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Community-based architectural pedagogy in Indonesia: a systematic review of emerging scholarship, frameworks, and pedagogical futures

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ABSTRACT

While community-based pedagogy has moved to the centre of global architectural discourse, the current literature remains dominated by Western terminology and geographies, creating an epistemological gap in understanding practices across contexts like the Global South. This systematic review addresses this imbalance by mapping emerging scholarship on community-based architectural pedagogy in Indonesia, a country with a long-standing tradition of community service in higher education. Combining a mixed-methods Systematic Quantitative Literature Review (SQLR) and qualitative thematic coding, this study analyses 28 peer-reviewed articles published between 2020 and 2025, selected from the Scopus and SINTA databases. The screening incorporates local terms such as *KKN*, *PKM*, and *Abdimas* alongside global terms including design-build, live project, community-based, and participatory. The findings show that the MBKM policy has amplified pedagogical research in the last 2 years. Geographically, distinct approaches emerge: rural projects prioritise economic development through *desa wisata* (tourism village) agendas, while urban projects focus on social and spatial repair. Additionally, the participatory keyword is more visible in Indonesian contexts compared to other terms, with most research concentrated on Java Island, indicating pedagogical Java-centrism. Thematic analysis highlights negotiating identity, social agency, and pedagogical models, suggesting a shift toward interdisciplinary approaches, technological integration, and post-project evaluation.

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1. Introduction

Global transformation in contemporary architecture education has evolved in the last few decades, shifting from a conventional model based on studio and apprenticeship to a collaborative, participatory, socius, and experiential approach (Pak and De Smet 2022; Salama and Patil 2025). This evolution is not merely a change in teaching style but a fundamental reimagining of the architect's role in society: moving from the solitary creator, the starchitect, to the architect as a facilitator, negotiator, and co-creator (Boano and Talocci 2017; Till 2016).

This shifting trend has given rise to a diverse constellation of several pedagogical approaches. Global terms such as community-based pedagogy, service learning, participatory design, live project, and design-build have moved from the periphery to the centre of architectural discourse in the last decades (Canizaro 2012; Harriss and Widder 2014; Luo and Hsu 2018). While these terms are often used to describe similar engagement goals, they are not monolithic. The various terms and approaches frequently overlap and are used interchangeably due

to the complex interplay of political contexts, institutional traditions, varying methods, and divergent theoretical underpinnings (Boyle 2021; Chowdhury and Alzarrad 2025; Salama 2016). For this review, community-based architectural pedagogy is defined as any structured educational activity in which architecture students and/or academics engage with real communities outside their conventional design studio settings to co-produced or directly oriented toward communities. This definition is intentionally broad, recognising the legitimate conceptual overlap across several adjacent terms globally. The selecting keywords mirrored the recent study on global community-based architectural pedagogy including live project, design-build, service learning, practice-oriented, practice-based, community-based, urban lab, and participatory (M. M. N. Iqbal and Shafique 2025). While these terms are not synonymous, they share a commitment to collapsing the distance between architectural education and lived social reality. For example, the North American tradition is heavily invested in the discourse of "design-build," focusing on the physical manifestation of student work (Canizaro 2012; Mockbee 2010). In contrast,

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the “live project” terminology is more prevalent in British and European institutions, emphasising the liveness of the social encounter of the real-world conditions (Morrow 2014; Morrow and Brown 2012; Pak and De Smet 2022).

This collaborative and social turn in architectural education is not merely a pedagogical trend; it is a fundamental necessity in an era where the discipline must confront interconnected crises across environmental, economic, and social domains (Losasso 2022). Architectural education should be able to recognise the complexities of systemic inequalities and the potential for care and repair for our current broken world (Akbil et al. 2023; Cephas, Marjanović, and Miljački 2022). In facing these challenges, the “paper architecture” and traditional studio-based approach often feel inadequate. Architectural research and pedagogical projects are no longer seen as the sole domain of academics or elite practitioners. Instead, there is a growing consensus that they must be devised, framed, investigated, and disseminated collectively by broader communities (Blundell Jones, Petrescu, and Till 2013). By shifting the locus of power, community-based pedagogy promotes a more democratic design process in which architects serve as facilitators, helping to engage, empower, and include the community in planning, design, and decision-making (Newton 2023).

Furthermore, the existence of these approaches amplifies criticisms of conventional architecture studios. Scholars have frequently criticised the traditional architecture studio for its alienation from reality, its hypothetical orientation, and its lack of meaningful collaboration (Abrahams et al. 2021; Qureshi 2020). Traditional architectural education tends to adopt a one-size-fits-all approach (Hemdan, Taha, and Cherif 2023), often prioritising individual genius over collective problem-solving. In response, community-based pedagogy in architecture has become a rapidly growing area of scholarship, research, and field inquiry, urging further exploration of how the methods make broader contributions to society (Anderson 2021).

Despite the global interest in community-based scholarship, understanding its evolution remains a challenge. Several significant reviews have attempted to capture this evolution. Canizaro (Canizaro 2012) conducted an in-depth interview and an extensive review of design-build in the American context to understand the motivations, practices, challenges, successes, and failures of this pedagogical approach. In another review article, Smith (Smith, Dupre, and Crough 2023) examined live projects to identify gaps and patterns in the global landscape. In more general terms, reviews of community-based pedagogy aim to identify various approaches that address student learning and community participation (M. M. N. Iqbal and Shafique 2025).

However, a persistent problem remains as the dominance of research geographies centred in the Western tradition, specifically North America, Europe, and Australia, leaving a significant gap in our understanding of how these pedagogical models function in other representations from non-English contexts (M. M. N. Iqbal and Shafique 2025; Lee et al. 2024; Smith, Dupre, and Crough 2023). The absence of different representations is not just a matter of “missing data”; it is an epistemological issue. By ignoring practices from Global South countries like Indonesia, the global discourse misses an alternative way of knowing the community and its unique frameworks that have existed outside the Western gaze.

A focus on Indonesia is warranted, as the country possesses a unique and long-standing relationship with community-based education. Indonesia has implemented a community service program since the 1950s, shortly after its independence. This community service obligation was officially integrated into the higher education curriculum as early as the 1960s–1970s through Tri Dharma Perguruan Tinggi (Three Pillars of Higher Education: Education, Research, and Community Service) (Kiettikunwong et al. 2025; Krisnawati 2009). The origins of these programs were deeply political and social. The community service program was a central part of the nation’s effort to decolonise the higher educational system from the long-standing Dutch colonial influence that had historically separated the educated elite from the common people (Suwignyo 2024). In Indonesia, community service (often known as *KKN* or *Kuliah Kerja Nyata*) was designed to ensure that university graduates remained grounded in the nation’s socio-economic realities.

The program itself encompasses various on-the-ground implementations to adapt to changing societal needs and political contexts. Recently, this tradition has been further revitalised by the implementation of the *Merdeka Belajar Kampus Merdeka* (MBKM) or Freedom Education curriculum, launched in 2020. This reform has significantly shifted Indonesian higher education toward greater flexibility, skill development, and real-world application (Nugroho, Irianto, and Suryanto 2024; Sa’diyah et al. 2022). Under MBKM, students are encouraged to spend up to 2 semesters participating in off-campus activities, including community service. This reform has moved community service from a “compulsory module” to a flexible, credit-bearing opportunity that enables deeper, more sustained engagement with the field (Purwanti 2021).

In the field of architecture, formal higher education in Indonesia officially began in the 1950s at the Faculty of Engineering, University of Indonesia in Bandung, which later became the Bandung Institute of Technology (ITB) (Ketut Adhimastra 2014). Following this, architecture programs have spread to various

public and private universities across the country. Based on data from APTARI (Indonesian Association of Schools of Architecture), updated in August 2024, the association has 164-member architecture schools. This number is relatively high compared to international benchmarks; for example, the United Kingdom has only 50–68 recognised architecture schools (APTARI 2023; ARB 2016; RIBA 2025). This massive scale of architecture schools presents both opportunities and challenges.

Recently, a significant turning point occurred with the enactment of the Architect Law No. 6 of 2017. This law transformed the educational path into a multi-stage process that includes formal education, a professional program, an internship, and certification (Ferial et al. 2023). As the profession becomes more regulated and professionalised, there is an urgent need to understand how these formalisations align with the country's social tradition. How can the effort ensure that architecture remains responsive (Zagora, Avdić, and Ibrišimbegović 2025) to the majority of society's socio-economic and environmental needs rather than a closed technical elite? Despite the long history and the sheer scale of the Indonesian architectural education system, there has yet to be a comprehensive, systematic analysis of how community-based pedagogy is documented and practised within the country. Therefore, this review aims to systematically examine community-based architectural pedagogy in Indonesia, focusing on its application, characteristics, and outputs.

To ensure methodological rigour, this paper followed a systematic quantitative literature review (SQLR) to compile the quantitative data, and qualitative thematic coding to categorise and interpret the pedagogical narratives (Braun and Clarke 2023; Creswell 2012; Pickering and Byrne 2014). By analysing published peer-reviewed literature indexed in Scopus and SINTA (Indonesian Science and Technology Index), the paper offers a novel contribution by expanding its linguistic coverage and database inclusivity. SINTA is a web-based research information system in Indonesia that serves as a national database for indexing scientific Indonesian journals (Handoko 2020; Suhandoko et al. 2024). It is important to note that mainstream terms in community-based architectural pedagogy, such as design-build and live project (Pak and De Smet 2022), are largely absent from Indonesian architectural discourses. It is not just due to different terms or linguistic bias, as in Indonesian contexts, community service is equivalent to service-learning, but with the added weight of fulfilling the Tri Dharma of Higher Education (the Three Pillars of Higher Education: Education, Research, and Community Service).

Therefore, building on similar review research (M. N. Iqbal and Shafique 2025), this review will analyse other broader terms, such as community and participatory, as well as variants of Indonesian terms, including *KKN*, *PKM*, and *Abdimas*. By employing this approach, which combines the global and Indonesian databases, the research aims to understand community-based architectural pedagogy in Indonesia and its connections to broader pedagogical community-based research in architecture globally.

2. Research methods

The paper employed a mixed-methods approach, combining a systematic quantitative literature review through three phases: resource collection, assessment, and final analysis (Pickering and Byrne 2014), and qualitative thematic coding (Braun and Clarke 2023) to interpret and categorise themes and patterns. The screening article began by identifying keywords, the database, and the publication. The study aimed to identify recent community-based architectural pedagogy published in the Scopus and SINTA databases, with case studies in Indonesia, from 2020 to 2025. The shorter spans of the review targeted the current trend in community-based education in Indonesia, especially after the implementation of the MBKM Curriculum in 2020 (Kusumo et al. 2022). The Scopus database was chosen to cover global publications and ensure its established academic rigour. The Indonesian article was screened using a double list of Indonesian architecture journals listed by APTARI (Indonesian Association of Schools of Architecture) and the SINTA database to validate its academic quality. By applying this technique, the research has screened articles through 69 accredited Indonesian Architecture Journals.

The quantitative step began by identifying keywords for collecting articles using Boolean search techniques (Hjørland 2015). However, as the study focuses on the Indonesian context, the word “Indonesia” is included in the search. This definitional context directly informs the bilingual search strategy employed in this review and the interpretive framework applied to the findings. It accumulated a final 338 articles on the Scopus database. These initial results were screened using several inclusion and exclusion steps from step two to step three. The screening for the step and the three steps has been done manually by three researchers to ensure the articles are relevant to the study, as the search often yields conflicting results and covers fields outside architecture.

Meanwhile, the screening procedure differs slightly for Indonesian Architecture Journals. As the database system is not centralised, as is the Scopus database, screening using the Boolean search technique has been done manually across 69 journal sites, yielding

961 screened articles for step one. Studies were included in this review if they met all of the following criteria: (1) published between 2020 and 2025; (2) indexed in either the Scopus or SINTA databases; (3) published in a peer-reviewed journal in English or Indonesian; (4) focused on architecture, built environment, or related design disciplines; and (5) presenting a case study located in Indonesia. Studies were excluded if they were: non-peer-reviewed; purely technical in focus without pedagogical reflection or learning outcomes; lacking an identifiable Indonesian case study context; or published before 2020. The progress details for both databases are shown in Table 1, and the complete list of Indonesian Architecture SINTA Journals is indicated in Table 2. Full details on the journal screening and selection workflow are available in Appendix A1 (<https://s.id/architecturesintajournals>), while the complete corpus of the 28 papers selected for in-depth thematic analysis is compiled in Appendix A2 (<https://s.id/selected28papers>). It is also noted that screening progress on Indonesian journals used different keywords from the previous term search, as the above global terms are mainly absent from Indonesian

architectural discourses. Thus, for the second search, the terms covered broader terms, including community, participatory, participation, and aligned with some Indonesian variations such as *KKN*, *PKM*, and *Abdimas* (Community Service).

After screening 39 documents from the Scopus (10) and SINTA (29) databases, an in-depth screening (Final) was conducted to ensure that the selected research could provide important insights and an overview into how this community pedagogy is practised in Indonesian architecture education. While the 39 papers discussed community research and projects, only 28 papers provided information regarding pedagogical frameworks, learning or project outcomes, and methodological reflections necessary for in-depth thematic coding. Therefore, the analysis of the final 28 papers is not only in terms of their geographic distribution, chronological trends, and keyword frequency, but also categorised thematically to provide a holistic understanding of recent scholarship on community-based pedagogical architecture in Indonesia. The selected papers for further thematic analysis are listed in the below (Table 3).

Table 1. The Scopus and SINTA systematic document selection process.

Scopus	Inclusion or Exclusion	Step 1 Boolean Search	Step 2 Abstract	Step 3 Full Paper Review	 SINTA	Step 1 Boolean Search	Step 2 Abstract	Step 3 Full Paper Review	FINAL
	TITLE-ABS-KEY (architect* AND ("live project") AND Indonesia)	1	1	1		Keywords: Community (<i>Komunitas</i>), Participatory (<i>Partisipatif</i>) Participation (<i>Partisipasi</i>), Student (<i>Mahasiswa</i>) KKN, PKM, Abdimas			
	TITLE-ABS-KEY (architect* AND ("design build") AND Indonesia)	4	1	0					
	TITLE-ABS-KEY (architect* AND ("service learning" OR "service-learning") AND Indonesia)	2	1	1					
	TITLE-ABS-KEY (architect* AND ("practice based" OR "practice-based" OR "practice oriented" OR "practice-oriented") AND Indonesia)	0	0	0					
	TITLE-ABS-KEY (architect* AND community AND Indonesia)	254	14	8					
	TITLE-ABS-KEY (TITLE-ABS-KEY (architect* AND student* AND ("urban lab" OR "urban living lab") AND indonesia))	1	0	0					Scopus 10
	TITLE-ABS-KEY (architect* AND participat* AND Indonesia)	76	12	0					SINTA 18
	Total number of articles	338	29	10					961

Step	Scopus	SINTA	Combined
Step 1 – Initial keyword search	338	961	1,299
Step 2 – Title/abstract screening	10	51	61
Step 3 – Full-text review	10	29	39
Step 4 – In-depth thematic (final)	10	18	28

Table 2. The Indonesian architecture SINTA journals selection process.

No	Journal	Sinta Tier	Website	Step 1	Step 2	Step 3
1	Interiority	S1	https://scholarhub.ui.ac.id/interiority/	34	2	0
2	JIA	S1	http://ejournal.uin-malang.ac.id/index.php/JIA	42	1	0
3	Dimensi	S2	https://dimensi.petra.ac.id/index.php/ars/index	6	0	0
4	Emara	S2	https://jurnalsaintek.unsa.ac.id/index.php/EIJA	18	1	1
5	Arteks	S2	https://journal.unwira.ac.id/index.php/ARTEKS/about/submissions	62	1	1
6	Local Wisdom	S2	https://jurnal.unmer.ac.id/index.php/lw	7	0	0
7	IJEAS	S3	https://ijeas.untan.ac.id/index.php/home	15	0	0
8	Nature	S3	https://journal.uin-alauddin.ac.id/index.php/nucturenature	18	0	0
9	IJAU	S3	https://talenta.usu.ac.id/ijau	55	2	2
10	Widyakala	S3	https://ojs.upi.ac.id/index.php/jurnal_widya/about	10	0	0
11	Asimetrik	S3	https://journal.univpancasila.ac.id/index.php/asimetrik/focusandscope	10	0	0
12	JOAE	S3	http://iptek.its.ac.id/index.php/joae/index	21	1	1
13	Linerars	S3	https://journal.unismuh.ac.id/index.php/linears	4	0	0
14	Arsitektura	S3	https://jurnal.uns.ac.id/arsitektura	46	3	3
15	Langkau Betang	S3	https://jurnal.untan.ac.id/index.php/lb/	15	0	0
16	Nalars	S3	https://jurnal.umj.ac.id/index.php/nalars	0	0	0
17	Arcade	S3	https://e-journal.ukri.ac.id/arcade/about	4	0	0
18	Border	S3	https://border.upnjatim.ac.id/index.php/border	15	1	1
19	Jadu	S3	https://ejournal2.undip.ac.id/index.php/jadu	10	0	0
20	Inersia	S3	https://journal.uny.ac.id/index.php/inersia	13	1	0
21	Sinektika	S3	https://journals.ums.ac.id/index.php/sinektika	10	0	0
22	Jurnal Arsitektur Lansekap	S3	https://ojs.unud.ac.id/index.php/lanskap	42	0	0
23	JUARA	S3	https://ejournal.unisayogya.ac.id/index.php/JUARA	12	1	1
24	Tesa Arsitektur	S3	https://journal.unika.ac.id/index.php/tesa/index	10	1	1
25	Arsir	S4	https://ojs.um-palembang.ac.id/index.php/arsir/index	0	0	0
26	Modul	S4	https://ejournal.undip.ac.id/index.php/modul/	6	0	0
27	Mintakat	S4	https://jurnal.unmer.ac.id/index.php/jam/index	4	0	0
28	Arsitekno	S4	https://ojs.unimal.ac.id/arsitekno	3	0	0
29	RUAS	S4	https://ruas.ub.ac.id/index.php/ruas	28	2	0
30	JARDS	S4	https://journal.uil.ac.id/jards	14	1	1
31	IJBESR	S4	https://jurnal.umj.ac.id/index.php/IJBESR	2	0	0
32	Marka	S4	http://103.86.153.70:8080/xmlui/handle/123456789/105	16	5	5
33	Jarina	S4	https://ojs.uajy.ac.id/index.php/JARINA	0	0	0
34	Livas	S4	https://www.e-journal.trisakti.ac.id/index.php/livas/index	0	0	0
35	Sarga	S4	https://jurnal2.untagsmg.ac.id/index.php/sarga	9	1	1
36	Idealog	S4	https://journals.telkomuniversity.ac.id/idealog/index	1	0	0
37	Zonasi	S4	https://ejournal.upi.edu/index.php/jaz	0	0	0
38	Atrium	S4	https://journal.fad.ukdw.ac.id/index.php/index/index	42	3	3
39	Acesa	S4	https://publication.petra.ac.id/index.php/acesa/index	5	0	0
40	Aksen	S4	https://journal.uc.ac.id/index.php/AKSEN	18	0	0
41	Archivisual	S4	https://archivisual.id/	21	3	3
42	Agora	S4	https://arsitektur.ftsp.trisakti.ac.id/jurnal/	7	0	0
43	Tekstur	S4	https://ejournal.itats.ac.id/tekstur/index	21	0	0
44	Vitruvian	S4	https://publikasi.mercubuana.ac.id/index.php/vitruvian/index	0	0	0
45	Mintakat	S4	https://jurnal.unmer.ac.id/index.php/jam/about	4	0	0
46	Jurnal Arsitektur UBL	S4	http://jurnal.ubl.ac.id/index.php/ja	10	2	0
47	PAWON	S4	https://ejournal.itn.ac.id/index.php/pawon	26	3	3
48	Kolaborasi	S4	https://jurnal.kolaborasi.unpand.ac.id/index.php/KOLABORASI	3	0	0
49	Mosaik Arsitektur	S4	https://jurnal.untan.ac.id/index.php/jmarsitek	53	2	0
50	JTSA	S4	https://ejournal.utp.ac.id/index.php/JTSA	13	1	0
51	Teracota	S4	https://ejournal.itenas.ac.id/index.php/terracotta	17	1	0
52	Kalibrasi	S5	https://ejournal.borobudur.ac.id/index.php/teknik	5	0	0
53	Rustic	S5	https://ojs.itb-ad.ac.id/index.php/RUSTIC	7	2	2
54	Jur Arsitektur STTC	S5	http://ejournal.sttcirebon.ac.id/index.php/jas	6	0	0
55	Alur	S5	https://ejournal.ust.ac.id/index.php/ALUR/	9	0	0
56	Risa	S5	https://journal.unpar.ac.id/index.php/risa/issue/archive	19	3	0
57	Desa	S5	https://ojs.unikom.ac.id/index.php/desa	10	0	0
58	Rumoh	S5	https://ojs.unmuha.ac.id/index.php/rumoh	24	2	0
59	Kreatif	S5	https://ejournal.polnes.ac.id/index.php/kreatif	13	0	0
60	JAS	S5	https://ejournal.unisayogya.ac.id/index.php/JAS/index	11	1	0
61	Purwarupa	S5	https://jurnal.umj.ac.id/index.php/purwarupa/	2	0	0
62	Jaur	S5	https://ojs.uma.ac.id/index.php/jaur/issue/archive	0	0	0
63	Dearsip	S5	https://e-jurnal.unisda.ac.id/index.php/dearsip	11	0	0
64	Jambura	S5	https://ejournal.ung.ac.id/index.php/jia	28	4	0
65	Arsip	S5	https://jurnal.arsip.unpand.ac.id/index.php/ARSIIP	4	0	0
66	Lakar	S5	https://journal.lppmunindra.ac.id/index.php/lakar	0	0	0
67	Pendapa	S5	http://ejournal.widyamataram.ac.id/index.php/pendapa	4	0	0
68	Purwarupa	S5	https://jurnal.umj.ac.id/index.php/purwarupa/	2	0	0
69	Komposisi	S5	https://ojs.uajy.ac.id/index.php/komposisi/issue/view/203	4	0	0
				961	51	29

Table 3. The selected 28 papers for in-depth thematic review.

No	Database	Authors	Title	Year	Theme
1	Scopus	(M. Iqbal, 2025)	Fragile Foundations: Indonesian Architecture Students' Struggles in Experiential Learning and Community-Based Pedagogy - English	2025	PM
2	SINTA (IJAU)	(Abigail et al., 2025)	Youth-Friendly City: Community Centre as a Recovery Place for Youth Depression - English	2025	SA
3	SINTA (JOAE)	(Perbawanti et al., 2025)	Community Participation in Physical Transformation of Tourism Kampung: The Case of Kampung Lawas Maspati - English	2025	TC
4	SINTA (Sarga)	(Ali et al., 2025)	Urban Farming Sebagai Strategi Penataan Ruang Mikro: Studi Kasus Kelurahan Bukit Duri, Jakarta Selatan (Urban Farming as a Micro-Spatial Planning Strategy: A Case Study of Bukit Duri Village, South Jakarta) - Indonesian	2025	SA
5	SINTA (Archivisual)	(Fidelista et al., 2025)	Pengembangan Kampung Wisata Jodipan Ditinjau dari Partisipasi Sosial Masyarakatnya (Development of Jodipan Tourism Village Viewed from Its Community Social Participation) - Indonesian	2025	TC
6	SINTA (Archivisual)	(L. Prima et al., 2025)	Improving The Potential of Sentul Village as a Tourism Destination through Waste Management - English	2025	TC
7	SINTA (Arsitektura)	(Azkia et al., 2025)	Pengembangan dan Implementasi Pariwisata Berkelanjutan di Desa Wisata Serangan Bali (Efforts to Develop and Implement Sustainable Tourism in Serangan Tourism Village, Bali) - Indonesian	2025	TC
8	Scopus	(Bawole, 2024)	Rural development plan by empowering the community through service-learning programs - English	2024	PM
9	SINTA (Tesa)	(Ekomadyo et al., 2024)	Integrasi Design Thinking dan Actor-Network Theory Sebagai Pendekatan Desain: Kasus Ruang Komunitas Kawasan Khairina Bandung (Integrating Design Thinking and Actor-Network Theory as a Design Approach: The Case of Community Space in the Khairina Area, Bandung) - Indonesian	2024	SA
10	SINTA (Marka)	(Wicaksono et al., 2024)	Pengembangan Kawasan Berkarakter Urban Crack Melalui Desain Pasar Tematik Berbasis Material Daur Ulang Kain di Ciakar, Tangerang (Development of Urban Crack Character Areas Through the Design of Thematic Markets Based on Recycled Fabric Materials in Ciakar, Tangerang) - Indonesian	2024	PM
11	SINTA (Pawon)	(M. Iqbal et al., 2024)	Refleksi Pedagogi Kritis Kegiatan KKN Tematik Kampus Merdeka Program Studi Arsitektur di Desa Baturetno (Reflection on Critical Pedagogy in the Kampus Merdeka Thematic Student Study Service (KKN) of the Architecture Study Program in Baturetno Village) - Indonesian	2024	PM
12	SINTA (Archivisual)	(Ramadhanty F.A et al., 2024)	Partisipasi Sosial Masyarakat dalam Pengembangan Kampung Koena di Desa Wisata Gubugklakah (Community Social Participation in the Development of Kampung Koena in Gubugklakah Tourism Village) - Indonesian	2024	TC
13	Scopus	(Felicia & Trisno, 2023)	Neo Vernacular in the Betawi Community in the Digital Technology Era - English	2023	TC
14	Scopus	(Paramita & Andri Yatmo, 2023)	Thinking Low-Tech: Promoting Local Practices in Design Studio - English	2023	PM
15	SINTA (Marka)	(Effendi & Wibowo, 2023)	Desain Taman dan Ruang Baca Anak di Komplek Timah Timur, Cimanggis - Depok (Design of a Park and Children's Reading Room in the Timah Timur Complex, Cimanggis - Depok) - Indonesian	2023	SA
16	SINTA (Pawon)	(Winarni et al., 2023)	Partisipatori Desain Berkelanjutan pada Perancangan Mushola Al-Hidayah RT.06 RW.05 Kelurahan Penanggungan Kota Malang (Sustainable Participatory Design in the Design of Al-Hidayah Mushola RT.06 RW.05, Penanggungan Village, Malang City) - Indonesian	2023	SA
17	Scopus	(Paramita et al., 2022)	Learning from Contextual Material Practices in Architecture: Exploring Nature-Based Materials in Indonesia and Thailand - English	2022	PM
18	Scopus	(Iyer-Raniga, 2022)	Intercultural and Interdisciplinary Engagement for Embedding Sustainability - English	2022	PM
19	SINTA (Atrium)	(Prakoso & Bawole, 2022)	Penataan Kampung Kota Melalui Pendekatan Partisipatif di Bantaran Sungai Code, Yogyakarta (Studi Kasus: Kampung Gemblakan Bawah, Kelurahan Suryatmajan, Kota Yogyakarta) (Urban Kampung Improvement Through a Participatory Approach on the Code River Bank, Yogyakarta (Case Study: Gemblakan Bawah Kampung, Suryatmajan Village, Yogyakarta City)) - Indonesian	2022	SA
20	SINTA (Atrium)	(Asharhani & Gupita Sari, 2022)	Proses Desain Berbasis Partisipasi Komunitas dalam Pembelajaran Kuliah Kerja Nyata Universitas Pradita (Community Participation-Based Design Process in the Student Study Service (KKN) Learning at Pradita University) - Indonesian	2022	SA
21	SINTA (Arsitektura)	(Ekomadyo et al., 2021)	Pendekatan Situasi Pro-Inovasi untuk Penelitian dan Pengabdian Masyarakat pada Pasar Desa di Kabupaten Majalengka (Pro-Innovation Situation Approach for Research and Community Service in Village Markets in Majalengka Regency) - Indonesian	2021	TC
22	SINTA (Marka)	(Khamdevi, 2021)	PKM Perencanaan Desa Wisata Bonjeruk, Lombok Tengah (Community Service for Tourism Village Planning in Bonjeruk, Central Lombok) - Indonesian	2021	TC
23	SINTA (Atrium)	(Ristinanda & Nuryanti, 2021)	Potensi dan Masalah Destinasi Pariwisata Replika di Daerah Istimewa Yogyakarta (Potentials and Problems of Replica Tourism Destinations in the Special Region of Yogyakarta) - Indonesian	2021	TC
24	Scopus	(Brook, 2020)	'Storying Architecture' pilot study: trial and tribulation. Detailing the methodology, implementation, and initial findings of a postponed research project in Bali, Indonesia - English	2020	TC
25	Scopus	(Nurdiah & Juniwati, 2020)	Bamboo architecture as a learning project for community development of rural areas in Indonesia - English	2020	SA
26	Scopus	(Kurniawan et al., 2020)	From Boluf to Kampung: Spatial Changes in The Korowai Traditional Settlements - English	2020	TC
27	SINTA (Marka)	(Khamdevi et al., 2020)	PKM Desain dan Konsultasi Rumah Sehat di Desa Mekarwangi, Banten (Community Service for Healthy Home Design and Consultation in Mekarwangi Village, Banten) - Indonesian	2020	SA
28	SINTA (Pawon)	(Tri Harjanto et al., 2020)	Rancang Bangun Taman Bermain Tradisional di Perumahan Joyogrand RW 9 Kelurahan Merjosari Kota Malang (Design and Construction of a Traditional Playground in Joyogrand Housing RW 9, Merjosari Village, Malang City) - Indonesian	2020	TC

TC = Tourism Commodification and Identity – SA = Spectrum of Social Agency – PM = Pedagogical Model Explorations.

3. Results

3.1. The landscape of the scholarship

Before analysing the metadata of the selected documents, it is essential to note that this review is limited to the systematic quantitative screening procedure (Pickering and Byrne 2014) used to choose the most appropriate article for this study, which was conducted collectively by three researchers to minimise bias. It is also necessary to clarify the meaning of the Systematic Quantitative Literature Review (SQLR) as employed in this study. Following Pickering and Byrne (2014), the “quantitative” element of the SQLR refers specifically to the bibliometric screening process – the systematic counting, tracking, and quantification of records at each screening stage across both databases. This is distinct from statistical meta-analysis, which pools numerical outcome data across comparable quantitative studies. The 28 papers in this dataset are methodologically heterogeneous, employing ethnography, action research, participatory design, actor-network theory, design studio reflection, and qualitative case study approaches. Therefore, the thematic synthesis presented in the upcoming section constitutes the meta-synthesis of this review, integrating findings across 28 studies to produce interpretive claims that no single paper generates alone.

Additionally, even though we tried to cover non-English publications, we knew that many community-based pedagogical outputs are not written in the format of an academic journal (M. M. N. Iqbal and Shafique 2025). Specifically, in the Indonesian context, the *Tri Dharma* pillars of higher education are pushing lecturers to publish not only scientific articles in peer-reviewed journals but also their community service activities in relevant Indonesian community service journals. However, the community service journal is mainly in a reporting format rather than discussing the scholarship itself. It is also usually a multidisciplinary format, so it is hard to find case studies relevant to the objective of this research in the architectural context. Another way of collecting the source that tackles this issue is needed for future research, so that it will provide a better approach to understanding the scholarship.

Reflecting on the selected 28 journal articles, it is clear that the community-based topic in Indonesian architectural research remains an emerging architectural discourse, with a remarkable surge in publications in 2024 and 2025 (Figure 1). The trajectory also reflects the broader impact of Indonesia’s current educational policy, the MBKM policy since 2020, which encourages experiential learning, liveliness, and off-campus credit activities (Prabawati et al. 2023; Silitonga 2023). Starting with sources from 2020 to 2021, showing a pivot toward localised, manageable interventions in the aftermath of the COVID-19 pandemic. It presents a mix of field expeditions, ranging from healthy house

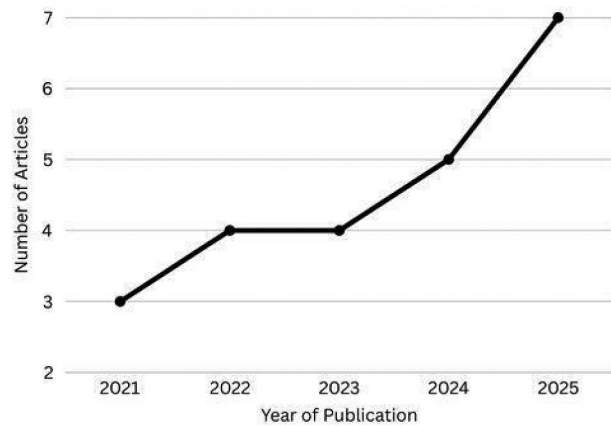


Figure 1. Chronological data.

design consultations to traditional playgrounds (Khamdevi, Effendi, and Wibowo 2020; Tri Harjanto and Widayathara 2020) to bamboo architecture exploration in the village (Nurdiah and Juniwati 2020). There is also a focus on identity preservation during this time using a storytelling approach, traditional house spatial transformation, and the critique of replica tourism on the local identity (Brook 2020; Kurniawan, Suhanto, and Angelia 2020; Ristinanda and Nuryanti 2021).

The 2022–2023 period represents resilience and adaptation of community-based research in Indonesia after the global pandemic. The trend itself shifted toward greater complexity and reflexivity, with some evidence of intercultural engagement with international partners. A joint design workshop with international students from countries such as Thailand and Australia fostered bi-cultural engagement and comparative learning, enabling exploration of material locality and community needs (Iyer-Raniga 2022; Paramita, Atmodiwirjo, and Sinuraibhan 2022). Evaluation of ongoing and past community-based programs also indicates a need for deeper reflection and post-project evaluation (Asharhani and Gupita Sari 2022; Prakoso and Bawole 2022). There is also a deepening of methodological rigor, for example, the emphasis on neo-vernacular and low-tech thinking (Felicia and Trisno 2023).

The most significant trend appears in the latest sources, between 2024 and 2025, with 12 publications, representing more than 40% of the dataset, indicating a booming interest in publishing on this topic. However, the tone has shifted from purely descriptive in previous periods to critical and reflective. The recent scholarship, such as the 2025 study on fragile foundations and the necessary reflection, uses Freirean analysis to deconstruct the student–community relationship under the higher educational mechanism (M. M. N. Iqbal 2025; M. Iqbal, Ujianto, and Pradhana 2024). It indicates that the field has reached a saturation point where scholars are no longer reporting but starting to analyse the

structural ethics and pedagogical efficacy of community engagement. The topic of tourism villages also appears more frequently during this period (Azkia et al. 2025; Bawole 2024; M. Iqbal, Ujianto, and Pradhana 2024; Prima et al. 2025; Ramadhanty et al. 2024), indicating that this pedagogy fits within the village rather than the city context in Indonesia, even though research continues to be conducted in kampungs or informal settlements in the city (Ali, Aryanti, and Oktasari 2025; Fidelista et al. 2025; Perbawanti, Pratiwi, and Samsirina 2025).

Moving to the geographical distribution, the research is dominated by significant Java-centrism, with 67.9% of case studies located on the island of Java as shown in Figure 2. This clustering is likely correlated with the majority (54.9%) of architecture schools in Indonesia, which are predominantly located on Java Island (APTARI 2023). Specifically, East Java Province is the central hub for community-based architecture, accounting for 9 publications on research related to tourism villages (*desa wisata*) and informal “kampung” initiatives in the city, followed by Greater Jakarta, in the second locus, with 7 articles. However, overall, the distribution also highlights a critical dichotomy between urban intervention and rural development. In urban sites, the project tends to adopt a strategy of using neglected spaces through a restorative environment or a microspatial design approach (Ali, Aryanti, and Oktasari 2025; Effendi and Wibowo 2023).

In contrast, the project in East Java villages and the Outer Islands (Sumba, Lombok, Papua) is focusing on tourism development and basic infrastructure. It presents an infill and revitalisation strategy for the metropolis, while fostering growth and capacity-building strategies in rural regions. Furthermore, the research topic in tourism is pivotal, with popular destinations such as Bali, Lombok, Yogyakarta, and villages in Malang treated as places where architecture serves as an enabler of the economy (Brook 2020; M. N. Iqbal

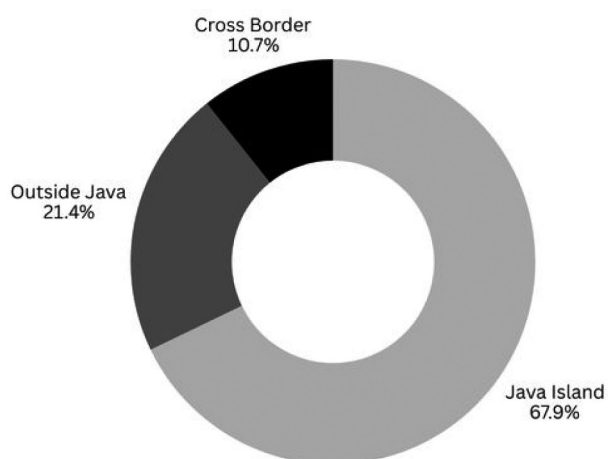


Figure 2. Project locations.

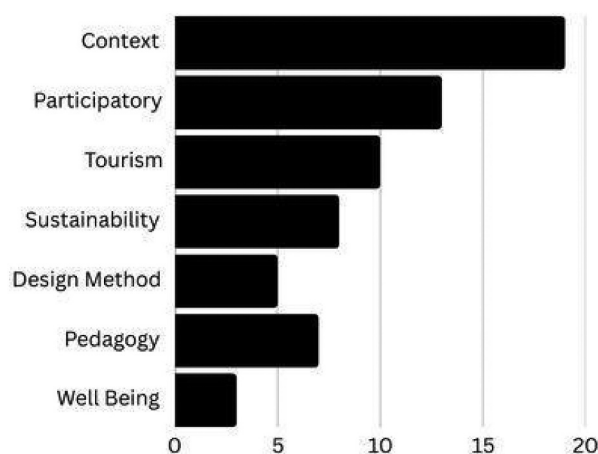


Figure 3. Keywords distribution.

2023; Khamdevi 2021; Ristinanda and Nuryanti 2021). In contrast, the projects in the city, such as Tangerang, Depok, and Malang, are treated as residential service zones, focusing on residents’ well-being rather than attracting outsiders (Effendi and Wibowo 2023; Tri Harjanto and Widyarthara 2020; Wicaksono, Winnerdy, and Prayangga 2024). This geographical functionalism underscores how location dictates the pedagogical objectives of the community-based studio: economic generation for tourist zones and social-spatial repair for residential zones.

Based on the selected sources, the following keywords appear with the specified frequency as indicated in Figure 3. These counts reflect the primary focus of the research or project objective described in the title or research abstract. Given many studies that specify the research location or locus, we combined these varied loci as a context in which 19 of 28 sources mention village, kampung, or a rural setting, even a remote location or frontier. The data confirm that the site of architectural learning has shifted from the hypothetical studio to the living laboratory of the environment (Brandt and Foverskov 2024). The second most dominant keyword was “participatory,” which is related to the methodological approach in each case study. The dominant keyword frequency of “participatory” confirms that the core theoretical framework driving this community-based scholarship aligns with the democratisation spirit of the design process (Goswami et al. 2025; van der Velden and Mörtberg 2015). However, the selected reference also reveals a spectrum of participation. Some sources mention that consultation to ensure a design is accepted (Asharhani and Gupita Sari 2022), while others also mentioned that physical interventions will fail without a sense of ownership and authentic participation (Perbawanti, Pratiwi, and Samsirina 2025; Winarni, Pramitasari, and Istiqoma 2023). The third dominant keyword was tourism, highlighting a critical intersection between the pedagogy

and the political economy of Indonesia. This fact creates a visible tension as some sources celebrate it as a form of economic liberation (M. Iqbal, Ujianto, and Pradhana 2024; Wicaksono, Winnerdy, and Prayangga 2024), while others offer a sharp critique of replica tourism, where villages can potentially lose their local identity to attract more visitors by ignoring their local cultural harmony (Ristinanda and Nuryanti 2021).

3.1.1. Methodological overview and scholarship outputs

The collective methodology employed across selected sources demonstrates a clear preference for qualitative inquiry, specifically designed to navigate the complex socio-spatial realities of the Indonesian built environment context. A statistical review of the sources indicates that almost all resources (25 out of 28) explicitly utilise qualitative methods with case study approaches. This methodological dominance underscores a consensus that architectural issues in community-based contexts are best understood through the narrative of human experience rather than purely numerical data. Narratives provide a rich, contextual understanding of the lived experiences and realities of community (Choi and Murphy 2021; Peralta and Murphy 2016). In contrast, a quantitative method, such as a pure statistical survey, is relatively absent or appears only as minor supporting data, like questionnaires, to understand people's preferences for the community design centre (Abigail, Srinaga, and Dewi 2025).

Within this qualitative framework, participatory design and action research emerge as a critical sub-methodology, appearing alongside other approaches such as mapping and design thinking in several studies. This methodology moves beyond mere observation into active yet collective interventions. Direct field observation and focus group discussions are also commonly cited as primary approaches for involving many stakeholders in contributing. Unique narrative methodologies, such as storying architecture (Brook 2020), were utilised to understand architectural patterns from the local and indigenous perspective of craftspeople, challenging the Eurocentric approach that overlooks local aspects (Riley et al. 2025).

Another distinct approach also emerged, such as the integration of Actor-Network Theory (Latour 2005; Yaneva 2022) into the pedagogical activities, which provides a specific theoretical lens for tracing the complex web of human and non-human actors in the architectural interventions. This integration offers a specific theoretical lens for tracing the complex web of human and non-human actors in architectural interventions. The use of this specific yet advanced approach allows researchers to visualise the ecosystem and its relations, and to identify how mediators or

gatekeepers can bridge the gap between university knowledge and contextual realities. While qualitative methodology dominates the scholarship, mixed-methods approaches are employed to validate community preferences (Abigail, Srinaga, and Dewi 2025) and collaborative educational outcomes (Iyer-Raniga 2022). It also shows how different methods and approaches were used to improve the quality of the engagement, aiming to nurture the project's sense of ownership even after the university leaves the sites.

Regarding the research outputs, there is a near-even split between tangible physical or design outputs (13 articles/46.4%) and intangible critical knowledge results (11 articles/39.3%). The physical outputs themselves are often in the form of small-scale or tactical interventions, ranging from design recommendations for healthy houses (Khamdevi, Effendi, and Wibowo 2020) and religious building design (Winarni, Pramitasari, and Istiqoma 2023) to playgrounds and public parks (Effendi and Wibowo 2023; Tri Harjanto and Widyarthara 2020). These outputs serve as immediate proof of specific design and architectural interventions by the students' presence on the sites. A second large portion of the working research produces intangible outputs. It ranges from academic critique of the pedagogical process (M. N. M. Iqbal 2025; M. Iqbal, Ujianto, and Pradhana 2024) to knowledge of cultural preservation and spatial identity, as in the example of the resettlement of the Koroway Tribe (Kurniawan, Suhanto, and Angelia 2020). A smaller subset of the article resources proposes a larger intervention, such as a strategic or master plan (4 articles/14.3%), mostly in tourism destinations such as Bali and Lombok, and in a few rural areas.

3.1.2. Negotiating identity, social agency, and pedagogical models

After carefully analysing the findings and objectives of 28 articles, three thematic insights are proposed to provide an overview of community-based research in Indonesian architectural pedagogy (Figure 4). The three overarching categories include tourism commodification and identity, the spectrum of social agency, and the exploration of pedagogical models. A significant number of sources (12 sources) address the tension between potential economic commodification and ecological preservation. The research illustrates how the rural landscape and vernacular tradition are proposed to create tourism villages (*desa wisata*). It aligns with the national village tourism program, which targets 4,000 tourism villages in 2023 to elevate local economies by attracting domestic and international tourists (Ćurčić et al. 2021; M. N. M. Iqbal 2025; Sartika, Wargadinata, and Institut Pemerintahan Dalam Negeri 2019).

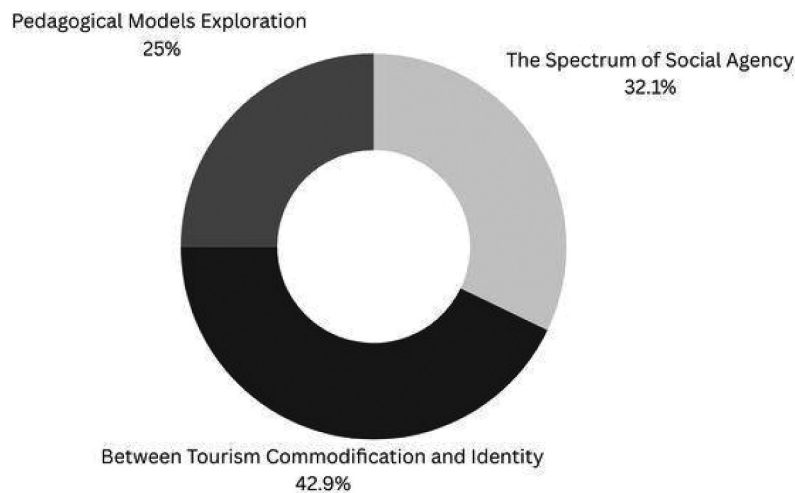


Figure 4. Thematic insights.

However, the initiative often faces the principal challenge of maintaining authenticity and managing environmental degradation. The battle over authenticity is evident in the sub-theme on replica tourism (Ristinanda and Nuryanti 2021) in Yogyakarta, which criticises the trend of building artificial and iconic landmarks that lack cultural roots. This finding contrasts with the neo-vernacular approach in Setu Babakan (Felicia and Trisno 2023) and the spirit of place (Khamdevi 2021) in Desa Bonjeruk, where locality and agricultural heritage serve as the site's primary attractions. Another sub-theme related to identity negotiation also appears in research on the Korowi Tribe in Papua, which reveals that government resettlement schemes are causing spatial ambiguity, as the architectural form no longer supports the tribe's social structure (*boluf*) and its social behaviour (Kurniawan, Suhanto, and Angelia 2020). The environmental issue in relation to identity and tourism opportunities is highlighted by research assessing tourism readiness in Sentul Village, which is not ready to be a tourism destination solely due to its poor environmental management (Prima et al. 2025).

The second thematic finding across the dataset is that the success of a design project is determined not by its physical form, but by the spectrum of social agency and networks the community-based project or research activates. There are nine sources collectively argue that physical transformation is unsustainable without deep social integration. The research reveals a spectrum of participation, yielding various degrees of engagement. The papers in this category interrogate how students engage in field observations with the community, revealing a spectrum ranging from conventional consultation to activating the local spirit of togetherness (*gotong-royong*) to the integration of actor-networks theory.

At the lower end, providing direct technical community service, such as the mosque design in Malang (Winarni, Pramitasari, and Istiqoma 2023) involving the community as informants, has a different impact from other research that aims for true involvement and authentic participation (Fidelista et al. 2025; Perbawanti, Pratiwi, and Samsirina 2025). Another example can be seen in the Kampung Hijrah and Rancagong projects (Asharhani and Gupita Sari 2022), where the community actively altered designs and co-produced physical elements such as signage and waste infrastructure. Furthermore, moving beyond the outputs, some studies utilise Actor-Network Theory to map the ecosystem of innovation. Research on the Majalengka Village Market and the Khairina Community Space (Ekomadyo et al. 2024; Ekomadyo, Wijaya, and Augusta 2021) employed ANT to visualise how human actors (village heads, lecturers) and non-human actors (design, regulation, funding) interact. This approach indicates that successful participation often relies on mediators, in this case, leaders or academic facilitators who bridge the gap between abstract planning and design and local realities.

The final theme and most rapidly emerging theme in the last 2 years' sources is a focus on pedagogical model explorations. It highlights the university's role in these community-based research and development efforts, specifically through the MBKM policy's focus on systemic institutional critique (M. N. M. Iqbal 2025; Wicaksono, Winnerdy, and Prayangga 2024). Seven papers support this theme by presenting a dynamic of community-based pedagogy through various methods. On the positive side, cross-cultural and interdisciplinary learning, such as the collaboration between Australian and Indonesian students in Sumba Villages (Bawole 2024), resulted in soft skills and cultural intelligence that a conventional architecture studio cannot provide.

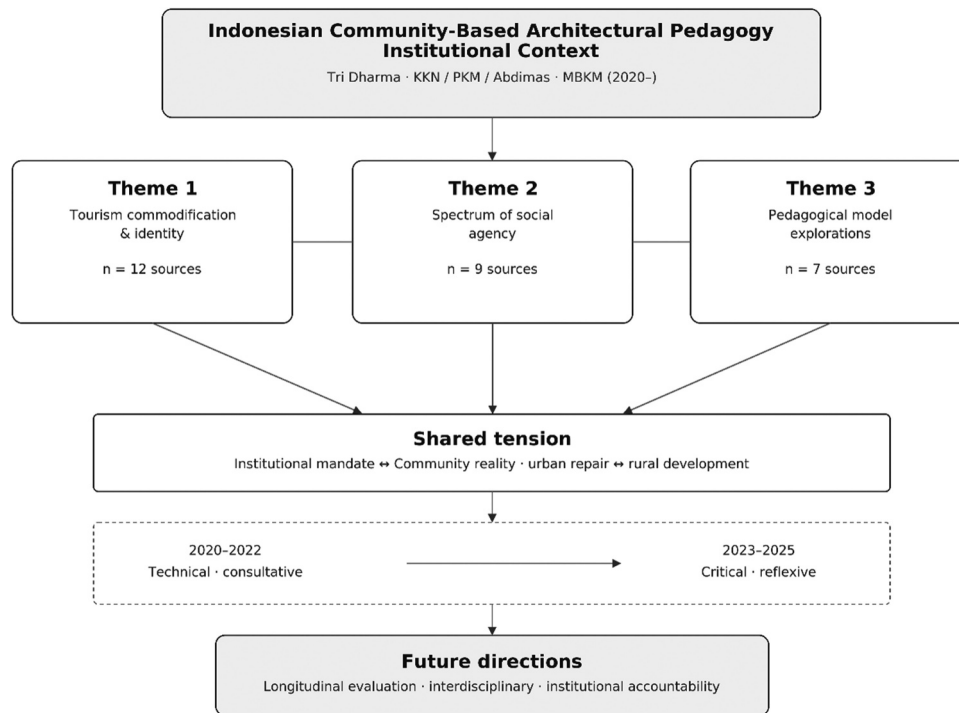


Figure 5. Conceptual synthesis.

However, a critical counter-narrative is highlighted as a fragile foundation of the pedagogy based on ethnographic findings that student programs suffer from institutional ambiguity and financial precarity. The struggle suggests that while community engagement may yield positive outcomes, the process can be exploitative to students. Despite the struggle, a post-project evaluation in Baturetno Village (M. Iqbal, Ujianto, and Pradhana 2024) reported that students could gain skills in elaboration, ranging from negotiation, time management, and adaptability, which are absent in the traditional architecture studio.

Taken together, the three thematic clusters from tourism commodification and identity, the spectrum of social agency and pedagogical model explorations are not isolated findings. They reflect a shared underlying tension running of Indonesian community-based pedagogy by highlighting the gap between institutional mandate and community realities. The Indonesian educational frameworks either Tri Dharma or more recent MBKM position community engagement as an educational obligation but the literature reveals that the actual experience of that engagement is far more complex and contested.

What the literature also reveals is a field in motion. The earlier studies in this dataset (2020–2022) tend toward the descriptive and technical, documenting outputs and mapping contexts. The more recent scholarship (2023–2025) has begun to interrogate the structural conditions of the work itself by asking not only what was built or designed, but whether the process

was just, effective, and sustainable. Figure 5 synthesises this trajectory, mapping the institutional context, thematic clusters, shared tensions, and scholarly direction that together characterise the emerging landscape of community-based architectural pedagogy in Indonesia.

4. Conclusion and beyond

The systematic review has examined community-based architectural pedagogy in Indonesia by analysing 28 peer-reviewed articles published over the last 5 years (2020–2025). The analysis confirms that the pedagogy is not merely a recent import from popular Western pedagogical approaches such as the live project or design-build approach; instead, its practice is deeply rooted in the nation's political history of Tri Dharma (Three Pillars of Higher Education) and the recent curriculum advancement through Merdeka Belajar Kampus Merdeka (MBKM) policy. While a direct causal relationship cannot be established from bibliometric data alone, the temporal alignment between the implementation of the MBKM policy in 2020 and the escalating publication trend is consistent with prior research documenting the policy's broader impact on experiential and off-campus learning activity. This alignment is offered as a plausible contextual explanation, not a confirmed empirical finding of this review.

The review itself highlights a sharp dichotomy in geographical functionalism between urban and rural interventions. Rural projects, particularly in East Java, Bali, and Lombok, are predominantly focused on economic

development through tourism village (*desa wisata*) agendas (M. Iqbal, Ujianto, and Pradhana 2024; Khamdevi 2021; Ramadhanty et al. 2024). In contrast, projects in urban contexts such as Greater Jakarta and Surabaya focus on social and spatial repairs, finding alternative forms of tactical intervention through microspatial strategic interventions (Ali, Aryanti, and Oktasari 2025) or by reviving neglected social spaces (Perbawanti, Pratiwi, and Samsirina 2025; Tri Harjanto and Widyarthara 2020).

Thematically, the scholarship is also evolving from descriptive reporting to fundamental critical analysis. While earlier studies tend to address the technical aspects through a consultative approach, recent literature has begun to interrogate the efficacy of these pedagogical models. The findings suggest that community-based scholarship in Indonesia is in transition from mere technical providers to active agents of social change. However, this transition faces different challenges, from the commodification of local identity for tourism (Ristinanda and Nuryanti 2021) to the institutional precarity faced by students, which makes them learn by enduring rather than by doing (M. N. M. Iqbal 2025). This observation points to a systemic rather than individual failure. Without adequate preparation, clear objectives, financial and technical supports, the programme's pedagogical promises are structurally undermined before it begins. Students become a form of subsidised institutional labour, deployed to fulfil the Tri Dharma community service obligation while the institution retains the reputational benefit of the engagement. A genuinely transformative community-based pedagogy would require institutional accountability to match institutional ambition: clear support frameworks, financial provision for student fieldwork, and structured post-project reflection built into the curriculum rather than left to individual initiative.

Additionally, while global terms like participatory are widely used, the use of local frameworks such as *KKN*, *PKM*, and *Abdimas* (community service) also supported data collection. It means that pluriversal keywords or notions outside the dominance of Western terminology are urgently needed to map community-based practice globally (Escobar 2018; Gray 2022). The challenge of Eurocentric methods, such as the storytelling method in Bali (Brook 2020), could also reveal architectural patterns beyond metric-based site analysis. In Majalengka and Bandung, the understanding of the entanglements of human and non-human actors (Ekomadyo et al. 2024; Ekomadyo, Wijaya, and Augusta 2021) to sustain the project is a good example of how we should think about the aftermath of the project after the collaboration ends. It is interesting to see and formalise these local methodologies in the future, and to consider locally based values like *gotong royong* (spirit of togetherness) (Lukiyanto and Wijayaningtyas 2020) as rigorous design methods equivalent to the Western design toolkits' counterparts.

As the scholarship is currently at a critical saturation point, the community-based pedagogy in Indonesia should move beyond the euphoria of implementation toward more rigorous, longitudinal, interdisciplinary and critical evaluation of its social and educational impacts. There is a glaring absence of data on the long-term survival outcomes of these community-based projects. By prioritising research on post-project evaluation, the field will move from reporting to analysing impact for better future practice and research. It will need to stay on the dirty side of the research to propose reciprocity, just co-creation, and empathic allyship (Shafique 2025).

While some studies have begun to integrate other disciplines, it remains rare. As the complex problems in rural and urban areas in Indonesia, future liveness pedagogy should be formally multidisciplinary. The use of low-tech, locally available materials is needed, but as the world is rapidly moving towards digitalisation and high-tech tools and methods (Paramita and Andri Yatmo 2023; Goncalves et al. 2026; Santolamazza, Mattei, and Grandis 2025), it should be able to support the application of these materials better, and research on the technological aspects is still limited in these five-year datasets.

By addressing these gaps, Indonesian architectural scholarship can continue to amplify its unique voice and position in the global arena, demonstrating that local wisdom and support for educational policy can contribute to creating resilient, socially responsive architecture. The true architecture being built is not just the physical legacies, but the architecture of relationships. It consists of the network of trust, exchange of knowledge, and student or community resilience. The future of this scholarship lies in its ability to be honest about the difficulties of this work, rigorous in its methods, and unwavering in its commitment to an architecture that is not just for the people, but by and with them.

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Author contributions

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Appendix

The Indonesian Architecture SINTA Journals selection process.
<https://s.id/architecturesintajournals>.

The Selected 28 Papers for in-depth thematic review.
<https://s.id/selected28papers>.