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**DITERBITKAN OLEH
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SUSTAINABLE FURNITURE DESIGN: AN ALTERNATIVE APPROACH TO ENHANCE LEARNING PROCESS IN AUTISM CLASSROOM

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Abstract

In this research, researcher chooses an autism classroom as the case study. Researchers are interested to study about the effectiveness of sustainable furniture design that might contribute the behavior development of learning process for the autism kids. The objectives of The National Autism Society of Malaysia (NASOM) is to advocate for the rights of the autistic people and in doing so provide opportunities for them to learn and lead a productive and fulfilling life. Autism classroom is a place where these autism kids will learn to develop skills and knowledge in order to live independently in the future. They are not being scared of danger, either being too sensitive or not sensitive at all to pain, avoiding eye contact, has difficulty expressing what they want or need, routine has to always be the same, and may show an overall difficulty interacting with others. Incorporate with the sustainable furniture design, natural material and function built in, results oriented and emphasis is on the acquisition of skills and changes in behavior. For that reason, researchers are highly interested in investigating the effectiveness of the sustainable furniture in classroom towards behavior of learning in developing independent autism people for them to sustain with normal people in community.

Author Keywords: sustainable furniture design; learning process; autism; classroom

1. INTRODUCTION

Malaysia's Ministry of Health reports that autism cases are on the rise. Unfortunately, most cases are not detected until children are already in school. While there is no cure for autism, early treatment during toddler and preschool years can reduce its effects and improve a child's development. For every from three to four cases for every 10,000 births, the prevalence of autism in advanced nations was now one for every 68 births. For autism children, they face difficulties relating to communication, social skills and sensory sensitivity. In the classroom guide and playground support for these children by UK Autism Society, several ways of setting can be implemented in order to help them getting the same education with suitable infrastructure, correct syllabus and teachers with skills. Borned with the irregular manners and lack of social disabilities, existing normal products and furniture used in their classroom might endanger them in daily classroom. It is believe and proved that with improved design and functions of sustainable design could help and support them in adapting difficulties and disabilities in learning process at classroom.

2. PROBLEM STATEMENT

In 2008 the Persons with Disabilities Act (PWDA) act was passed by parliament. The Act allows access and facilities provided for the disabled at public facilities, transport, recreation and also building amendment compulsory for the needed group. Because of that, it raises a lot of non-funded organization and government sectors complying and providing such services for the person with disabilities. Recently, it is being proved that autism has been one of the fastest growing disorders numbers from great amount of studies being put behind it. The National Autism Society of Malaysia (NASOM) figure out that 30% increase in the number demanding its services at every range of age recently. Whole area of expertise and backgrounds of life requires resources are invited to make them able to develop facilities and programmes for morethan 1500 children of autism whom craving for such services. For that reason, researchers are highly interested in investigating an alternative approach via sustainable furniture design as to enhance learning process in autism classroom.

OBJECTIVES

The main objective of this study is to investigate the effectiveness of sustainable design to autism classroom as a teaching and learning material to enhance learning process. The objectives of this study are:

1. To establish relationship between elements/character of sustainable furniture with human wellness
2. To provide alternative awareness on social health

1. LITERATURE REVIEW

A. Sustainable furniture

Sustainable furniture by defined is type of furniture with certain characteristics. In manufacturing practices it is engineered material. Durability in terms of lifespan will end up by not adding tree cut to the landfills. It will be additional matters if it is being manufactured locally. The costs might be a bit higher but the quality is guaranteed for years. Types of sustainable furniture ; Recycled or Recyclable: The furniture should be made of recycled or re-purposed materials, or be recyclable itself. It could easily be both. Barn wood furniture is an example of furniture that re-uses materials from old barns. Metal can also be re-purposed along with wood. Next, Renewable: It should make use of materials that are organic and can be easily re-grown or replaced. For instance, bamboo is increasingly gaining in popularity because it grows back very quickly. Other than that, Safer Materials: The piece of furniture has been made using materials that are safer for the environment by being less toxic and that has no, or lower off-gassing. Stewardship Sourcing: The furniture is made of raw materials that come from fairly-traded sources or certified low impact sources such as FSC-approved forests.” (by Abe Abbas, About.com Guide)

B. Autism Classroom

Through research, environmental condition of the classroom for autistic is vitally important as they are hypersensitive to certain sensory stimuli, not ready for transition, not focus, not independent. In Autism classroom, design issues to challenging behaviour is the priority. According to a research : Designing Learning Environments for Children with Autism for Sunfield School, United Kingdom , there are various themes involve when designing environments for such individuals of autism. Robustness in material, lighting, furniture, school chairs and etc being listed as the first point as the conclusion, providing colour, shape and design, safety and cost comes in between. For that, designers shape the development of products and services which directly impact upon society and the environment (Papanek, 1971). The application of sustainable design strategies can greatly reduce lifecycle impacts (Lewis et al.,2000).

C. Learning Process

The development of a curriculum that fits the needs of the student is critical, but understanding autism and its effects on education is also important. Socially and academically, each child that has autism will have different symptoms of autism and different learning abilities. At the start of any school year, parents and teachers should come together to find the method of teaching that works for that child. Both parties need to be receptive of the other's information and knowledge in order for there to be progress. The good news is that children do love to learn and will flourish within the right environment in many cases.

2. METHODS

For this research, methods of data collection is through primary sources; appeared as journal articles or as other original works including abstract. From that, data also taken from secondary sources. These sources are taken from the actual research done and are review papers. Earlier, those data are obtained via observation and interviews within the real classroom environment. From the observation's result and suggestions, we identify design elements which require modification for the Autism's children to test their behaviour towards their effectiveness. The experimental method's in developing sustainable furniture is to test the availability of such material and behaviour's development of learning process for the autism kids.

3. SIGNIFICANCE OF STUDY

Creating an Environment Where Kids Can Flourish; it is vital to discover on sustainable furniture impact for autism learners in developing behaviour through classroom furniture/aids. These studies will contribute additional experience in autism classroom.

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