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TEXTS AND ARTWORKS

UPH Architecture
lecturers and students

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INTRODUCTION

Providing you with greetings from
the Dean and Chairman of UPH
Architecture Department

01

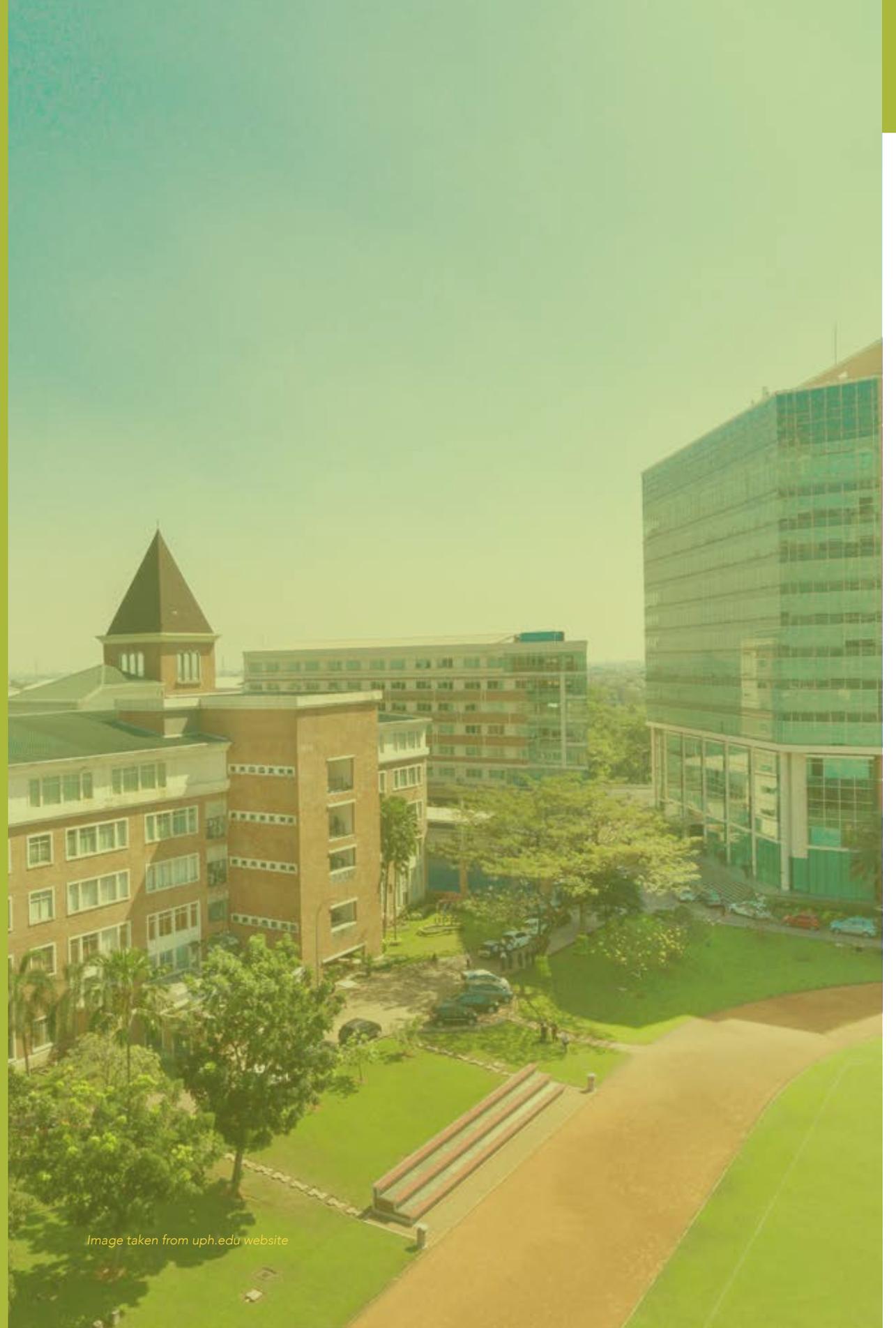


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DEAN'S STATEMENT



Welcome to the International School of Design!

It is our great pleasure to greet you Design and Architecture enthusiasts!

Why Design? Why Architecture?

I know some of you might have these questions lingering in your head. You love design, you love architecture, but to learn and live with it? Should you or should you not? You know what? You SHOULD! To design architecture is to create. By creating, you live your life to its fullest potential because your design is going to change others.

Why Universitas Pelita Harapan's School of Design?

This is where you can learn design strategies to become an excellent designer that brings transformational and redemptive impact to the society. Through innovation, social change, and sustainability, you can be a light for others.

Why Architecture, School of Design, Universitas Pelita Harapan?

Through Universitas Pelita Harapan's Architecture Program, you will not only be a great architect but also creating transformational architecture that will respond to the future through technology.

Thus, why wait?

Join us and experience the fullest experience to become meaningful designers and architects that will bring impactful design to the society!

Stay active, safe, and healthy!

Only by His Grace,

Dr. Martin L. Katoppo, S.T., M.T.
Dean School of Design – Universitas Pelita Harapan
Karawaci, Tangerang, Banten, Jawa Barat
www.uph.edu

CHAIR'S STATEMENT



Welcome to Architecture UPH Prospectus 2021/2022. This book will present to you the compilation of our activities and achievements in the past year as a whole study program of architecture. Prospectus 2021/2022 is arranged based on our curricular structure with Studio as its core and four other supporting fields of studies; i.e Theory and History, Urban and Settlement, Technique and Technology, and Design and Architectural Professions.

Last year was a huge challenge for the world of education given that all of us had to go through it remotely from our respective homes. While our education system is changing, our students and lecturers have been attempting to close this gap by finding ways to be able to explain and simulate materials that used to be done tangibly, digitally. Many learning methods had to be re-adjusted to meet with the potencies of many digital platforms. These conditions have sparked a new way of architecture, in which the results are reflected in our pedagogy and products that we are going to show you through Prospectus 2021/2022.

Time will not repeat itself, and changes are always bound to happen. New year comes with new challenges as well as new hopes and dreams. The one thing that will never change in UPH Architecture Study Program is our students' and lecturers' spirit to constantly explore architecture and transform ways of thinking in order to consistently be able to face challenges and participate in changing society.

By reading Prospectus 2021/2022, we hope that you get the big picture of our passion to solve every problem in architecture; as well as on how we are going to roam the 2021/2022 school year with great amounts of creative energy.

Andreas Y. Wibisono
Chair of Architecture Department – Universitas Pelita Harapan
Karawaci, Tangerang, Banten, Jawa Barat
www.uph.edu

Organizing educational activities oriented towards

**EXPLORATIVE
ARCHITECTURE**

and

**ENVIRONMENTAL
AWARENESS
ARCHITECTURE**

Conducting research activities that develop architecture
knowledge in an integrative way

**INTEGRATIVE
ARCHITECTURE**

Organizing community service that composes and restores
the built environment

**SOCIALLY
RESPONSIVE
ARCHITECTURE**

ACADEMIC COURSE

Illustrating UPH Architecture
academic course

02



STUDIO

As a core component in Architecture curriculum, Studio provides students with an understanding of real-world design problems through immersive architectural experience. It is a place where students research, test, develop, and present design propositions from a diverse range of thinking. It is a place of collaboration, intellectual exchange and experimentation for students and faculty alike.



YEAR 1

OBSERVING DAILY LIFE: FROM PLANTS TO CLEANSING

In this course, students touch upon the topics of geometry, composition, abstraction and the relationship between ergonomics and anthropometry, both on the scale of objects and the space that surrounds them. Students are invited to observe and study space issues on an individual scale (such as the function of private rooms, intermediary rooms, waiting rooms, circulation rooms, etc.), make prototypes of architectural responses, as well as formulate ideas and build arguments. Students will also experience and understand the design process in architecture.

In this academic year, first-year students conduct observations of plants and separate self-cleansing rooms. Students select plants to arouse their empathy. Plants are not only seen as objects with types and characteristics, but also as living things that have a spatial context to support their lives. In addition, students also conduct observations in the spaces they use to clean themselves at home and study how the very same activity is done or differs in other cultures before designing their own. The skills needed are the ability of information selection and categorization, visual and verbal communication, and critical thinking.

In conjunction with the Basic Theory of Architecture course, the end goal of the Architecture Research Studio 1 is to compile all researches that have been conducted since the beginning of the semester. Each student is challenged to be able to tell his findings related to the *Venustas*, *Firmitas*, and *Utilitas* aspects of their respective plants in a short presentation using visual media that they have drawn in such a way.

In the Architecture Design Studio 1, students are challenged not only to observe, but also to find specific architectural angles or topics that grabbed their attention in cleaning themselves. Students are critically tested in the continuity of their thinking patterns until they are realized in the students' designs at the end of the semester.



by Angeline Sie



by Broery Natanael



by Bryan Edgar



by Felicia Irawan



by Florentia Michelle Ananta Adiwijaya



by Jack Yang

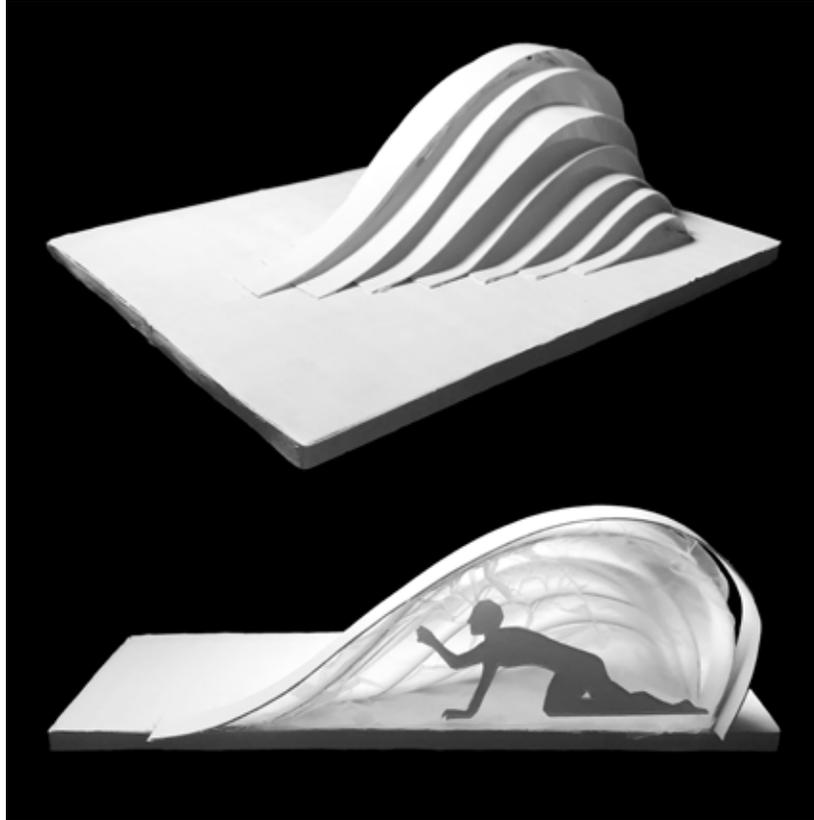


by Joanne Putri Sugiarto



by Vonny Lim

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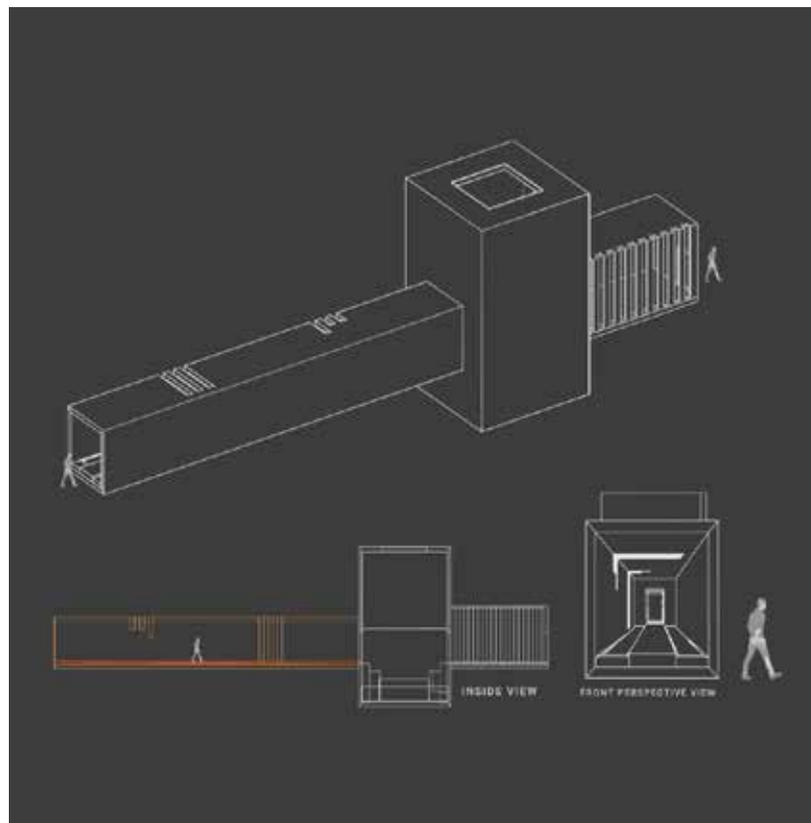
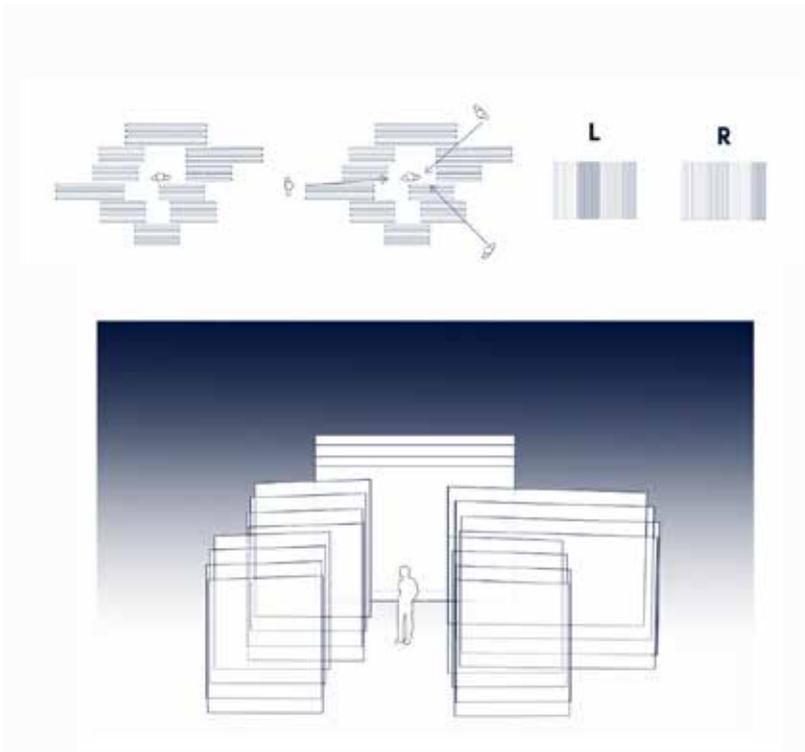
STUDENT
JOCELYN JOSDAAN

STUDIO ADVISOR
FIRMAN HERWANTO AND ARDY HARTONO

ARE WE STUCK IN A LOOP?

University creates a different experience in my part of life. There are a lot of things that happened, both joy and sorrow. During the start of my university years, I did most of my works frantically, which I represent with the feeling of suffocation and being unable to breathe. To avoid that feeling, I managed myself by being diligent towards the incoming assignments so I could breathe again.

Our lives always revolve around the presence of a toilet, does that mean we are trapped on the same cycle? By creating a sequence without any entrance or exit, this space represents a continuous flow between these two things. Everything happens continuously. However, being endless doesn't mean we are trapped rather, it shows that the need for a toilet cannot be detached from a human's life as it is a peaceful space that shelters (humans) from the outside world.



STUDENT
NADYA TANELLI

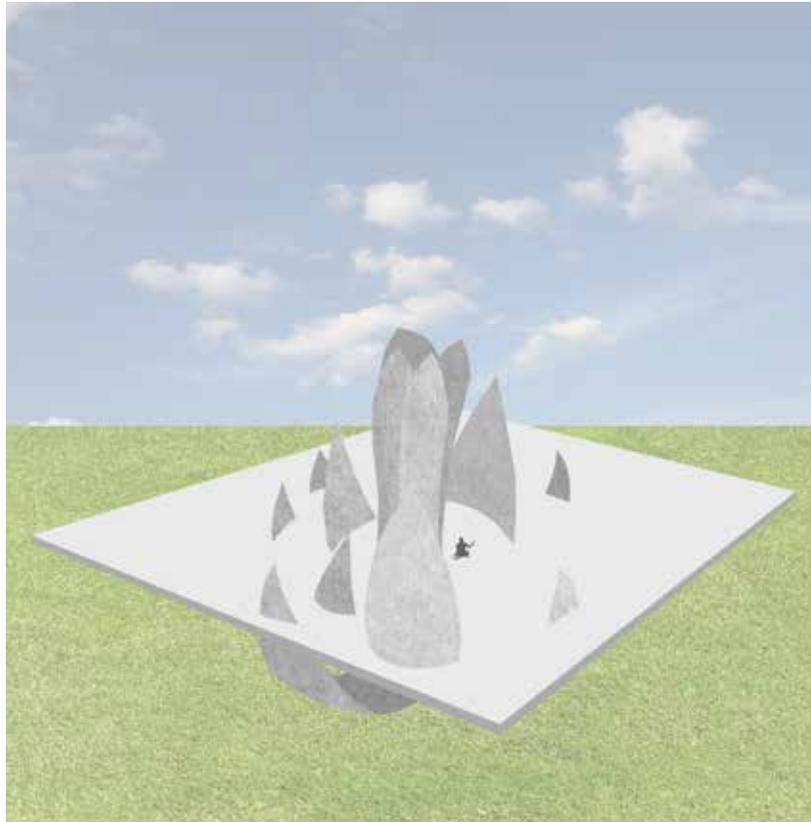
STUDIO ADVISOR
ARDY HARTONO AND FIORENT FERNISIA

BOUNDARIES CREATED BY OUR MINDS

Pilgrimage is often described as a journey into the unknown where a person goes in search of new meaning about themselves, nature, higher good, or others through the experience.

Going to the unknown place can make people behave in uncertainty, especially in a hostile environment where there is a set of boundaries. As the journey ends, it gives a sense of "relief". The question for my design is how little intervention is needed to create a feeling of space like "the pilgrimage"?

When there's a boundary, we tend to feel surrounded either physically (walls) or mentally (mind). The question is how does one describe the feeling of being mentally bounded through a physical structure. There are three important elements that support this idea which are Pondering, Derealization, and Perception. The main idea of this construction is to portray a pondering person. One who ponders and ponders until the person feels detached from their surroundings, as if his head had been fogged. As he becomes unaware, the people who are aware of his existence are able to perceive that person from any perspective depending on where the person is.



STUDENT
SHARON AURIELLE

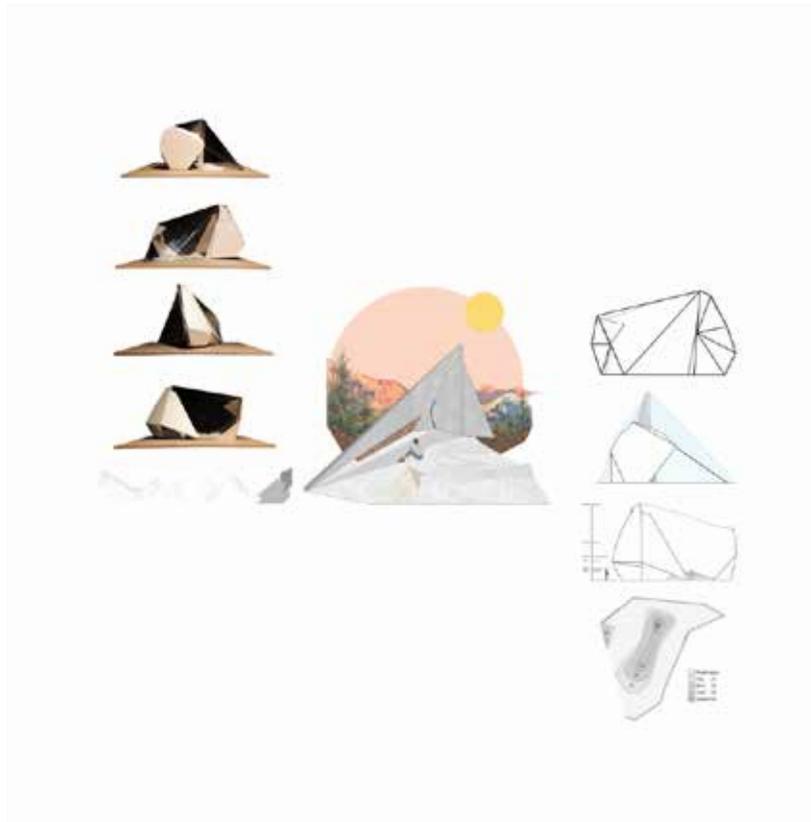
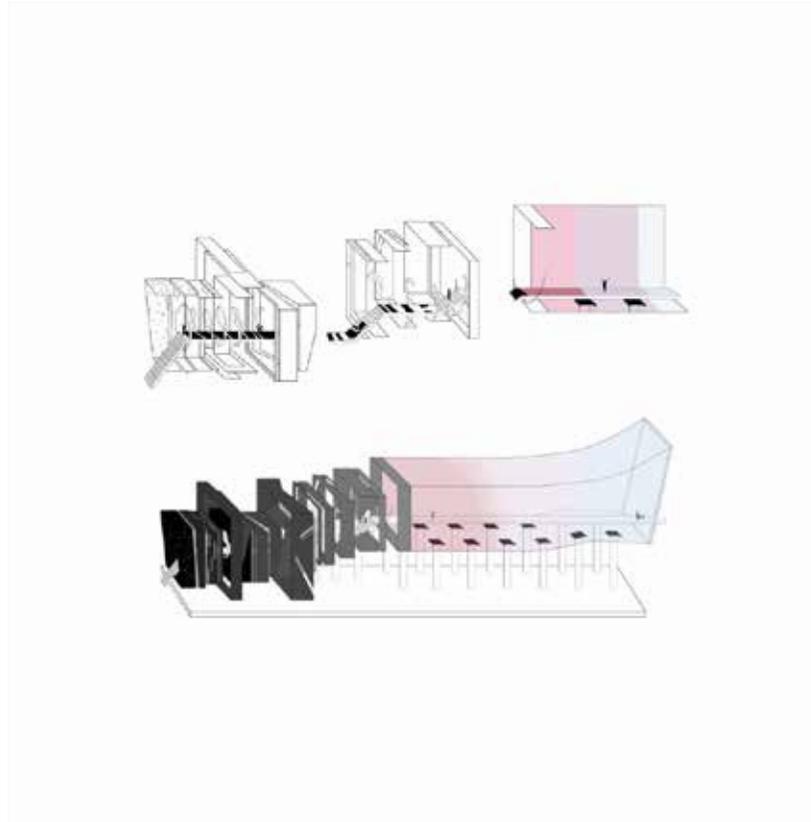
STUDIO ADVISOR
ARI WIDIO AND ARDY HARTONO

SPACE FOR ONE

A space is not only about what is visible to the eye. It is also about the feeling or mood created that enhances the experience upon entering a space. With “adaptive” as the keyword in this project, the physical modification of the plant *Calathea picturata* and the non-visual element of smell are incorporated. In “A Journey to the Unknown”, the characteristics such as flexibility, segmented but free and openness are applied to embody the adaptive quality in the space. The experience is created with the journey that starts in the middle within a narrow space and ends outside throughout a wider space.

Is it possible to create a space that makes us feel alone in the midst of a crowd? This project translates the activity of mental cleansing into a concept of wearable architecture that provides an intimate space for the user as a boundary from the society. Feelings like being in a solitude and distancing one’s self from the society can be achieved by each individual with three models created for extroverts, ambiverts and introverts through space for one. With solitude created by this project, user can feel safe, peaceful and focused on themselves which supports mental cleansing.





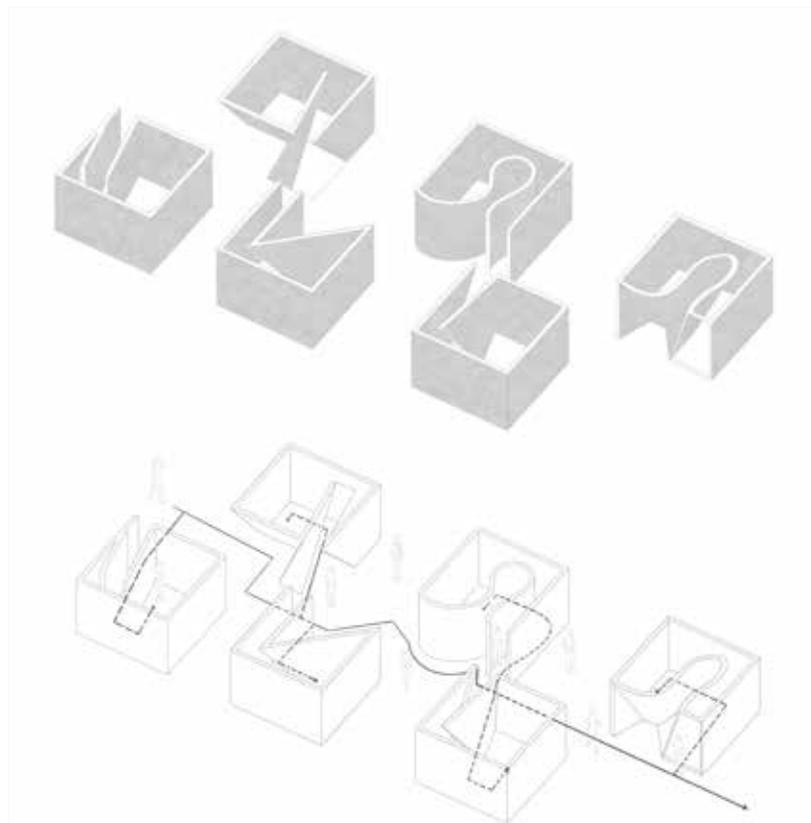
STUDENT
WILLIAM FERDINAND

STUDIO ADVISOR
ARI WIDIO AND ARDY HARTONO

TRANQUILIZER

Everyone has their own journey, and each one of them is different. This spatial composition that I made resembles one of my journey —the start of a designer’s journey. There are three composition parts and each has their own concept. At first, the dark side describes me not knowing where I’m going, it seems dark and cold; sometimes perplexed perplexed of the new things that is still blurred out. The middle part resembles the transition phase where I’m starting to get the point of the journey. The last part is about rejuvenation, understanding the purpose makes me refreshed and excited for more.

Tranquilizer is a term use to say when calmness arrives in our life. Could you imagine of place that will only bring you peace and calmness? This space that I made has a concept of being clean mentally. The material that I used for the model is acrylic, this helps me understand the characteristics of water. Water has an important role when it comes to calmness. By using water as the concept, the space I made with the reflection of light could bring the shadow of the water into that calmness effect.



STUDENT
VALLERIN AIKO

STUDIO ADVISOR
ARDY HARTONO AND FIRMAN HERWANTO

A TINY SPACE

Form, space and human are three entities which existence are interrelated. It is crucial to take into account elements of space with respect to certain emotional, physical and psychological impact it might give to human beings. Through manipulating certain spatial elements such as scale, composition, orientation, and other related elements, it is possible for us to control human physiological response towards a certain space. This project aims to investigate how a space is able to create a mixture of effects towards human psychology by manipulating spatial elements such as form, composition and scale.

With the emerging technology advancement as well as the rapid change of the era, privacy and personal spaces are often violated. The current state of global pandemic has made more people aware about their needs for personal spaces. Derived from personal studies of the concept of proxemics and four cleansing traditions from Japan, "untainted" becomes the main theme of this project. As an effort to achieve the theme, this project aims to provide a space where individuals can express their individuality in a public space without worrying about sanitary, social distance and their privacy to be intervened.

YEAR 2

RETHINKING LEARNING SPACES

Covid 19 has changed many aspects of life. The term new normal indicates that we can never return to the previous state (normal) and must adapt to new circumstances to become normal. This studio will strive upon an important aspect of life, namely education.

In Architecture Research Studio 2, students will explore the relationship between high school pedagogy and architecture as a vehicle for learning. This way, students are able to identify the problems of conventional learning space. Then, students are required to reflect and propose a learning space concept for the future.

In Architecture Design Studio 2 students are expected to be able to elaborate on a concept and integrate it with a site and its tectonic aspects; keeping in mind that the sites provided in this studio is considered as both location and space. As location, a site has a specific character related to its surrounding environment. As space, a site must be viewed three-dimensionally, potential to be modified based on its three axes. With these two characteristics, students are expected to be able to analyze and intervene on the site in accordance with the concept of the study space they already have proposed in the previous studio. In addition to the site, students are expected to be able to realize their ideas through tectonic aspects; the art of construction. Through these aspects, students are expected to pay attention to things related to the physical dimensions, namely gravity, materials, textures, relationships between materials, structural systems and expressions of the composition.

In design, site and tectonic aspects can have different positions. In the design, site and tectonic can have different positions; both being able to have more influences than the other. In addition, it is even possible for students to view the site as tectonics.

At the middle and end of each semester, students are expected to be able to present strong arguments regarding the idea of integrating programs, sites, and tectonics through the right architectural media.



by Dennis Pranata



by Faried Haekal



by Kyra Keely Kumala



by Natalia Micheelnjo



by Natasha Ivena



by Rayner Gabirelle



by Rifan Satria



by Vania Arlene



STUDENT
FANY YASTUSYAFAAH

STUDIO ADVISOR
ASA DARMATRIAJI

BOUNDARIES

This research is motivated by how architecture can respond to and play a role in boarding school education and culture. The new health protocols and physical distancing regulations are contradictory to the boarding school culture, where they promote a communal culture with a collaborative student-centered pedagogy. My focus here is on how the culture persists by considering health protocols. The ideal distribution between private and public space programs must be clear; thus retaining the feel of still being connected with minimum physical touch.

A boarding school that focuses on collaborative learning where the teacher only acts as a guide, and takes hygiene, sanitation, density and air circulation into account in order to adapt the pandemic situation. Sound is one of the interesting and influential non-physical elements. It is a wave traveling in all directions that makes up an imaginary sphere; the further away the bigger the imaginary sphere gets. The shape of the room also plays a role in its acoustic performance, therefore becoming the main focus in order to affect the sound quality so that the activities taking place in it are not disturbed. The main intention is to make community within the community without intervening each other.



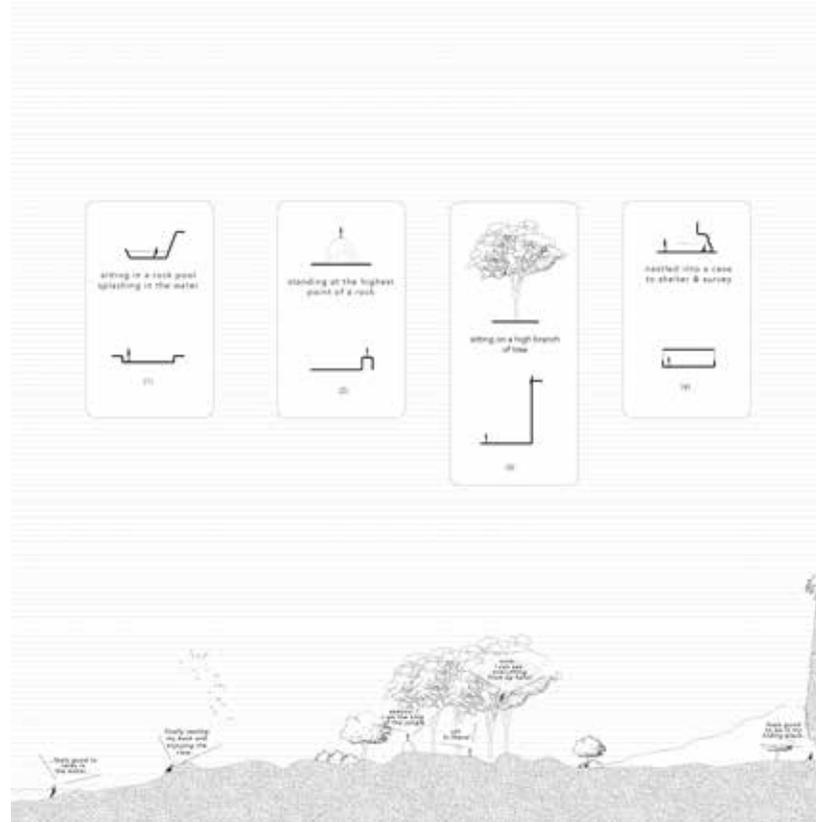
STUDENT
JESSICA SANUSI

STUDIO ADVISOR
ANDREAS WIBISONO

THE CREATIVE CLASS

The pandemic has changed human lifestyles as we are recommended to do joint activities outdoors. It also has a huge impact on the world of education. The student-centered pedagogy school that does their learning activities indoors has switch their activities to online learning. The idea is to carry on student-centered pedagogy learning activities while still maintaining the pandemic protocols so the idea can still be used for post pandemic, and for the future. What if school is all about transition? Transition space that has both indoor and outdoor space qualities can combine both learning experiences, expand the range of active learning opportunities, and improve the quality of the four keys of education (creativity, critical thinking, collaboration, communication).

The application of learning in a transition space uses four strategies : centralized organization, many transition space arrangements, transition space as the main connection, and as an open study area. The school can accentuate the transition space as the main and center place of the school, and also emphasize the learning experience in the transition space. The use of materials for the main mass can also support the transition feeling. Transition space also has the largest learning area in the school so that the learning activities carried out can vary; thus creating a creative class and school that can increase the 4C of education. The Creative Class can be a solution for student-centered schools during the pandemic and beyond.



STUDENT
JENNIFER SIDHARTA

STUDIO ADVISOR
ADWITYA DIMAS SATRIA

EXPLORING POSSIBILITIES OF SCHOOL BY MOVING OUTDOOR QUALITIES INDOORS

From my researches about proxemics in schools, it is found that the closer the distance between both teachers and students, and students and students the better the quality of interaction. However, we know we have distance restrictions due to COVID-19. From these two contradicting statements, how do we maximize the quality of interaction during and after the pandemic?

Continuing to look at further researches that states outdoor qualities help improve interactions in school, and that students are more attentive and engaged in learning outdoors, a speculation is then raised. What if outdoor qualities are moved indoors?

To move outdoors indoor, I saw Simon Unwin's Outdoor Scenarios, in his book Exercises in Architecture, where he tells how different levels/base plan in outdoors can create various kinds of interesting spatial characters. In a cave enclosure where one can feel safe, standing at a high rock where one can feel like a king, sitting at the highest point of a tree where one can see everything around, playing in the water, where one can feel relaxed, and a few others. From those scenarios, I translate them into spatial spaces, playing with different elevations and levels.

The big idea is to move outdoor qualities indoors by using different elevations imitating outdoor scenarios. All of this is important so that students, teachers, and staffs can have a better quality of interaction.



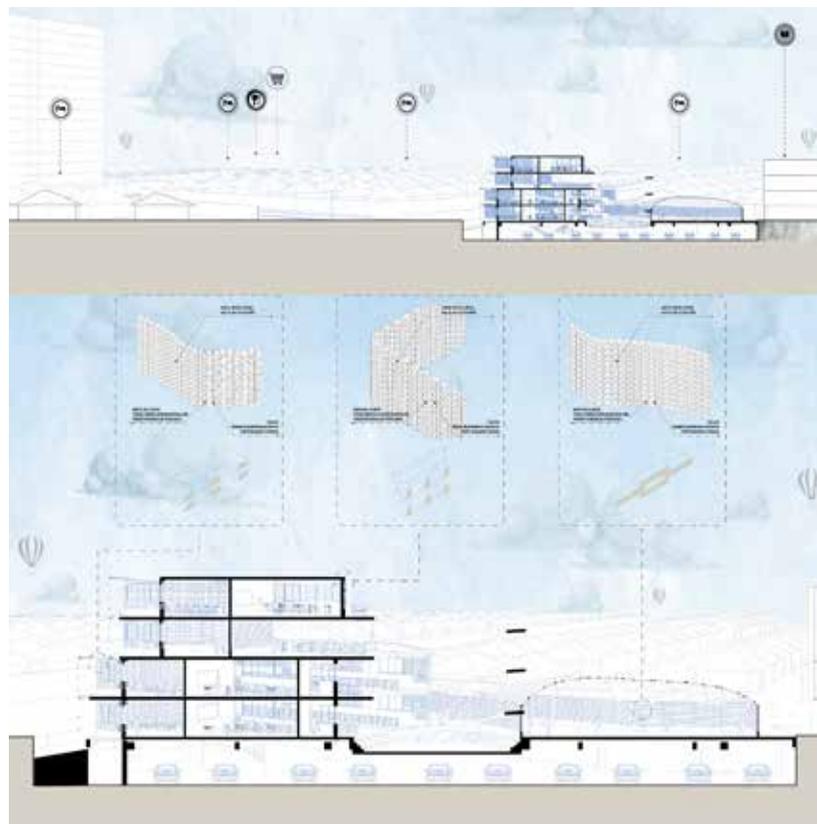
STUDENT
AULIA GINA SASHA

STUDIO ADVISOR
DAVID HUTAMA

NON-STOP NARRATIVE

What if school can always live by combining schools and co-working space function and also bestow upon the user freedom to design their space without mutual agreement? During this pandemic, many schools could not function or operate as they cannot be shaped to accommodate intervention by the user to a specific situation. Schools are too rigid and left no room for changes to confront the current situation resulting the building to be emptied. The idea from this is to utilize the vacant space as schools and co-working spaces so people could have their own space by creating a flexible space that can trigger people to be emotionally and physically involved in designing their own space and fulfil what they need through the use of movable partitions. Every time people moved the partition, it creates a new narrative.

By combining both school and co-working space, school can function throughout this pandemic. The concept of flexibility in architecture corresponds with the changes – in place and in time, in size/shape and in purpose, free of borders. COVID-19 certainly changed the way the school function. The objective from the use of movable partitions in school is to authorize people to design their own space that suits their needs. The school can continue to function even when it is on school holiday as it can be used for another function which is the Co-Working space. It can be a school by day and a co-working space by night. The project generates a design mechanism that responds to indeterminate conditions of COVID-19 through the proposal of a hybrid framework that is open for discoveries and alteration.



STUDENT NAME
VINCENT ALEXIS

STUDIO ADVISOR
APRIANI SARASHAYU

INSOLATION TO EDUCATION

This project aims to study and analyze theories related to the current (pandemic) condition. It can be concluded that during this COVID-19 pandemic, the required form of space program and connectivity can be achieved by applying cluster space organization in order to limit social interaction. Partitions serve as room separators and provide distance between building users. They also act as barriers between interactions, give the impression of privacy, and provide a circulation for the users. During the pandemic, it is necessary to have transition spaces that can be used as a place where users can clean themselves. For this, the education system must be able to be applied in two different environments; i.e. indoors and outdoors.

To meet with the new protocols, it is important to reduce human traffics and crowds. By using low transmission materials with textures that can affect the users' feelings, the level of communal activity can be reduced. Crowds and traffics can also be reduced by creating a multi circulation system, utilizing selections of contrasting colors, guiding and controlling the movement. It also takes good lighting and ventilation in the school environment, both outdoors and indoors, in order to meet the new protocols. In addition to that, the application of flexible spaces and movable furniture can also change one's perception of space and reduce physical contacts.

This project aims to produce a selection of quality construction materials and supporting aspects in a building. With the maximum orientation, this project can provide comfort, health, and safety for students in the teaching learning process by giving twice as much natural lighting from the minimum light on the site. Furthermore, there are three aspects in creating schools with good performance. The first aspect is the idea of applying the concept of healthy and sustainable school that can provide comfort for students in the teaching learning process. The second aspect is applying methods based on data analysis as a supporting factor for the idea. The last aspect is combining data analysis configured for the building mass and building orientation.

YEAR 3

HOUSING VISION 2020



by Aurelia Sherine



by Daniella Susanto



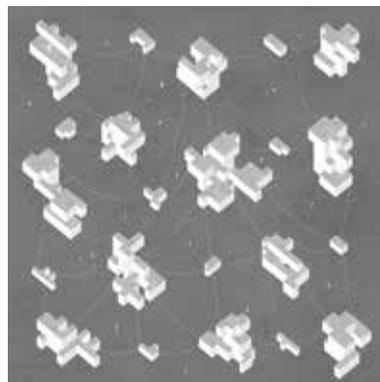
by Evanjelical Tamio



by Ezar Adrian



by Owen Christensen Kendro



by Reagan Dayson



by Ronny



by Wilbert Marcuis

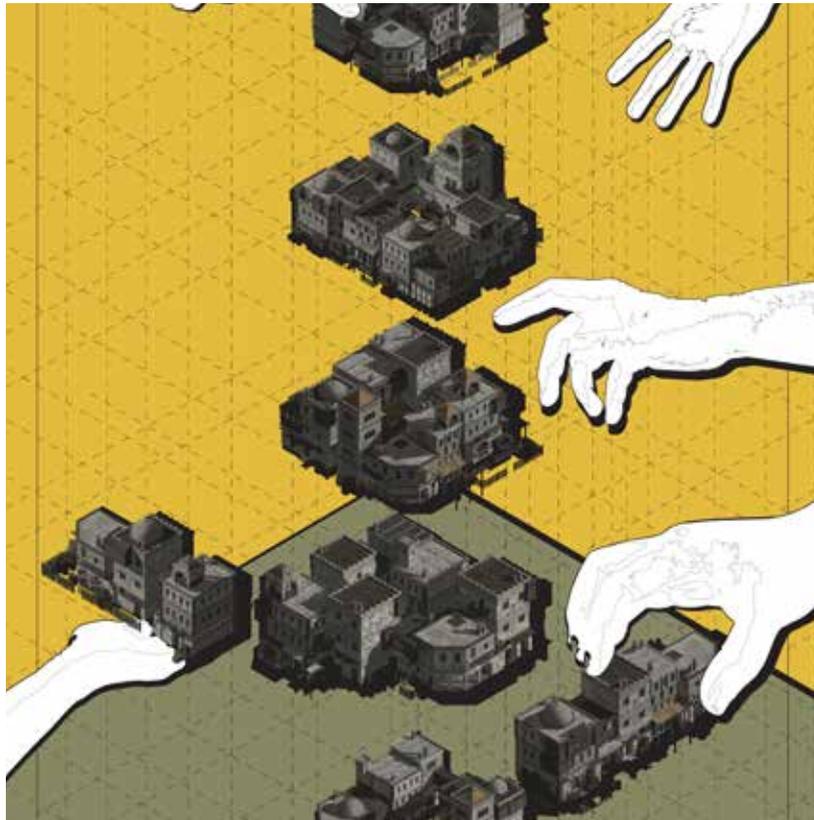
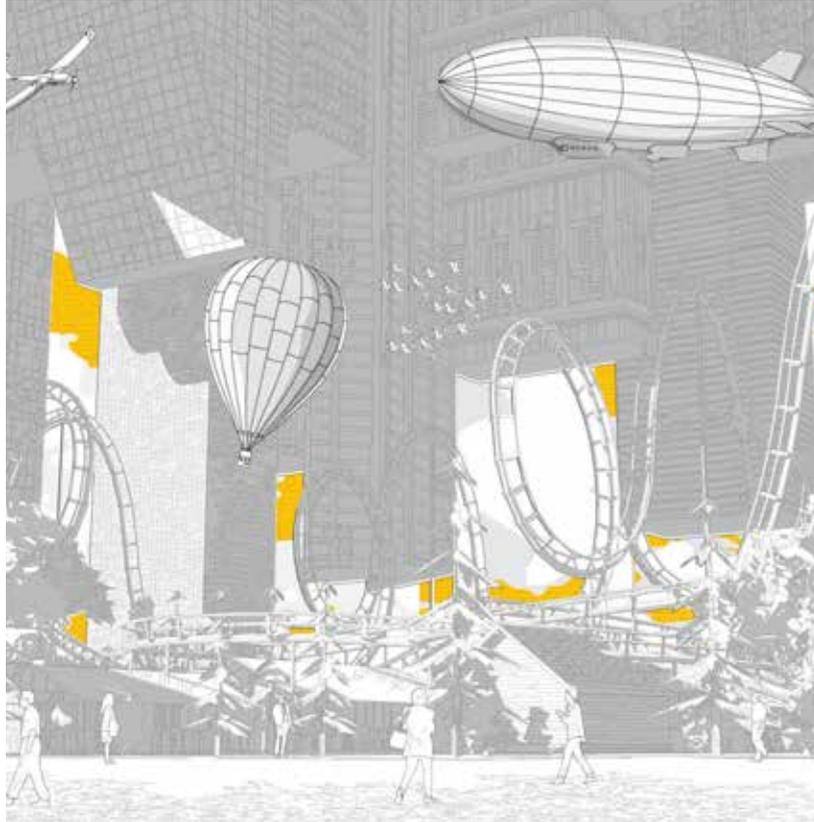
The Covid-19 has now found its way to most corners of the globe and many people are experiencing significant disruption in their daily life and in the economy. In Jakarta, movement around the city has been curbed and most businesses have been advising their employees to work from home. This year, in acknowledging the shift to a new lifestyle due to (the) Covid-19 pandemic, the current digital era, or the possible future economic crisis, Architectural Research Studio 3 looks forward to a resumption of normality in housing.

Students start by learning the basic typology of working, living and playing, examining the interactivity, and visioning the new housing block. The aim is for the students to be able to explore combinations, layouts and hybridizations of activities. At the end, students can propose a fresh concept as "Housing Vision 2020" to fulfill the changed behaviors in our daily life for the better.

The first semester of the studio is conducted as a research studio to find out possible of living ideas. The second semester of Architectural Design Studio 3 emphasizes on design exercise and transforms the housing vision into reality. The students will work with a site at Grogol, Jakarta Barat. The endgame is to demonstrate a complete design that integrates building typology, building physics, and building systems. Students are expected to keep expanding references and exploring layout combinations within the context and building codes.

The students have come to underline their housing vision. Some of them talked about expensive housing price in different perspective such as unit size, micro living, and shared space. Some of them were concerned about health crisis such as mental health, quarantine protocols, and visual comfort. Some of them questioned about the productivity within flexible space, self-sufficient living unit, and energy efficiency. All assignments were conducted online with a series of project assistances, workshops, and lectures focusing on many design aspects. At the final critics and on their portfolio, we could see how students can offer new habitable dwelling space and innovative housing development.

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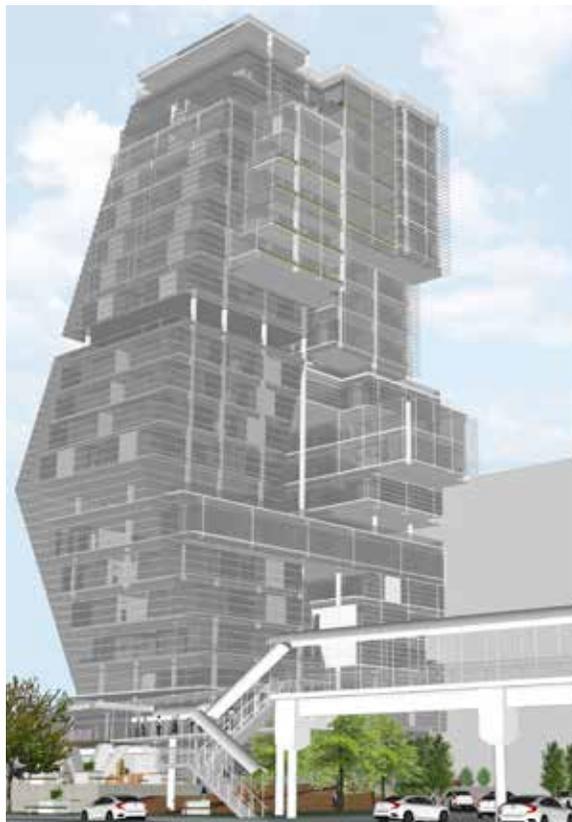
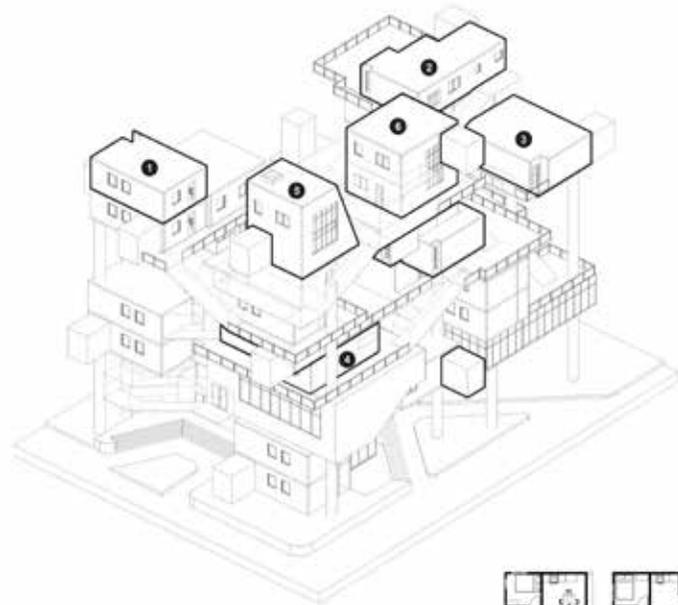
STUDENT
BOBBY WIJAYA

STUDIO ADVISOR
GREGORIUS GEGANA

MODULAR WORK SPACE - ON NEW HOUSING TYPOLOGY

We all know that the pandemic is again the starting point of the problem. Due to the pandemic, most workers of various jobs have to work from home (WFH). Working from home has become a new habit, yet a lot of workers experience difficulty in working from home. "So they only leave the room, goes to the toilet, goes to the kitchen to eat and then eats in the room, right, so he rarely interact with other family members, how do you respond to this social phenomenon?"

In addition to the phenomenon of overwork, there are also blurred boundaries between WFH workers and their families due to the sudden WFH. The current housing typology does not provide separate workspaces and is a blurred limiting factor. Workers do not know when to work and when to interact with their family. The majority of WFH workers have a workspace that is combined with their dining table, bedroom, and living room causing many disturbances and resulting them being inefficient and unproductive. Therefore, is housing typology from this era will still be essential in the future?



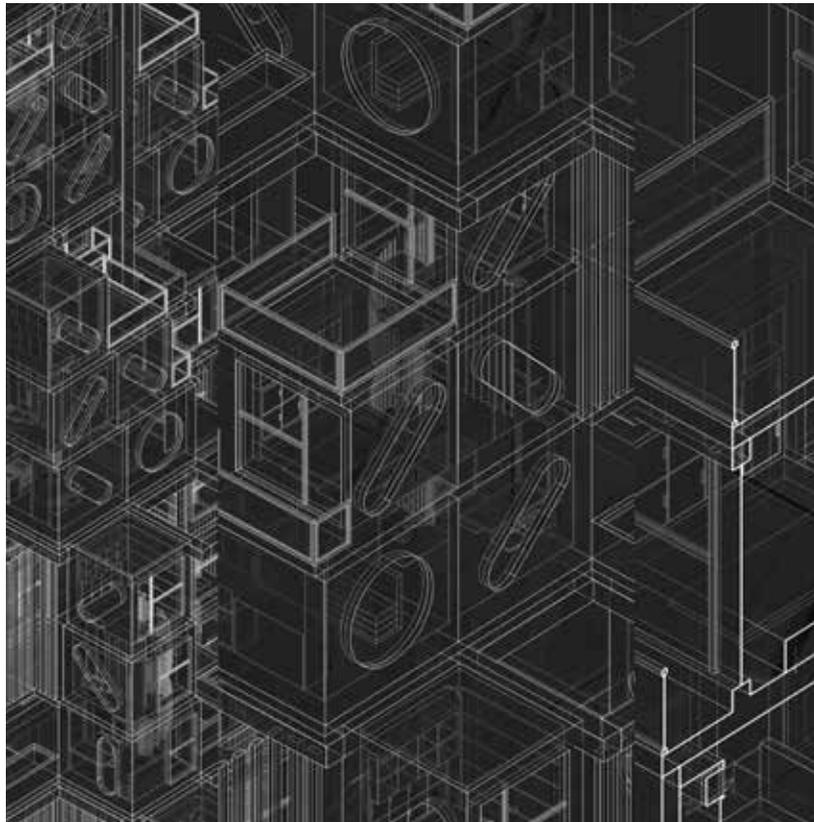
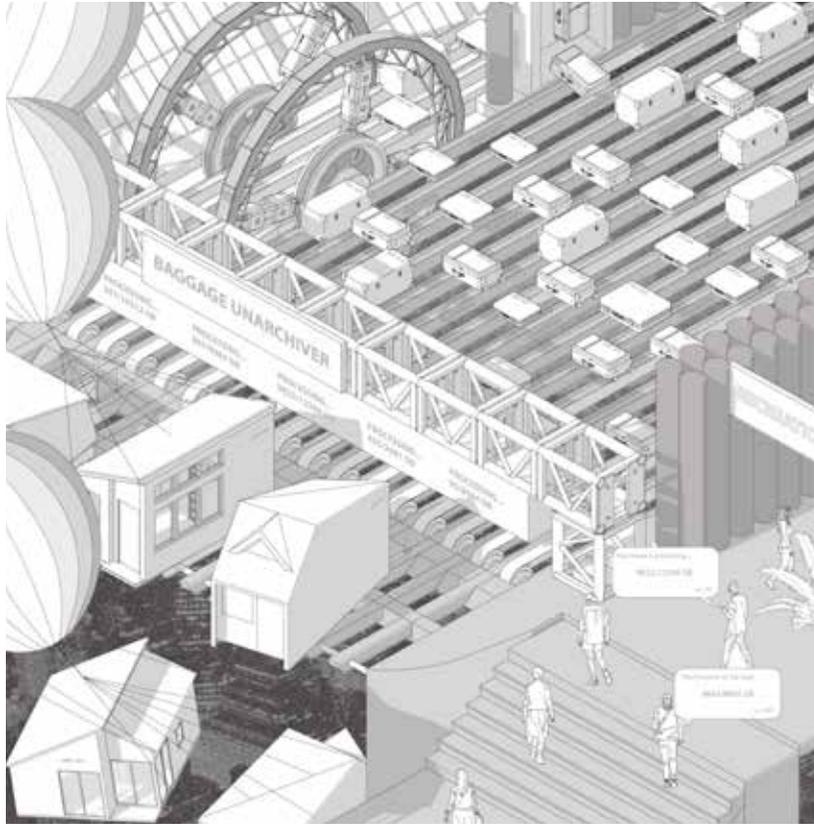
STUDENT
CINDY LOVANKA

STUDIO ADVISOR
DANI HERMAWAN

D+TACH

The pandemic defines space differently and in a short period of time, adaptability suddenly becomes an urgency. This project tried to approach the issue by proposing detachable units; a living unit that can be expanded with detachable pods. These detachable pods allow the building to have more abilities to respond to flexibility issues and the needs of space depending on the occupants' will. I propose two types of detachable pod, based on human's need of space in the pandemic: bedroom pod and working pod. Thus, what if not just we (humans) that can adapt, but also our living units?

The main aim of the design is to allow living units inside the building to have more flexibility within the space in respond to pandemic. A 2.5 x 3m detachable pod is proposed to be attached into a permanent part such as structures of the building, with the choices of either bedroom pods or working pods. The living units themselves are created with special openings that could be developed to be attached by the pods. These openings will stay "vacant" as a window if the occupants do not need the pods to stay attached. As for detachment, it is proposed to be detached if the occupant no longer needs the extra space. So, it's not just us that adapt, but also our living units.



STUDENT
EMMERSON JULIANO

STUDIO ADVISOR
JACKY THIODORE

URBAN RESTART

What happens when living is a game? We are exposed to limitless possibilities of activities, compacted in a single media of space. Think a housing complex not as an apartment, but as a mega-size GPU with hundreds of cores, each processing and providing the always-changing space requirements of every occupant. Every unit's space and activities are different, controlled by phone. Buying units is fully customizable and as easy as ordering food online. A life as fun as a game.

What happens when we don't have any more space to live? We restart the way we shape our urban housing complex. When in usual the units were stacked upwards, this premise also seeks to stack the rooms inside a unit, resulting in more space available with less building footprint. Every shape, form, and detail of space will be modular, allowing limitless combinations of how a living complex can be constructed adjusting to the shape of the site or environment conditions.



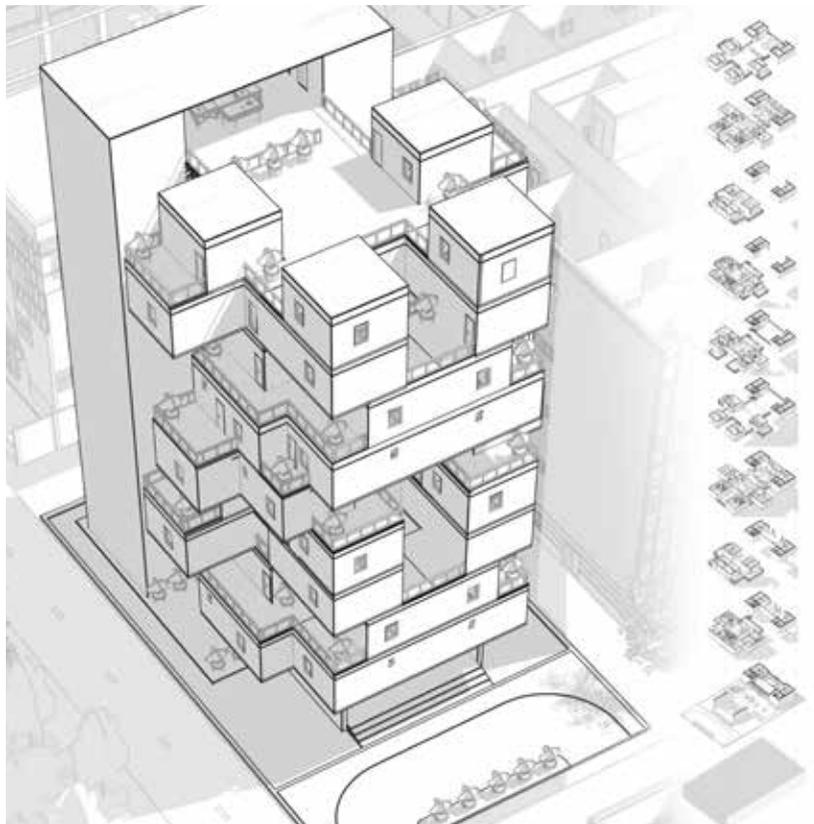
STUDENT
ERSALINA TRISNAWATI

STUDIO ADVISOR
WENDY DJUHARA

A-LIVE HOUSING: HOUSING VISION 2020

The solution offered due to the pandemic situation is an online platform. It can be understood as an animated physical representation, which means its interaction is considered single-stranded. According to a psychology research, human needs a sense of sharing not only through visual representation. This case fits the Indonesian people who love to hang out and talk with their neighbors. The aims are to increase the possibility to interact so inhabitants could feel the presence of the surroundings and provide visual access.

The pandemic creates new habits for all of us to adapt. As the year passed, almost everyone in the community yearns to interact with each other physically. Therefore, the solution presented is to maximize the function of openings in the unit as the main medium of interaction. The window function is adapted to the user's daily activities so that they can feel the interaction and direct activity close to the outside world.



STUDENT
FELICIA CHRISTABEL

STUDIO ADVISOR
EMANUEL WICAKSONO

VERCZON: VERTICAL BUT HORIZONTAL CO-LIVING

Effective homes for a happy living together in this pandemic might not have been considered that much, but it is actually an important topic to look out for. Social distancing does not mean we cannot interact and have fun with our dear families at home. All my personal researches on co-living housing are realized in VerCZon, a design that is providing less noise and corridors, switching to a healthy(ier) family space that bonds relationships with one another, and keeping the air clean and fresh with the help of greeneries.

In this pandemic, VerCZon is an option for anyone who is looking for a comfortable living space. You can live together and stay in one place while still meeting the social distancing protocols. With such entertainment areas and facilities, living here will be a breeze for anyone in needs of comfort and entertainment. Economy and living prices is not even a problem anymore because of the sharing payment system for each units. VerCZon provides a lot of other concepts such as interactivity and connectivity connecting you with the people you know.

YEAR 4

EXPLORATION OF DESIGN METHODS

Architecture Research Studio 4 and Architecture Design Studio 4 are a series of Final Projects by UPH Architecture Study Program students. In this series students will demonstrate research and design skills that are accumulated from courses during the students' study period. Students in this occasion will carry out a design process that can be scientifically justified based on the research that has been done. Students are also asked to demonstrate skills in communicating their designs in an integrated and comprehensive manner.

This academic year offers various topics in architecture explored by Architecture Research Studio 4 and Architecture Design Studio 4 participants. Some of the topics are Indonesian Regional Architecture, Architectural Narrative, Architecture and Living Space, Urban Agriculture, Public Space Studies and Architectural Typology Studies.

Architecture Research Studio 4 and Architecture Design Studio 4 each consist of four stages of review covering Review 1 to Review 3 and then closed by a Final Session.



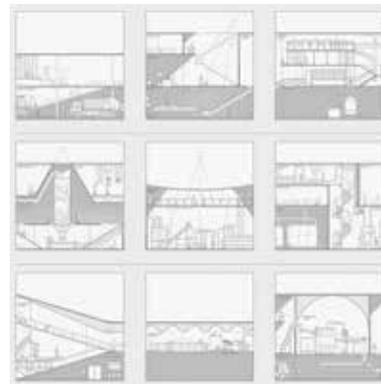
by Diola Natania



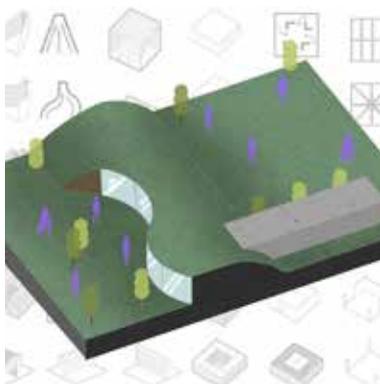
by Evania Hamdani



by Fikra Djuhara



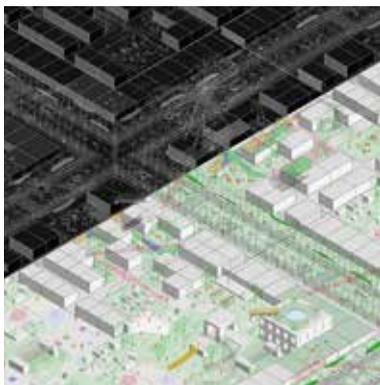
by Jessica Lee



by Jesslyn Amanda



by Joshua Felix Theo



by Nathanael Christopher Ng



by Stanly Alviando



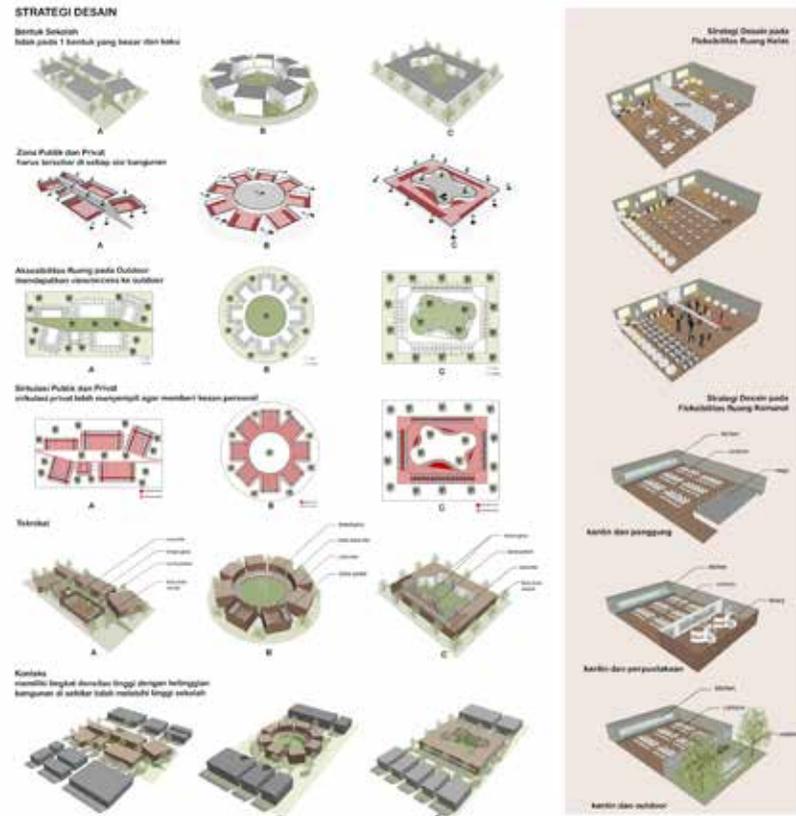
STUDENT
ANSELL SAMUEL J

STUDIO ADVISOR
DENIS INDRAMAWAN

OPEN PLAN CO-WORKING SPACE DESIGN STRATEGY THROUGH THE THRESHOLD THEORY APPROACH RELATED TO THE COVID-19 PROTOCOL

The Work From Home (WFH) policy which had been implemented during the COVID-19 pandemic, demands a more flexible way of working. In one of the approach, co-working spaces are considered as a solution to issues related to productivity, cost efficiency, and collaboration. However, the open-plan concept in co-working spaces had been known for its minimal spatial boundaries, precisely what is needed to prevent the spread of the COVID-19 virus. The architectural field introduces the concept of a threshold as a design theory which regulates the transition and mediates between outer and inner spaces. Hence, this study aims to find a strategy on how the threshold space will be able to bring back the boundaries that can be spatially identified in the open-plan co-working space related to the COVID-19 protocol.

In order to produce a safe and comfortable workplace in accordance to the COVID-19 protocol, several strategies were used as the main design approach. These strategies include a workspace decentralization system, a natural ventilation system that affects the building facade pattern design, and the usage of a roof exhaust fan. In addition to health considerations, modular platform strategies were used for future building development considerations, as well as an escape chute strategy as an adequate building evacuation system approach. As a result, these design approach shall produce a safe and healthy open-plan co-working space that is suitable during the COVID-19 pandemic.



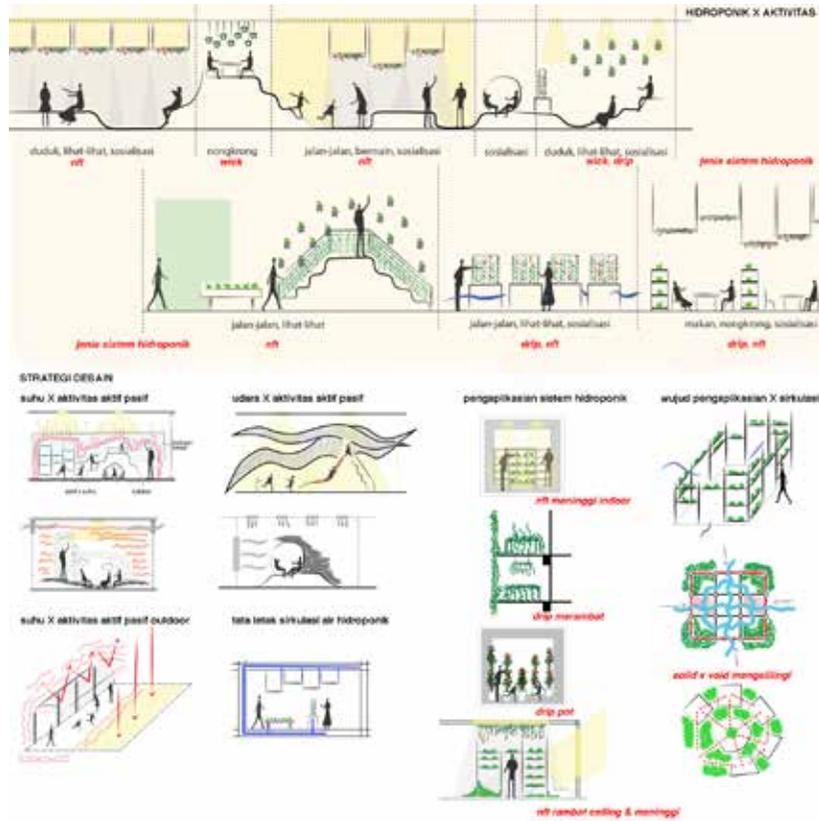
STUDENT
CARLA AURELIA

STUDIO ADVISOR
SUSINETY PRAKOSO

DESIGNING SCHOOL AS A RESTORATIVE ENVIRONMENT THROUGH SALUTOGENIC APPROACH FOR ADOLESCENTS' MENTAL HEALTH

School is an educational institution specifically designed to educate students. Until now, schools had only focused on improving cognitive skills, especially for adolescents. This made adolescents prone to depression or excessive stress. Therefore, it is necessary to change the designs of the school typology into a school that has a restorative environment for the adolescents' mental health. This study aims to build school not only as a learning environment but also as an environment that can recover the adolescents' mental health by using the salutogenic approach.

School as one of the most important places for adolescents had not been able to respond to their mental health needs, even though mental health is as important as physical health. One of the factors is the school's architectural design. Most of Indonesia's school designs has large, rigid buildings with less greenery. Therefore, this study aims to examine how the role of schools is not only as a learning environment but also as a helpful place to improve the mental health of adolescents by paying attention to noise levels and implementing a restorative environment with a balanced composition of indoor and outdoor qualities.



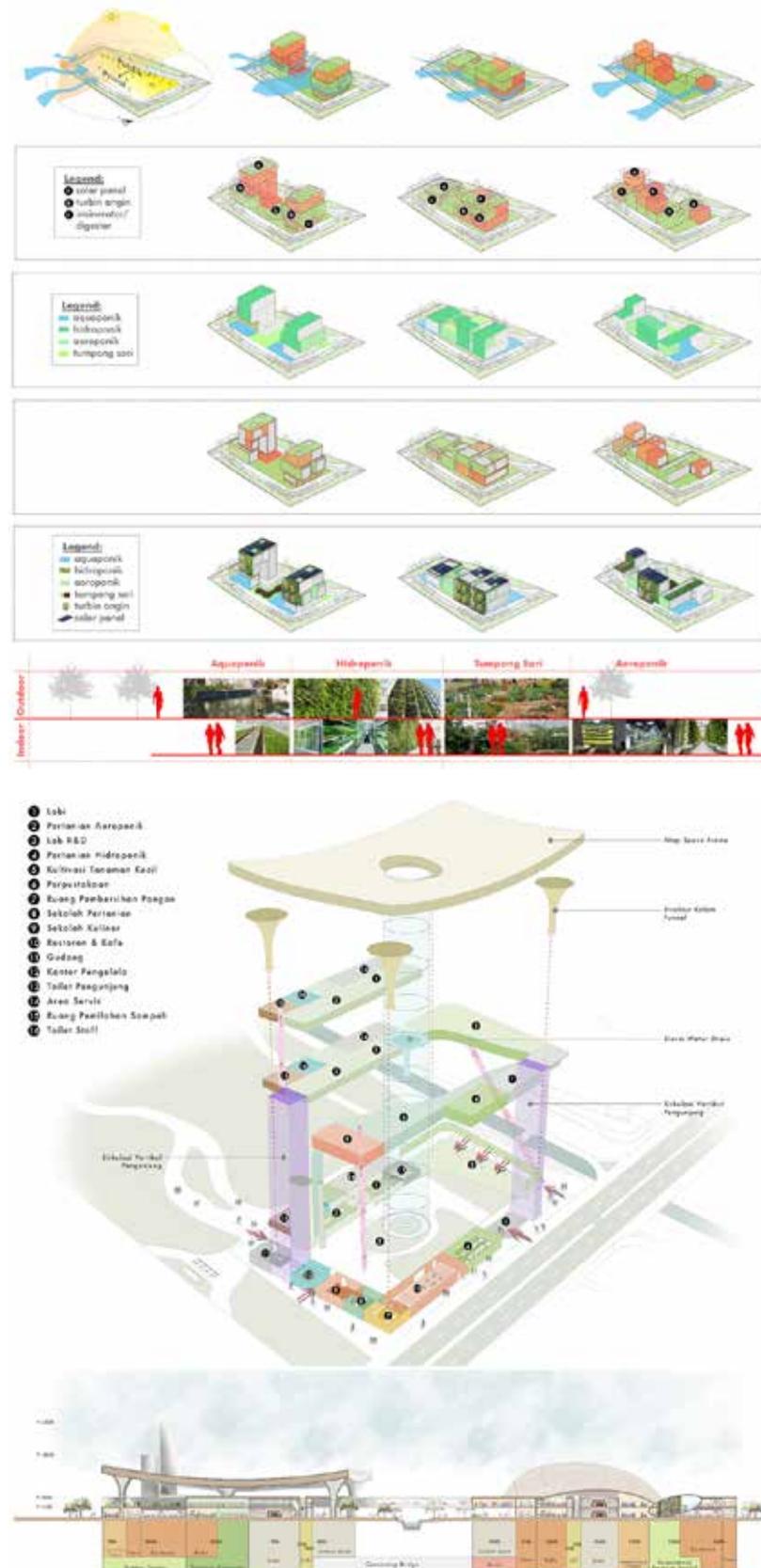
STUDENT
FANIA

STUDIO ADVISOR
ALVAR MENSANA

DESIGN STUDY ON INTEGRATED HYDROPONICS ON RECREATIONAL FACILITIES

Hydroponics are the best solution for conventional farming in modern cities. In Jakarta, the growth of hydroponics is not effective, for the city's inhabitants do not have a high enough interest regarding this and prefer to focus more on other forms of recreations. Hydroponics turn out to also be able to function as an aesthetic component in design with its wide-range varieties of application. Therefore, hydroponics have a chance of intervening people through the approach of their recreational activities. Integrating hydroponics in the design of recreational facilities is expected to help people achieve new perspectives regarding hydroponics itself.

This project aims to produce a design that integrates hydroponics into recreational facilities for the people. The focus of this design process is the variety of hydroponics applications, whereas those applications are also adapted with the active-passive activities of recreations. Hopefully, this will be able to intervene people, and help introduce hydroponics to them. The design will be focused on the indoor/outdoor area that gives out solid-void impressions, whereas this is intended to reach social interactions for the users. The application of the concept helps maximize the growth of hydroponics and also the factor of comfort in the users' recreational activities.



STUDENT
KARISYA RATU PUTRI ADJIE

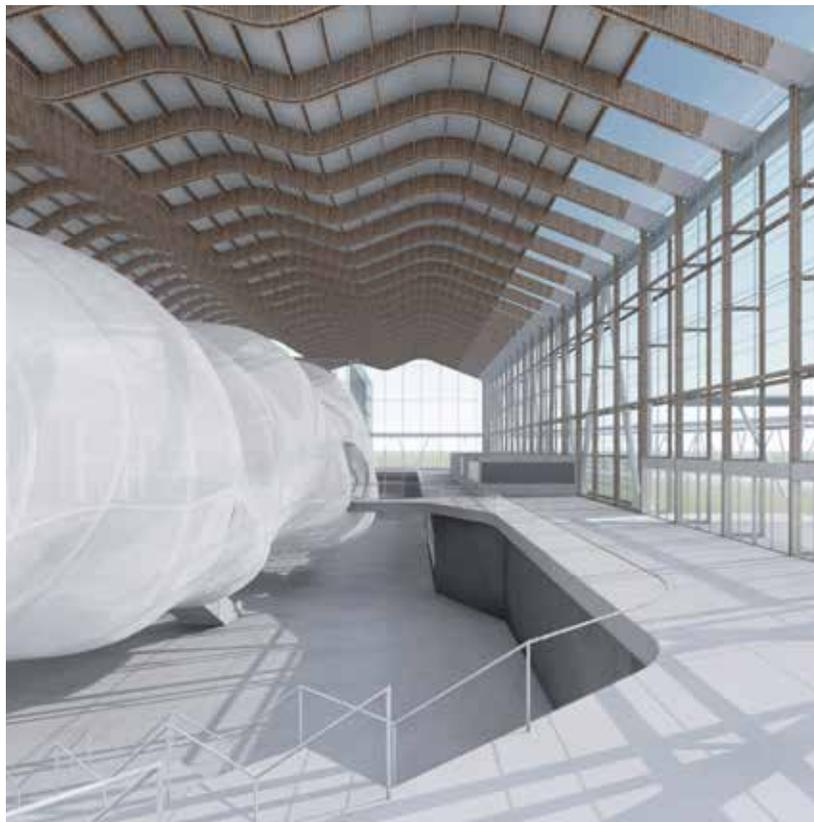
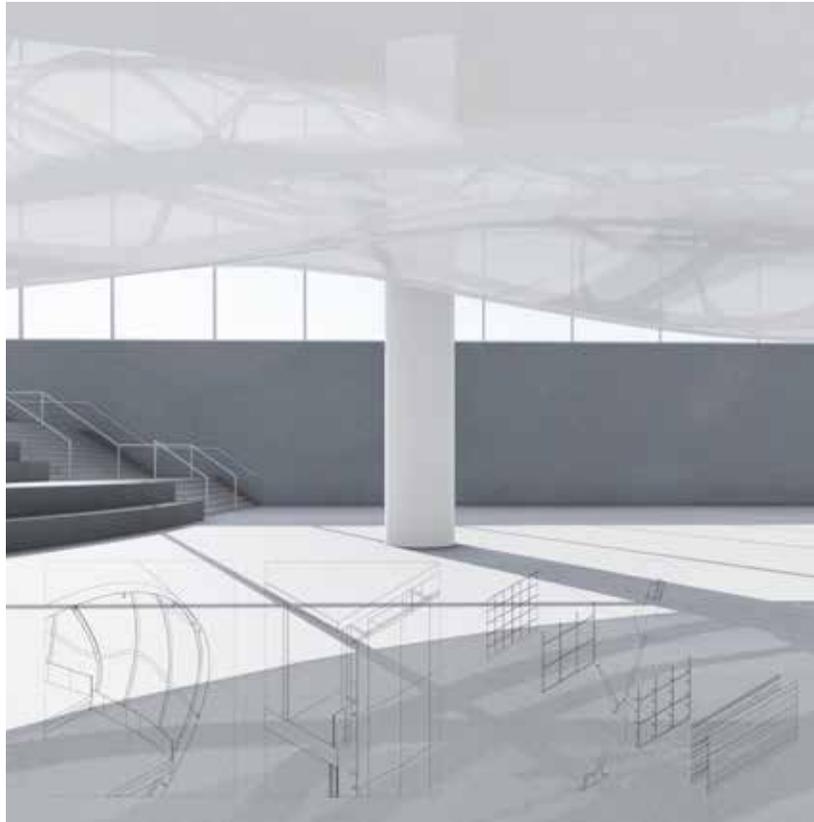
STUDIO ADVISOR
FELIA SRINAGA

BANI BUMI: PERMACULTURE FOOD SPACES FOR COMMUNITY BUILDING

Among the intricacies of urban areas, towering buildings, and arid city air, solutions are needed to solve the problems of food security, natural sustainability, and circular economy through the intervention of architectural science. Agricultural buildings are the result of the development of agricultural technology which was developed on the basis of the emergence of problems related to food accessibility and environmental damage in urban areas. This typology of buildings has an important role to reduce and prevent these problems by creating a source of food supply in the center of the city. The strategy needed is to build agricultural buildings that are decentralized and distributed in various urban areas so that people from various demographic backgrounds can get food with the nutrients they need. The research was conducted through extracting and analyzing qualitative data through literature studies.

Based on the research, it is concluded that people now want greater transparency in the food they consume. It is time for the meaning of the term food space to adapt to the current zeitgeist. With food space, it is hoped that people will be more aware of the food they consume and the waste they produce every day. At the end of the research, the concept and design process resulted in the design: "BANI BUMI: Permaculture Food Spaces for Community Building".

Bani Bumi is a term which means child or descendant of the earth. Nature has been equipped with an ecological system that works as a supplier of human life; one might even say, the source of life. Not only to produce food, but also as a place where humans can "ground" themselves. Therefore, the agricultural space with a sustainable food supply management cycle for urban communities is the best solution in improving regional food and energy security, and creating collaboration with the Senayan community.



STUDENT
JASON LIM

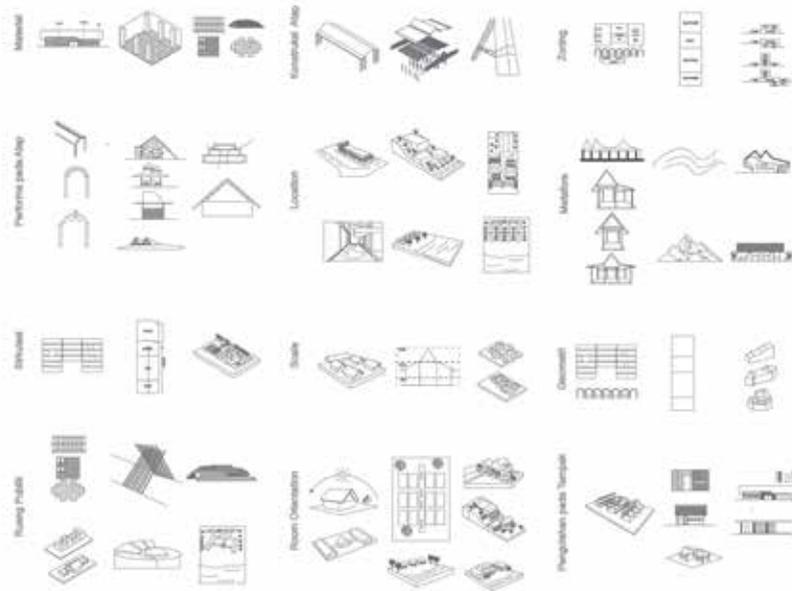
STUDIO ADVISOR
JULIA DEWI

CONVENTION CENTRE: A STUDY OF ARCHITECTURAL EXPRESSION AND INTEGRATION OF PUBLIC SPACE USING LIGHTWEIGHT MATERIALS

Convention centre as a public building needs to be highly functional and effective in its material to achieve a wide span of space to accommodate numerous audiences. Until now, steel is still the most popularly used material for its structural performances and effective fabrication. The abundant usage of this material results in conventional architectural expression, whereas many similar building typologies excel more in its beauty that is achieved with many other material alternatives. Material recombinant is one of the developing method that explores the beauty and craft of materials, which if we put more effort and love to, could result in a unique space and architectural experience.

This project is aimed to produce a convention centre design that integrates a beautifully designed public space, and generate a transparent aesthetic using wood and plastic as lightweight materials. The design compromises the transparency properties of lightweight thoroughly, so together with the exposed construction it could produce a unique and visually attractive architectural expression. The public space is integrated with the main foyer area, so not only could it afford to serve its functions, but also could offer the users of the building a distinct space experience. Attentions to details and tectonics help wood and plastic as the lightweight materials to reach its peak potential for its lightweight nature and transparency.

Strategi Desain
Critical Regionalism
Banyuwangi



STUDENT
RAIHAN RAMADHAN

STUDIO ADVISOR
UNDI GUNAWAN

**COMMUNITY FARM DESIGN BASED ON
CRITICAL REGIONALISM IN OSING KEMIREN
VILLAGE**

Banyuwangi Regency, under the leadership of the Regent of Haji Abdullah Azwar Anas, wants to emphasize the character of local architecture with contemporary architectural designs. With that, the Regent summoned Indonesian National Architects Andra Matin and Budi Pradono to design several public spaces in Banyuwangi Regency. For this reason, this study intends to identify a national architect's design strategy for his project in the city of Banyuwangi. In formulating this, the author uses a theoretical approach to critical regionalism, which is done as an effort to understand what local characters are adapted to the projects carried out by these architects.

Banyuwangi Regency, under the leadership of Regent H. Abdullah Azwar Anas, has a vision for branding Banyuwangi Regency by carrying out infrastructure developments in various sectors by promoting local values. Due to the existence of this infrastructure development, Banyuwangi Regency which has quite a lot of productive land is predicted to have a bad impact on the current environmental ecosystem over time. In this project, I will design a community farm in the Osing Kemiren Tourism Village area that have residential, community, and tourism area to create a sustainable environmental ecosystem starting from the smallest communities owned by Banyuwangi Regency as a form of criticizing the massive development carried out by the local government.

H

I *his-tory [hi · str · ee]* series of past events connected with someone, something or a place.

T

H *field [feeld]* a particular branch of study or sphere of activity or interest.

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R

E *the-ory [thee · ur · ee]* a supposition or a system of ideas intended to explain something.

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BASIC ARCHITECTURAL THEORY

LECTURER

ANDREAS WIBISONO

In this course, students will be introduced to the basic definition of architecture. This course provides an understanding of the basic vocabulary of architecture. This course is the first in a series of courses in the Theory and History of Architecture. This course also provides a basis for analysis and appreciation of architecture.

In this semester, the end goal is to read architecture through a certain framing. To achieve this goal, the lecture is divided into two parts, namely basic architectural framing and framing based on certain categories. Prior to the midterm exams, the basic framing used to read architecture was the Vitruvius Triadic: *Firmitas, Venustas, Utilitas*. Students learn vocabularies related to these three aspects and use it to analyze an architectural work contained in the book *Analyzing Architecture* by Simon Unwin. Students also learn architectural analysis tools such as abstractions, annotations, and diagrams. During the midterm exams, students conclude the work being analyzed by showing what aspects are the most dominant in the work.

After the midterm exams, students learn the process and way of thinking in designing to realize that in every design there is always a problem to be solved. Based on this understanding, students are introduced to three framing readings of the architectural environment based on the book *How to Read Architecture: An Introduction to Interpreting the Built Environment* by Paulette Singley. The three framing offered are Outside-in Architecture (terroir, scenography, criticality), Inside-out Architecture (atmosphere, tectonics, inhabitation), and Out-and-out Architecture (type, form, enclosure).

Throughout the course, each student has a discussion group that is useful for responding to, asking questions and providing suggestions on each progress. This independent discussion is one of the media to train students' criticality autonomously. This asynchronous method is effective for theory classes because students are not bound by class formalities, and are free to emerge their critical attitudes.

Barcelona Pavilion by Antoni Gaudí and
Calvin Christy



ARCHITECTURE HISTORY 1

LECTURER
SETIADI SOPANDI

This course will discuss the history of world architecture from pre-historic to post-modern eras. This module is limited to the historiography of Western (Indo-European) architecture, from the civilizations (and monuments) of Mesopotamia and Egypt, to the modern architecture of early 19th century Europe. Throughout the course, students will study the various determinants that led to the creation of buildings. At the end of the course, students are expected to be able to identify and understand certain characteristics and quality of buildings from each era.

In this course, the major theme is the history of world architecture. During this semester, students will study the role of architectural history in the profession and process of architectural design. Students will be asked to read literature or watch a given documentary, then perform mock simulations in class to learn firsthand the technique, form, structure, and typology of each era. With that, it is hoped that every student at can understand the meaning and role of architecture, identify architectural traditions and buildings of each era, and connect social aspects (cosmology, religion, economy, culture, etc.) with buildings at the end of the course.

In the midterm exams, students are given the task of analyzing the characteristics of each architectural era development through documentary film studies. After that, students were also asked to make study mockups as simulations to understand in more detail the preparation process. Students are expected to demonstrate knowledge of how structural systems, construction methods, and the use of materials can produce certain forms, expressions, and spaces in encouraging certain functions.

In the final exams, students are asked to reflect on what they have learned during the semester. This is done by giving freedom for each student to find an idea, thought, or theory that interests them, and make critical questions related to that idea. Students are also asked to analyze how scientific scientific, ideas, theory, context, and culture can shape us in viewing and producing architecture.



ARCHITECTURE HISTORY 2

LECTURER
UNDI GUNAWAN

This course is the third stage of the Theory and History of Architecture series where students will touch upon the history of Indonesia architecture which are vernacular, modern, and contemporary architecture. In this course, students are expected to be able to recognize, understand, and describe Indonesian architecture.

This semester, the course focuses on mapping and exposing Plowright's book, Philip. (2019). *Making Architecture Through Being Human: A Handbook of Design Ideas* trained through exposure, description and analysis of architecture cases in Indonesia.

The midterm exams and final exams are a continuation that generates interest, discussion and critical thoughts on the condition and development of Indonesian architecture in the past and the contemporary era.

Bali by Adrian Tantrajaya, Alfandy Tjandra, Catherine Violetta, Jennifer Sidharta



ADVANCED ARCHITECTURE THEORY

LECTURER
UNDI GUNAWAN

In this course, students are expected to recognize and understand modern and contemporary architectural theory. This course is the final stage of the Theory and History of Architecture series.

In this semester, the course focuses on mapping and explaining the book *The SAGE Handbook of Architectural Theory* by Crysler, C. G., Cairns, S., & Heynen, H. (Eds.) (2012) which consists of eight main topics:

1. Power/Difference/Embodiment
2. Aesthetics/Pleasure/Excess
3. Nation/World/Spectacle
4. History/Memory/Tradition
5. Design/Production/Practice
6. Science/Technology/Virtuality
7. Nature/Ecology/Sustainability
8. City/Metropolis/Territory

These eight topics will be discussed with a series of seminars and lectures from class instructors and guest lectures.

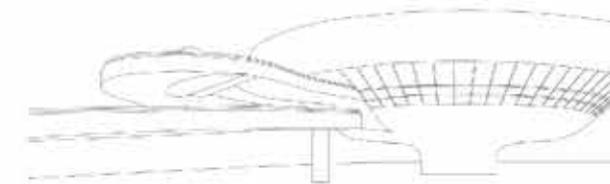
The midterm exams and final exams are a continuation that generates interest, discussion and critical thoughts to the development and condition of modern and contemporary architectural theory.

"less is more"

vs

Advanced architecture theory blogpost
by Aulia Gina Aisha

"LESS IS **bore**"



Form follows function

"My work is not about "form follows function" but "form follows beauty" or, even better, "form follows feminine"



ARCHITECTURAL REPRESENTATION

LECTURER
FIORNT FERNISIA

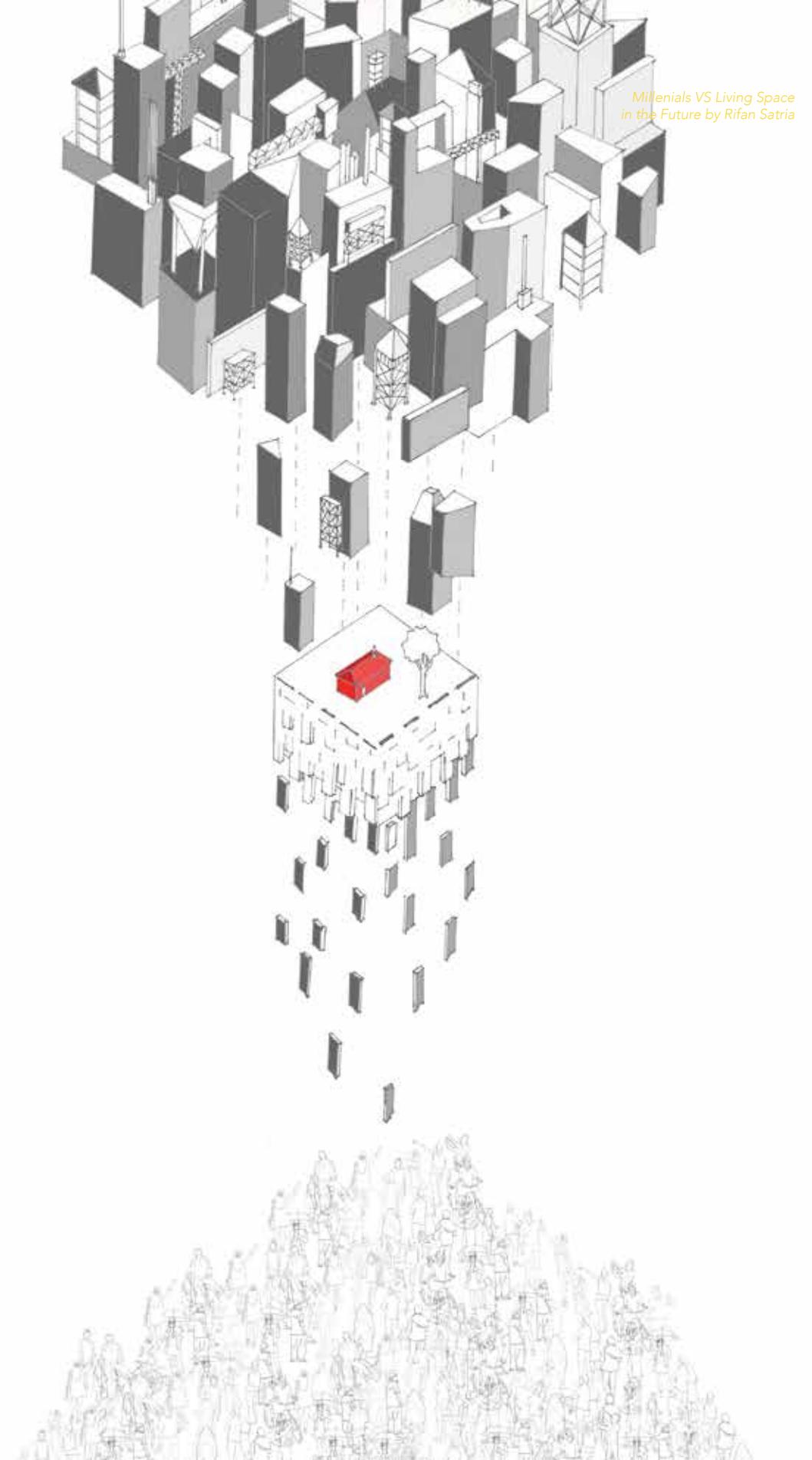
In this course, students will learn theories and discourses related to representation in architectural science. Students will also practice and study representational instruments. At the end of this course, students are expected to be able to read and voice their architectural ideas in the form of visual representations.

In this semester students are introduced to various examples of representation, certain topics and contexts, as well as the media to represent them. Each individual student is challenged to find an architectural topic that is important for themselves in this era, explore appropriate representation techniques, and apply these techniques to the ongoing Architecture Research Studio 2. To achieve this, there are three important stages in this semester:

1. Exploring architectural topics and representational media
2. Applying them to design cases in Architecture Research Studio 2
3. In groups running a virtual and live architectural representation workshop

In the midterm exams, students are asked to represent their ideas on architectural topics that they have chosen independently upload it in the digital portfolio that they have built personally (portfolio.adobe.com). Students are asked to explore and experiment with the limitations of the representation media in the portfolio.

At the final exams, students participated in groups in a workshop held in collaboration with the Architecture Program Division in order to study one of Indonesia's historic architecture, the Church of St. Christopher. Students are challenged to be sensitive in observing architectural topics respective to their focus, and to represent their learning about the architecture spontaneously and under the pressure of teamwork.



ARCHITECTURAL CRITIC

LECTURER

ANDREAS WIBISONO AND UNDI GUNAWAN

In this course, students will recognize, understand and use various methods of criticism in architecture. Students will also recognize and understand the role of ideology in architecture.

This semester, the theme raised is the relationship between architecture and technology. In general, the lecture is divided into two parts, i.e. understanding what criticism is in architecture and writing critical articles. Before the Midterm Exams, students run workshops to master three critical tools, i.e. the ability to ask questions, observe and draw conclusions. Through these three abilities, students analyze the Pulitzer Prize winning articles in the architecture criticism category. From this analysis, students assess the quality of architectural criticism contained in these works. Students also create a general timeline of architectural critics and their significant works. The result of the Midterm Exams is a critical appraisal of the Pulitzer Prize-winning architectural critique article and the placement of the author among other architectural critics.

In the second part, students participated in a workshop to express critical expressions by reading and mapping articles in the book *Rethinking Technology: A Reader in Architectural Theory*. Students choose 5 articles which topics interested them, understand them and then convey their own response through critical expressions in the form of collages. At this stage, student courage is needed. In the next stage, students tidy up their critical logic and look for targets for criticism. The final result at the end of the semester is a piece of architecture technology critique.

Throughout the course, each student has a discussion group that is useful for responding to, asking questions and providing advice on each progress. This independent discussion is one of the media to train students' criticality autonomously. This asynchronous method is effective for theory classes because students are not bound by class formalities, and are free to emerge their critical attitudes.

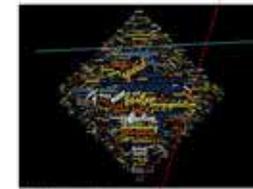
1970s



1970 Peter Cook
Experiment is an Inevitable



1972 Superstudio
Microevent/Microenvironment



1973 Leopold Kohr
Velocity Population



1973 Paolo Soleri
Function Follows Form (Structure Before Performance)



1976 Rofsy Schwartz Cowen
The "Industrial Revolution" in the Home: Household Technology and Social Change in the Twentieth-Century



1977 Kinjo Kurokawa
The Philosophy of Metabolism

1980s



1981 Alan Colquhoun
Symbolic and Literal Aspects of Technology



1982 Luis Fernandez-Galiano
Organisms and Mechanisms, Metaphors of Architecture: Mechanical, Thermal, and Cybernetic Machines versus the Living and the Built



1985 Steve Tarnoff
The Patterns of Innovation and Change



1987 Martin Pawley
Technology Transfer



1988 Bruno Latour
Mixing Humans and Nonhumans Together: The Sociology of a Door-Cleaner Francis Duffy



1988 Peter McCleary
Some Characteristics of a New Concept of Technology

1990s



1992 Joseph Rykwert
Organic and Mechanical



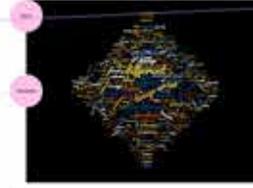
1994 Stewart Brand
Shedding



1995 Rem Koolhaas
Speculations on Structures and Services



1995 Felix Guattari
Machinic Heterogenesis



1999 Francis Duffy
Time in Office Designers



1997 Paul Vento
The Third Interval

2000s



2000 Bernard Cache
Digital Semper



2000 Manuel De Landa
Deleuze and the Use of the Genetic Algorithm in Architecture



2002 David Leatherbarrow and Mohsen Mostafaei
Surface Architecture



2002 William McDonough and Michael Braungart
A Brief History of the Industrial Revolution



2002 William J. Mitchell
E-Bodies, E-Buildings, E-Cities



2003 SLA
Changing Speeds



2004 Manuel Castells
Space of Flows, Space of Places: Materials for a Theory of Urbanism in the Information Age

H

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O *housing* [hau · suhng] houses and apartments considered collectively.

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N

set-tle-ment [seh · tuhl · nunt] part of a large area city that is specifically used for residents' residence.

T

D

S

INTRODUCTION TO HOUSING AND SETTLEMENTS

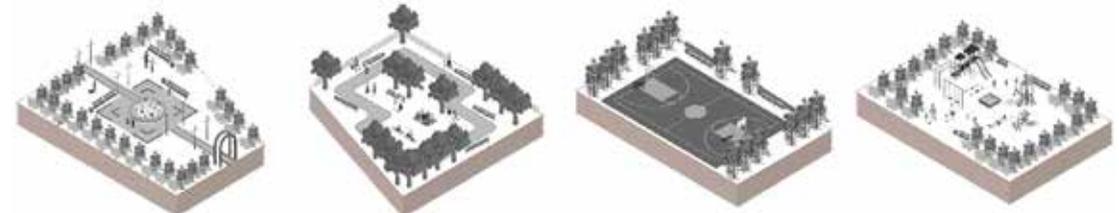
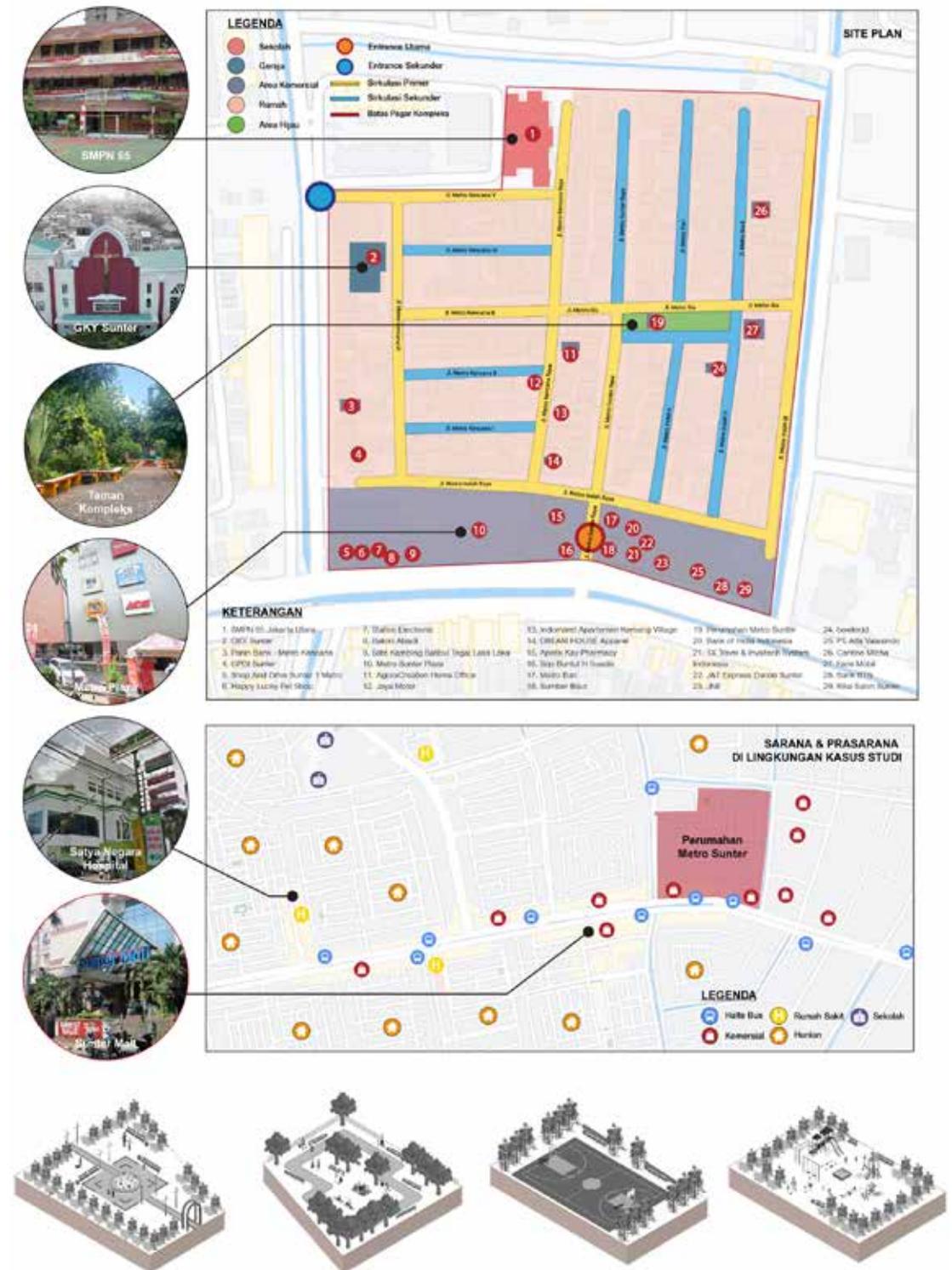
LECTURER
SUSINETY PRAKOSO

In this course, students will learn various theories and paradigms of urban architecture. Students can recognize and understand how the development of the architectural form of a city and the history of urban architecture from several big cities, both in the world and in Indonesia. Students are expected to be able to understand and explain the thoughts of several figures and the application of their paradigms of thought in the development of urban architecture in the world and in Indonesia.

In this course, students generally will learn the definition of a city, the structure and form of a city, and problems and issues related to the development of urban architecture. In particular, students must be able to recognize the elements that make up the city, understand the image of the shape and dimensions of city architecture, paradigms and various points of view from urban architectural figures, as well as their application in the design of several big cities in the world, and in Indonesia. In this course, students will learn how to apply the theory and history of urban architecture by critically analyzing the problems of a city's architectural development at a macro level as well as evaluating the quality of important urban spaces on a micro scale basis through precedent studies and case studies.

Apart from discussions and assignments, in this course, students are also evaluated on their deep understanding of the lecture material through their learning outcomes in the midterms and final exams. In the Midterm exams students are evaluated in their understanding of several theories about the influence of the structure and form of the city on the development of urban architecture, the background of the birth of the paradigm of several urban designer figures, various element shaper and identity and image of the city, as well as various problems of city architecture. In the final exams, students are asked to analyze and solve a city architectural problem in a case study, and later present their conclusion through their problem solving design.

Metro Sunter Complex Evaluation by Cindy Lovanka,
Daniella Susanto, Felicia Christabel Salem, and
Owen Christensen Kendro



THEORY AND HISTORY OF ARCHITECTURE OF THE CITY

LECTURER
FELIA SRINAGA

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ALOEN **MARBA**

Aloen MARBA by Emmerson Juliano, Aurelia Sherine, and Farrel Samuel

SEBELUM
REKOMENDASI
DESAIN



SETELAH
REKOMENDASI
DESAIN



INTRODUCTION TO SUSTAINABLE URBAN ARCHITECTURE

LECTURER
FELIA SRINAGA

In this course, students will study various theories and developments of sustainable urban architecture and understand the latest developments in urban architecture that are contextual to social, economic, cultural, political and environmental issues. At the end of the course, students will be able to understand, analyze and critically explain the application of sustainable urban architecture in the latest urban architecture developments through case studies or precedent studies.

In this course, students learn about the relationship between the development of urban architecture and the basic theory of sustainability of a city, and understand the problems of a city and its relation to its pliability, as well as the relationship and mutual influence between history, society, and technology in development society 5.0. In particular, students are able to recognize the development of sustainable urban architecture that is contextual with the latest city problems, and understand the aspects and parameters used for urban spatial design to create a healthier, more vibrant and sustainable city through the study of several current city problems such as Healthy City, Blue and Green City, Livable City, Inclusive City, and Smart City.

Apart from discussions and assignments, in this course, students are also evaluated on their deep understanding of the lecture material through their learning outcomes in the midterms and final exams. In the midterm exams students are evaluated in their understanding of urban architecture problems and linking them with sustainable urban spatial design through the study of several case studies or precedents. In the final exams, students are asked to solve an architectural or urban space problems by drawing conclusions and providing design recommendations to create healthier, more vibrant and more sustainable urban spaces (Healthy City, Blue and Green City, Livable City, Inclusive City, or Smart City).

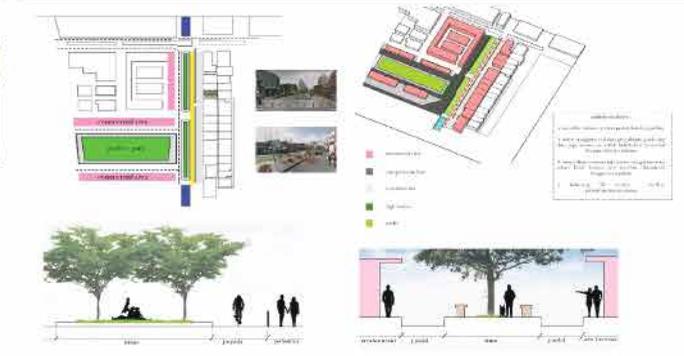
BLUE AND GREEN CITY

Blue Green City by Ansell, Joshua Alfando, Maurizio Hizkia, Sander Ekaputra, and Vania Serrafine

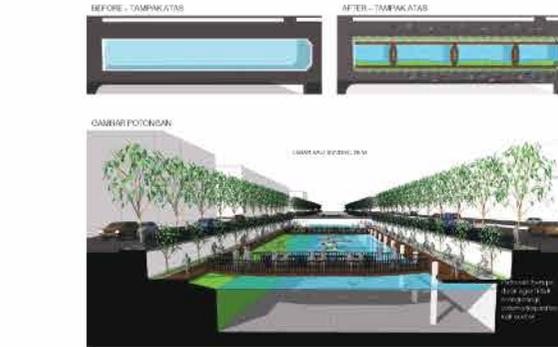
DESAIN PERBAIKAN KALI SUNTER BERDASARKAN STUDI PRESEDEN BALI OLEH MAURITZIO HIZKIA



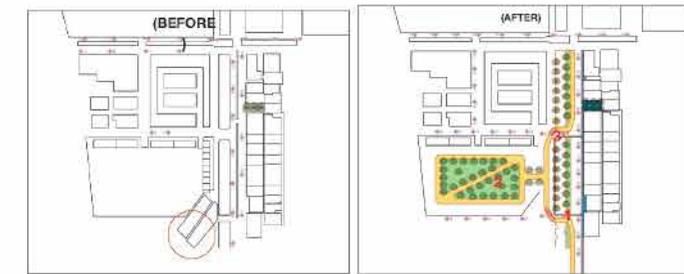
DESAIN PERBAIKAN KALI SUNTER BERDASARKAN STUDI PRESEDEN SEOUL OLEH SANDER EKAPUTRA



DESAIN PERBAIKAN KALI SUNTER BERDASARKAN STUDI PRESEDEN SINGAPURA OLEH ANSELL



DESAIN PERBAIKAN KALI SUNTER BERDASARKAN STUDI PRESEDEN WELLINGTON OLEH JOSHUA ALFANDO



DESAIN PERBAIKAN KALI SUNTER BERDASARKAN STUDI PRESEDEN NEWCASTLE OLEH VANIA SERRAFINE



URBAN ANALYSIS AND SIMULATION

LECTURER
GREGORIUS GEGANA

In this course, students will simulate theories and technologies in an urban scale, as well as study infrastructure modeling, master-plans, and regional data. At the end of this course, students are expected to be able to understand computer technology insights in urban analysis and simulation processes, integrate GIS data in regional and infrastructure modeling, and use computer technology to process urban data visually and analytically.

This course works in collaboration with the Theory and History of Urban Architecture course as supporting tool and technology for regional analysis and design. In this course, the software Infracore is mainly studied to be able to visualize the analysis and design of urban spaces. Furthermore, this course also explores BIM tools and workflows in architecture, from building to urban scale.

In this elective course, students are divided into two groups consisting of four to five people each, and are asked to analyze and design an area of a particular city. For the midterm exams, students are expected to display the results of the analysis using Infracore based on the physical environment data that is generated automatically, the validation of the physical environment data, and the attribute data obtained through the Geographic Information System (GIS) data bank or by manually adding it based on observation and research. For the final exams, students are expected to be able to make design proposals for areas that have been analyzed by using all BIM workflows and tools that they have practiced. In addition, they were also asked to simulate the impact of traffic before and after the proposed design changes.



Kesawan Regeneration by Davo Derran, Ersalma Trishawati, Jessica Nava, and Wilbert Tanaka

E

N *engi-neer-ing* [en · juh · nee · ruhng]
the branch of science and technology
concerned with the design, building,
and use of engines, machines, and
structures.

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tech-nol-o-gy [tek · naa · luh · jee] the
application of scientific knowledge
for practical purposes, especially in
industry.

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Y

BUILDING CONSTRUCTION SYSTEM AND MATERIALS

LECTURER
EMANUEL WICAKSONO

In this course, students will study construction systems, building materials and technical drawings. At the end of this course, students are expected to be able to recognize and understand building construction systems, forces, load distributions, moments, and joint systems; manufacturing process and application of building materials commonly used in Indonesia such as wood, bamboo, concrete, steel, glass, and plastic; structural building construction such as foundations, columns, beams, and floor plates, as well as non-structural building construction such as floors, ceilings, roof trusses, and roof coverings; and produce technical drawings according to the applicable standards in the construction world.

Of the various types of materials studied, bamboo was chosen to be explored in depth through mock-up studies of community halls with a scale of 1:20 using rattan peels and sticks. The bamboo material was chosen because of its distinctive characteristic of good flexibility, which is expected to encourage students to produce dynamic and innovative shapes. To explore the building construction system, students are invited to explore the details of prefabricated structures through the remodeling of the Farnsworth House by Mies Van Der Rohe, one of many buildings that has an integrated construction and joint details.

In the Midterm Exams, students are asked to submit proposals related to alternative innovations in building material technology which are expected to answer issues or problems faced in the world of architecture today. Students are asked to explain the background, concepts, designs, and sketch prototypes; and evaluate on their work. In the Final Exams, students are asked to estimate the dimensions of the structural elements in a two-story residential house and explore a personally chosen topic in the construction section that they consider interesting.

Irenic Pavilion by Florentia Michelle Ananta Adiwijaya



FUNDAMENTAL OF DIGITAL ARCHITECTURE

LECTURER

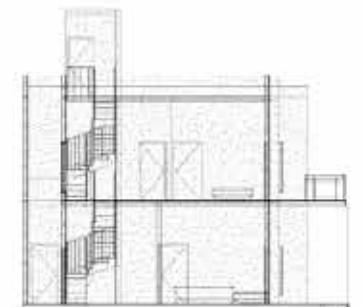
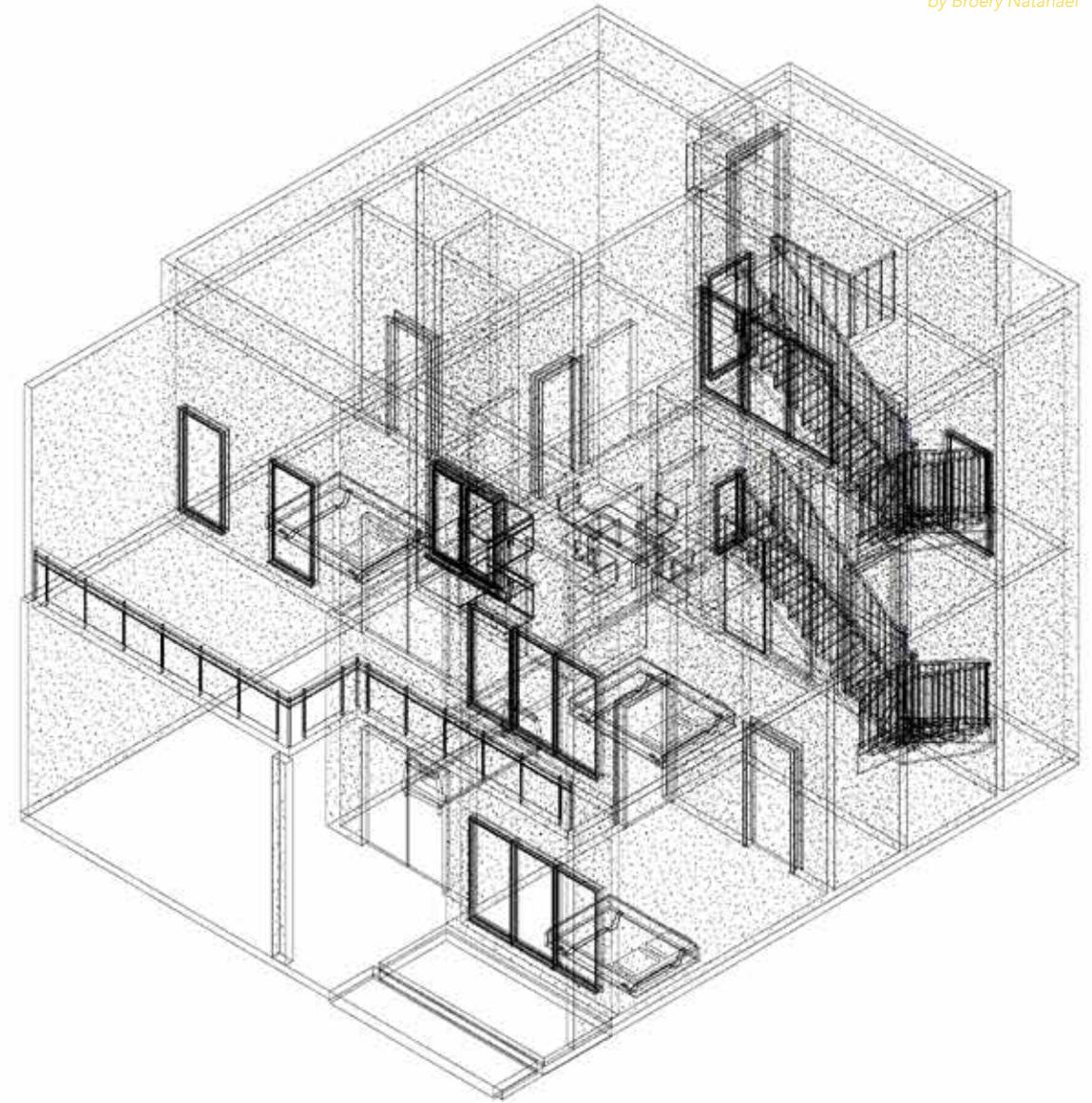
GREGORIUS GEGANA

This course provides insight into digital technology in architecture. In this course, students will study digital technology in architectural design, architectural visualization, and architectural production. At the end of this course students will be able to identify and explain the role of digital technology in architecture in the form of parametric models, building information modeling, and visual programming.

There are four major topics in this course; i.e. Building Information Modeling (BIM), Capture Reality, Make Reality, and Extend Reality; as well as one additional introductory topic to visual programming. Building Information Modeling describes workflows and tools for modeling designs in BIM workflows. Capture reality invites students to experiment with photogrammetry techniques to convert real objects into digital form. Make Reality provides an introduction to digital fabrication and what needs to be prepared from a digital model to be produced. Extend Reality provides an introduction to Virtual Reality and other technologies that blur the line between physical and virtual.

During midterm exams, students are asked to make an online submission as part of the BIM workflow and incorporate the photogrammetry results into a digital model. While for the final exams, students are asked to make models and presentations on their Architectural Design Studio 1 assignments in video and file formats that are ready to be produced with 3D printing.

*Residential home
by Broery Natanael*



PRODUCTION AND FABRICATION IN DIGITAL ARCHITECTURE

LECTURER
JACKY THIORE

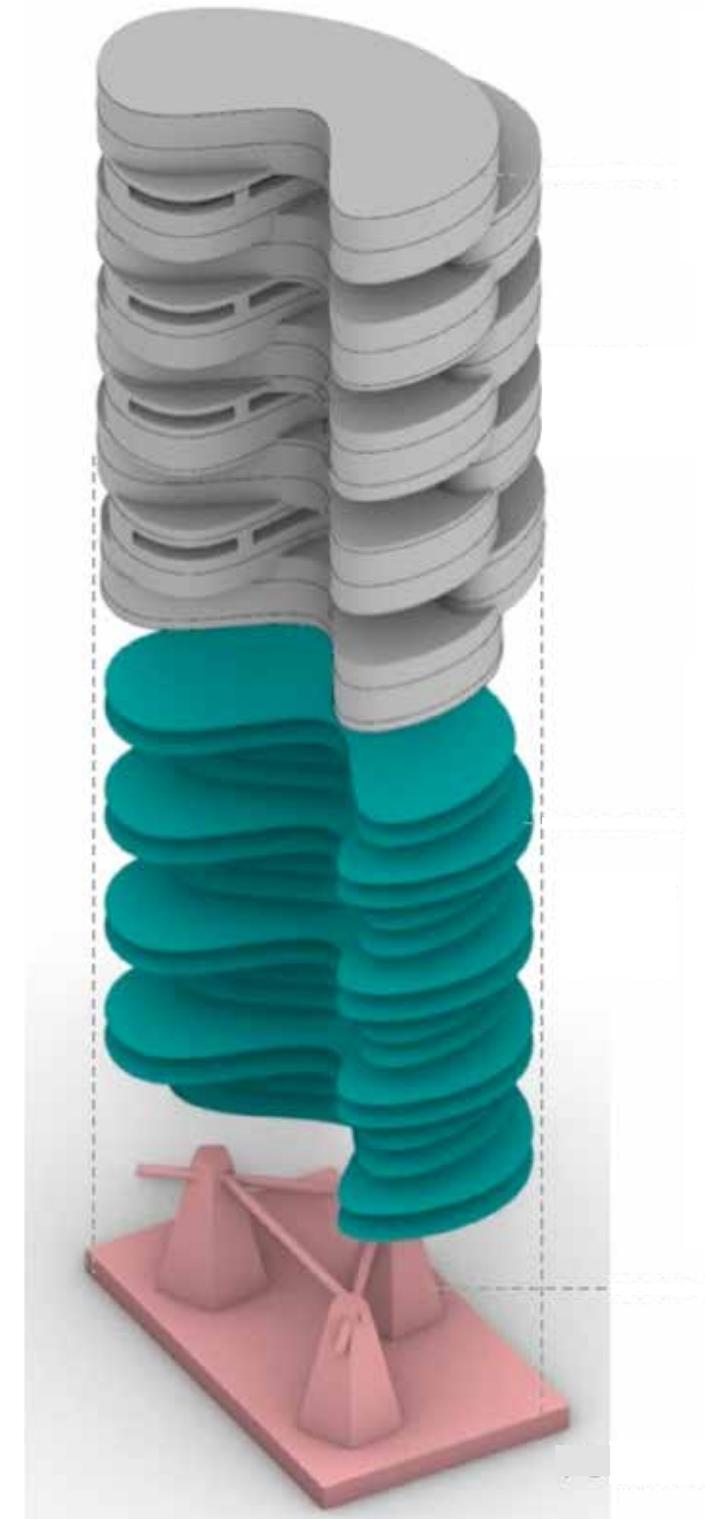
In this course, students will study Capture and Make Reality, that includes digital modeling, and digital fabrication. At the end of the course students are able to use computer technology continuously from the design process to the production process. With this understanding, students are expected to be able to work and experiment optimally with the help of 3D printer, laser cutter, and CNC devices.

In this lecture, students are introduced to theory and case studies regarding design and production aspects of architecture. As a mastery of skills, students are introduced to two levels of 3D modeling related to digital fabrication. The first is native modeling on the Rhinoceros platform, then proceeds to associative modeling on the Grasshopper platform. This mastery of modeling is associated with the ability to prepare files on rapid prototyping machines such as 3D printers and laser cutters.

For midterm exams students design a building mass which consists of a podium, building skin and building floor. These three elements must be shown in a fabrication ready document with the help of unroll, slicing, and nesting techniques. Thus, students are able to use digital technology in 3-dimensional modeling for component fabrication and assembly purposes.

As a for the final exams assignment, students were asked to design a wedding backdrop by demonstrating 3D modeling and fabrication skills. The backdrop must consist of a number of parts and have a joint system between parts. Students need to show documentation of production files and installation systems in line with construction logic. With this task, the students can be more daring to process the form and realize it with the right media.

City Block by Bertha Effendi



BUILDING STRUCTURE SYSTEM

LECTURER

EMANUEL WICAKSONO

In this course, students will study the theory of building structures, high-rise structural systems and wide-span structural systems. At the end of the course students are expected to understand the load distribution in building structural systems, load distribution theory, and its integration in design. Students are also expected to understand the various structural systems of high-rise buildings, the various structural systems of wide-span buildings, and the concept of earthquake-responsive buildings in Indonesia.

In this lecture, we specifically study various kinds of wide-span structural systems equipped with a Revit software workshop, remodeling a simple residential house and St. Kristoforus Catholic Church by the late architect Bianpoen. Learning the structural system of high-rise buildings begins with precedent studies through watching and discussing building documentaries that are considered to represent a particular system. The skills and knowledge to be achieved in this study is the ability to integrate structural systems with the demands of space program and express compositions that are appropriate to the context.

During midterm exams, students were asked to present the results of the exploration of the wide-span structural system in the form of redesigning the roof structure of the Blok M MRT station. During final exams, students were asked to present their exploration and rationalization of their high-rise building design and structure system according to the assignment. In both the midterm exams and final exams, students are asked to show their understanding of basic principles, analysis of force distribution, correlation and rationalization of form and structure, as well as their whole design's relevance in Indonesia. This is so that the design innovations offered in this course are relevant, contextual, and based on good construction rules.

*Tube in Tube by Valencia Cadfael, Vania Arlene,
Vincent Alexis, and Vincent Lee*



BUILDING SIMULATION AND ANALYSIS

LECTURER
GREGORIUS GEGANA

In this course, students will learn building-scale simulation technology, simulation and analysis of lighting, and building thermals. At the end of this course students are expected to be able to use computer technology in building analysis and simulation processes; understand the theory, application, and optimization of natural and artificial lighting; as well as thermal and energy loads. This course parallels and supports the Architecture Research Studio 3 and has corresponding topics and assignments.

During midterm exams students are asked to analyze and simulate the building performance of each iteration of the module design they made for Architectural Design Studio 3.

In the final exams students are asked to create five iteration design studio models based on integrated systems, typology, and building performance simulations. From the results of these five iterations, students were asked to conclude based on their theory and understanding to determine the best iteration.



SUSTAINABLE ARCHITECTURE

LECTURER
JACKY THIODORE

In this course, students will learn the principles of sustainable architecture and the criteria for green buildings. This course provides insights into Sustainable Site, Water Conservation, Energy Conservation, Material Resource Cycle, and Indoor Environmental Quality. At the end of this course students will understand the basic principles of sustainability in architecture, both in building scale and urban scale.

The lecture material is delivered through three levels, i.e. understanding theory, individual observation, and designing a sustainable environment of the future. The theory provides that the background of human life cannot be separated from the dependence on the use of natural resources, and the global urgency of climate change, as well as the role of architects in reducing the use of these natural resources in aspects of design and operational strategy. The theory studied is based on the guidelines for green building criteria in Indonesia issued by GBCI (Green Building Council Indonesia). In particular, the materials and assignments are related to the topic of Energy Conservation and Water Conservation.

During midterm exams students take a written exam that contains theories and principles related to sustainable architecture and building physics. Thus, students' level of understanding of sustainable theories and ideas that meet the requirements of green building criteria can be seen.

As for the final exams assignment output, students are asked to design a small city of the future where people live with concepts, applications and technologies that support environmental sustainability. Students work in groups to create architectural designs that are environmentally oriented. Assessment is given to the ability to apply the basic principles of sustainability in architectural and urban scales.

NET+ by Dennis Y. Diola B, Ersalina T, Evanjelice D, Michelle T, and Audy N



INNOVATIVE DIGITAL TECHNOLOGY

LECTURER

JACKY THIODORE AND DANI HERMAWAN

In this course, students will learn the latest digital insights and applications in architectural design. At the end of the course, students are expected to be able to recognize and use the latest digital technology in the Architecture, Engineering, and Construction (AEC) industry, such as drones, 3D scanners, virtual reality, augmented reality, arduino, coding, generative design.

This course specifically explores wood as a material to make a pavilion using Computational Design and Digital Fabrication techniques. In the first month, students are asked to conduct a literature study on the materiality of wood constructed architecture works. This lecture is supported by a public lecture on wood materials presented by PT Kayu Lapis Indonesia. Furthermore, students were asked to study the composition of the tassellation geometry based on panels and panels, frames, and skeletons.

For the midterm exams, students are asked to analyze, compile, evaluate and provide conclusions from the tassellation geometry (paneling/framing) that meets the following criteria:

1. Suitable for further development in the construction of wood materials
2. Has been rationalized into tassellation compositions: paneling or framing/ skeleton
3. Can be produced in digital fabrication and successfully simulated in analog and digital scale models.

For the final exams, students are asked to complete the design of a Folly or Pavilion which is constructed using wood materials. This Pavilion is an architectural composition that later on will be built by PT Kayu Lapis Indonesia. Therefore, students are expected to be able to utilize their skills on CAD and CAM technology, as well as digital fabrication which they have been training since the very beginning of the course.

Pavilion Wood Folly by Gindy Lovanka, Daniella Susanto, Eiffel Christopher, Evanjelicel Tamio, Felicia Christabel Salem, Jessica Sanusi, Kyra Keely Kumala, Natasha Ivena, Owen Christensen Kendro, Pasha Yusuf, Vincent Lee, and Wilbert Marcius



MATERIAL TECTONIC STUDY

LECTURER

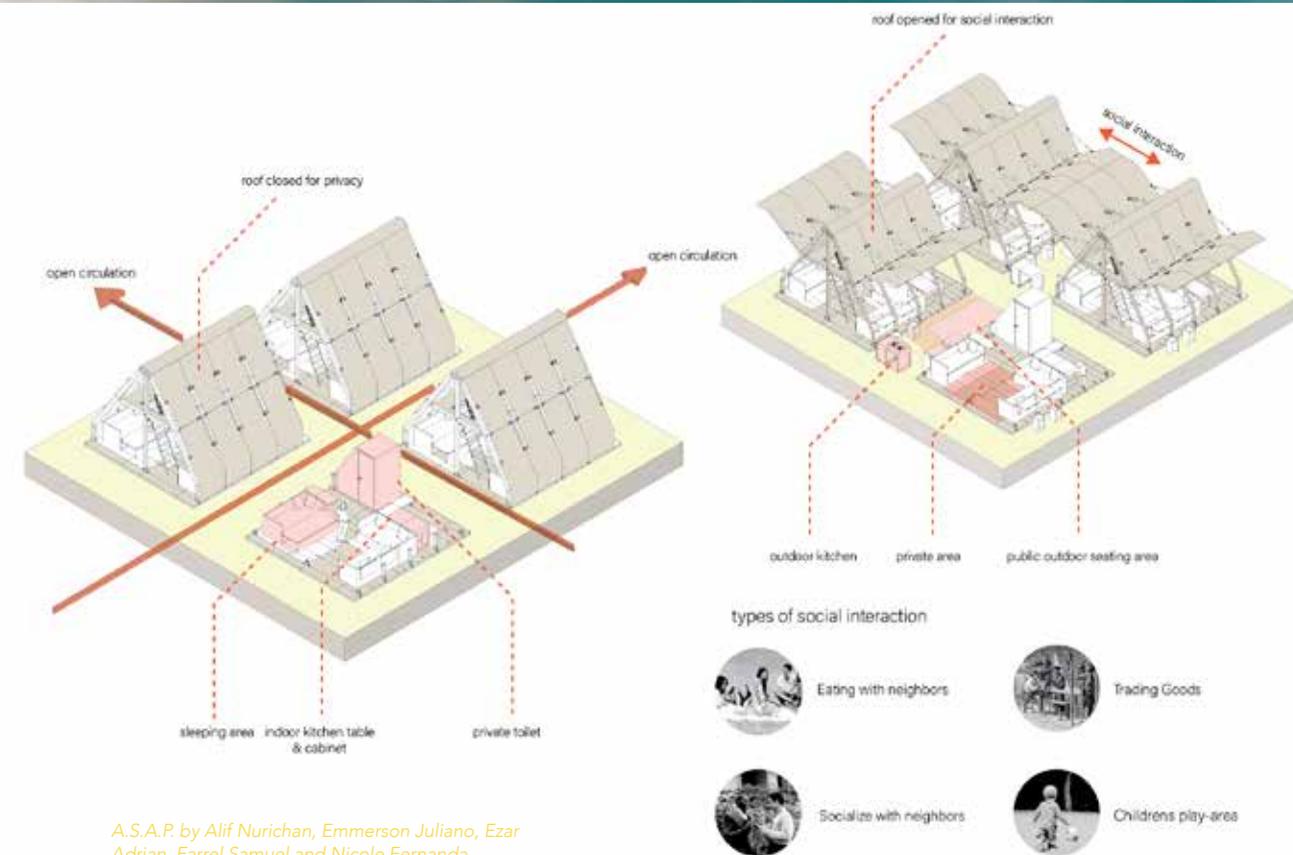
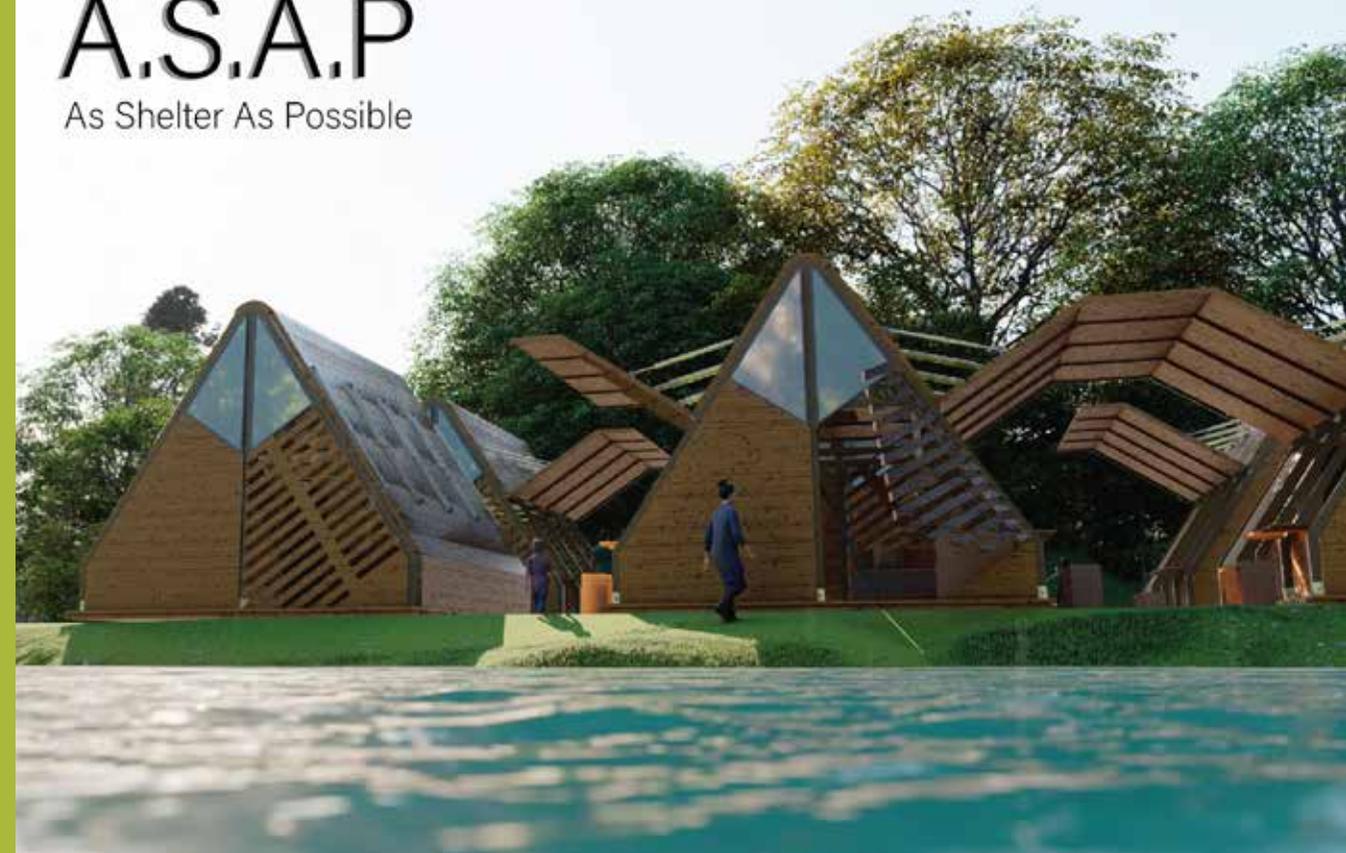
EMANUEL WICAKSONO AND NIXON WONOTO

In this course, students will study the construction of architectural design, building practices and craftsmanship. At the end of this course, students will understand material, tectonic and construction systems in the construction of architectural design. The experience of being involved in the process of construction or craftsmanship will make students more independent and confident.

This lecture focuses on processing wood materials from an engineer's perspective. Students are assigned to design a temporary shelter (huntara), taking basic post-disaster requirements into consideration. To support this lecture, PT Kayu Lapis Indonesia was invited as a resource person to explain the technical processing of wood from raw materials to construction in the field. Mr. Ivan Wirasa was also invited to share his knowledge regarding architectural processing made of wood. To support the lectures, students were introduced to softwares such as Rhino, Grasshopper, and Karamba.

For the midterm exams students were asked to study post-disaster shelters, evaluate precedents, as well as propose ideas and explore forms that meet the criteria for shelters that are safe, comfortable, easy to construct and affordable. Throughout the lecture, each group of students are provided with assistance regarding their design process. During the final exams students are asked to develop shelter designs that are technically possible to build by taking into account construction management rules through fabrication diagrams and construction schemes. Habitat for Humanity, who has a lot of experience in building post-disaster shelters, was invited as a guest reviewer to provide input related to shelters developed by the students.

A.S.A.P
As Shelter As Possible



A.S.A.P. by Alif Nurichan, Emmerson Juliano, Ezar Adrian, Farrel Samuel and Nicole Fernanda

P

R *pro · fes · sion · al field* [pruh · feh · shuh · nuhl feeld] an occupation that requires both the completion of an academic degree and licensure.

F

I *field* [feeld] a particular branch of study or sphere of activity or interest.

O

F

E

S

E *pro · fes · sion · al field* [pruh · feh · shuh · nuhl feeld] an occupation that requires both the completion of an academic degree and licensure

S

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N

L

A *pro · fes · sion · al* [pruh · feh · shuh · nuhl] a person engaged in a specified activity, especially a sport or branch of the performing arts, as a main paid occupation rather than as a pastime.

L

D

FUNDAMENTAL TO ARCHITECTURE PROFESSION

LECTURER

FIRMAN HERWANTO AND ALVAR MENSANA

In this course, students will learn the basics of architectural professionalism. This course will introduce the basic knowledge of values and ethics an architect must uphold in the profession. The concept of Best Practice becomes a must-have knowledge for students who will be prospective architects. Topics such as business organizations, managerial, and architectural practices as business and profession, are interrelated subjects that need to be addressed and understood thoroughly.

ARCHITECTURE PROJECT SIMULATION

LECTURER

SUWARDANA WINATA

In this course, students will learn the principles and implementation phases of an architectural project. This course will discuss architectural design through critical thinking, and case studies that cover the relationship between human behavior and the built environment; as well as how architects use their expertise and competencies in the planning process. The class will cover a variety of problems, conditions, and conduct discussions on the nature of an architect's relationship with other trades – in several types of multi-disciplinary projects.

COMPETITION ACHIEVEMENTS

Our student's academic participation
and achievements

03



Emmerson J, Bobby W, Felicia C, and Cindy L (left to right) at Anthology Fest in Philippines

ANTHOLOGY FEST 2020

1st PLACE

PROJECT TITLE
OLD MEMORIES, FUTURE INNOVATIONS, TIMELESS PRESENCE

STUDENT
BOBBY W, CINDY L, EMMERSON J, AND FELICIA C



Our team based the design concept by letting the Aduana, as ruins, stand for itself, without adding nor subtracting. The Aduana building itself is full of history, being intertwined with the city of Intramuros. Taking parts of the existing means taking the memories within the building and the city away from themselves. Therefore, we proposed an addition of mirrors on the façade and glass material on the interior. We were aiming to restore Aduana back to its golden days with this contemporary materials. These additions would replace the missing part of the façade which aim to reflect surroundings and thus, turning the Aduana into context itself.

ADVISOR
FIORENT FERNISIA AND UNDI GUNAWAN

COMPETITION ORGANIZER
ANTHOLOGY FEST - WTA DESIGN STUDIO

ARCHUE 2020

2nd PLACE

PROJECT TITLE
REVERSIBLE CITY

STUDENT
BOBBY W, JECELYN C, JENNIES



During the Pandemic, our daily activity is negatively impacted because cities could not accommodate living alongside with these infectious virus. Our idea is to create zones that can be exchanged within the same city. These zones would be normal, transitional, and new normal zones. When cases of the virus appears, the infected would be at the transitional zones equipped with hospitals, and then moved to new normal zones so as to not spread the virus. The hospital becomes the gateway to a new normal. During the period of separation, people who are healthy can carry on as usual. When everyone is in the new normal zone, the normal zone will be empty and become a public space. When a new virus appears, the public space will be targeted by the normal zone. Separation status applies according to the zone until all are moved to new normal. This process will go on to maintain and avoid stagnation in people's daily lives.

ADVISOR
ANDREAS WIBISONO

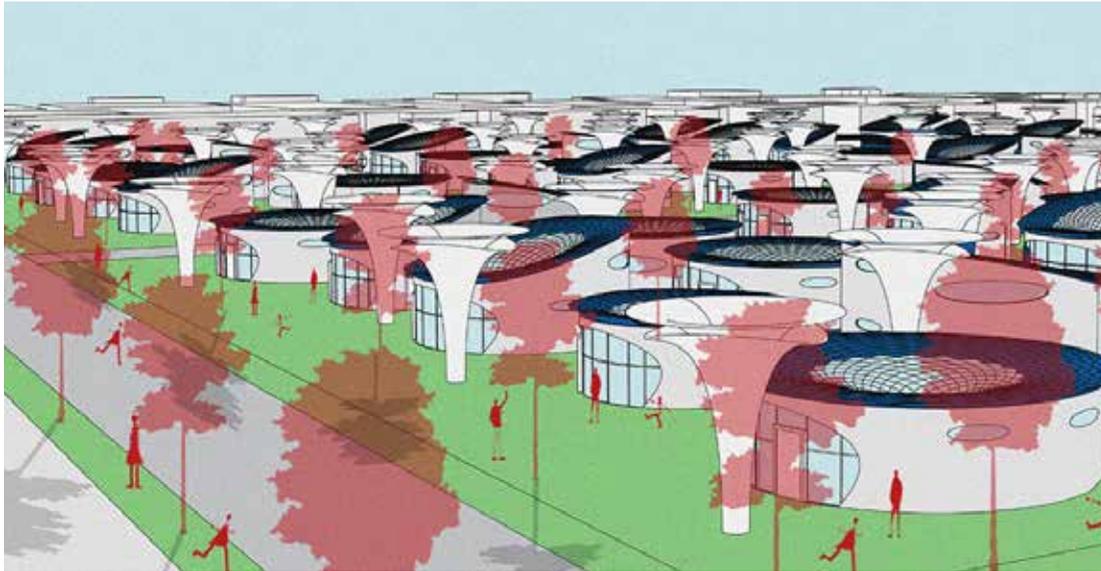
COMPETITION ORGANIZER
ARCHUE

AYDA 2021

SILVER AWARD

PROJECT TITLE
HYDRO HUIS

STUDENT
NATHANAEL CHRISTOPHER NG



Indonesia is a tropical country where heat is one of the problems we face everyday. By using air conditioning, we are able to alter the temperature of our rooms, offices, classrooms, etc to a desirable temperature, with lower temperatures ranging from 16-24°C being preferable. Air conditioning has been one of the contributing factors to climate change and air pollution. We can face this problem by using less air conditioning and answering this problem through architectural design and modern cooling technology that has yet to be used, such as reusing and redirecting three sources of energy throughout the whole house and achieving passive cooling for the house; i.e. Heat, Light, and Wind.

COMPETITION ORGANIZER
NIPPON PAINT

GERBANG UNTAN 2021

3rd PLACE

PROJECT TITLE
TERUNTAI KAN TERCAPAI

STUDENT
DARWIN, EMMERSON JULIANO, AND VINCENT ALEXIS



"Teruntai kan Tercapai", meaning assembling all the different pieces leading towards a goal of unity. The brief of the competition is to create 3 sequential gates for Universitas Tanjungpura in Kalimantan, of which one will cross before, upon entering, and upon leaving the campus. The purpose is simple, to create a landmark gate that will be remembered by current scholars and alumni alike, while also functioning as a raised pedestrian walk. Each gate will have a unique identity, when combined as a sequence, they will boast the majestic Borneo culture.

ADVISOR
EMANUEL WICAKSONO AND JACKY THIORE

COMPETITION ORGANIZER
UNIVERSITAS TANJUNGPURA

SAINTGOBAIN 2021

THIRD PLACE

PROJECT TITLE
ISOLATION TO RECONNECTION

STUDENT
Bobby Wijaya, Vincent Alexis, and Wilbert Marcus



The brief of the Multi-Comfort Student Contest 2020 is to build educational land functions, housing, revitalization of historical buildings and attempt to make this 5 ha area environmentally friendly and sustainable. The function of this educational land is focused on elementary school and kindergarten, the residential function is focused on the surrounding community and foreign tourists because the chosen location is close to the French stadium for the 2024 Summer Olympics, and two isolated historical buildings, La Maison de Coignet and Warehouse, both known as the first buildings to be constructed of reinforced concrete. This 5 ha selected land is required to be environmentally friendly and self-sufficient in order to support the principle of sustainability. Therefore, Saint-Gobain which carries the Multi-Comfort theme through Feeling, Seeing, Hearing, and Breathing challenges the participants to design the selected land and its programs to support the Multi-Comfort theme as ideally as possible.

ADVISOR
JACKY THIOLORE

COMPETITION ORGANIZER
SAINTGOBAIN

ARCHIRAY 2021

HARAPAN 1

PROJECT TITLE
PASAR LAMA CREATIVE HUB

STUDENT
RONNY, SHERINE, WILBERT MARCIUS



Pasar Lama is a traditional market in Tangerang City which is always busy from morning to night with visitors from various age ranges. During the day Pasar Lama functions more as shops selling various needs, while at night it functions as a culinary market. In addition, on weekends, Pasar Lama is often used as a gathering place for local artists to express their creativity, but the unfortunate thing is that since there is no proper forum for artists, their creativity is treated as a negative thing because it is essentially vandalism. Not infrequently, the facades of existing shops are used for murals to the detriment of shop owners, besides buskers who roam freely often disturbing the comfort of market visitors. This is due to the absence of supporting facilities and the lack of attention to creative actors by the wider community and also the government. So we create a creative hub that can be used as a creative forum for local artists with spaces that are more flexible and adaptive to creative activities, and public spaces that are tailored to the needs of millennials, then these activities will no longer be an obstacle or a nuisance to visitors, but a positive thing.

COMPETITION ORGANIZER
UNIVERSITAS HASANUDDIN

ROOKIES AWARD 2020

TOP 10

PROJECT TITLE
SACRED SPACE

STUDENT
WILBERT TANAKA



Homeless people often sit in front of sacred places, begging for generosity of strangers, but why won't they enter? Is it because they do not believe (in God)? or maybe they felt intimidated by people, their status or maybe their different way of living. This project aims to erase the boundaries of the sacred and the profane space. In architecture, we could not really solve every problem in life especially personal problems, maybe through showing the perspective of other user, architecture could help to negate those differences. Through showing the perspectives of what they might lack, enjoy, cherish or what they might go through or maybe to show how others persevere live.

ADVISOR
ANDREAS WIBISONO AND FERRY GUNAWAN

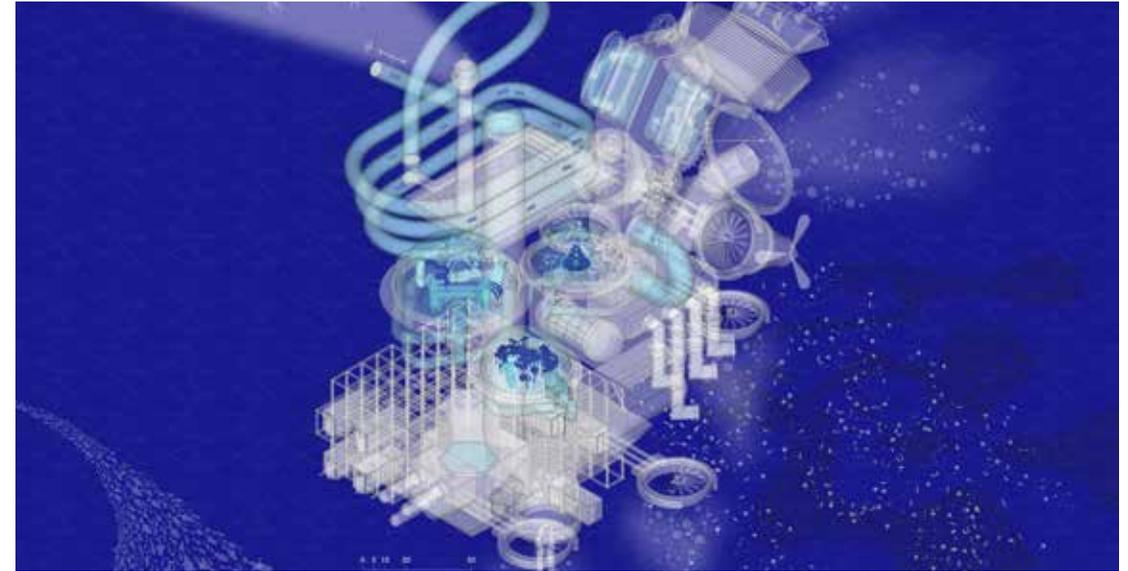
COMPETITION ORGANIZER
ATMA JAYA UNIVERSITY YOGYAKARTA

NONARCHITECTURE 2021

FINALIST

PROJECT TITLE
EGO-PARK: HOW FAR WILL OUR SELFISHNESS GO?

STUDENT
ANDREAS HASIHOLAN, JASON LIM, JESSICA LEE, AND NOVI SYNFAH



When resources on land run low as exploitation and irresponsibility continue to rampage, our strategy is to colonize new "untouched" territories and start life within the ocean. But, can this act of "replacement" really solve all of our problems? We made use of the abundance of jellyfish and harvested them as an alternative energy source to generate power. We extracted salt water for a consistent supply of fresh water and oxygen, despite upsetting the surrounding marine life. Although it might just be eco-destructive, a self-sufficient submerged structure is not possible without sacrificing nature. This is all for the sake of ensuring our own survival. As we continue to live while prioritizing only ourselves, a dystopian reality comes true.

COMPETITION ORGANIZER
NONARCHITECTURE

AYDA 2021

HONORARY MENTION

PROJECT TITLE

GO – MMUNAL HOUSE

STUDENT

LIM JASON



The idea is to bring our way of living into the focus of the architecture, rooting from the communal culture of how we live together with other people. It all started with how they would sleep individually, seen in compact-sized living units which would pull other functions outside, leaving only the private. It then continues how the architecture respects the “in-between spaces”, which would be the heart of the activities for people to interact and play exploratively.

People can roam, explore, and even find spaces that are new every day. People change, and spaces too. There is just this romantic feeling of how we can turn these informal spaces into temporarily functional spaces, turning this “home” livelier every day.

COMPETITION ORGANIZER
NIPPON PAINT

MANGO ARCHITECTURE 2021

TOP 10

PROJECT TITLE

CALL FOR NONURBAN IDEAS

STUDENT

VANIA SERRAFINE



Factors that triggered the water crisis in Bali are drought or climate change, the intrusion of saltwater in freshwater aquifers, rise in tourism, and lack of absorption spaces. Drought or climate change causes freshwater springs to dry up, causing the water irrigation system “subak” to be affected. Saltwater intrusion is caused by a decrease in groundwater levels and human activities. The lack of absorption space refers to how the tourism industry has not only taken most of the island’s freshwater supply also vast lands and turn them into built environments. All these because human can’t live in harmony with nature. This project aims to create a water neutral resort that does not only supply its own water needs but could also give back to the environment. A water neutral architecture allows the building to not only have a balance water use, return excess water to the environment and restore balance to the damaged natural environment. The biotechnique approach helps in achieving water neutral architecture because it allows the building to adopt natural processes and become a living system that contribute to the ecosystem.

COMPETITION ORGANIZER
MANGO ARCHITECTURE

ADW LOKA SARAS 2021

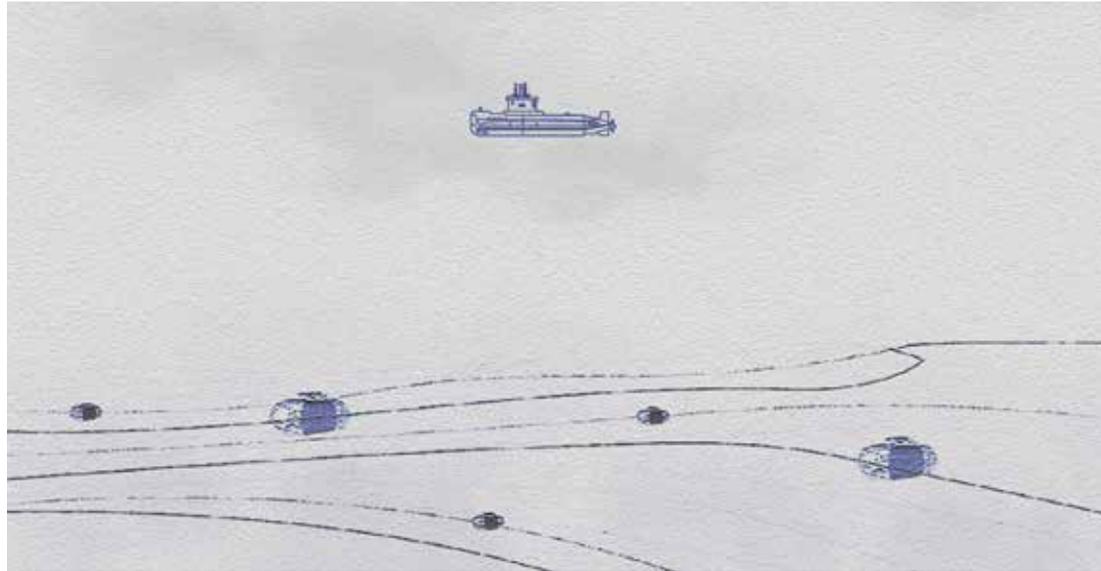
TOP 10

PROJECT TITLE

KABEH MANUNGSA WARAS (WHOLE HUMAN BEING HEALED)

STUDENT

EVANJELICEL TAMIO, ERSALINA TRISNAWATI, AND VINCENT H.



In this project, we created a space to heal stress internally, externally, interpersonally, and behaviorally. Our concept derives from the recent accident of the sinking KRI Nanggala 402 in Bali. We feel that these disasters, especially to the families will result in a chronic type of stress, and will cause a fight-or-flight response. Therefore, we offer to create a design as a tribute to the families and use it to also help other people mentally with a comprehensive healing room.

COMPETITION ORGANIZER
UNIVERSITAS TARUMANAGARA

PARADESC 2020

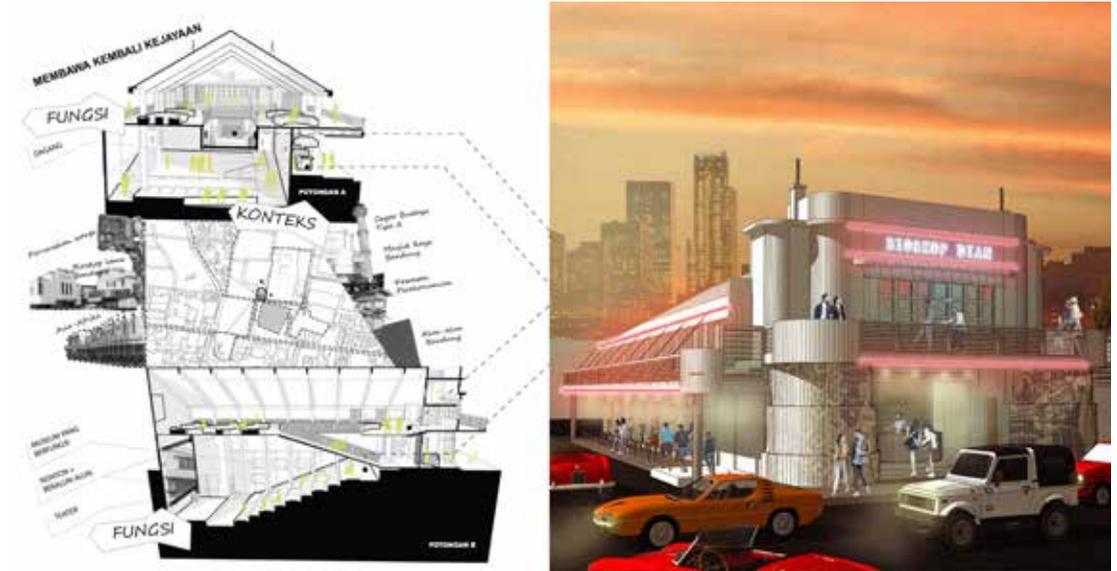
TOP 25

PROJECT TITLE

SATU SEMBILAN LIMA LIMA

STUDENT

CINDY LOVANKA, EMMERSON JULIANO, AND EVANJELICEL TAMIO



Our design is based on the glory days of Dian Cinema back in 1955. The main problem we saw of the existing was that new cinemas were replacing the old ones, including Dian. Suddenly, the empty space has become an area that has mixed uses, such as office and sports place, anything besides a cinema. Then it ended up empty and unkempt. We brought back its glory days by bringing its very basic function, as a cinema on the first floor, engaging activities on the side of the building, with a huge plaza on the second floor, a place that welcomes everyone.

COMPETITION ORGANIZER
UNIVERSITAS KATOLIK PARAHYANGAN

NAUNG 2021

HARAPAN 1

PROJECT TITLE
RUMAH SUAI

STUDENT
DARWIN, EMMERSON JULIANO, AND VINCENT ALEXIS



"Suai", meaning to be aligned to or to be adaptive, hence the title. Our goal is to create a housing system of continuous growth in order to support different stages of the user's life. Located in Braga, one of the busiest streets in Bandung, the house aims to be a local landmark for tourist to experience the local style, art, and culture. The ground floor of the house is an economic playground for the users to make their own stores, cafes, or exhibitions.

The first floor is dedicated to communal living, while the second and third is used for private areas. The facades and interiors of the whole house consist of modular pieces, available to be modified completely by the user's will. This house will reshape the typology of living in rural areas. A house that will grow and reflect the unique traits of the users.

ADVISOR
EMANUEL WICAKSONO
COMPETITION ORGANIZER
UNIVERSITAS KATOLIK PARAHYANGAN

NAUNG 2021

TOP 10

PROJECT TITLE
ANTARA

STUDENT
ANDREAS HASIROLAN, JESSICA LEE, AND PRAISELLA



Feeling comfortable when crossing Jalan Braga, Bandung because we are greeted with rows of paintings and music. The same feeling continues until Gang Cikapundung/RW08 where we walk like in the addition of Jalan Braga but with opposite building characters, between colonialism and modern, between large and small buildings, high and low, and between private and public. However, we realize that the separation between Jalan Braga and the informal district behind can be felt even though the creative economy potential of this area can be developed if only it is properly facilitated.

After surveying this area, we realized that we are always in between. This concept continues to the footprint with the reason that the road is a communal space for the residents of the urban village which is formed in an organic way and this is the identity of the village that we try to instill with creative economic activities by not changing it but instead to strengthen. Especially knowing that this space in between will always be passed by visitors, tourists and residents at the same time and can also be used for creative economic activities.

ADVISOR
ASA DARMATRIAJI
COMPETITION ORGANIZER
UNIVERSITAS KATOLIK PARAHYANGAN

ARCHFEST 2021

TOP 10

PROJECT TITLE
GROSEARY

STUDENT
JESSICA SANUSI, RAYNER GABRIELLE, AND VINCENT ALEXIS



‘How to start living healthily and peacefully on the water utilizing vegetation’

A new alternative living space that can adapt to climate change and shortage of land. Floating facility space that has a potential that can be developed into living and communal spaces. This facility accommodates thermal comfort, acoustic comfort, visual comfort, breath comfort for the users’ mind, body, and soul. It also provides spaces for the daily and urban life environment.

ADVISOR
ANDREAS WIBISONO

COMPETITION ORGANIZER
UNIVERSITAS KRISTEN PETRA

15 MINUTE CITY URBAN DESIGN COMPETITION 2021

TOP 30

PROJECT TITLE
THE CHARETTE

STUDENT
NATHANAEL CHRISTOPHER NG



A city space including the Old City of Jakarta is generally dominated by motorized vehicles and isn’t safe for children. Untidyness and unmaintained infrastructure in the Old City area causes the decline of pedestrians and tourists (including children) and affects the economy, which results in decreased vitality for the city. The effort to revitalize part of the city space empirically is proven to be effective in increasing the vitality of the city. This reasearch aims to find child friendly space design strategies that could help increase the vitality of the Old City. Integrated child friendly space design strategies and elements? Also, the city space design integrated with the essence of play in the city space of the Old City.

ADVISOR
SUSINETY PRAKOSO

COMPETITION ORGANIZER
THE CHARETTE

OTHER COMPETITIONS

BANK ACEH 2020

STUDENT

RAIHAN, RANDY

KTA ITS 2020

STUDENT

DAVIDSON, LAURA,
MEISSY, VANESSA S

MARIAN CENTER 2020

STUDENT

ANSEL, JOSHUA,
ALFANDO

PASAR GODEAN 2020

STUDENT

CINDY, EMMERSON

SAYEMBARA GERBANG ITS 2020

STUDENT

FELICIA IRAWAN

ICON LABUAN BAJO 2020

STUDENT

CINDY, DANIELLA,
EMMERSON

PUSAT PEMERINTAHAN TUBABA 2020

STUDENT

CINDY, DANIELLA,
EMMERSON

PARADESC 2020

STUDENT

EZAR, GABBY, ALEXIS

ADVISOR

ANDREAS WIBISONO

15 MINUTES CITY

URBAN DESIGN

COMPETITION 2021

STUDENT

NATHANAEL C. NG

TKMAI 2021

STUDENT

ANASTASIA, ALEXIS, VONNY

MORPH 2021

STUDENT

AUDRIA, JESSICA, ALEXIS

CREATIVE HUB 2021

STUDENT

JENNIFER, JESSICA, ALEXIS

OPTIMASI ASET

PERURI 2021

STUDENT

ANSELL, JASON, JOVIN,
ALEXIS

PENATAAN LORONG MAKASSAR 2021

STUDENT

ANASTASIA, ALEXIS, VONNY

ARCHIVOLKS 2021

STUDENT

DARWIN, EMMERSON, ALEXIS

ASCENT 2021

STUDENT

ANGEL, FELICIA, JESSICA L.

ADVISOR

ANDREAS WIBISONO

GRCBOARD 2021

STUDENT

JESSICA, RAYNER, ALEXIS

RUMAH MILENIAL

PERUMNAS 2021

STUDENT

FELICIA I, ALEXIS

ETALASE 2021

STUDENT

FANY, FARIED, VANIA

ADVISOR

ANDREAS WIBISONO

LIFE AT UPH ARCHITECTURE

Resources that accommodate
student's interests and talents

04





**DIGITAL MODELLING
STUDIO**



**GRAPHIC COMPUTER
STUDIO**



**WOODWORKING
WORKSHOP**



**VIDEO EDITING
STUDIO**



**METAL
WORKSHOP**



**PHOTOGRAPHY
STUDIO**



STUDIO CULTURE



Field Trip to Japan

Field Trip to India

Visit to Rafa Studio Architect Bureau

Student Exchange Program at Seoul National University of Science and Technology

Field Study at Bangkok Art Center



Field Trip to Wakare

Field Trip to Flores

Field Trip to Flores

Visit to Alfa Omega School

Field Trip to Philippines

Field Trip to Philippines



Field Trip to Flores

Field Trip to Philippines

Field Trip to Philippines

Field Trip to Philippines

Field Trip to Istora Stadium

Field Trip to Flores



Field Trip to Flores

Field Trip to Flores

Field Trip to Flores

Field Trip to Flores

Field Trip to Salihara Community

Field Trip to Flores

FIELD TRIP



OTHER FACILITIES

PUBLICATION UNIT OF UPH ARCHITECTURE

The Publication Unit of UPH Architecture (PU) is responsible in regulating the popular publication of UPH Architecture. The Publication Unit is led by one coordinator from the lecturers team, and assisted by UPH Architecture student as the official members of the organization. Besides regulating the publication of UPH Architecture, the Publication Unit also aims to perpetuate, document, and improve students' ability in architectural publication.

Materials of publication include:

1. Previous student works
2. Student's achievements
3. Events within the Architecture Program (lectures, external reviews, internal reviews, architectural competitions, workshops, etc).

Vision

Consistently producing architectural publication with international standards, and continuously adjust with the everchanging growth of the global world of information.

Mision

1. Publication

Creating a digital stage for students, lecturers, and alumni of UPH Architecture, targeting high school students, fellow architecture students, and professional architects on a national and international scale.

2. Academic & Skill

Provide a forum for improving academic activities to increase student's publication abilities such as writing, graphics, photo and video skills to an international standard.

3. Professionalism

Provide a forum for training student's professionalism in architectural publications.

4. Cooperation

Conducting collaborative activities with other publication units to share knowledge and improve the quality of internal architectural publications.

GAMATARA (GABUNGAN MAHASISWA ARSITEKTUR UPH)

GAMATARA is a student association of UPH architecture that acts as a medium for its members to develop their mindset, potential, and personality in the architecture field so that they are ready to enter the society. GAMATARA is led by student representatives and addressed for UPH architecture students under the coordination of the Academic Program and Student Body (BEM).

VISION

Making GAMATARA a place for UPH Architecture students to realize GAMATARA (GAbung, MAju, TAnggung jawab, Ramah, Aktif)

MISSION

GAbung (Joint)

Strengthen the relationship between UPH Architecture individuals

MAju (Proceed)

Improve and explore the student's potential in the architecture and non-architecture field

TAnggung Jawab (Responsibility)

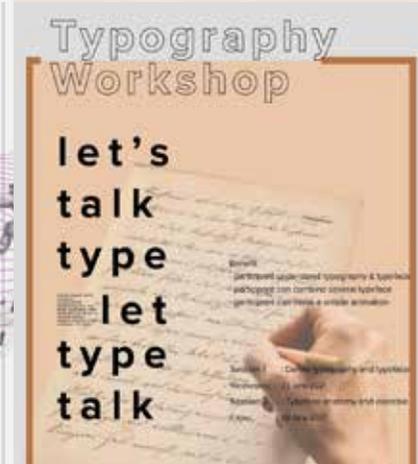
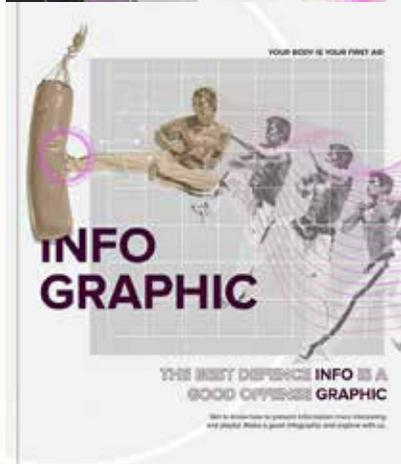
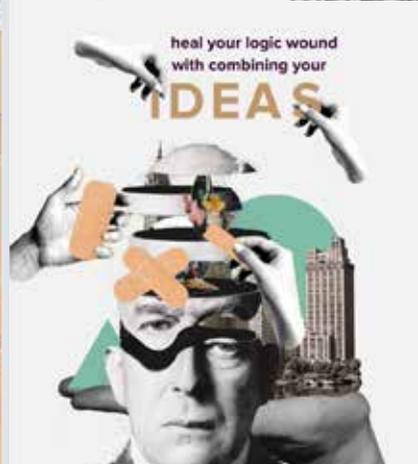
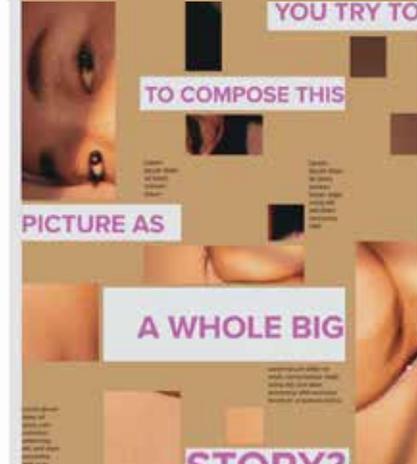
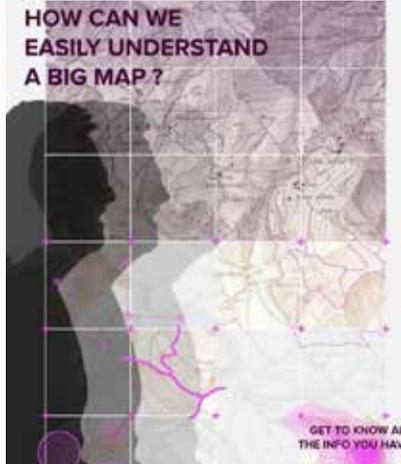
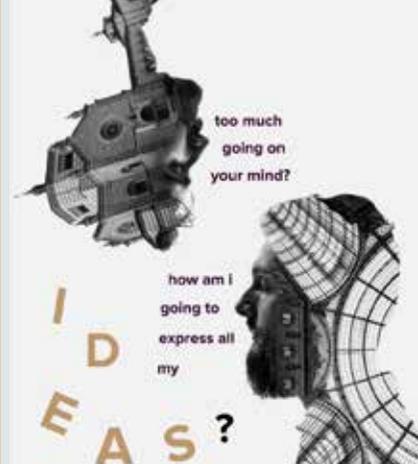
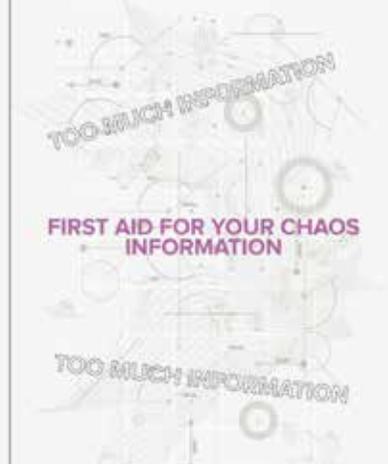
Sharpen the leadership spirit of architecture students

Ramah (Friendly)

Have a positive impact on the surrounding environment

Aktif (Active)

Invite students to be active in participating in activities inside and outside of UPH



Poster Design

Infographics

Typography

Portfolio Making

Argumentative Collage

WORKSHOPS BY PUBLICATION UNIT



Surken by: first winner of S.A.M.A. 2021, Kenenza Whosham

STUDENT ARCHITECTURE MAJOR AWARDS (S.A.M.A)

THEME
LIFE IN 100 YEARS

S.A.M.A Architecture Competition is an annual competition conducted by Publication Unit of UPH Architecture that is eligible for high school students. In 2021, the main theme for this competition is 'Life in 100 Years'. It provides high school students the opportunity to respond to the challenges of how architecture will accommodate life in the next 100 years, through architecture collage illustration.

This competition is organized by UPH Architecture for more information visit @sama.uph



Gabungan by: first winner of Sayembara Arsitektur UPH 2021, Nathanael Christopher Ng



SAYEMBARA ARSITEKTUR UPH

THEME
VERSATILE

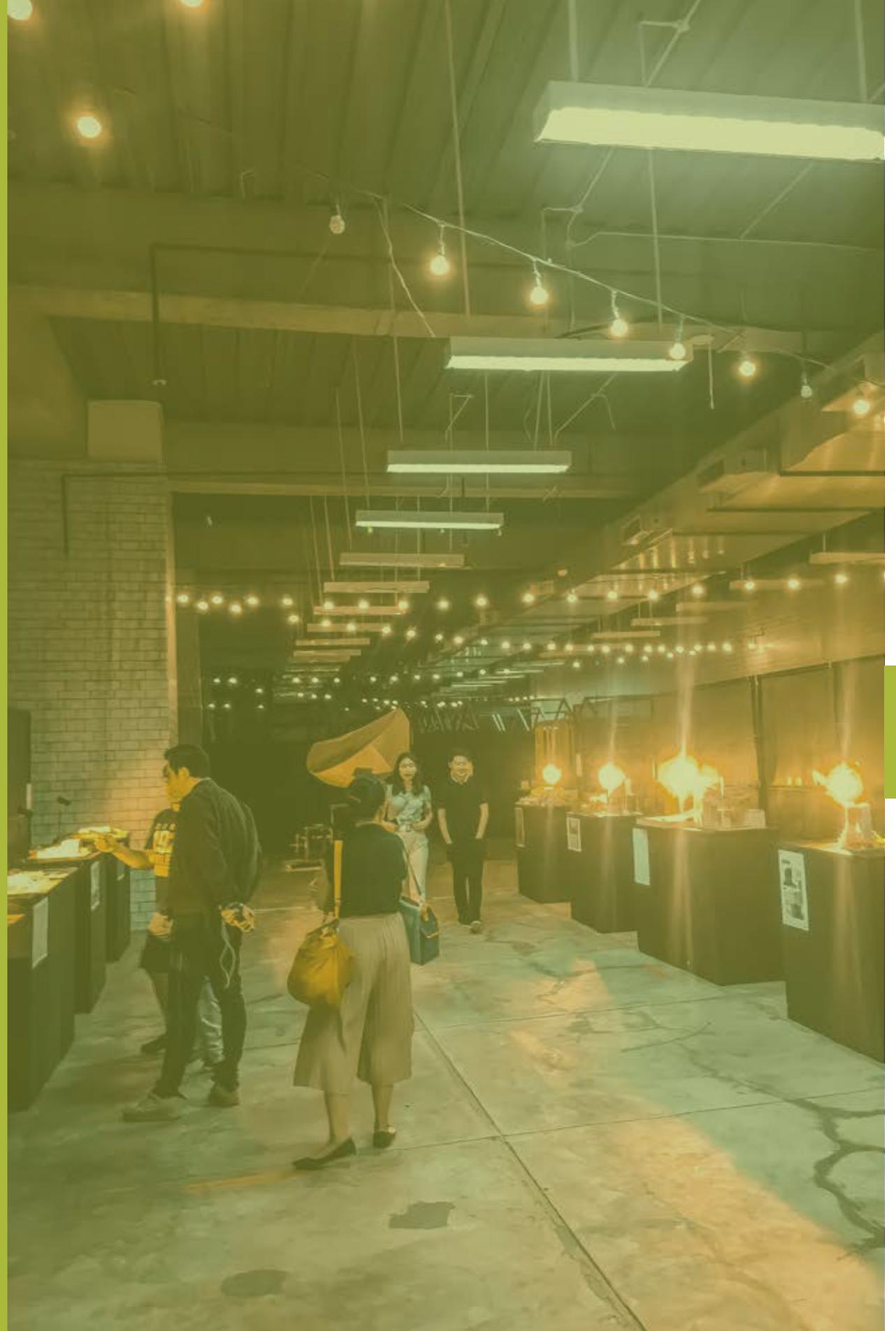
Sayembara Arsitektur UPH is an annual global competition conducted by GAMATARA, eligible for high school students and undergraduate architecture students. In 2021, the theme for this competition is 'Versatile'. It arises from hygiene issues that have become a major concern during the COVID-19 Pandemic. It provides the opportunity for students to contribute in providing solution in the architecture department during the pandemic.

This competition is organized by UPH Architecture for more information visit @uphsayembara.ars

EVENTS

Previous architectural exhibitions and
guest lectures

05





SEBUAH PROSES EXHIBITION BY 2018 ARCHITECTURE STUDENTS

"Sebuah Proses" is an architectural exhibition held by Student Association of UPH Architecture (GAMATARA) at The Forum, Lippo Mall Puri, Jakarta, on August 9, 2019. The exhibition aims to provide insights about the process of achieving a final goal in architectural design.



KOMMA EXHIBITION BY 2019 ARCHITECTURE STUDENTS

Towards the end of the first semester, students from class of 2019 held their first architectural exhibition at UPH University. The exhibition showcases compilation of their works during the semester.



FINAL YEAR EXHIBITION

At the end of the odd semester in 2021, students of UPH Architecture showcases their final works of Architecture Design Studio through a virtual exhibition.

GUEST REVIEWERS

- Andra Matin, from Studio Andra Matin
- Ary Indra, from Aboday Design
- Arman Arisman
- Daffodilo Octo
- Gregorius Supie Yolodi
- Linawati Kuna
- Andi Subagio
- Aleksandra Kovaleva and Kei Sato, from Kovaleva and Sato Architects (KASA)
- Ferry Ridwan, from Ferry Ridwan Architect - Sigit Kusumawijaya, from SiG Architect
- Adi Purnomo, from Mamo Studio
- Rubi Roesli, from BIROE Architect
- Erick Kristanto, from Studio Kota and many more

GUEST LECTURERS

- Dr. Johanes Adiyanto S.T, M.T presenting Nationalism and Architectural Theory
- Altrerosje Asri, S.T, M.T presenting Subjectivity and Architecture
- Realich Sjarief presenting Design thinking in the digital age
- Eko Prawoto presenting The Position of Humans and Nature
- Prof.Dr Igniatus Bambang Sugihartono presenting Current Humanity
- Robin Hartanto presenting Architecture & Critique
- Dr. Annisa Rachmalia presenting Health & Wellness Protocol
- Wynn Chandra presenting Between Utopia & Realism
- Wendy Djuhara presenting Housing as Living Unit
- David Hutama presenting Architectural Research & Design
- Neneng Churiah presenting Highrise Design Compliance in Jakarta
- Rafael David presenting Apartment Design: shaping life and lifestyle
- Adjie Negara presenting Integrated Building Design
- Wilson Harkhono presenting Architecture Portfolio
- Zaqi Fathis presenting Fabrication and Computation in Weijenberg Practice
- Anggie Amalia presenting Future Proofing in Built Environment
- Hizkia Giovanni presenting Sustainability and Carbon Footprint
- Zuardin Akbar presenting Robotic Timber Fabrication
- Fauzan Alfi presenting Virtual Reality and many more

HOW TO APPLY

Steps to join us here at UPH

06

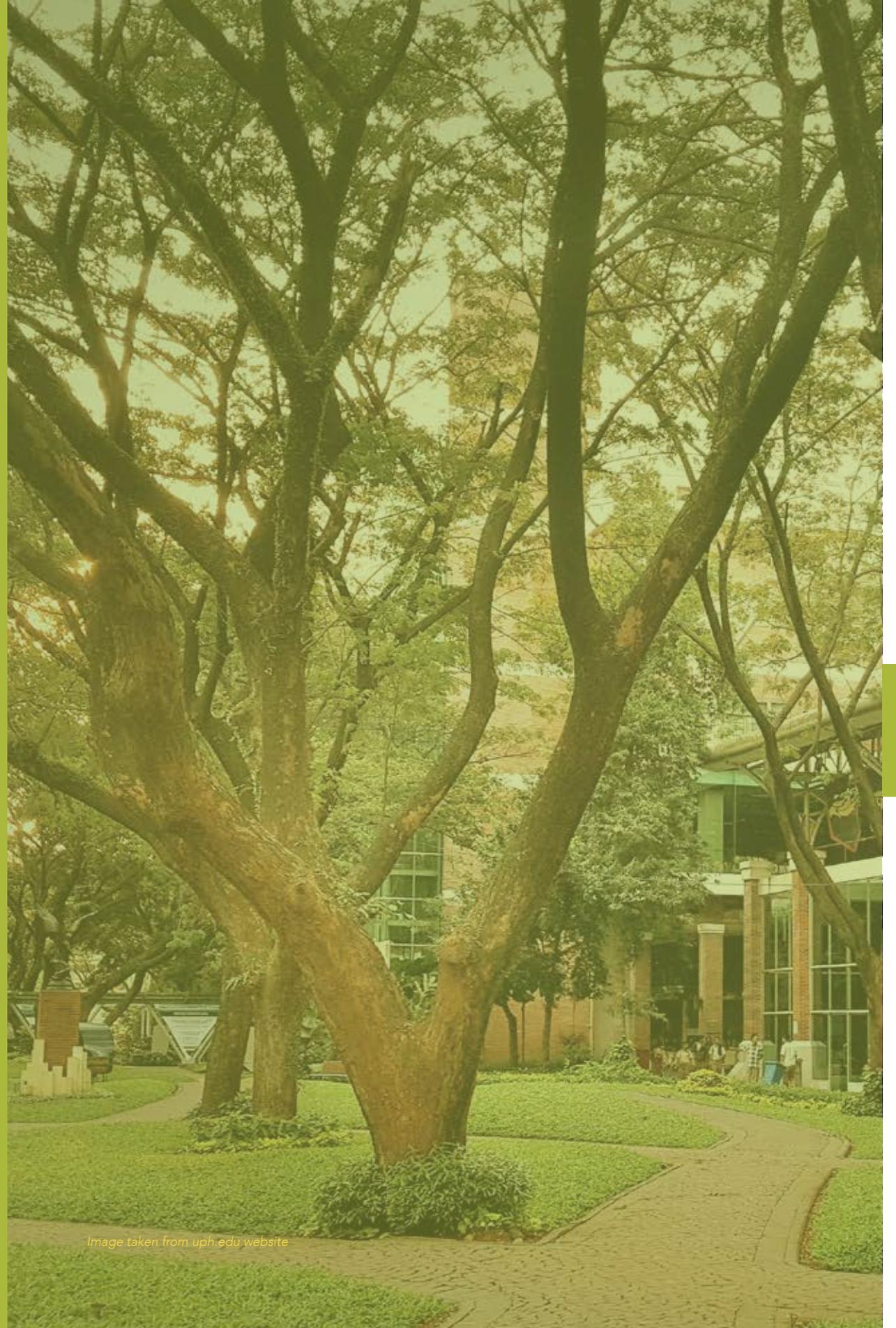


Image taken from uph.edu website

ONLINE ADMISSIONS



1

ACCOUNT
REGISTRATION



2

FILL IN
YOUR DATA



3

UPLOAD IDENTITY
CARD & REPORT



4

PURCHASE FORM



5

LOGIN & UPLOAD
SPECIAL
DOCUMENTS



6

VIEW
REGISTRATION
STATUS

Registration to UPH can only be done through the UPH Online Admission System by visiting our website at <http://one.uph.edu>

Or for more information visit our website at <https://www.uph.edu/id/admission/undergraduate#proses-pendaftaran>

SCHOLARSHIP INFORMATION

Illuminating various scholarships
available for undergraduate students

07

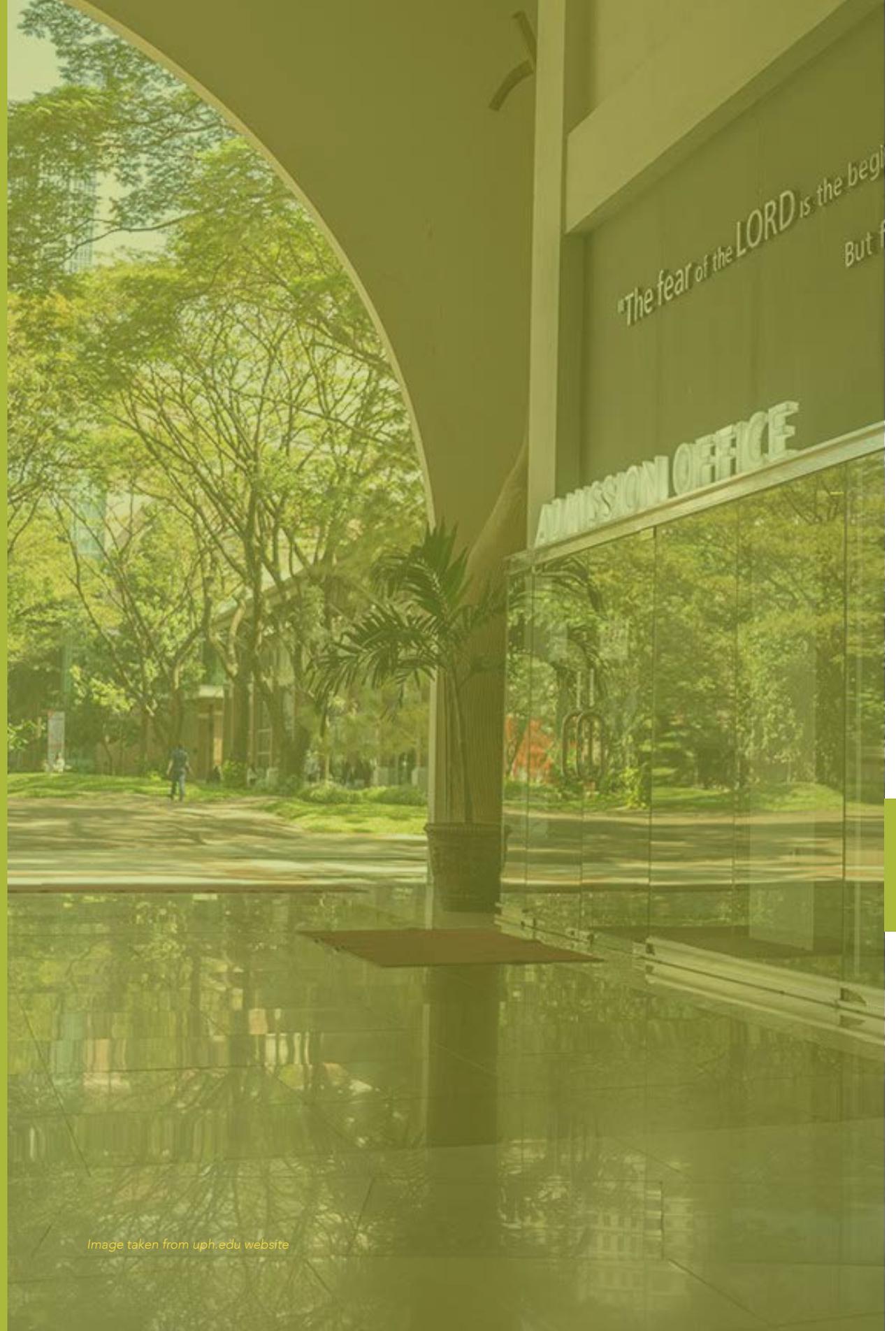


Image taken from uph.edu website

ACADEMIC ACHIEVEMENT

This scholarship program is open for all study programs.

Terms and conditions:

- Passed the Direct Enrollment process (for all study programs except Medicine).
- Passed the Registration Test (for Medicine).
- When applying for scholarships, prospective students are still in Grade 12.
- Physically healthy.
- Not registered as a student at another university.
- Not allowed to get married and get pregnant during college.
- Scholarships include tuition fees, basic BPP fees, and credit fees.
- Scholarships are awarded for first three terms.
- To maintain the scholarship in the next term, the scholarship holder must achieve the specified GPA and IPS (Terms and Conditions apply).

LECTURER LIST

Current contributing members of
UPH Architecture Department

08

ACADEMIC

ALVAR MENSANA
ANDREAS WIBISONO
EMANUEL WICAKSONO
FELIA SRINAGA
FIRMAN HERWANTO
GREGORIUS GEGANA
JACKY THIOLORE
JULIA DEWI
SUSINETY PRAKOSO
UNDI GUNAWAN
DAVID HUTAMA

PRACTITIONER

APRIANI SARASHAYU [STUDIO ALIRI]
ARDY HARTONO [DUA STUDIO]
ARI WIDIO [MONOKROMA]
ASA DARMATRIAJI [ASA ARCHITECTS]
DANI HERMAWAN [FORMOLOGIX]
DENIS INDRAMAWAN [SONNY SUTANTO ARCHITECTS]
FIORENT FERNISIA [MONOKROMA]
DIMAS SATRIA [DUA STUDIO]
JOE WILLENDRA [W OFFICE]
WENDY DJUHARA [DJUHARA+DJUHARA]
NIXON WONOTO

ALAS UPH

Upon completing your Bachelor of Architecture degree in UPH School of Design, you can join a robust network of alumni that offer various opportunities to expand your relations and develop your career whether as an architect, designer and other related or non-related fields.

Many of our alumni have achieved notable success in their professional careers and businesses. Working in many reputable architecture firms in Indonesia and abroad, our alumni have helped shaping our built environment, winning international and national design competitions, as well as earning distinguished awards and international recognitions.

Andramatin, Studio Tonton, Sonny Sutanto Architect, Djuhara+Djuhara, Han Awal & Partner, Atelier Cosmas Gozali, Aboday and Hadivincent are some of the notable local architecture firms where our alumni have worked at senior level capacity. Abroad, our alumni have also pursued their careers in reputable firms such as Kengo Kuma and Associates in Japan and DP Architects in Singapore. One of our alumni was also hired by the US Department of Transportation to develop their Transportation Network Optimization Software while also completing his Master Degree and PhD in structural optimization at Georgia Tech.

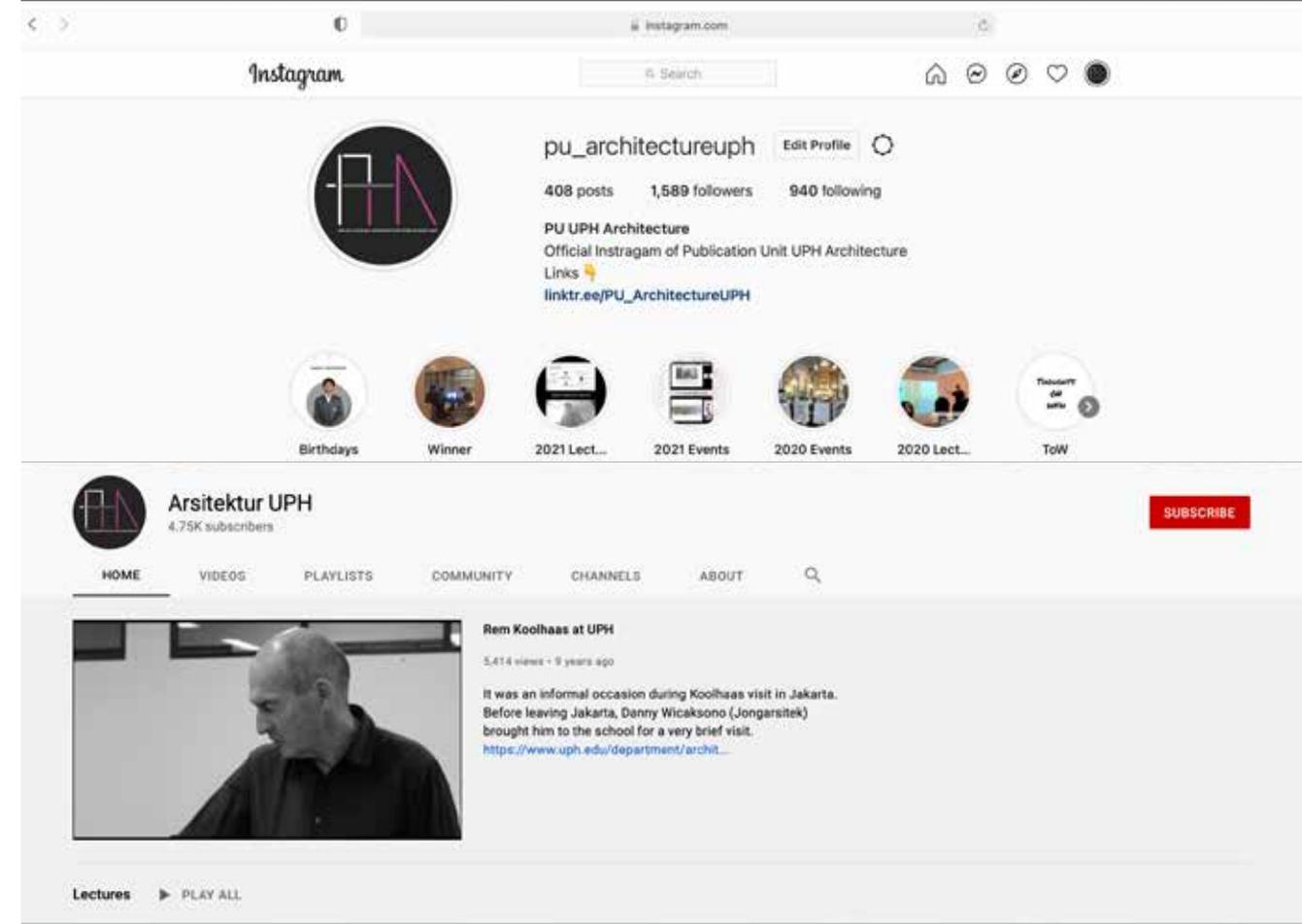
Not only in the professional world, many of our alumni have also received full academic scholarships from LPDP (Government of Indonesia), Australia Awards (Government of Australia), MEXT (Government of Japan) and Belgium Government Scholarship to continue their master and research studies in prominent universities in all over the world such as Bartlett UCL, KU Leuven, TU Delft, Tokyo University of Arts and University of Sydney.

One notable alumni is Leo Einstein Fransiscus (Batch 2008), who established Einstein and Associates five years after he graduated from UPH and worked in several architecture firms. One of his works, Bottega Ristorante, was shortlisted in the Restaurant and Bar Design Award 2016 London, while Lemongrass, a boutique restaurant in Bogor, was crowned as the Winner as the Best Design Restaurant, Lounge and Bar Category in HDII Award 2017 and 5 Stars Award in the category of Best Leisure Interior Indonesia from Asia Pasific Property Awards 2019-2020.

Another household is Yogi Ferdinand (Batch 2003) who found his own firm Magi Design Studio after 8 years working in well-known firms and won an international award for his work, Bima Microlibrary Bandung, with SHAU. Magi Design Studio itself has earned many international recognitions such as American Architecture Prize 2017 in New York, World Architecture Festival 2017 in Berlin, European Healthcare Design Award 2018 in London, dan World Architecture Festival 2018 in Amsterdam. He has also been appointed as one of the juries of the Architecture Festival Amsterdam 2019 dan the World Architecture News in London 2020.



PUBLICATION UNIT OF UPH ARCHITECTURE SOCIAL MEDIA



<https://www.uph.edu/id/department/architecture>



UPH

UPH
School of
Design

