on The Chair	106 Sitting on The Chair
	Learning Activities	Sc1	144 Reading	148 Reading	96 Reading	276 Reading	100 Reading
		Sc2	21 Discussion	78 Doing Homework	15 Doing Homework	21 Reading	2 Choosing Books
		Sc3	57 Doing Homework	68 Doing Homework	67 Doing Homework	68 Doing Homework	59 Doing Homework
Interactive Area	Learning Pattern	Sc1	11 Group Learning	6 Group Learning	-	11 Group Learning	-
		Sc2	1 Group Learning	1 Group Learning	1 Group Learning	-	-
		Sc3	-	1 Group Learning	2 Group Learning	-	1 Group Learning
	Learning Posture	Sc1	32 Sitting on The Floor	6 Sitting on The Stool	-	28 Sitting on The Chair	-
		Sc2	2 Standing	4 Standing	3 Standing	-	-
		Sc3	-	2 Standing	4 Sitting on The Chair	-	6 Sitting on The Chair
	Learning Activities	Sc1	21 Playing/Surfing	15 Playing/Surfing	-	43 Playing/Surfing	-
		Sc2	2 Relax/Sleep/Chitchat/Do Nothing	6 Discussion	3 Relax/Sleep/Chitchat/Do Nothing	-	-
		Sc3	-	2 Relax/Sleep/Chitchat/Do Nothing	4 Reading	-	6 Playing/Surfing

From Table 2, the most visited area by students in groups was the Reading Area. Most likely, they were using chairs while doing their homework. This is followed by activities of reading, discussion and choosing books. The Resource Area was the second most utilised. Students are more likely to stand while choosing the books and some of them will be sitting on the stool and floor to read the books individually. For Interactive Area, SC1 is more likely used by the students because the position of this space is segregated from the other area where

they are likely to sit on the floor to play board games or surf the internet by using a laptop or computer. Most SRCs did not provide a seating area in their Theme Exhibition Area. However, for the Theme Exhibition Area in SC2 and SC3, there is space for students to use. Thus, if there is no exhibition event, students can still use the area to do other work like doing homework, discussion, reading and others. The area that had been least visited by students in most SRCs was the Self-Access Learning Area; but not for SC3 as this area is a favourite spot for students to do their homework and reading as the space is enclosed and a bit private from other areas. And lastly, the Grand Masterpiece Area was rarely used by students of SC3, whilst was never used by students in SC1 and SC2.

From the analysis, it can be concluded that:

- 1) Learning Behaviour analysis
 - i. The most popular learning pattern is group learning (highlighted in green color) - students are more likely to study in groups especially when they are using an interactive area and open space to do activities such as reading. The most commonly used learning posture is sitting on the chair (highlighted in blue color) - they are more likely to use the chair as it makes them comfortable to sit for more than 1 hour.
 - ii. The most utilised learning activity is doing homework (highlighted in orange color) - most of the students would do their homework in SRC before they go back home especially when it comes to having a group discussion.
- 2) Space Efficiency analysis
 - i. The most occupied spaces at all-time are reading and resource areas – a reading area can cater for students’ activities, such as doing homework, discussion, reading and sometimes playing board games. Resource area is a must to have in SRC as it is the only area that can keep all the resources for students’ references
 - ii. Averagely occupied spaces but are essential for SRC are interactive, self-access learning and theme exhibition areas – in the interactive area, students are inclined to have the space more cozy where they can do anything with their friends. The location of the self-access learning area should be at an isolated area where most SC3 students often use this area even if they are in a group because the location of this area provides privacy. This space should be provided with tables and chairs as the students still can use the space for other activities when there is no exhibition event.
 - iii. The only unoccupied space is the grand masterpiece area – for this area, every school only displays their masterpieces. Students mostly did not use this space because it is too isolated from other areas and the chairs provided are unsuitable for their activities.

4.0 CONCLUSION

Although SRC was previously said to be of an aesthetic value, which plays the most important role in designing SRC, the spatial function analysis of this study has verified the fact that spatial planning indeed is significant in the design of SRC to suit students' learning environment.

The results presented in this paper have shown that students are more inclined to use the space that can accommodate their needs and their learning activities instead of just having aesthetic factors in SRC. This paper also shows that most students often use the Reading Area followed by the Resource Area, Interactive Area, Theme Exhibition Area and Self Access Learning Area. Changes should be made to the Grand Masterpiece Area as it is just a wasted area where students do not fully utilize the space. To create student-centered learning space, the space provided in SRC might need to be reconsidered as some of the spaces were inefficient towards learning activities.

REFERENCES

- Atmodiwirjo, P., Yatmo, Y. A., & Paramita, K. D. (2012). My Library: Involving Children in the Improvement of School Library Space. *Procedia - Social and Behavioral Sciences*, 38(December 2010), 31–39. <https://doi.org/10.1016/j.sbspro.2012.03.321>
- Bahagian Teknologi Pendidikan Malaysia. (2017). *Panduan Pengurusan Pusat Sumber Sekolah Abad ke-21*. ISBN 978-983-3053-11-7.
- Baro, E. E. (2016). *Enhancing Quality Learning: The Impact of School Library Services to Enhancing Quality Learning: The Impact of School Library Services to Students in Nigeria*. February.
- Jacoby, K. (2006). What is Space Syntax? Does the urban form of the city affect the level of burglary and crime? Royal Institute of Architecture Stockholm, June, 18. [http://www.paris-belleville.archi.fr/enseignants/mademi/De/Participants/page25/files/Karolina Jacoby 2006.pdf](http://www.paris-belleville.archi.fr/enseignants/mademi/De/Participants/page25/files/Karolina%20Jacoby%202006.pdf)
- Ragheb, A., El-Shimy, H., & Ragheb, G. (2016). Green Architecture: A Concept of Sustainability. *Procedia - Social and Behavioral Sciences*, 216(October 2015), 778–787. <https://doi.org/10.1016/j.sbspro.2015.12.075>
- Schlebusch, S., & Cilliers, E. J. (2013). Planning for sustainable communities: Place-making through layout and design approaches. *ISOCARP Congress*, 49(September), 1–11.

Surat kami : 700-KPK (PRP.UP.1/20/1)

Tarikh : 20 Januari 2023

Prof. Madya Dr. Nur Hisham Ibrahim
Rektor
Universiti Teknologi MARA
Cawangan Perak



Tuan,

**PERMOHONAN KELULUSAN MEMUAT NAIK PENERBITAN UiTM CAWANGAN PERAK
MELALUI REPOSITORY INSTITUSI UiTM (IR)**

Perkara di atas adalah dirujuk.

2. Adalah dimaklumkan bahawa pihak kami ingin memohon kelulusan tuan untuk mengimbas (*digitize*) dan memuat naik semua jenis penerbitan di bawah UiTM Cawangan Perak melalui Repositori Institusi UiTM, PTAR.

3. Tujuan permohonan ini adalah bagi membolehkan akses yang lebih meluas oleh pengguna perpustakaan terhadap semua maklumat yang terkandung di dalam penerbitan melalui laman Web PTAR UiTM Cawangan Perak.

Kelulusan daripada pihak tuan dalam perkara ini amat dihargai.

Sekian, terima kasih.

“BERKHIDMAT UNTUK NEGARA”

Saya yang menjalankan amanah,

SITI BASRIYAH SHAIK BAHARUDIN
Timbalan Ketua Pustakawan

nar

Setuju.

27.1.2023

PROF. MADYA DR. NUR HISHAM IBRAHIM
REKTOR
UNIVERSITI TEKNOLOGI MARA
CAWANGAN PERAK
KAMPUS SERI ISKANDAR