

Unpredictable Territorial Interiority: Learning the Spatiality from the Early Space Learners

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Abstract : This paper explores the interiority of children's territorialisation in domestic space context by looking at their affective relations with their surroundings. Examining its spatiality, the research focuses on the interactions that developed between the children and the things which exist in their house, specifically those which left traces, indicating the very arena of their territory. As early learners, the children whose mind and body are still in the development stage are hypothetically distinct in the way they territorialise the space. Rule, common sense and other form of common acceptances among the adults might not be relevant with their way on territorialising the space. Unpredictability-ness, inappropriateness, and unimaginableness hypothetically characterise their unique endeavour when territorialising the space. The purpose might even be insignificant, expressing their very development which unrestricted. This indicates how the interiority of children's territorialisation in a domestic space context actually is. It would also implicate on a new way of seeing territory since territorialisation act has natural purpose: to aim the space and regard them as his/her own. Aiming to disclose the above territorialisation characteristics, this paper addresses a qualitative study which covers a comprehensive analysis as follow: 1) Collecting various territorial traces left from the children activities within their respective houses. Further within this stage, the data is categorised based on the territorial strategy and tactic. This stage would particularly result in the overall map of the children's territorial interiority which expresses its focuses, range and ways; 2) Examining the interactions occurred between the children and the spatial elements within the house. Stressing on the affective relations, this stage revealed the immaterial aspect of the children's territorialisation, thus disclosed the unseen spatial aspect of territorialisation; and 3) Synthesising the previous two stages. Correlating the results from the two stages would then help us to understand the children's unpredictable, inappropriate and unimaginable territorial interiority. This would also help us to justify how the children learn the space through territorialisation act, its importance and its position in interiority conception. The discussed relation between the children and the houses that cover both its physical and imaginary entity as part of their overall dwelling space would also help us to have a better understanding towards specific spatial elements which are significant and undeniably important for children's spatial learning process. Particularly for this last finding, it would also help us to determine what kind of spatial elements which are necessary to be existed in a house, thus help for design development purpose. Overall, the study in this paper would help us to broaden our mindset regarding the territory, dwelling, interiority and the overall interior architecture conception, promising a chance for further research within interior architecture field.

Keywords : children, interiority, relation, territory

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