LEMBAR HASIL PENILAIAN SEJAWAT SEBIDANG ATAU *PEER REVIEW* KARYA ILMIAH : <u>JURNAL ILMIAH</u>

Judul karya ilmiah (artikel) Post Office and The Sustainability Of Triangle Historical Area In Semarang From The Traditional Era To The Colonial Era Jumlah Penulis 3 penulis (R. Siti Rukayah¹, Sudarmawan Juwono² and Annica Etenia³) Pertama Status Pengusul a. Judul Jurnal Identitas Jurnal Ilmiah : Journal of Architecture and Urbanism b. Nomor ISSN/E-ISSN : 2029-7955/ 2029-7947 c. Vol., no., bulan, tahun : Vol 46 No 1 (2022): Maret 2022 d. Penerbit : Vilnius Gediminas Technical University e. DOI Artikel : https://doi.org/10.3846/jau.2022.15242 f. Alamat web jurnal

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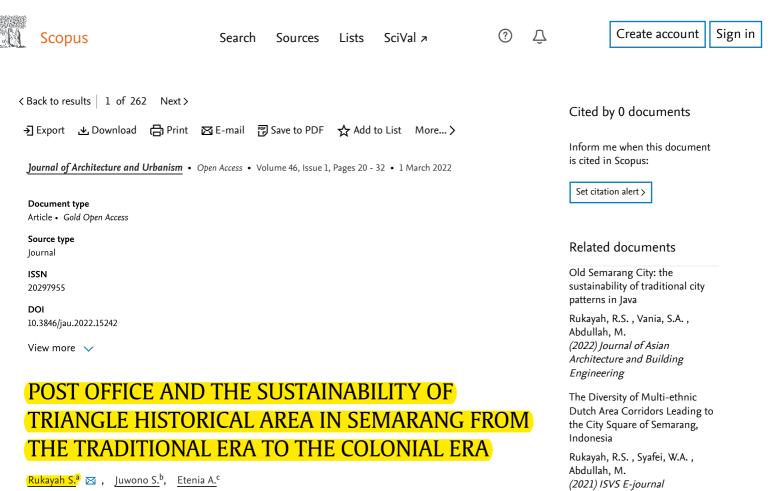
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EXPLORING the POSITION of OLD SEMARANG SEA PORT: Based on Javanese City Pattern

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Abstract

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Abstract

Development of information and communication technology changed mail delivery services in various parts of the world in the twenty centuries. In Java, the increase in postal services as Dutch East Indies government infrastructure) grew along with the construction of the Postweg line (postal road) in 1809-1811. The road networks pass through Jakarta - Semarang, Surabaya, and another small-town facility and now the postal networks became a heritage. The networks of post building in Semarang are unique compared to other big cities in Java. The Dutch East Indies government anticipated the geography of Semarang when they developed the expansion of the town to the south and utilized it by postal services. The government has issued a cultural heritage regulation for buildings and areas, but has not touched the conservation network of heritage. Based on that problem, this paper aimed to reveal Semarang city pattern used post office and infrastructure as a tool for analysing city morphology and suggested to conserve the heritage network. The method used was urban design with the historical approach, the post office location, settlements, road networks, and geographic conditions. The research findings showed that the postal infrastructure formed the sustainability of Semarang city from local-Dutch Indies rule in triangle form. The city's geographical factor also influenced the city's layout. The local and colonial city character in this triangle area is still preserved, although some minor changes in the area postweg road. The sustainability city layout from the era of local government - the Dutch East Indies in Semarang by making the city centre of the local government (in the top of the



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FOSTERING INTEGRATED DESIGN IN AN ACADEMIC ENVIRONMENT: PROCESS AND A METHOD

Lu AYE ^{1*}, Brendon McNIVEN ², Dominik HOLZER ²

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Received 04 June 2021; accepted 17 December 2021

Abstract. In conventional building design projects architects make pre-design and conceptual design decisions on buildings and hand these down to structural and building services engineers to follow up with design development. It is well known that the conceptual design stage of a project is the point where decisions make the most impact, and changes can be made at least cost. The sustainability and innovation aspects of projects often suffer in this respect. One way of addressing this is through Integrated Design Methods that set out mobilise the full potential of all design disciplines on a project by getting them to work effectively together. This method involves architect, engineers, contractors, and owners/clients in all design phases. The current literature reported fundamental principles and processes of Integrated Design however current industry practices do not fully embrace them. Introducing integrated design studios into university pedagogies is a key step in addressing this. Reports on methods of setting up integrated design studios in a university context are however rare. The aim of this article is to develop and document the underlying settings for such design studios. The principles and best practices for applying integrated design are identified. A specific framework of settings in university context is developed and the justifications presented. This article may be of value for the industry and universities to setup integrated design studios to better foster integrated design education.

Keywords: integrated design process, building design, design studio, sustainability, best practice.

Introduction

Most buildings that perform poorly do so as a result of the subdivision of responsibility and accountability by time and by professional discipline (Rush, 1991). Most current design processes and design tools seem to be intended for individual designers with no attention for explicit teamwork embedded within them (Valkenburg, 1998). This is one of many significant cultural barriers to innovation for creating high performance buildings at the component level (where individual products are selected and combined to create the final design). Other reasons include the increasing segregation of the construction industry into more specialized consultants (Rush, 1991), lack of consultant fees/lack of value placed on the consultant's ability to innovate, poor communication, lack of competition, and different modes of thinking (convergent using logic, divergent using imagination, and lateral using both logic and imagination) between disciplines. The result is an inability to bring the engineering and architectural

disciplines together to effectively co-design high performance buildings.

It is well known that the conceptual design stage of a project is the point where decisions make the most impact, and changes can be made at least cost. The sustainability aspects of projects often suffer in this respect. For example, missed opportunities for renewable energy are typically locked in at the early stages of the design before Heating Ventilation and Air Conditioning (HVAC) engineers become involved. To address this cultural barrier and facilitate incorporation of these measures into design Integrative Design Process's (IDP's) have been developed and can be applied in project delivery (7group & Reed, 2009). IDP's enable co-creation of new ideas better integrating building components (e.g. building envelop, HVAC systems, energy generation, and energy storage) into architectural design. As a part of the process concept design reports and associated communications collateral convey the benefits of the resulting integrated design concepts and the indicative performance gained forming the

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THE STRUCTURE OF A MODERN SCHOOL – CASE STUDY

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Department of Architectural Fundamentals, Theory and Arts, Vilnius Gediminas Technical University, Lithuania, Vilnius

Received 27 August 2021; accepted 31 January 2022

Abstract. The aim of this article is to test and apply the developed methodology of research on the correlation between the physical learning environment and education, analysing Vilnius Geroji Viltis Progymnasium. The article analyses functional-spatial structure and usability of the selected school (applying the principles of post occupancy evaluation (POE), and analyses the school culture and the needs of school community groups, which are compared with modern Lithuanian educational goals and objectives. The functional-spatial structure of the analysed school is compared with the general school model of the 21st century formed in the author's previous research, which distinguishes 7 features of the physical learning environment that define the quality of the modern learning environment. It also examines the extent to which the current physical school environment satisfies and meets the school culture and community needs. The article provides guidelines for the implementation of the harmony of school culture (values and needs) and its physical environment, which allows each school to self-assess the physical learning environment and its cultural and 21st century school physical environment characteristics and assumptions and opportunities to meet them.

Keywords: school culture, school school culture, school architecture, general 21st century school model, school community needs, 21st century school environment characteristics, modern educational goals and objectives.

Introduction

Changing learning methods, perceptions of the relationship between the educational process and the physical environment and dependence have led to a review of current physical learning environments. The Concept of Good School (2015) states that learning outcomes and the process of achieving them are equal aspects. The concept emphasizes that the most important feature of a successful school shall be a proper implementation of the school's mission, which includes good learning outcomes and a rich, memorable, meaningful, and enjoyable life experience at school. Factors that contribute to the fulfillment of a school's mission are considered to be the learning environment, education, the school community, learning, leadership, and management. However, it is emphasized that these factors are only prerequisites for implementation of the school's mission, and the achievement of the best learning outcomes is determined by learning in different ways and organizing school activities in different ways. Thus, it can be concluded that the application of different learning methods and the organization of learning activities is not possible without development of a suitable physical environment, so the latter becomes no less important than the learning process itself and its results. However, it should be remembered that the learning environment and the physical learning environment are two different things. According to the Organisation for Economic Co-operation and Development [OECD] (2013), the educational environment consists of 4 parts: 1. teacher, 2. student, 3. learning content and 4. place (premises, equipment, methodological tools, etc.). The physical learning environment includes precisely that fourth part of the educational environment.

The mismatch of learning spaces not only with modern educational goals and objectives, but also with the needs of school building users is a pressing issue that is very common these days. According to Woolner and Cardellino (2021), school buildings reflect modern but not educational architecture, so schools are designed without regard to the local context and replicating the industrial classroom model. The creation (or redesign) of schools would be more beneficial if as many people from different professions and members of the school community as possible were involved in the whole design process (Woolner

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