

Checkplag2-Experiencing disability as starting point becoming empathetic architect

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Australia Awards



LIBRARY
PETRA



QUT Queensland
University
of Technology

**EXPERIENCING DISABILITY AS STARTING
POINT OF BECOMING EMPATHETIC
ARCHITECT**
**[MENGALAMI DISABILITAS SEBAGAI TITIK
AWAL MENJADI ARSITEK YANG BEREMPATI]**

PRESENTATION STRUCTURE

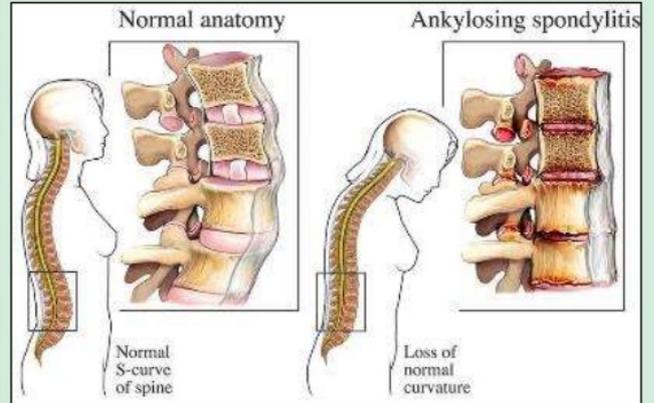
- **Experiencing as People with Disabilities**
- **Why I am interested in Service-Learning with Disabilities?**
- **Literature Review of Inclusive Design**
- **Explanation on Inclusive Design Course in PCU**
- **Sharing Sample of Improving Access for All in Library@Petra**
- **Conclusion**



MY OWN EXPERIENCE AS PEOPLE WITH DISABILITIES



As people with temporary disability in 2019, I experienced blurry vision and difficulty to carry heavy stuffs.



WHY I AM INTERESTED IN SERVICE-LEARNING WITH DISABILITIES

Who will benefit from service learning with ⁴ people with disabilities?



people with disabilities



older people
people
carrying heavy
stuffs,
pregnant
women, and
women
carrying
babies

WHY I AM INTERESTED IN SERVICE-LEARNING WITH DISABILITIES

- ² People with Disabilities is defined as, *“those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.”* (UNCRPD, 2007, Article 1).



- **GANTI-1** People with disabilities have equal rights as other “normal” citizens as stated by the United Nations’ Convention on the Rights of Persons with Disabilities (UNCRPD). And we need to prescribe enablement policies and programs to remove the social barriers (WHO & WB, 2011).

WHY I AM INTERESTED IN SERVICE-LEARNING WITH DISABILITIES

- **GANTI- Based on the Act No. 8 the Year 2016 the equal rights of people with disabilities are acknowledged by the Indonesian Government following UNCRPD demand.**
- **Act No. 20 Year 2003, the education of People with Disabilities has been facilitated** in the special schools for children with Disabilities and inclusive educational schools (JICA et al., 2015).
- **However, the implementation is found not effective (Edwards, 2014). And many inclusive schools fail supporting the People with Disabilities (JICA et al., 2015).**



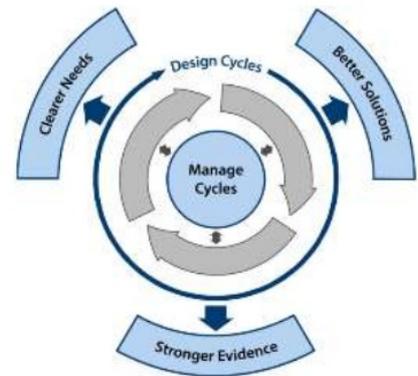
WHY I AM INTERESTED IN SERVICE-LEARNING WITH DISABILITIES

- **GANTI- Adioetomo, Mont, & Irwanto (2014) also suggest to build inclusive education facilities and supporting system.** Several strategies proposed includes training and empowerment of teachers, regarding serving students with Disabilities.
- **Schools and Libraries are found essential for learning and preserving various collections.** Therefore, Inclusive Decision Making or Inclusive Design (ID) framework is needed to create more inclusive education.



LITERATURE REVIEW OF INCLUSIVE DESIGN

- **Inclusive Design (ID)** is “a creative process of building or other products/services that are accessible to, and usable by, as many people as reasonably possible” (The British Standard Institution, 2005).
- **However, the development in Indonesian under President Jokowi is going in fast pace** (Warburton, 2016).
- **Therefore, there is a need for simple inclusive design model for Developing Countries that can be applied in fast-track development.**



EXPLANATION ON INCLUSIVE DESIGN COURSE IN PETRA UNIVERSITY

Syllabus

- This course teaches design principles that focus on user needs.
- Inclusive design principles are applied in a built environment design to achieve accessibility and useability by as many people as possible.
- And a small-scale project is given to students for applying inclusive design principles.



EXPLANATION ON INCLUSIVE DESIGN COURSE IN PETRA UNIVERSITY

Course Material and Process

- Introduction to Universal Design and Inclusive Design.
- Introduction to the spectrum of Inclusive Design Users.
- Simulation as people with disabilities.
- Basic Principles of Universal Design and Inclusive Design.
- Criteria for Inclusive Design.
- Literature Review of Access Regulation.
- Observation to School / Disability Homes / Library etc.
- Inclusive Design process.
- Participatory Design Workshop.
- Participatory physical improvement (Schools or Libraries when funding allow).



LITERATURE REVIEW OF OTHER ACCESS REGULATIONS (ADA 2010)

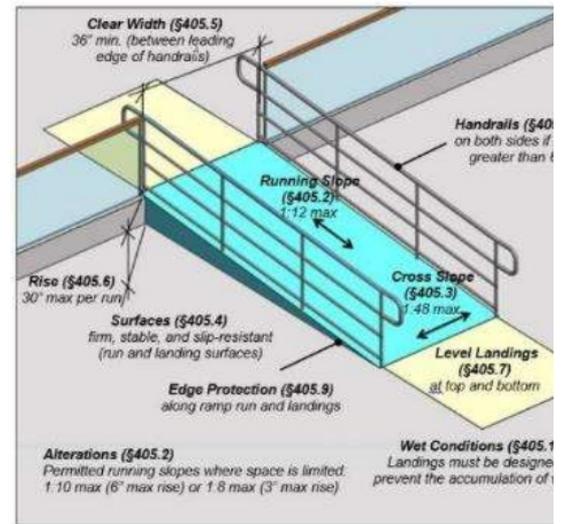
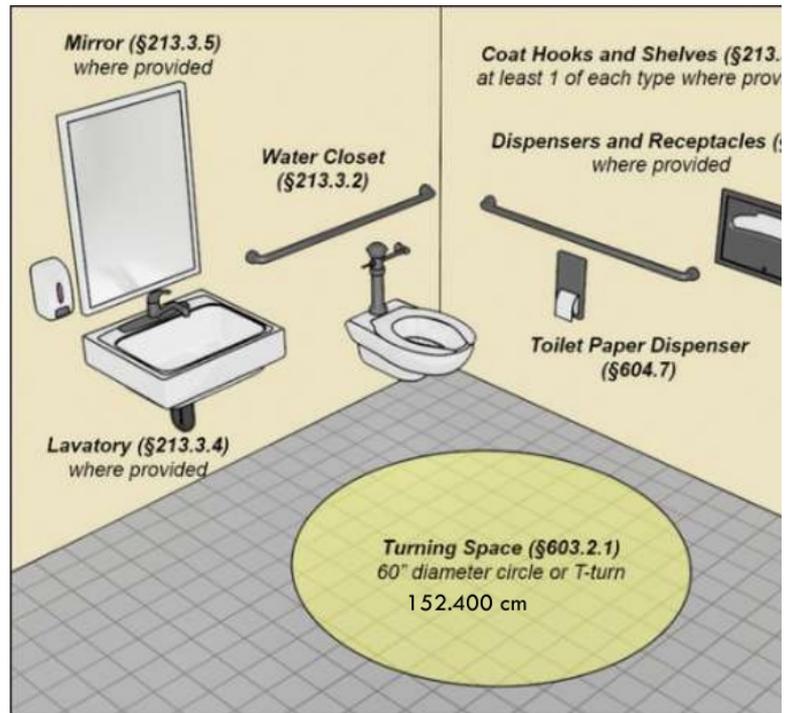


Figure Ramp Requirements [§405]

Gambar Persyaratan Bidang Miring [§405]

LITERATURE REVIEW OF OTHER ACCESS REGULATIONS (ADA 2010)



EXPLANATION ON INCLUSIVE DESIGN COURSE IN PETRA UNIVERSITY

Petra Christian University Students' simulation as people with disabilities



EXPLANATION ON INCLUSIVE DESIGN COURSE IN PETRA UNIVERSITY

Petra Christian University Students' simulation as people with disabilities and Participatory access evaluation in YPAB School



EXPLANATION ON INCLUSIVE DESIGN COURSE IN PETRA UNIVERSITY

Discussion process in the Participatory Design Workshop in Surabaya



EXPLANATION ON INCLUSIVE DESIGN COURSE IN PETRA UNIVERSITY

Participatory Construction in YPAB School



SHARING SAMPLE OF IMPROVING ACCESS FOR ALL IN LIBRARY@PETRA

- **GANTI-** With the support of UBCHEA, a one-year participative redesigning program was conducted in Petra Christian University (PCU) Library (Wulandari, Tanuwidjaja, Kristanto, Yessica, Tondayana & Hariyono, 2017). There were several steps conducted:
- Potential Users mapping in PCU
- Access evaluation of PCU library
- Sensitivity improvement course for PCU librarian, lecturers and students



SHARING SAMPLE OF IMPROVING ACCESS FOR ALL IN LIBRARY@PETRA

- **GANTI-** Inclusive Design students' exercise for PCU University Library, in consultation with Gunawan and Dr. Arina.
- **Model Making for design communication**
- **Inclusive Design Workshop for PCU Library, involving people with disabilities, pregnant women, older people, and children.**



SHARING SAMPLE OF IMPROVING ACCESS FOR ALL IN LIBRARY@PETRA

- Inclusive Design Workshop for PCU Library, involving people with disabilities, pregnant women, older people, and children.
- Special assistance program for older people, pregnant women, people with disabilities and children in Special Assistance Corner (Wulandari, Tanuwidjaja, Kristanto, Yessica, Tondayana & Hariyono, 2017).



RESULTS OF IMPROVING ACCESS FOR ALL IN LIBRARY@PETRA



RESULTS OF IMPROVING ACCESS FOR ALL IN LIBRARY@PETRA



Image Source:
Wulandari, Tanuwidjaja, Kristanto, Yessica, Tondayana, & Hariyono, (2017)

RESULTS OF IMPROVING ACCESS FOR ALL IN LIBRARY@PETRA



CONCLUSION

- We need to start understanding the need of people with disabilities in our Architecture curriculum.
- We need to incorporate the International Access Regulation, such as ADA 2010, into our Indonesian Access standard and teaching.
- We can be more emphatic with simulation as disabilities and discussions with people with disabilities.
- We need stakeholder collaborations in increasing the access of people with disabilities in educational buildings and housings.



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ORIGINALITY REPORT

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SIMILARITY INDEX

PRIMARY SOURCES

1	www.aph.gov.au Internet	14 word
2	docs.wixstatic.com Internet	9 word
3	www.tandfonline.com Internet	8 word
4	Mendy, Marion G.. "Constructing Disability Identities in the Gambia: The Role of Disability NGOs, Societal Norms, and Lived Experiences in Shaping the Identities of Differently Abled Gambians.", Ohio University, 2020 ProQuest	6 word

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