

The Phenomenon of Learning at Co-Working Space Cafes (a Case Study of UMS Students Between Needs and Lifestyle)

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ABSTRACT

The development of digital technology has shifted UMS students' learning patterns toward co-working spaces as flexible environments supporting both academic needs and modern lifestyles. This study aims to examine the phenomenon of using co-working spaces as alternative learning environments among students at Universitas Muhammadiyah Surakarta (UMS), focusing on two main aspects: academic needs and lifestyle. A qualitative descriptive approach with a case study method was employed. Data were collected through in-depth interviews with students who actively use co-working spaces, as well as direct observations at several locations in Surakarta. The findings reveal that the primary motivations for students choosing co-working spaces include comfort, reliable Wi-Fi access, and a conducive atmosphere that supports focused learning. In addition to positively influencing academic productivity, co-working spaces have become part of the modern student lifestyle, emphasizing aesthetics, digital presence, and contemporary trends. Social factors, such as peer support and collaborative study habits, also play a significant role in shaping their preferences. These findings indicate that co-working spaces serve not only as facilities to fulfill academic needs but also as social spaces representing identity and lifestyle in the digital age. This study contributes to understanding the shift in student learning patterns and its implications for the development of educational facilities in higher education institutions.

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1. INTRODUCTION

The development of digital technology and increased student mobility have driven a shift in learning patterns from formal academic spaces to more flexible alternative learning spaces (Ardelia, 2023). This shift shows that student learning activities are not only focused on fulfilling instrumental academic needs, but are also related to personal and social experience needs, where some needs are at the core of human experience, while others are more related to work (Rådman et al., 2023). In this context, students' choice of alternative learning spaces cannot be separated from the lifestyle dimension. This aligns with theory of symbolic consumption, which states that the use of public spaces and services is based not only on functional needs but also on their inherent symbolic value (Hadisaputra et al., 2025). Aprillia & Mustofa

(2022) show that lifestyle influences individual decisions in selecting and utilizing alternative public spaces. One alternative space that is increasingly utilized is cafes that provide co-working space facilities.

According to Deskmag (2018), a co-working space is a collaborative work environment used by freelancers, businesspeople, students, and other professional communities by sharing space, facilities, and a conducive work environment (Banamtuan et al., 2023). Initially, co-working spaces were known as workplaces for professionals, but over time, they began to be used by students as study spaces (Conia et al., 2023). In Indonesia, co-working spaces have developed rapidly along with the growth of the creative industry and the need for flexible work in the digital era (Faisal & Sa'ud, 2023). The presence of co-working spaces provides an alternative to libraries and cafes, by offering a more flexible and interactive atmosphere (Swarnawati et al., 2023). In performance management studies, flexible workspaces are viewed as part of an organization's strategy to increase the productivity and effectiveness of its users (Lisnawati, 2024). Dell'Aversana & Miglioretti (2025) also stated that managing coworking spaces that balance focused workspaces and social interaction can improve work efficiency and user satisfaction. Students at the University of Muhammadiyah Surakarta (UMS) show an increasing trend in using these spaces for study, both individually and in groups (Irana & Lubis, 2021). This phenomenon demonstrates a shift in learning culture that is no longer tied to formal academic spaces.

A similar phenomenon is also evident in the Soloraya region, where a number of co-working spaces have emerged with both free and paid service models. For example, free facilities like the National Press Monument in Surakarta, Solo Technopark (Shopee Creative & Innovation Hub), and Rumah BUMN Solo provide free shared study and work spaces, generally with Wi-Fi, tables and chairs, and discussion rooms. Meanwhile, paid services like Hetero Space Solo and Kasper Space offer more comprehensive facilities, private office or meeting room options, and daily to monthly rental packages with prices ranging from tens of thousands to millions of rupiah depending on location and facilities. The differences in service models indicate the existence of user segmentation from a management perspective related to preferences, purchasing power, and perceived value of flexible workspaces (Razak et al., 2025). According to data from the Indonesian Coworking Space Association, the number of co-working spaces increased from around 40 in 2013 to 200 in 2018 (a 400% increase in 5 years) (Canta et al., 2024), indicating a growing need for such flexible spaces. These facts are important to illustrate the local context for Universitas Muhammadiyah Surakarta (UMS) students in choosing between free and paid study spaces, and how preferences and lifestyle influence these choices.

Several previous studies have shown that students' use of co-working spaces is influenced by comfort and supporting facilities (Aditia & Arfianti, 2023). Consistent with these findings, Self-Determination Theory explains that environmental comfort and support play a crucial role in enhancing students' intrinsic motivation (Maulidina et al., 2025). In human resource management studies, a supportive work environment is also understood as a factor that drives performance and the successful use of shared workspaces (Hidayat et al., 2024). This view is reinforced by Ratih et al. (2021), who assert that changes in the learning environment encourage the emergence of progressive, more flexible and contextual learning patterns. These findings are reflected in a study by Pasha & Alya (2025), which examined the use of work from cafes by students in Bandung and found that a comfortable atmosphere was the primary factor. In addition to comfort, Rese et al. (2022) found that co-working spaces also function as a place to build social networks among students. However, most of this research focuses on the context of large cities and emphasizes facilities and comfort, without deeply linking them to students' academic needs and lifestyle dimensions.

Based on the study, it is clear that there is a research gap, namely that there has not been any research that specifically examines co-working spaces as student learning spaces by placing them in two dimensions at once, namely as a fulfillment of academic needs and as part of the student lifestyle, especially in the local context of Universitas Muhammadiyah Surakarta (UMS).

Therefore, this study focuses on the phenomenon of students studying at Universitas Muhammadiyah Surakarta (UMS) in cafes that provide co-working space facilities, by examining the

relationship between academic needs and lifestyle. This study aims to describe students' perceptions of the benefits and challenges of co-working spaces as learning spaces Nugraha & Darwin (2024), and provide a more comprehensive understanding of changes in student learning patterns and culture, while also providing a basis for discussion regarding the role of co-working spaces in the context of higher education.

2. METHODS

This research was conducted at Universitas Muhammadiyah Surakarta (UMS) Campus 1 in 2025, specifically between September and November. This type of research is a qualitative approach with a case study design. The qualitative approach was chosen because it is able to provide a deep understanding of the phenomenon of student learning in co-working spaces, especially in the context of the needs and lifestyles that underlie it. By using this method, researchers can explore the meaning, experiences, and perspectives of Universitas Muhammadiyah Surakarta (UMS) students in a more comprehensive and contextual way compared to quantitative approaches that focus more on measuring numbers and statistical data. The research informants were 15 students of Universitas Muhammadiyah Surakarta (UMS) who actively utilize the co-working space facilities for academic purposes. Data collection was through observation, interviews, and documentation. In the context of this research, interviews were conducted in a semi-structured manner, where the researcher prepared main questions as a guide but still provided flexibility for informants to express their stories and perspectives more freely. This semi-structured approach allows for a more dynamic dialogue so that the information obtained is not only limited to short answers, but includes rich and in-depth narratives. Documentation in the form of photographs and field notes also played a crucial role in complementing the qualitative data. To ensure data validity, researchers employed source triangulation, comparing interview results, observations, and documentation. The data analysis process employed Miles and Huberman's interactive data analysis model, which encompasses data collection, data reduction, data presentation, and conclusion drawing and verification (Qomaruddin & Sa'diyah, 2024).

3. FINDINGS AND DISCUSSION

Data collected through interviews, observations, and documentation indicate that the phenomenon of student learning in co-working spaces has diverse characteristics and cannot be understood in a single way. Therefore, the findings of this study are organized based on several main themes that emerged from students' experiences in the field. Each theme represents an important aspect of co-working space utilization, ranging from students' initial motivations for choosing a study space, its role in supporting academic productivity, its meaning as part of a student lifestyle, to the influence of the social environment in shaping learning preferences. The discussion in this section not only presents empirical findings but also links them to theoretical frameworks and previous research results to provide a more in-depth and contextual explanation.

3.1 Students' Motivations for Choosing Co-working Spaces

According to interviews with student informants at the University of Muhammadiyah Surakarta (UMS), the primary motivation for students using co-working spaces as study spaces is closely related to the comfort they offer. Students believe that the available physical facilities, such as comfortable work desks, adequate lighting, and a relatively quiet atmosphere, create a more conducive learning environment compared to studying at home or in a boarding house. This comfortable learning environment makes students feel more mentally prepared to complete academic assignments. In addition to physical comfort, the availability of learning support facilities is an important factor motivating students to choose co-working spaces. Stable and fast Wi-Fi access is considered very helpful for students in accessing digital learning materials, completing online assignments, and participating in online lectures. One informant cited these facilities as the primary reason for studying in a co-working space, stating:

"Studying in a co-working space is great because the Wi-Fi is fast and there are plenty of outlets, so you can focus on your assignments without worrying about running out of internet."

Student motivation is also influenced by the social atmosphere in co-working spaces, which is considered more conducive to focused learning. The presence of other people working or studying creates a productive atmosphere that encourages students to be more disciplined and serious about their assignments. Compared to studying at home, where students are often distracted by other activities, co-working spaces provide a psychological boost to stay focused. This was expressed by one informant who stated:

"At home, there are lots of distractions, but in a co-working space, the atmosphere helps you focus because the people around you are also working or studying."

Research findings indicate that students at the University of Muhammadiyah Surakarta (UMS) choose co-working spaces as study spaces not only for academic reasons, but also for the comfort they offer, including a quiet atmosphere, facilities such as fast Wi-Fi, power outlets, and a conducive environment for concentrated learning. This finding aligns with research conducted by (Raudotussolehah et al., 2024), which demonstrated that students consider co-working spaces to be a more productive alternative learning environment than formal spaces like libraries or homes.

In addition to facilities, adequate space comfort contributes to student motivational productivity. This finding aligns with research by (Oswald & Zhao, 2022), which identified the need for co-working spaces as learning environments that support collaboration and student focus in diverse contexts. This integration of physical and social comfort factors is closely related to student self-determination, leading to increased engagement in learning.

3.2 The Role of Co-working Spaces in Academic Productivity

Interview results indicate that students at the University of Muhammadiyah Surakarta (UMS) experience increased academic productivity when studying in co-working spaces. This improvement is particularly evident in aspects of study focus, time management, and enthusiasm for completing academic assignments. Students believe that the relatively calm and organized atmosphere of co-working spaces helps them concentrate better compared to studying at home or in their dormitories, which are often filled with distractions. One student interviewee revealed that the co-working space environment directly impacts their ability to focus on their studies. The interviewee stated:

"A comfortable co-working space, where most people come to work or study, greatly impacts my productivity and ability to focus on my studies."

This statement suggests that shared activities with those around them create a productive collective atmosphere. Students feel compelled to adapt their learning behavior to their surroundings, which are dominated by work and study activities. These interview findings are reinforced by direct observations at several co-working spaces in the Surakarta area. Researchers observed that students studying in co-working spaces tended to use their devices less for non-academic activities and focused more on their laptops or study materials. The quiet atmosphere, the use of individual or small group work desks, and the lack of external distractions contributed to a more focused and productive learning behavior.

In addition to focused learning, students also experienced increased discipline in time management. Several informants stated that studying in co-working spaces made them more aware of time management because use of the space was usually limited to a specific duration. One informant explained:

"Studying in a co-working space feels more organized because we've come to study, and time is limited, so we have to really make the most of it."

This suggests that the limited time allowed for use of the space indirectly encourages students to set study targets and complete assignments more efficiently. Source triangulation was also obtained from statements from other students who study in groups at co-working spaces. They reported that the

dynamic and non-pressurizing atmosphere makes discussions more effective and focused. Students feel more enthusiastic about discussing and completing assignments together than they would at home or in their dormitories. Thus, co-working spaces not only play a role in improving individual focus but also support student academic productivity through a conducive, structured learning environment that supports academic interaction.

The findings of this study indicate that co-working spaces have a positive impact on student academic productivity, particularly in fostering focused learning and time management. The organized and distraction-free learning environment strongly resonates with observations, where students appear more focused and are less distracted by non-academic activities. However, research conducted by (Cokro et al., 2025) found that co-working space facilities do not necessarily have a statistically strong relationship with academic productivity in general if they are not supported by other variables such as supporting programs, space management, or structured activities within the space. This discrepancy in findings suggests that space management and user engagement can moderate the space's contribution to student academic productivity.

Research on creative learning spaces conducted by (Tafrienda & Wahyono, 2024) also showed that integrating co-working spaces with flexible facilities such as discussion rooms or breakout rooms contributes to a more effective and collaborative learning experience for students. Therefore, the role of co-working spaces in student academic productivity needs to be understood as a function of the quality of the space, social interaction, and the structure of its use.

3.3 Co-working Space as Part of a Lifestyle

Research results show that students at Universitas Muhammadiyah Surakarta (UMS) view co-working spaces not only as study spaces but also as part of a modern student lifestyle. Students view co-working spaces as spaces that reflect their self-image as productive, creative, and up-to-date individuals. The choice to study in a co-working space is not solely based on academic needs, but also on the desire to be in a space that is considered "modern" and aesthetically pleasing. One student informant stated that the atmosphere and appearance of a co-working space are a unique attraction in supporting study activities. The informant stated:

"Studying in a co-working space feels more comfortable and pleasing to the eye, making me more enthusiastic. The place also looks modern and not boring."

This statement suggests that the visual and aesthetic aspects of a space influence students' perceptions of comfort and motivation to study. These interview findings were reinforced by the researcher's observations at several co-working spaces in the Surakarta area. Based on observations, students not only come to study but also utilize the aesthetic corners of the spaces to take photos or create social media content. These activities demonstrate that co-working spaces have become part of students' visual culture, where study spaces also serve as a medium for self-expression and digital presence, particularly on platforms like Instagram and TikTok.

This phenomenon reflects the practice of symbolic consumption, where the use of co-working spaces is based not only on their practical function as study spaces but also on their inherent symbolic value. One informant stated:

"Sometimes, assignments can be done anywhere, but in a co-working space, it feels different. I feel more confident and appear productive."

This suggests that students view co-working spaces as a symbol of social identity and professionalism among their peers. Furthermore, several other informants stated that studying in co-working spaces has become part of their habits and lifestyle. Students feel that being in these spaces makes them more connected to modern learning trends and productive social environments. Thus, co-working spaces serve a dual role as academic and lifestyle spaces, where learning activities simultaneously serve as a means of identity formation and self-branding for students in the digital age.

Our findings indicate that co-working spaces are chosen not only for their functional learning needs but also as a symbol of student identity in modern digital culture. Students use these spaces as a medium for self-expression and to strengthen their social image, particularly through social media posts. This phenomenon aligns with the concept of symbolic consumption from research conducted by Nathaniel et al. (2024), where study spaces are also selected based on the social and symbolic value inherent in the user experience. These results align with observations of trends in public spaces among Generation Z, who tend to seek spaces that support social activity and the creative economy. Cafes, co-working spaces, and other public spaces are seen as part of Generation Z's dynamic urban lifestyle. Furthermore, Hapsari & Suranto (2025) emphasize that the spaces and activities chosen by students can serve as a means of social identity formation, particularly in the context of modern culture, which places symbols, images, and social recognition as part of the student experience. This reinforces the concept of co-working spaces as alternative learning spaces that play a role in the identity-building process, where students not only learn academically but also build social networks and self-image within their social environment.

Thus, these findings support the argument that co-working spaces have transformed the function of learning spaces from simply a place to complete academic assignments into a multidimensional space that integrates students' academic needs, identity formation, and social expression. This integration of learning functions and symbolic value reinforces co-working spaces' position as part of the student lifestyle within the contemporary digital cultural landscape.

Social Influences on Study Space Selection

Students' choice to study in co-working spaces is also strongly influenced by social factors. Interview results indicate that most students learned about and began using co-working spaces due to recommendations from friends, study group invitations, or exposure to content on social media. The social environment plays a significant role in shaping students' perceptions that co-working spaces are relevant and meet the needs of today's generation. One student informant revealed that a friend's invitation was the initial reason he chose to study in a co-working space. The informant explained:

"Initially, a friend invited me to work on an assignment together, but over time, it became a habit because it turned out to be fun and comfortable."

This statement indicates that social interaction is the primary gateway for students to learn about and adopt co-working spaces as study spaces. These interview findings are reinforced by field observations, where researchers found that students often attend co-working spaces in groups. Group study activities, assignment discussions, and even collaborative project work appear to be common practices. These habits indirectly shape new social norms among students, where studying in a co-working space is viewed as a normal, positive, and productive activity.

Furthermore, social media also plays a role as a channel for information dissemination and social influence. Several informants reported learning about co-working spaces through friends' posts on Instagram or TikTok. One informant stated:

"I often see friends uploading photos of themselves studying in co-working spaces, so I thought about trying them too."

This demonstrates that social media plays a crucial role in shaping students' perceptions and interest in alternative study spaces. Furthermore, it was found that the adoption of co-working spaces as study spaces does not occur solely individually, but rather through a social process involving friendship groups and the student community. This finding confirms that co-working spaces have become an innovative learning space that spreads through social interactions, both directly and digitally, and forms a new learning culture among students at Universitas Muhammadiyah Surakarta (UMS).

This study found that students' decisions to use co-working spaces as study spaces were significantly influenced by social factors, including peer recommendations and exposure to social

media activity that fostered positive perceptions of the space. This pattern of adoption of alternative study spaces aligns with the diffusion of innovation theory, which states that new behaviors spread through social communication and interpersonal networks within reference groups. Co-working spaces, as a form of shared learning space, provide an environment that supports not only academic activities but also dynamic social interactions, thus encouraging students to view these spaces as a reasonable and relevant option in the modern learning context.

These findings are supported by research conducted by Raudotussolehah et al. (2024), which demonstrated that co-working spaces are viewed as learning environments that support collaboration, comfort, and a strong social aspect for students. Raudotussolehah et al. (2024) also found that students considered a supportive environment for collaboration, adequate facilities, and an atmosphere that fosters interaction as the primary reasons for choosing co-working spaces as a productive alternative study space compared to other formal spaces. This is also in line with a study on co-working spaces and social interaction conducted by Ying, Ibrahim, & Zubir (2020) which shows that this type of shared space is designed to facilitate the exchange of ideas, informal communication, and social networking among users, which are key elements in building an inclusive and productive learning community. Furthermore, shared learning activities in co-working spaces reinforce new social norms among students, where the space is seen not only as a place to complete academic assignments but also as a social space for discussion, knowledge sharing, and expanding academic and non-academic networks. Thus, co-working spaces can be understood as a third place for students besides home and campus, providing opportunities to expand learning experiences through social interaction, collaboration, and broader community networks. This integration of academic and social functions makes co-working spaces a learning space phenomenon relevant to the needs of the student generation in the contemporary digital era.

4. CONCLUSION

This research shows that the phenomenon of students studying at Universitas Muhammadiyah Surakarta (UMS) cafes that provide co-working spaces is a form of adaptation to changing learning patterns in the digital era. Students choose these spaces for their comfort, conducive atmosphere, and the availability of supporting facilities such as Wi-Fi and discussion rooms, which help improve focus and productivity. The flexible and relaxed environment makes co-working spaces an attractive alternative for students who need study space outside of campus or their residence.

In addition to serving as a means of fulfilling academic needs, co-working spaces also represent the lifestyle of modern students. The aesthetic atmosphere, current trends, and presence on social media make studying in these spaces a form of self-expression and a productive image for the younger generation. Students seek not only comfortable spaces but also spaces that reflect their social identity as creative individuals who adapt to changing times.

Although this study provides an overview of the phenomenon of learning in co-working spaces, there are several limitations in its scope, which focuses only on students at Universitas Muhammadiyah Surakarta (UMS), so these findings may have different characteristics in other regions. Furthermore, the qualitative approach with 15 informants aims for a deeper, subjective understanding, so the results of this study do not represent the general student population. This study primarily captures motivational and lifestyle aspects, so the direct influence of co-working space facilities on academic grades (GPA) has not been explored quantitatively in this study. Thus, co-working spaces are not merely a passing trend, but have become a real need that can bridge the gap between academic demands and the dynamics of modern lifestyles. This phenomenon urges educational institutions to reimagine learning spaces to be more adaptive, inclusive, and relevant to the essence of learning in the digital era.

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