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Design Concept: Integrating and Creating 'Third Place' in Schools' Environment

Raja Nur Syaheeza Raja Mohd Yazit[1], Elina Mohd Husini[1] and Atta Idrawani Zaini[2]

[1]Faculty of Engineering and Built Environment, Universiti Sains Islam Malaysia, Bandar Baru Nilai, 71800 Nilai, Negeri Sembilan, Malaysia, [2]Faculty of Engineering, Universiti Malaysia Sarawak (UNIMAS), Jalan Datuk Mohammad Musa, 94300 Kota Samarahan, Sarawak.
Email: rajanursyaheeza@gmail.com

Abstract

Interactions between younger and older generations that leads to social connectivity is important. Introductions of boarding schools segregated students with the surrounding society. The segregation causes *total institution* that negatively impacted the students' social behavior, thus causes the students to be socially detached with the community. Adapting *Third Place* urban theory in smaller scopes such as educational institution can create school layout design that emphasizes social interactions. It can be defined as public spaces that serves as a rejuvenation or escapism tool from *First Place* (home) and *Second Place* (workplace). In boarding schools, *First Place* is the dormitories and *Second Place* is the classrooms. This paper focuses on the conceptual idea of integrating *Third Place* with boarding school design. Observation in an educational hub in Pengkalan Chepa, Kota Bharu shows the street hawkers' stalls allow a common area for teachers, students, government servants and the local community to interact between each other. Surrounding the site are other institution such as schools, residentials, a prison and a mosque. By merging the *Third Place* of the community with the boarding school, opportunity for the students to socially interact increases in theory. This paper introduces a new conceptual idea for school layout design.

Keywords: 'Third Place', Boarding Schools, Social Interactions, Conceptual Design, Secondary School

Introduction

Sociologists identified that students living in a typical boarding school spent majority of their youth only within the compound of the school. Goffman (1961) identified this as a *total intuition*