



Analyzing the influence of integrated café spaces on library user engagement through third place theory

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Received: March 2025; Accepted: January 2026; Published: January 2026

Abstract

Background: Modern libraries are evolving into multidimensional activity centers, focusing not only on providing information but also on comfort and social interaction. Younger generations such as Gen Z and Millennials view libraries as social spaces that blend academic activities with relaxation. One innovation introduced is the presence of cafés, which are part of the "third place" concept—a space outside the home and campus for informal socializing.

Purpose: This study aims to determine the influence of café presence on increased visits and user satisfaction, assess the extent to which the third place concept supports social and academic needs, identify the main elements of attraction, and compare perceptions among students.

Methods: This study employs a quantitative approach by distributing an online questionnaire to students of Padjadjaran University as respondents. Data were collected in nominal and ordinal forms through open-ended questions, closed-ended questions, and Likert scales. The study was conducted over ten days in the environment of the Kandaga Library at Padjadjaran University.

Results: The café significantly increased library visits and satisfaction, with users appreciating its role in supporting both academic work and social interaction.

Conclusions: The presence of a café can enhance the appeal and frequency of visits to the library. The café is not only a place to relax but also an informal collaboration space that supports contemporary learning styles.

Keywords:

Library
Library cafe
Third place
User experience
Visitor interest

How to cite this article:

Prijana, Rahima, M., Theresia, G. R., & Bifakhlina, F. (2026). Analyzing the influence of integrated café spaces on library user engagement through third place theory. *Informatio: Journal of Library and Information Science*. 6(1), 1-18. DOI: <https://doi.org/10.24198/inf.v6i1.64341>

INTRODUCTION

The function of libraries has transformed from merely providing book collections into becoming centers of multidimensional activities. In the digital era, user needs are no longer limited to obtaining information but also encompass convenience, social interaction, and flexible learning experiences (Kawamoto & Koizumi, 2023). Generation Z and Millennials, who represent the majority of library users, tend to view libraries not only as study spaces but also as social spaces. This has encouraged libraries to innovate by offering more dynamic services, one of which is through the integration of cafés.

The third place concept proposed by Ray Oldenburg in his book *The Great Good Place*, as discussed by Susanti & Ida Ayu (2025) explains that humans need public spaces outside the home (the first place) and the workplace or campus (the second place) to socialize, engage in discussions, or simply relax. Modern libraries have begun to adopt this concept by offering facilities such as cafés, co-working spaces, and relaxation areas (Lenstra, 2023). A café within the library is not merely a place to drink coffee but also functions as an informal meeting space that supports user collaboration and creativity, in line with the lifestyle of today's younger generation (Bado et al., 2023).

Contemporary students tend to combine academic activities with a more relaxed and social lifestyle. Surveys indicate that many students feel more comfortable studying in cafés than in traditional reading rooms because the atmosphere is friendlier and food and beverages are available. The

phenomenon of “coffee offices,” or enjoying a cup of coffee while working or studying, has become a trend that influences the increasing interest of visitors to library cafés. The presence of a café also serves as an additional attraction for students who desire flexibility in managing their schedules between studying, socializing, and taking breaks (Adcock, 2024).

The concept of the library café has developed rapidly in various countries, merging the library's function with the cozy atmosphere of a coffee shop. For instance, university libraries such as Tsinghua University Library and the University of Amsterdam Library have successfully integrated cafés to increase visitor numbers and user satisfaction (Deng et al., 2019). In Indonesia, several university libraries have begun to follow this trend, including the Kandaga Library at Universitas Padjadjaran. The success of the library café model demonstrates that modern users expect a holistic experience that is not only intellectual but also entertainin (Coady, 2023).

The combination of a relaxed café ambiance with traditional library services enables users to study, work, socialize, and even rest within a single location. This transformation responds to modern users' needs for flexibility, comfort, and collaborative spaces (Lestari et al., 2021; Li & Lin, 2025). Thus, libraries are no longer perceived as rigid repositories of books but rather as dynamic and inclusive community activity centers (Sossini et al., 2024).

A study on the café-library concept as a visitor attraction was conducted by Magfirah & Widyoputro (2023) through a case study in Yogyakarta. This research

highlights how the evolution of time and technology has influenced the decline in people's reading interest, necessitating innovations such as the integration of cafés and libraries to attract visitors. The methods used included surveys conducted via Google Forms and direct observation of café-library visitors. The results show that 54.5% of respondents acknowledged that this concept increased their interest in visiting, and most of them utilized the available reading areas.

Furthermore, the study emphasized the importance of managing café and library elements in a balanced manner so that they not only support the business aspect but also enhance reading interest. A comfortable atmosphere and a diverse book collection are key to the success of this concept. This study is relevant as an initial foundation for understanding how the integration of social and educational spaces can strengthen the function of libraries in users' perceptions. It also serves as an important comparative reference for research on cafés within university library environments (Fernanda & Handayani, 2023; Legowo & Jumaidin, 2024; Dewi et al., 2024).

Another study was conducted by Lukito & Xenia (2018), which discussed the role of cafés as third places within the University of Indonesia campus environment, using Starbucks as a case study. This study employed direct observation and qualitative analysis to examine how social interactions occur in neutral public spaces such as cafés. Referring to Oldenburg's theory of the third place, it was found that cafés provide comfortable and flexible spaces that encourage conversation, both directly and through digital media. Although changes

have occurred due to modern culture and information technology, the café's primary function as a meeting and relaxation place remains preserved.

The findings of this research indicate that modern cafés are not only places for relaxation but also support simultaneous learning, working, and socializing activities. Therefore, cafés within campus environments serve as multifunctional spaces that expand academic and social interaction (Aulia & Abdullah, 2025; Damanik, 2025). This research provides a strong theoretical foundation on how café spaces can become extensions of educational activities within higher education environments. These findings are relevant to support research on the existence of the café at Kandaga Library, Universitas Padjadjaran, as an inclusive interaction space for users.

The main difference between these two studies lies in their research focus and context. Magfirah & Widyoputro (2023) emphasize the café-library concept as a visitor attraction within the context of business and reading interest in Yogyakarta, as well as how reading spaces within cafés can increase visitor engagement. On the other hand, Lukito & Xenia (2018) focus on the role of cafés as third places within the social dynamics of the University of Indonesia campus, emphasizing social interaction and lifestyle changes. Thus, although both studies highlight the social role of cafés, their approaches and research objects differ.

This current study presents distinctions in institutional context, analytical approach, and user focus. It specifically examines the existence of an integrated café

within the Kandaga Library of Universitas Padjadjaran, an academic library that possesses different characteristics from public or commercial café chains. The focus lies in understanding how Kandaga Café supports the library's function as both an information service provider and a social space for Universitas Padjadjaran students. This research also explores the third place concept within the academic institutional framework, which has rarely been studied in Indonesia.

Accordingly, this research holds significance in filling the gap in studies regarding the integration of social spaces in university libraries. Furthermore, the findings of this study are expected to provide a tangible contribution toward developing a more inclusive, dynamic, and responsive library service model that caters to the needs of today's generation of users (Carlisle, 2022). The approach used in this study seeks to align the library's social and academic functions through the café's existence as a service innovation. Therefore, this research is not only descriptive but also applicative in developing future library service policies and design.

Based on the background described above, this research formulates several key questions to examine more deeply the influence of the café's existence at the Kandaga Library of Universitas Padjadjaran. (1) This study aims to determine whether the presence of the café can increase user interest and frequency of library visits. (2) This study explores the extent to which the third place concept presented through the café can meet users' social needs, such as interaction, discussion, or relaxation. (3) This study also identifies the elements that

make the café appealing in terms of facilities, atmosphere, and services provided.

Furthermore, (4) this study analyzes the potential differences among students regarding the perceived benefits of the café in the library, considering that each group may have different needs and expectations. (5) This study evaluates the library's strategies in integrating the café as a public space without disrupting the library's primary function as an information center. Balancing café comfort and reading room tranquility becomes the main concern in this analysis. Therefore, this study is expected to provide a comprehensive picture of the café's role in improving service quality and user satisfaction.

The objectives of this study are to analyze in depth the various aspects of the café's existence within the Kandaga Library of Universitas Padjadjaran. (1) This study aims to determine the café's impact on increasing library visits and user satisfaction. (2) This study seeks to assess the extent to which the third place concept can support social, academic, and relaxation needs beyond the library's primary function. (3) This study identifies key factors such as ambiance, facilities, and services that make the café attractive to visitors. Furthermore, (4) this study compares student perceptions to understand each group's needs and expectations regarding the café's presence. (5) This study aims to provide recommendations for café management strategies that align with the library's main functions. These include spatial arrangements, service policies, and the creation of an atmosphere that supports both social comfort and academic activity. Thus, the results of this study are expected

to serve as a reference for developing an inclusive, adaptive, and user-oriented library model.

The existence of the café at the Kandaga Library of Universitas Padjadjaran is presumed to influence visit interest and user perceptions of the library's social function. The initial hypothesis (H_0) states that there is no significant relationship between the café's existence and visit interest or the library's social function. Conversely, the working hypothesis (H_1) proposes that there is a significant relationship between the café's existence and visit interest as well as the library's social function. This assumption is based on environmental theory, which posits that supporting elements such as cafés can create comfort, enhance social interaction, and increase the attractiveness of the library space as a third place.

RESEARCH METHODS

This study employs a quantitative approach, as it is considered suitable for systematically describing the influence of the café's existence on the interest in visits and user activities at the Kandaga Library of Universitas Padjadjaran. This approach allows the researcher to explore students' perceptions, satisfaction, and preferences regarding the existence of the café as part of the third place concept, namely a social space outside the home and formal academic environment. In line with the view of Prijana & Yanto (2020), the quantitative method in this study relies on a questionnaire as the primary data collection instrument, with individuals as the main unit of analysis, thus enabling

the researcher to obtain direct information based on respondents' experiences and perspectives.

The research was conducted over a period of ten days, from May 19 to May 29, 2025, with the research location situated within the Kandaga Café environment at Universitas Padjadjaran. The relatively short duration of data collection represents a methodological limitation of this study, as it may not fully capture variations in user behavior that occur over longer time spans, particularly during different academic periods or activity cycles. This limitation is acknowledged explicitly to provide clarity and methodological transparency from the outset. The subjects in this study were Universitas Padjadjaran students, while the object was the students' perception of the café's existence in the Kandaga Library.

The primary instrument used in this study was an online questionnaire based on Google Forms. The questionnaire was designed to measure two types of data, namely nominal and ordinal scale data. Nominal data were obtained through open-ended questions, closed-ended questions, and contingency questions that aimed to gather general information about respondents' profiles. Meanwhile, ordinal data were collected through matrix questions using a Likert scale, which was utilized to assess respondents' responses to various aspects of the café, such as its physical attractiveness, facilities, influence on academic activities, as well as satisfaction and usage preferences.

In the sampling process, a simple random sampling technique was used. This technique was chosen because as explain by Cochran that it provides equal opportunity

for each population unit to be selected as a respondent and allows random selection of individuals Prijana & Yanto (2020). The sampling frame in this study was constructed using a time-location sampling (TLS) approach, by mapping the presence of students based on time and spatial slots around Kandaga Café every 30 minutes, starting from 09.00 a.m. to 06.00 p.m. After the frame was established, respondents were randomly selected using a randomizer tool.

The population size in this study was 180 students, with a sampling error of 5% or a confidence level of 95%. Based on calculations using Cochran's formula, a sample size of 123 respondents was obtained. To anticipate nonresponse and invalid data, oversampling of 30.08% from the sample size was conducted, resulting in the distribution of questionnaires to 160 individuals. Of this number, 128 respondents completed the questionnaire, but 5 data entries were declared invalid, so the data analyzed remained consistent with the sample size, namely 123 respondents. The process of determining the sample size is consistent with the opinion by Babbie, who stated that sampling is the process of selection in observation activities to obtain a sample unit (n) from a population (N), thereby allowing the generalization of research results in a representative manner (Prijana & Yanto, 2020).

The collected data were analyzed using Pearson correlation analysis with the assistance of SPSS (Statistical Product and Service Solutions) software, which functions to examine the relationships between research variables. In addition, the MSI (Method of Successive Intervals)

method was also used to process Likert scale data. This MSI method was applied to convert ordinal data into interval data, thereby allowing more accurate subsequent statistical analysis. The mean value of each indicator was then calculated to determine the respondents' assessment level regarding the café's existence. Validity and reliability tests were also conducted to ensure that the instrument used was capable of measuring the variables accurately and consistently. The results of this analysis were then interpreted systematically to address the research problems and objectives.

RESULTS AND DISCUSSION

Based on the third place concept proposed by Ray Oldenburg and the theory of the social function of public spaces, this study examines how the existence of a café within the Kandaga Library environment at Universitas Padjadjaran can influence user behavior and preferences, particularly among students. The transformation of libraries into social spaces has been widely documented in recent literature, with finding that students increasingly perceive libraries as third places that facilitate both academic work and social interaction. Recent studies have further emphasized the importance of informal social spaces such as libraries, atria, cafés, and lounges as key venues for interactions across courses and cohorts in higher education settings (Kim & Cho, 2025).

Data collected through questionnaires were then processed and analyzed to identify the extent to which the café's attractiveness, covering physical aspects, facilities, and atmosphere, is able to

encourage visit interest and strengthen the social function of the library as a space for informal interaction. Previous research has established that library spaces significantly influence user behavior and satisfaction, with demonstrating that the physical design and atmosphere of library spaces directly impact how users engage with these environments. The conceptualization of “library as place” has evolved significantly, with consensus amongst librarians regarding its importance not only in academic libraries but gradually extended to public libraries (Kawamoto & Koizumi, 2023).

The study aims to determine whether the café’s existence has a tangible contribution to increasing user visits and creating an environment that supports both learning activities and social interaction.

The instrument accuracy assessment for the café existence variable (X), conducted through item–total correlation analysis, demonstrates that all questionnaire items exhibit statistically significant associations with the construct being measured (Figure 1). This indicates that each item consistently captures aspects of users’ perceptions regarding the presence and role of the café within the Kandaga Library environment.

Items related to user interest in visiting the library, perceived comfort offered by the café space, and the attractiveness of available food and beverages all contribute meaningfully to the underlying construct. These relationships suggest that users’ positive perceptions are shaped by their experiential engagement within Kandaga Café, aligning with the notion that environmental amenities influence

		Keberadaan_Kafe_Membuat_Tertarik	Tempatnya_Memudakan_Untuk_Liberalisasi	Menu_Menarik	Harga_Terjangkau	Area_Bersih	Lokasi_Strategis	Pelayanan_Profesional	Fasilitas_Menunjang	Program_Kerjasama_Positif	Ketersediaan_Kafe_Di_Lingkungan_Totale
Keberadaan_Kafe_Membuat_Tertarik	Pearson Correlation	1	.468**	.210*	.184*	.260**	.198*	.275**	.398**	.203*	.590**
	Sig. (2-tailed)		<.001	.019	.042	.004	.028	.002	<.001	.025	<.001
	N	123	123	123	123	123	123	123	123	123	123
Tempatnya_Memudakan_Untuk_Liberalisasi	Pearson Correlation	.468**	1	.231*	.088	.370**	.302**	.408**	.387**	.335**	.657**
	Sig. (2-tailed)	<.001		.010	.333	<.001	<.001	<.001	<.001	<.001	<.001
	N	123	123	123	123	123	123	123	123	123	123
Menu_Menarik	Pearson Correlation	.210*	.231*	1	.234**	.177*	.336**	.166	.277**	.285**	.535**
	Sig. (2-tailed)	.019	.010		.009	.050	<.001	.067	.002	.001	<.001
	N	123	123	123	123	123	123	123	123	123	123
Harga_Terjangkau	Pearson Correlation	.184*	.088	.234**	1	.112	.108	-.029	.208*	.111	.376**
	Sig. (2-tailed)	.042	.333	.009		.217	.235	.753	.021	.221	<.001
	N	123	123	123	123	123	123	123	123	123	123
Area_Bersih	Pearson Correlation	.260**	.370**	.177*	.112	1	.434**	.485**	.415**	.521**	.682**
	Sig. (2-tailed)	.004	<.001	.050	.217		<.001	<.001	<.001	<.001	<.001
	N	123	123	123	123	123	123	123	123	123	123
Lokasi_Strategis	Pearson Correlation	.198*	.302**	.336**	.108	.434**	1	.322**	.397**	.676**	.678**
	Sig. (2-tailed)	.028	<.001	<.001	.235	<.001		<.001	<.001	<.001	<.001
	N	123	123	123	123	123	123	123	123	123	123
Pelayanan_Profesional	Pearson Correlation	.275**	.408**	.166	-.029	.485**	.322**	1	.355**	.342**	.605**
	Sig. (2-tailed)	.002	<.001	.067	.753	<.001	<.001		<.001	<.001	<.001
	N	123	123	123	123	123	123	123	123	123	123
Fasilitas_Menunjang	Pearson Correlation	.398**	.387**	.277**	.208*	.415**	.397**	.355**	1	.316**	.686**
	Sig. (2-tailed)	<.001	<.001	.002	.021	<.001	<.001	<.001		<.001	<.001
	N	123	123	123	123	123	123	123	123	123	123
Program_Kerjasama_Positif	Pearson Correlation	.203*	.335**	.285**	.111	.521**	.676**	.342**	.316**	1	.680**
	Sig. (2-tailed)	.025	<.001	.001	.221	<.001	<.001	<.001	<.001		<.001
	N	123	123	123	123	123	123	123	123	123	123
Ketersediaan_Kafe_Di_Lingkungan_Totale	Pearson Correlation	.590**	.657**	.535**	.376**	.682**	.678**	.605**	.686**	.680**	1
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	
	N	123	123	123	123	123	123	123	123	123	123

Correlation is significant at the 0.01 level (2-tailed).
*Correlation is significant at the 0.05 level (2-tailed).

Figure 1. Results of the Validity Test for the Café Existence Variable

Source: Processed by the researcher, 2025

behavioral intentions in hybrid learning and social spaces.

Additional items concerning price affordability, availability of study-supporting facilities, and collaboration with micro, small, and medium enterprises (MSMEs) also demonstrate strong alignment with the construct. Elements of spatial cleanliness, strategic location, and service quality further reinforce users' overall evaluation of the café. The prominence of cleanliness and spatial accessibility in the item–total correlations highlights that physical and operational attributes function as primary determinants of the café's perceived attractiveness. Overall, the results confirm that the measurement items operate coherently as indicators of the café existence variable. The instrument therefore provides a reliable basis for subsequent analysis examining how café-related attributes shape user

visit interest and the social function of the Kandaga Library.

The measurement accuracy assessment for the Library Visit Interest variable (Y1), conducted through item–total correlation analysis, indicates that all items consistently represent the construct of users' intention and motivation to visit the Kandaga Library (Figure 2). Items capturing perceived comfort, perceived productivity while studying, motivation after consuming food or beverages, and willingness to recommend the café demonstrate strong alignment with the overall construct. These results confirm that the instrument effectively measures users' behavioral tendencies and affective responses associated with the café's presence.

The prominence of comfort- and productivity-related indicators reflects the influence of environmental and psychological factors on user behavior in

		Correlations				
		Lebih_Produktif	Suasana_Nyaman	Semangat_Belajar	Merekomendasikan	Minat_Kunjungan_Total_Y1
Lebih_Produktif	Pearson Correlation	1	,686**	,591**	,518**	,858**
	Sig. (2-tailed)		<,001	<,001	<,001	<,001
	N	123	123	123	123	123
Suasana_Nyaman	Pearson Correlation	,686**	1	,560**	,600**	,870**
	Sig. (2-tailed)	<,001		<,001	<,001	<,001
	N	123	123	123	123	123
Semangat_Belajar	Pearson Correlation	,591**	,560**	1	,375**	,776**
	Sig. (2-tailed)	<,001	<,001		<,001	<,001
	N	123	123	123	123	123
Merekomendasikan	Pearson Correlation	,518**	,600**	,375**	1	,761**
	Sig. (2-tailed)	<,001	<,001	<,001		<,001
	N	123	123	123	123	123
Minat_Kunjungan_Total_Y1	Pearson Correlation	,858**	,870**	,776**	,761**	1
	Sig. (2-tailed)	<,001	<,001	<,001	<,001	
	N	123	123	123	123	123

** . Correlation is significant at the 0.01 level (2-tailed).

Figure 2. Results of the Validity Test for the Library Visit Interest Variable

Source: Processed by the researcher, 2025

hybrid learning and social environments. This is consistent with learning environment theory, which emphasizes that spatial comfort and supportive facilities enhance motivation and task engagement. In the context of the café and library integration, these elements strengthen the library’s appeal not merely as an academic site but as a multifunctional third place aligned with Oldenburg’s conceptualization of informal social spaces that encourage repeated visits (Susanti & Ida Ayu, 2025).

Moreover, the cohesive pattern across items suggests that students’ interest in visiting the library is shaped by intertwined academic and social needs. This reinforces previous findings in library studies, such as Lestari (2019), which highlight that combining leisure-oriented amenities with study areas can stimulate engagement and sustained library use. Thus, the instrument’s consistency demonstrates

that user visit interest is not an isolated attitude but reflects a broader experiential evaluation of the library as an integrated social and learning ecosystem.

The measurement accuracy assessment for the Social Function of the Library as a Third Place variable (Y2) shows that all items align well with the construct, as indicated by consistent item–total correlations. Items concerning students’ sense of connectedness, use of the café for study or relaxation, and motivation influenced by the presence of others demonstrate strong representation of the social role of the library (Figure 3). The strongest correlations appear in the learning motivation item (0.790) and the positive library image item (0.783), highlighting their centrality in shaping user perceptions.

These results reinforce Oldenburg’s third place theory, which emphasizes

		Correlations							
		Interaksi_Terhubung_Lingkungan	Tempat_Belajar_Sosial	Alternatif_Ruang_Belajar	Memotivasi	Mendukung_Fungsi	Memperkuat_Citra	Suasana_Mendukung	Third_Place_Perpustakaan_Total_Y2
Interaksi_Terhubung_Lingkungan	Pearson Correlation	1	.416**	.492**	.548**	.445**	.514**	.567**	.754**
	Sig. (2-tailed)		<.001	<.001	<.001	<.001	<.001	<.001	<.001
	N	123	123	123	123	123	123	123	123
Tempat_Belajar_Sosial	Pearson Correlation	.416**	1	.475**	.455**	.368**	.355**	.475**	.672**
	Sig. (2-tailed)	<.001		<.001	<.001	<.001	<.001	<.001	<.001
	N	123	123	123	123	123	123	123	123
Alternatif_Ruang_Belajar	Pearson Correlation	.492**	.475**	1	.569**	.482**	.559**	.472**	.763**
	Sig. (2-tailed)	<.001	<.001		<.001	<.001	<.001	<.001	<.001
	N	123	123	123	123	123	123	123	123
Memotivasi	Pearson Correlation	.548**	.455**	.569**	1	.530**	.527**	.550**	.790**
	Sig. (2-tailed)	<.001	<.001	<.001		<.001	<.001	<.001	<.001
	N	123	123	123	123	123	123	123	123
Mendukung_Fungsi	Pearson Correlation	.445**	.368**	.482**	.530**	1	.666**	.521**	.754**
	Sig. (2-tailed)	<.001	<.001	<.001	<.001		<.001	<.001	<.001
	N	123	123	123	123	123	123	123	123
Memperkuat_Citra	Pearson Correlation	.514**	.355**	.559**	.527**	.666**	1	.545**	.783**
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001		<.001	<.001
	N	123	123	123	123	123	123	123	123
Suasana_Mendukung	Pearson Correlation	.567**	.475**	.472**	.550**	.521**	.545**	1	.780**
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001	<.001		<.001
	N	123	123	123	123	123	123	123	123
Third_Place_Perpustakaan_Total_Y2	Pearson Correlation	.754**	.672**	.763**	.790**	.754**	.783**	.780**	1
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001	<.001	<.001	
	N	123	123	123	123	123	123	123	123

** Correlation is significant at the 0.01 level (2-tailed).

Figure 3. Results of the Validity Test for the Social Function of the Library as a Third Place Variable

Source: Processed by the researcher, 2025

the role of informal communal spaces in fostering social cohesion and collaborative interaction. The café’s presence supports these functions by providing a flexible environment that integrates academic and social activities. This trend also aligns with Emerson’s (2021) view that third places cultivate emotional attachment and belonging, contributing to user loyalty and sustained engagement. Overall, the strong consistency of the instrument confirms that the measured indicators accurately capture the social dynamics generated by the café and library integration, underscoring the library’s growing role as both a learning hub and an inclusive community space.

The internal consistency analysis for the Café Existence variable (X) shows that all nine items demonstrate positive and coherent item–total correlations, indicating that respondents perceive spatial comfort, facilities, pricing, cleanliness, strategic location, and atmosphere as components of a unified construct. This coherence confirms the stability of the measurement design.

Similarly, the reliability assessment for User Visit Interest (Y1) and the Social

Function of the Library as a Third Place (Y2) demonstrates very high internal consistency across eleven items, reflecting that perceptions of comfort, productivity, academic support, and social interaction are conceptually interconnected within a hybrid library and café environment (Figure 4).

Analytically, these strong reliability values underscore the robustness of the constructs employed to examine the café and library relationship. As third place environments depend on environmental, psychological, and relational dimensions, the stability of these measures ensures that subsequent analyses accurately capture how users interpret the library as both an academic setting and an informal social space (Susanti & Ida Ayu, 2025).

For library management, these results indicate that users experience physical amenities, ambience, and social affordances as an integrated whole, emphasizing the need for holistic spatial and service planning to support the library’s dual academic and communal functions.

The correlation analysis between café existence (X) and library visit interest

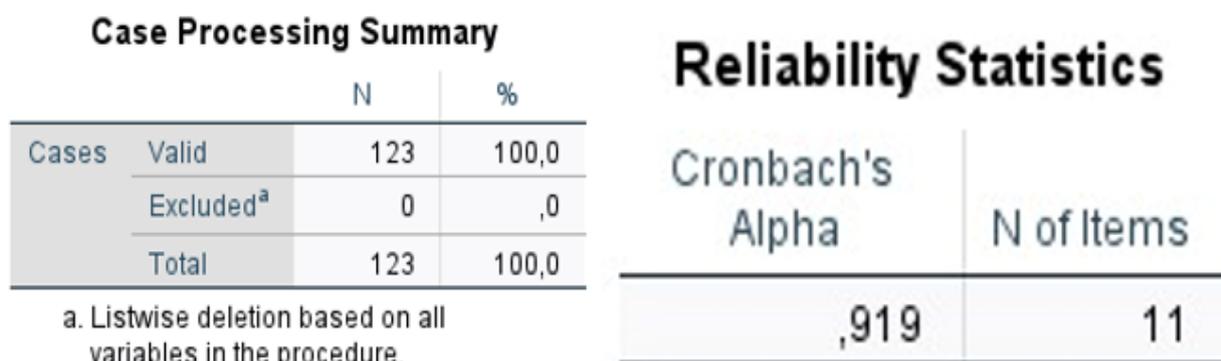


Figure 4. Results of the Reliability Test

Source: Processed by the researcher, 2025

Correlations

		Keberadaan_Kafe_Di_Perpustakaan_Total_X	Minat_Kunjungan_Total_Y1
Keberadaan_Kafe_Di_Perpustakaan_Total_X	Pearson Correlation	1	,698**
	Sig. (2-tailed)		<,001
	N	123	123
Minat_Kunjungan_Total_Y1	Pearson Correlation	,698**	1
	Sig. (2-tailed)	<,001	
	N	123	123

** . Correlation is significant at the 0.01 level (2-tailed).

Figure 5. Café Existence in Relation to Library Visit Interest at Kandaga Library

Source: Processed by the researcher, 2025

(Y1) (Figure 5) demonstrates a significant positive association, with a Pearson coefficient of 0.698 and a t-value of 10.72 (n = 123; $\alpha = 0.05$; t-table = 1.981). The rejection of the null hypothesis indicates that students’ perceptions of the café meaningfully influence their motivation to visit the Kandaga Library. This analytical approach and interpretation are consistent with quantitative research practices commonly applied in library and information science studies (Hardiyanto et al., 2021; Silalahi et al., 2024).

The coefficient value, situated in the moderate to strong positive range, suggests that spatial accessibility, atmosphere, and integrated amenities shape visit behaviors by functioning as environmental cues that support comfort and ease of use—critical elements in contemporary learning environments. Rather than focusing on individual descriptive percentages, the key analytical insight is that the café enhances

the library’s attractiveness by expanding its functional relevance beyond traditional academic activities.

These results are consistent with Lestari’s (2019) argument that hybrid library and café settings encourage deeper engagement when supported by conducive design and informal social zones. The café creates a transitional setting aligned with Oldenburg’s third place theory, offering “neutral ground” that facilitates low-pressure interaction and spontaneous intellectual exchange. This fluid shift between academic and social modes strengthens users’ attachment to the library and increases the likelihood of repeat visits.

From a managerial perspective, the findings highlight the strategic value of integrating social and academic infrastructures. The café complements, rather than replaces, formal study spaces by adding flexible micro-environments that support collaboration and informal

Correlations

		Keberadaan_Kafe_Di_Perpustakaan_Total_X	Third_Place_Perpustakaan_Total_Y2
Keberadaan_Kafe_Di_Perpustakaan_Total_X	Pearson Correlation	1	,757**
	Sig. (2-tailed)		<,001
	N	123	123
Third_Place_Perpustakaan_Total_Y2	Pearson Correlation	,757**	1
	Sig. (2-tailed)	<,001	
	N	123	123

** . Correlation is significant at the 0.01 level (2-tailed).

Figure 6. Café Existence in Relation to the Social Function of the Library as a Third Place

Source: Processed by the researcher, 2025

learning. Such spatial synergy underscores the need for holistic library planning that accounts for both functional amenities and experiential dimensions that drive sustained user engagement.

The correlation analysis examining the association between the café existence variable (X) and the library's social function as a third place (Y2) (Figure 6) indicates a significant positive relationship. The Pearson correlation coefficient is 0.757 with a t-value of 12.75 ($n = 123$; $\alpha = 0.05$; $t\text{-table} = 1.981$), leading to the rejection of the null hypothesis. This result confirms that the café's presence substantially influences students' perceptions of the library as a setting that facilitates social interaction and community formation.

The strong coefficient suggests that the café's atmosphere, accessibility, and comfort meaningfully shape the library's third place characteristics. The analytical implication is that the café acts as a social anchor that provides a transitional environment connecting formal academic

activity with informal peer interaction.

These findings are consistent with the third place theory, which emphasizes the importance of neutral and welcoming environments in fostering spontaneous interaction and social cohesion (Fisu et al., 2025; Kawamoto & Koizumi, 2023). The café supports informal collaboration and casual discussion, reinforcing the library's evolution into a more communal and inclusive academic space. This interpretation aligns with Young's (2010) perspective in Emerson (2021) that third places promote emotional attachment and institutional loyalty, suggesting that the café strengthens students' long-term engagement with the library. Overall, the correlation coefficient of 0.757 highlights the café's contribution to enhancing the library's social function by expanding opportunities for interaction, collaboration, and a sense of belonging, all of which are essential features of contemporary hybrid learning environments.

A correlation analysis was conducted

Correlations

		Keberadaan_Kafe_Di_Perpustakaan_Total_X	Jumlah_Variabel_Dependen
Keberadaan_Kafe_Di_Perpustakaan_Total_X	Pearson Correlation	1	,768**
	Sig. (2-tailed)		<,001
	N	123	123
Jumlah_Variabel_Dependen	Pearson Correlation	,768**	1
	Sig. (2-tailed)	<,001	
	N	123	123

** . Correlation is significant at the 0.01 level (2-tailed).

Figure 7. Café Existence in Relation to Library Visit Interest and the Social Function of the Library

Source: Processed by the researcher, 2025

to assess the association between the café existence variable (X) and the combined outcomes of library visit interest (Y1) and the library’s social function as a third place (Y2) (Figure 7). With a sample size of 123 respondents and a significance level of $\alpha = 0.05$, the Pearson correlation coefficient reached 0.768 with a t-value of 13.18, exceeding the t-table value of 1.981 (df = 121). This result confirms a significant and positive relationship between the café’s presence and students’ overall engagement with the library.

The strong coefficient of 0.768 suggests that the café influences both behavioral and perceptual dimensions of library use. It strengthens users’ motivation to visit while simultaneously enhancing their perception of the library as a space that accommodates academic, social, and collaborative needs. The finding that 62.5 percent of respondents are willing to recommend the café reflects not only satisfaction but also the formation of trust and informal loyalty toward the integrated café and library environment.

From an analytical perspective, these

patterns demonstrate that the café functions as a spatial and social connector that shapes the library’s identity. Attributes such as comfort, accessibility, and opportunities for interaction create an environment where academic and informal activities coexist. This reinforces the argument that the café offers experiential value that extends beyond its functional amenities and contributes to the library’s appeal for diverse learning and social practices.

The strong relationship observed aligns with Oldenburg’s third place framework, which highlights the role of neutral, accessible, and socially supportive environments in fostering community and informal interaction. The café provides a semi-structured setting that supports discussion, collective study, and spontaneous exchange, thereby strengthening the library’s position as a communal hub within the academic landscape. This interpretation resonates with Young’s (2010) perspective in Emerson (2021) emphasizing that third places generate emotional attachment and

sustained user engagement, including the potential for long-term affinity with the institution. Recent research on evaluating and restructuring library specialization strategies has proposed creating spaces including Senior Book Cafés as reading, discussion, and exchange spaces, alongside Digital Learning Zones for IT education and information search (Ro et al., 2025).

Patterns of space use further illustrate this dynamic. Students report spending more time in the café zone than in silent study areas, a trend consistent with Vygotskian theory, which posits that cognitive and social development is shaped through interaction and communication (Ambreen, 2021). The café's open and relaxed setting aligns with students' preference for environments that support both academic productivity and informal socialization.

Spatial accessibility also contributes to this preference. The café's central location and proximity to the library entrance are valued by 82.7 percent of respondents, while 59.1 percent report that the café directly supports their learning activities. These spatial and functional benefits position the café as a flexible micro-hub within the library that integrates circulation, collaboration, and comfort.

User responses also reflect the role of basic amenities as part of the library experience. Although food and beverage availability is seen as helpful, pricing and menu diversity remain areas of concern, with 76.4 percent requesting more affordable options and 63.8 percent noting limited variety. These insights indicate that while amenities reinforce the café's attractiveness, consistent and inclusive

service design is essential for sustaining its value (Deng et al., 2019).

Students further appreciate the café's collaborative initiatives, such as the takjil distribution partnership with SMEs during Ramadan 2025. However, with 45.7 percent expressing interest in additional activities such as reading corners or community-based events, there is clear demand for programming that deepens the café's contribution to student life and academic culture.

Overall, the findings highlight that the café enhances the library not as a replacement for traditional study functions but as an integrative element that enriches its social, academic, and experiential dimensions. The majority of students indicate they would continue visiting the library even without the café, showing that the café strengthens rather than substitutes the library's core functions. For management, this underscores the importance of aligning café development with pedagogical and community objectives. Providing zoning balance, supportive facilities, affordable services, and curated collaborative programs can reinforce the library's relevance as a hybrid learning environment that meets both academic and social needs.

CONCLUSION

Based on the results of the analysis, which demonstrate validity, reliability, and significant correlation, this study concludes that the existence of the café in the Kandaga Library of Universitas Padjadjaran plays an important role in increasing users' interest and frequency of visits. The café is not merely

an additional facility but also fulfills a social function as a third place that supports interaction and comfort beyond formal academic spaces. Factors such as comfort, atmosphere, and service are proven to be the main attractions for students. However, this study has a limitation in terms of duration, as it was conducted only for two weeks, so the dynamics of visits or long-term trend changes could not be observed in depth. For further development, it is recommended that a comparative study be conducted between Kandaga Café and co-working spaces in supporting learning productivity and the social function of the library.

Acknowledgments

The authors would like to express their sincere gratitude to the management of Kandaga Library, Universitas Padjadjaran, for granting permission and providing institutional support throughout the research process. Appreciation is also extended to the café management for their cooperation and openness in facilitating access to the study setting. Special thanks are conveyed to the administrative and library staff for their technical and administrative assistance during data collection. Finally, the authors gratefully acknowledge all respondents who generously participated in this study and contributed valuable insights that made this research possible.

Author Contributions

Conceptualization, M.R. and G.R.; methodology, M.R. and G.R.; software, M.R.; validation, P. and F.B.; formal analysis, M.R. and G.R.; investigation, M.R. and G.R.; resources, M.R. and G.R.; data curation, M.R. and G.R.; writing—original draft preparation, M.R. and G.R.; writing—review and editing, M.R. and G.R.; visualization, M.R. and G.R.;

supervision, P. and F.B.; project administration, M.R. and G.R.; All authors have read and agreed to the published version of the manuscript.

AI Declaration

The authors declare that artificial intelligence (AI) tools, including ChatGPT (OpenAI), DeepSeek, and Grammarly, were used solely to assist with language editing, grammar correction, and improving the clarity and coherence of the manuscript. These tools were not involved in the study design, data collection, data analysis, interpretation of results, or the generation of scientific conclusions. All AI-assisted content was carefully reviewed, verified, and validated by the authors, who take full responsibility for the integrity, originality, and accuracy of the work.

Data Availability Statement

Not applicable here.

Conflicts of Interest

The authors declare no conflict of interest.

Funding

This research received no external funding.

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