The Feasibility Of Malang City As College Town

Rahel Situmorang, Antariksa, Surjono, Agus Dwi Wicaksono

Abstract: This literature research aims to determine the condition of Malang city as a city of higher education in Indonesia. Higher education is the main driving force for the development of property, land, and buildings as well as the growth of commercial areas, and is in a good spot for collaborating with communities in dealing with urban problems. The development of higher education in Malang city has improved because many students are interested in continuing their studies in this city. The increase in the number of students reaches 10% per year; this is due to the quality of public and private tertiary institutions, the availability of various types of study programs, high and fast access (from Jakarta, Surabaya, and other cities in eastern Indonesia), comfort, safety, and relatively low cost of living compared to other large cities. Malang has 62 colleges with 300,000 students from various places; this brings changes in the physical environment, socio-culture, and economy in Malang. The results of the analysis indicate that Malang City has met the college town criteria, and this will be used as part of research studentification in Malang. This research is intended to confirm the capability of Malang as a city of higher education, referring to the college town characteristics in the related literature, as well as the use of SWOT analysis to identify the potential and obstacles encountered by Malang city as a college town.

Index Terms: college towns, neighborhood change, social changes, student, studentification, urban, university.

1. INTRODUCTION
The role of tertiary institutions in urban areas has a large impact on urban development; for instance, it leads to an increase in land prices in the surrounding area [1] and increases the city’s economy[2]. Physically, a campus owns and manages vast land; economically, it requires urban goods and services, along with the influences the socio-cultural conditions of local urban communities. It also has a strong influence on the urban economy since it is a large and labor-intensive organization[3], has the largest number of workers after government, health and industrial labor[4], is a consumer of various goods and services, from office stationery to construction[3], attracts many local students or from other places to settle in the city where it is located, and brings income to spend in the city[5]. Campus planning and management are very strong concerning the urban context[6], especially with social and physical infrastructure needs that influence its development. The relationship between the campus and the city generates two conditions, namely:

a. The need for city space to accommodate higher education activities, because the campus is not only part of the city, but also forms the city.
b. Changes in the role of universities, not only as bearers of educational missions but also as a driver of a knowledge-based economy.

Cities whose main function of service is for higher education and its participating activities are often referred to as college town[7], [8], [9]. Some literature has discussed it in the context of cities in America, Europe, Asia; however, no one has further discussed college town in Indonesia. Some cities often referred to as education cities in Indonesia are Jatinangor, Depok, and Malang, students as it is the home of many schools with a variety of students from all over Indonesia. In 1990, Jatinangor (located east of Bandung, West Java) was planned to be 4 major universities relocation to deconcentrate urban development. The distance and high intensity of activities in Jatinangor caused the region to merge with the city of Bandung, as part of the development area of Bandung Raya. This development was not going well because the state higher education development policy was determined by the central and provincial governments, while the status of Jatinangor as a sub-district city made all of its plans to be determined by the district government[10]. The status change of Jatinangor from an agricultural area to an educational area has brought consequences for the community; as examples, land conversion from agriculture to urban areas, and followed by changes in the sociological population from agrarian to urban[11]. In 1987, Depok (south of Jakarta) was planned to become a new location for the University of Indonesia, and part of the Jabodetabek metropolitan area. At present, Depok is a place of twelve major universities. Excellent connectivity with Jakarta (commuter line and city buses), the availability of good facilities, and the development of massive residential areas make Depok quite attractive to residents of Jakarta as a place to live; thereby, it functions more as a residential city[12]. Malang is chosen as the location of this study, apart from being a long history of education; it is currently one of the higher-education cities in great demand by prospective students from various places. As an education city, Malang has a variety of educational facilities ranging from elementary, middle, and high, with quality and long experience. This study intends to identify the characteristics, potential, and constraints of Malang as a college town in Indonesia since more students have chosen this city to continued their studies.

2 METHODS
This is literature research conducted through studying journals related to college towns. To determine the condition of Malang city as the location of campuses of higher education in Indonesia, this research employs the SWOT Analysis method. The use of a SWOT analysis is carried out to analyze internal factors (strengths and weaknesses), and external factors (opportunities and threats). Each factor assessed the characteristics of college town and the condition that exists in Malang.

3 DISCUSSIONS

3.1 College Town Characteristics
The college town, in general, can be divided into two parts[13]. The first is a hundreds-years-old city in Europe and has been developing since the days of the industrial revolution,
such as Oxford, Cambridge, Durham, Leuven, Ghent, and Heidelberg. This model of college town emerges because of the strong interaction between students and academics in the aspects of social, cultural, political dynamics [14]. The second is that the cities built in locations far from big cities to meet the increasing number of students in America [7], and were developed after large-scale settlements. Gumprecht [7] states that education cities are an American phenomenon. The study was conducted in cities that were dominated by higher education activities, were not big cities, and were not state capitals in America. The dominance of tertiary institutions is characterized by a large ratio of the number of workers in higher education, the percentage of the workforce in education, and the number of students, compared to the population. His research concluded that the characteristics of an education city are:

- There are more young people as its residents.
- The residents are relatively highly educated.
- The residents prefer to work in education than in industry.
- The family income is greater and unemployment is lower.
- It is a transition place in which students only come to study from their hometowns and work in other cities afterward.
- Most of the residents live in rented houses and in groups.
- It is an unconventional place (pays more respect to the environment and so on).
- It is cosmopolitan (students come from different ethnicities, races, religions, but are equal).

The campus is a public space in the city of higher education, as its role as a center of activity is not only for academics but also for city residents in various activities organized by universities. On the other hand, it is necessary to know that the city is attractive to future students to continue their studies. The city that attracts the future students have [14, 15]: easy access from other cities, city infrastructure and facilities (accommodation, public transportation and quality of administrative services, recreation (natural and artificial entertainment facilities), social (hospitality and tolerance to ethnicity, religion, race, and inter-group relations), and welfare (cleanliness and safety).

3.2 The Condition of Malang City
Malang is the second-largest city in East Java province. Since 1962, Malang has Tri Bina Cita - the three main functions that will be developed in Malang: education, industry, and tourism. Since 1914, elementary and junior high schools have been established in the city of Malang; and since the 1930s, the number of schools has rapidly increased due to the improving economy and growing population of the city [16]. The establishment of the largest and oldest public universities in Malang, namely Malang State University (1954), Maulana Malik Ibrahim State Islamic University (1961) and Brawijaya University (1963), with students from various ethnic groups, religions and regions in Indonesia, is crucial to the development of Malang as a city of higher education. Educational facilities include public schools, schools under certain religious foundations, and several religious schools (pesantren or Islamic boarding schools, and seminaries). Regional transport terminals, airports, train stations, health service facilities, worship facilities for all religions, student residences, as well as economic service centers are provided to support the education city. As an industrial city, Malang is known as the center of several well-known cigarette factories with export markets, in addition to truck-body factories, home-made food, and beverage industries. As a city of tourism, Malang is known for its geographical location surrounded by natural tourist areas ranging from mountains, waterfalls to beaches. Moreover, it is a city that has been planned since the Dutch era and has a heritage of historic buildings. With a population of 916,042 people (2018), and with an area of 110.06 Km2, Malang is the home of 58 private universities and 4 state universities and is a learning place for 300,000 students and students in 2018 [17]. The average increased number of students in the entire city is 10% per year; it is very high compared to the average population increase which is 0.70% per year [18]. In 2018, education services were ranked fourth (8.13%) in the dominant economic sector in Malang City after trading, hotels, and restaurants (29.55%); processing industry (25.12%); and construction (13.01) [17]. Some of the city achievements considered as opportunities to be a college town are Malang has been awarded as:

a. ranked fourth as the best city for business (Indonesia Best Cities for Business) survey in 2016. Its respondents were hundreds of national entrepreneurs from 21 cities and regencies and assess eight variables: infrastructure, local government support, licensing, availability or ease of obtaining land, transparency in local taxes, labor, business security, and integrated services (ease and speed of public services) [19].

b. one of Indonesia’s Most Livable City in 2017 with average satisfaction levels. The survey conducted by The Indonesian Association of Planners (IAP), measured the livability of 26 cities through 29 criteria, includes economic, social and cultural aspects of a city; environment; safety; public facilities; citizens’ basic needs; and citizen involvement in city planning. This survey also pointed out that Malang citizens tend to be most satisfied with their potable water supply, religious facilities, health facilities, urban park facilities, and the city’s food supply [20].

c. third place in Indonesia Smart City Index in 2018, as one of 93 cities and regencies considered success in implementing smart cities concept based on six indicators: environment, economy, government, quality of life, society, and mobility. The highest score in Malang contributed by community participation, quality of life and environment [21].

d. as one of 10 cities and regencies in Indonesia as a creative city in 2019, with application and game developer as the lead sector, and mentioned as the best creative economic ecosystem for cities on Java island [22].

3.2 Malang as a college town in Indonesia
The comparison between the characteristics of a college town [7, 14, 15] and the general condition of Malang City can be viewed in table 1:
Table 1

THE CHARACTERISTICS OF COLLEGE TOWN AND THE CONDITION OF MALANG CITY

<table>
<thead>
<tr>
<th>The Characteristics of College town [7], [14] [15]</th>
<th>The Condition of Malang City</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. It is dominated by young people</td>
<td>30% of the population are 15-29 years old [18]</td>
</tr>
<tr>
<td>2. The residents are highly educated</td>
<td>17.8% of the population are graduated from college [18]</td>
</tr>
<tr>
<td>3. The residents work in educational jobs</td>
<td>47.7% work on the main employment field [18]</td>
</tr>
<tr>
<td>4. The revenues are relatively high</td>
<td>Malang is 4.17%; Indonesia is 9.66% [18]</td>
</tr>
<tr>
<td>5. It has a low unemployment rate</td>
<td>Unemployment rate: Malang is 7.22%; Indonesia is 6.3% [18]</td>
</tr>
<tr>
<td>6. It is a transitional place, and will only be temporary</td>
<td>The duration of students living in the city is 4-5 years</td>
</tr>
<tr>
<td>7. People live in rented houses and live in groups</td>
<td>Students live in boarding houses around the campus</td>
</tr>
<tr>
<td>8. It is an unconventional place</td>
<td>Awarded as the best city for business [19], smart city [21]</td>
</tr>
<tr>
<td>9. It is cosmopolitan</td>
<td>Students come from various places and one of a creative city [22]</td>
</tr>
<tr>
<td>10. It provides accessibility from other cities</td>
<td>It has an airport, intercity bus terminal, train station [18], [20]</td>
</tr>
<tr>
<td>11. It provides urban service facilities</td>
<td>It has trade, health, worship, and public transportation service facilities [18], [20]</td>
</tr>
<tr>
<td>12. It provides entertainment facilities</td>
<td>It has a sports arena, natural and artificial recreation [18], [20]</td>
</tr>
<tr>
<td>13. It provides social convenience</td>
<td>One of the most livable cities [22]</td>
</tr>
<tr>
<td>14. It provides welfares</td>
<td>It provides cleanliness [20], [21] and security [19], [21]</td>
</tr>
</tbody>
</table>

Source: Literature study

From table 1, it is safe to say that Malang has fulfilled the characteristics of the college town. In the 2010-2030 spatial plan of Malang [23], the city was planned for economic and socio-culture growth, its position as an education city is shown in its vision in which settlement as dominant land-use, while the education zone is still located in public facilities area. SWOT Analysis is used to find out the strengths and weaknesses from within the city, and opportunities and threats from outside the city. Based on Fig. 1, it may well be argued that Malang has good strengths and opportunities to be developed as a college town.

Unemployed residents, which is one of the city’s weaknesses, are likely to work in the informal sector so that it is not recorded on the main employments [18]. The threat encountered by the city is a large number of students who come to continue their education, as well as the social culture, economy and physical changes in the city, which is known as ‘studentification’ [24], [25], [26]. A preliminary study about studentification in Malang shows that the growth of the campus area directly affected the development of urban activities. It has been indicated, that the increasing number of students had correlation with the growth of the built-up area and the development of surrounding campus area (which consisted of the number of minimarkets/shops/grocery stores, the number of food stalls/restaurants/diners and the number of lodging/guesthouses/accommodation) [27]. Other changes will include increased house rent and sale prices, changes in the housing composition in residential areas around the campus, and new business growth based on student needs (photocopying, mini markets, laundry services, stationery stores, clothing stores, restaurants, clinics, etc.). Notwithstanding, the benefits of renting out rooms in a boarding house attract homeowners to rent part or all of their houses for students, by changing part or all of their houses into rooms-for-rent. As a result, the population structure in the area changes, and so does the function and shape of the building. Initially, each unit of a house is a household with a family head; it is now a unit of housing with student tenants who may not know each other.

4 CONCLUSION

Based on research on the characteristics of the college towns [7],[14],[15] and the condition of the city of Malang using SWOT analysis, it can be concluded that Malang is qualified as a college town. This is supported by the Malang city government’s intention to realize it through the 2030 spatial zoning plan [21]. Further studies on the threat of college town (studentification) in Malang are needed so that the city’s role and function can still be properly controlled. Some research about studentification has been done in countries like: Canada [28], [29], USA [8], [9], [24], UK [25], [26], [30], Spain [31], Hungary [32], Poland [33], South Africa [34], [35], China [1], [13], [14], [36], Malaysia [37], [38], but there was no study on the same topic in Indonesia.

ACKNOWLEDGMENT

This work was supported in part by Trisakti University scholarship program in Doctor of Civil Engineering specializing in Urban and Regional Planning, Brawijaya University, Malang, Indonesia, based on Trisakti University Chancellor’s Decree No: 1194/Usakti/SKR/BSDM/DT/IX/2017.

REFERENCES:


[6] Magdaniel, Flavia C., ‘The University Campus and its Urban Development in the Context of the Knowledge Economy’: Conference: EURA Conference - Cities as Seedbeds for Innovation. 2013. https://www.researchgate.net/profile/Flavia_Curvelo_Magdaniel pracę_Tkq5Rhoq0M3GK00NPUn3apLaFwzLqwhe 6XqRzw09NSknQKPG5v5d_QzPYIo BoskULXzd-yYFX278Xl9euxA_Z5x3fiov- R9mCxhrOHkI1EtwbMQ0iHl01u9COy0CumlIdFUGgzU L_sqVCxjH7Xl2mxhAKVLAg


[22] Indonesian smart cities.


