CAMPUS AND NON-GOVERNMENT ORGANIZATION PARTNERSHIP METHODS ASSIMILATING STUDENTS INTO COMMUNITY

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STUDY OBJECTIVE:

DISCUSSING NON GOVERNMENT ORGANIZATION AND CAMPUS SINERGY WILL GIVE MORE BENEFIT TO STUDENT WHEN THEY GO TO THE FIELD
ARCHITECTURE
ARCHITECTURE
“IDEAL ACADEMIC FIELD FOR DIRECT APPLICATION TO HUMAN SITUATIONS AND NEEDS.”

BEAUTIFUL IS NOT ENOUGH FOR ARCHITECTURE

VITRUVIRUS – VENUSTAS, FIRMITAS, UTILITAS

LEARNING BY DOING
THE GOALS OF ARCHITECTURE STUDY ARE – (BRIGHAM, 2009)

1. TO MEET PROFESSIONAL OBLIGATIONS
2. TO PROVIDE A BROAD PUBLIC SERVICE
3. TO EXPAND THE LIMITED ROLE OF THE PROFESSION IN COMMUNITIES
4. TO ASSIST THE PROFESSIONS’ CIVIC PLATFORM NEEDS WITH RESPECT TO THE SOCIAL ASPECTS OF SUSTAINABILITY
5. TO PROVIDE REWARDING EXPERIENCES FOR PROFESSIONAL STAFF

HOW?
ARCHITECTURE PROBLEM:
HAVE TO FACE WITH SEVERAL PROBLEMS AND ISSUES AT ONCE TIME.

THUS

NEED **PRACTICAL LEARNING** PROCESS IN THE FIELD – THIS FIELD EXPERIENCE = **SERVICE LEARNING**
ESSENTIAL EXPERIENCE AS STUDENTS IS TO INTERACT AND COMMUNICATE WITH PEOPLE TO GRASP COMMUNITY NEEDS.

- THIS INTERACTION
  - EXPOSE DIFFERENCES
  - INVOLVE CONFLICTS
  - RESOLUTIONS OPENING NEW INSIGHTS AND AWARENESS

- THE NEW PERSPECTIVE OF LIFE
SERVICE LEARNING

To GET INVOLVE, intellectually, emotionally, socially, and spiritually.

LET'S GET INVOLVED

LEGO

2 MAB 2015

@ TEGASARI

Habitat for Humanity
FROM NOT just serve but Growing with and inspiring by the society
NOT just give and help the community, but LEARN from them too
- Two Ways Dialog
- Theory - Inclusive Discussion – Negotiations
- Better than Internship
- Similar Aspects Between Service Learning & Real Consultant Work
SERVICE LEARNING

- SERVICE LEARNING → ACTIVE ROLE
- REFLECTION
  - METHOD OF PROCESSING
  - UNDERSTANDING
  - MAKING SENSE OF THE EXPERIENCE (SOCIAL RESPONS)
THE OBSTACLE OF SERVICE LEARNING IN ARCHITECTURE

- Unmatched TIME SCHEDULE between UNIVERSITY & BUILDING PROCESSES by NGO
- THE PRICE TO BUILD A HOUSE (more than 10 million rp versus students’ pocket)
- RENOVATING OR BUILDING A HOUSES – STIMULATED HATREN AND JEALOUSLY AMONG DWELLERS IN VILLAGE

Thus

NEED FOR N.G.O.............. HOW ????
the role of HFH as NGO

- HFH already has permission from local leader and professionally chosen the home partners.
- HFH already has closed relationship with community with carry out a fundamental aspect.
- During field visitation, HFH accompany students to know and interview the home partner of Habitat.
- This partnership has supported students to be recognized and affirmed for their contributions to the community.
- This positive feedback helps students recognize the advantages of good work and increases the sense of social responsibility felt by students and their commitment to community service.
- It also enhances their sense of engagement in their community and their confidence.
“KAMPUNG” is – THE OLD SPONTANEOUS VILLAGES

IMPOSSIBLE TO BUILD A NEW HOUSES LIKE IN RURAL AREAS (one design for 100 houses)

DOES NOT HAVE ENOUGH EXPERTS IN HOUSING DESIGN BECAUSE THE LAYOUT OF THE HOUSING IS VARIED AND THE SIZE IS SMALL. (each house needs specific design solution)

eg : one house has size 4x5 sq.w, as SMALL AS ONE BED ROOM WITHOUT PROPER DAYLIGHT FOR 7 PERSONS

THUS ….. HFH need Architecture for designing
TEGALSARI VILLAGE
TEGALSARI VILLAGE
DAILY LIFE
TEGALSARI VILLAGE
NO DAYLIGHT, NO CROSS VENTILATION
TEGALSARI VILLAGE
CROWDED VILLAGE
PETRA CAMPUS & HFH THE RELATIONSHIP

- **time scheduling**: Faculty & HFH discussion
- **choosing home partners**: Chosen by HFH
- **field visitation**: Student, faculty & HFH
- **design**: Designed by Student
- **public hearing**: Conducted by Student
- **donation (optional)**: Funded by HFH
- **one day build**: Student, faculty & HFH
- **reflection**: Student and faculty
CONCLUSION: MUTUAL BENEFIT

reinforcement

N.G.O. SERVICE LEARNING CAMPUS

practical learning
CONCLUSION: MUTUAL BENEFIT

select the
home partners

N.G.O.  SERVICE LEARNING  CAMPUS

solve the
design problem
THANK YOU

ARCHITECTURE BECOME MORE BEAUTIFUL
WHEN ITS CAN FIT TO THE HUMAN NEEDS