



RESIDENTIAL VULNERABILITY: INVESTIGATING SOCIO-SPATIAL STIGMATISATION OF STUDENT PREMARITAL SEXUAL BEHAVIOURS IN JAMBI PROVINCE, INDONESIA

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Abstract

The increasing number of cases of premarital sexual behaviours (PSBs) among students around the university area has had an impact on the process of territorial stigmatisation (TS) in residential areas. The TS process has crucial consequences on people's lives. A limited number of studies have examined residential vulnerability (RV) to TS, but the researchers generally study urban areas affected by TS. This research aims (1) to determine the zoning level of RV to TS related to PSBs and (2) to differentiate RV to TS based on the temporal aspect of residential development. The investigation focused on residential areas around Jambi University, UIN Sulthan Thaha Saifuddin Jambi, and rural-urban fringe areas. The research design used mixed methods with a spatial approach. A total of 661 respondents were considered from three zones based on the distance from the two universities, namely the 1, 2, and 3km zones covering seven villages. Determination of the sample area considered temporal aspects, construction methods, and housing density. The research results show that the concentration of RV to TS tends to increase when the residential areas are closer to universities. Interestingly, TS can arise in new or old residential areas when there is an increasing concentration of student PSB cases. Therefore, policies are needed to improve social control in new and old residential areas to prevent student PSBs, which have an impact on TS.

Keywords: Premarital Sexual Behaviour, Residential Vulnerability, Socio-Spatial, Stigmatization Territorial

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INTRODUCTION

Residential construction continues to proliferate due to the significant demand for housing, especially in educational or university areas in Jambi Province. People want a healthy, safe, comfortable residence that is free of negative aspects (Soseco et al., 2017). To create an ideal residential area, strong social control is needed from the community so that negative incidents do not happen, such as juvenile delinquency and crime, which can give rise to a negative stigma towards the residential environment (Meade, 2021). Territorial stigmatisation (TS) of residential environments can cause negative impacts on residents, such as a lack of pride in themselves, feelings of shame, exclusion from society, and impact on health (Arthurson, 2013).

The existence of new residential areas around two universities in Jambi Province, which are mainly rented to students, requires strong social control by owners or the local community. Indifference or low social control regarding students' premarital sexual behaviours (PSBs) can create a negative stigma towards the residential environment. Wacquant (2007) explains that a bad environmental reputation creates TS related to its people. The stigmatisation process has significant consequences for the community's living environment, which can trigger vulnerability to other destructive behaviours, such as discrimination and marginalisation of individuals (Bürk et al., 2012). In addition, a bad environmental reputation will affect the social inclusion of residents (Arthurson, 2013). TS may even be called "symbolic violence" (Meade, 2021).

Some research related to TS, such as that conducted by Horgan (2020), explores the stigmatisation process of stigmatised residential types, forms of ownership, environments, and identities. In addition, research by Keene and Padilla (2014) revealed that spatial stigma can influence health through three main pathways: (1) access to material resources, (2) stress and coping processes, and (3) processes related to identity and identity management. The created model shows that spatial stigma contributes to various physical and mental health impacts. Carter et al. (2016) explored how stigma, isolation, and socio-spatial factors influence access to health services and social support for women living with HIV.

Very few studies have specifically examined the hidden vulnerabilities of the socio-spatial dimensions of stigmatisation in residential environments due to the phenomenon of PSBs among students in rural-urban fringe areas. In general, existing research only discusses territorial stigma in urban areas (Hincks & Powell, 2022) but has not studied the level of vulnerability of residential areas (RV) due to students' PSBs. Likewise, there are open issues, such as the differences in TS between new and old residential environments, owing to students' PSBs. This deficiency leaves many questions that need to be answered.

Therefore, this research aims to (1) determine the zoning level of RV to TS related to PSBs and (2) differentiate the level of RV to TS related to PSBs of students based on the temporal aspect of residential development. This research is expected to contribute to knowledge about RV to TS related to student PSBs in the rural-urban fringe.

LITERATURE REVIEW

Residential vulnerability (RV) focuses on aspects of residential environmental conditions that indicate social discrimination and structural disadvantages for residents (Garcia-Almirall et al., 2021). The United Nations refers to vulnerability as being susceptible to certain risks and uncertainties and having a low capacity to defend and protect oneself from risks and face negative consequences. Furthermore, the National Disaster Management Agency defines vulnerability as a condition caused by human activities (the result of physical, social, economic, and environmental processes) that increases community prevalence of hazards. In this research, the concept of RV to TS due to students' PSBs is closely related to the level of informal social control in the community. Identifying RV to TS is vital to preventing social hell for society.

Understanding the concept of TS in residential environments related to the phenomenon of PSBs is needed to support the analysis of social control and socio-spatial stigmatisation. Horgan (2018) revealed that TS is the most powerful concept for understanding how social, spatial, and symbolic processes are interrelated in producing inequality in contemporary urban spaces. Wacquant et al. (2014) explained that TS is not a static condition but a form of action consequential and detrimental to society; this process manifests through collective representations tied to a place.

Stigma can manifest in individuals, groups, communities, and spaces (social, economic, political, cultural, environmental, and place) (Larsen and Delica, 2019). The territorial stigma process arises when individuals, groups, or communities assess differences in social, health, cultural, economic, and environmental status or problems considered inferior or deviant, violating values and norms and negatively impacting the environment. This condition triggers residents to stigmatise a person or space. Jahiu & Cinnamon (2022) added that TS refers to the perception and representation of a place by outside parties, especially the media. The media has a significant role in spreading defamation of a space. Wacquant et al., (2014) emphasised that TS is closely related to residential areas that are considered degraded, immoral, and crime-prone.

Territorial stigmatisation (TS) has a tremendous impact on several aspects of life. The self-perception of people living in a residential environment can trigger frustration and self-isolation (Slater & Anderson, 2012; Wacquant et al., 2014). It also results in individual and collective humiliation, experiences of

shame, and exclusion from society. This condition can trigger residents to move or leave the neighbourhood (Arthurson, 2013; Meade, 2021). Not only that, the process of stigmatisation triggers the loss of a human and cultural place, as well as social isolation (Wacquant, 2007). For this reason, the phenomenon of student PSBs needs special attention to prevent the TS inherent in the residential environment. At the policy level, the effects of TS are hazardous. When a residential area is considered a free zone or even a lawless area or outside the general norm, the authorities and even society easily justify deviations from laws and customs. This condition can disrupt and worsen the residential environment due to low awareness and creating indifferent spaces. Thus, TS can also trigger the loss of humane and cultural places (Wacquant, 2007).

RESEARCH METHODOLOGY

This research design uses mixed methods with a spatial approach to determine and differentiate the distribution of levels of RV to TS due to students' PSBs. Combining quantitative and qualitative data analysis methods to analyse RV to TS provides a holistic understanding. Researchers can obtain validation and verification and explain the patterns of emerging phenomena. This research design can clarify research results comprehensively (Sumarmi et al., 2024; Aksa, 2019). The research location is in Muaro Jambi Regency. There are two well-known campuses located in the border area between Muaro Jambi Regency and Jambi City, namely UIN Sulthan Thaha Saifuddin Jambi and Jambi University, comprising about 60,000 students in 2024 (Figure 1).

This research was conducted in a campus area experiencing increased population flow toward the city's outskirts due to pull factors related to educational and economic activities (Alzouby & Talalqa, 2023). The choice of location was based on several aspects: 1) the research location is a rural-urban fringe area with changes in the physical appearance of village cities, characterised by converting agricultural land to the service/housing sector; 2) massive housing development due to high consumer demand for investment; 3) complex socio-cultural dynamics; 4) the level of student PSB cases. The study population consists of residents within a 3 km radius of UIN Sulthan Thaha Saifuddin Jambi and Universitas Jambi. Sampling zones are divided into three based on distance from the two campuses: 1 km, 2 km, and 3 km, encompassing seven villages. The zoning of the research area is based on the principle that zones closer to universities have higher student densities. This zoning illustrates that the closer to the university, the more residential housing is dominated by students. Research zones closer to universities have high population turnover due to the transient nature of students. This distance has implications for the level of social relations and informal social control implemented by the community in residential areas in each zone. This zoning division is expected to provide additional

understanding and unique contributions to the analysis of housing typologies that are vulnerable to TS due to the PSBs of students.

All zoning areas comprise a total of 91 residential clusters with approximately 15,000 houses. The number of house samples was determined based on the formula developed by Issac and Michael (1981), which had an error rate of 1%, indicating about 661 houses. One research respondent was selected for each house. Respondents were selected based on their knowledge of housing environmental conditions and experience as house residents in responding to problems related to students' PSBs. This criterion ensures that respondents have relevant and in-depth insight into the research topic so the data obtained is accurate and reliable. Respondents included students, boarding house owners, heads of households, and homemakers. The technique for determining the number of sample locations is based on several spatial-temporal characteristics, namely variations in the zoning of the university area, the year of construction of the residential cluster, and housing density, resulting in 18 residential clusters (Figure 1).

Respondents were asked to fill out a questionnaire on how strongly they agreed with a series of questions and statements by ticking four answer options according to a Likert scale ranging from 1 (strongly agree) to 4 (strongly disagree). Data was collected using a survey method and a structured questionnaire. Furthermore, to deepen the results from quantitative data, researchers conducted in-depth interviews with several key informants (Susilo, 2021; Zulfi et al., 2024). The level of RV to TS related to students' PSBs was analysed using a weighting formulation. The level of difference in RV of new and old residential areas to TS was analysed using the Independent Sample T Test. The weighting value scheme was in the 1-100 range. The most significant value weight is given to the variable item with the most significant influence on TS. Next, the researcher calculated the average for each variable item that had been weighted. The weighting formula can combine various variables that have different levels of influence on the complex and multidimensional issue of TS. Weighting can help emphasise variables relatively and reflect each factor's relative influence. The weighting formulation can be seen as follows:

$$\text{Vulnerability} = \text{Factor } a \times \text{weight } 1 + \text{Factor } b \times \text{weight } 2 + \dots + \text{Factor } n \times \text{weight } n$$

Furthermore, researchers used spatial analysis in ArcGIS Pro to assess RV to TS based on the zone and year of construction of the residential cluster. Researchers also carried out multi-crosstab analysis in ArcGIS Insight and visualised it with an alluvial diagram. This research has been approved by the

Research Ethics Committee of Universitas Negeri Malang through document No.16.2.2/UN32.14.2.8/LT/2024.

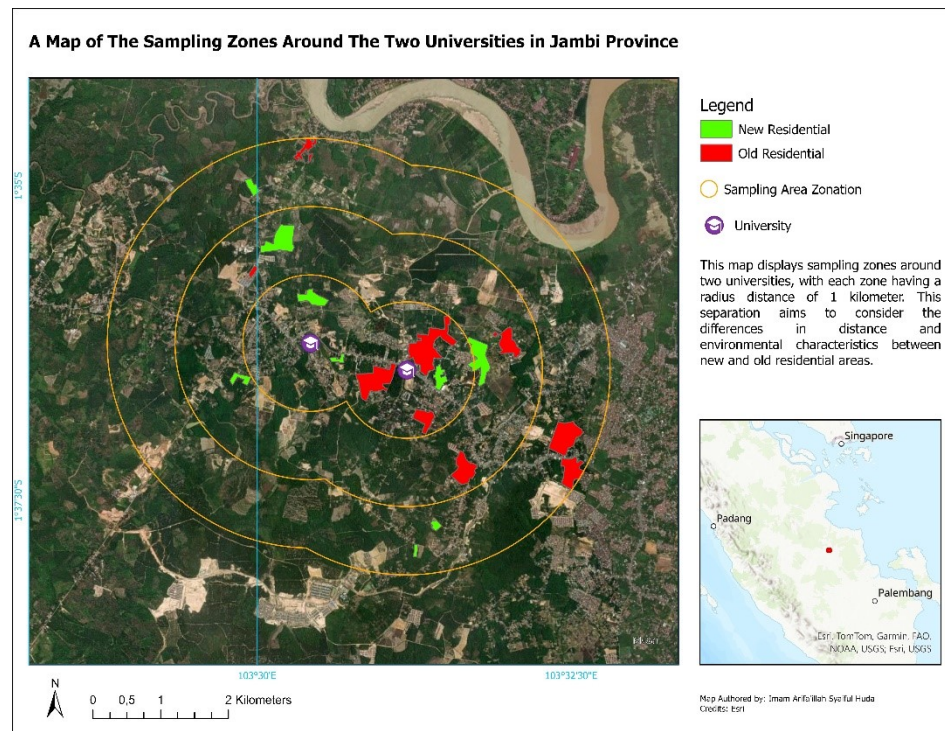


Figure 1: A map of the sampling zones around the two universities in Jambi Province.

ANALYSIS AND DISCUSSION

The survey results of 661 respondents regarding RV to TS were obtained through several statements and questions designed on a Likert scale. The scale score starts from 1 (strongly disagree) to 4 (strongly disagree). Statements and questions were designed based on the literature on the concept, characteristics, and negative impacts of TS. Some examples of questions include: *What is the reputation of your residential area due to students' PSBs?* This question is used to identify the extent to which residents perceive their residential reputation as a result of PSBs. This question is also based on Blokland (2008) statement that the perceptions of residential populations cannot be separated from the influence of how outsiders view their environment. Overall, the question items and statements to measure the level of RV to TS are summarised in Table 1.

Table 1. The results of the principal component analysis of statements related to RV to TS
(Nédélec, 2017; Wacquant, 2007; Slater & Anderson, 2012; Arthurson, 2013; Kearns &
Parkinson, 2001).

No	Variable	Weight
1	Levels of premarital sexual behaviour of students in residential area	35
2	I am ashamed of my residential environment due to students' PSBs	10
3	I am worried about children's development in my residential area due to the influence of students' PSBs	5
4	I am worried about how other people view my residential area due to students' PSBs	10
5	I am worried about the reputation of my residential area due to students' PSBs	10
6	I am proud of my residential area	5
7	I want to move out of my residential area	5
8	I am aware that people think badly/negatively about my residential area	20
Total		100

The basis for selecting variables for analysing RV to TS includes several aspects, including the level of PSBs of students, which has the potential to trigger TS in the housing environment, as is the case in Las Vegas (Nédélec, 2017). Other variables, such as shyness (Wacquant, 2007; Slater & Anderson, 2012) and concerns about children's development (Wacquant, 2007), as well as concerns about other people's views of the environment (Arthurson, 2013), indicate the emotional and social impact of TS. Neighbourhoods' reputation (Arthurson, 2013; Slater & Anderson, 2012), residential pride (Arthurson, 2013), and desire to move (Kearns & Parkinson, 2001; Andersen, 2008) describe a neighbourhood's reputation, whether polluted or not, as well as explaining the economic impact and population mobility. Negative perceptions from outside communities (Arthurson, 2013; Slater & Anderson, 2012) emphasise how TS affects residents' emotions. All of these variables are important to gain a comprehensive understanding of the level of RV to TS.

(1) Level of residential vulnerability (RV) to territorial stigmatisation (TS) of Each Zone

In general, the research results indicate that the RV level in the process of TS is highest in Zone 1. The level of RV to TS begins to decrease when moving away from the central university area. Another important finding is that there is no low level of RV in Zone 1 and no high level of RV in Zone 3. It means that residential environments close to universities have a higher RV to TS. A detailed diagram of the RV level to TS based on zoning can be seen in Figure 2. An example of this is research conducted by Kasim et al. (2018) and Chukwubueze (2013), which found that cohabitation occurs more often in university areas because students inhabit the majority of them.

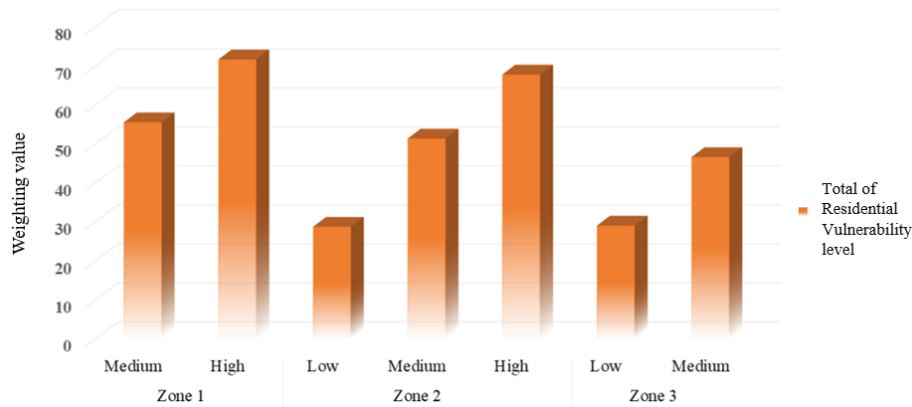


Figure 2: A graph of the level of RV to TS of each zone.

This zoning division provides additional understanding and unique contributions to the analysis of the level of RV to TS due to the PSBs of students. The spatial aspect can provide a deep and comprehensive understanding (Otero et al., 2022). The level of PSBs that falls into the "very high" and "high" categories is generally in zone 1; this condition cannot be separated from the large number of students who inhabit the area. Interestingly, the level of PSBs of students in the "none" category is mainly found in Zone 3 and Zone 2, which have various characteristics of residential populations, such as self-employed, professional, housewives, students, civil servants, soldiers, police, and others. This condition illustrates that diverse residents in residential environments tend to have better social control compared to residential environments, which students predominantly inhabit (Figure 3).

Students with high population turnover mainly inhabit the zone closer to the university. Chainey (2021) states that the factors influencing this condition are the cost and travel time to the university, as so many students live in the first zone. This condition has implications for the level of social relations and informal social control implemented by the community in residential areas in each zone. Hence, the potential for student PSBs is higher in residential areas near universities. This phenomenon answers why the level of PSBs of students in the first zone is higher compared to other zones. Researchers also found an interesting phenomenon from several informants who lived around the university. There are residential complexes that have a bad reputation due to the high number of cases of student PSBs.

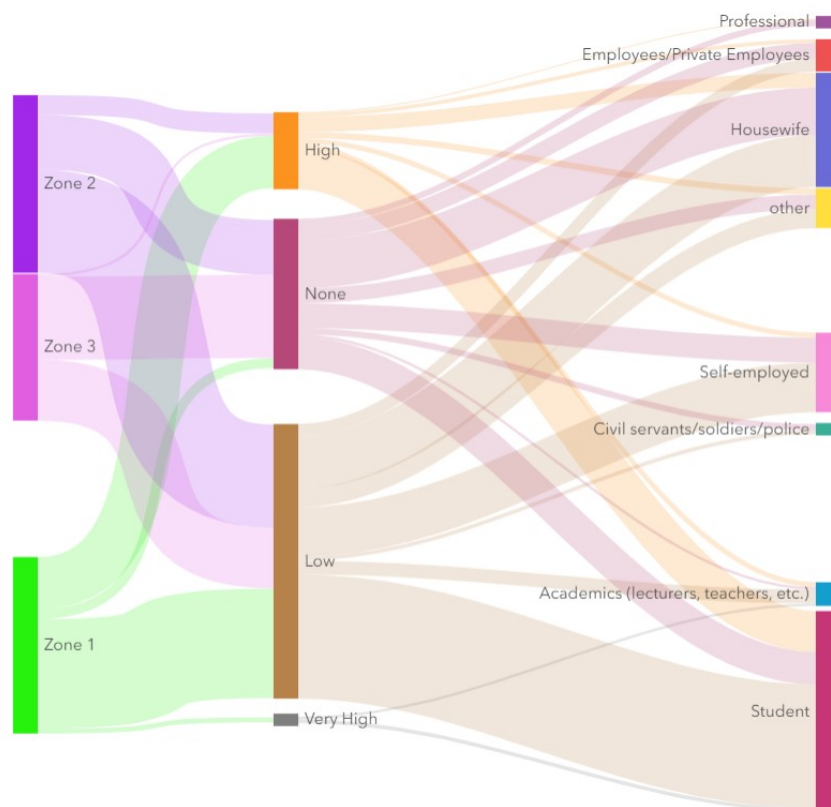


Figure 3. An alluvial diagram of the multi-crosstab analysis results with the zone, level of students' PSBs, and occupation variables of each zone.

Horgan (2020) states that TS is closely related to morality. Several informants stated that residents in this environment had a high degree of freedom in interacting with the opposite sex, which often did not conform to the values and norms of village society. Informal social control is inconsistent, leading students to feel free to engage in PSBs. This residential area is often compared to Las Vegas.

...Many people already call the [Name of Residential 1] Las Vegas. It is free there. Moreover, most of the residents are students (Subject 1, Lecturer, 10+ years). ...[the] PSBs of the students can tarnish the reputation and image of the residential area. These behaviours are like a non-physical waste that is difficult to remove and attached to the environment. Take a look at [Name of Residential 1], many people call it Las Vegas. (Subject 2, Head of RT, 30+ years).

The informant likened the condition of the residential environment to Las Vegas. Indirectly, residents have described a new culture that has entered and is not based on the moral values of the local community. It also explains that TS can be contagious (Horgan, 2020). In a piece by Nédélec (2017) about the TS of Las Vegas, residents expressed resentment at the negative representations made by outsiders. This condition states that TS has become attached to the population's reputation. There is a process of transfer of values and condemnation from the "Las Vegas" scene to residents who are not involved in any way with gambling, drugs, and other activities. In other residential areas, immoral perpetrators who were caught by the community stated that [Name of Residential 2] was like Texas. The informant stated that PSBs carried out by students hurt the good name of the residential complex and its residents. Housing residents feel their good names have been tarnished due to students' PSBs. This condition makes the residents angry and tired of exercising informal social control over students. This case is in line with Wacquant's (2007) statement that negative representations of residential environments like Texas trigger the loss of humane, cultural places and create indifferent spaces in residential environments.

... Some students have given this residential area a stigma, like Texas. I want to move. I'm tired of taking care of people, especially students who engage in PSBs. Our residential area has a bad name (Subject 6, Religious leader, 5 -7 Years).

The above phenomenon illustrates that there is a trend of residents feeling exhausted when implementing informal social control due to the phenomenon of student PSBs, which continues to recur in the residential environment. People also want to move if they have sufficient financial capacity. In this condition, people do not have the option to leave the residential area. They are also haunted by worry about the development of their children. Dissatisfaction with social problems encourages residents to move to better environments (Andersen, 2008). This phenomenon is also in line with the statement that residents who have the choice to leave often want to leave areas that are stigmatised; they leave the environment that has the least resources. On the other hand, remaining residents may feel trapped in a disreputable neighbourhood (Kearns & Parkinson, 2001). Ultimately, these findings have implications for improving surveillance and security programmes in residential neighbourhoods close to universities. On the other hand, it is necessary to implement education and social awareness programmes regarding the phenomenon of PSBs by targeting residents, students, and boarding house owners.

(2) Temporal impact of residential vulnerability (RV) to territorial stigmatisation (TS)

Researchers categorise the construction of residential clusters with a period of >10 years of house construction (old residential) and <10 years (new residential). This period division is based on the assumption that people who live in a residential environment for >10 years have more solid social ties and identity. The integration of temporal dimensions contributes to variations in the analysis of the tendency of residential environments to be vulnerable to TS. Research findings reveal that RV to TS based on the temporal aspect of residential cluster development is generally higher in new residential than in old residential areas (Figure 4). However, the independent sample *T*-test results show no significant difference in the level of vulnerability between new and old residential areas to TS, with a Sig (2-tailed) value of 0.167, more significant than the significance threshold value of 0.05. This condition illustrates that new and old residential areas are equally vulnerable to TS. This is in line with Larsen & Delica (2019) statement that TS can appear in space without time limits. In Zone 2, the RV level of new residential areas to TS is at medium and high levels; there is no low level. This data illustrates that the potential RV of new residential areas to TS in Zone 2 is also as significant as in Zone 1. This case is because students predominantly occupy residential areas in Zone 2. In contrast to Zone 3, no data shows the RV of new and old residential areas in the high category; this condition can be attributed to the diversity of characteristics of residential populations in this zone (Figure 5).

Interestingly, the findings from in-depth interviews with several informants revealed that [Name of Residential 1], labelled bad by the outside community, was an old residential area built by developers and was generally subsidised. Most of this residential cluster is rented to students (Figure 5). Value systems and social norms are complex because of students' transient nature. Students also tend to be casual about PSBs. Indifference to students' PSBs can trigger other perpetrators to join in committing immoral acts. They assume that the environment is relatively safe and free of rules. Herdiana (2019) revealed that constructing new residential clusters could also hurt awareness and encourage a more individualistic attitude. Additionally, according to Wacquant et al. (2014), TS can damage social relations, undermine self-confidence, and weaken the capacity to take collective action.

[Name of Residential 1], which experiences TS, is also seen as a haven of freedom or an environment with low social control. This case is also the same as that exemplified by Nédélec (2017), who states that many people stigmatise Las Vegas as an accessible area. [Name of Residential 1] has a high level of sexual behaviours, and this area is included in the old residential cluster built by

developers, and students occupy the majority. This condition illustrates that RV to TS can occur if it is located in old or new residential clusters built by developers, most of which are rented to students.

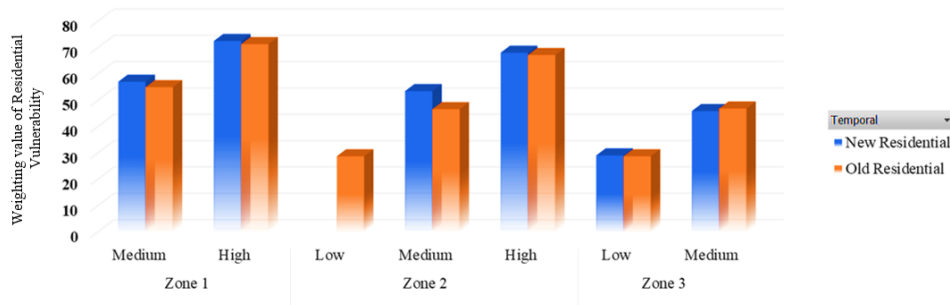


Figure 4: A graph of the levels of RV to TS (temporal), 2024.

This statement aligns with the assertion that stigma can be attached to certain types of residential areas and forms of ownership (Horgan, 2020). Territorial stigmatisation (TS) is also part of symbolic violence that worsens the already dire conditions of the residential environment (Nédélec, 2017; Wacquant et al., 2014). Therefore, improving the quality of the housing environment and strengthening supervision and implementation of educational programmes covering old and new residential areas is necessary. Policy interventions need to be prioritised in residential neighbourhoods that students predominantly occupy because social ties and control in these neighbourhoods are relatively low.

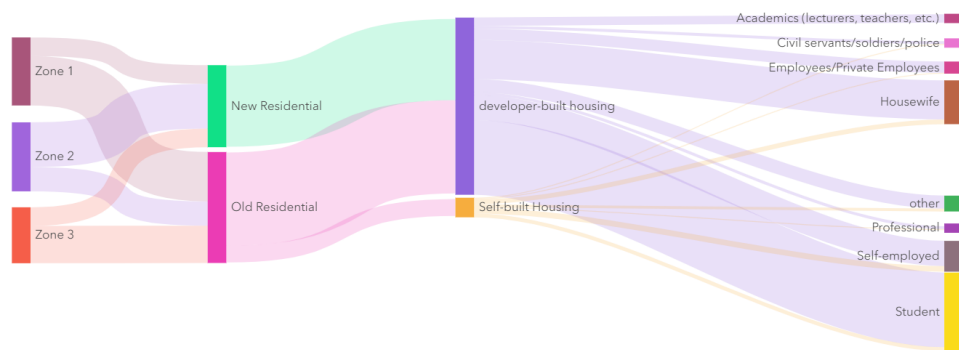


Figure 5. An alluvial diagram of multi-crosstab analysis results with the zone, temporal aspect, type of development, and occupation variables of each zone.

CONCLUSION

This article reveals that RV to TS due to students' PSBs is closely related to the spatial dimension. Residential vulnerability (RV) to TS is highest in Zone 1 or areas close to universities. This condition occurs because most residential populations are students, so social control in this environment tends to be less effective. Residential vulnerability (RV) to TS decreases with increasing distance from the university as the residential population becomes more diverse. TS can emerge in new and old residential areas when the concentration of PSB cases increases. However, the tendency of RV to TS is relatively greater in new residential clusters. These findings reveal that social control in new residential areas has not been well established, especially in areas that students predominantly occupy. The results of this research deepen the understanding that TS is also closely related to moral degradation, both spatial and temporal. Therefore, it is necessary to increase social control in residential areas close to universities, especially in new residential areas, because they are more vulnerable to TS due to the concentration on PSBs.

The urgency of understanding RV to TS can be part of the right strategy. Future research can develop an understanding of the capacity and role of community informal social control on students' PSBs and the impact of TS by integrating spatial, temporal, and cultural dimensions as well as residential neighbourhood typology. Furthermore, future researchers can also explore the role and destigmatisation programmes carried out by the community in residential areas that experience TS. The exploration and investigation of informal social control is also an important aspect of combating and preventing the process of TS.

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