DESAIN INTERIOR NAMIRA SCHOOL DENGAN KONSEP RELIGIUS WONDERLAND

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PROGRAM STUDI DESAIN INTERIOR
CHAPTER 1
Given the importance of education for every human being, then such education should begin from childhood. Because in this phase is a period of growth in children so that whatever happens it will be easy to remember. The more things experienced by each child in childhood is the experience and knowledge to act and behave in the future.

**IMPORTANCE OF EDUCATION**

Considering the importance of education in various regions.

**Early Childhood Education**

**Namira School Kindergarten**

**Desain Interior Namira School dengan konsep Religius Wonderland**

**Etika**

**Religius**

**Berkarakter**

**Local culture**

**Green School**

Desain interior Alice in Wonderland

Alice in Wonderland

Adventurous

Appreciate the new things

Playful

Experience

Colourful

Vivacious

**MINDSET**

**PSYCHOLOGY**

Creativity

Pleasurable

Safe

Curiosity

Imaginative

Socialization

**Needs**

**Namira School** merupakan sekolah yang menanamkan rukun islam yang bersifat universal dengan memperkuat budaya lokal yang beretika dan berwawasan lingkungan. Keunggulannya, sekolah ini menerapkan kurikulum nasional yang berbasis kesehatan, Informasi dan Teknologi (IT), nasionalis, religius, berkarakter, berbudaya lokal dan berwawasan lingkungan (green school).

in this era of globalization, every man is required to learn and understand science and technology. Because that way people will be able to adapt and develop themselves according to their needs.
Karakter dan etika

Nilai karakter yang ditanamkan:
- Spiritual hub. Gdn Tuhan
- hubungan antar sesama
- hubungan dg lingkungan

Penerapan yg harus dilakukan:
- Membangun konsep diri positif
- Menanamkan nilai spiritual
- Memberi teladan dan membiasakan prilaku yang baik
- Mendorong rasa ingin tahu dan proses kreatif
- Melatih keterampilan sosial

Adventurous
Appreciate the new things
Playful
Experience
Colourful
Vivacious

Alice in Wonderland

TRUST vs MISTRUST (dari sejak lahir-1 tahun)
Percaya pada lingkungan

AUTONOMY vs SHAME and DOUBT (antara 2-3 tahun)
mengembangkan kesadaran autonomy.

INISIATIVE vs GUILT (antara 4-5 tahun)
melakukan partisipasi

Creativity
Measurable
Safe
Curiosity
Imaginative
Socialization

LATAR BELAKANG

NAMIRA SCHOOL KINDERGARTEN

MINDSET

NEEDS

PSYCHOLOGY

PERKEMBANGAN
Interior design is a multi-faceted profession in which creative and technical solutions are applied within a structure to achieve a built interior environment.

Namira School merupakan sekolah yang menanamkan rukun islam yang bersifat universal dengan memperkuat budaya lokal yang beretika dan berwawasan lingkungan. Keunggulannya, sekolah ini menerapkan kurikulum nasional yang berbasis kesehatan, Informasi dan Teknologi (IT), nasionalis, religius, berkarakter, berbudaya lokal dan berwawasan lingkungan (green school).

Religious nature. Religious meaning submissive attitudes and behaviors in implementing religious teachings. Tolerant implementation of worship of other religions, and live in harmony with other religions.

The theme is a central idea or thought about the idea of a thing. According to The Liang Gie (1976), the general theme is the main idea in a work of art. The underlying idea of a work of art can be understood or known through the selection of subject matter (Basic questions) and the title of the work.

ALICE IN WONDERLAND an adventure story of all time. Starting from dreams of Alice Kingsley at the age of 7 years who took her first to Wonderland. At that time she felt that it was a dream, especially her beloved father Marton Csokas is also convincing that. However, little Alice was not aware that it is a reality and her destiny.
PURPOSE
1. Knowing the activities and needs of young children in order to produce a draft design includes zoning and optimal circulation areas that suit their needs.
2. Analyzing developmental mindset and psychology of early childhood to determine what interior aspects can affect a child’s development.
3. Provide security and comfort to the users in order to ease their activities.
4. Presenting inspiring room.
5. Giving spirit and creativity in education.
6. Instill religious values early.

BENEFIT
1. Mahasiswa: Digging creative potential with respect to the reference to the analysis of the psychology and mindset of the child to get a concept of the optimal interior design, functional and innovative in order to support education for early childhood.
2. Pemilik Namira School: Offers an alternative concept of the new design of Namira School by providing a different atmosphere and maintain uniqueness and inspire children to think creatively.
3. Pengguna:
   - Provide optimal interior design by focusing on supporting creativity and child development so that they can teach good moral values and guiding young children to be virtuous, creative and innovative in thinking and behaving.
   - Improving learning spirit
   - Presents a layout which gives a sense of comfort
IDENTIFICATION OF PROBLEM
1. Kraksaan as the newly opened city has many possibilities to grow even more in the aspect of a child's education.
2. Namira School as an educational institution that imparts pillar of Islam are universal by strengthening local culture of ethical and environmentally sound.
3. Activities and space requirements that support early childhood development to be able to behave in accordance with the values and norms that exist.
4. Zoning and circulation less than optimal.
5. Interior aspects that support the development of children to be creative and innovative thinking.
6. The selection of design concepts to better align with age, psychology, mindset and needs of early childhood.

BOUNDARY PROBLEM
1. Existing building is a two-storey building
2. Planning interior design focused on learning area and additional facilities
3. Not applying negative things on Alice in Wonderland that are contrary to norms and religious values
DESAIN INTERIOR NAMIRA SCHOOL DENGAN KONSEP RELIGIUS WONDERLAND

BACKGROUND

OWNER

PURPOSE

IDENTIFICATION OF PROBLEM
- newly opened city
- mindset and psychology
- comfort
- inspiring
- religious

PROBLEM FORMULATION
- Efforts in order to support the circulation and zoning activity and user needs
- How to present an atmosphere that can improving creativity and imagination of children
- Support of interior space in instilling religious values early

BOUNDARY PROBLEM
- Bangunan 2 lantai
- Desain interior difokuskan pada area belajar mengajar dan fasilitas tambahan

COLLECTING DATA
- Survey
- Wawancara
- Literatur
- Buku
- Majalah
- Internet

PENDAHULUAN

ANALYSIS

DESIGN CONCEPT

PRELIMINARY DESIGN

ALTERNATIVE DESIGN

SKETSA
- Alternatif denah
- Alternatif perspektif

REVISI

BRAINSTORMING

TAHAP DESAIN

DESIGN DEVELOPMENT

KONSEP DESAIN, GAMBAR KERJA, PERSPEKTIF, MATERIAL, RAB, ANIMASI INTERIOR, MAKET INTERIOR

METODOLOGI

COLLECTING DATA

Pembanding: Shining star kindergarten
Konsumen: anak usia 3-6 tahun
Tema: wonderland dengan sentuhan religi
CHAPTER 2
Institute for Early Childhood Education is an important element to create quality resources, smart, nimble, peaceful, democratic and able to compete and to improving welfare of all Indonesian citizens with quality resources. Expected to face many changes and challenges of globalization is and will happen. Because the educational programs necessary to get the attention of the various elements.

In early childhood children experience the golden age (the golden years) which is the time when children begin to be sensitive / insensitive to accept a variety of stimuli. Sensitive period for each child is different, along with the rate of growth and development of individual children. Sensitive period is a time of physical function and psychological maturity are ready to respond to the stimulation provided by the environment. This period is also the period of the foundation stone for developing cognitive abilities, motor, language, socio-emotional, religious and moral.

Content standards for early childhood education covers the basic framework, the structure of the curriculum, the scope of the material, the burden of learning, school calendars, and the level of achievement of the child's development.
STANDART PROGRAM

COMPONENTS OF CONTENTS:
- Focused on children
- Attention to safety, comfort and safety
- Based on the principle of learning through play is fun, challenging and meaningful
- Recognition based on local culture and other cultures
- Contains a playing experience that involves all multisensoris
- Encourage physical activity and creativity and mental
- Optimize the potential of religious morality
- Introduce types and game tools are sourced from local culture

INFRASTRUCTURE SUPPORT STANDARD

STANDARD COMPONENTS OF FACILITIES

- COMPONENTS OF ADVICE

INFRASTRUCTURE

FURNITURE: table, games storage, documents storage, height gauges, instruments, weighing weight, hygiene kits
EQUIPMENT EDUCATION: indoor playground equipment, outdoor play equipment, music, and art supplies, sports equipment
EDUCATION MEDIA: posters, books and stationery, magazines, electronic tools

STUDI PUSTAKA

EARLY EDUCATION INSTITUTIONS CHILDREN

Achievement level standards development

Dalam undang-undang tentang sistem pendidikan nasional dinyatakan bahwa pendidikan anak usia dini adalah suatu upaya pembinaan yang ditujukan kepada anak sejak lahir sampai dengan usia enam tahun yang dilakukan melalui pemberian rangsangan pendidikan untuk membantu pertumbuhan dan perkembangan jasmani dan rohani agar anak memiliki kesiapan dalam memasuki pendidikan lebih lanjut (UU Nomor 20 Tahun 2003 Bab I Pasal 1 Ayat 14).

For example:
- dancing, mimicking the movement
- coordinate with both fingers in a more complex movement
- appropriate coloring pattern
- recognize numbers and letters
- stated reasons against something
- shows the attitude of sharing, helping, helping
- pray before and after doing something
- able to capture the theme of the story
- recognize the principle of a simple causal
In the system of education kindergarten fulfils one of the most important missions. The children here learn to recognise the world. The way in which they can see it plays a key role in this process. The correct illumination of the space will enable them to understand it to the smallest detail.

The children are driven by their own curiousness. The kindergarten is to give them the space to learn as much as possible about the world that surrounds them though they are in continual movement, during playing and larking around. The visual perception and imitation are the strongest tools through which the children are able to grasp the world around. The designed lighting system has to show it to them in the real shapes and colours. The decisive factor when selecting the luminaires for the kindergarten is therefore the type of the luminaire and the optimal value of the colour rendering index of the light source.

For the overall lighting of the space we recommend using lighting fixtures with the direct and indirect radiation of the luminous flux. It is also important to take into account how the children play and move. As they often fall down and roll about intentionally on the carpet it is necessary to use such luminaires that do not glare and emit soft diffuse light. The creative games aimed at correct recognising and assigning the colours place specific demands on the capability of the luminaire to show the coloured objects truthfully.

Lighting is an aspect that can affect a child's concentration. With the optimum use of lighting can support the development of concentration in children and increase confidence and develop a sense of courage.
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Religion is a human tendency to connect with the spiritual universe, which includes the value of everything, meaning the latter, and the essence of it all.

1. Interior decoration and ornament in many Islamic home using plant motifs, calligraphy and geometry.

2. Wear in the mathematical structure of the Quran that connects intellectual and spiritual Islam that use numerical symbols of letters and words. Therefore, the design of the Islamic and Islamic architecture evolved in the concept of geometry, astronomy and metaphysical.

3. Modifying the lighting, ventilation, color and texture of interior.

4. Applying the concept of heaven earth which is translated into the concept of a garden at home.

5. The concept of light as a symbol of spirituality. Islamic architecture and Islamic design house design lighting, shadows, heat and cold from the wind, water and soil as well as the cooling effect.

**ISLAMIC COLOURS**

This color is the color combination of blue and yellow in the color spectrum or colors that contain or similar leaf color. That green color. Other definitions are also described in Wikipedia Indonesian, Green is one of the three additive primary colors other than red and blue, and a complement of magenta. Soothing green, and the colors are often found in the leaves is beneficial for reducing stress. Green is the kind of color between yellow and cyan.

**WHY GREEN?**

Because green is the favorite color of Rasul Green. Green is the color that signifies refreshment and help strengthen self-esteem and kindle hope. Green is the color that is very encouraging and is ideally suited for children who have low self-esteem and feelings of distress.
WONDERLAND COLOUR:

Using colorful colors will give the impression of cheerful and energetic. Colors used in wonderland is a natural color, for example pink as a form of flower color, brown as the color of the soil and tree trunks, green as a form of plant color and so on.

the effect of color on child psychology
1. White. Symbolizes joy, peace, purity and cleanliness.
2. Yellow. These colors calm the nerves with a calming effect and is also known to stimulate muscle activity.
3. Blue. The blue color indicates the confidence, peace and wisdom and can help calm the nerves of children, as well as providing a good sleep at night.
4. Green. Green is the color that signifies refreshment and help strengthen self-esteem and kindle hope. Green is the color that is very encouraging and is ideally suited for children who have low self-esteem and feelings of distress.
5. Red. Red is the color that signifies an exciting passion, desire and make your child excited.
6. Purple. This color signifies power, luxury and royalty when they appear in darker shades. Lighter shades such as lavender provide a peaceful atmosphere and helps calm the nerves. A very dark purple color is not recommended because it can evoke a sense of frustration and sadness in children. Children do not capture the color is so easy.
7. Brown and gray. Brown and gray are some earth tones. This color is the color ideal for children who are hyperactive and full of energy. This color gives relaxation, warmth, comfort.
Furniture that of the interior space has multiple textures according to the theme of each space:

1. Smooth shiny
2. Soft textured fuzz
3. Expose furniture material
4. Soft and comfortable
5. Fiber smooth paint finish

Delivers dynamic form with arches are aligned. As well as non-symmetrical shape. Laying of furniture according to the needs of each space activities.

Formation on the furniture with the concept of a transformation of the formation wonderland that is the story of Alice in Wonderland. Formation can be derived from plants, and objects are not uncommon. Using bright colors like being in Wonderland.
Namira Playgroup and Kindergarten School is a new educational institution for Playgroup and Kindergarten (TK) which has been established in the City Kraksaan. Namely, Namira School Playgroup and Kindergarten, founded by 3 sisters (Nabila Faza, SE, Mirrah Samiyah, dr, M.ARS, Fara Nadhia). Quality and modern schools will begin teaching and learning activities (KBM) in the 2013-2014 school year.

Namira School is a school which imparts universal pillar of Islam by strengthening local culture of ethical and environmentally sound. Excellence, the school is implementing health-based national curriculum, and Information Technology (IT), nationalist, religious, character, local culture and environment (green school).
SENTRA SENI.
At the Art Center students are given the facility to be creative in terms of artwork. At the Center of the beam there are a few tables and chairs are used as one of the supporting activities in progress. As well as provided some shelves with bright peramaan which is used as a locker for each student.

SENTRA BALOK.
Beams Sentra is a class play. Yet another case with just playing, with playing blocks students can train as well as the creativity and brain development of the child’s mindset. In this area utilization is used as a storage shelf rack beam game.

SENTRA DRAMA.
The drama students at the Center are invited to play a role. Students are given the opportunity to hone the creativity and courage in terms of its activity. Area Art Center does not use the furniture, it is tailored to the activities contained therein.

SENTRA PERSIAPAN.
In the Preparation Phase activities undertaken by the students are learning the English language, math, writing and reading.
FASILITAS TAMBAHAN.
Here are some pictures of the results of the site survey is used as a place to learn about the religion. Area rohani juga digunakan sebagai area sholat dan membaca Al-Qur'an.

FASILITAS TAMBAHAN.
As for train bravery argue in public, Namira school also facilitates speech area.

FASILITAS TAMBAHAN.
To further hone skills, interests and talents of each student, School Namira also provide container sharpener talent. It can be seen from some of the existing furniture. Areas of traditional and modern music are on the ground floor which is at once a part of the Hall.

FASILITAS TAMBAHAN.
Toilet facilities such as toilets located on each floor.
Bintaro Jaya is one of the many suburban areas of Jakarta that is constantly growing. As one of the highly congested real estate development, there is a high demand for educational facilities. Many kindergartens and pre schools are built in residential areas, appearing in even the smallest neighborhood units.

Among the many kindergartens in Bintaro, the Shining Stars School has survived for more than ten years, located in two former houses that are joined together, the building began to deteriorate and the need for space was a crucial issue. Rooms had been added to the original structure, taking up almost the whole site, making it impossible for natural light and air to enter the school. Among other problems, the main street in front of the school became a busy street that created noise and air pollution.

Because of the new proposed layout and the buildings poor condition, the architect and clients decided to tear down the original building and start from zero. A limited budget also became one of the important issues that laid down the basic concept for this school. Exposed concrete, hollow bricks, reclaimed wood from crates, other local materials, and lightweight structures are used. The floor-to-floor height was reduced to 3 meters. Local materials such as hollow bricks and ceramic tiles are arranged in new patterns using local craftsmanship to give it a contemporary feel. Reclaimed wood are used for doors, wooden decks, and furniture.

Small courtyards with lawns are inserted into the site to create sound barriers, bring natural light inside, help cross ventilation, and increase the water catchment area. Doors can slide open to join 2 or 3 spaces together, allowing the school to hold the students performances, graduation ceremonies, etc, to accommodate a large group of people. A wooden deck that covers the sandbox can be lifted to create a temporary stage for performances. Previously, the school had to rent spaces in other buildings for performances and graduation ceremonies, and transport the children to nearby parks for them to be able to enjoy the trees and fresh air. Now the children can run and play on the grass. A group of small fruit trees are planted in pots on the roof, an element to educate the city children who mostly have seen the fruits, but never the trees.
CHAPTER 3
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<td>-Meja&lt;br&gt;-Kursi&lt;br&gt;-Locker tas</td>
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| 6  | MUSIC CLASS Murid | - Meletakkan tas  
- Belajar menyanyi  
- Bermain drum  
- Bermain angklung  
- Bermain alat musik tradisional  
- Mengamati lingkungan sekitar | - Locker tas  
- Standing microphone  
- Seperangkat drum  
- Angklung  
- Seperangkat alat musik tradisional  
- Karpet dudukan | 10  
2  
1  
7  
5  
1 | 40x40=  
30x30=  
120x120=  
10x30=  
80x50=  
150x120= | 1:3 |
| 7  | LABORATORIUM Murid | - Meletakkan tas  
- Mengenakan baju lab  
- Melakukan percobaan  
- Mengamati percobaan | - Locker tas  
- Gantungan baju lab  
- Meja  
- Kursi | 10  
10  
5  
10 | 40x40=  
20x20=  
100x60=  
40x40= | 1:2 |
|    | Guru | - Meletakkan barang pribadi  
- Menyimpan alat praktikum  
- Menjelaskan praktikum | - Meja guru  
- Kursi guru  
- Almari praktikum  
- Papan tulis | 1  
1  
2  
1 | 120x60=  
45x40=  
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DESAIN INTERIOR NAMIRA SCHOOL DENGAN KONSEP RELIGIUS WONDERLAND

BUBLE DIAGRAM

ENTRANCE

REST AREA

INDOOR AREA

PERTEMUAN

SECRET DRAMA

ART SPACE

LABORAT

MUZZOLAH

HEADMASTER OFFICE

TEACHERS ROOM

STUDY ROOM

TOILET

REST AREA OUTDOOR

MUSIC CLASS

PUZZLEABLE

ENRENCE
## Objective Weight Method

**Objective**
- RELIGIUS
- WONDERLAND
- SIRKULASI
- NYAMAN

**W**
- RELIGIUS: 0.2
- WONDERLAND: 0.2
- SIRKULASI: 0.3
- NYAMAN: 0.3

**Parameter**
- POLA/MTIF ESTETIS DAN BENTUKAN
- WARNA
- SIRKULASI PADA TIAP RUANGAN
- KENYAMANAN PENATAAN RUANG, STUDI ERGONOMI

**Alternatif 1**
- M
  - KURANG BAIK: 6
  - CUKUP BAIK: 1,2
- S
  - BAIK: 7
  - SANGAT BAIK: 1,4

**Alternatif 2**
- M
  - KURANG BAIK: 7
  - CUKUP BAIK: 1,4
- S
  - BAIK: 8
  - SANGAT BAIK: 1,6

**Alternatif 3**
- M
  - KURANG BAIK: 8
  - CUKUP BAIK: 0,3
- S
  - SANGAT BAIK: 9
  - SANGAT BAIK: 0,9

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**RELIGIUS**

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**WONDERLAND**

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**OVERALL VALUE**

|   |   |   |   |   |   |   | 300 | 1.0 |

---

1 = Lebih Penting
0 = Tidak Lebih Penting
Range nilai = 1-100
Alternatif 1 diambil contoh sketsa ruang puzzle.
1. Pada gambar pertama arena puzzle dibuat 1 meja dengan kursi yang mengitarinya. Bentukan furniture kursi dibuat dari transformasi bentuk jamur.
2. Pada gambar kedua area puzzle dibuat dengan mengapikasikan hitam-putih (warna papap catur pada Alice in Wonderland) pada beberapa elemen. Misalkan pada dinding digunakan bentukan lingkaran dengan warna hitam dan putih. Bentukan pada area puzzle disesuaikan dengan tema. Disini diaplikasikan bentukan tabung, kubus, dan balok untuk bentuk furniture pengisi ruangan.
Pada alternatif 2 ini, diambil contoh sketsa area drama dan kelas bercerita. Karena kedua area ini sedikit memiliki hubungan, sehingga letak keduaanya berada pada satu ruangan.

1. Pada ruangan kelas bercerita menggunakan artificial pohon yang diaplikasikan pada konsep dinding. Tujuannya adalah untuk menghadirkan suasana seolah-olah pengguna sedang bercerita dibawah pohon yang rindang yang ada pada kisah Wonderland.

Alternatif 3 ini diambil contoh area seni dan mushola.
1. Area mushola mengekspose warna logo Namira dan dikombinasikan dengan tema Religius Wonderland.
2. Pada Area seni digunakan bentukan furniture berwarna ceria dengan desain warna ruang yang islami.
The use of aesthetic elements adapted from the room colors and logos associated with Islamic religious conditioning room with good so that users feel comfortable and cool. Using a pattern of religious and Islamic calligraphy to create the impression of a fairy tale background story is full of color and imagination. Adapting the shape of the tree as a form of presenting a beautiful garden in the interior of the room. Using furniture that is safe and to provide convenience to its users. Adapting the shape of the building, plant and grooves on the story of Wonderland. Optimize circulation to manifest according to the function room and can facilitate user activity. Utilization of lighting to bring an atmosphere conducive to the learning process but does not make the user feel depressed in the room. Applying down ceiling and curved shapes as some form of alignment with clouds and sky.
DESAIN INTERIOR NAMIRA SCHOOL DENGAN KONSEP RELIGIUS WONDERLAND

KONSEP WONDERLAND

- Adventurous
- Appreciate the new things
- Playful
- Experience
- Colourful
- Vivacious

Alice in Wonderland

- Caterpillar
- Mad hatter
- White queen
- Red queen
- Rose
- Jam waktu
- Hutan jamur
- Bridge
- Kelinci
- Cashire cat
- Black and white
- Magic cake
DESAIN INTERIOR NAMIRA SCHOOL DENGAN KONSEP RELIGIUS WONDERLAND

KONSEP RELIGIUS
WALL CONCEPT:

1. Bentuk: pengaplikasian artificial pohon pada desain interior ruang. Tujuannya adalah untuk menghadirkan suasana luar kedalam ruang.


3. Warna: menggunakan warna-warna yang merupakan kombinasi dari warna islami dan warna ceria sebagai wujud Religius Wonderland. Misalnya; warna hijau, sebagai warna islami yang diwujudkan dalam tiruan rumput pada interior ruangan.
BENTUK FURNITURE

1. Bentuk: furniture untuk anak menggunakan bentukan yang tumpul dan aman untuk digunakan.
2. Tekstur: furniture memiliki tekstur yang halus dan untuk beberapa furniture menggunakan bahan yang lembut dan empuk.
3. Warna: warna pada furniture menggunakan warna-warna yang cerah sehingga membuat anak bersemangat dalam segala aktifitasnya.

2. Warna: konsep warna untuk plafon menggunakan warna langit yang cerah. Hal ini bertujuan untuk menghadirkan suasana luar ruangan yang sejuk ke dalam ruangan.

3. Menggunakan down ceiling. Untuk memberikan tanda area lebih privat. Misalkan pada area art space, bagian tengah menggunakan downceiling, tujuannya adalah untuk mengarahkan pada pengguna bahwa area tersebut merupakan area serius untuk mengerjakan aktifitas.
1. Bentuk: lantai untuk beberapa area menggunakan motif, tekstur rumput dan lantai kayu.
2. Tekstur: pada pengaplikasian rumput sintetis sebagai karpet lantai menghadirkan tekstur rumput asli.
1. Pencahayaan alami: pada area mushola digunakan 2 pencahayaan, yaitu pencahayaan alami dan pencahayaan buatan, hal ini dikarenakan mushola didesain terbuka dengan mengekspose tekstur rumput menjalar pada dinding. Area mushola merupakan area semi terbuka, oleh karena itu memungkinkan bagi cahaya matahari untuk berperan sebagai pencahayaan alami.


Bentukan pada motif lantai yang terdapat pada mushola merupakan ide yang bersumber pada warna pada logo Namira School. Dengan mengaplikasikan warna yang islami dengan logo maka didapatkan pola lantai seperti pada sketsa.
TERIMA KASIH