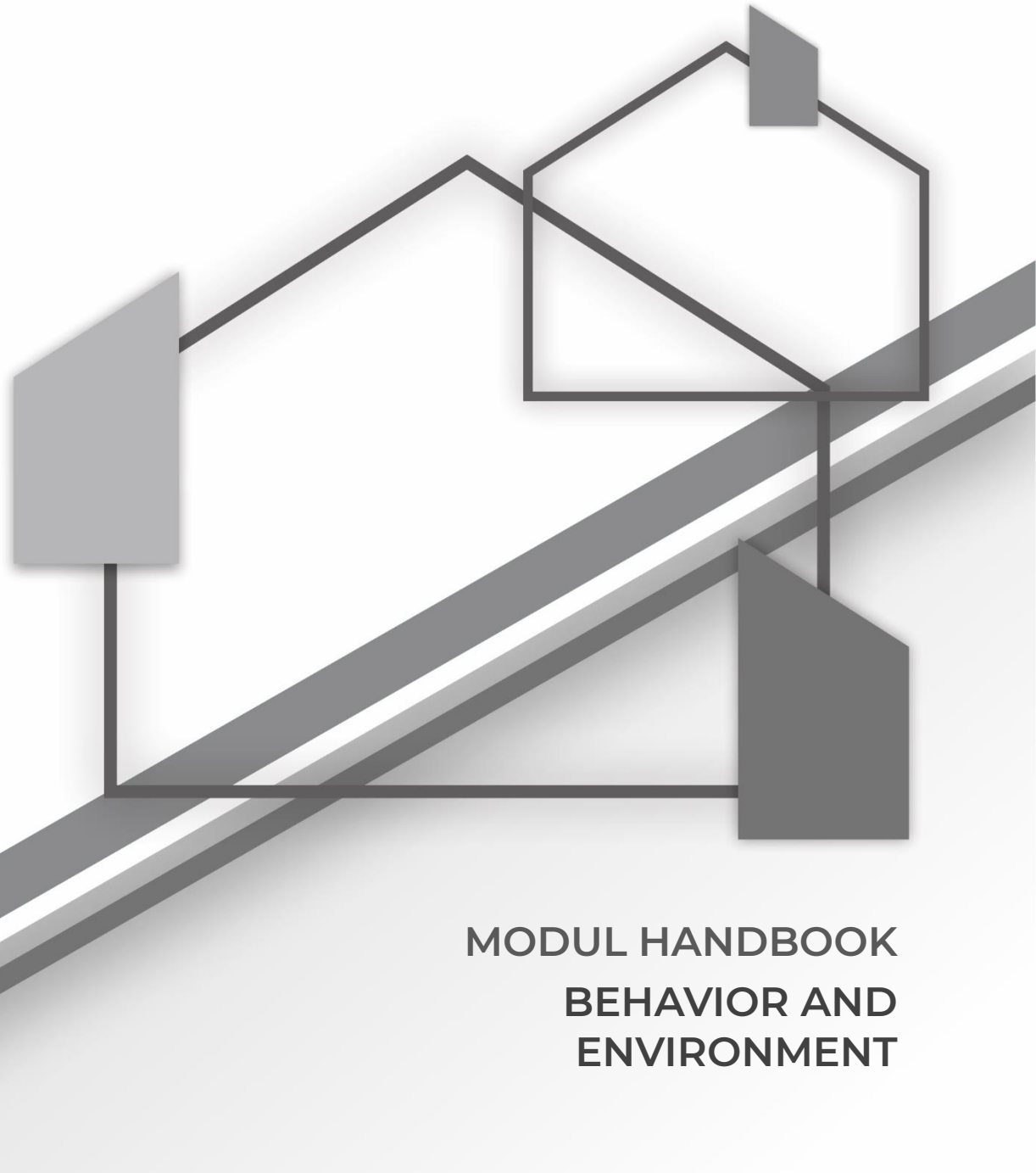




## MODUL HANDBOOK BEHAVIOR AND ENVIRONMENT

Bachelor Degree Program  
Department of Interior Design  
Faculty of Creative Design and Digital Business

**Institut Teknologi Sepuluh Nopember**



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## Description of Course Unit

Course unit title	Behavior and Environment
Course unit code	DI184522
Type of course unit (compulsory, optional)	Compulsory
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	First Cycle Bachelor
Year of study when the course unit is delivered (if applicable)	3 <sup>th</sup> year
Semester/trimester when the course unit is delivered	5 <sup>th</sup>
Number of ECTS credits allocated	3,2 Credits
Name of lecturer(s)	Lea Kristina Anggraeni, S.T, M.Ds
Learning outcomes of the course unit	<ol style="list-style-type: none"> <li>1. Students understand the concept of behavior and environment</li> <li>2. Students are able to see the phenomenon that occurs in the national and international community</li> <li>3. Students understand the settings of the environment can affect the behavior of its users</li> <li>4. Students understand the research based on experiments in the field by using environmental settings, able to analyze phenomena, know the problems and needs of the settings and provide optimal design solutions in the field of interior design.</li> </ol>
Mode of delivery (face-to-face, distance learning)	Face-to-face
Prerequisites and co-requisites (if applicable)	<ol style="list-style-type: none"> <li>1. Have completed/is enrolled in Interior Design and Aesthetic</li> <li>2. Have completed/is enrolled in Design History</li> <li>3. Have completed/is enrolled in Research Methodology</li> <li>4. Have completed FADP course</li> </ol>
Course content	<ol style="list-style-type: none"> <li>1. Human behavior</li> <li>2. Settings</li> <li>3. Socio-cultural</li> <li>4. Experiment-based research</li> </ol>
Recommended or required reading and other learning resources/tools	<ol style="list-style-type: none"> <li>1. Cross Nigel, Engineering Design Methods, Jhon Wiley &amp; Sons LTD, 2006</li> <li>2. D.K Ching. Francis, Form, Space and Order, 1993</li> <li>3. Halse, The Use Of Color Interior, Mc Graw Hill, 1988</li> <li>4. Panero Julius and Martin Zelnik, Human Dimension and Interior Space, 2000</li> <li>5. Widyakusuma, A. (2020). Dampak Elemen Interior Terhadap Psikologis dan Perilaku Pengguna Ruang. <i>Jurnal KaLIBRASI-Karya Lintas Ilmu Bidang Rekayasa Arsitektur, Sipil, Industri</i>, 3(2), 38-54.</li> <li>6. Aulia, A. F., &amp; Handajani, R. P. (2019). Kajian Behaviour Setting pada Interior Kafe di Kota Malang. <i>Skripsi Program Studi Sarjana Arsitektur. Surabaya: Repository Universitas Brawijaya.</i></li> <li>7. Aprilita, C., &amp; Sari, S. M. (2014). Pengaruh Interior Toko Oen Malang terhadap Perilaku Pengunjung. <i>Intra</i>, 2(2), 563-568.</li> </ol>

	<p>8. Angkouw, R., &amp; Kapugu, H. (2012). Ruang Dalam Arsitektur Berwawasan Perilaku. <i>Media Matrasain</i>, 9(1), 58-74.</p> <p>9. Hamdy Mahmoud, H. T. (2017). Interior architectural elements that affect human psychology and behavior.</p> <p>10. Kang, M., &amp; Guerin, D. A. (2009). The characteristics of interior designers who practice environmentally sustainable interior design. <i>Environment and Behavior</i>, 41(2), 170-184.</p>
Planned learning activities and teaching methods	Problem-Based Learning, Project-Based Learning and Blended Learning
Language of instruction	Bahasa and English
Assessment methods and criteria	Assignment, Project, Quiz, Midterm Exam and Final Exam

### Learning Outcome (LO)

LO	Description
LO1	Able to think critically in conducting interior design research
LO2	Able to think critically and creatively in preparing interior design ideas/ concepts
LO6	Able to utilize technology based on social and local culture in the field of interior design
LO7	Mastering basic knowledge of aesthetics, behavior and technology in the field of interior design

### Course Learning Outcome (CLO)

CLO	Description	Mapping of CLO to LO				Weight of CLO (%)
		LO 1	LO 2	LO6	LO7	
CLO1	Able to formulate general lifestyle dimensions from several scientific backgrounds	x				25
CLO2	Able to formulate potential segmentation of interior design users according to interior design objects		x			25
CLO3	Able to compile lifestyle concepts that match the background of interior design objects				x	25
CLO4	Able to arrange lifestyle conformity with interior design problems and goals			x		25

## Assessment Plan

No.	Course Learning Outcomes*	Assessment Technique	Assessment Weight (%)
1	CLO3 Able to compile lifestyle concepts that match the background of interior design objects	User perception formulation task (Case Method)	25
2	CLO2 Able to formulate potential segmentation of interior design users according to interior design objects	Psychological, socio-cultural formulation (Case Method)	25
3	CLO4 Able to arrange lifestyle conformity with interior design problems and goals	Cognitive & environmental psychology (Case Method)	25
4	CLO1 Able to formulate general lifestyle dimensions from several scientific backgrounds	Design user formulation tasks (Case Method)	25
Total Assessment Weight			100

## Learning Outcome Plan

Week	Sub Achievement-Subject Final Ability	Breadth (Learning Material)	Learning Method	Estimated Time	Student Learning Experience	Assessment Criteria & Indicator
1	Students understand the Theory of Behavior and Environment.	Introduction to Course Study - Introduction of Constitutional and Behavioral Designs, materials and duties; - Behavioral Theory, and Environment	Introductory course study and Practice. - An explanation of behavioral and environmental theories - Discussion and frequently asked questions	SL : 2x(1x60") IL : 1x(1x60")	Understand the relationship of behavior-the environment-territory	Understanding topics, discussions and frequently asked questions.
2	Students are able to understand the interior environment as the identity of its users.	Understanding the interior environment as a form of identity of its users.	Analyze video on interior design as its user identity. 1. Lionel Messi House Link: <a href="https://www.youtube.com/watch?v=ncxD-WXorrA">https://www.youtube.com/watch?v=ncxD-WXorrA</a> 2. Toddler room - montesori Link: <a href="https://www.youtube.com/watch?v=97GRHHA dWP4">https://www.youtube.com/watch?v=97GRHHA dWP4</a>  ASSIGNMENT 1 : 1 group consists of 2 students, make ppt presentation about interior environment as the identity of its user.	SL : 2x(1x60") IL : 1x(1x60")	Able to find and analyze interior environment as its user identity.	Understanding topics, discussions and frequently asked questions.
3, 4	Students are able to present the results of analysis well, clearly and communicatively.	Presentation on Assessment 1.	- Assignment 1 Presentation - Provide review of presentation topics - Draw the conclusions	SL : 3x(1x60") IL : -	Able to find and analyze interior environment as its user identity.	Understanding topics, discussions and frequently asked questions.

			of interior environmental material as the identity of the user			
5	Students are able to understand the culture and customs in the archipelago.	Introductory Course Study - Explanation of cultural understanding - Explanation of culture and customs in the archipelago: Behavior, customs, interior environment	Introductory Course Study - Introductory Study - Play the video and analyze it, based on its culture, customs, behavior, habits and interior environment - Bali cultural links: <a href="https://www.youtube.com/watch?v=eU7TcPdife4">https://www.youtube.com/watch?v=eU7TcPdife4</a> - Link bali cultural applications in interior design: a. Hotel: <a href="https://www.youtube.com/watch?v=Nuv1DMLMjiE">https://www.youtube.com/watch?v=Nuv1DMLMjiE</a> b. Residential home: <a href="https://www.youtube.com/watch?v=Uok_r9uKDTo">https://www.youtube.com/watch?v=Uok_r9uKDTo</a>  Assignment 2 1 group consists of 2 students, make ppt presentation about culture, customs, behavior, habits and its application to interior design	SL : 2x(1x60") IL : 1x(1x60")	Able to find and analyze interior environment as its user identity.	Understanding topics, discussions and frequently asked questions.
6, 7	Students are able to present the results of analysis well, clearly and communicatively.	Assignment 2 Presentation	- Assignment 2 Presentation - Provides review of topic Assignment 2	SL : 3x(1x60") IL : -	Students are able to find the cultural character of Nusantara and its application to	Understanding topics, discussions and frequently asked questions. Furniture &



			- Drawing the conclusion of the cultural character of the archipelago, and the application in the interior.		interior design.	aesthetic element drawing
8	Midterm examination: Choose a culture of the archipelago, then look for 5 distinctive characters from the culture and sketch the design of the application on interior design. Good on elements in the interior envelope: floors, walls, ceilings / roofs, aesthetic elements and interior accessories as well as furniture. In color.			Understanding topics, discussions and frequently asked questions.		
9	Students have the insight and are able to see the interior environment setting pda commercial public facilities as the builder of identity building and user behavior	<ul style="list-style-type: none"> <li>- Presentation of 10 best midterm examination.</li> <li>- Theory of environmental setting, and the behavior of territory and prosemiks and its relation in interior design.</li> <li>- Understanding of public commercial facilities</li> <li>- Play video</li> </ul>	<ul style="list-style-type: none"> <li>- Presentation of 10 midterm examination students, asking students to explain the process of understanding and the emergence of creative ideas.</li> <li>- Review the uniqueness of 10 best assignments</li> <li>- Lecture material of environmental setting theory and behavior, territory and prosemiks and its relation in interior design.</li> <li>- Play videos and analyze them <ul style="list-style-type: none"> <li>a. Street food cafe style: <a href="https://www.youtube.com/watch?v=mnkx7pU4MTw">https://www.youtube.com/watch?v=mnkx7pU4MTw</a></li> <li>b. Cafe playground: <a href="https://www.youtube.com/watch?v=MCqxrgeAqw">https://www.youtube.com/watch?v=MCqxrgeAqw</a></li> <li>c. Hotel sense hospital: <a href="https://www.youtube.com/watch?v=MCqxrgeAqw">https://www.youtube.com/watch?v=MCqxrgeAqw</a></li> </ul> </li> </ul>	SL : 2x(1x60") IL : 1x(1x60")	<ul style="list-style-type: none"> <li>- Students are able to present</li> <li>- his job well, interesting and clear.</li> <li>- Students understand the theory given and able to apply in interior design</li> </ul>	Understanding topics, discussions and frequently asked questions.

			<p>m/watch?v=z6dmAs2H_DI</p> <p>Assignment 3 1 group consists of 2 students, make ppt presentation about environmental setting at commercial public facility and its effect for its user. Environmental settings</p>			
10, 11	Able to present the analysis results well, clearly and communicatively.	Assignment 3 Presentation	<ul style="list-style-type: none"> <li>- Assignment 3 Presentation</li> <li>- Provide review of topic Assignment 3</li> <li>- Drawing the conclusion that the setting of the interior environment can meet the needs of its users and shaping the behavior of its users.</li> </ul>	<p>SL : 3x(1x60")</p> <p>IL : -</p>	<ul style="list-style-type: none"> <li>- Able to present the assignment well</li> <li>- Understand the setting of the environment and its impact to the user</li> </ul>	
12, 13	Students understand the theory of territory, prosemiks and its role in the interior - exterior.	Introductory study. Explanation of territory, prosemiks and its role in the interior - exterior.	<p>Introductory lecture</p> <ul style="list-style-type: none"> <li>- Explanation of theory and application on interior-exterior</li> <li>- Prosemic &amp; street video playback: <a href="https://www.youtube.com/watch?v=4OFAM-VHATw">https://www.youtube.com/watch?v=4OFAM-VHATw</a></li> <li>- Discussion and frequently asked questions.</li> </ul> <p>ASSIGNMENT 4 – FINAL PROJECT: Creating experiments of prosemiks and</p>	<p>SL : 2x(1x60")</p> <p>IL : 1x(1x60")</p>	Students understand the theory, can practice in experiments as research studies and draw conclusions.	Understanding topics, discussions and frequently asked questions.

			setting of furniture in open space. then analyze and draw conclusions.			
14, 15	Able to present the analysis results well, clearly and communicatively.	Assignment 4 Presentation	- Assignment 4 Presentation - Provide review of topic Assignment 3 - Drawing conclusions of prosemetic experiments	SL : 3x(1x60") IL : -	Students understand the concept of territory, prosemiks / personal space	Understanding topics, discussions and frequently asked questions.
16	Students are able to document the benefits of course materials well	Make a summary of the this course study	- Reviewing material during lectures - Documenting in ppt presentation well, interesting and interacting	SL : 2x(1x60") IL : 1x(1x60")	Present the learning outcomes in the form of an interesting and interactive document.	On time and in accordance with the criteria.

#### REFERENCES (max 5)

1. Cross Nigel, Engineering Design Methods, Jhon Wiley & Sons LTD, 2006
2. D.K Ching. Francis, Form, Space and Order, 1993
3. Halse, The Use Of Color Interior, Mc Graw Hill, 1988
4. Panero Julius and Martin Zelnik, Human Dimension and Interior Space, 2000
5. Suptandar, Pamudji, 1995, Perancangan Tata Ruang Dalam, Universitas Trisakti, Jakarta

#### Note:

\* 1 credit = (50' L/M + 60' SL + 60' IL)/Week

L/M = Meeting (Lecture)

SL = Structural Learning

IL = Independent Learning

PS = Practical Simulation (3 hours/week)

PL = Practical Laboratorium (3 hours/week)

T = Theory (knowledge aspect)

P = Practice (skillfulness aspect)