The Perception Of Stakeholders On Studentification In Malang City, Indonesia

Rahel Situmorang, Antariksa, Surjono, Agus Dwi Wicaksono

Abstract— The growing number of students continuing their study to higher education creates a high demand for student housing and its supporting facilities in a college town. Residential areas near the campus become the main choice for students because it saves their cost and time, besides the wide selection of housing amenities and price becomes their consideration. Changes in the campus neighborhood area can lead to socio-cultural, economic, and physical impacts, which called as studentification. Therefore, this research aims to identify the perceptions of stakeholders about the impact of studentification in Malang City, as the most preferred college town in Indonesia. Descriptive qualitative research is based on a case study and the information obtained from in-depth interviews with stakeholders who engaged directly in the research area (namely students, boarding house owners, residents, and business actors). The results show that most of the socio-cultural, economic, and physical impacts that are found in other studies also occur in the research site. In this case, one of the differences can be seen in the socio-cultural character of students who always try to adapt to the habits of the local community, and on the other hand, residents try to understand how to treat students. This research shows that the presence of students has a positive impact on the area. Local people feel happy because the area becomes lively and more dynamic, and also improved the population welfare in the research area.

Index Terms— neighborhood changes, private rent, socio-cultural change, student, studentification, urban, university.

1 INTRODUCTION
The increasing number of students led to the increasing needs of student's life support facilities and the changes in a spatial pattern. Studentification is the process when students begin to live in an area near the campus so that the old residents are reduced because of the in-migration process. [1], [2]. It is also an urban spatial process that causes social, economic, physical, and environmental changes in urban space due to an increase in the number of students [3], [4], [5], [6]. The impact of studentification is identified in 4 aspects, namely social, economic, cultural, and physical aspects [5], [6]. The changes in social aspects occur because of the changes in family structure, social structure, and lifestyle [2]. The changes lead to the establishment of a new social group because it pushed the old residents to get out of the area around the campus [5]. Lifestyle, consumption patterns, and the existence of various types of student services change the local culture indirectly [3], [8], [10]. Previous research also showed that there is the emergence of antisocial behavior (a late-night fuss, security problems, rising levels of crime, theft, as well as social tensions caused by cultural differences) due to the presence of students [11]. The economic impact of studentification in the area around the campus is characterized by the inflation in property prices due to the high demand for rental houses [5]. This is in line with the high desire of boarding house owners and business actors to earn maximum income from their properties by changing the use of houses for families into boarding houses for students [5], [3]. In addition to that, the increase in the number of boarding houses, the increase in service investment, [3], [12], and the growth of new business/services for students such as fast-food restaurants, coffee shops, internet cafes, stationery stores, photocopy centers, laundry services, mini-supermarkets, and even flower shops are able to improve the economic level of local residents and business actors in the area around campus. On the other hand, the physical impact is marked by the physical changes in the region such as the increase in the intensity and function of the building and environment, the dysfunction of space [12], and the transformation of the built environment [13]. This happens because of the changes from residential houses into boarding houses or other supporting facilities. In general, changes occur from the designation of houses for families to Houses in Multiple Occupation (HMO), then develops into Purpose-built Student Accommodation (PBSA), which is often called the second wave of studentification [14]. The owner of a small house that has a small investment, hoping for big results is a pioneer in the development of studentification [5], they convert single-family houses into hmos, which are more profitable [15], [16], which characterized by intensive occupancy, age range of young persons and single, unrelated individuals residing in the same dwelling, and short-term occupancy [7]. Pbsas are built by investors or developers, including accommodation for students only, own private rooms but share communal facilities such as the bathroom, kitchen or dining halls and living rooms, services providing such as on-site parking, housekeeping, laundry facilities, internet access, and convenience stores are usually provided within the accommodation complex or close by [16], [17]. Previous research that has been done in the context of studentification revealed several problems that focused on the relationship and the impact experienced by students and local residents in the area around campus [3], [17], [18], [19], [20], [21], [22]. Most research is carried out in the cities of developed countries which already have a strong commitment to the implementation of city plans and designs [17], [18], [19], [20], [21], [22], [23], [24], but leave a gap on the subject of middle cities with its local values. The research in Malang City [25], [26] pointed out that the growing needs of space and supporting facilities for student housing are in line with the increasing number of students. The studentification process involves students, universities, local authorities, developers (private sector), house owners, and the local people [2] as respondents. In this study, the respondents are the stakeholders who directly involved in the studentified area as the source of information [27]. The purpose of this study is to determine the perceptions of the stakeholders on the socio-
cultural, economic, and physical impacts that occur in the surrounding area of universities in Malang City, Indonesia.

2 METHODS

Descriptive qualitative research is based on a case study and information obtained from in-depth interviews with stakeholders who engaged directly in the research area, namely students, boarding house owners, residents, and business actors. The selection of respondents was based on the urge to know about the perception of the stakeholders on the presence of students. The absence of census data regarding the number of students and supporting activities in the area causes the need for verbal ability to submit questions so that the information needed can be obtained. A depth interview was conducted face-to-face and by telephone in an informal setting so that respondents can convey their perceptions freely. Used semi-structured interviews to get more details about the respondent's opinions, thoughts, and feelings about the impact of studentification in their area of living. The questions were asked to know the perceptions of the stakeholders on the change of socio-cultural, economic, and physical environment caused by the increase in the number of students. Questions asked to students include the length of stay, the origin of students, the ability to adapt to the surrounding environment, ability to be accepted by residents. While the questions given to residents and boarding house owners are: length of stay, increased income due to student service activities, profits obtained by having students at the study site. Questions asked for business actors in the study area are the length of business, type of business, benefits obtained, tips for maintaining business. All questions were given verbally and the results of the interviews were recorded immediately. Every interview took time approximately 30 minutes. Even though the number of respondents is very limited, the results presented in this study can be used as an interesting finding for discussion.

3 DISCUSSION

3.1 Location of the study

The research location is Ketawanggede, Lowokwaru, Malang, Indonesia. Malang is the second-largest city in East Java Province, Indonesia, with a population of 916,042 people (2018) and an area of 110.06 km². It has 62 colleges with 300,000 students from various places, which increase in student numbers to 10% per year, it is very high compared to the average population increase which is 0.70% / year. The quality of public and private tertiary institutions, the availability of various types of study programs, high and fast access from many cities in Indonesia, comfort, safety, and relatively low cost of living compared to other cities, are the advantages of Malang as the preferred city for prospective students as college town in Indonesia [28]. In this research site, located Brawijaya university which has the highest number of students and it is close to other universities. Therefore, the area is very desirable for students because of its proximity and the variety of choices in terms of prices, facilities, and quality of boarding houses.

3.2 Respondents

The respondents in this study consist of active and registered students of Universitas Brawijaya who lived in the research site for at least 2 years. There were 10 students chosen as respondents. These students came from Jakarta (3 people), Lampung (1 person), Jambi (1 person), and East Java (5 people). Besides that, there are the owners or managers of the boarding house in the research site. In this case, the owners of the boarding house consist of 2 men (aged over 60 years old) and 4 women (aged between 40-65 years). They are residents who have lived in the area for more than 15 years. All respondents owned a boarding house because of inheritance. They changed their house to a boarding house by adding more rooms, bathrooms, and kitchens. Initially, they did it only as an effort to earn extra income but with their age, the income from this business becomes their main livelihood. Residents who are chosen as respondents in this study are citizens who live in the research area and do not have a boarding house. In this study, the interviews were conducted on 3 residents who lived for more than 25 years in the area. The age of the respondents is between 60-70 years old by which their houses are an inheritance from the parents. These people are retired employees and housewives. Whereas, there also business actors who run a small business in the research sites such as food stalls, beverage stalls, and photocopy centers for students. They have opened the business for more than two years. There are 3 business actors (30-40 years old) chosen as respondents in this study. These people do not live in the study area but they rent a business stall from the local people.

3.3 Findings

a. Socio-cultural Impacts

Boarding house owners prefer to rent out their rooms to female students with the assumption that female students need a boarding house near campus and tend to pay rent on time, cleaner, tidier, polite, less noisy, and more obedient to boarding house rules. Besides that, there are boarding house owners who provide a dorm room for students with the same religion. This becomes a consideration for parents in choosing a boarding house for their sons and daughters because it gives them confidence that boarding house owners will remind their children to do worship obligations. Cultural changes also occur in some students by trying to follow local rules in terms of language and behavior. A number of students took part in neighborhood-level competitions on Independence Day celebrations because they felt like participating in their hometown.

b. Economic Impacts

Boarding house owners and business actors feel that having students in their area increase the economic level directly. The rent price that must be paid in advance is between 4 - 10 million rupiah per year. This price tends to increase from year to year. The location that is very close to the campus makes the boarding house always full of renters and business actors believe that their business will continue to thrive. Students who live in the study area have a monthly allowance ranging from 1 – 1,5 million rupiah. Most of the money is spent on daily needs (food, laundry, stationery). The majority of the students prefer to buy their needs in the area around campus because they assume that the availability and price of the goods are more affordable and do not require the cost of transport. All respondents assume that this region has a very strong economic force with the increase of small business activities, and especially with the presence of foreign fast-food restaurants that open for 24 hours. Business actors quickly
looking for opportunities in accordance with the wishes of students, from providing food that confirms the student's taste to a variety of specific needs. On the other hand, the sales are highly dependent on the university's academic calendar, especially with the long holiday which greatly reduces income because students return to their hometown.

c. Physical Impacts
Physically, the area is divided into two (Fig. 1): the Watu area (covering Watu Gong, Watu Mujur, and Watu Aji) and the Kerto area (including Kerto Sentono, Kerto Raharjo, Kerto Sariro, Kerto Rahayu, Kerto Pamuji, Kerto Leksono, Kerto Sari, and Kerto Waluyo). In general, the Watu area has a lower density of buildings and population than the Kerto area. The quality and facilities of boarding houses in the Watu area are better than in the Kerto area. Besides that, the price to rent a room (in boarding houses) in the Watu area is higher than the Kerto Area. The major road in the Watu area can be passed by four-wheeled vehicles while in the Kerto area is only able to be traversed by bicycle or motors only. Many boarding houses in the Kerto area are simple buildings. This is in contrast with the boarding houses in the Watu area which are better and well maintained.

The owners of boarding houses and local residents said that big changes occurred rapidly from 2010 with the increasing number of students who come and seek places that close to campus. Not only that, but there is also a change in the function of the house, from a residential house into a boarding house. They also stated that most boarding houses in the Watu area are no longer the property of the local people but the property of outsiders from other areas/regions who do the boarding house business. Usually, the boarding houses are managed by a caretaker who is assigned by the owner. The owners of the boarding houses who become respondents in this study renew the house into two floors and use all space for rent. The boarding houses have 5 to 18 rooms with an area of about 2.5 x 3 m², shared bathrooms (1 bathroom for 3 to 5 people), and a shared kitchen. Respondents live with other inmates of the same gender (male or female only). They usually have rules for the house such as the prohibition to enter the room for guests of the opposite sex. Some female respondents also choose to live in a boarding house that is specific to the same religion.

3.4 Results
Students choose their boarding houses by considering the distance to the campus as well as the access to fulfill daily needs (foods, laundry, and photocopy). The determination of the boarding house is done with the help of parents or relatives who are considered to have more understanding in determining the options. In general, the basic considerations include convenience (gender, the presence of friends from the same hometown, and religion) as well as security (surveillance of the owner or caretaker of the boarding house, policy which prohibits the opposite sex to enter the room, room doors which are not directly connected to a street/alley, as well as the boarding house rules). Based on this matter, the location of this study is considered as the best location referring to the expectations of the students with a wide range of choices, facilities, and prices. These students also have high adaptation skills to stay at an affordable place even though the condition of the house might be not really well. They only wish to graduate as soon as possible and get out from there. All students who are the respondents in this study understand the circumstances in the area. They can point out where to buy foods complete with its menu, places which sell clothes and daily needs, nearby health centers, even the changes of food stalls to coffee shops. This shows that, geographically, they quite understand the condition of their environment. It turns out that the density of buildings and population able to give a good socio-cultural impact. In the Kerto area, residents are more familiar with students who live in their area because they often interact with each other. Whereas, in the Watu area, the interaction between the local people with students tends to be limited (for example, the greeting and mutual attention in the Kerto area are better than in the Watu area). The owners of the boarding houses, residents, and business actors understand that students have specific characteristics such as young, are away from parents, have limited financial, are busy learning, come from the city, and have different habits. This creates a tolerance between residents and students which then helps the students to easily adapt to the surroundings. Summary of stakeholders perception on the impacts of studentification in study area can be read in Table 1. The socio-cultural impacts found in the previous research are the changes in the structure of the population [3], [33], [34] and the increase in the density of the population [18]. However, the social impact such as social segregation and social conflict [31], [33], [34], [35] does not occur. The students can relate well with the boarding house owners and local residents. They also want to be involved in local people activities. The business actors stated that the opportunity to do business is highly dependent on the calendar of academic, because the 3-month holiday is used by students to go back to their home village (end of the 1st semester, end of the 2nd semester, fasting month, and Eid day) even though they already pay the rent for 1 year (12 months). In connection with it, business actors try to sell their goods as much as possible before the holidays and when the holidays start, they will close the store to reduce spendings. Based on previous research, the economic impact of studentification is that students are the market of boarding house [17], [34], [35], there is a rise in the rental prices [27], [35], [36], and there are local business opportunities to provide products and services for students [1],
Studentification impacts and stakeholder perception

<table>
<thead>
<tr>
<th>Studentification impacts</th>
<th>Stakeholders perception</th>
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<tbody>
<tr>
<td>1. Socio-cultural impacts: a. Diversity and tolerance</td>
<td>Students who came from another region have different religions and cultures, are young age, are away from parents, have limited financial capability, are busy learning, come from the city, and have different habits. This creates a tolerance between residents and students which then helps the students to easily adapt to the surroundings. The dominancy of inhabitants in the research area are young people, but the residents feel happy because the area becomes lively and more dynamic. The students can relate well with the residents, and also want to be involved in local people activities.</td>
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<td>2. Economic impacts: a. Rental income</td>
<td>Initially, house rent was only an effort to earn extra income, but now the income from this business becomes their main livelihood. The rent price tends to increase from year to year. Respondents assume that this region has a very strong economic force with the increase of small and big business activities. The big number of students with their spending money is very useful to improve the welfare of the population. Boarding house owners and business actors feel that having students in their area increase the economic level directly.</td>
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<td>b. Business income</td>
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<td>c. Welfare improved</td>
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<td>3. Physical impact: Changed of property form and function</td>
<td>The owners of the boarding houses renew the house into two floors and use all space for rent.</td>
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On the other hand, the physical impacts that have been discussed in previous studies are the changes in the shape and function of buildings [14], [27], [28], [30], [31] and the changes in land use [31], [33], [34]. It is interesting to find that there is no environmental damage such as vandalism [17], [18], [22], [26] in the research site because students wanted a clean and sound environment so they are willing to follow the existing rules and regulations. Besides that, the relationship and interaction that is good with the owner of the boarding houses and local residents make the students feel supervised to do the appropriate and applicable norms.

4 CONCLUSION

The growing number of students in the area around campus led to the changes in the socio-cultural, economic, and physical elements. This research shows that the presence of students has a positive impact on the area. The obstacle faced in this research was the difficulty in obtaining official data about students in the study area, because they considered as a floating population, not included in the population census or in the voter list in general elections. Most of the socio-cultural, economic, and physical impacts that are found in other studies also occur in the research site. In this matter, one of the differences can be seen in the socio-cultural character of the students who always try to adapt to the habits of local people.

The owner of the boarding houses, local residents, and business actors also tend to have more tolerance to understand the condition of the students. The impact of studentification will differ according to the location [5] and socio-cultural conditions. Although most of the inhabitants in the research area are young people, the local residents feel happy because the area becomes lively and more dynamic. All stakeholders (students, local residents, owners of boarding houses, and business actors) argue that a big number of students are very useful to improve the welfare of the population in the research area. This is different from the previous study which states that public debate around studentification has focused much more strongly on the negative impacts [31]. The increase in student numbers, create many changes in campus surrounding areas. This study contributed to existing studies in two ways. First, this study has advanced knowledge and understanding about relationship between residents and students living in campus neighborhood. Second, the study has shown that growing numbers of students are improving the welfare of the population in the research area. Studentification must be interpreted as an ambivalent process whose cost and benefits need to be assessed on a case-by-case basis, implying that policy responses need to be similarly tailored to fit local contingencies [3]. In Malang, studentification has occurred in several parts of the city without plans or intervention from local planning authorities, and without the attention of universities, this will be the focus of further research.

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