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# Project-Based Learning through the Documentation of Measured Drawings of Heritage Buildings in TVET Education: An Implementation Study of Selected Terengganu Heritage Houses

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## ***Abstract***

Technical drawing is one of the fundamental skills that students need to master in Technical and Vocational Education and Training (TVET), particularly in the construction field. However, some students still face difficulties in interpreting technical drawings meaningfully when learning relies heavily on classroom-based explanation, studio exercises, and examples that are not closely connected to real site conditions. In response to this issue, this study examines the implementation of Project-Based Learning (PBL) through heritage building documentation and measured drawing as a more contextual learning approach in TVET education. The study focuses on two selected Terengganu heritage houses, namely Rumah Limas Belanda and Rumah Bujang Berserambi Berselasar. A qualitative approach was employed through observation of project implementation, analysis of students' work, and supporting project documents. The findings show that students' direct involvement in fieldwork helped them develop a clearer understanding of structural systems, spatial organisation, and the relationship between technical drawings and actual building conditions. The project also improved their ability to produce more systematic technical documentation and exposed them to the educational value of local built heritage. Overall, the study suggests that heritage building documentation and measured drawing have strong potential to serve as a practical and meaningful learning model in TVET education.

***Keywords:*** *Heritage buildings; measured drawing; Project-Based Learning; technical drawing; TVET education*

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