

CAFES AS SOCIAL AND LEARNING SPACES FOR UNIVERSITY STUDENTS IN THE MODERN ERA

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ARTICLE HISTORY

Received : 18-07-2026

Revised : 19-08-2026

Accepted : 08-09-2026

KEYWORDS

Café;
Social space;
Learning space;
University students;
Modern era;

ABSTRACT

This study aims to examine the role of cafés as social and learning spaces for students focusing on patterns of use, café selection factors, academic and social activities, and learning concentration. This study employed a qualitative method with a descriptive approach. The research was conducted at Double Egg Café, Medan City. Data were collected through semi-structured interviews, direct observation, and documentation involving six informants, consisting of five university students from different institutions and one café employee as a supporting informant. Data were analyzed through data reduction, data presentation, and conclusion drawing, while data trustworthiness was established through source triangulation, technique triangulation, and member checking. The findings indicate that students choose cafés based on comfort, a relaxed atmosphere, supportive facilities such as Wi-Fi, electrical outlets, tables, and comfortable seating, opportunities for social interaction, and habits. Academic activities include completing assignments, reading, searching for references, and group discussions, while non-academic activities include chatting, gathering, relaxing, using social media, and consuming food and beverages. These activities may occur simultaneously, demonstrating the flexible function of cafés as social and informal learning spaces. Café use has situational effects on learning concentration. A comfortable atmosphere can support focus, motivation, and reduce boredom, whereas noise, music, crowded conditions, and excessive social interaction can become distractions. The study concludes that cafés can function as third places that integrate students' social and academic needs. However, their effectiveness depends on environmental conditions and students' ability to manage social and academic activities. Future research should involve more informants and diverse settings.

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INTRODUCTION

The development of lifestyle trends and digital technology has changed the way university students utilize spaces to carry out their social and academic activities. As adult learners, university students are required to demonstrate independence, responsibility, and the ability to manage effective learning strategies to achieve academic goals and personal development (Pasha & Alya, 2025). This condition encourages students not only to rely on classrooms and libraries but also to utilize alternative public spaces that are considered capable of providing comfort and flexibility. Cafés have increasingly become spaces utilized by university students for completing assignments, reading, discussing, accessing the internet, and interacting with friends. This phenomenon indicates a shift in the function of cafés from spaces for consumption and recreation to spaces that also support students' social and academic activities. The use of cafés as learning spaces reflects a shift in learning culture toward patterns that are more flexible, collaborative, and adaptive to contemporary developments (Hermawan et al., 2025).

The use of cafés as social spaces is related to the human need to interact with other individuals and groups. Social space refers to an arena in which interactions among individuals and groups take place within society. Social space is not limited to physical settings but also encompasses social relationships, norms, values, and patterns of interaction that develop within them. Each individual occupies a particular social position influenced by their social, economic, and cultural background, as well as the roles they perform in society. Social space also serves as a means of developing identity and solidarity, as individuals learn to understand their rights and responsibilities and adjust their behavior according to applicable norms. As social beings, humans have a need to interact with and establish relationships with others to fulfill their social needs (Muhlisah, 2021). In the context of university students, cafés can serve as spaces that bring together social and academic needs.

This phenomenon has received attention in several previous studies. (Ardelia, 2023) showed that coffee shops around university campuses can function as public spaces where students build social relationships, group solidarity, and engage in academic and non-academic discussions. Cafés not only provide places for gathering but also serve as spaces for exchanging ideas, experiences, and information. These patterns of interaction indicate that cafés can function as dynamic and participatory social spaces in students' lives (Ramadhoni et al., 2025). Students' activities in cafés may also include group discussions, collaboration, assignment completion, and the exchange of ideas, making the boundaries between social and academic activities increasingly flexible.

In addition to their social aspects, previous studies have shown that cafés possess characteristics that can support students' learning activities. The availability of Wi-Fi, access to electrical outlets, a relatively relaxed atmosphere, and flexibility in the use of space are among the considerations that students take into account when choosing cafés as learning spaces. Internet access has become increasingly important because students use information technology to complete assignments, participate in online learning, and search for academic references (Mukitasari et al., 2023). A comfortable learning environment is also associated with students' motivation and academic success. A learning environment with adequate facilities can support learning motivation, whereas a less conducive environment can become a source of distraction and reduce students' concentration (Mukitasari et al., 2023). Therefore, the use of cafés as learning spaces is not only related to the availability of facilities but also to the atmosphere and environmental characteristics perceived by students.

The physical characteristics of a space are also among the aspects considered in the use of cafés as learning spaces. Flexible, ergonomic, and comfortable spatial designs can support independent learning, discussions, and group work (Salsabila & Rahman, 2024). Spatial conditions that correspond to students' needs enable academic activities to take place more flexibly. Other studies have shown that students' motivation to visit cafés is associated with social needs, comfort, and facilities that support productive activities (Oktaviani et al., 2024). The development of social

media and digital culture also contributes to shaping students' behavior in choosing spaces that suit their lifestyles and social and academic needs (Yanzhuri & Marsa, 2025).

Although various studies have shown that cafés can function as both social and learning spaces, previous research remains limited in connecting these two functions simultaneously. Studies concerning cafés in the context of university students tend to emphasize particular aspects, such as the function of cafés as public spaces and sites of social interaction, spatial characteristics and comfort, learning facilities, student motivation, or lifestyle. Approaches that separate social and academic aspects do not fully describe how students utilize cafés as spaces with dual functions. In practice, students' activities in cafés may simultaneously involve learning activities, social interaction, the use of digital facilities, and recreational activities.

This limitation indicates a research gap concerning how patterns of café utilization as social and learning spaces are formed in students' lives. Research on the factors that encourage students to choose cafés also needs to be connected with their experiences while using these spaces. Comfort, facilities, access to technology, social needs, economic conditions, and potential distractions are aspects that may influence students' decisions to utilize cafés. Economic factors are important considerations because not all students have the same financial capacity to use cafés regularly as learning spaces. This condition indicates that the use of cafés as learning spaces is also related to students' access to comfortable public spaces that support academic activities.

Based on this research gap, this study positions cafés as both social spaces and informal learning spaces for university students. This study does not only view cafés in terms of their physical function as places for studying or gathering but also examines patterns of utilization, factors that encourage students to choose cafés, and the consequences of using these spaces for students' social lives and academic activities. This position enables the study to provide a more comprehensive understanding of changes in the function of public spaces as well as changes in students' learning patterns and social interactions in the modern era. The use of cafés as learning spaces also indicates that students' academic activities are increasingly integrated with social spaces and everyday lifestyles.

Based on the above discussion, this study aims to examine the patterns of café utilization as social and learning spaces among university students in the modern era, analyze the factors that influence students in choosing cafés as places to study and socialize, and examine the impact of café use on students' social interaction, motivation, and learning productivity.

METHOD

This study employed a qualitative approach with a descriptive design to obtain an in-depth understanding of the use of cafés as both social and learning spaces for university students. The study focused on students' experiences, reasons, activity patterns, forms of social interaction, and perceptions regarding the use of cafés as places for studying and socializing. The study was conducted at Double Egg Café, located in the MMTC Block, Jalan Selamat Ketaren, Medan City. The location was selected purposively because it has characteristics relevant to the research focus, namely the presence of students who utilize the café for studying, discussing, and engaging in social activities, as well as the availability of facilities such as seating areas and Wi-Fi access that support individual and group activities. Research data were obtained through observation, semi-structured interviews, and documentation in the natural research setting.

Informants and Informant Selection Technique

The research informants were selected using purposive sampling, based on their experiences and the relevance of the information they could provide to the research phenomenon. The study involved 6 informants, consisting of two students from Universitas Negeri Medan (UNIMED), one student from a Polytechnic of Health (Poltekkes), one student from Universitas Medan Area (UMA), one student from Universitas Islam Negeri Sumatera Utara (UINSU), and one employee of Double Egg Café. The student informants were users of Double Egg Café who

had previously or routinely used the café for studying, completing assignments, discussing, or socializing. The café employee was selected as a supporting informant to provide information regarding visitor characteristics and activities taking place at Double Egg Café. The criteria for student informants included: (1) having previously or routinely used the café for studying or socializing; (2) having experience engaging in academic or social activities at Double Egg Café; and (3) being willing to participate in interviews and provide information based on personal experiences. The café employee was selected based on their involvement in the activities and management of Double Egg Café and their willingness to provide information relevant to the study.

Data Collection Techniques

Research data were collected through observation, semi-structured interviews, and documentation. These three techniques were used complementarily to obtain a comprehensive description of the use of Double Egg Café as a social and learning space. Observation was conducted directly at Double Egg Café to examine students' activities in their natural setting. The observed aspects included patterns of space utilization, learning activities, social interaction, use of facilities, environmental atmosphere, and non-academic activities that supported or disrupted learning activities. The observations were recorded in field notes. Semi-structured interviews were conducted to explore the experiences and perceptions of the informants. The interviews covered reasons for choosing cafés, patterns of use, learning and social activities, learning experiences, facilities and comfort, as well as factors that supported or hindered learning activities. The interviews were conducted directly at Double Egg Café and lasted approximately 15 minutes for each informant. With the informants' consent, the interviews were recorded, transcribed, and supplemented with field notes. Documentation was used to complement the results of observations and interviews. The documentation included photographs of the spatial conditions, facilities, seating arrangements, and student activities relevant to the study. Documentation was conducted in accordance with research ethics and did not display the identities of informants without their consent.

Research Instruments

Research instruments are tools used to assist researchers in collecting data according to the research focus. In this study, the instruments consisted of an interview guide, an observation sheet, and a documentation guide. The interview guide was used to obtain information regarding the factors that encouraged students to choose cafés as social and learning spaces, the academic and non-academic activities they engaged in, and the influence of the café atmosphere on learning concentration. The observation sheet was used to record the café conditions, student activities, patterns of social interaction, use of facilities, and environmental atmosphere during the activities. Meanwhile, the documentation guide was used to collect supporting evidence in the form of photographs of the café conditions, facilities, student activities, and field notes. These three instruments were used complementarily to obtain more in-depth data and support the credibility of the research findings.

Data Analysis Techniques

Data analysis in this study was conducted interactively from the data collection process until the completion of the study. The analysis was performed on data obtained through interviews, observations, and documentation. The stages of data analysis included data reduction, data presentation, and conclusion drawing (Moleong, 2014; Saleh, 2017; Sugiyono, 2020)

1. Data Reduction was conducted by selecting, focusing, simplifying, and organizing data obtained from interviews, observations, and documentation. The collected data were examined and selected based on their relevance to the research focus. Information unrelated to the research objectives was excluded from the analysis. Relevant data were focused on patterns of café utilization as social and learning spaces, reasons for students choosing cafés, learning activities and social interactions, comfort, available facilities, and students' experiences while using the café.
2. Data Presentation. The reduced data were subsequently presented systematically in narrative form. Data presentation was used to describe the research findings based on information obtained from the informants as well as

the results of observations and documentation. The data were organized according to the research focus to identify patterns of café utilization, reasons students used the café as a learning and social space, types of activities conducted, and students' experiences while at the café. Data presentation was also used to identify similarities and differences in the information obtained from each informant.

3. Conclusion Drawing. Conclusions were drawn based on the data that had been reduced and systematically presented. The conclusions were formulated to address the research focus concerning the use of cafés as social and learning spaces for university students. The conclusion-drawing process involved reviewing the interview, observation, and documentation results to ensure that the conclusions were consistent with the research data. The conclusions were subsequently verified by comparing information from various data sources so that the findings had an adequate empirical basis.

Data Trustworthiness

Data trustworthiness was established to enhance the credibility of the research findings. This study employed source triangulation and technique triangulation.

Source triangulation was conducted by comparing information obtained from students with information provided by the Double Egg Café employee as a supporting informant. Information provided by students from different universities was also compared to assess the consistency of their experiences regarding the use of the café as a social and learning space. Technique triangulation was conducted by comparing information obtained from interviews with the results of observations and documentation. For example, informants' statements regarding the use of the café for studying were compared with observations of students' activities at the research site and documentation of the café's spatial conditions and facilities. In addition to triangulation, the study employed member checking by reconfirming certain information or interpretations with the informants to ensure consistency between the data provided and the researcher's interpretation. Verification was conducted for data considered important or requiring clarification. Through these procedures, the credibility of the data and the accuracy of the research interpretation could be enhanced.

RESULT AND DISCUSSION

This study was conducted at Double Egg Café, MMTC Ruko Complex, Jalan Selamat Ketaren, Medan City. Data were obtained through semi-structured interviews with 10 informants, direct observation, and documentation. Based on the data collection and analysis, three main findings related to the use of cafés as social and learning spaces were identified: the factors influencing students' choice of cafés, the forms of social and academic activities, and the impact of café use on students' learning concentration.

What Factors Encourage University Students to Choose Cafés as Places for Studying and Socializing?

The selection of cafés as places to study and socialize is influenced by several factors related to students' academic activities and social lives. Cafés, which were initially known primarily as places to eat, drink, and gather, have now begun to serve broader functions for students. Cafés can be used for completing assignments, reading, discussing, meeting friends, and spending time between academic activities. This choice does not occur without reason but is influenced by the conditions of the place and students' experiences while being there. Based on observations, several factors make students more interested in using cafés as places to study and socialize, namely a comfortable atmosphere, supportive facilities, interaction with friends, and students' habits and lifestyles in the modern era. Informant 1 stated, *"I choose to study at a café because the atmosphere is more relaxed. At home, I sometimes get bored quickly, whereas at a café I feel more comfortable doing my assignments."*

One of the most noticeable factors is the comfortable and relaxed atmosphere of the café. Students tend to feel freer when studying in a less formal environment. Elements such as music, conversations among customers, adequate lighting, and a comfortable room make studying feel different from studying in a classroom or at home. For some students, such an atmosphere helps reduce boredom while completing assignments. Cafés also provide a new

atmosphere for students who feel tired of their campus routines. This was supported by Informant 2, who stated, *"When the atmosphere is comfortable and not too crowded, I can focus better on my assignments. The music and the atmosphere of people around me also keep me from getting bored easily."* Therefore, a comfortable atmosphere is one of the reasons students choose cafés when they need a place to study while also relaxing.

The next factor is the facilities available at the café. Students' need for internet access and electronic devices makes facilities such as Wi-Fi, power outlets, tables, and chairs important considerations. Students can use laptops or mobile phones to complete assignments, search for references, prepare presentations, and carry out other academic activities. Some students also choose cafés with sufficiently large tables that can be used when working on assignments with friends. With these facilities, students do not need to move to another place when completing academic activities. Informant 3 stated, *"I usually choose a café that has Wi-Fi and power outlets because they are very helpful when I work on assignments using a laptop. A large table is also important when I work on assignments with friends."* This indicates that café facilities also influence students' decisions when choosing a place to study.

In addition to comfort and facilities, social interaction with friends is also a factor that encourages students to choose cafés. Students do not always study individually but often study with friends, particularly when they have group assignments or discussions. Cafés provide a more relaxed space for meeting and communicating, allowing students to study while maintaining social interaction. During these activities, students can exchange opinions, help friends understand assignments, or simply talk between study activities. This was reflected in the statement of Informant 4: *"When we have group assignments, we usually meet at a café. We can work on the assignment while discussing and talking with our friends."* This condition gives cafés a dual function for students, serving both their academic needs and their social relationships.

Another factor is related to students' habits and lifestyles in the modern era. Today, cafés have become part of the daily lives of some students and are not used only when they want to eat or drink. The habit of completing assignments at cafés, meeting friends, or looking for a new atmosphere represents a change in how students use public spaces. The use of social media has also contributed to making cafés increasingly recognized as places that can accommodate various activities. Nevertheless, students do not always visit cafés simply to follow trends but also because these places are considered capable of meeting their needs. Informant 5 stated, *"I am now used to doing my assignments at cafés. It is not only because of the trend, but also because it is more practical and I can meet my friends at the same time."* Thus, comfort, facilities, social interaction, and changing lifestyles are among the factors that encourage students to choose cafés as learning and social spaces.

This phenomenon can be explained through Ray Oldenburg's Third Place Theory. According to Oldenburg, in addition to the home (first place) and places of study or work (second place), people also need a third place, which is an informal space for gathering, communicating, and building social relationships. In this study, Double Egg Café demonstrates these characteristics through students' activities of gathering, discussing, completing assignments, exchanging information, and building social relationships outside the campus environment.

The findings show that students choose Double Egg Café not only because of facilities such as Wi-Fi, seating, and a comfortable atmosphere, but also because it provides opportunities to interact with friends. Group learning activities allow students to discuss, exchange information, and help one another. This finding is consistent with Oldenburg's concept that a third place can strengthen social relationships through informal and equal interaction. Thus, the café functions as a space that combines students' academic and social needs.

The flexible atmosphere of the café also provides an alternative to formal learning spaces. Students can manage their time, study, and discuss more freely. However, crowded and noisy conditions can become distractions that reduce concentration. This finding indicates that the function of a café as a learning space is determined not only by comfort and facilities but also by environmental conditions and students' ability to manage their academic and social activities.

Based on these findings, Double Egg Café can be understood as a third place for students because it connects academic activities with social interaction. Cafés are no longer merely places for consumption but have developed into alternative spaces for studying, communicating, collaborating, and building social relationships.

How Do Social and Learning Activities in Cafés Take Place in Academic and Non-Academic Contexts?

Students' activities in cafés are not limited to learning activities but also include various social activities carried out in their daily lives. Cafés are relatively flexible spaces because students can engage in academic and non-academic activities at almost the same time. In the academic context, students use cafés to complete assignments, read course materials, search for references, prepare presentations, and conduct group discussions. Meanwhile, in the non-academic context, students use cafés to talk with friends, gather, relax, use social media, or simply spend time after academic activities. This condition shows that cafés have become spaces where students can meet both their learning and social needs.

In academic activities, cafés are often used by students as places to complete assignments individually or with friends. Students usually bring laptops or books to complete assignments given by lecturers. When activities are conducted in groups, learning activities may include discussions, task distribution, searching for materials through the internet, and jointly preparing assignments. Informant 6 stated, *"I usually go to a café to work on assignments, especially group assignments. We can discuss, search for materials on the internet, and complete the assignment together."* The more relaxed atmosphere makes discussions feel less rigid, allowing students to express their opinions more freely. This activity shows that learning does not always have to take place in a classroom but can occur in other spaces as long as they support students' learning needs.

In addition to academic activities, non-academic activities are also frequently carried out by students at cafés. After completing assignments or while taking a break, students usually talk with friends, joke around, use social media, listen to music, or enjoy food and drinks. Informant 1 stated, *"After finishing our assignments, we usually talk, joke around, or use social media while eating and drinking."* Such interactions are part of students' social lives because simple activities such as talking and gathering allow them to maintain friendships. Cafés provide students with a space to interact without a highly formal atmosphere. Thus, non-academic activities in cafés are not merely ways to spend free time but also contribute to building social relationships among students.

In some situations, academic and non-academic activities occur simultaneously. For example, students may work on assignments while talking with friends, discuss assignments while enjoying food and drinks, or complete academic work before continuing with leisure activities. Informant 2 stated, *"Usually, I study while talking with my friends. If someone does not understand something, we can discuss it, but sometimes we end up continuing to chat."* This situation illustrates that the boundary between learning and social activities in cafés is not always clear. Students can shift from academic activities to social activities according to their needs. This is one reason cafés are considered attractive to students because they do not have to choose between studying and socializing but can engage in both activities in the same place.

This phenomenon can be explained through B. F. Skinner's Social Behavior Theory. According to Skinner, individual behavior is influenced by stimuli received from the environment and the consequences resulting from that behavior. In this study, Double Egg Café provides stimuli in the form of a comfortable atmosphere, adequate facilities, and an environment that supports learning activities. These stimuli encourage students to choose cafés as learning spaces because they experience benefits such as greater concentration, increased motivation to complete assignments, and opportunities to discuss with friends. Positive experiences may then reinforce students' tendency to return to the café as a learning space, making the behavior a recurring habit.

Nevertheless, the effectiveness of cafés in supporting learning concentration and productivity is not the same for every student. At certain times, crowded conditions, conversations among customers, and other distractions may reduce students' focus. From the perspective of Skinner's Social Behavior Theory, these conditions represent environmental stimuli that may influence students' behavior differently. Some students may remain focused and complete their assignments, whereas others may reduce their learning activities or move to a quieter place. Therefore, the effectiveness of Double Egg Café as a learning space is influenced by the interaction between the available environment and individual students' responses.

Overall, students' activities in cafés in both academic and non-academic contexts indicate a change in the function of cafés into broader social spaces. Cafés are not only places for relaxation but can also support learning

activities and social interaction. Academic activities such as completing assignments and discussions can occur alongside social activities such as talking, gathering, and maintaining friendships. This condition shows that students use cafés flexibly according to their needs. The presence of cafés as social and learning spaces represents one form of change in how students use public spaces in the modern era.

How Does the Use of Cafés Affect Students' Learning Concentration?

The use of cafés as learning spaces has different effects on students' concentration. Some students find it easier to concentrate when studying at cafés because the atmosphere is more relaxed and less boring. However, other students feel that their concentration is disrupted by conversations, music, customer movement, or invitations to talk from friends. Informant 4 stated, *"When the atmosphere is comfortable, I can focus more easily on my assignments, but when it is too crowded, I usually have difficulty concentrating."* This shows that the effect of cafés on learning concentration cannot be viewed from only one perspective because students have different learning styles and levels of comfort. The café environment is one of the factors determining whether students can maintain their focus during learning activities.

For some students, the café atmosphere actually helps improve concentration. An environment that is not completely silent can make them feel more relaxed when completing assignments. Some students feel that a quiet atmosphere with some surrounding activity prevents them from becoming sleepy or bored. Informant 3 stated, *"I prefer studying at a café because when it is too quiet, I get sleepy easily. At a café, there is an atmosphere and activity around me that keeps me motivated to work on my assignments."* When completing assignments for relatively long periods, the availability of food and drinks also makes students feel more comfortable staying in the café. Under these conditions, cafés can be an option for students who need an atmosphere different from their bedrooms or study spaces at home.

On the other hand, customers' voices and activities can also disrupt concentration. When the café is crowded, students may have difficulty focusing on the tasks they are working on. Conversations with friends, loud music, or other customers' activities can divert students' attention. Informant 6 stated, *"When the café is crowded and there are many people talking, I usually have difficulty focusing, especially when I am reading or working on an assignment that requires concentration."* These distractions are usually more noticeable when students are reading materials that require deeper understanding or completing tasks that require a high level of focus. Therefore, students tend to choose quieter times or areas of the café when completing tasks that require concentration.

In addition to environmental conditions, using cafés with friends can also affect students' concentration. When studying together, students may understand assignments more easily because they can discuss and exchange opinions. However, such interaction can also cause learning activities to shift into conversations or leisure activities. Informant 5 stated, *"Studying with friends is easier because I can ask questions when I do not understand something, but sometimes we talk too much, so the assignment takes longer to finish."* In some situations, students come to the café with the intention of completing assignments but end up spending more time talking with friends. This indicates that students' ability to manage their time and limit non-academic activities is important so that social interaction does not reduce their focus on the tasks being completed.

Overall, the use of cafés can have both positive and negative effects on students' learning concentration. Positive effects are observed when students obtain a comfortable atmosphere, supportive facilities, and an environment that suits their learning style. Conversely, concentration may decrease when the café is too crowded, too noisy, or when social interaction becomes more dominant than learning activities. Therefore, cafés do not automatically make students more focused; their effectiveness depends on the café conditions, time of visit, type of learning activity, and students' ability to regulate themselves. Cafés can become effective learning spaces when students are able to choose suitable conditions and maintain their focus on their primary learning objectives.

The implications of this study indicate that the changing function of cafés into places for learning and socializing has implications for both students and café managers. For students, cafés are not only places to eat and

drink but also alternative spaces for completing assignments, discussing, reading, and relaxing. This condition creates a need for comfortable places that can support various student activities.

Using cafés as learning spaces may also increase students' expenses. Students need to spend money on food or drinks as part of using the café facilities. Thus, studying at cafés may create additional costs compared with studying at home or on campus, where additional spending is relatively unnecessary.

These changing student needs also have implications for cafés. Cafés are no longer required only to provide food and drinks like conventional coffee shops but also need to provide facilities that support student activities. Facilities such as stable internet access, comfortable seating, power outlets, and a quiet atmosphere are increasingly needed. This indicates that cafés have undergone a functional transformation from places for eating and drinking into public spaces that are also used for learning and socializing.

For students, the atmosphere and condition of a café can affect comfort and learning concentration. A comfortable, quiet café with adequate facilities can help students reduce boredom and focus more on completing assignments. Conversely, a café that is too crowded, noisy, or characterized by excessive social interaction can disrupt concentration and make learning activities less effective.

Ultimately, the use of cafés may affect students' learning outcomes. When cafés are used appropriately and supported by suitable atmospheres and facilities, students may feel more comfortable, productive, and capable of completing assignments effectively. However, when cafés are used primarily for relaxation and socializing, learning concentration may decrease. Therefore, cafés can serve as beneficial learning spaces, but their effectiveness remains dependent on café conditions and students' ability to manage their learning and social activities.

CONCLUSION

Based on the findings, Double Egg Café functions not only as a place for consumption but also as an informal social and learning space for university students. This use is reflected in activities such as completing assignments, discussing, searching for information, interacting with friends, and engaging in social activities simultaneously. Comfort, facilities, internet access, social interaction needs, and students' habits are among the considerations in choosing cafés as spaces for studying and socializing. The use of cafés as learning spaces is situational because its benefits for concentration depend on environmental conditions, time of use, type of activity, and students' ability to manage their social and academic activities.

This study contributes to the understanding that the social and academic functions of cafés do not necessarily occur separately. These two functions can take place simultaneously and form flexible patterns of space utilization. This finding strengthens the understanding of cafés as a *third place* that can support social interaction as well as students' academic activities in everyday life.

This study has several limitations. The number of informants was limited to six people, and the research was conducted at only one café, namely Double Egg Café. Therefore, the findings cannot fully represent students' experiences across different types of cafés and geographical contexts. The informants also came from several universities, but their characteristics did not represent the broader diversity of university students.

Practically, the findings may provide considerations for café managers in providing facilities and spatial conditions that support both social and academic activities, such as Wi-Fi access, electrical outlets, comfortable seating, and appropriate environmental arrangements. For students, the use of cafés as learning spaces should be adjusted to the type of activity, time, and environmental conditions to prevent social interactions from interfering with learning concentration. Future research could involve a larger number of informants, more diverse café locations, and broader student characteristics to obtain a more comprehensive understanding of the role of cafés as social and learning spaces.

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