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Freeing Librarians to be Librarians

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KEKAL ABADI

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Reading Culture of Students in University of Malaya

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Abstract

This study was conducted in conjunction with the Kempen Dekad Membaca (Reading Decades Campaign) launched by the Ministry of Education Malaysia. The main objective of the campaign is to build a world-class knowledge society by the year 2030. Therefore, the purpose of this study was to identify the reading culture of students in the University of Malaya. The questionnaire was distributed online and a total of 1,227 undergraduate and postgraduate students participated in this study. The main findings of this study have been analyzed and reported. Findings from this study will provide useful information that can assist the management of the University of Malaya and the Library to provide more interesting reading materials, effective services, and cultivate the reading culture among students.

Keywords: *Reading culture; reading habit; reading behavior; reading attitude*

Abstrak

Kajian ini dijalankan bersempena dengan Kempen Dekad Membaca Kebangsaan yang dilancarkan oleh Kementerian Pendidikan Malaysia. Objektif utama kempen ini adalah untuk membentuk masyarakat ilmu bertaraf dunia dengan tumpuan membaca untuk pengetahuan dan pembudayaan amalan membaca menjelang tahun 2030. Sehubungan itu, kajian ini dijalankan untuk mengenalpasti mengenal pasti budaya dan tabiat membaca dan di dalam kalangan pelajar Universiti Malaya. Tinjauan rentas keratan telah dijalankan secara atas talian dan seramai 1,227 pelajar siswazah dan pascasiswazah telah mengambil bahagian dalam kajian ini. Dapatan kajian telah dianalisa dan dilaporkan. Hasil kajian ini dapat membantu pengurusan Universiti Malaya dan Perpustakaan untuk menyediakan bahan yang lebih menarik, perkhidmatan yang berkesan, dalam usaha memupuk budaya membaca dalam kalangan pelajar.

Kata kunci: Budaya membaca; tabiat membaca; sikap membaca

Introduction

Reading is defined as a process, a mode of thinking, a kind of real experience, and involves many complex skills (Anderson et al., 1985). Reading promotes creative thinking, develops inquisitive minds, and enhances the lifelong learning skills of an individual that leads to better education and employment (Igwe, 2011; Bulgurcuoglu, 2016). Reading should be performed at any point in life pleasurably and frequently, so that it is part of an individual's daily activities (Chettri & Rout, 2013), and not occurred as a result of conscious pressure resulting from academic tasks (Adeniji, M. A, & Omale, A. (2010). Noor (2011) believes that reading is viewed by higher institutions as the most important academic skill. From the basic tool of education, she added that reading is everything related to personal satisfaction, self-discovery, it is art, source of information, and most important an enjoyable source of knowledge for everyone. After passing all the stages, reading becomes a habit. Hence, reading culture among a community is developed from the reading habits of individuals which requires much effort and determination to be achieved. However, previous studies also have found that the growing influence of technology has had a significant impact on the reading process and they seemed to be more open to different forms of media which affect their reading and writing practices (Liu, 2005; Ramirez, 2003; Rabaud, 2018).

A few research on reading have been conducted in schools and college students in Malaysia. Studies have discovered the reading habit, reading attitude and reading behavior (Shameem Ahmed, 2016; Subhashini Annamalai & Balakrishnan Muniandy, 2013; Suriani Hassan, Norlita Ismail, Khadizah Ghazali & Nur Inani Ismail, 2012; Sabrina Milan, Kiprawi Sani & Wan Kadir Wan Dollah, 2017; Tiew 2010; Nor Shahriza Abdul Karim & Amelia Hasan, 2006). In the 1990s, many small scale studies revealed that 87% of all Malaysians practice reading, but they only read a mere two books a year and secondary school and university students were reluctant to read material other than that related to academic topics (Small, 1998; Atan Long, 1984; Razali, 1997; Szarina et al., 1994).

According to Tun Dr. Mahathir Mohamad:

> "*Students must read all types of books and not just their textbooks. Reading books on a variety of subjects would only broaden their knowledge. Read in as many languages as you can understand ... it can be in Bahasa Malaysia, English or any other language*". (The Star, Sunday, 20 May 2012).

Purpose of the Study

The purpose of this study is to identify the reading culture of students in the University of Malaya.
This study focused on identifying the following aspects:
    i)   Reading habits of students
    ii)   The attitude of students towards reading
    iii)   Students perception of reading

Methodology

Population and sample

The study was carried out at the University of Malaya, a public research university in Kuala Lumpur and the oldest university in Malaysia, founded in 1905. It is widely recognized as one of the top universities in Malaysia. A cross-sectional survey was conducted from November 2018 until January 2019. This study adopted a descriptive survey design with the research instrument for data collection using a questionnaire that was used to obtain data on respondents' reading culture. The research questionnaire was adapted and developed based on the instruments used in previous studies.

Data collection and measurement

This study only included University of Malaya students from Malaysia. The survey was distributed via email from November 2018 till January 2019. The instruments used are adapted from the Adult Survey of Reading Attitude (ASRA) (Smith, 1991) and Pandian's (1997) Reading Habit Questionnaire. This questionnaire consists of 71 items and 2 sections. In the first section, the respondents were asked about the demographic information. The second section consists of the measurement for reading culture. In this section, the respondents were given the statement on a four-point Likert-scale (1=Strongly agree, 2=Agree, 3=Disagree, 4=Strongly disagree).

Data analysis

Data were analyzed using the Statistical Package for Social Sciences (SPSS) version 22 software (Il, Chicago, USA). Normality could not be assumed; hence non-parametric tests were used. Categorical variables were presented as percentages and frequencies.

Findings and Discussions

Demographic Profile

A total of 1,227 students participated in this study out of 21,483 undergraduate and postgraduate students. The majority of them were female (62.3%) and 37.7% were male students.

Table 1: Age and level of study

Age	Level of Study	n	Percentage (%)
51 and above		12	1.1
	Undergraduates	6	
	Postgraduates	6	
41 – 50		42	3.4
	Undergraduates	13	
	Postgraduates	29	
31 – 40		113	9.2
	Undergraduates	18	
	Postgraduates	95	
21 -30		549	44.7
	Undergraduates	500	
	Postgraduates	49	
20 and below		511	41.6
	Undergraduates	510	
	Postgraduates	1	

Table 1 shows the age range of the respondents. The majority of the students who responded to this survey were aged 20 years and younger which correspond with the study level whereby the majority of the respondents are undergraduates. Students aged between 21 to 30 years old made up for 44.7% of the respondents which the majority also consist of undergraduate students. The rest of the respondents are from the age range of more than 30 years (13.6%).

Table 2: Level of study and year of study

Level of Study	Year of study	No. of Students	Percentage (%)
Undergraduate		1047	85.3
	1	620	59.2
	2	274	26.2
	3	42	4.0
	4	109	10.4
	5	1	0.1
	More than 5	1	0.1
Postgraduate		180	14.7
	1	37	20.6
	2	26	14.4
	3	59	32.8
	4	32	17.8
	5	18	10.0
	More than 5	8	4.4

Table 2 shows the majority of undergraduate students who participated in this study are from 1st year and 2nd year while the majority of postgraduate students are from 1st year and 3rd year.

Table 3: Faculties

Faculties	No. of students	Percentage (%)
Faculty of Engineering	219	17.8
Faculty of Science	212	17.3
Faculty of Computer Science & Information Technology	104	8.5
Centre Foundation Studies in Science	103	8.3
Academy of Islamic Studies	89	7.3
Faculty of Arts & Social Sciences	74	6.0
Faculty of Built Environment	71	5.8
Faculty of Business & Accountancy	65	5.3
Faculty of Medicine	47	3.8
Faculty of Education	46	3.7
Faculty of Economics & Administration	43	3.5
Faculty of Law	37	3.0
Faculty of Languages & Linguistics	25	2.0
Academy of Malay Studies	20	1.6
Cultural Centre	9	0.7
Faculty of Dentistry	9	0.7
Centre for Sports & Exercise Sciences	8	0.6
Institute of Educational Leadership	5	0.4
Asia Europe Institute	1	0.1
INPUMA	1	0.1
Others	38	3.1

Table 3 is the distribution of respondents by faculties, academies, or centers. It shows that the distribution of the respondents is in correspondence with the population of students in the faculties and academies in the university. Therefore, the distribution of the respondents by faculty is satisfactory.

Reading Habits

Frequency of reading in the past three months

Findings on reading habits were analyzed through the frequency of reading in the past three months.

Table 4: Frequency of reading in the past three months

Category	Daily	Weekly	Monthly	Some-times	Never
Undergraduates	299	346	108	260	34
	28.6%	33.0%	10.3%	24.8%	3.3%
Postgraduates	109	47	10	13	1
	60.6%	26.1%	5.5%	7.2%	0.6%

Table 4 shows the frequency of reading habits among undergraduate and postgraduate students in the past 3 months. This survey was conducted in November 2018 till January 2019. The finding indicates that between August to November (which is in the middle of the semester), the majority of students who read on a daily basis are postgraduates (60.6%) while the undergraduates mostly read on a weekly basis (33.0%). However, the percentage of undergraduate students who read on a daily basis is also quite significant which is the second highest in percentage (28.6%). This indicates that more than 60% of university students read a lot during the semester. This is expected because the students read to fulfill their academic activities such as preparing assignments and examinations. Unpredictably, 34 undergraduates (3.3%) and 1 postgraduate claimed that they have not read anything in the past 3 months. Further analysis shows these undergraduate students were from 1st year (n=20), 2nd year (n=9), and 4th year (n=5). Further question investigates the reasons for not reading as shown in Table 5. The students mostly stated they do not have time to read or nothing is interesting to read.

Table 5: Reasons for not reading

Reasons for not reading	Undergraduates	Postgraduates
Do not have time to read.	15	0
Do not have anything interesting to read.	15	1
Do not know how to get the reading materials	3	0
Do not able to get the reading materials.	1	0

Students were allowed to select more than one reason.

Source to obtain reading materials

Table 6: Source to obtain reading materials

Source to obtain reading materials	No. of students
Internet	1088
Book stores	698
Libraries	522
Friends	334
Book exchange	167

A question was asked to find out the sources from where the students obtain their reading materials as shown in Table 6. For this question, students were allowed to select more than one source. The most popular resource for reading materials is the internet. A total of 1,088 out of 1,227 students use the internet as their reading resource. Other resources used by most of the students were bookstores and libraries. Students also obtain reading materials from friends. This is supported by Sabrina, Kiprawi & Wan Kadir (2017) who also found that the internet was the main source of reading materials by respondents as compared to libraries.

Format of Reading Materials

Table 7: Format of reading materials

Format of Reading Materials	No. of Students	Percentage (%)
Print	800	65.2
Electronic	427	34.8

With the emergence of digital or electronic format of reading materials, the survey tried to find out the preferences of the students of the reading format. Table 7 shows that a total of 65.2% of the students still prefer the print format over electronic format.

The demographic analysis was done to the group which prefers the print. A total of 84.7% who preferred the print format are the undergraduates while 15.3% are postgraduates. Based on gender analysis, 66.4% are female and 33.6% are male students.

Favorite Leisure Time Activities
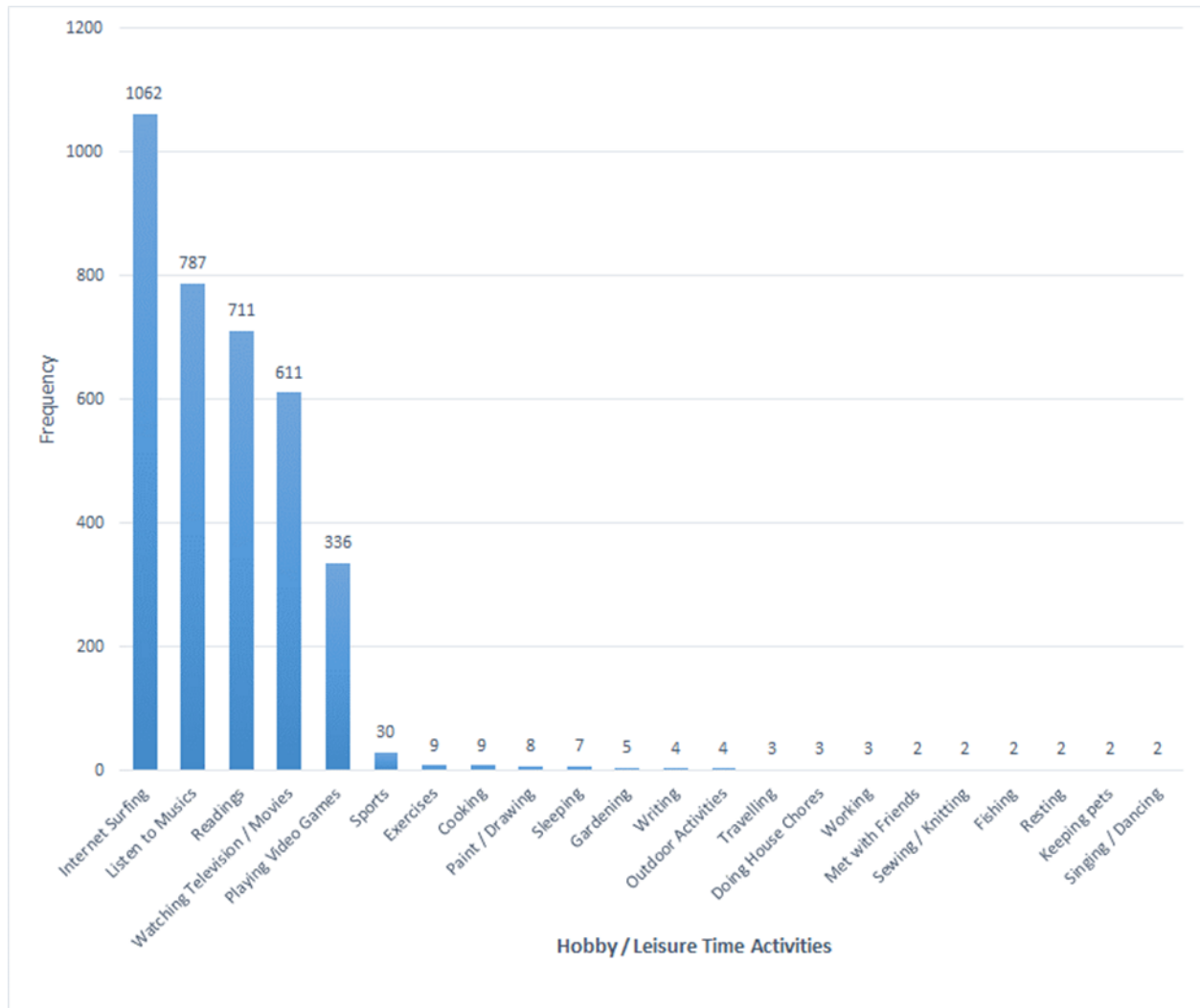
*Students were allowed to answer more than one

Figure 1. Hobby or leisure time activities

The purpose of this question was to find out whether students read as a hobby or as a leisure activity. The activities are ranked by the frequency of the selection. As expected, surfing the internet was at the top of the choice. However, it is satisfactory to find out that reading ranked third among leisure activities. And it was not far less than the second favorite which is listening to music.

This is in line with a few other studies which found out that students prefer to do Internet surfing, listening to music, playing computer games and watching television/movies for their free time activities (Subashini Annamali & Bala-krishnan Muniandy, 2013; Pandian, 2000; Kaur & Thiyagarajah, 1999).

Reading Attitudes and Behaviours

A Likert-scale was used to evaluate the reading constructs where scale 4 means "very like me" and scale 1 means "very unlike me". For each question under each construct, the score is expressed as a mean value. Any mean value greater than 2.5 is considered like me while less than 2.5 are considered unlike me to the respondents.

Reading Behaviours

Table 8: Reading behaviours

Reading Behaviours (total means=2.80)	Mean
I read before bed	3.11
I read while waiting at clinics/hospitals.	2.89
I read while travelling in public transports.	2.83
Even though I am busy, I still have time to read.	2.74
I go to the library to read.	2.46

The survey revealed that the students still do some reading even though they are at an informal place/outdoors. According to Subramaniam & Sawant (2018), students preferred reading during travel.

Reading Motivation

Table 9: Reading motivation

Motivation (total means=2.57)	Mean
My family strongly influences me on reading.	2.77
My friends recommend/share reading materials with me.	2.72
I exchange reading materials with my friends.	2.62
My siblings love to read.	2.59
My parents always ensure I read every day.	2.16

The survey found that the students' reading habits and attitudes were motivated by parents, siblings, and friends. This result is similar to the finding of the study by Subramaniam & Sawant (2018) which indicated that family and friends do influence reading habit and attitude. According to Subramaniam & Sarwant (2018), parents are the socializing agents to their children to initiate the reading effort.

Purpose of Readings

Six purposes of reading were listed in the questionnaire which later was grouped into academic and entertainment. Students were asked to give their opinions based on the statement of four-point Likert-scale (1=Strongly disagree, 2=Disagree, 3=Agree, 4=Strongly agree). Results were analyzed by a mean value.

Table 10: Purpose of readings

In my opinion, the purpose of reading is…..	Mean
For academic purpose	3.53
For entertainment purpose	3.17

Table 10 depicts the opinion of the students on the purpose of reading. Based on the mean value, the result indicates that students strongly agree that the main reasons for reading are for academic purposes rather than for social or entertainment.

Perceptions on Readings

This question investigated the perception of the students on what kind of contents would be considered as reading. They were asked to give their opinions based on the statement of four-point Likert-scale (1=Strongly disagree, 2=Disagree, 3=Agree, 4=Strongly agree). Results were analyzed by a mean value.

Table 11: Opinions on reading

In my opinion, someone is considered reading when he or she is reading...	Mean
Content of publications	3.34
Academic materials	3.39
Newspapers/News	3.41
Magazines	3.22
Contents of social media	2.59
Messenger apps content (WhatsApp, Telegram, SMS, etc.)	2.44
Social media content (Facebook, blog, Twitter)	2.75

Table 11 depicts the perception of the students on what were the reading contents that would be considered as reading. The result shows that the students perceived that people are considered as reading when they read contents from a publication such as academic materials, newspapers/news, and magazines. When people are reading content from social media like WhatsApp or short messages, it is not highly considered as reading.

Library Memberships

All University of Malaya students are automatically a member of the university's library. The survey aimed to find out whether these students are also members of other libraries. The result showed that 82.5% did not have a membership with other libraries. Only 17.5% has other library membership apart from the University of Malaya Library.

Students who have a membership with other libraries were also asked to state the name of the libraries and the answers were analyzed and categorized as follows:

Table 12: Membership of libraries other than University of Malaya

Category of Libraries	No. of students
Public Libraries	128
Academic Libraries	22
School Libraries	14
Special Libraries	13

A total of 128 from 177 libraries stated by the students were public libraries. Perpustakaan Negara Malaysia (PNM) and Perbadanan Perpustakaan Awam Selangor obtained among the highest number for public library membership. The other memberships include state, region, rural, and special public libraries. The result is relatively significant because PNM and PPAS are amongst public libraries that actively promote their activities and have a tremendous number of book collections. These factors might attract users to become members.

Reading Group/Club

We found that 96.5% (n=1184) of the students were not involved with the reading club/group. The students are not in favor of the culture of the reading club as they are most probably doing their readings as a personal activity rather than doing it in a group. Even though the number was small, the survey was interesting to learn the types of the reading group or club that the minority has joined. Examples of reading group/club stated by the students are Genius Coaching Group Jay Shetty, KL Book Appreciation Club, Projek Ekspresi, Kelab Duta Buku, #5pages1day Challenge, Kelab Pengkarya Agung KPM, Pena Syariah, WhatsApp group chat.

Limitations and Future Directions

The findings from this study are not generalizable as this involves only students from University of Malaya. Therefore, we recommend that this study should be replicated in other institutions in Malaysia. Findings will also be useful to see the culture of reading among university students in Malaysian government institutions.

Conclusion

In conclusion, the main findings of this study showed that 65% of UM students read weekly. The most popular source of reading materials is from the internet, followed by bookstores and libraries. However, in terms of reading format, they still preferred to read in printed instead of electronic format. The survey also found that reading was ranked as the third most favorite hobby or leisure-time activity by the students after internet surfing and listening to music. Furthermore, family and friends play an important role in cultivating the reading habits among the students. Altogether, the findings of the survey show positive feedback from participants towards reading.

Findings from this study will provide useful information that can assist the management of the University of Malaya and the Library to provide more interesting materials, effective services, and cultivate the reading culture among students.

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Tempoh Pengukuran Masa Memproses Bahan di Bahagian Pengkatalogan dan Metadata (BPM), PUM :
Analisa data 2019

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Abstrak

Pada tahun 2016, kaedah pengukuran tempoh masa memproses bahan menggunakan helaian Microsoft Excel diperkenalkan. Formula pengiraan dibangunkan berdasarkan tempoh masa setiap bahan yang berbeza berdasarkan arahan kerja. Senarai berkenaan dikemaskini secara berkala oleh staf dan pustakawan yang memantau. Instrumen ini merupakan suatu platform untuk memantau status bahan keluar masuk dengan mengambil kira prioriti bahan tersebut.

Kata Kunci: Proses pengkatalogan; tempoh pengukuran katalog bahan

Abstract

Measurement method of processing time materials using Microsoft Excel spreadsheets was established in 2016. Formulas have been developed based on the duration of each different material according to work of instructions. The list is updated periodically by staff and librarians. It is an instrument for monitoring incoming material status by taking into account the specificity of certain materials.

Keywords: *Cataloging process; cataloging process management period*

Pengenalan

Bahagian Pengkatalogan dan Metadata, Perpustakaan Universiti Malaya atau dikenali dengan singkatan BPM menjalankan fungsi utama dalam memproses semua bahan yang diterima daripada Bahagian Perolehan, Perpustakaan Universiti Malaya. Skop kerja pemprosesan bahan merangkumi penerimaan, mengira, dan menyenaraikan jumlah naskhah bahan yang diterima. Proses diteruskan dengan menentukan kewujudan rekod bahan dalam katalog PUM melalui semakan sistem Workflows, mengkatalog bahan, melabel dan menginventori bahan.

Tempoh Pemprosesan Bahan

Arahan Kerja (AK) UM-PT08-PK01-AK007 (Pengkatalogan dan Pengkelasan Bahan) menetapkan bahan yang diterima perlu diproses dalam tempoh yang ditetapkan. Terdapat lima (5) jenis tempoh memproses bahan mengikut kategorinya iaitu:

i.   Bahan yang dibeli diproses dalam tempoh 30 hari bekerja dari tarikh penerimaan.
ii. Bahan Koleksi Teras Akademik dan bahan "SEGERA" diproses dalam tempoh tujuh (7) hari bekerja dari tarikh penerimaan.
iii. Kesemua tesis, disertasi dan latihan ilmiah tahun akhir diproses dalam tahun semasa kecuali yang diterima selepas 30 Oktober tahun semasa.
iv. Bahan hadiah terbitan tiga (3) tahun terkini diproses dalam tempoh 6 bulan dari tarikh penerimaan.
v.   Bahan dalam bahasa selain dari Bahasa Malaysia dan Bahasa Inggeris diproses sekiranya ada Pustakawan yang mahir dalam bahasa berkaitan.

Pengukuran tempoh memproses bahan berbeza mengikut kategori bahan yang diterima. Ia merangkumi empat (4) kategori bahan iaitu bahan Biasa, Segera/Teras, Hadiah dan Tesis (PhD & Sarjana). Terdapat dua (2) senarai Excel untuk mengukur tempoh memproses bahan iaitu senarai bahan monograf dan senarai bahan tesis. Maklumat control no., tajuk , jenis,tarikh terima bahan, *due days*, *due date*, item ID dan masa bahan diterima diinput oleh staf yang membuat penerimaan bahan. Manakala maklumat tarikh siap proses dan tempoh akan dilengkapkan oleh pustakawan sebagai langkah pengawalan kualiti.

Analisa Data Tempoh Pengukuran Proses Bahan Monograf

BPM menerima tiga (3) kategori bahan monograf, iaitu bahan yang dibeli, bahan teras atau segera dan juga bahan hadiah. Bahan teras merupakan bahan pembelian untuk senarai bacaan pengajian, bahan segera merupakan bahan pembelian yang dimohon oleh kakitangan akademik, bahan biasa merupakan bahan yang dibeli selain dari senarai bacaan dan juga permohonan kakitangan akademik, manakala bahan hadiah merupakan bahan yang diperolehi dari sumbangan individu, organisasi dan yang seumpamanya.

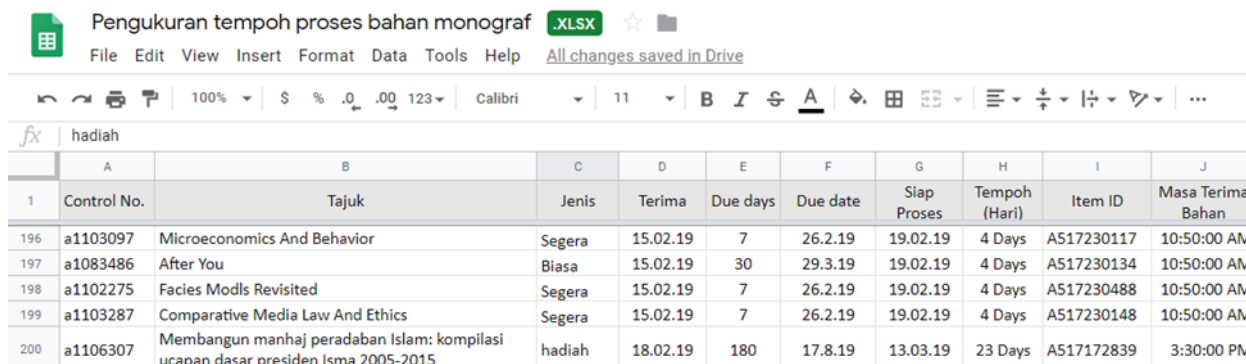Berdasarkan Arahan Kerja (AK) UM-PT08-PK01-AK007 (Pengkatalogan Dan Pengkelasan Bahan), 6.3 (a) Bahan yang dibeli diproses dalam tempoh 30 hari bekerja dari tarikh penerimaan, (b) Bahan Koleksi Teras Akademik dan bahan "SEGERA" diproses dalam tempoh tujuh (7) hari bekerja dari tarikh penerimaan, dan (d) Bahan hadiah terbitan tiga (3) tahun terkini diproses dalam tempoh 6 bulan dari tarikh penerimaan. Formula tempoh pengukuran bahan disediakan seperti gambarajah di bawah:

|	Control No.	Tajuk	Jenis	Terima	Due days	Due date	Siap Proses	Tempoh (Hari)	Item ID	Masa Terima Bahan
196	a1103097	Microeconomics And Behavior	Segera	15.02.19	7	26.2.19	19.02.19	4 Days	A517230117	10:50:00 AM
197	a1083486	After You	Biasa	15.02.19	30	29.3.19	19.02.19	4 Days	A517230134	10:50:00 AM
198	a1102275	Facies Modls Revisited	Segera	15.02.19	7	26.2.19	19.02.19	4 Days	A517230488	10:50:00 AM
199	a1103287	Comparative Media Law And Ethics	Segera	15.02.19	7	26.2.19	19.02.19	4 Days	A517230148	10:50:00 AM
200	a1106307	Membangun manhaj peradaban Islam: kompilasi ucapan dasar presiden Isma 2005-2015	hadiah	18.02.19	180	17.8.19	13.03.19	23 Days	A517172839	3:30:00 PM

Gambarajah 1: Pengukuran tempoh proses bahan PUM mengikut kategori bahan monograf

Statistik penerimaan bahan menunjukkan sebanyak 4958 naskhah bahan monograf diterima daripada Bahagian Perolehan (BP) bermula Januari hingga Disember 2019. Dari jumlah tersebut, sebanyak 656 bahan teras/segera, 3604 naskhah bahan biasa, dan 698 naskhah bahan hadiah telah diterima.
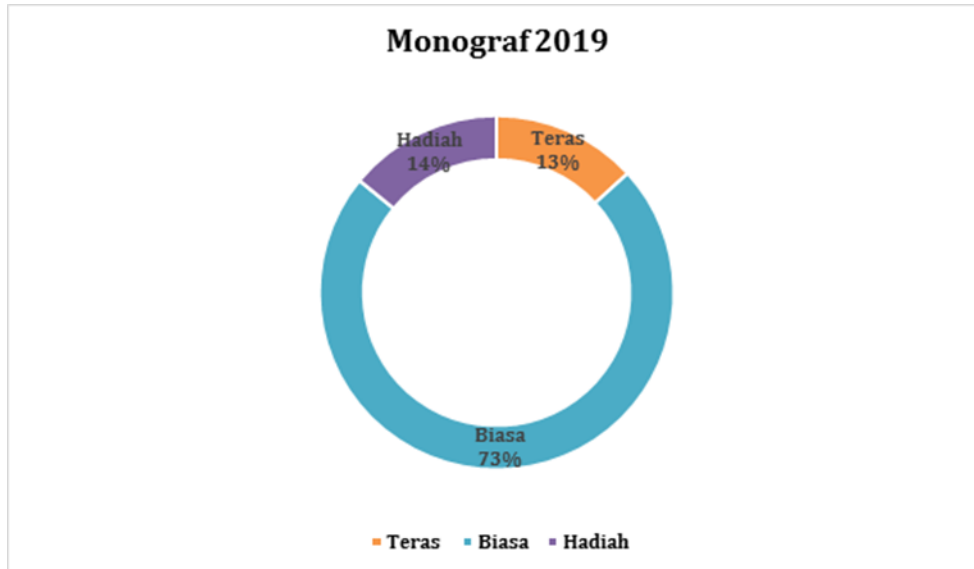
Carta di atas menunjukkan BPM menerima 73% bahan biasa, diikuti 14% bahan hadiah, dan 13% bahan teras/segera.

Bermula Januari hingga Disember 2019 sebanyak 656 bahan segera telah diproses. Daripada jumlah tersebut, 604 bahan telah diproses dalam tempoh ditetapkan, manakala 52 bahan telah melebihi sasaran ditetapkan.
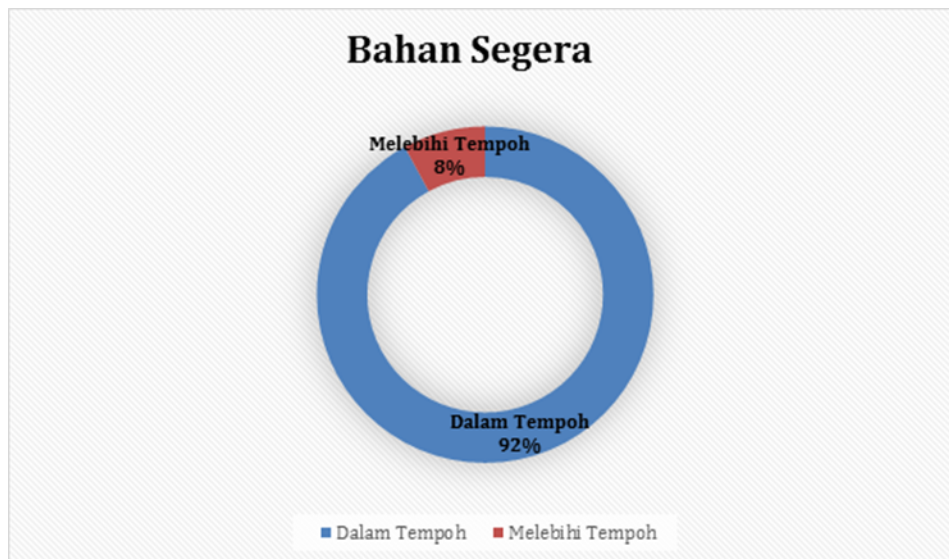
Carta di atas menunjukkan sebanyak 92% bahan segera diproses dalam tempoh yang ditetapkan. Manakala sebanyak 8% bahan segera telah melebihi tempoh pemprosesan.

BPM berjaya memproses 100% bahan biasa dan hadiah dalam tempoh yang ditetapkan.

Analisa Data Tempoh Pengukuran Proses Bahan Tesis

Bahan tesis yang dirujuk adalah tesis yang dihasilkan oleh pelajar peringkat Ijazah Sarjana (Master) dan juga Ijazah Doktor Falsafah (PhD). Arahan Kerja (AK) UM-PT08-PK01-AK007, 6.3 (c) menuntut kesemua tesis, disertasi dan latihan ilmiah tahun akhir diproses dalam tahun semasa kecuali yang diterima selepas 30 Oktober tahun semasa. Formula tempoh pengukuran bahan disediakan seperti gambarajah di bawah.

Gambarajah 4: Pengukuran tempoh proses bahan tesis

Statistik penerimaan bahan merekodkan sebanyak 990 naskhah tesis diterima daripada Bahagian Perolehan (BP) dari Januari 2019 sehingga Disember 2019. Angka ini merosot sebanyak 13% berbanding jumlah bahan diterima pada tahun 2018 iaitu sebanyak 1139 naskhah. Sebanyak 25% atau 251 naskhah merupakan tesis PhD manakala 75% atau 739 naskhah daripada jumlah itu adalah tesis Sarjana.

Jenis Tesis	PhD	Sarjana
Jumlah	251	739
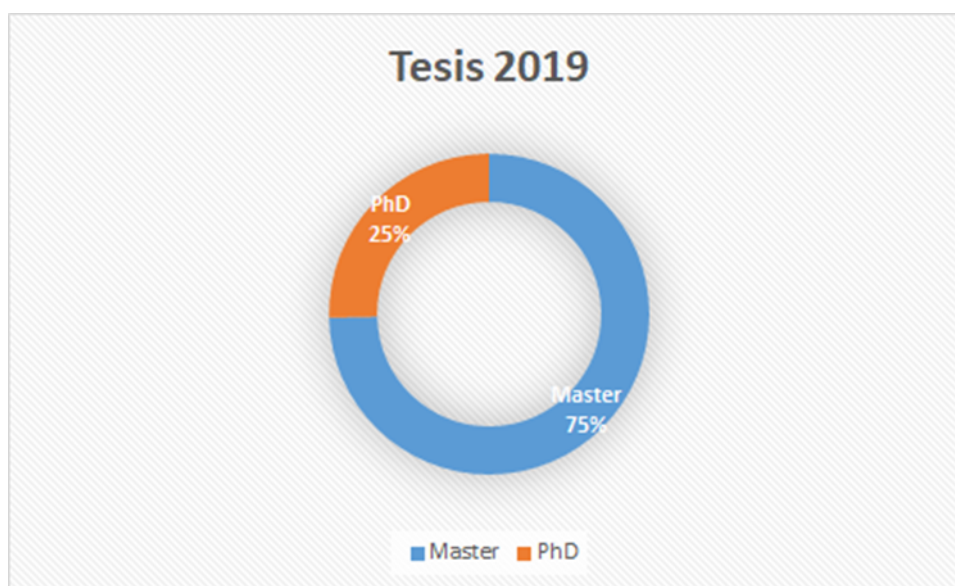
Daripada jumlah keseluruhan 990 naskhah yang diterima, sebanyak 682 naskhah diterima bermula 1 Januari 2019 sehingga 30 Oktober 2019. Manakala 308 naskhah tesis diterima pada 1 November 2019 sehingga 31 Disember 2019.

	1 Jan 2019 - 30 Okt 2019	1 Nov 2019 - 31 Dis 2019
PhD	497	242
Sarjana	185	66
Total	682	308

Kesemua tesis yang diterima pada pada 1 Januari sehingga 30 Oktober 2019 perlu diproses dalam tahun semasa, iaitu sebelum 31 Disember 2019. Statistik merekodkan 497 naskhah tesis PhD dan 185 naskhah tesis sarjana yang diterima bermula 1 Januari 2019 sehingga 30 Oktober 2019 telah diproses dalam tempoh yang ditetapkan. Manakala semua tesis yang diterima 1 November 2019 sehingga 31 Disember 2019 juga berjaya diproses sebelum 31 Disember 2019 iaitu sebanyak 242 naskhah tesis PhD dan 66 naskhah tesis sarjana.

Perbincangan dan Kesimpulan

Pada tahun 2019, perolehan bahan Perpustakaan Peringatan Za'ba (PPZ) diuruskan oleh Bahagian Perolehan (BP), Perpustakaan Utama. Oleh yang demikian, bahan Malaysiana dibeli sekurang-kurangnya 2 naskhah (Perpustakaan Utama dan Perpustakaan Peringatan Za'ba).

Semenjak senarai ini diwujudkan pada tahun 2017, pemantauan proses kerja dapat dijalankan dengan lebih berkesan. Maklumat seperti tarikh penerimaan dan tempoh bahan diproses memudahkan pustakawan memantau pergerakan keluar masuk bahan ke BPM secara konsisten. Selain itu, proses kawalan mutu (Quality Control) juga dapat dilaksanakan segera. Antara kesilapan lazim yang ditemui adalah kesilapan ejaan, tanda bacaan, dan inventori.

Proses kemaskini senarai dilakukan secara manual oleh pustakawan. Namun, sedikit sebanyak kaedah ini membantu pustakawan memantau status hasil kerja staf seliaan masing-masing. Teguran boleh segera dibuat sekiranya kesilapan dikenalpasti sewaktu semakan senarai pengukuran tempoh bahan ini dijalankan oleh pustakawan. Staf juga akan lebih berhati-hati dan sentiasa memastikan bahan yang diterima diproses dalam tempoh yang ditetapkan. Hal ini juga dapat mengurangkan risiko bahan lewat diproses seterusnya menjamin kualiti rekod katalog PUM.

"*I Need A Helicopter. My Patient Is Dying*": *Episod Cemas Banjir Besar 2014* oleh Dr. Afiq Rahim. 2015. Batu Caves, Selangor: PTS Publishing House Sdn Bhd. 298 halaman. Ulasan oleh Haslina Hussain.

Buku ini mengisahkan tentang banjir besar yang berlaku pada tahun 2014 di negeri Kelantan. Pengarang merupakan seorang doktor yang bertugas di Klinik Kesihatan Badang, Kota Bharu, Kelantan. Beliau baru sahaja berpindah daripada sebuah hospital di Lembah Klang dan pernah berkhidmat sebagai doktor pelatih di Wad Bersalin Hospital Selayang, Selangor.

Banjir besar tersebut berlaku selama tiga minggu pada pertengahan bulan Disember 2014 yang telah meragut nyawa dan menyebabkan ramai penduduk Kelantan kehilangan harta benda. Di antara daerah yang terkesan dengan banjir ini adalah daerah Kota Bharu, Tanah Merah, Jeli, Kuala Krai dan Machang. Pengarang telah berkongsi pahit manis yang dialami beliau dan beberapa petugas kesihatan lain sepanjang bencana alam itu berlaku.

Ramai pesakit telah hadir ke klinik bagi mendapatkan rawatan bagi penyakit ringan. Namun, tanpa disangka terdapat satu kes ibu yang baru bersalin mengalami 'tumpah darah' dan terpaksa dikejarkan ke Hospital USM Kubang Kerian dengan bantuan helikopter. Peristiwa tersebut merupakan detik cemas yang pertama kali dialami oleh Dr. Afiq. Selain kes tersebut, khidmat helikopter juga telah digunakan untuk menerbangkan pesakit yang mengalami pendarahan di kepala akibat dari kemalangan motosikal, pesakit denggi berdarah dan pesakit yang diserang stroke.

Banjir besar tersebut telah menyebabkan banyak kemusnahan, Kuala Krai adalah kawasan yang paling teruk terjejas. Ramai penduduk hilang tempat tinggal dan terpaksa berlindung di kawasan tinggi dengan hanya memasang khemah. Kemusnahan di kawasan tersebut hampir sama dengan kemusnahan akibat tsunami yang melanda Acheh, Indonesia.

Pada awal Januari 2015, barulah banjir besar tersebut mulai surut dan bantuan demi bantuan sampai ke kawasan pedalaman. Menjelang Februari 2015, mangsa banjir mula kembali kepada kehidupan normal. Sesungguhnya, di sebalik semua ujian ini terselit hikmah yang tidak dapat digambarkan.

Catatan Haji DIY: Suamiku Mutawifku oleh Maya Mohamed. 2019. Klang, Selangor: Siti Sinarmaya binti Mohamed Ali. 166 halaman. Ulasan oleh Juhaida Abd Rahim.

Buku ini merupakan karya sulung Maya Mohamed. Sekilas pandang pada judul buku ini seperti judul novel yang menjadi *trend* semasa di pasaran. Sebaliknya, isi kandungan buku ini adalah catatan perjalanan atau travelog seorang wanita bersama suami serta abang kandungnya menunaikan Haji pada tahun 2018. Apa yang menarik ialah beliau mendapat 'jemputan' dengan cara yang tidak disangka-sangka apabila suami beliau dipermudahkan urusan dengan mendapat kelulusan visa Haji Furada melalui kenalan yang bertugas di Kedutaan Arab Saudi.

Catatan perjalanan beliau dibahagikan kepada 15 bab seperti berikut: Jemputan-Nya, Tabung Haji, *travel agency* atau pergi sendiri?, Kursus dua jam, Tiket tidak sah, Alamak, dia datin!, Kenapa kita turun di sini?, Terkandas di Manila, Ribut di Arafah, Sesat di Mina, Kambing naik kereta, Janji Arab, Berebut naik bas, Salah tempah hotel, Penerbangan tidak dapat dikesan? dan Kronologi perjalanan haji DIY penulis. Ringkasnya penceritaan di dalam buku ini berkisar kepada kisah penulis yang tiba-tiba mendapat 'jemputan' ke Tanah Suci. Kekalutan beliau bermula dalam menyiapkan segala urusan berkaitan sebelum berlepas ke Tanah Suci dalam tempoh dua minggu. Ditambah pula dengan makluman di saat akhir bahawa abang kandungnya juga akan menunaikan haji tetapi berlainan tarikh berlepas.

Memandangkan beliau memilih untuk pergi sendiri atau kaedah DIY, maka segala urusan dari segi tempahan penerbangan, hotel dan pengangkutan diuruskan oleh beliau dan suami. Ketibaan mereka ke Tanah Suci dalam masa dua hari sebelum ibadah Wukuf turut mengundang kekalutan kepada mereka. Segala peristiwa sedih, gembira, lucu dan sebagainya di sepanjang perjalanan beliau turut dicatatkan di dalam buku ini. Penulis juga turut memberi saranan yang berguna untuk pembaca sekiranya ingin melalui pengalaman Haji DIY sepertinya.

Setelah membaca keseluruhan isi kandungan buku ini, dapat disimpulkan bahawa buku ini seolah-olah buku pengembaraan yang dipenuhi dengan cabaran dan rintangan sebelum kejayaan dapat dicapai. Plot penceritaan juga dapat membayangkan kepenatan pengembaraan yang dirasai oleh penulis. Pada pendapat saya, sekiranya ada pihak yang berminat untuk menunaikan Haji dengan kaedah ini, mereka haruslah mempunyai ketahanan bukan sahaja dari segi fizikal malah dari segi mental untuk menghadapi sebarang kemungkinan sekiranya apa yang berlaku tersasar dari perancangan. Otak juga perlu cerdas untuk mencari kaedah alternatif dalam masa yang singkat. Kelebihan penulis, selain mempunyai suami yang dibesarkan di Mekah, abang serta suaminya juga pernah bertugas sebagai Mutawif Haji. Oleh yang demikian, mereka tidak mempunyai cabaran dari segi berkomunikasi dalam bahasa Arab dalam sebarang urusan yang berkaitan. Kelebihan menunaikan Haji cara ini adalah ia mengikut kemampuan kewangan sendiri dan tempoh untuk berada di Tanah Suci boleh diubah tanpa terikat dengan jadual yang diaturkan oleh mana-mana pihak.

Sedikit cadangan untuk penambahbaikan sekiranya penulis ingin mengeluarkan edisi kemaskini, penulis boleh menceritakan dengan lebih fokus lagi tentang ibadah Haji untuk memberikan gambaran jelas kepada pembaca yang belum pernah ke Tanah Suci atau menunaikan Haji. Kesimpulan yang dapat saya buat adalah "Yakinlah sekiranya sudah mendapat 'jemputan' daripada-Nya, nescaya segala urusan akan dipermudahkan".

The accidental librarian by Pamela H. MacKellar. 2014. Medford: Information Today, Inc. 432 pages. Reviewed by Siti Norfateha Azwa Adnan.
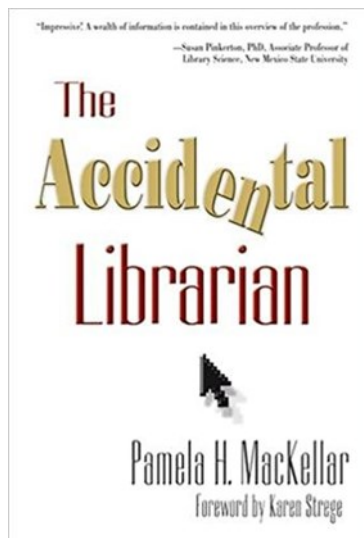
Introduction

Pamela H. MacKellar is a creator, educator, speaker, and library advisor who was an administrator for more than 30 years. She has held positions as an assistant librarian, cataloger, newspaper librarian, health science librarian, library director, technology consultant, and independent consultant in libraries. As an author, she published this book based on her experience of working closely with a lot of "Accidental Librarians", which she finds very fortunate. She also mentions that most of the library staff, managers, and even the library directors don't have an MLS (Master in Library Science) degree.

Based on this book, her experience covers more on public libraries, services, and information. Pamela MacKellar also offers more information and practical advice on what it means to be a librarian and how to operate a library. It's geared more towards those without formal library education and those working in smaller or more rural libraries. This would be a great starting point for anyone who has found themselves in a library job without any formal training, or for those thinking about applying for a library job.

Summary of content

The Accidental Librarian starts with the concern of the author regarding people who have been thrown into the role of the librarian without much training. The discussion about whether library staff must have one of these degrees to practice librarianship has been continuing for a considerable length of time. Some demand that a librarian without a MLS is not certifiably a "genuine" bookkeeper. The objective of this book is to share with these accidental librarians, designated as librarians without a formal education in library science or information science and no professional library experience, about the overview of the library world and how to manage the library from A to Z.

This book consists of four parts. Part 1 talks about basic library principles, part 2 is about basic library practices, part 3 is about technology and the library and lastly, part 4 is about career development. Part 1 explores how most people become accidental librarians. The author also shares some of the stories and experiences faced by such people to make the reader understand what are their experiences and challenges in the library field. This chapter talks about the history and steps on how to be a librarian starting from education, choice of the university under ALA accreditation, and brief information about the roles of librarians.

The author also gives information about the types of libraries and how these libraries have different kinds of services and target users. This chapter not only talks about why this role is so important to the library but also discusses basic information about the capacity of libraries, especially public libraries and the relationship of libraries to the individuals they serve. The author also discusses the impact of technology on library operations lately and how to improve the library services to meet the needs of the library's vision, mission, and objective.

In Part 2, the author discusses ways to develop the library collection based on the needs of its users. This chapter also talks about the basic roles of the library, starting from the acquisition department acquiring items, organizing information through cataloging, information retrieval by using suitable systems to make items in the library is easy to search and accessible to the users, and the dissemination process that involves arranging the items on the shelves and promoting the items in the library to the users so that they are fully utilized by patrons. This chapter also covers what the library can offer to users, such as suitable programs for different levels of users to attract them to use the library, reader advisory programs, reference services, and others.

The authors also teach accidental librarians how to create and write library policies, how to understand the management of libraries including staff management, leadership management, and how to tackle the top management, especially when proposing for the library budget. This chapter also covers all the programs and services that a library can offer to promote and enhance its image to attract more users to the library.

Part 3 talks about technology in the library. In this digital world, the author believes that technology is one of the methods to attract users to come to the library. Technology can be offered to the users for a variety of reasons, such as to improve the accessibility of library items, to use as a platform to promote library services, to improve the digital divide especially among users in rural areas, and to help those who have limitations to internet use or equipment related with technology.

This chapter also shares with the reader about the use of technology that eases the work of library staff, such as the OPAC (Online Public Access Catalogue), online reference tools, how to provide PC services to the users, the access of digital items such as online databases and many more. The author tries to give basic information about these popular technologies in the library and how to maintain it. The author also shares with the reader about Library 2.0, such as the function of library websites, social media, and blogs that can be used by the librarian to promote their services to ensure it caters to the needs of their surrounding users.

In Part 4, this book talks about the career development for librarians. The author suggests that there are many ways to improve their knowledge, such as by connecting with and joining library associations to get support from each other. There are a lot of consortiums, associations, and societies suggested to the accidental librarian so that they might share and get the latest information related to this field. This chapter also promotes and encourages the accidental librarian to join as much training as they can to improve their knowledge and information related to library science. There are a lot of certificates and programs offered online as well as face to face tutorials that librarians can join in their free time. The author believes that library science is a life-long learning process and it doesn't stop at the Master's level. As an accidental librarian, it's never too late to find support to learn more about this profession.

Analysis and evaluation of the book
From my perspective as a librarian with a MLS background, this book is more suitable for library science students who are ready to pursue and join the librarian world. The content of this book can be a refresher for library science students to get a better understanding of librarian work. However, some of the content is still suitable to be read by the accidental librarian, especially about the roles and functions of libraries and how they can get support to enhance their knowledge in the library field. Even though it took more than 7 years for me to study in this field, I still believe that this book covers almost all the important information on how to enter the librarian field and work in the library. There are a lot of strengths that can be seen in this book, such as how detailed the author manages to share her experience with many librarians and library directors nowadays who don't have MLS but managed to handle the library efficiently. The author also gives a lot of information about the definition and roles of librarians, especially in public libraries, and the skills that the accidental and new librarian can learn to promote the library services.

This book also encourages and gives 100% support to the accidental librarian by providing and shared knowledge and information about what they might have missed informal library education and how highly trained librarians to stay on top of their game, or what skills and qualities library directors look for. There are also a lot of facts and statistics shared by the author to support her findings, especially on how many librarians don't have ALA-accredited MLS degrees, what kind of online databases are available in Alaska's library, and many more. This showed that the author

takes her words seriously and supports her opinion with proper facts.

The best part is, this book also provides samples of library policies that you can use for your future library planning. The author also shares with us a list of recommended readings that she used to support her content and we can refer to these links and resources to get more details and explanations based on the chapters that she covered in this book.

In terms of the weaknesses of this book, I realized that although the author does provide information about the roles of librarians, some of them are not fully emphasized and covered by this book. For example, the role of the librarian as a bookkeeper who provides the service of library items. The author also did not emphasize how important it is that we as librarians provide good customer service, especially to users from different levels and backgrounds. Another role, which is to preserve and conserve books, is not explained by the author. It could have been more helpful if this book provided the challenges faced by librarians when managing the library and any preservation work that can be done to maintain the variety of items available in the library.

Other than that, the content of this book also is quite packed due to the author trying to compile almost everything that I believe I learned in almost 6 years into one book. Based on the title, the book should be simple but comprehensive and it might have been very useful if the author gave simple examples about all the points rather than filling up the content with a lot of basic information, which I believe is accidental librarians they might already know. It would have been easier if the author categorized the book contents based on the department or divisions in the libraries.

Conclusion

It can be concluded that this book "The Accidental Librarian" by Pamela H. MacKellar, is quite useful not only to the accidental librarian but also to final year library students who are going to take up librarian positions in the future. This is due to the overview and information that has been shared by the author. The content is also good information and knowledge to the accidental librarian and a great refresher for library science students. I believe whether you are an accidental librarian seeking a thorough grounding in library fundamentals, or simply looking for ways to serve more effectively in your current role, The Accidental Librarian is a great place to start. For me, this book provided a wealth of information and once you read it, you will realize that there is a lot of information and knowledge you may get and use during your daily work as a librarian.

Reference

MacKellar, P.H. (2008). The Accidental Librarian. Retrieved from http://eds.a.ebscohost.com.ezproxy.um.edu.my/
      eds/ebookviewer/ebook/bmxlYmtfXzI1MzEyMF9fQU41?sid=4b7892c6-31a6-4f4d-
      adaa0fa3b21098af@sessionmgr4007&vid=0
      &format=EB&rid=1

The pleasures and pains of collecting by Malcolm J. MacDonald; edited by Alexander Nicholas Shaw. 2018. Durham, England : The Friends of the Oriental Museum. 164 halaman. Ulasan oleh Abd Aziz Abdul Rashid.
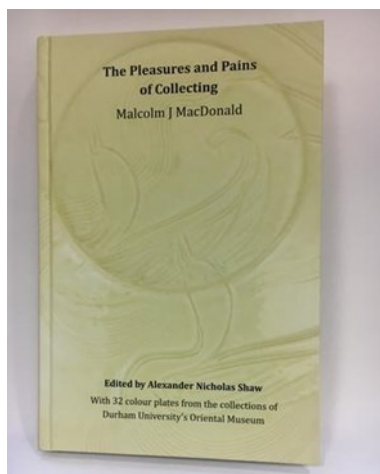
Buku *The Pleasure and Pains of Collecting*, adalah buku yang ditulis sekitar tahun 1970-an, oleh Rt. Hons. Malcolm Mac Donald, mantan Gabenor General Malaya dan Singapura, mantan *Commissioner General* untuk Asia Tenggara dan juga mantan Canselor Universiti Malaya yang pertama. Malcolm tidak sempat untuk menerbitkan buku ini semasa hidupnya. Akhirnya, Alexander Nicholas Shaw, penyelidik dari Universiti Leeds mengambil inisiatif menerbitkannya melalui *The Friends of the Oriental Museum, University of Durham*, 2018.

Buku ini mengungkapkan kegigihan seorang diplomat mengumpulkan artifak seni dan kemudian mendermakannya kepada universiti. Visi pengumpulan adalah kekaguman beliau kepada hasil seni Timur. Semasa di Kyoto, buat pertama kalinya beliau mengagumi seni Timur kerana artifak tersebut dipamerkan berlatar belakangkan seni taman Jepun yang indah. Memandangkan beliau seorang diplomat yang banyak berhubungan dengan pihak luar, maka pendedahan tersebut memupuk kepada hobi mengumpul barangan seni dan antik. Dalam bahagian akhir buku dinyatakan, akibat "kegilaan" tersebut, beliau tidak mempunyai rumah yang layak untuk didiami selepas persaraan sehinggalah pihak *University of Durham* membeli barang antik tersebut sebagai sebahagian dari penambahan koleksi *Museum of Oriental Art, University of Durham*. Koleksi yang beliau kumpulkan sebenarnya mempunyai nilai seni dan sejarah kebudayaan yang tinggi. Misalnya, seni tembikar China yang berkualiti tinggi dari zaman Tang hingga Qing. Selain mengumpul artifak China, beliau juga turut mengumpul artifak Asia yang lain. Malcolm amat teliti dalam pemilihan seni artifak, penyimpanan rekod pengumpulan dan pengkajian latar belakang artifak. Salah satu yang menarik adalah pedang pemenggal kepala milik Temenggong Koh dari pedalaman Sarawak. Pedang itu dikatakan telah memenggal lebih dari seratus musuh Temenggung Koh. Malcolm akhirnya bertemu dengan Temenggung Koh dan telah menjadikan beliau sebagai bapa angkat. Disebabkan berkemahiran dalam diplomasi, pedang tersebut telah diserahkan kepadanya. Pedang itu kini disimpan di *Museum of Oriental Art, University of Durham*. Selain daripada itu, beliau juga dapat menyampaikan mesej penting iaitu tidak membenarkan tradisi perburuan kepala dibuat semasa pemerintahan British. Malcolm juga secara berperingkat mendermakan hasil koleksi beliau kepada beberapa buah universiti termasuklah kepada Universiti Malaya, bagi menambah koleksi berharga Muzium Seni Asia. Sehingga kini, koleksi beliau merupakan antara koleksi penting kepada muzium berkenaan.

Bahkan, hadiah artifak beliau yang diserahkan kepada *University of Durham* telah menjadikan kajian terhadap dunia Timur (Orientalism) - sebagai bahan penyelidikan untuk membangunkan pembelajaran bahasa Timur, menyediakan graduan yang berbakat untuk mengisi jawatan penting dalam ketenteraan, diplomatik dan *intelligence service*.

Hasil kajian Shaw menunjukkan, buku Malcolm ini tidak diterbitkan pada ketika itu kerana pihak penerbit tidak menitik beratkan sejarah dan falsafah pengumpulan sebahagian dari genre akademik. Sebelum itu, Malcolm telah menulis sejumlah artikel dan 6 buku – *Down North, The Birds of Brewery Creek, Borneo People, Angkor, Birds in my Indian garden, Birds in the Sun, Treasure of Kenya, People and Places, Titans and Others* dan *Inside China*.

Kesemua buku tersebut mencerminkan kecenderungan beliau sebagai nota perjalanan dan etnografi yang amatur. Pada September 2018, Muzium Seni Asia, Universiti Malaya telah menjemput Shaw, sebagai salah seorang panel bengkel *museology* peringkat kebangsaan. Beliau sempat melihat koleksi Malcolm yang ada. Beliau mengakui bahawa koleksi kepunyaan Universiti Malaya amat penting dalam menyusun sejarah diplomasi British selepas perang dan bercadang untuk mengadakan satu pameran dan katalog bertaraf dunia dengan dua muzium universiti yang mempunyai koleksi Malcom iaitu *National University Singapore* dan *University of Durham*. Pada bulan Mac 1981, Malcolm telah meninggal dunia dan majlis memperingatinya telah diadakan di Westminster Abbey. Beliau dikenali sebagai tokoh yang cerdas, tidak melihat warna kulit dan keterbukaannya serta penghargaan beliau terhadap budaya China, Asia dan Afrika.

Optimalisasi penggunaan media sosial untuk Perpustakaan oleh Nuning Kurniasih. **Prosiding Makalah Seminar Nasional "Komunikasi, Informasi dan Perpustakaan di Era Global", Fikom Unpad, Jatinagor, 15 Jun 2016, muka surat 1 -9. Ulasan oleh Haslina Hussain.**

Media sosial semakin berkembang pesat dan banyak organisasi atau institusi menggunakan media sosial untuk menyalurkan maklumat. Artikel yang ditulis oleh Kurniasih ini menyentuh aktiviti yang dijalankan oleh Perpustakaan, manfaat penggunaan media sosial, tahap optimum yang boleh dicapai dalam penggunaan media sosial dan dikongsi juga cara *posting* maklumat di media sosial.

Kurniasih juga memberitahu ramai pustakawan menggunakan media sosial untuk menyalurkan maklumat. Menurut ulasan literatur yang dilakukan oleh Kurniasih dari 259,1 juta penduduk Indonesia, 88,1 juta atau 34% adalah pengguna Internet 79 juta atau 30% di antaranya adalah pengguna internet aktif, 326,3 juta menggunakan *connection mobile* (atau 126% jumlah penduduk, dikira berdasarkan akses, bukan unik *users*) dan 66 juta atau 25% diantaranya pengguna aktif media sosial. (Kemp, 2016)

Menurut Ron Jones, ada empat jenis media sosial iaitu *social news*, *social sharing*, *social network* dan *social bookmarking*. *Social news* untuk tujuan mendapatkan berita dan berkomentar contoh platform ialah Digg, Sphina, Newsvine dan Ball Hype. Manakala *social sharing* untuk berkongsi foto dan video seperti Flickr, Snapfish, Youtube dan Jumpat. *Social network* pula untuk mengemaskini maklumat seperti Facebook, LinkedIn, MySpace dan Twitter. Manakala *social bookmarking* untuk *bookmark online* dan dapat diakses di semua tempat. Antara platformnya ialah Delicious, Faxes, Strumble Upon, Blogmarks dan Diigs (Kurniasih, 2013).

Kurniasih juga berkongsi manfaat penggunaan media sosial oleh perpustakaan lebih mendapat *target* pengunjung yang lebih luas, meningkatkan hubungan antara masyarakat, meningkatkan kolaborasi dengan pelbagai pihak sehingga layanan perpustakaan dapat ditingkatkan, meningkatkan penyertaan masyarakat dalam membangunkan perpustakaan, menjimatkan masa dan kos perbelanjaan, memberi akses layanan perpustakaan yang lebih luas dan cepat, mendapatkan keputusan yang baik dan membantu dalam meningkatkan penggunaan perpustakaan sekaligus dapat menjaga reputasi perpustakaan.

Kurniasih juga menyentuh tahap optimum penggunaan media sosial oleh perpustakaan antara langkah yang boleh diambil seperti sokongan daripada pihak pengurusan, kelayakan pustakawan seperti layanan baik kepada pengguna melalui media sosial, perkhidmatan yang sama kepada pengguna seperti mana *offline*, etika dalam media sosial, dan matlamat atau mesej yang hendak disampaikan perlulah jelas.

Kurniasih mengaitkan hasil penyelidikan yang dibuat oleh Taylor & Francis (2014) di UK, US dan India. Tujuan perpustakaan menggunakan media sosial adalah untuk mempromosikan kegiatan, mempromosi perkhidmatan perpustakaan, mempromosikan sumber maklumat/koleksi yang ada di perpustakaan, mempromosikan perkara sedia ada yang dibaharui, mempromosikan panduan perpustakaan dan panduan pameran, menghubungkan mahasiswa dengan Universiti, untuk bergabung dengan para akademik, untuk berhubung dengan komuniti yang lebih luas, untuk pembelajaran jarak jauh, sebagai alat perkhidmatan pelanggan yang dapat menerima aduan, pendapat, permintaan dan hasil baik, untuk berhubung dengan pelajar, sebagai alat pembelajaran yang menampung maklumat literasi, teknologi, tips menulis, juga untuk menyokong pembelajaran dan terakhir sebagai tempat mencari dokumen pelajaran. Kurniasih juga berkongsi cara *posting* maklumat dalam media sosial antaranya ialah:

1) Cara *posting* di Youtube
2) Cara *posting* di Facebook
3) Cara *posting* di Twitter
4) Cara *posting* di Pinterest

5) Cara *posting* di Google+
6) Cara *posting* di Instagram

Kesimpulannya, artikel ini mengajak pembaca menggunakan platform media sosial dengan betul agar objektif tercapai. Ini kerana banyak maklumat disalahgunakan dan disebarkan dalam media sosial tanpa membuat penilaian dan kesahihan terlebih dahulu. Penyebaran dan perkongsian maklumat yang tidak sahih boleh menyebabkan pembaca salah faham dan seterusnya membuat andaian yang salah terhadap sesuatu maklumat yang diterima.

The COVID-19 (Coronavirus) pandemic: Reflections on the roles of librarians and information professionals by Muhammad Yousuf Ali & Peter Gatiti. Reviewed by Siti Norfateha Azwa Adnan.

Introduction

The Wuhan Municipal Health Commission, China, have reported a cluster of cases of pneumonia in Wuhan, Hubei Province. It has since been identified as a Novel Coronavirus (COVID-19). Profoundly concerned by both the disturbing degrees of spread and seriousness, and by the disturbing degrees of inaction, on 11th March 2020, WHO made the appraisal that COVID-19 can be classified as a pandemic (WHO, 2020). Most countries started taking the initiative to quarantine and lock down their citizens to flatten the curve of COVID-19 infections.

On 26 February 2020, Pakistan detected their first case and currently, there are more than 2039 diagnosed cases and 26 deaths as at 31 March 2020. Across the country, there are further 12 000 suspected cases. All schools, colleges, and universities have been closed due to the lockdown. At this crucial time, libraries all around the world play major roles by ensuring up to date information and public health awareness can be disseminated to medical staff, researchers, clinicians, and managers.

Although libraries are closed, traditional services such as access to library materials and information services still need to proceed as usual. In this digital world, people tend to simply access and accept fake news and inaccurate information. Muhammad Yousuf Ali & Gatiti (2020) indicated that there are 11 different types of information sources ranging from valid information to untrusted or doubtful information (As cited in Ashrafi-Rizi & Kazempour, 2020).

The scope of this paper is to reflect on the role of librarians during a pandemic in the context of Pakistan. The authors are trying to discuss the three key roles librarians can play during a pandemic, specifically COVID-19.

The role of librarians and information specialists in a pandemic

According to the authors, during a pandemic, there are 3 areas to a librarian's roles, the first of which is to promote public health awareness by creating and disseminating information relating to preventive measures. The second is to support research teams, researchers, and faculties by providing information regarding the latest developments, research, and literature. Third, to meet the core needs of regular library users.

To promote public health awareness regarding COVID-19, there are a lot of strategies involved and challenges faced by librarians. One of the methods to promote public health awareness is providing information on how to monitor the health of symptomatic individuals using telephone or online health consultations. This article also explains campaigns that librarians can do to promote public awareness. Such campaigns include providing information about COVID-19 topics such as how to avoid the transmission of the virus, awareness on using masks, regularly washing hands after coming into contact with objects or people, usage of hand sanitizer, and many more.

The authors also informed us that as librarians, we have a responsibility to raise awareness about this virus due to our profession as information experts and as credible sources of information for the public. As professionals in information, the authors also emphasize that librarians should fully utilize all communication platforms to promote health awareness during this pandemic. The use of social media is really important as it is a popular platform that can transfer information efficiently. The authors also advise librarians to do proper research and analysis before publishing to the public.

The second role of librarians during a pandemic is to support research teams, researchers, and academic faculties. The authors mentioned that a librarian should be fully prepared to provide accurate information related to COVID-19 to researchers, medical staff, and paramedics. Librarians can source such information from articles or journals related to COVID-19 diagnosis kits, vaccinations, previous studies of diseases with similar symptoms to COVID-19, and other relevant medical journals. Librarians also can promote free databases or any database that provides free access during this pandemic, which in turn can increase users' literacy rate and library usage.

The third role of librarians is to maintain core library services for users. Even though the library is closed during a pandemic, staff still need to work from home to maintain the delivery of services to the public. The services during a pandemic include access to reliable references, document delivery service, access to electronic collections, and others. Most libraries take the initiative to start and create online webinars and utilizing other online platforms to share information with their patrons.

The support from publishers is also growing rapidly during this pandemic, as shown in Figure 1 below:
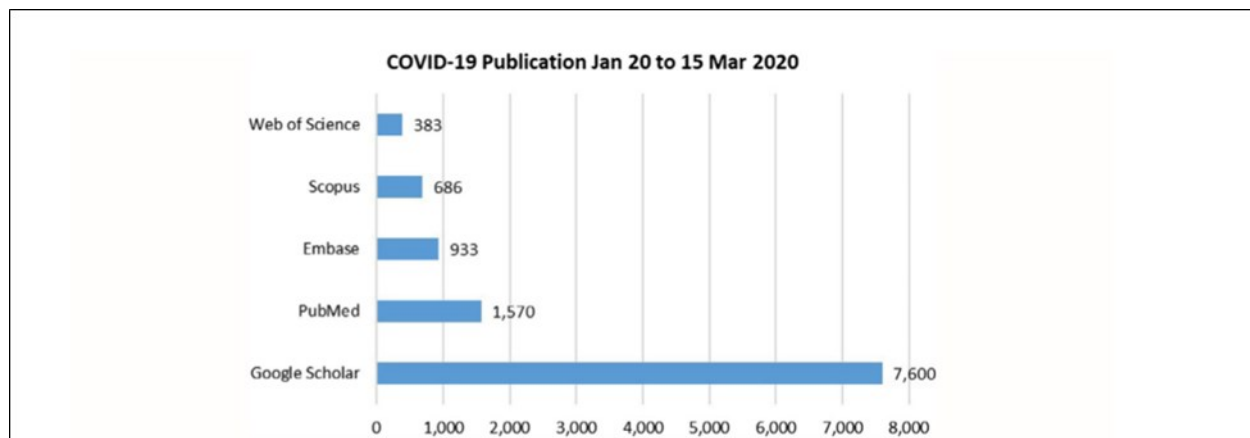

Figure 1: COVID-19 Publication, 20 January 2020-15 March 2020 derived from various search engines and databases.

The authors also list down popular publishers who provide free access during this pandemic so that the public and medical staff can access it for research purposes. There are a lot of useful resources shared in this article which is suitable for librarians and their clients, such as the link to Pakistani Government initiatives, WHO's Whatsapp, WHO's Health Emergency Dashboard, GIDIF-RBM (the Italian Association of Health Librarian and Information Specialist) institutional web page, and others reliable links which librarians can use to procure facts and reliable information before distributing and sharing it with the public.

Strengths

One of the strengths that have been identified in this article is the relevance of information given about the initiatives that have been taken to engage with their patrons. For example, they display the use of a variety of online platforms to communicate with their users, such as webinars and sessions via Google Classroom, Google Hangouts, Skype, or Zoom.

Secondly, the authors also provide enough statistics and findings to support their content. For example, the evidence shows that during this pandemic, there is an increase in the number of publications related to COVID-19.

The authors also covered a lot of topics that we can share with the public to promote the awareness of healthcare during this pandemic.

Weaknesses

For the first role which is to promote public health awareness regarding COVID-19, the information given by the authors is more on tackling the topic of awareness rather than the challenges faced by librarians. This is especially so given the limited resources, issues with internet connectivity, and other challenges. Pakistan may be considered a 3rd world country, and the digital divide might be one of the challenges for librarians to ensure that awareness and information can be sent efficiently to the public. Overcoming this can also set a guideline for other developing countries.

The second role of librarians during the pandemic, which is to support research teams, researchers, and academic faculties, has merely been discussed in one paragraph. The information given does not thoroughly emphasize which databases related to medicine are suitable to be accessed by researchers, or how to promote these services to the target audience.

Conclusion

As a conclusion, there is a lot of information that has been shared by these authors regarding the roles of librarians and information professionals during this pandemic. Many initiatives have shown the relevancy of libraries during the lockdown in Pakistan. Such vital information should be followed by other library staff to make sure all valuable information regarding COVID-19 can be shared with the public. Most of the public will probably just refer to Google (a popular search engine). However, as librarians, this is the right time for us to use our expertise to promote our services and remain relevant by giving extra information that has added values of being up to date, reliable, relevant, and authoritative to the public. This article also gives a new perspective on what we can do as a librarian during this pandemic, as well as ensuring the public rely on to get credible information.

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How UM Library is Responding to the COVID-19?
Khasiah Zakaria & Zanaria Saupi Udin

The Government of Malaysia had enforced a Movement Control Order (MCO) starting on March 18, 2020, to break the chain of COVID-19. This was after a sudden surge of Covid-19 cases on March 15th, 2020. The following day, the cumulative cases had surpassed the 500th mark with the first COVID-19 death reported on 17th March 2020. The 1st phase of MCO till the 6th phase of Conditional Movement Control Order (CMCO) lasted until 9th June 2020. During this period, all social activities were prohibited, only those providing essential services were allowed while only the head of a family could venture outside to buy food or household goods, employees in both private and public sectors had to work from home, schools and academic institutions were closed. For the Conditional Movement Control Order (CMCO) Phase, travelling purposes are only for work or buying essential supplies and only three people are allowed, employees in both private and public sectors still have to work from home, face-to-face meetings are discouraged, factories, food industry sector and aircraft services can remain operational with full compliance to given SOPs and large scale gatherings are prohibited. Many lives have changed with the majority staying at home during this period.

Libraries around the world are certainly impacted by unprecedented pandemic. Since we must take appropriate measures that are necessary to prevent the virus from spreading rapidly, we must adhere to the detailed guideline enforced by the Ministry of Health (KKM). The University of Malaya Library would like to share what the library is doing now that all the academic institutions in Malaysia are closed. While we are committed to servicing our community, public health is of our utmost importance right now. In addition to that, we are also cooperating with the university administration to ensure that the safety of both users and staff is not jeopardized.

First, we have adjusted our circulation module to temporarily halt the fines from accumulating during the ordered closure period. The due dates of books on loan have been extended so that users have ample time to return the books since many users especially students have gone back to their hometown and found it difficult to return the books. Our document delivery staff are on duty to search for articles not available in our collection for the researchers.

Second, we have set up work teams (Library@Covid19 Task Force) to communicate with users via phone, email, and social media. The aim is to be concise yet clear in our communication thus less text and infographics are encouraged. We also seek our users' patience and understanding as we address their concerns. When we share information on social media, we are aware there might be negative comments. We aim for politeness and try to promote compassion and understanding towards all concerned parties during this difficult period of time.

Third, we have found ways to be resilient by conducting our information skills classes using the online platform including Youtube, Zoom, Google Meet, and Microsoft Teams. Librarians must familiarise themselves with these applications rapidly to meet the needs of the users. These sessions went on seamlessly according to schedule without any major disruption.

Fourth, we prioritize cleanliness and we take great measures to ensure that the main areas and commonly used tools are regularly wiped with disinfectant. These include the desktops, door handles, phones, keyboards, and even the flatbed scanners. Staff is equipped with disposable gloves and alcohol-based hand sanitizers. To ensure better ventilation, we open selected windows so that the air is not stagnant and can circulate within the building. Signage of the

need to wash hands frequently is put up so that everyone is aware and be reminded of the necessity. Borrowed items are also not shelved immediately because we do not know the virus survivability duration on a soft surface. Hence, we isolate the books for a minimum of three days. When the library is subsequently open for a limited number of users, we put a maximum to the number of users allowed in the reading area so that it is not crowded.

Fifth, we empathize with the needs of our staff and their medical conditions including mental health. If they are faced with any difficulties, they are encouraged to seek professional help and consult the library management. We also offer flexibility such as travel arrangements and options to work from home.

Sixth, our medical librarians at the Medical Faculty have come up with two platforms, CERS and Covid-19 Clinical Ethics. CERS aims to assist clinicians by retrieving the best available evidence regarding COVID-19. This service is provided by a team of evidence-based medicine experts, librarians, doctors, and medical students. Clinical Ethics on the other hand provides a compilation of resources on clinical ethics of Covid-19 which aims to guide healthcare professionals during their decision-making involving pandemic patients.

Seventh, we are curating trustworthy resources for researchers (see our resources page; libguides, FB, and webpage). Many publishers, associations, and learned societies curate lists of relevant articles that — for now — are free to access. Examples of such publishers are Emerald, Wiley, ACS, Cochrane, Ovid, and more. We also understand and make indications that access can be cancelled at any time and that some of these sources (due to urgency) might be preprints articles. We are trying to share mostly scholarly articles thus, excluding all opinion pieces, as we want to focus on scientific information and to find data. Also, for public information, we refer to KKM and other Malaysian Ministries pages. In addition to official resources, we are looking for other items of interest (e.g. systematic reviews, raw data, reference maps, and information from the pharmaceutical industry).

In Malaysia, all academic libraries were instructed to close during the MCO period. However, if the Standard Operating Procedure (SOP) is in place and carefully observed, it would certainly benefit the users and researchers to consider its opening by adjusting the working hours or the service in reading halls and putting a limit to a reading room's capacity. Some libraries have opted for the "front-desk and closed-stacks" mode that limits the traffic. We improvise our services as we continue to learn more about Covid-19 and try to meet our users' needs at the same time.

In the future, we plan to improve our LiveChat applications, increase online meeting and online learning modules, promote reading for pleasure and its therapeutic effect and generate revenue from the MakerSpace project by taking in 2,000 units of orders.

We would like to encourage other libraries to share what they are doing for library users during MCO.

Permulaan Tanpa Penghujung?

Haslan Tamjehi

Sewaktu bersarapan di dapur, terdengar dari saluran radio Traxx FM tentang bagaimana luahan hati seorang isteri dengan rutin sang suami yang berubah akibat arahan pergerakan terhad di sebuah negeri di Amerika Syarikat. Rumah yang dulunya menjadi tempat beristirehat telah bertukar menjadi sebuah pejabat yang sibuk. Hampir tiada pelukan dan ciuman untuk anak-anak di waktu pagi. Menurut isterinya, selepas bersarapan suaminya terus duduk di hadapan komputer riba untuk bersidang dalam talian, kemudian diteruskan dengan lain-lain tugasan melepasi waktu makan tengahari dan minum petang. Kerja perlu diteruskan. Begitulah bagaimana virus Covid-19 merubah norma kerja dan hidup kita dengan sekelip mata. Nampaknya bekerja dari rumah yang dulunya dilihat ekslusif hanya untuk mereka yang *IT savvy* seakan semakin penting untuk dipraktikkan sebagai alternatif tanpa pilihan oleh kita semua. Lebih-lebih lagi, kerjaya pustakawan yang bergelumang dengan maklumat dan menggunakan IT sebagai pelantar untuk bekerja. Walau bagaimanapun, rakyat negara ini agak bernasib baik, meskipun dengan kualiti *bandwidth* dan kelajuan internet pada tahap yang ada sekarang, Malaysia sebenarnya telah dilengkapkan dengan prasarana asas yang amat diperlukan ketika ini. Cuma norma kerja baru ini memerlukan masa untuk diadaptasi. Sebagai pustakawan Perpustakaan Pengajian Melayu, medium *Facebook* dan *Libguide*, adalah antara medium utama untuk membekalkan maklumat dan berinteraksi dengan pengguna pada masa ini. Mengemaskini maklumat di *Facebook* dengan kandungan berkaitan bidang, adalah satu rutin harian. Kadangkala, terasa semangat untuk terus konsistan melakukan tugas merudum bahana keadaan yang seakan terkurung ini. Namun motivasi untuk meneruskan tanggungjawab seperti disuntik bila pengunjung laman membaca dan menghargai hantaran menerusi maklumbalas *Like*. Ia umpama pembakar semangat untuk terus mengirimkan hantaran di *Facebook* Perpustakaan. Harapan di saat ini adalah, agar wabak ini pergi dan PKP ditamatkan segera. Semoga permulaan yang merimaskan ini ada penghujungnya.

Murtabak Kecut

Adida Mohd Amin

Dah masuk 5 hari puasa dan hampir sebulan sejak PKP dilaksanakan. Macam-macam menu dah cuba. Asyik makan benda yang sama nak lah cuba makanan bazar Ramadan pula. Tapi bazar pun tutup lagi. Buntu, buntu, alang-alang dah *join group* bazar Ramadan apa lagi. *Scroll* punya *scroll*. Hah, terjumpa iklan murtabak *Singapore*. Dalam hati, "Uish sedap ni". Terus je *whatsapp,* "Saya nak murtabak daging, 2 ye". Nampak saiz 1 dalam iklan, macam boleh makan 2 orang. Besar betul saiznya. "Ye cik, sekejap lagi kami datang. Jumlah harga RM30.00 termasuk *delivery*", balasan mesej dalam *whatsapp* oleh si peniaga. Terkedu sekejap. Mak ai, mahalnya. Pujuk hati, "Tak pe *sure* sedap ni". "Ok, saya beli", balasan semula kepada si peniaga .

Tunggu punya tunggu, dah hampir 5 minit lagi waktu maghrib. Biar betul, mana murtabak ni. Tidak lama kemudian terdengar bunyi ting… ting… Yeayyy, murtabak dah sampai. Bismillah …eh pesal kecut je. Mak ai, keras pulak tu. Biar betul. Sah goreng semula, tak pe kita berbuka dulu apa yang ada. Rezeki aku dengan murtabak kecut hari ni, Alhamdulillah. Hello! Encik, tadi saya beli murtabak encik. Maaflah saya tegur sikit. Murtabak yang saya beli dah kecut, keras pulak tu. Macam goreng semula je? Harga pun boleh tahan tapi kalau sedap saya tak kisah. Di hujung sana, er… arrr… Eh! Ye, ke. Ooooh! Tak adalah. Ini bulan puasa cik. Masa ni orang buat pahala bukan buat dosa. Panjang lagi yang aku bebelkan. Senyap seketika. Maaf puan, maaf puan, saya minta maaf. Mujur bulan puasa, bulan memaafkan. Iye, saya maafkan tapi tolong jangan buat lagi, jangan aniaya orang.

Sememangnya bulan Ramadhan bulan kemaafan dan bulan untuk memperbaiki diri. Sejak hari itu, tiada lagi murtabak kecut dan aku merupakan pelanggan tetap.

Kisah Cili Kering

Juhaida Abd Rahim

Setelah Perintah Kawalan Pergerakan Bersyarat (PKPB) ditukar kepada Perintah Kawalan Pergerakan Pemulihan (PKPP), kesempatan di atas kelonggaran yang diberikan ini diambil untuk pulang ke kampung menziarahi ibu bapa setelah agak lama tidak pulang.

Salah satu rutin adalah mencari bahan untuk stok dapur selama sebulan. Berpeluang untuk membawa ibu ke pasar untuk membeli barangan basah. Semasa ingin pulang, kami singgah di kedai runcit berdekatan. Tujuan asal hanyalah untuk membeli sekampit beras, sementelah ternampak ada cili kering di situ, saya pun bertanyakan pekedai tersebut sama ada cili tersebut pedas atau tidak. Ini adalah disebabkan saya tersalah membeli cili kering yang langsung tidak ada rasa pedas. Apa barang kalau masak sambal tak rasa pedas kan?

Pekedai: Cili kering ni tak pedas dik. Tapi sebenarnya ada petua kalau tak nak pedas. Anak pak cik pun hairan sebab apa bila mama masak pedas tapi bila abah masak tak pedas.

Saya: Nak juga tahu, apa petuanya tu?

Pekedai: Petua dia senang je dik, kita kena bilang cili tu dua, dua kena la rajin sikit. Nak tau tak sebab apa? Sebabnya, yang selalu jadi pedas tu sebab tak de pasangan, kalau ada pasangan cili tu automatik tak pedas.

Saya: Krik… krik… (Dalam hati: biar betul ada petua macam tu)

Memandangkan dah dapat petua, saya pun membelilah sebungkus cili kering yang dijual. Tentang petua tersebut, ikhlasnya saya pun belum cuba lagi untuk memberi testimoni sama ada betul atau tidak.

Laporan Bengkel Resource Description and Access (RDA)
15 Januari 2020: Aras 4, Bangunan Canseleri, Universiti Malaya

Noorsuzila Mohamad

Bengkel ini telah dihadiri oleh 30 orang peserta yang terdiri daripada timbalan ketua pustakawan, penolong ketua pustakawan, pustakawan kanan, pustakawan, penolong pustakawan, dan pembantu pustakawan. Bengkel ini memberi pendedahan kepada peserta cara mengkatalog bahan dengan menggunakan peraturan *Resource Description and Access* (RDA).

Tujuan bengkel ini diadakan adalah bagi memastikan peserta dapat:
1. Memahami konsep RDA & *Functional Requirements for Bibliographic Records* (FRBR).
2. Mengenalpasti MARC tag utama mengkatalog bahan monograf mengikut peraturan RDA.
3. Memahami perbezaan ACCR2 dan RDA.

Pendekatan yang digunakan semasa bengkel adalah pembentangan slaid oleh fasilitator, latihan dalam kumpulan dan pembentangan oleh setiap kumpulan.

Sesi pertama bengkel dimulakan dengan penerangan berkaitan konsep RDA seperti pengertian dan keperluan RDA dibangunkan. Peserta juga diterangkan berkaitan konsep FRBR dalam RDA, kumpulan dalam FRBR serta fungsinya. Di akhir sesi, peserta diberi peluang menjalankan latihan berkumpulan berkaitan RDA dan FRBR.

Sesi berikutnya, peserta diterangkan berkaitan MARC tag utama mengkatalog bahan monograf mengikut peraturan RDA mengikut praktik di Perpustakaan Universiti Malaya (PUM). Peserta juga turut didedahkan dengan rujukan yang digunakan semasa memproses bahan seperti RDA *toolkit*, Panduan RDA Malaysia, Manual Pengkatalogan PUM dan MARC 21.

Selain daripada itu, peserta juga diterangkan dengan contoh MARC tag iaitu leader, fixed fields, tag 020, 041, 1xx, 240, 245, 246, 250, 264, 300, 336, 337, 338, 490, 5xx, 6xx, 7xx, 830, dan 856. Di akhir sesi, peserta diberi peluang menjalankan latihan berkumpulan iaitu meng*input* bahan yang dibekalkan kepada setiap kumpulan mengikut format RDA PUM dan dibentangkan kepada kumpulan lain.

Sesi terakhir ialah berkaitan pemahaman perbezaan di antara ACCR2 dan RDA. Peserta diterangkan berkaitan perubahan dan penambahan maklumat dalam MARC tag seperti penambahan |erda untuk tag 040, MARC tag yang baharu iaitu 264, 336, 337 dan 338, penggunaan simbol hakcipta pada MARC tag 264 indicator 4, penulisan maklumat pada MARC tag 300 di mana setiap maklumat yang dimasukkan perlu ditulis penuh. Diakhir sesi, peserta diberi peluang menjalankan latihan berkumpulan berkaitan perbezaan penulisan MARC tag 300 dan cara penulisan di MARC tag 336, 337 dan 338 mengikut perbezaan jenis dan format bahan.

Secara keseluruhannya, bengkel ini memberi impak positif untuk mengurangkan kesilapan meng*input* maklumat bibliografik bahan di dalam sistem PUM yang mana akan memberi kesan negatif kepada pengguna untuk mencari bahan di rak. Latihan seperti ini amat diperlukan dan perlu dijalankan sekurang-kurangnya sekali setahun sebagai langkah mengurangkan kesilapan semasa meng*input* maklumat bibliografik.

Report of Evidence-Based Medicine (EBM) Workshop for Librarians
24-25 February 2020: Multipurpose Room, Faculty of Medicine, University of Malaya

Ranita Hisham Shunmugam & Zanaria Saupi Udin

T.J. Danaraj Medical Library organized an Evidence-Based Medicine (EBM) workshop for medical librarians for the first time in Malaysia. This workshop was jointly organized by the Malaysian Medical Library Group (MLG), Malaysian Librarians Association and, the University of Malaya Library on 24 and 25 February 2020 at the Multipurpose Room, Faculty of Medicine, University of Malaya. The workshop was officiated by Prof Dr Ng Chirk Jenn, Deputy Dean of Research, Faculty of Medicine who is also one of the pioneers of EBM in Malaysia. Meanwhile, Dr Khasiah Zakaria as the Chief Librarian of the University of Malaya Library delivered her closing remarks.

A total of 23 librarians from various public and private institutions participated in this workshop. They were from Monash University, Management and Science University (MSU), International Medical University (IMU), Newcastle University Medicine Malaysia (NUMed), Universiti Malaysia Sabah (UMS), International Islamic University Malaysia (IIUM), UKM Medical Center, National Health Institute (IKN), AIMST University, National Heart Institute (IJN), UniKL, Universiti Malaysia Sarawak (UNIMAS), Universiti Pertahanan Malaysia (UPNM), Universiti Sultan Zainal Abidin (UniSZA) and UiTM Rembau.

Evidence-Based Medicine was introduced in Malaysia in the early 2000s and is now widely discussed in the medical field. Therefore, such initiatives are very important for medical librarians to increase their knowledge in line with the needs of clinicians and researchers to make decisions based on the application of the best available research to clinical care, the integration of evidence with clinical expertise and patient values. This initiative is also in the hope of producing more librarians who can help research in the field of medicine.

By attending this workshop, librarians be able to support and provide EBM training to doctors and researchers in the field of medicine in their respective workplaces. This workshop aims to:
a) Introduce an evidence-based practice process and opportunities for collaboration between medical librarians and medical doctors.
b) Identify the basic study design for clinical medicine, focus on clinical questions, peer-review search strategies, and assess the risk of bias in published studies.
c) Improve the critical assessment skills of librarians.
d) Enhance a better understanding of clinical research study design, biomedical statistics, and clinical description in the health profession.

Besides, librarians will learn to:
a) Identify and explain the concept and process of EBM.
b) Explore potential differences in the EBM process for Medicine, Nursing, Public Health, etc.
c) Analyze and define the design features of different studies.
d) Identify effective search behaviors.
e) Develop effective search strategies from clinical questions.
f) Review and evaluate EBP resources.

The invited speaker, Prof Liew Su May from the Department of Primary Care Medicine, Faculty of Medicine, UM is one of the pioneers of EBM in Malaysia. After graduating from the University of Oxford, UK, and being a speaker at the Center of Evidence-Based Medicine (CEBM), she began conducting research on EBM in Malaysia and involved in EBM and Systematic Review workshops throughout Malaysia especially for family physicians and in Clinical Research Centers. The co-speaker is Dr Ranita Hisham Shunmugam from UM Library, who was the speaker's PhD candidate. She had shared her experience being involved in the EBM process and showed how to support and help doctors to practice based on evidence.

In this workshop, the speaker emphasized on the important role of librarians in supporting medical research This collaboration will broaden the scope of the librarians' profession in line with current needs. As a feedback, participants were very satisfied with the content and presentations and they are encouraged to bring back the knowledge gained at their respective institutions. One of the recent outcomes from this workshop is that those librarians from the University of Malaya Library who attended the workshop had collaborated with the Faculty of Medicine to develop Clinical Evidence Retrieval Service (CERS). CERS is a platform that aims to assist clinicians by retrieving the best available evidence regarding COVID-19. This service is provided by a team of evidence-based medicine experts, librarians, doctors, and medical students.

In conclusion, the workshop is a success, and librarians are expected to support and provide relevant training to physicians and medical researchers in the field of medicine in their respective workplaces and also improve knowledge in line with the needs of researchers and clinicians. We would like to express our heartfelt gratitude to the T.J. Danaraj Medical library staff for their hard work in making this workshop a successful one.

Image 1: Guest of honour, sponsors, speakers and participants of the workshop

Image 2: Participants with the Chief Librarian and sponsors

Image 3: Group discussion

HAL EHWAL PERPUSTAKAAN

Staf

Bil.	Nama	Jawatan	Tarikh
PERSARAAN			
1.	Zulkifli Che Mat	Pemandu (H14)	01.02.2020
2.	Rita Hamid @Mohamed Amin	Pembantu Pustakawan (S22)	13.03.2020
3.	Md Tahir Arshad	Pembantu Pustakawan (S22)	14.05.2020
4.	Sumathi Kaleeswaran	Pembantu Pustakawan (S19)	27.05.2020
5.	Masitah Mohamad	Pembantu Pemuliharaan (S22)	18.06.2020
PERTUKARAN			
1.	Noraniza Binti Mohamad Paisal	Setiausaha Pejabat (N29) (Dari Fakulti Kejuruteraan)	10.2.2020
KENAIKAN PANGKAT			
1.	Muhammad Ariff Kamaruddin	Pembantu Pustakawan (S22)	11.03.2020

Kursus Dalaman Anjuran Perpustakaan

Bil.	Tajuk Kursus	Tarikh	Jumlah Peserta	Tempat
1	Bengkel Latihan Pangkalan Data Incites	6 Mac 2020	18 orang	Makmal Komputer C, Aras 4, Perpustakaan Utama
2	Bengkel Ahli Jawatankuasa Penilaian Prestasi (KPI), Perpustakaan Universiti Malaya	9 Mac 2020	Tiada maklumat	Galeri Seni, Aras 5, Bangunan Canseleri
3	Bengkel Pengwasapan & Rawatan Bahan Bercetak	12 Mac 2020	31 orang	Bahagian Pemuliharaan dan Pemeliharaan

Lawatan

Bil.	Pelawat	Tarikh	Jumlah Pelawat	Tempatan/Luar Negara
1	Laz Ulil Albab Zakat Institution, Indonesia	27 Februari 2020	25 orang	Luar Negara
2	Maktab Sultan Abu Bakar, Johor	4 Mac 2020	38 orang	Tempatan
3	Doshisha Women's College of Liberal Arts (DWCLA), Japan	9 Mac 2020	3 orang	Luar Negara
4	Military Technological College, Oman	11 Mac 2020	5 orang	Luar Negara
5	SMK Seri Tanjong, Melaka	12 Mac 2020	149 orang	Tempatan
6	SMK Intan Perdana, Port Dickson	1 April 2020	40 orang	Tempatan

KEKAL ABADI
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Kekal Abadi invites contributions from librarians, information scientists, information managers, educators, administrators, publishers and other interested persons from all over the world.

Types of Contributions

The journal publishes original articles on all aspects of library and information science. In addition, Book Reviews, New Products and Services, Conference Reports, Awards and News are also welcome.

Format

Manuscripts should preferably be 1,500-3,500 words in length. Authors may submit their article as an attached file with email. The font type required is Calibri, 11pt.

The first page of the manuscript should contain the title of the article followed by name(s) and affiliation of author(s), complete address, including telephone and fax numbers, and e-mail address. An abstract of about 100-200 words (If the article is in BM, an abstract in English is needed). Submit only one copy of the manuscript.

Tables, Figures and Illustrations

Tables, figures and illustrations with captions should be position within the text.

Style

The citation styling of the manuscript should follow the Publication Manual of the American Psychological Association (2009), 6th ed. (New York: American Psychological Association). References should be cited in the text using the 'name and date' style, e.g. "Roger (2001) said that ..." or "research shows that ... (Roger,2001)".

References at the end of the article should be listed in alphabetical order. The following are examples of the recommended reference style:

Archambault, E., Campbell, D., Gingras, Y., & Lariviere, V. (2009). Comparing bibliometric statistics obtained from the Web of Science and Scopus. *Journal of the American Society for Information Science and Technology, 60*(7), 1320-1326.

Chu, C. M. (2009). Working from within: Critical service learning as core learning in the MLIS curriculum. In L. Roy, K. Jensen & A. H. Meyers (Eds.), *Service learning: Linking library education and practice* (pp. 105-123). Chicago: American Library Association.

Lessard, B., & Baldwin, S. (2000). *Netslaves: True tales of working the web*. New York: McGraw-Hill.

Miller, W., & Pellen, R.M. (Eds.). (2009). *Googlization of libraries*. London: Routledge.

Noraida Hassan. (2009, Jun 15-16). *Practicing evidence base in Malaysian libraries : A CSI challenge?* Paper presented at the International Conference on Libraries, Pulau Pinang.

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