

Youth Spaces and Places for the Development of Socio-Spatial Communal Values

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Abstract

Youth is best understood as a transition period from childhood dependence to adulthood independence between 18 and 24 years old. This growth phase is crucial as the youth is more fluid than fixed age groups during this time and is exposed to issues and challenges from advancing technology and socio-cultural problems. However, in the context of the built environment, most of the current designs, namely in urban cities, lack concern towards the youth community's needs and aspirations and are less empowering in both representation and inclusivity of youth through the participatory design processes. This resulted in the provision of spaces that are not autonomous, enclosed, unsafe, and inaccessible, which did not fully manage to engage and improve the well-being of youth communities. Furthermore, fewer studies have been provided on designing youth spaces and places in Malaysia based on theoretical design principles and approaches. This is because many past studies focus only on youth social empowerment and political engagement, technology advancement and utilization amongst youth, youth employment and macroeconomics factors, intellectual wellness, and youth resiliency in current society. This study, therefore, is crucial as it aims to highlight how to design better youth spaces and places that concern socio-spatial aspects towards enhancing the needs of youth and aiming at holistic empowerment of them, making them more resilient. In achieving this, the best practices of recognizing youth needs and interests will be collectively gathered through a qualitative approach using the crit sessions and focus group discussions from diverse youth backgrounds as methods for data collection. This includes referencing established case studies from literature reviews on prominent youth centres designed to support the findings. The determination of the findings is then transformed into design strategies focusing on socio-spatial aspects to accommodate youth needs in terms of a sense of attachment and community. This paper benefits social scientists and authorities as a reference for creating better youth spaces and places to accommodate youth needs from different walks of life and backgrounds.

1. Introduction

Youths are a group that is seen as having an impact on the growth and development of the country. The youth period is between childhood and adulthood, typically characterized by physical, emotional, and social development (Krauss et al., 2012). The United Nations defines youth as individuals between the ages of 15 and 24 and notes that this age group represents more than 16% of the world's population (Ramli, 2012). Youth is essential to every country as this population is the cornerstone for establishing and sustaining the country's leadership. It is crucial to invest in the education and development of young people to ensure they have the necessary skills and knowledge to contribute to the growth and progress of their nation (Salman, Samsudin, & Yusuf, 2017). By empowering the youth with opportunities for employment, entrepreneurship, and leadership, a country can harness the potential of its young population and pave the way for a prosperous future. Additionally, supporting and guiding young people during this crucial stage can help shape their values, attitudes, and behaviours, leading to a more responsible and engaged citizenry (Sabri & Majid, 2018).

According to the World Health Organization (WHO), youth is a critical period of transition and development, during which young people face various physical, emotional, and social challenges. Youth exhibit a spectrum of positive and negative behaviours, significantly impacting their personal development and societal contributions (Ahmad & Zain, 2021). Positive behaviours among youth include a sense of responsibility, active engagement in education, effective communication skills, work ethic, discipline, positive attitudes, tolerance, commitment to health, leadership qualities, teamwork abilities, and community engagement (Ting, 2022). However, negative behaviours also emerge alongside these positive attributes, posing challenges to individual well-being and societal harmony.

These challenges can include navigating the transition from school to work, establishing meaningful relationships with peers and adults, and dealing with issues related to mental health and substance abuse (Ganaprakasm, 2018). The youth issues in urban cities are broad, like academic problems, group competition, psychological neglect, finance, employment, unemployment, and family matters. As a result of this stressful situation, these youth experience psychological problems such as depression, anxiety and stress, which have the potential to disrupt their mental and physical health and well-being in performing life functions. In addition, youth who tend to have this mental disorder are often caught up in moral collapse, social problems and drug abuse. If we look at it, this social issue is frequently associated with youth due to a lack of exposure to self-care awareness, lack of response strategies and resiliency. Furthermore, the restricted and inadequate environmental space in urban cities that has arisen from this densely populated living arrangement has also led to a situation in which there is an excessive population and a scarcity of natural spaces for youth to relieve themselves from the stress, anxiety, and depressive aspects of urban living. This condition led to the disruption of the youth's psychological health and well-being (Antonova, Abramova, & Polyakova, 2020).

Therefore, establishing adequate and dedicated youth spaces and places may ensure youth life is supported and considered central. In other words, provide ample youth space and place for them to spend time collectively as a community and do leisure activities, hang out and socialize (Robinson, 2000). To achieve this, more youth spaces and places should be designed to unite youth communities and be equipped with various activities, programs, and services in dense urban areas. Hence, this paper will answer two main objectives.

First, this paper aims to elaborate on the importance of youth spaces and places. Second, elucidate the socio-spatial design aspects as determinants for creating conducive youth spaces and places, providing or hosting a range of activities and services. This space will be like a youth community hub that can unite people and help them form new relationships and support networks. These youth spaces and places should be easily accessible with a friendly setting and environment that provides services that reflect local needs and may be delivered by local people, other organizations, or public agencies. This hub will host various activities that could strengthen and promote bonding with existing communities, creating awareness and knowledge and stimulating involvement from all parts of society.

The following sections is divided into three main sections for the study's benefit and to fulfil the two objectives above. The first section discusses the need for design approaches in youth spaces and places for communal development, followed by the definition and characteristics of socio-spatial and communal values that influence the design of youth spaces and places. This is followed by an explanation of the relationship of socio-spatial determinants to create quality spaces for youth, supported by the findings gathered from the literature review on the selected case study of prominent youth spaces and places in the global context. From this proposed design, strategies for youth spaces and places that concern socio-spatial aspects will be highlighted and put forth in the proposed design project as a reference for future designers and related authorities.

2. Literature review

2.1 Approaches in youth spaces and places for communal development

Creating better spaces for youth is vital to encourage and promote positive youth development. Making places more appealing for youth will foster increased social activity and promote youth well-being (Farrugia, 2014). Therefore, developing spaces and places for youth needs to be supported by understanding the conceptual, theoretical design approach to create spaces that promote health, well-being, and productivity (Farrugia, 2014). In this matter, to build the theoretical framework and to support the development of the determinants to be used to analyze the case study, two design approaches will be used as they are significantly related to the development of youth spaces and places of design.

The first is designing with a sense of attachment approach, which examines the emotional connection between people and specific environmental places (Counted, 2016). This connection is characterized by two main components: the "sense of place" denotes the emotional and cognitive link between an individual and a particular location. It encompasses the feelings and memories associated with that place, contributing to a more profound sense of belonging and identity. The sense of place also involves active engagement in an environment or system, fostering a feeling of being an integral part of that environment or system. This concept aligns with Maslow's hierarchy of needs, where the sense of place relates closely to the feeling of belongingness, which occupies the third position and is acknowledged as a fundamental human requirement (Taormina & Gao, 2013). Any interruption in an individual's sense of connection or absence of belongingness can result in social, biological, and psychological disruptions, emotional anguish, sensations of isolation, and mental disorders. However, studies suggest that individuals who feel a sense of belonging can significantly alleviate their levels of anxiety, depression, and loneliness. The findings from the survey conducted by scholars regarding the sense of belongingness and acceptance indicate that there is a favourable relationship between "belongingness" and both "emotion-acceptance" and "social self-representation" (Painter, 2013). This implies that individuals who strongly feel the need to belong are more inclined to seek acceptance for their emotions and share them with others. This corresponds with scholars' assertion that these two requirements are intertwined, and it corroborates scholars' viewpoint that the need for belongingness is fulfilled by sharing emotions and forming mutual connections (Painter, 2013).

The second is the "sense of community", which refers to the social relationships that develop within an individual's significant place (Francis, Giles-Corti, Wood, & Knuiaman, 2012). A sense of community is the feeling of belonging and connectedness individuals experience within a group. It is characterized by mutual support, shared values, and a commitment to the group's well-being. A strong sense of community fosters social cohesion, emotional well-being, and collective action. Shared experiences and interactions nurture these relationships. To understand this, there are two key aspects and ways to cultivate a sense of community (Francis et al., 2012). The first aspect is having components of a sense of community. This involves membership: A feeling of belonging and being part of the group. This includes shared symbols, boundaries, and emotional safety; the role of influence; A sense of mattering within the group, where members feel they have a say in decisions and can influence outcomes; Having integration and fulfilment of needs (Mahmoudi Farahani, 2016): The group meets the needs of its members, providing resources, support, and rewarding experiences, including shared emotional connection, a strong bond formed through shared history, experiences, and emotional interactions. The following second aspect is the importance of building a sense of community in which the need to have open, honest, and frequent communication fosters trust and understanding among members, the feeling of inclusivity to ensure that the community is welcoming and accessible to all, regardless of background or identity, the importance of establishing common objectives and values that unite members and give them a collective purpose (Mahmoudi Farahani, 2016). Concerning the above, by prioritizing a sense of place attachment, which comprises the sense of place and community in the design of youth spaces, communities can create environments that nurture the holistic development of young people, preparing them to become confident, engaged, and resilient members of society.

Nevertheless, it is crucial to incorporate biophilic design principles so that youth spaces can become more inviting, supportive, and conducive to the holistic development of young people (Ryan & Browning, 2020). These spaces can play a pivotal role in fostering a healthy, engaged, and environmentally conscious generation. Doing so will nurture and cultivate feelings of tranquillity, connection to nature, and well-being among youth towards the importance of sustainability values, which seeks to enhance these emotional connections by incorporating natural elements such as plants, water, and natural light into the built environment (Kellert, 2018). This approach fosters a more aesthetically pleasing environment and promotes psychological and physiological benefits, ultimately contributing to a stronger sense of place attachment and community cohesion. Implementing the biophilic design theory into the design strategy means banding the green elements in the building environment. Using natural light and other elements in youth spaces and settings can create a positive and welcoming environment that promotes healing and wellness. It can also reduce stress, improve cognitive

function and creativity, and improve well-being (Kellert, 2018). The effectiveness of biophilic design depends on interventions that are connected, complementary and integrated within the overall environment rather than being isolated or transient. The fundamental principles include having ample natural light and maximizing exposure to natural light through windows, skylights, and open spaces (Wijesooriya & Brambilla, 2021). Provide lush greenery: Integrating plants, green walls, and indoor gardens into the design and embedding natural materials in interior and exterior building structures using wood, stone, and other materials in construction and decoration with nature-inspired patterns that mimic natural forms and landscapes (Wijesooriya & Brambilla, 2021). Providing views of nature and visual access to outdoor landscapes and natural scenes with water features like fountains, ponds, and aquariums may also evoke water's calming effects. By integrating these design approaches into the built environment, youth communities can create inclusive, vibrant, and nurturing spaces supporting holistic well-being and fostering a strong sense of place and belonging. To further understand this, the next section will elaborate on the role of communal value in socio-spatial and youth development.

This is crucial in the design and functionality of youth spaces because it will describe how young people interact within their environments and with each other, impacting their overall development and well-being. Integrating socio-spatial and communal values into the design and operation of youth spaces, communities can create environments that not only meet the physical needs of young people but also nurture their social, emotional, and cognitive development. These spaces can become activity, learning, and support hubs, contributing to youth's well-being and success.

2.2 Role of socio-spatial and youth communal values

Socio-spatial can be defined as a connection between space and social relations (Literat, 2013). In other words, the term socio-spatial explains that social ties produce and shape our space. In social science, a social relation or interaction means any relationship between two or more individuals. In brief, social relations are derived from individual agency, which is the personal capacity to act independently and make their own free choices that form the basis of social structure. This particular capacity to act and social behaviour or norms are much related to cultural modalities or communal values (Pearsall, Hawthorne, Block, Walker, & Masucci, 2015). Community or communal is categorized into two phases. First is the territorial and geographical level (community of place). Secondly, a community of interest comprises i) identity-based on a relational level involving the quality of human relationships, without the location and ii) the organizationally formal groups like network-based guilds or incorporated associations (Pearsall et al., 2015). For the benefit of this paper, formal organizational groups and their correlated factors, such as social bonding, neighbourhood attachment, and behavioural rootedness, will be referred to as youth development dramatically relies upon communal values, as social relationships and connectedness may develop positive and resilient youth communities.

Four aspects must be considered in describing this sense of communal values among youth communities as they are vital in producing better youth spaces and places (Abele, 2014). This includes membership (feeling of belonging), the ability to express freedom (having influence), integration and fulfilment of needs (togetherness), and shared emotional connection. Membership is defined as a feeling that one has devoted a part of oneself to belong to a particular group with boundaries. In this matter, having a sense of membership promotes a sense of belonging among oneself to a specific group (Botero, 2013).

In the case of youth communal development, the ability to express freedom and influence is vital for youth to be more easily engaged in the existing community and maintain bonding with them. Having a sense of community, integration, and fulfilment of needs (togetherness) is also critical in putting the youth in a better mutual bond with shared interdisciplinary strength for a productive community (Botero, 2013). This later produces a mutual emotional connection between the youth and the community, resulting in meaningful ways to connect, share, and grow with them. Concerning this, to promote socio-spatial communal values in spaces and places for youth, viewing them at three primary levels of the built environment is best. The first is at the unit level, the complex level, followed by the block level. The complex and block-level site planning should have many open youth-shared spaces to showcase socio-spatial aspects, as shown in Table 1.0. These three levels will revolve around the elements of social-spatial values comprising accessibility to ensure that spaces are easily accessible to all youth, including those with disabilities, is vital for inclusivity; flexibility in which spaces should be adaptable to various activities and needs, allowing for multifunctional use; the need for safety and comfort whereby youth spaces should be designed to be safe, both physically and emotionally, fostering a sense of security and finally the importance of having visibility and connectivity for clear sightlines and connected pathways promote social interaction and surveillance, enhancing safety (Neykova, 2022).

Table 1 Characteristics of socio-spatial aspects to showcase communal values in youth spaces and places based on open/public shared space, b) interconnected or interweave pathways and c) wayfinding cues (Source: Author)

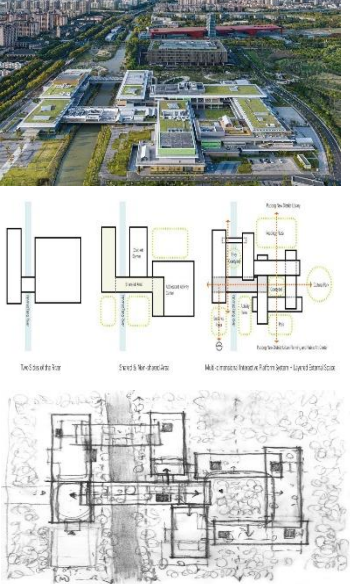
<p>Design an open/public shared youth spaces and places-</p> <p>a) with strategic placement and have free access for all</p> <p>b) with user-friendly amenities for all youth age groups and genders in the appropriate shape, dimension and location</p> <p>c) in a radial centralized manner within a U-shaped building complex to encourage the user to engage with the entire planning and have security for the youth user</p> <p>d) in a conducive manner and multifunctional for many activities to be shared by all</p> <p>e) with visual access from all directions and visible, surrounded by a subtle barrier</p> <p>f) with barrier-free aspects and free from vehicular entry</p> <p>Design interconnected or interweaved pathways in youth spaces and places-</p> <p>a) with clear boundary separation or buffer to public spaces and places entry for privacy like split level, hedge patio garden or planting screen</p> <p>b)with proper sidewalks, footpaths, and pedestrian pathways, interconnected within each building complex for casual social interaction with high visibility and natural daylighting to stimulate and increase social interaction</p> <p>Design wayfinding cues in youth spaces and places-</p> <p>a) universal design aspects for the physical character (shapes, textures, materials, structure, scale, massing, colours, lighting) should blend with the surrounding context so that youth feel emotionally safe. This includes wayfinding cues within the building complex using textured surfaces and interactive finishes for easy accessibility and social connectivity.</p>




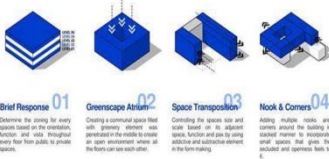
To further enhance how the spaces can be used, perceived, and valued by youth individuals and groups, the following section will further elaborate on the elements that are designed with a focus on the interplay between youth social interactions and the physical layout of the space by referring to the case study of youth centres at global context as benchmarking. The identified elements will be the determinants for developing design strategies for producing youth spaces and places to enhance youth community engagement, foster social cohesion, and support the well-being of individuals by considering how the physical environment influences youth social behaviours and interactions.

2.3 Determinants Relating to communal values in youth spaces and places

This section discusses the findings gathered from the literature review on the selected case study of a prominent youth centre in the global context, CS1) Pudong Youth Centre, China CS2) Youth Hub Abu Dhabi, UAE CS3) Tzu Chi Humanistic Youth Centre, Singapore. These three youth hubs are chosen as case studies based on the justification of the building category, which portrays the youth community's characteristics and elements as well as the building's success in addressing the needs of the youth spaces and places design through its unique architectural design in terms of socio-spatial organization and architectural values. The literature review of case study on the youth from the global context, therefore, is conducted referring to the primary indicator: internal level (socio-spatial arrangements) comprised of a) open/public shared space, b) interconnected or interweave pathways and c) wayfinding cues (Refer to Table 2.)

Table 2. Characteristics of socio-spatial aspects to showcase communal values in youth spaces and places based on open/public shared space, b) interconnected or interweave pathways and c) wayfinding cues (Source: Author)

Typology of case study	A case study from the literature review in the global context	Internal elements design characteristics (socio-spatial organization)		
		a)Open/ public shared space	b) interconnected or interweaved pathways	c) wayfinding cues
Youth centre	CS1- Pudong Youth Centre, China	<ul style="list-style-type: none"> Two interlocking courtyards within the site promote a smooth transition between inside and outside spaces. This approach creates a vibrant, versatile atmosphere, encouraging various cultural and social collaborations inside the centre. 	<ul style="list-style-type: none"> Multistoried spaces placed using interactive forms, "boxes" of programmatically different generics  <p>Diagram 1: Pudong Youth Centre, China spatial organization layout that considers the site conditions and human activities. (source:https://www.archdaily.com/)</p>	<ul style="list-style-type: none"> The institutions are interconnected underground and in a naive landscape, forming a single accessible public area. They facilitate connectivity and ease of cultural activity flow enhanced through its strategic positioning.
	CS2 –Youth Hub Abu Dhabi, UAE	<ul style="list-style-type: none"> Structured space planning divided the zoning into its uses and users, allowing better circulation for many user buildings. 	<ul style="list-style-type: none"> The interlocked courtyard layout separated the building into parts where the space acts as a social hub where all idle activities during leisure time can be held. They create nooks and corners in the space planning where the small activities can be held and have some privacies to the space while shaping the protruding form in design massing. 	<ul style="list-style-type: none"> Using light colours to blend with the greenery, a light wood colour adds some modern regionalist effect to the building. The use of transparent material for the façade provides natural light to penetrate the building regarding its sustainability aspect and ease of wayfinding.

			 <p>Diagram 2: Youth Hub Abu Dhabi spatial organization layout that have open collaboration areas. (source: https://www.lovetthatdesign.com/project/youth-hub-abu-dhabi/)</p>	
<p>CS3–Tzu Chi Humanistic Youth Centre, Singapore</p>	<ul style="list-style-type: none"> ● Conveys the idea of a dynamic, open workspace designed to accommodate collaborative activities and enhance the users' creativity. ● Have a central space in the middle to act as a social space where people can enjoy leisure in the time being. 	   <p>Diagram 3: Tzu Chi Humanistic Youth Centre spatial organization applies an open planning layout with multiple openings for easy access. (source: https://www.tzuchi.org.sg/en/our-missions/education/tzu-chi-humanistic-youth-centre/)</p> <ul style="list-style-type: none"> ● Roofs cover large open areas to provide outdoor leisure space that simultaneously copes with the climate. ● Provide a single visible spine route interconnected with more minor paved pathways free of obstacles at each level to force the user to engage with the entire layout of the building. 	<ul style="list-style-type: none"> ● Non-traditional working space layouts with timber facade exposure act as cues for wayfinding within the interior space, providing a sense of relaxation. ● Have textured timber wall allowing the user to navigate around the building through touch 	

3. Methodology

This study utilizes case studies as the research strategy under qualitative methods and approaches. For the data collection method, the crit sessions, focus group discussion, and references from established case studies in literature reviews on prominent youth spaces and place design are utilized to support the findings. This is important to answer the study objectives to develop design strategies or guidelines for developing youth spaces and place design, focusing on communal values as the central concept relating to socio-spatial elements. The data obtained from the literature review case study are examined to develop the related determinants using the interpretivism paradigm by the coding technique (hermeneutics) in reading the built environment as reliable ways to analyze and understand the design of spaces and places for youth. This determinant is used as an approach and design strategy to develop the proposed youth spaces and places project. Triangulation is adopted to examine data from real-life case studies, crit sessions, and focus group discussions. Data from both sources are then comparatively analyzed and tabulated. All collected data are then finalized to propose the best possible design guidelines and strategies for youth spaces and place design to accommodate the needs of the youth populace that can promote social interaction. This is important to achieve the study's objective of proposing design guidelines for youth spaces and places with a sense of attachment and communal values.

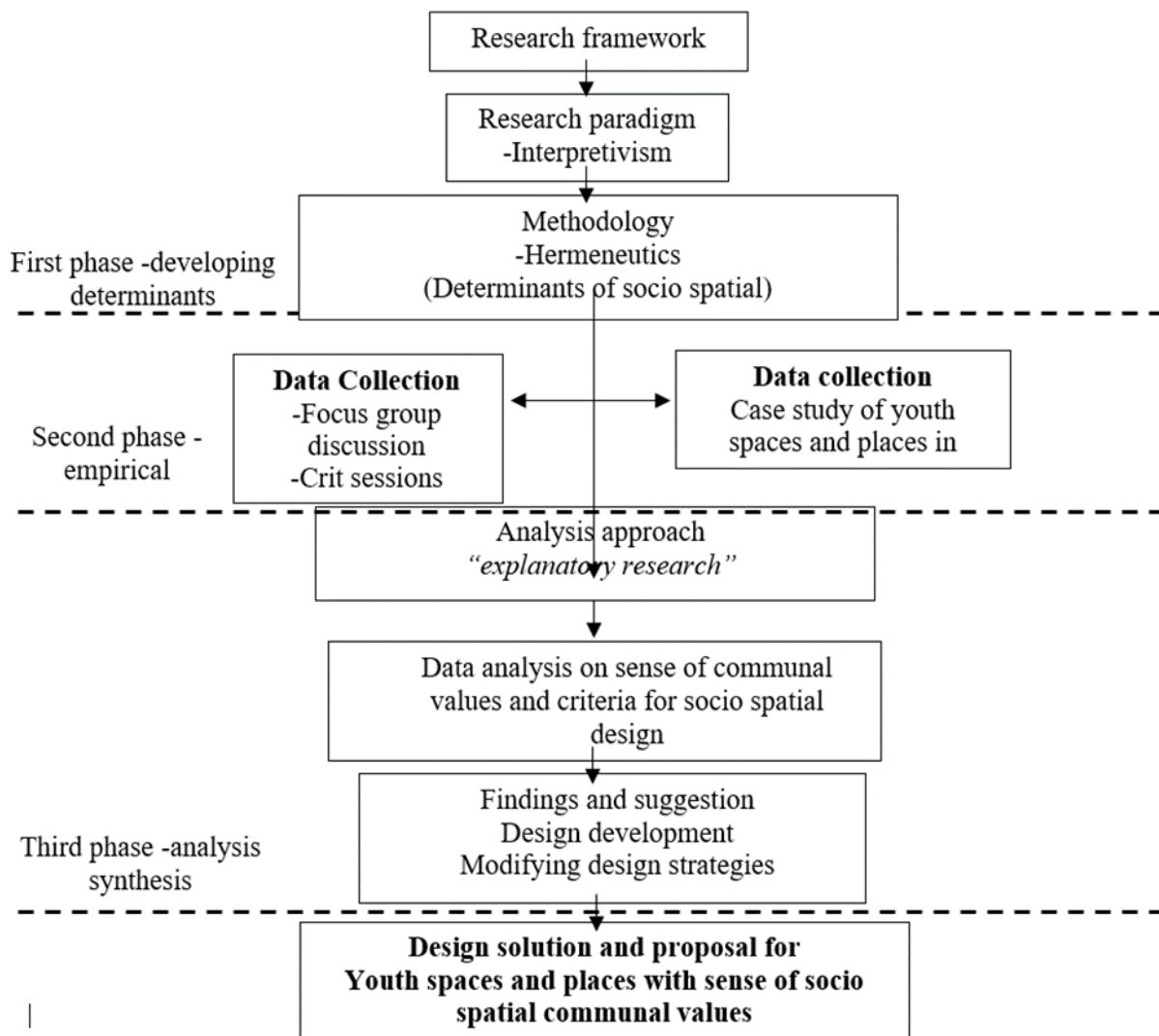


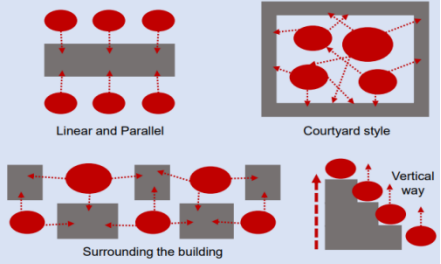
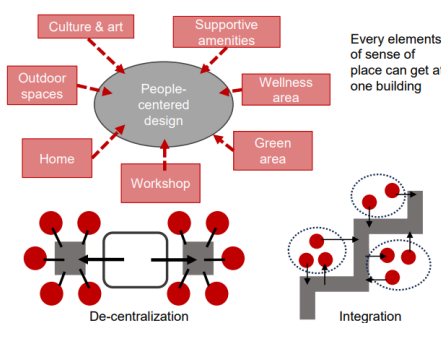
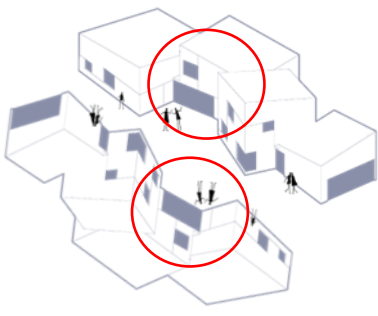
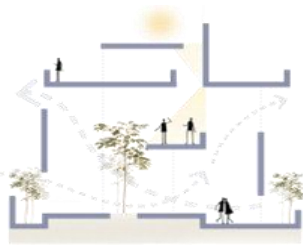
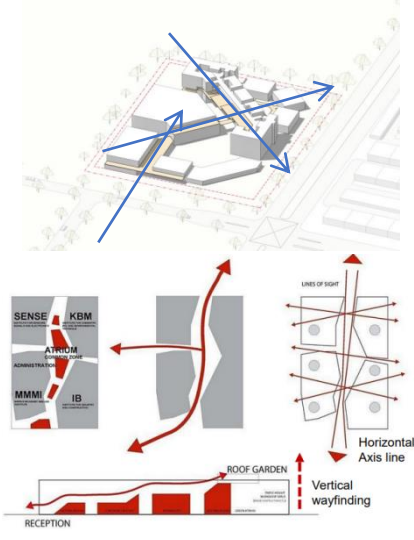
Fig. 1 Research framework for study on youth spaces and places

Source: Author

4. Results and Discussion

Designing for youth spaces and places is intricate to bring a better quality of life so youth can foster personal growth, social skills, and a sense of community to explore their interests, develop new skills, and build positive relationships with peers and mentors. In this sense, the youth spaces must be specifically designed to engage young people in activities, support their development, and provide a safe and inclusive environment. These spaces need to take various forms and serve different purposes, emphasizing the internal and external elements of the emotional and physical environment to shape the experience of the youth at the unit, block, and complex levels (refer to Table 3.). In brief, the implementation of appropriate building components in terms of space-making is essential in designing many spaces that promote social interaction for the youth (refer to Table 3.) based on the summary of findings from the literature review on the three existing case studies in the global context (refer to Table 1. & Table 2.), and the proposed design strategies from author's views (refer to Table 3.).

Table 3. Strategies for Youth Spaces and Places
(Source: Author)

Youth spaces and places design Unit Internal element	Block level	Complex level
 <p>Diagram 4 proposed layout for internal horizontal and vertical spatial arrangement (source author)</p> <ul style="list-style-type: none"> Centralized planning with an open courtyard in the middle is connected by nodes representing (social interaction spaces in the overall complex. This kind of planning promotes space for socialization and communal interaction among youth according to phases –for a larger group, the smaller group followed by personalized group interaction.  <p>Diagram 5 Proposed layout for internal spatial arrangement (source author)</p> <ul style="list-style-type: none"> Having Flexible and Adaptable secondary spaces surrounding primary spaces and people- 	 <p>Diagram 6 Have balanced Openness & Enclosure at each block level for visual interaction (source author)</p> <ul style="list-style-type: none"> Should create a visual hierarchy that guides users in understanding the diverse space function and fosters a sense of connection & awareness by enhancing space transparency  <p>Diagram 7 Have Biophilic Design Approach (source author)</p> <ul style="list-style-type: none"> It should maximize visual connection at each block level to nature to enhance positive impact on cognitive, psychological, and physiological responses by utilizing natural material to provide other sensory experiences that are both calming and stimulating. 	<ul style="list-style-type: none"> There should be visible and transparent connectivity and circulation between indoor and outdoor social interaction nodes and spaces linked to the main space at all complex levels. This will maximize access to all social interaction spaces. Overlapping structures at the complex level helps mitigate the risk of isolation by creating visual connections and shared access points to create a space that is easy to navigate and promotes a sense of orientation and movement.  <p>Diagram 9 create a mental map of environment for effective wayfinding system that helps youth users navigate the spaces at complex level (source author)</p>

centred multi-purpose areas in a linear, parallel or centralized manner that can be easily reconfigured for different activities, such as open spaces that can host events, workshops, or casual gatherings.

- Interval spaces with green places -Incorporate outdoor areas with greenery, such as gardens or courtyards, to promote environmental awareness and relaxation.



Diagram 8 Have Sensory Integration at every block level (source author)

- The acoustical level and diffusion of light at the block level should be controlled by enhancing the sensory experience through tactile materials, scents, and other sensory stimuli that contribute to the overall block-level ambiance.



Diagram 10 creates the concept of microcosm at the complex level for Circuit Configuration (source author)

- Create a seamless transition zone for a gradual shift between different areas at complex levels, which is to be applied to all the transition zone

5. Conclusion

The above shows that youth centres are vital for supporting young people's overall development, helping them become healthy, responsible, and engaged members of society. In this sense, youth places and spaces provide many benefits, like a safe environment where having supervised space for youth to spend their time will deter them from negative influences and risky behaviours. Apart from that, the youth places and spaces also act as a hub for social and skill development as well as mental and emotional support, which offers opportunities for young people to interact with their peers, develop social skills, and build friendships. Since youth places and spaces play a crucial role in the development and well-being of young people, the design of these spaces and places needs to opt for a conducive social interaction environment that can promote a sense of communal values among the youth populace to strengthen the concept to meet, connect and grow. In this sense, emphasizing the internal and external elements of the emotional and physical environment of architectural spaces to shape the experience of the youth at the unit, block and complex levels are crucial aspects to be considered. To highlight the role of a sense of attachment and community, two main factors contributed to the needs of the youth. These are internal elements like socio-spatial organization, courtyard or green space configuration, indoor-outdoor spatial relationship, and space attachment. The second is the external elements: form making and finish, comprised of excellent features (universal building design), such as fittings, fixtures and furniture settings, usage of colours, building materials and finishes, lighting and façade style treatment, and scale. These aspects are crucial as they could lead to a conducive social interaction environment promoting communal values among the youth. This study may help construct a new development scheme towards consciously designing youth spaces and places according to their needs. By having a deeper understanding of the youth needs, the design outcome of the future built environment for the youth centre and spaces will leave a tremendous sense of pride among the youth in creating adaptable, inclusive, and sustainable spaces that cater to the evolving needs of young people. For that matter, public involvement, experts and policymakers play a critical role in enhancing youth places by creating supportive frameworks, providing resources, and fostering an inclusive environment comprising of the policy development that prioritizes the creation and support of youth centres, ensuring they are accessible and inclusive; Enhancing proper infrastructure and planning like zoning and land use: that ensure urban planning and zoning regulations support the establishment of youth centres in convenient and accessible locations; revising the Design building Standards which Implement design standards that ensure youth centres are safe, inclusive, and conducive to learning and recreation. By actively engaging with the community and implementing supportive policies, public involvement and policymakers can significantly enhance the quality, accessibility, and impact of youth centres and spaces. This collaborative approach ensures that youth centres are well-equipped to meet the diverse needs of young people and contribute to their overall development and well-being.

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Conflict of Interest

The authors declare no conflict of interest regarding the paper's publication.

Author Contribution

The author confirms sole responsibility for the following: study conception and design, data collection, analysis and interpretation of results, and manuscript preparation.

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