



2017

第三届中国—东盟
建筑艺术高峰论坛
论文集

The 3rd China-ASEAN
Architecture Arts Summit
Forum Proceedings

江波//主编

中国建筑工业出版社

图书在版编目(CIP)数据

2017 第三届中国—东盟建筑艺术高峰论坛论文集 / 江波主编. —北京: 中国建筑工业出版社, 2017.9
ISBN 978-7-112-21166-1

I. ① 2… II. ① 江… III. ① 建筑设计—中国、东南亚国家联盟—学术会议—文集 IV. ① TU2-53

中国版本图书馆 CIP 数据核字 (2017) 第 210796 号

本书汇集了 2017 第三届“中国—东盟建筑艺术高峰论坛”的多篇优秀论文, 会议主题为“穿越·地缘”。本书将论坛的技术成果转化为出版成果, 文章来源的广度、深度以及高度都有把关, 论文集的出版为论坛的举办增添了其学术价值。本书适用于广大高校建筑设计相关专业师生及建筑行业设计师。

责任编辑: 李东禧 杨 晓

责任校对: 党 蕾 姜小莲

2017第三届中国—东盟建筑艺术高峰论坛论文集

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中国建筑工业出版社出版、发行(北京海淀三里河路9号)

各地新华书店、建筑书店经销

北京嘉泰利德公司制版

北京中科印刷有限公司印刷

*

开本: 880×1230 毫米 1/16 印张: 9 字数: 277千字

2017 年 9 月第一版 2017 年 9 月第一次印刷

定价: 48.00 元

ISBN 978-7-112-21166-1

(30812)

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(邮政编码 100037)

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Revaluation of Chinese Cultural Heritage in Bandung Through Historical Survey

Universitas Kristen Maranatha, Krismanto Kusbiantoro, Elizabeth Wianto, Cindrawaty Lesmana

ABSTRACT : The mitigation efforts include sustaining the value, meaning and significance of cultural resources from the past, for the use of the present and inspiration of future generations. The purpose of this paper is to identify cultural heritage by enhancing community engagement and participation to give meanings on the culture itself. The historical survey was conducted to encourage publics to consider their historical and cultural experiences in planning for the future. The survey was arranged in two-days trip for visiting the Chinese historic properties and cultural resources in the hazard area, Bandung City, Indonesia. This activity was designed to construct a sense of continuity and connectedness with the historical and cultural experience. To conserve cultural heritage, local communities must be aware first. The result show people reevaluate the heritage by visiting the historic properties and cultural resources. Furthermore, they also design some planning in how to protect the heritage.

Keywords : cultural heritage, value, mitigation, Chinese community

INTRODUCTION

Mitigation measures to cultural resource from disaster. A disaster is a sudden, calamitous event that seriously disrupts the functioning of a community or society and causes human, material, and economic or environmental losses that exceed the community's or society's ability to cope using its own resources (IFRC, 2017). Disasters can be caused by nature and human as well. The impacts from disaster can be reduced when public have been educated on the value of the resources and the consequences of the decay of the cultural.

The cultural heritage as all the beliefs, values, practices, and objects that give a place its own specific character finds its significance when stated conservation and development. The development that is not entrenched and weaved through the local people's consciousness, traditions, and values is bound to fail (Ocampo & Delgado, 2014 ; Zerrudo, 2008). The mitigation efforts include sustaining the value, meaning and significance of cultural resources from the past, for the use of the present and inspiration of future

generations. We cannot expect local communities to conserve something that they are not aware of. Mitigation is the effort to reduce impact of something that cannot be completely prevented. Thus, the process brings forth the importance of public education and awareness.

Public education is to protect community's historic properties. Heritage education constructs a sense of continuity and connectedness with the historical and cultural experience and encourages publics to consider their historical and cultural experiences in planning for the future (Hunter, 1998). The certain cultural resources, such as personal photographs and family collections, public education and awareness can be one of the most powerful tools to raise awareness of the community in the first stage of mitigation (FEMA, 2005). Therefore, this paper focuses on the process of the identifying cultural heritage that enhance community engagement and participation to give meanings on the culture itself. The questions are bounded to how much do communities know about historic properties and cultural resources in hazard areas? What do

the community perceive to historic properties and cultural resources by visiting the place with the expert?

THE CHINESE COMMUNITY SETTLEMENTS AT BANDUNG CITY

The Chinese community settlements already existed for centuries spreading along Indonesian islands shores. It began in the early 15 century during the period of the Ming Dynasty. They lived in a very tight neighbourhood and densely built environments in such conditions naturally giving rise to an exclusive society with intense cultural tradition copying their original homeland. The first wave of Chinese had brought their colourful lifestyle to the life of the dynasties.

Bandung City is a capital of West Java Province in Indonesia. It located 768 metres above the sea level in total area of 167.67 km². The population is 2.6 million people (BPS, 2015). The Chinese Community settlement in Bandung was developed in the early of 18 centuries. In the year of 1809, the Chinese area was built as a decreed from the ruling government.

METHODOLOGY

The survey was conducted in the hazard area, Bandung City, Indonesia. Bandung, which an area that surrounded by volcanoes, is a city that prone to earthquake and lava eruption. Besides, the intense rainfall in this area makes the city is also prone to flood. The survey was arranged in two-days trip for visiting the Chinese historic properties and cultural resources in Bandung City. The areas included Chinese cemetery (Figure 1), Chinese Temples, Old Chinese School Buildings, Oversea Chinese Houses, Traditional Chinese Beverages, Ancestor Place, Indonesian-Chinese Museum, Tofu Factory, Coffee House in traditional style, and Traditional



Figure 1 Chinese Lieutnant Grave in Cikadut

Chinese Medicine Store. The trip includes experts, educator, government, heritage foundation, and public community. The process includes the survey to the historic properties and cultural resources and explanation by the experts or the descendants. The purposes of the visit are to indicate how much do communities know about historical properties and cultural resources and to build awareness and the sense of the place to support the efforts of protecting the valuable assets.

FINDINGS

Visiting the historical sites and cultural resources, the community engaged in a process of relationship building that encourages both learning and action. They have an expression of opinions about a place based issue or program. Figure 2 illustrates the activities and the engagement process on the historical survey. By listening to the experts, people know better the historical background of the resources. The obtained information triggers a significance of cultural resources.



Figure 2 Listening to Cemetery Expert Explaining Hakka Grave

Table 1 shows the summary of the engagement process of the participants and the future planning after two-days trip of participation of experiencing Chinese Cultural trip in Bandung. For example, visiting the ancient Chinese Cemetery in Bandung so called Cikadut, the participants aware of the extinct of the sites if people abandon the place. The planning actions are the ideas from the community that joined the trip. They give the meaning to the place itself and respect the tradition background. The active participation between the experts and the participants raise awareness and define the place into the most favourable place that must be protected.

Connections of Activities to the Future Planning Actions

Table 1

Place	Activities	Results	Planning Actions
Cikadut Chinese Cemetery—Ancient Grave	<ul style="list-style-type: none"> ● Going to several Ancient Chinese Family ● Understand the tradition and beliefs for the arrangement, such as : grave arrangement, fortune pool, temple, etc. ● Storytelling to engage community in identifying the historical values ● Storytelling to define the cultural resources based on the participants' understanding 	<ul style="list-style-type: none"> ● Understanding the Chinese culture ● Trigger to find more information about the historical background of the family ● Respect the cultural resources 	<ul style="list-style-type: none"> ● Mapping the ancient grave and preserve Chinese grave ● Finding the decent family to complete the historical background of the ancient grave owner ● Cleaning the abandon cemetery
Chinese Temples	<ul style="list-style-type: none"> ● Observed the Buddhist and Tao Temple ● Understanding the relic 	<ul style="list-style-type: none"> ● Public opinions survey ● Understanding the Chinese culture ● The sense of the place 	<ul style="list-style-type: none"> ● Community festival ● Provide arts and cultural education programs ● A Photo Voice through social media and exhibition
Old Chinese School Buildings	<ul style="list-style-type: none"> ● Knowing the history ● Story telling 	<ul style="list-style-type: none"> ● Public opinions survey ● The sense of the place ● Knowing the historical background 	<ul style="list-style-type: none"> ● A Photo Voice through social media and exhibition ● Building investigation
Houses	<ul style="list-style-type: none"> ● Understanding the cultural difference 	<ul style="list-style-type: none"> ● The sense of the place ● Public opinions survey 	<ul style="list-style-type: none"> ● A Photo Voice through social media and exhibition ● A Photo Voice through social media and exhibition ● A Photo Voice through social media and exhibition
Beverages	<ul style="list-style-type: none"> ● Experiencing the Chinese food that has already adapt with local, such as : tofu, coffee place, meat bun, etc. 	<ul style="list-style-type: none"> ● Public opinions survey ● Understanding the historical background and the mixed culture of the local food 	<ul style="list-style-type: none"> ● Provide arts and cultural education programs ● A Photo Voice through social media and exhibition
Ancestor Place	<ul style="list-style-type: none"> ● Storytelling the ancient of the Chinese family name 	<ul style="list-style-type: none"> ● Public opinions survey ● Understanding the Chinese culture ● Trigger to find more information about the historical background of the family 	<ul style="list-style-type: none"> ● A Photo Voice through social media and exhibition
Museum	<ul style="list-style-type: none"> ● Understanding of the background of Overseas Chinese in Indonesia 	<ul style="list-style-type: none"> ● Understanding the Chinese culture ● Public opinions survey 	<ul style="list-style-type: none"> ● A Photo Voice through social media and exhibition
Chinese Medicine	<ul style="list-style-type: none"> ● Knowing the history ● Story telling ● Experiencing the Chinese Traditional Medicine, the usefulness, and the design of the store 	<ul style="list-style-type: none"> ● Understanding the Chinese culture ● Public opinions survey 	<ul style="list-style-type: none"> ● Provide cultural education programs ● A Photo Voice through social media and exhibition ● Building investigation

Whenever we interact with the world around us, it includes education on it. By directly experiencing, examining, and evaluating historic sites, the community gain knowledge, intellectual skills, and attitudes that enhance their capacities for maintenance and improvement of their society and ways of living. When the participants

visit the Chinese Medical Store as shown in Figure 3, they heard the explanation from the owner of the store about the family history and Chinese Medicine as well. By educating the community about value of the cultural heritage, the understanding of concepts and principles about history and culture can enrich their appreciation for the artistic



Figure 3 Trip Participant Listening to Chinese Medicine Store's Owner

achievements, technological genius, and social and economic contributions from diverse groups.

Furthermore, a higher level of community engagement in planning offers vibrancy and innovation by strengthening the level of public commitment and making more perspectives available to decision makers. The planning of the mitigation is where options and actions are developed which will enhance opportunities and reduce threats to project objectives. The education is one of the treatment to teach and to learn about history and culture that using information available from the material culture and the human and built environments as primary instructional resources. The use of creative tools, such as : visual-art techniques, storytelling, festivals, exhibits, spoken word, Photo Voice, web-based applications and community gatherings can emphasizes accessibility of the input, genuine acknowledgment of feedback, easy participation, and the development of engagement to cultural heritage.

CLOSURES

By experiencing the culture, the community engage and participate directly to identify the historical sites and cultural heritage and to give a meaning of the cultural itself. The

community knows better about historic properties and cultural resources and raising awareness of the participants. The participants construct a sense of continuity and connectedness with the historical and cultural experience. A planning actions must be conducted to sustain the value and the significance of the historical properties and cultural resources, to promote the sites and to do some the efforts of mitigation for protecting the sites.

ACKNOWLEDGMENTS

We thank you for the support of the building owner, the community in Bandung, and Universitas Kristen Maranatha's community. This study was financially supported by grants from Ministry of Research and Technology – Hibah Penelitian Unggulan Perguruan Tinggi under contract no. 112.Q/LPPM-UKM/V/2017 and the support from Pusat Bahasa Mandarin at Universitas Kristen Maranatha.

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