



# LIBRARIAN-TUTOR COMPETENCE IN LIBRARY USER EDUCATION

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**Abstract—** Library instruction is a critical process to introduce the library to users. This process explains the activities in the library that are sourced from the librarian. Therefore, librarians who become tutors in library instruction must have special competence, not only knowledge in the field of libraries but also knowledge about teaching. Based on the Regulation of the Minister of National Education Number 16 of 2007 concerning Standards for Academic Qualifications and Teacher Competencies, there are four basics in teaching competence: pedagogical, personality, social, professional, and methodological competence.

**Keywords—** User education, tutor competency, librarian, library

## I. INTRODUCTION

In essence, user education is a process of knowledge transfer that occurs between librarians and library users. Seeing this, user education is no different from the learning process in general. To get maximum results, the teaching-learning process carried out must include two critical actors, namely the receiving subject and the giving subject.[1]

In implementing the teaching-learning process, the two essential actors are learners and educators. Learners are members of society who seek to develop their potential through education [2]. In the context of user education, learners are new library users. These new users need to follow user education because not all users who enter the library know how to use the library.

An educator or tutor intentionally influences others to reach a higher humanity 3. Tutors in user education are librarians who are deliberately appointed to teach users to understand the entire process of library utilization. Therefore, tutors have an enormous contribution to the success of the user education process.

User education will run well if, in the process, there is interaction between tutors and users in understanding the material presented. The tutor is not only the primary source of learning, and the users are not only the listeners. However, there is a reciprocal pattern in providing material. Seeing this, the tutor must have a series of abilities that can support the success of user education.

The American Library Association (ALA) (2008) has defined the basic knowledge that all persons graduating from an ALA-accredited master's program in library and information studies should possess. These competencies cover a wide range of topics, including the ethics and values of the profession, information resources, technological knowledge and skills, reference and user services, research, and administration and management.

So far, the discussion on user education has centered on the model and success rate of user education. Research on this topic only discusses the success rate of user education from the users' perspective. It is still rare to find a paper that discusses user education from the side of the tutor or the teaching staff. On the other hand, setting tutor standards in user education is a critical and strategic policy to obtain the desired output. Therefore, in this paper, the author wants to discuss the competencies that must be possessed by a tutor in user education

## II. METHOD

This study aims to give a comprehensive insight into the librarian-tutor competence and its roles in the librarian-user success in using or utilizing the library. Hence, this study employs a qualitative approach in library research, focusing on gathering the information related to the subject investigated. The data were collected by using documentation such as books, journal articles, and other references which is relevant to the subject described as the supporting data as well as the argument provided by the writer.

Furthermore, the data was analyzed descriptively using a deductive and inductive approach. In addition, the content analysis method was also used in analyzing the data and drawing conclusions based on the content of the data itself. Likewise, the triangulation process is used to validate the data collected. In this particular case, the data was triangulated and compared to each other within the authors' perspective related to the librarian-tutor competence.

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### III. RESULT AND DISCUSSION.

#### A. *USER EDUCATION*

Not all users who come to the library understand how to use the library. Some of them may have done some browsing in the library, while some others have never entered the library at all. In addition, each library has different characteristics, especially in terms of services.[2]This condition requires a library to first introduce the intricacies of the library concerned to new library members. This is done so that all users have the same knowledge about how to search for information in the library.

User education is a short training for users on how to use the library more efficiently[3]. In English, user education appears with various terms, namely library instruction, library orientation, bibliographic instruction, and user instruction. Below, we will explain the meaning of these terms.

1. Library Instruction is how library staff teach users about library use, collections, and search methods[4]. This term has a broader scope of education. Librarians are obligated not only to introduce the library but also to teach users how to make the most of the library. The education includes how to become a library member, the spaces in the library, what collections are in the library, how to search for information independently, and how to access the collection.
2. Library orientation is training that informs users about the layout of the library, essential library services, and what types of collections are available in the library[2]. This model is the simplest form of user education. The information provided to users includes borrowing procedures, types of collections, length of borrowing, and so on.
3. Bibliographic Instruction, also known as information instruction, is a teaching technique for users to find information through maximum use of the collection [5]. Through this method, librarians teach users how to find answers to information needs through the available collections. This training is aimed at new library members and includes how to use the catalog arrangement and find collections and online services in the library
4. User Instruction or user education. This is the term most familiar to Indonesian librarians. It is training on how to use the library, including where information is located,

why to use specific search techniques, which other collections can help fulfill information, and how to exploit these collections optimally[2]. This is the most comprehensive training of all the terms used. This is the most comprehensive training of all the terms used. This is because the term is used for training on all activities in the library.

The first recorded user education was taught by librarians to library users at Harvard College in the 1820s [6]At that time, most college librarians were professors who worked part-time. They taught students how to use the library for academic purposes properly. In the late 1800s, Ray Davis of the University of Michigan organized similar activities, followed by Azarih Root at Oberlin College and other college librarians. From this, it is clear that in the beginning, user education was only conducted in college libraries.

User education held at that time revolved around how to find information in the library's collection. This activity is carried out to support the teaching and learning process at the college concerned. Students at the college were taught how to identify the desired subject of information and determine the collection by the subject of information.

In the 1850s, American librarians provided training to users on how to use the library[5]. In the 1870s, Samuel Green began to include user education programs as part of reference services. At this stage, user education started to become a part of public library services.

In the years since, user education programs have progressed tremendously. In the beginning, in the traditional system, tour programs and seminars were the methods used. In recent developments, user education is conducted through programmed learning with the help of audiovisual and computer tools. At this stage, user education not only introduces the library, but also how to search databases and builds user independence in finding and fulfilling their information needs.

In general, library user education is divided into two, namely informal and formal instruction[4]. Informal instruction or point-of-use instruction, sometimes called one-on-one instruction, is user education that runs without being programmed in advance. In this form, librarians do not schedule when user education will be conducted. User education happens when a user asks how to use the library, usually in the reference service section. When there is a question and answer between the librarian and the user, then indirectly, a user education program has occurred.

Formal instruction is a programmed and scheduled user education. Two things can distinguish formal instruction from informal instruction: namely, in formal instruction, the instructor provides several components, and there is a formal meeting between the librarian and the user.

#### B. *The Role Of Tutors In User Education*

The practice of user education in Indonesia, in the opinion of librarians in general, still needs to be expanded to the formal instruction model. The teaching pattern in this model is divided into five types, namely tour and orientation, classroom presentation, collaborative learning, tutorial, and CAI [7]. To achieve optimal: success, libraries

should not only carry out user education with one technique, but combine several existing techniques.

In addition, the role of tutors in the user education process is very important. In the learning process, the tutor does not only act as a lecturer who delivers material to students. Tutors in user education play a key role in the sense of being the holder of knowledge about the process of library utilization. The role of the tutor is to support the creation of a series of behaviors in the user in the process of searching and utilizing information in the library.

Tutors in user education have various roles, namely as learning resources, facilitators, managers, demonstrators, mentors, mediators, and evaluators[8].

a. Tutor as Learning Resource

The tutor's role as a learning resource is the leading role in user education. Learning resources in the library world are a collection of information stored in the collections provided. However, in user education, the primary source of learning is the tutor. What comes out of the tutor's mouth is new knowledge for the users, especially those who have never used the library.

As a learning resource, tutors are required to be able to master the material presented. The tutor's success in realizing this role can be seen from the mastery of the material. He is said to be a good tutor if he has mastery of the material presented to become a natural learning resource for user education participants.

With a good command of the material, a tutor will not give a patronizing impression. They will make participants feel like they are gaining new knowledge without feeling dumbed down. This character is called a source of knowledge.

b. Tutor as Facilitator

As a facilitator, the tutor functions to transfer information about the library. In delivering the material, a tutor will try to use language easily understood by the user education participants. A tutor must be able to understand the language level used by the learners.

Although the material presented is new to the users, the tutor should avoid technical language the participants need help understanding. If there is a technical language that must be used, the tutor must be able to explain it to the user education participants in something easy to understand. Through this effort, they can easily absorb all the material presented.

c. Tutor as Manager

As a manager, the tutor must be able to create a comfortable learning climate. The essence of user education is a change in the behavior of library users in the use of the library. This behavioral change will be easily realized if the users can understand the whole stage by stage of user education. Therefore, a comfortable climate needs to be realized in the user education process.

User education will run effectively and on target if management succeeds. As a manager, a tutor must be involved in the curriculum planning process, organizing learning resources, leading the user education process in the classroom, and monitoring the success of the user education they do.

In addition, the selection of supporting facilities in user education is also noteworthy. Facilities here are not only information search facilities. Facilities such as ergonomic study tables and chairs, learning equipment, and so on should be noticed even though these facilities are essential to support a conducive learning space atmosphere. Therefore, user education managers must pay attention to every detail of the facilities used.

d. Tutor as Demonstrator

Tutors, as demonstrators, must be able to show user education participants everything that makes it easier for them to understand the material presented. The existence of props has a vital role in the user education process. User education participants will have embedded knowledge if they can directly see the practice of library utilization. Therefore, tutors must master the material presented in order to be able to practice it in front of user education participants.

Knowledge of collection layout, search skills, and the intricacies of the library are mandatory for a tutor. In this case, the tutor must be someone who already has experience in the library field. It is better if the tutors involved in user education are those who are senior in the library so that they know in detail everything in the library.

e. Tutor as Mentor

Each library user has a different level of intelligence. This intelligence will significantly affect the ability to absorb the material delivered by the tutor. It is not uncommon for users to not be able to absorb what is delivered by the tutor at all, resulting in a lack of knowledge about the library utilization process.

As a mentor, the tutor's job is not finished until the end of user education. However, the tutor must be able to guide the users in their daily search process. The library must be able to guide users in improving their skills in finding the desired information quickly and accurately. In addition, they must have the necessary skills to use or utilize various library facilities optimally. Therefore, a tutor must be a patient person who can guide the users until the realization of information literacy among the users.

f. Tutor as Mediator

A tutor must be able to master all the equipment in the library. The physical condition of the library, including the equipment in it, is a good communication medium in delivering user education materials. In addition, the tutor must also be able to utilize the learning media that have been provided.

Learning media is an important complement as a support in the process of user education. A tutor is required to have knowledge in selecting and utilizing

the right media. This selection must be based on the material, objectives, and methods of user education. In this case, knowledge of how to turn on the projector, create presentation materials with power point, is basic knowledge that must be possessed so that the material presented becomes more interesting

g. Tutor as Evaluator

Every activity must go through an evaluation process. Evaluation is an assessment step of a series of user education processes carried out by the library. This activity is carried out to determine the achievement of the objectives of user education.

The information obtained through this evaluation process is an input for implementing user education in the future. Through this evaluation, it will also be possible to know the grouping map of users based on their ability to utilize the library. Thus, efforts to improve the user education process can be carried out continuously.

To obtain data on the success rate of user education, libraries can conduct a series of surveys. One form of survey that is often conducted is a prepos test. This method is done by distributing a questionnaire containing several questions about the library. The questionnaire is distributed before and after the user education program with the same questions. Through this method, the library will know how the user's knowledge about the library changes.

Dari tabel tersebut, Pendidikan Agama Islam sejumlah 140 responden atau 49%, Pendidikan Bahasa Arab sejumlah 37 responden atau 12,9%, Manajemen Pendidikan Islam sejumlah 20 responden atau 7%, Pendidikan Guru Madrasah Ibtidaiyah sejumlah 31 responden atau 10,8%, Pendidikan Islam Anak Usia Dini sejumlah 5 responden atau 1,7%, Tadris Bahasa Inggris sejumlah 14 atau 4,9%, Tadris matematika sejumlah 12 atau 4,2%, Tadris Biologi sejumlah 10 responden atau 3,5%, Tadris IPS sejumlah 7 atau 2,4%, dan Tadris IPA sejumlah 10 responden atau 3,5%. Pendidikan Agama Islam menempati urutan teratas dimungkinkan karena memiliki rata-rata jumlah mahasiswa yang lebih besar dibandingkan prodi lainnya pada setiap tahun angkatan.

C. *User Education Tutor Competencies*

According to language, competence is defined as the authority (power) to determine (decide) something[9]. According to the term, competence is knowledge, skills, and behaviors that must be owned, lived and mastered to carry out their professional duties[10]. This competency can be used as a measure of one's professionalism in carrying out their profession.

As a profession that is carried out professionally, librarians are required to have a series of competencies and are proven by certificates obtained through the education process. However, as a teacher, especially in the user education process, there are no clear competency standards for librarians. This makes it difficult to measure the professionalism of librarians as tutors in user education.

One of the tutors' professionalism can be seen from how they can deliver user education materials well. Evan states

that knowledge and experience of teaching-learning theories will be very influential in the user education process[11]. Therefore, tutors in user education are required to not only have knowledge in the library field, but also understand learning itself.

As a professional learner, a tutor is required to have specific competencies. From the search results, the author did not find a standardized standard of what competencies a user education tutor should have. In this paper, the author uses the standard competencies of tutors in education.

As educators, librarians who act as user education tutors need to have teaching competencies. Based on the Regulation of the Minister of National Education No. 16/2007 on Academic Qualification Standards and Teacher Competencies, it is stated that to be able to carry out the learning process properly, four standard competencies are needed that must be possessed by teaching staff namely pedagogical, personality, social, and Professional competencies [12].

a) **Pedagogical Competence**

Etymologically, pedagogic comes from the word pedagogy, which means the science of education[9] In general, pedagogical competence is the ability to manage learners' learning[13]. This competency requires tutors as educators to have educational knowledge that includes understanding and developing students' potential, planning and implementing, and evaluating learning. In detail, this competency is divided into ten aspects, namely[12].

- 1) Mastering the characteristics of learners from physical, moral, social, cultural, emotional, and intellectual aspects.
- 2) Master learning theories and educational learning principles.
- 3) Develop curriculum related to the field of development.
- 4) Organizing educational development activities
- 5) Utilize information and communication technology to organize educational development activities.
- 6) Facilitate the development of students' potential to actualize their various potentials.
- 7) Communicate effectively, empathetically, and politely with learners.
- 8) Organizing assessment and evaluation of learning processes and outcomes
- 9) Utilize assessment and evaluation results for learning purposes.
- 10) Conduct reflective action to improve the quality of learning

b). **Personality Competence**

Personality competence is a competence that must be possessed by educators in the form of a steady personality, noble character, wise and authoritative, and able to be a role model for students[14]. In the context of libraries, this competency is an individual competency that describes a unity of skills, behaviors, and values that librarians have in order to work effectively, be good communicators, always increase knowledge, be able to show their added value, and

be able to survive changes and developments in their world of work[10].

White and Beckley[15] reveal that personality is an acronym that each has a specific meaning, namely:

1. Pleasantness. A tutor must be able to please others. Politeness and giving a smile to user education participants is an attitudes that must be shown when in front of the class.
2. Eagerness to help others. Tutors must have an eagerness to help others. This attitude is manifested by their seriousness in providing the material totally and completely.
3. Respect for other people. A tutor must show respect and appreciation for user education participants.
4. Sense of responsibility. A tutor has a great responsibility for the success of information search by the users. Therefore, he/she must have a great sense of responsibility for the material he/she delivers
5. An orderly mind is essential for methodical and accurate work. A tutor must have a systematic mindset to deliver the material well.
6. Neatness indicates pride in self and job. A tutor must present a neat appearance in front of participants. Neatness is proof that a person is proud of himself and his job.
7. Accuracy in everything done is of paramount importance. Accuracy in everything done is of paramount importance in the delivery of the material. The examples must be by the material presented so that the users can record what is conveyed.
8. Loyalty to both management and colleagues makes good teamwork. User education is not individual work. Therefore, a loyal attitude towards the team is the key to successful user education.
9. Intelligence uses common sense at all times. In any situation, a tutor must be able to use common sense in understanding the condition of the learners. Through this attitude, a tutor can hone his feelings and intuition about what is implied in participants' minds when interacting with them
10. Tact saying and doing the right thing at the right time. Speaking tactfully and doing the right thing at the right time is a strong personality trait.
11. Yearning. A tutor must have a love for teaching.

#### **c. Social Competence**

In education, social competence is not a normative requirement, but rather a demand derived from changes in organizational and work processes. This competency is the ability to cooperate and deal with other people based on a combination of the ability to cooperate and communicate[16] This competency requires a tutor as a social being to be able to socialize with their learning environment.

According to Suherman[17], librarians must have social competence which includes:

- 1) The ability to communicate positively and effectively. This competency requires mutual understanding between librarians and library users. This attitude can be fostered through effective communication by first finding out what the other person wants.
- 2) Ability to understand library needs. Librarians are required to be responsive in dealing with the development of library needs. Understanding the parts of library services is also very important in this case to answer questions about the library raised by user education participants.
- 3) Ability to work with individuals, groups or other institutions. The user education process is formed with good teamwork. Each part of user education must become a bridge of cooperation between members of the user education management.
- 4) Have knowledge and understanding of cultural diversity. Each individual has a different background. Through an understanding of this diversity, it is expected to be able to establish good cultural communication.

#### **d. Professional Competence**

According to the US Special Library Associations in Titiek Kismiyati, it is stated that professional competence is related to librarians' knowledge in the fields of information resources, technology, research management, and the ability to use this knowledge as a basis for providing library and information services[10].

In the context of user education, professional competence includes five aspects, namely:

1. Mastering the material, structure, concepts, and scientific mindset in supporting the delivery of the material taught.
2. Mastering the competency standards and essential competencies of the material presented.
3. Creatively develop learning materials that are taught.
4. Develop professionalism sustainably by taking reflective action.
5. Utilize information and communication technology to communicate and develop themselves

#### **e. Methodological Competence**

In addition to the four competencies above, tutors in user education also need additional competencies in the form of methodological competence. Methodological competence is the ability to search for information independently and master fundamental learning techniques and workplace techniques, in addition to knowing how to react to circumstances in the workplace and apply procedures appropriate to the tasks assigned to them[16].

One core of user education is the users' knowledge about information retrieval. Therefore, a tutor in user education must be a librarian who is an expert in combining search techniques in the library. This is done to provide comprehensive search material accompanied by actual practice in daily activities.

User education tutors must know about the development of information search media. The development of information

technology has led to the emergence of increasingly complex information retrieval systems. Some search tools require not just one but several search techniques to obtain information quickly and precisely. Experience using online catalogs, online thesauruses, boolean logic, and so on is needed so that the tutor can channel these skills to user education participants. Thus, users can master various search techniques and improve the effectiveness and efficiency of information retrieval.

#### IV. CONCLUSION

User education, especially those carried out regularly and continuously, will significantly support the optimization of library services. Tutors are one of the essential factors in supporting the success of user education. They should not be librarians who can only provide services to users. Unique competencies are needed as support in the process of delivering user education materials. These competencies include pedagogical, personality, social, professional, and methodological.

So far, these competencies have yet to be included in the learning curriculum in the library sector. Education in the library sector should also include these competencies in the learning materials. Therefore, the national library and educational institutions in the library sector must educate prospective librarians to function as professional tutors in user education.

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