Conference Paper

The Study of Public Space From The Sociofugal and Sociopetal Aspect (Case Study: Faculty of Architecture and Design, UPN "Veteran" Jawa Timur)

Wiwik Dwi Susanti*, M.Pranto S, Sri Suryani Y.W

Departement of Architecture, Faculty of architecture and Design, Universitas Pembangunan Nasional “Veteran” Surabaya, East Java, Indonesia

Abstract

There is inner closeness between students and campus, because some students do activities on campus. Public space are the most widely used by students in activities. So, the availability of public space on campus is very necessary. The quantity and quality of public space on campus is a main indicator in shaping student behavior. The purpose of a public space is to support student activities from the academy aspect and soft skill activities. While the availability of public space in the Faculty of Architecture and Design has not been able to provide a maximum container for students both in terms of quality and quantity. In this study try to identify the patterns of public space by using the sociopetal and sociofu gal parameters. The concept of sociofugal and sociopetal is an important indicator in testing the quality of public space. Ideally a good public space is dominated by sociofugal aspects because it prioritizes socializing and discussing activities. This study uses architectural methods of behaviour mapping which later facilitate the process of observation in the field. Hopefully later with the knowledge gained can contribute ideas for the design of the quality of public space in the future.

Keywords: Behaviour, public space, sosiofugal, sosiopetal, students.

INTRODUCTION

Humans are social beings, who need a place to gather, communicate, interact, socialize and actualize themselves, both with others and their environment. To make this happen, they form groups or communities that are associations of individuals who have the same vision, mission, and facilities. In carrying out its activities, a physical setting is needed in the form of a public space that can support those needs.

The need for public space on campus is important if it is interpreted as a space that functions as a place of social interaction, fosters a culture of democracy, self-actualization, and other academic development. Based on UU No. 12 of 2012 concerning Higher Education, article 13 paragraph (4) explains that students are entitled to education services in accordance with their talents, interests, potential and abilities. Thus, students have the right to be free to express themselves in a predetermined public space. As a student with almost all activities on campus, students have a kind of place to gather, or wait for time to enter college. Students who live in a boarding house usually choose a boarding house as the main place to wait for the next lecture hour besides the doorstep of the class. But, not a few students who are looking for spaces on campus are used as gathering places or activities.

Students sometimes feel confused in choosing a gathering place, plus friends who start busy themselves with their activities. Interaction between students is very limited if the environment that is the main choice is only boarding or other limited space. So, a place to gather between students from various departments is needed without being bound by space and time.

* Corresponding author
Email address: wiwik2susanti@gmail.com

METHODS

The method used in this study is by combining two ways (mix), namely qualitative and quantitative. While this type of research is exportative research. Explorative research is research that aims to explore extensively about the causes or things that influence the occurrence of something. (Arikunto, 2006)

Data collection is by collecting primary and secondary data. Primary data in the form of literature and also observations in the field. The observation method used is by using behavioral observations which include:

Mapping is done. by making observations on behavior that includes five elements (Zeizel, 1981)

- Who is? Observation of the perpetrator. The actors in the research are public open space users.
- Doing what? Will produce something action taken by the subject. By knowing the actions / activities carried out by the user, there will be a type of activity that tends to be done by the user.
- With whom? Will result in the significance of other actors in the action. Activities carried out by users are generally not done alone but in pairs or groups.
- In what relationship? Will produce relationships due to the context / things related to hearing, visualization, touch, smell or symbolization.
- Where? will produce characters in the location of the study, such as: boundaries, or relationships between existing spaces.

RESULT AND DISCUSSION

Description of research location

The Faculty of Architecture and Design is one of the faculties in the UPN "Veteran" East Java Environment. There are still five study programs at the Faculty of Architecture and Design, namely Architecture, Civil Engineering, Environmental Engineering and DKV in one building consisting of four floors. Changing the status of UPN "Veteran" East Java to become a state campus has a large impact on the utilization of existing public facilities. The greater number of students has an impact on the utilization of public space.

![Figure 1. Location of public space at Faculty of Architecture and Design](image)

Public space under shady trees

In public spaces under shady trees, the type of public space is using the sociofugal concept. Sociofugal space, an order that aims to reduce social interaction. In this arrangement, between individuals are made so that they cannot communicate well, by reducing interaction

![Figure 2. Sociofugal space](image)
Based on the observation of the physical condition and behavior of students who utilize these facilities, most students cannot interact optimally because the chosen seating design does not allow interaction. There is a business by making a semicircle in the hope that interaction can be carried out, but the concept cannot optimally be optimal because it is not comfortable. The distance between one seat and the opposite but also far from being able to interact.

![Figure 3. Sociofugal concept at public space under shady trees](image)

In addition to the limitations of interacting with public spaces under shady trees it also does not facilitate users to do tasks because there are no tables. So it is rare to find students sitting to do assignments.

![Figure 4. Student create their own sociopetal space](image)

There are efforts made by students in creating sociopetal concepts, namely by adding additional facilities that are temporary in nature, namely chairs. The addition of chairs is a student effort to create a sociopetal space because indeed the basic needs of humans as social beings are more likely to interact.

**Central public space**

The public space in the middle is part of the public space in the Faculty of Architecture and Design which is located adjacent to the main lobby door. Its existence is an important part because of its strategic location. The public space located in the middle of the park is a gazebo with a number of three with a main gazebo in the middle. Flanked with a small gazebo on the left and right sides. The function of the gazebo is to facilitate students in carrying out tasks and other activities. But based on the observations there are several activities that really cannot function optimally because of the design of the gazebo. One example of this activity is socializing between students while working on assignments or discussing. These activities do not run optimally because the concept used is sociofugal so as to minimize interaction.

a. Gazebo 1

Based on the results of observations made then the type of public space in the sociofugal central park. Sociofugal is an order that aims to reduce social interaction. In this arrangement, between individuals are made so that they cannot communicate well, by reducing interaction.
Where seating and tables on the gazebo are designed to minimize interaction. So that students are required to be able to do the task independently.

Figure 5. Sociofugal concept at gazebo 1

There are efforts by students to transform the sociofugal concept into sociopetal by creating their own space naturally. That is by making a circle that does make it easier for them to interact. Sometimes students create their own space rather than utilizing the available facilities.

Figure 6. Student create their own sociopetal space

b. Gazebo 2

Based on the observation that the type of public space in the gazebo 2 is using the sociofugal concept, an order that aims to reduce social interaction. In this arrangement, between individuals are made so that they cannot communicate well, by reducing interaction.

The table is an important element in identifying the concept of space, on the gazebo 2 the table arrangement identifies the sociofugal concept because its orientation is directed outward, thus minimizing interaction.

Figure 7. Sociofugal concept at gazebo 2
There are efforts by students to transform the sociofugal concept into sociopetal namely by creating their own space naturally. That is by making a circle that does make it easier for them to interact, so sometimes students find that they prefer to create their own space rather than utilizing the available facilities.

The appearance of the new activity indirectly interferes with the circulation activity around the environment. So that it can be said that the gazebo 2 is designed to be less effective because it creates new activities.

**Gazebo 3**

Based on the observation the type of public space in the gazebo 3 is using the sociofugal concept an order that aims to reduce social interaction. In this arrangement, between individuals are made so that they cannot communicate well, by reducing interaction

Laying a table on the outside of the gazebo is an indication of the sociofugal concept. The user orientation leads out the gazebo so that interactions between users do not occur. The main needs of a student in working on an assignment are interaction, when the interaction is not obtained by students trying to create a sociopetal concept. Students create a sociopetal space by creating imaginary circle that can facilitate their needs for interaction.

Another problem from the creation of a sociopetal space is the creation of new space in a new location, so that the creation of the sociopetal concept seems illegal because it uses the circulation area. So that it can be said that the gazebo 3 is designed to be less effective because it has not been able to facilitate students’ needs for interaction.
Public space in the side garden

Based on the observation the type of public space in the side park is using the sociofugal concept. Some existing seats show an individual or sociofugal concept so that this side park is rarely used by students.

There are efforts by students to transform the sociofugal concept into sociopetal namely by creating their own space naturally. That is by making an imager circle that does make it easier for them to interact, so sometimes students find that they prefer to create their own space rather than utilizing the available facilities. If it is judged from the aspect of comfort, it is indeed far from comfortable because it utilizes makeshift facilities.

CONCLUSION

Based on the results of the study it can be concluded that the type of pulik space in the Faculty of Architecture and Design is using the sociofugal concept, where students in interacting are limited both in terms of design and
distance. Considering the main activities of students, namely working on assignments and discussions, it was found that students eventually created their own public spaces. Creation of the public space by optimizing the surrounding environment or by creating public space naturally. So that in some public spaces it cannot function optimally due to a lack of design that is not in accordance with the basic needs of students.

REFERENCES