



## Application of Behavioral Architecture in Children Activity Center for Early Childhood

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**Abstract.** Behavioral architecture is an essential approach in designing early childhood play spaces. Play is one of their favorite activities and supports social education. However, in Medan City, many playgroups do not support children's play activities regarding space, function, and a sense of safety and comfort for children and parents. Therefore, a building is needed that can accommodate various socially educational play activities for children in Medan City. The proposed children Activity Center with the concept of Behavioral Architecture is designed to provide complete, comfortable, safe, and functional play facilities, as well as spaces that are meticulously adapted to the activities in it, ensuring that children do not feel bored and that the center meets their needs

**Keywords:** Children, Play, Activity

### 1. INTRODUCTION

The application of behavioral architecture concepts in the design of the CAC in Medan City is essential to ensure that the building can provide an environment that supports optimal child development. Behavioral architecture emphasizes using physical design and environment to influence human behavior, including children's interaction, learning, and play.

*Playgroups*, a key component of early childhood social education, play a crucial role in fostering social skills. By bringing together children of the same age, these groups facilitate the development of friendships and encourage learning and social interaction through play. The benefits of play are far-reaching, enhancing motor skills, cognitive abilities, imagination, language development, social interaction, communication, and leadership in early childhood.

With the growing awareness of the importance of early childhood social education, the need for adequate facilities in Medan is more pressing than ever. The Children's Activity Center (CAC) stands as a beacon of hope in this situation, offering a promising solution. The CAC, a specialized space, provides a fun learning experience and encourages child development through various educational activities and games. By meeting the developmental needs of early childhood, the CAC promises to be a transformative addition to Medan's educational landscape.

The rapid economic growth in Medan City has brought about significant changes in people's lifestyles, including parenting patterns. This shift underscores the crucial role of the environment in child development. While every parent strives to provide quality education and a supportive environment for their children, the situation in the Medan Sunggal sub-district demands immediate attention. The lack of developmentally appropriate facilities for young children is a pressing issue. In the Medan Sunggal sub-district, there are 1059 children under five, yet only 11 non-formal playgroup education facilities, of which eight must be accredited. This situation calls for urgent action.

Early childhood social education is becoming increasingly important to support children's development for a better future. Early childhood development is a very productive phase where all information received can be easily absorbed and utilized. This is especially true in the preschool age of 3 to 6 years, which is not just a phase, but a golden period for children's physical, intellectual, social and emotional growth.

*Play* is not just a pastime for children; it is a crucial element that supports early childhood social education. Playgroups, where children of the same age come together, play a significant role in helping children make friends and learn through social interaction. Play is a powerful tool that can improve motor skills, cognitive abilities, imagination, language development, social interaction, communication, leadership, and other skills in early childhood. By emphasizing the role of play in early childhood education, we underscore the importance of the proposed Children's Activity Center (CAC) in Medan City.

## **2. METHOD**

Collect primary data through field observations to collect related data (current site conditions, surrounding building conditions, site conditions, potential and problems at the site) and comparative study data of similar themes or functions in Medan city. In addition, data collection is done by documentation of related data in the form of photographs or written notes to analyze related matters. The data collected from various sources, including the internet, books, and other literature studies related to the design process, will be of immense significance. By conducting comparative studies from books, the internet, and other sources about previous projects that have similar functions or themes, you will be adding valuable insights to our research. Data analysis regarding space size, space size requirements, and related matters is done quantitatively to measure the required area. In addition, the analysis is carried out with qualitative methods to analyze space requirements, activities in it, activity patterns, functions, activities, and other related matters.

### 3. RESULT AND DISCUSSION

#### Behavioral Architecture

Studying the field of environmental psychology involves a profound analysis of how people interact with the built environment. The significance of this understanding cannot be overstated. If a person does not find a particular environment appealing, they will not willingly and joyfully inhabit it, whether it's a public space, a shopping mall, or a home (Janetius, 2016). The built environment, in its various forms, has a profound impact on human behavior and well-being. This relationship is at the core of behavioral science, guiding the creation of livable buildings (nature, 2019). Behavioral architecture, a concept deeply intertwined with psychological discussions, delves into the intricate relationship between humans and their environment, and vice versa.

**Table 1.** Variable of Behavioral Architecture

Variable	Description
Space	The design of space is a powerful tool that can be harnessed to fulfill flexible functions and achieve specific goals. Designers, with their creative vision, can modify spaces to create private or public areas that cater to human needs. For instance, the placement of a public area in the center of a building or the design of a waiting area that allows a comfortable distance between visitors and provides an area for social interaction. According to Azmond, there are two types of spatial qualities: "gatherers" that facilitate social relationships, and "spreaders" that act as barriers. Examples of "diffusers" are extended, narrow corridors preventing people's accumulation. However, research by Zomer found that the "spreader" type works well in classrooms or libraries as it reduces noise and distraction from social interaction and conversation.

Size and Shape	<p>The shape and architecture of a building affect the personality of its occupants [1] and should be tailored to the users' needs. For example, curved shapes can contribute to feelings of well-being. At the same time, integrating open spaces or using bilateral symmetry can reduce stress and increase feelings of well-being [2]. Spatial properties include location, size, distance, direction, separation and connection, shape, pattern, and movement. Spatial knowledge of our environment is essential to well-being, living and working stress-free [3]. three basic shapes have psychological effects and influence nature and character [4], namely:</p> <ol style="list-style-type: none"> <li>1. Square shape: Free and unbound effect, allowing free movement. The square shape is static, rigid, neutral, formal, and has no specific direction.</li> <li>2. Circular shape: Free movement, dynamic, and has strong visual power. It has no corners, allowing views in all directions.</li> <li>3. Triangular shape: The effect is less accessible and seems harsher. Expressive, active, stable, sharp, dynamic, and cannot be simplified.</li> </ol> <p>The size of the space is adjusted to the activities and needs of the users, affecting the distance between people, visibility, space for movement, and the atmosphere created. Four spatial spaces affect social interaction :</p> <ol style="list-style-type: none"> <li>1. Intimate distance (0-20 cm): High communication, but can create discomfort.</li> <li>2. Personal distance (45-120 cm): Comfortable personal space.</li> <li>3. Social distance (120-360 cm): Common in public areas and professional relationships.</li> <li>4. Public distance (5-8 m): Used in formal meetings.</li> </ol>
Furniture and Arrangement	<p>The furniture layout affects the behavior and feelings of people in the room. Furnishings define communication boundaries and interactive intervals. Joiner (1976) revealed three main qualities of interaction style: placement, distance between furniture, and decoration. The arrangement of other functions, such as bicycle racks or trash cans, should also be considered to encourage environmentally friendly behavior.</p>
Color:	<p>Color is a powerful tool in interior design, with the ability to significantly influence emotional states [5]. Colors can set the mood of a room and support certain behaviors. For example, green evokes positive feelings and reduces stress, red is associated with danger, and blue provides calmness but can also be perceived as depressive. The intricate relationship between color and human emotions is a fascinating area of study in environmental psychology.</p>
Sound, Temperature, and Lighting	<p>These elements affect the condition of the space and its users. Excessive sound can be distracting, so arranging the space to muffle the sound is necessary. A comfortable room temperature in Indonesia is 25.4°C - 28.9°C [6]. Lighting affects psychological states; natural lighting reduces anxiety and promotes positive emotions, while artificial lighting is usually used at night.</p>

Architecture exists to fulfill human needs and vice versa. Some of the principles in Behavioral Architecture include the ability to communicate with people and the environment, as well as fulfilling aesthetic values, composition, and form. These principles include considering the function of the building, appropriate scale, and harmony between various elements to create visual balance and rhythm.

Behavioral Architecture, as the science of designing buildings, refers to the understanding of human behavior and the environment, with the aim of creating spaces and atmospheres that are appropriate to human behavior and the culture of the community. The phenomenon of environmental behavior involves various aspects such as anthropometry, proxemics, personal space, territoriality, privacy, perception, cognition, and meaning.

According to Carol Simon Weinstein and Thomas G David, the principles of behavioral architecture that should be considered include:

- a. The ability to communicate with humans and their environment: The design should be understandable to users through their five senses or imagination. The form displayed should be transparent to the user. Some of the requirements that must be met are:
- b. Reflect the function of the building. Show appropriate and pleasing scale and proportion. Indicates the materials and structures used in the building.
- c. Provide comfort for the occupants: Buildings should be physically and psychologically comfortable, as well as physiologically pleasant.
- d. Taking into account user conditions and behavior: The design should consider the condition and behavior of the users to ensure the building functions well according to their needs.

As social beings, humans are never separate from the environment that shapes them. In designing a building in the context of behavioral architecture, it is important to ensure that the building functions as a broad social service. Some elements that should be considered include:

- a. The social activities that will take place within the building.
- b. The flexibility required for various activities.
- c. Activities that affect each other.
- d. The background and purpose of the space users (participants).

### **Space Program**

The space program is grouped based on the function of space and activities in the Children's Activity Center.

**Table 2. Room Description**

<b>Public Facilities (Public)</b>					
<b>Room</b>	<b>Activity</b>	<b>Description</b>	<b>User</b>	<b>Zone</b>	<b>Indoor/Outdoor</b>
<b>Lobby Kids shop</b>	Waiting room/transit on to kids shop	Information center	Visitors	Public	Indoor
<b>Kids Shop</b>	Buy and sell children's toys	Toy showroom	Sellers, buyers	Public	Indoor
<b>Café</b>	Visitors eat and drink. Waiters cook/make food and drinks	Room with table and kitchen layout, cashier, staff locker room.	Visitors	Public	Indoor - Outdoor
<b>Cafe kitchen</b>	Workers make dishes	Large cafe kitchen area	Worker	Private	Indoor
<b>Lavatory</b>	Toilet, poop	Has a toilet, washbasin and special wheelchair space.	Visitors	Public	Indoor
<b>Lobby (Public)</b>					
<b>Room</b>	<b>Activity</b>	<b>Description</b>	<b>User</b>	<b>Zone</b>	<b>Indoor/Outdoor</b>
<b>CAC drop off</b>	The vehicle stops to unload passengers	Located close to the lobby, has a roof	Visitors	Public	Outdoors
<b>Lobby Room</b>	Visitors who have interests are waiting	As a transitional space from drop off to the space in CAC	Visitors	Public	Indoor
<b>Receptionist</b>	Receiving guests, or welcoming guests	Located in the lobby area	Visitors	Public	Indoor
<b>Elevator foyer</b>	After visitors exit the elevator and head to the lobby	Transition area from elevator to lobby	Visitors	Public	Indoor
<b>Toilet</b>	Urinate	4 male and female toilet	Visitors	Public	Indoor

		cubicles, 1 toilet cubicle for wheelchair users			
<b>The waiting room</b>	Parents waiting for their children	Located close to the lobby and hall	Parent	Semi Public	Indoor
<b>Mommy's Corner</b>	Parent woman who has baby waiting for her child	Located close to the children's waiting room, there is a room for breastfeeding and changing diapers	Parents (Mother)	Semi Public	Indoor
<b>foyer to hall</b>	Parents hand over their children to the teacher	Transitional space between lobby and hall	Parents, children, teachers	Semi Public	Indoor
<b>Play Center (Semi Public)</b>					
<b>Room</b>	<b>Activity</b>	<b>Description</b>	<b>User</b>	<b>Zone</b>	<b>Indoor/Outdoor</b>
<b>Library lobby</b>	Register to enter the library	Contains reception and waiting room	Visitors	Public	Indoor
<b>Locker</b>	Storing goods	Locker cupboard	Visitors	Semi Public	Indoor
<b>Library</b>	Read and choose reading books	Book storage room	Children, staff, visitors	Semi Public	Indoor
<b>Ball Bath Lobby</b>	Register to enter Ball Bath	Contains reception and waiting room	Visitors	Public	Indoor
<b>Locker</b>	Storing goods	Locker cupboard	Visitors	Semi Public	Indoor
<b>R. Trampoline</b>	Child playing on trampoline	The room containing the trampoline, there is an entrance lobby and	Children and supervisors	Semi Public	Indoor

		lockers, is on the 2nd floor.			
<b>R. Ball bath</b>	Children play ball pool	Ball pool room with various games in it, there is an entrance lobby, parents' waiting room, lockers	Children and supervisors	Semi Public	Indoor
<b>Health Unit (Semi Public)</b>					
<b>Room</b>	<b>Activity</b>	<b>Description</b>	<b>User</b>	<b>Zone</b>	<b>Indoor/Outdoor</b>
<b>The waiting room</b>	The place where the patient who will be examined is waiting	The waiting room looks relaxed and comfortable with sofas.	Parents , children	Semi Public	Indoor
<b>Examination room</b>	A place where doctors examine patients	Examination room with bed and medical equipment	Doctor, Patient	Semi Private	Indoor
<b>Rest room</b>	A place for children who need rest because they are sick	Resting room with 3 beds	Child	Semi Private	Indoor
<b>Psychological Consultation Room</b>	Child psychology consultation patient	Consultation room with table and comfortable chairs/sofa.	Parents , children, doctors , nurses/ doctor's assistants	Semi Private	Indoor
<b>Medicine room</b>	Storing medicines	Medicine storage room	Pharmacist staff	Private	Indoor
<b>Doctor's Room</b>	The doctor's resting place	Doctor's rest room	Doctor	Private	Indoor

<b>Lavatory</b>	Toilet, poop	Has a toilet, washbasin and special wheelchair space.	Visitors	Semi Private	Indoor
<b>Management Area (Semi Private)</b>					
<b>Room</b>	<b>Activity</b>	<b>Description</b>	<b>User</b>	<b>Zone</b>	<b>Indoor/Outdoor</b>
<b>R. Guest</b>	Places guests who wish to speak with CAC managers	Living room with comfortable sofa.	Visitors, staff	Semi public	Indoor (2nd Floor)
<b>R. Coach</b>	CAC trainer recaps his work	Communal work space that seems relaxed and not stiff.	Staff	Semi Private	Indoor (2nd Floor)
<b>R. Teacher</b>	CAC teachers recap their work	Communal work space that seems relaxed and not stiff.	Staff	Semi Private	Indoor (2nd Floor)
<b>R. PerChildrennel staff</b>	CAC staff do their job	Semi-formal work space with partitioned desk.	Staff	Semi Private	Indoor (2nd Floor)
<b>R. Operational Staff</b>	CAC staff do their job	Semi-formal work space with partitioned desk.	Staff	Semi Private	Indoor (2nd Floor)
<b>R. Marketing Staff</b>	CAC staff do their job	Semi-formal work space with partitioned desk.	Staff	Semi Private	Indoor (2nd Floor)
<b>Pantry</b>	Staff heats food or makes instant food and drinks	Mini kitchen space for staff to make instant food/drinks	Staff	Semi Private	Indoor (2nd Floor)
<b>Lavatory</b>	Toilet, poop	Has a toilet, sink.	Staff	Semi Private (private)	Indoor (2nd Floor)

<b>R. Head of CAC</b>	The CAC chief did his job	Formal work space with work desk and chair for sitting. There is a sofa to welcome special guests.	Staff	Private	Indoor (2nd Floor)
<b>R. Wakep CAC</b>	Deputy Chief of CAC did his job	Formal work space with work desk and chair for sitting.	Staff	Private	Indoor (2nd Floor)
<b>R. Meeting</b>	CAC staff conducts meetings	Meeting room	Staff	Private	Indoor (2nd Floor)
<b>R. Archives</b>	CAC Manager saves files.	Room with shelves for storing files	Staff	Private	Indoor (2nd Floor)
<b>Warehouse</b>	Storing goods	Room to store goods	Staff	Service	Indoor (2nd Floor)
<b>Daycare Area (Semi Private)</b>					
<b>Room</b>	<b>Activity</b>	<b>Description</b>	<b>User</b>	<b>Zone</b>	<b>Indoor/Outdoor</b>
<b>Child drop-off lobby</b>	Parents hand over their children to caregivers	Close to drop off and main lobby	Parents , children, caregivers	Semi Public	Indoor
<b>R. Head of CAC</b>	The CAC chief did his job	Formal work space with work desk and chair for sitting. There is a sofa to welcome special guests.	Staff	Private	Indoor (2nd Floor)
<b>R. Wakep CAC</b>	Deputy Chief of CAC did his job	Formal work space with work desk and chair for sitting.	Staff	Private	Indoor (2nd Floor)
<b>Bedroom</b>	Sleeping child	Using mattresses that can be	Child	Private	Indoor

		stacked/arranged after use, the room is in the east			
<b>Nanny's room</b>	Caregiver rest	Caregiver's lounge and rest space	Caregiver	Private	Indoor
<b>Dining room</b>	Child eats	Using a table set for 5 people per table, close to the kitchen.	Child, nanny	Semi Private	Indoor
<b>Playroom</b>	Children playing	The room contains children's games	Caregiver Child	Semi Private	Indoor
<b>Toilets and changing rooms</b>	Poop, shower, change clothes	Contains a toilet room, changing room, divided by men and women	Child, nanny	Semi Private	Indoor
<b>Locker</b>	Storing children's things	Locker room, with seating	Child, nanny	Semi Private	Indoor
<b>Kitchen</b>	Cook	Large kitchen area for children's lunches and snacks	Chef	Service	Indoor
<b>Small laundry</b>	Washing cloth	Laundry room with dryer	Worker	Service	Indoor
<b>Play Center (Semi Private)</b>					
<b>Room</b>	<b>Activity</b>	<b>Description</b>	<b>User</b>	<b>Zone</b>	<b>Indoor/Outdoor</b>
<b>Hall</b>	CAC visitors gather to carry out an activity related to CAC	Located in the center of the building, it can be used as an exhibition space. Close to drop off and lobby. Connected with outdoor	Children, Staff, Parents	Semi Public	Indoor

		and indoor activity areas.			
<b>Mathematics Class</b>	Children learn to count through play	Classroom for children to count through games	Students, teachers	Semi Private	Indoor
<b>Beam Class</b>	Children play and arrange blocks	Classroom for children playing with blocks	Students, teachers	Semi Private	Indoor
<b>Storytelling/reading class</b>	Children read or teachers tell stories	The room for children to read and read fairy tales is close to the library room. Semi indoor room that leads to the flower garden	Students, teachers	Semi Private	Indoor - semi outdoor
<b>Language class</b>	Children learn language, teachers teach language	Space for children to learn languages	Students, teachers	Semi Private	Indoor
<b>Role Playing Class</b>	Children play roles	Class with props for children acting, semi indoor class	Students, teachers	Semi Private	Indoor - semi outdoor
<b>Music Class</b>	Children learn to recognize and play music	Soundproof classrooms	Students, teachers	Semi Private	Indoor
<b>Culture Class</b>	Children learn Indonesian culture	Cultural space	Students, teachers	Semi Private	Indoor - semi outdoor
<b>Creation Class</b>	Children make simple crafts	Space for children to make simple crafts	Students, teachers	Semi Private	Indoor
<b>Bcooking class</b>	Simple cooking child	Kitchen room with child size	Students,	Semi Private	Indoor

			teacher s		
<b>Motor Class</b>	Children play with objects that help their motor skills develop	Semi-indoor and outdoor spaces, children's space to play games such as sand, running and others	Student s, teacher s	Semi Private	Indoor - semi outdoor
<b>Islamic Religion Class</b>	Children learn religion	The religious study room is designed similar to the design of a place of worship.	Student s, teacher s	Semi Private	Indoor
<b>Protestant Christian Religion Class</b>	Children learn religion	The religious study room is designed similar to the design of a place of worship.	Student s, teacher s	Semi Private	Indoor
<b>Catholic Christianity Class</b>	Children learn religion	The religious study room is designed similar to the design of a place of worship.	Student s, teacher s	Semi Private	Indoor
<b>Hindu Religion Class</b>	Children learn religion	The religious study room is designed similar to the design of a place of worship.	Student s, teacher s	Semi Private	Indoor
<b>Buddhism Class</b>	Children learn religion	The religious study room is designed similar to the design of a place of worship.	Student s, teacher s	Semi Private	Indoor
<b>Confucian Religion Class</b>	Children learn religion	The religious study room is designed similar to the	Student s, teacher s	Semi Private	Indoor

		design of a place of worship.			
<b>Mini Lab</b>	Children experiment lightly using simple items	A space where children can experiment with simple materials.	Students, teachers	Semi Private	Indoor
<b>Music studio</b>	Child playing musical instrument	A soundproof room where you can practice playing musical instruments	Student, trainer	Semi Private	Indoor
<b>Dance Studio</b>	Children dancing	Room with glass walls for dancing practice	Student, trainer	Semi Private	Indoor
<b>Painting studio</b>	Child painting	A space where children can paint with or without canvas	Student, trainer	Semi Private	Indoor - semi outdoor
<b>Craft Studio</b>	Children make certain handicrafts such as clay and so on	Space for children to be creative with specified materials.	Student, trainer	Semi Private	Indoor
<b>R. Audio Visual</b>	Children learn and play through sound and image media	Class with focus, sound system equipment, student seating arrangements.	Students, coaches/teachers	Semi Private	Indoor
<b>Swimming pool</b>	Swim	Children's swimming pool with anti-slip floor	Student, trainer	Semi Private	Indoor
<b>Children's lavatory</b>	Toilet, poop	Has a toilet, washbasin and special wheelchair space.	Student	Semi Private	Indoor

<b>R. Hall</b>	Multipurpose room	A room with soundproof walls, a small stage, seating that doesn't need to be closed. There is direct service and outdoor access	Students, teachers	Semi Private	Indoor (2nd Floor)
<b>Planetarium</b>	Children learn about the movement of celestial bodies	Space to demonstrate simulations of the arrangement of stars and celestial bodies. The roof of the building is usually a semicircular dome	Students, teachers	Semi Private	Indoor (2nd Floor)
<b>Play Center Outdoor (Semi Private)</b>					
<b>Room</b>	<b>Activity</b>	<b>Description</b>	<b>User</b>	<b>Zone</b>	<b>Indoor/Outdoor</b>
<b>R. Locker</b>	Children store their belongings when doing outdoor activities	The room contains lockers for children to store things.	Child	Semi Private	Indoor
<b>Playgrounds</b>	Children playing outdoors with play equipment	Outdoor space with play equipment.	Children, Coach	Semi Private	Outdoors
<b>Outbound</b>	Children play outbound games such as playing in the water, playing ball, looking for treasure and others	Outdoor outbound space	Children, Coach	Semi Private	Outdoors

<b>Flower garden</b>	Children learn to recognize flowers	Outdoor space with various kinds of flowers.	Children, Coach	Semi Private	Outdoors
<b>Mini farms</b>	Children play the role of farmer	The outdoor space contains a mini garden, chicken farm, goat farm.	Children, Coach	Semi Private	Outdoors
<b>Service</b>					
<b>Room</b>	<b>Activity</b>	<b>Description</b>	<b>User</b>	<b>Zone</b>	<b>Indoor/Outdoor</b>
<b>Warehouse</b>	Storing goods	Space for storing goods	Staff	Service	Indoor
<b>R. Security</b>	Security staff reviews security	CCTV room	Staff	Service	Indoor
<b>R. AHU</b>	Where the AHU unit is placed	Room with AHU (Air Handling Unit) unit	Staff	Service	Indoor
<b>R. PABX</b>	Telephone call management.	(Private automatic Branch eXchange) A central room whose role is to manage telephone calls in a small environment without using an operator	Staff	Service	Indoor
<b>R. Chiller</b>	Where the chiller unit is placed	A central cooling system space that is used to maintain temperature and humidity inside a building or structure.	Staff	Service	Indoor
<b>R. Generator</b>	Place where the generator unit is placed	The generator room must	Staff	Service	Indoor

		have ventilation or an exhaust so that air circulation is smooth.			
<b>R. Transformer</b>	Distribute electricity	Transformer holding room	Staff	Service	Indoor
<b>R. Pump</b>	Place where the water pump unit is placed	Space to store the water pump	Staff	Service	Indoor
<b>R. Control Panel</b>	Staff manage and control electricity	Electrical control master room	Staff	Service	Indoor
<b>R. GWT</b>	Staff manage GWT. The GWT unit is placed	Space to store GWT units	Staff	Service	Indoor

### The Application of Behavioral Architecture to Children Activity Center

The application of behavioral architecture to the children's activity center will be based on the variables of space, size and shape, color, furniture, sound, temperature, and light so that children who do activities in it feel comfortable and safe, and free in their activities. In addition to children, these variables will be used for other users who will be active in it, such as teachers, parents, coaches, visitors, and others.

**Table 3.** Concept

<b>Variable</b>	<b>Concept</b>
<b>Space</b>	Place activity zones in a structured manner so that children's behavior in the zone will be regular. Sort the space by zone, from public to private zones, and sort the zones by activity.
<b>Size and Shape</b>	Providing a room with a child's scale, so that children feel comfortable in the space. The spaces are also designed to be square and circular because it gives a free and unrestrained effect.
<b>Furniture and Arrangement</b>	The furniture is arranged in such a way that it does not obstruct the child's activities. Furniture is also made to fit the child's body size
<b>Color:</b>	Provide different colors in each room based on the activities that are in it
<b>Sound, Temperature, and Lighting</b>	Some spaces that need more sound privacy are kept away from the crowd. Rooms that need soundproofing use soundproof walls. Every indoor room uses air conditioning. Each room uses light according to the activities in it.

#### **4. CONCLUSSION**

Behavioral architecture supports the activities in the children activity center because it provides a safe and comfortable feeling to do activities in it.

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