The Establishment of Acoustical Privacy in Female Islamic Student Housing

Muhammad I. Hasan[1], Asrul M.R. Aminuddin[2], Hazrina H.B. Mohidin[2], Previari U. Pramesti[1*]

[1] *Vocational College, Universitas Diponegoro, Indonesia*
[2] *Faculty of Built Environment, Universiti Malaya, Malaysia*

* previariumipramesti@lecturer.undip.ac.id

The purpose of this paper is to investigate the establishment of acoustical privacy among residents of Islamic student housing for women in Semarang, Indonesia. In Islamic architecture, privacy is a prominent feature that must be incorporated into all structures, including student accommodation at an Islamic university. In Islamic architecture, acoustical privacy is substantially less investigated than visual privacy. Consequently, acoustical privacy is a significant issue that arises in the study of Islamic housing architecture. The theoretical sampling for the specific topic of acoustical privacy is developed utilising constructivism-grounded theory. Atlas.ti is utilised to assist researchers with coding, memo writing, and focused coding towards theoretical saturation in order to analyse interview data. Physical and non-physical aspects of establishing acoustical privacy among students are an intriguing discovery. Establishment consisting of walls, furniture, and personal belongings. While non-physical norms are unexpectedly revealed and unspoken among roommates. This study offers a fresh perspective on acoustical privacy in Islamic architecture, particularly in co-living communities.

1. INTRODUCTION

The concepts of privacy and dwelling are fundamentally interconnected, serving as fundamental prerequisites for human settlements and demonstrating a significant influence on the security of their those who live there. The significance of privacy in settlement is reinforced by Islamic architecture, which is widely acknowledged as a distinguishing characteristic (Omer 2010; Othman, Aird, and Buys 2015). The provision of privacy within residential spaces plays a crucial role in facilitating domestic activities without being afraid of external exposure. This is particularly significant in relation to the concept of awrah, which is closely associated with gender segregation (Babangida and Katsina 2018; Razali and Talib 2013). Moreover, the preservation of privacy fosters the cultivation of politeness towards other members of the family, thereby demonstrating reverence for their visual and auditory privacy (Ismail et al. 2017). The Quran elucidates the significance of privacy:

> "*O you who believe! Avoid suspicion as much (as possible): for suspicion in some cases is a sin: and spy not on each other,*

nor speak ill of each other behind their backs. Would any of you like to eat the flesh of his dead brother? Nay, you would abhor it...But fear Allah: for Allah is Oft-Returning most Merciful" (The Quran, Al Hujurat: 12)

The present discourse underscores the significance of incorporating Islamic architectural principles in the context of Islamic Student Housing (ISH). The comprehensive integration of Islamic architectural elements within the premises of the ISH serves as a catalyst for fostering the embodiment of Islamic principles and values among its student body, thereby promoting a heightened sense of devotion and piety (Mustafa et al. 2018). The effective implementation of privacy measures serves to enhance the security and convenience of students' residential experiences, thereby fostering a mutually beneficial relationship between the inhabitants of ISH (Firmansyah et al. 2020; Kameli, Fakhri, and Mohammadi 2016; Khajehzadeh and Vale 2016). The significance of Islamic architecture and its association with privacy cannot be overstated, as it is intricately intertwined with two fundamental aspects: religion and comfort.

Numerous studies have attempted to explain the significant aspect of privacy in various case of student housings. For the example the SH privacy aspects in accordance to :

- Territoriality (Abu-Obeid and Ibrahim 2002; Daliri Dizaj and Khanghahi 2022; Kaya and Erkip 2001; Khajehzadeh and Vale 2016; Kustiani 2021; Reznichenko, Nartova-Bochaver, and Braginets 2019),
- Visual privacy (Abu-Obeid and Ibrahim 2002; Firmansyah et al. 2021) ,
- Olfactory privacy (Firmansyah et al. 2021)
- Acoustical privacy (Abu-Obeid and Ibrahim 2002; Firmansyah et al. 2021).

The present investigation elucidates the concept of acoustical privacy, as previously expounded upon within the boundaries of this scholarly discourse. In the aforementioned compilation of prior research endeavours, it is evident that two esteemed scholars have undertaken investigations pertaining to the realm of acoustics. However, it is important to note that their inquiries were confined to the exploration of acoustics solely as

a means of implementing privacy within their respective study areas. One additional constraint identified in the aforementioned study pertains to the exclusive implementation of acoustical privacy measures solely within the limitations of the bathroom. Therefore, there is a lack of research pertaining to the implementation of measures aimed at ensuring acoustic privacy within the confines of the student housing space.

The significance of acoustical privacy is on the same level with that of visual or other forms of privacy, as the provision of these privacies is vital for ensuring the security of building occupants (Othman et al. 2015). The present investigation, as conducted by Othman (2015), focused on the examination of acoustical privacy, specifically in relation to its physical manifestation by means of material and zoning. The present study posits that the concept of acoustical privacy extends beyond the mere consideration of disruptive noise originating from toilet facilities. The physical factor for establishing acoustical privacy is not to be overlooked. In the subsequent sections, this paper will present a compelling argument for the necessity of acoustical privacy in multi-user student housing bedrooms. Furthermore, it will demonstrate that students possess distinct methods for establishing and ensuring acoustical privacy within such shared living spaces. This study examines the potential for achieving acoustical privacy through non-physical means.

2. METHODOLOGY

The present study employs a qualitative methodology, chosen for its inherent capacity to comprehensively comprehend the underlying significance of social issues and actively engage participants in the collection of specific data (Creswell 2013). Moreover, this research study utilises the Grounded Theory (GT) methodology, which allows the researcher to systematically gather data and generate novel insights through the analysis of stated data (Charmaz 2006). In the realm of research, the attainment of objectives can be effectively realised through the application of Constructivism Grounded Theory (CGT), as postulated by Kathy Charmaz (Charmaz 2006). Within this framework, the researcher assumes the responsibility of constructing, rather than

merely discovering, the theory at hand (Sebastian 2019). The theoretical framework of Constructivism Grounded Theory suggests that interviews serve as a dynamic and evolving interaction, wherein participants engage in a collaborative exploration of their respective experiences and perspectives. This approach emphasises the significance of various processes, such as questioning, listening, and following up with participants, as essential elements in the construction of high-quality data (Charmaz, 2020; dCharmaz & Thornberg, 2021). Without a doubt, the utilisation of interviews and focus groups as the principal methods for qualitative data collection is widely acknowledged. These approaches necessitate the inclusion of multiple perspectives from participants, thereby enhancing the richness and depth of the gathered data (Bollo and Collins 2017).

The acquisition of data for the study was facilitated through the involvement of multiple participants. The present study looks at the Focus Group Discussion (FGD) among students residing in Islamic Student Housing (ISH). The present investigation was conducted within an ISH of an Islamic university situated in the urban locale of Semarang, located in the province of Central Java, Indonesia. The ISH which is characterised by its gender-based segregation and is comprised of two distinct blocks, each providing to a specific gender. The facility attracts a diverse student population hailing from various cultural backgrounds across the nation. The occupancy of the ISH primarily caters to first-year students, given the limited room availability. However, a limited number of sophomore and senior students are also eligible to reside in the ISH. The selection criteria for the Focused Group Discussion (FGD) entailed the deliberate inclusion of sophomore and senior students, as their tenure at the ISH exceeded that of newly enrolled students. During the focus group discussion (FGD), the conversation was meticulously documented to capture the comprehensive responses of all participants. Subsequently, the transcribed content was formatted into a convenient digital file, such as a document or a portable document format (PDF), to facilitate the subsequent analysis process.

The present study uses the methodological framework of Grounded Theory, specifically employing techniques such as coding, memo writing, focused coding, and theoretical saturation, as outlined by Charmaz and Thornberg (2021), in order to conduct a comprehensive analysis of the collected data. This research employs the utilisation of Atlas.ti, a data analysis programme, to facilitate the process of coding, memoing, and focused coding. The application of this software supports the researcher in achieving theoretical saturation. The software application Atlas.ti shows the capability to conduct comprehensive analyses on a diverse range of research document files, including but not limited to PDF documents, JPEG images, and MP4 voice audio recordings. In order to facilitate the process of analysis, the utilisation of in-vivo coding and writing memos will be employed, wherein recorded interviews and focus group discussions will be transcribed in the form of a script.

3. FINDING

The findings obtained from the analysis of Focus Group Discussions (FGDs) using Atlas.ti indicate that students typically express a need for acoustical privacy in the ISH room when engaging in activities such as answering phone calls or participating in online classes. The issue of acoustical privacy arises from the shared occupancy of four students in each room of ISH. Figure 1 below illustrates the findings from FGD with students regarding their acoustical privacy establishment during stay in ISH.
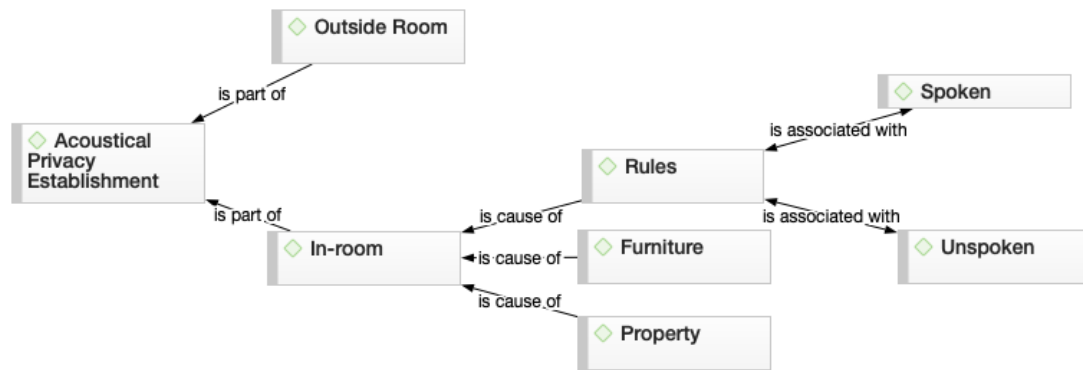
Figure 1. Findings of acoustical privacy establishment from FGD

In order to address the problem at hand, the following solutions were developed by participants, encompass outside room area, and some treatments in-room.

Outside room

Located beyond the boundaries of the designated space. Students often relocate from their personal living spaces to communal areas such as the television room, hall, lobby, or even the corridor adjacent to their rooms in order to engage in private telephone conversations. This particular behaviour is primarily undertaken in order to locate a private location for engaging in phone conversations.

In-room

Within the boundaries of the designated space. This discovery encompasses a multitude of factors that contribute to the establishment of privacy inside a small space. The variables pertaining to in-room privacy cover three key aspects: rules, furniture, and belongings.

Rules

The establishment of a private environment for activities such as phone calls, online meetings, or other situations requiring acoustic privacy among students is controlled by a set of rules, whether explicit or implicit. Students who require privacy in their room for extended periods of time may communicate with their housemate to request the necessary privacy. Occasionally, students exhibit a heightened awareness of social norms, enabling them to intuitively recognise the implicit expectation of granting their roommates exclusive use of a space, thereby ensuring optimal conditions for acoustical privacy. Individuals would willingly leave the room in order to provide auditory confidentiality for the people who require it.

Furniture

This case study is predicated around the experiences of a student during an online class meeting. One approach to ensuring personal privacy is to modify one's wardrobe in order to establish an acoustically isolated space within a room.

Property

The term "personal property" refers to the personal belongings that individuals utilise to ensure their privacy. When engaging in phone call or virtual meeting sessions, participants often choose to connect or plug in their earphones to their respective devices as a means of ensuring privacy. Another noteworthy discovery is to the inclusion of blanked for the purpose of ensuring acoustical privacy. The participants would get a phone call while remaining under her blanket in order to maintain her privacy without having to leave the room.

4. RESULT AND DISCUSSION

The concept of acoustical privacy serves as a valuable lesson for participants of Islamic Student Housing in their efforts to prevent eavesdropping. The present discourse endeavours to explicate a narration found in al-Saheehayn, two esteemed compilations of authentic Hadith literature. The narration in question comes from Abu Hurrayrah, a prominent companion of the esteemed Prophet Muhammad (peace be upon him). Within this narration, the Prophet Muhammad (peace be upon

him) is reported to have uttered the following words:

"*Beware of suspicion, for suspicion is the falsest of speech. Do not eavesdrop; do not spy on one another; do not envy one another; do not forsake one another; do not hate one another. Be, O slave of Allah, brothers.*" (Al Bukhaari, 5144; Muslim, 2563)

The significance of acoustical privacy, equivalent to visual privacy, holds considerable importance within the context of Islam. Consequently, it is imperative that Islamic architecture incorporates this aspect and ensures its practical application in the daily lives of Muslims.

Figure 1 demonstrates that acoustic privacy is not limited to physical building materials but can also be attained non-physically. Students who share a room provide examples of how they establish acoustical privacy in rooms without acoustical materials. The results demonstrate that dormitory living fosters social cohesion and sensitivity among its inhabitants. The outside room demonstrates that semi-private spaces in SH, such as the aisle, television room, and hallway, and even public space, such as the atrium, become private and provide acoustical privacy for students. The presence of these spaces gives in-class students a sense of safety, as other students cannot overhear their conversations.

Moreover, the in-room example demonstrates that acoustic privacy can be provided both intangibly and tangibly. Acoustical privacy achieved intangibly through the presence of spoken and implicit rule. Again, ISH is contributing an important rule to students' attitudes towards respecting the privacy of others. After that, furniture functions as a tangible aspect of acoustic privacy provision. The reconfigured furniture layout helps students find their online class meetings and calls acoustically and privately convenient. Consequently, privately owned properties also play a role in achieving acoustic privacy. Using additional audio devices such as earphones to attain acoustic privacy is a common practise. Later, however, the use of blankets expanded the options for establishing seclusion in a shared space.

5. CONCLUSION

Equally essential to visual privacy, acoustical privacy is a less-researched but significant aspect of architecture's privacy discipline. In addition, acoustical privacy in ISH teaches students how to avoid eavesdropping and snooping on others. In a building without adequate acoustical materials, the importance of acoustical seclusion is determined by self-awareness and social sensitivity. This study argues that building material is not always associated with acoustical seclusion. In addition, this research expands our understanding of acoustical privacy by introducing new aspects, both intangible and tangible. Therefore, the provision of SH with adequate acoustical privacy is crucial for the comfort of its inhabitants. Appropriate construction materials are crucial to acoustic privacy. However, it is possible to achieve acoustic privacy within a room by implementing the factors described previously in this study. Theoretically, this study expands our understanding of Islamic architecture, particularly in terms of privacy. This study is anticipated to be beneficial for architects, ISH administrators, and developers in the provision of ISH buildings.

6. REFERENCES

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