

Students' Adaptation Strategies to Parking Space Policies: A Case Study of the Faculty of Performing Arts at ISI Padang Panjang

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ABSTRACT

This study aims to identify the adaptation strategies employed by students of the Faculty of Performing Arts in response to the parking policy changes at the Indonesian Institute of the Arts (ISI) Padang Panjang. The policy includes relocation of parking areas and stricter regulation of private vehicles. This research uses a descriptive qualitative approach, collecting data through in-depth interviews and observations involving six informants from various study programs. The findings reveal several adaptation strategies, such as arriving earlier on campus, selecting safer parking spots, and opting for alternatives like walking. While the policy has positive impacts such as a tidier campus environment and more organized parking, students also face challenges such as long walking distances, reduced sense of vehicle security, and limited monitoring. The study emphasizes the importance of campus policies that consider student comfort and accessibility. The findings offer recommendations for campus policymakers and suggest directions for future research.

Keywords: *Adaptation Strategies, Students, Parking Area, Policy Change, ISI Padang Panjang*

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INTRODUCTION

The Indonesian Institute of the Arts (ISI) Padang Panjang is the only higher education institution focused on arts education in Padang Panjang, West Sumatra. It offers degree programs from undergraduate to postgraduate levels, supporting comprehensive academic development in the arts. With the progression of time, the demand for campus facilities that support academic mobility has increased, and parking areas have become essential, especially as motorcycles are the primary mode of transport for students. The increasing student population and campus activities have led to greater demand for adequate parking (Hurry, 1998).

The Faculty of Performing Arts at ISI Padang Panjang experiences high-intensity practical activities, such as rehearsals, performances, and the use of large instruments. As a result, students tend to rely on private vehicles over public transport. The new campus policy, involving restricted access and the relocation of parking areas farther from academic buildings, poses new challenges for students. According to (Hurry, 1998) social actors tend

to show adaptive responses to structural pressures. Furthermore, the coping theory by (Lazarus & Folkman, 1984) suggests that adaptation strategies are psychological and behavioral responses to situations perceived as threats to well-being. Previous studies by (Putra, 2020) & (Dewi, 2021) have found that students respond to campus policies through various strategies, from collective solidarity to changes in transportation behavior. The unique demands of arts education, particularly the need to transport specialized equipment and instruments, often amplify these challenges, making convenient access to facilities crucial for student success (Bennett, 2017). However, there is limited research specifically exploring how art students—with their unique logistical needs—adapt to such policies.

This study seeks to answer the question: How do students of the Faculty of Performing Arts at ISI Padang Panjang adapt to the reorganization of campus parking areas? It aims to describe the forms of adaptation and explore the social dynamics emerging from the policy changes. Using (Giddens', 1984) structuration theory, students are seen not merely as passive objects of policy but as social agents capable of modifying structures through their actions.

This research contributes both theoretically and practically to the study of higher education policy and student behavioral adaptation. Theoretically, it enhances understanding of the interaction between institutional policies and social actor responses in an arts campus context. Practically, it offers insights for policymakers to design more participatory and context-sensitive regulations, especially within arts-based academic environments that have unique mobility and logistical characteristics (Dunn, 2018). Additionally, it opens avenues for further studies on the effectiveness of campus policies from the perspective of those directly affected.

METHOD

This study uses a qualitative method with a descriptive approach to understand the social phenomena experienced by students of the Faculty of Performing Arts at ISI Padang Panjang. According to (Creswell, 2013), this approach is used to explore complex problems and capture social realities holistically. This method allows the researcher to investigate in detail the students' adaptation strategies toward the parking policy changes. (Moleong, 2019) also states that qualitative research aims to understand phenomena such as behaviors, perceptions, motivations, and actions holistically through scientific, descriptive, and contextual methods.

The research subjects were active students of the Faculty of Performing Arts who were affected by the parking policy. Informants were selected purposively based on the following criteria: (1) active students at the Faculty of Performing Arts, (2) primary use of private vehicles for commuting, and (3) willingness and availability for interviews. Six informants were interviewed until data saturation was reached, meaning no new information was obtained.

Data were collected through two primary techniques: observation and interviews. Observations focused on students' behavior in accessing campus areas, especially during art practice sessions. Semi-structured interviews were conducted with six informants to

gather in-depth insights into their adaptation strategies. The interviews were recorded (with consent) and transcribed for further analysis. Interview instruments were developed based on the campus policy issues and the adaptation concept by (Lazarus & Folkman, 1984).

Data were analyzed using thematic analysis as outlined by (Braun & Clarke, 2006), including: (1) familiarizing with the data, (2) generating initial codes, (3) identifying themes, (4) reviewing themes, (5) defining and naming themes, and (6) writing the findings. Data validity was ensured through triangulation of interview and observation data and member checking with informants to confirm the interpretation accuracy.

FINDING AND DISCUSSION

RESEARCH RESULT

A. Main Findings

This study aimed to identify adaptation strategies used by students of the Faculty of Performing Arts in response to the new parking regulations at ISI Padang Panjang. Through interviews and observations of six students from different departments, several adaptation strategies and impacts were discovered.

Adaptation Strategies Identified:

- a) Arriving earlier to secure safer and closer parking spots.
- b) Adjusting to the new parking locations, despite the increased distance.
- c) Walking as an alternative to parking limitations and for cost efficiency.
- d) Heightened vigilance regarding vehicle security, especially helmets and motorbike parts.
- e) Choosing shaded parking spots to avoid heat or rain exposure.

Perceived Impacts:

Positive: A tidier and more organized campus and parking environment.

Negative: Longer distance to classrooms, decreased vehicle security, and discomfort during time constraints.

Data Visualization

Tabel 1. Informant Demographics

Initial	Age	Gender	Department
H	21	Male	Film Music
N	20	Male	Film Music
R	20	Male	Cultural Anthropology
I	20	Female	Cultural Anthropology
Z	19	Male	Cultural Anthropology
D	19	Female	Dance

Tabel 2. Student Adaptation Strategies

Initial	Main Adaptation Strategy
H	Arrives early, parks in shaded area
N	Arrives early, parks in new designated areas

R	Follows new rules despite rushing difficulties
I	Adjusts parking location, seeks alternatives
Z	Follows rules after reprimand by security
D	Walks from boarding house for cost-saving

Tabel 3. Impacts of the Parking Policy

Impact Type	Description
Positive	Campus becomes more orderly and organized, improved parking system
Negative	Longer distance to class, unmonitored vehicles, increased security concerns

Summary of Interview Data (without interpretation):

- H (May 5, 2025): Used to park close to class; now walks farther. Adapts by coming earlier, choosing shaded areas.
- N (May 6, 2025): Used to park behind B21; now further away. Comes early to avoid being late.
- R (May 8, 2025): Previously parked behind auditorium. Still rushes despite following rules.
- Z (May 9, 2025): Unaware of new rules at first; reprimanded. Now complies and arrives early.
- I (May 14, 2025): Adjusted to new parking and looks for alternatives when full.
- D (May 16, 2025): Walks from her boarding house to save money and for exercise.

DISCUSSION

The findings align with (Giddens', 1984) structuration theory: students are not passive—they creatively adapt and sometimes resist policy via behavior. Students transformed their routines, not just followed rules. (Lazarus & Folkman, 1984) emphasized coping through adjustment. Students reduced stress by rescheduling (early arrival), avoiding problematic areas, and increasing vigilance.

Observation showed a pattern: students who live closer opted to walk, while others adapted parking behavior. For example, D's voluntary walking isn't resistance, but choice—reflecting values of health and simplicity.

Challenges:

- a) Carrying instruments long distances was a repeated complaint.
- b) Frustration due to time pressure for rehearsals.
- c) Security issues in outer parking spaces.

Limitations:

- a) Small sample (six students) and focused on one faculty.
- b) Economic backgrounds not analyzed, though it may influence vehicle access.
- c) Observation time was short (one academic month).

Implications:

- a) Design parking nearer to performance spaces or provide trolleys/shuttles.

- b) Add shaded parking.
- c) Policy revisions should include student consultations.
- d) Infrastructure planning must consider student mobility in practical terms.

CONCLUSION

This study concludes that the new parking policy at ISI Padang Panjang has compelled Performing Arts students to adopt various adaptation strategies, such as arriving early, seeking safe parking, or walking. These responses reflect their efforts to cope with environmental changes. Positive outcomes include a more organized campus and better-managed parking. Negative outcomes involve longer walking distances, reduced vehicle surveillance, and discomfort during rushed schedules.

It is recommended that future policies consider the accessibility of parking to academic areas, enhance vehicle security, and provide additional facilities to support student mobility. Further research should explore long-term effects of such policies and include diverse faculties and socioeconomic perspectives.

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