

COOP
DESIGN
RESEARCH

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M.S.C.
PROGRAM

RE-EVALUATING TYPE

AS A FRAMEWORK FOR ARCHITECTURAL EDUCATION

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ABSTRACT

This thesis research is conducted as a response to a limited understanding of Type gained from Architectural education in Indonesia. Confronted by architectural practice that constantly challenges Type without sufficient apprehension of its definition, leaves a void inside Architectural practitioner's mind, seeking for comprehensive explanations to fill the absence of philosophical satisfaction.

Majority studies of type confined to a specific historical moment distorted the essential meaning of the concept and dismissed its potential as an analytical thinking tool in Architecture. Therefore, the vast understanding of Type in Architectural discourse and history require the current generation of architects to revalidate its meaning. An attempt for a new classification of Type in architecture based on the reference that initiates the typological transformation is proposed to understand the notion better. Acknowledged the dynamic aspect of Type, the aspects can be categorised into Organic, Socio-Cultural, Regional/Local Context, Elemental Approach and Economics (Standardisation). Specific studies from each aspect provoke different typological analysis, providing practitioners with a framework to transform idea back to project in the architectural design process.

The emergence of architectural design studios utilising Typological approach in prominent education institution like Architectural Association School of Architecture, ETH Zurich, as well as GSD Harvard accentuates the recent attempt to rethink the value of Type in architecture education. Therefore, the practice of Type in these studios will be investigated as case studies in this research. Significant differences found between case studies and current architectural education in Indonesia assert that there is urgency for architecture education in Indonesia to reevaluate how the notion of Type is currently being conveyed through its system.

This research response this call by providing a thorough discussion about how the current communication of Type as a static reference or convention could be enhanced into a broader framework for architecture education and practice. Thus, the dynamic aspect of Type is articulated to instigate questions as well as comprehensive typological analysis, which is not only limited to formal aspect but also on the sociocultural, economical and political context of an Architecture, ensuring a balance between continuity and innovation in the architectural design process. Critical reflection on its limitation as well as further recommendation will be included as a part of the discussion, providing a balanced view on the topic.