

Spatial change transformation of educational areas in Bandung

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Abstract.

Transformation is a total transfer process from a particular shape into a new figure which can be interpreted as the final stage of a changing process. Transformation, as a gradually progressive process, utilizes space and time factors becoming the aspect that greatly influences the change until reaching the ultimate stage. The changes are completed by responding to the influence of external and internal elements which will lead to a change from an early familiar form.

The purpose of this research is to build theory based on phenomenon which occurs in the field as a result of space transformation process in Bandung so that it can be seen the setting adjustment of either physical or non-physical in the area becoming the city identity. The research method is qualitative research method with descriptive survey method approach. The focus of research is aimed at discrete phenomena in the field as an effort to disclose the background essence of the resulted theory formation. The study does not use a theoretical framework, yet there is a consistency in observing a discrete phenomenon of the grand tour results. The phenomenon is raised through the snowball sampling process. The process of collecting data, analyzing, and building theories is conducted jointly and iteratively within one research time range.

The study results in the formation of space knowledge based on knitting and the value system of the users' activities and the space settings. All users' behaviors in using space are related to social, cultural, economic and creative activities in utilizing the existing space conditions. The results of this study provide an enrichment of architectural theory, planning theory and urban design theory having already existed.

Keywords: Phenomenon, Identity, Culture, Descriptive Survey Method, User Activity

1. Introduction

Nowadays, the development and growth of urban populations have impacts on various aspects of life. The issues of urban life such as environmental degradation, cultural clashes in society, living space diminishing, capitalism, and consumerism are the problems experienced by most major cities in developing countries. This development having resulted in the growth and development of the population in large cities has increased rapidly to 32% in the last 30 years [1]. The growth is supported by natural exploration boost, rapid migration and changes in rural communities.

The rapid increase of population in urban areas causes the demands of housing, which increases rapidly, especially for people with low income. The phenomenon of one-hundred-million urban residents and a half the Indonesian population having become the urban is a condition which requires to be the foundation in the development of cities in the future [2]. In developing countries, these developments are basically not matched with the procurement of housing (sluggish process) so that



the number of housing shortages in urban areas is growing. It is characterized by the growth of wild huts and slums with a high population density and illegal land use.

Besides the demand of housing, people also require the presence of adequate urban infrastructures, including the provision of water, energy, telecommunication, public transportation, and the availability of other infrastructures. According to Firman and Soegijoko (2005), the other factors felt very pressing as a result of the city development are namely environmental problems, especially water, land, and air pollutions, traffic jam, and others. In addition, there are also social problems, such as poverty, slum, crime, conflict among citizens, and others[2].

The growth of urban population in developing countries has increased swiftly [1]. This phenomenon as the impact of the exchange current and conditions affects each other in various dimensions, among economic, social, political, cultural, and technological aspects. One of the contributors to the urban population growth in developing countries is the migration of students [3]. Not only at the university level but also at the senior high school level, students have separated with their parents for the preparation of achieving the goals and hoping to be able to study at their dream colleges. It is believed that by attending school in these big cities, the opportunity to enroll the country's top universities is bigger because the access to tutoring is broader, unlike in the suburban and rural schools.

The flow of student migrations results in a high demand in the fulfillment of their living space, while the supply provided by the universities (in the form of dormitories) is not balanced with the number of the demands for student residence. This resulted in the supply handed over to the community around the campus. The condition, when viewed from the positive side, causes the increase of economic growth around the university, while from the negative side it affects the development of the city unconstructively, marked with the growth of dense settlement area and the transformation of ordinary house into student lodge.

Bandung as the city of education is not just built in one night because based on the history of Bandung, the development has begun since the inception of the School for Indonesian Teacher (Hollandsch Inlandsche Kweekschool / HIK) in 1848 [4]. The milestone of high education began with the transfer of the Dutch East Indies capital from Batavia to Bandung in the early 20th century, 1920, with the establishment of Technishe Hoogeschool / THS as the forerunner of Bandung Institute of Technology. Since then the existence of higher education in Bandung is growing rapidly. It is recorded according to Bandung BPS in 2012 nearly 168 universities are in Bandung, from 168 there are 11 state universities. While the land area of Bandung is 16,731 hectares, if it is compared to the number of universities in this city, the number is too small; this is what makes one of the exceptionalities of Bandung.

2. Methods

The applied research approach is descriptive survey method. The decision of utilizing descriptive survey method is because of the intention to map the phenomenon of space usage. Architecture is a cultural phenomenon which is not only a physical reality alone, yet the architectural space consists of both static space and dynamic space. Dynamic space is viewed from the aspects of typology, scale, relationships, and identity. The main strength of this method lies in the obtained results through the recording and direct observation coming to the area and taking time to see how space is used [5][6].

The research utilizing descriptive survey method is started by conducting descriptive research from primary and secondary survey results, and performing data processing. The primary surveys are field observation, interview and questionnaire distributed to informants. The field surveys were conducted in the studied area at a single-time research (cross-sectional study) providing snapshots, namely from February to November 2016.

2.1 Research Time and Location

This research was conducted in Bandung, West Java Province covering 6 areas, namely Bojonegara, Cibeunying, Bandung Kulos, Karees, Gedebage and Ujung Berung. The research was conducted for ten months, namely from February to November 2016.

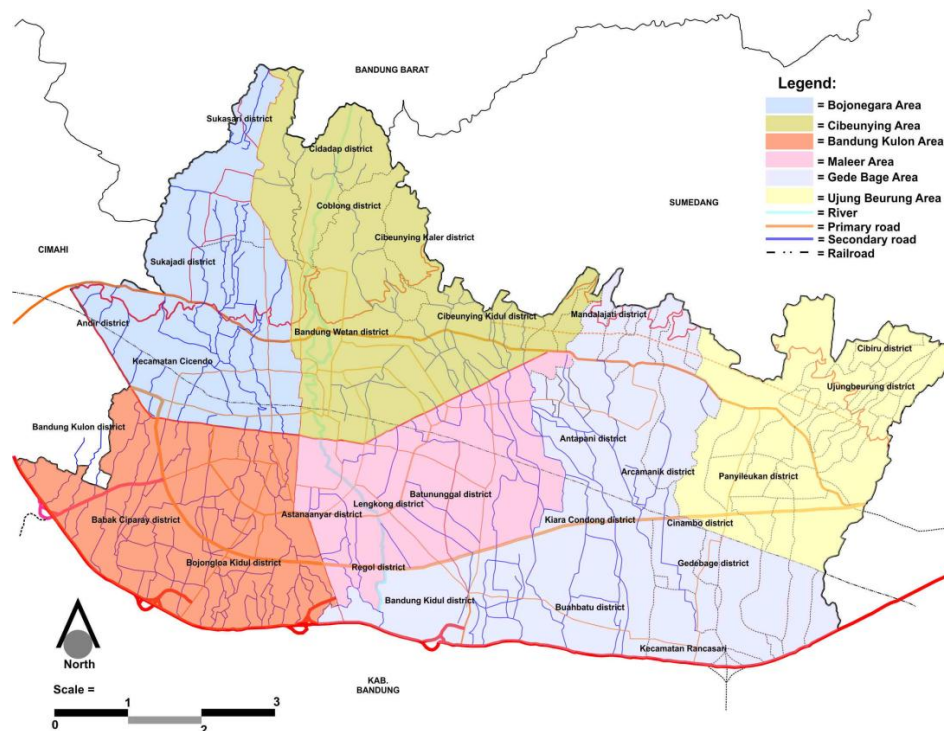


Figure 1. BANDUNG MAP

Source : Modification of Researcher from Bandung Area Spatial Planning Map 2014

2.2 Research Data Sources and Tools

The data collection tools employed for collecting research data consist of observation guides, interview guides, and documentation. Observations are used to map the spatial and space-based spaces of time-actors. Observation interviews and documentation were used to reconstruct spatial areas of research. Interviews are also used to collect primary data about the type of usage and residential function changes into student housing. In order to clarify the observation process, supporting aids are utilized to visually record the condition of the research environment by using handy cam, camera, and video player.

2.3 Research Data Analysis

The analysis phase in this research emphasizes on the process of change which occurs in spatial pattern in education area of Bandung based on several research variables consisting of land status, land and building function, and formed spatial pattern. The comparison between the spatial configuration theory and the observation of the spatial pattern is intended to reaffirm the characteristics of physicals, both form and element, in determining the identity of the area as an area of education, including explaining the various non-physical factors underlining every change.

Based on the preliminary record, ten student boarding cases were selected as a starting point as well as entry point for the next case. The selection of the ten cases was obtained based on the openness and response of the owner of the lodge encountered during the first round exploration. The sampling technique as the focus of observation is done by snow ball method, which is intended to expand the information and get new themes in it. As described by Moleong, (2006), the purpose of snow ball sampling technique is to obtain new information and themes through deepening of the research implementation, in case of repetition of information as an indication that the sample sampling has saturated then the search for samples is stopped [7].

During the induction process, in-depth interviews were conducted, which intended to obtain physical data on the pattern of space and its use, and non-physical matter includes thoughts containing the form of existing value system in accordance with the condition of the selected case. The factors

observed include human both owners and students as actors in doing activities and activities as both individuals and groups, and space as a container/place to perform activities and user activities. Based on the interpretation of data that has been obtained from the mapping of the case and the results of in-depth interviews, and then it is performed the re-depiction of the lodge space settings based on the categorization found during the previous grand tour. The step is intended to facilitate the process of analysis and induction process of determining the theme and conception of existing local theories.

The understanding of the change process which occurs in an architectural space is achieved by the morphological approach. The changes that occurred in the study area is divided into 2 (two) periods of development and growth, namely: (1) The Development of Bandung in the Colonial period from 1825 to 1945 and (2) City Development in the Post-colonial Period of 1945 - 2015.

3. Discussion

A city is the identity of its citizens' community life of. According to Kostoff, (1999), growth and physical development of a city do not stand alone but always run along with non-physical changes and developments [8][9]. Therefore, a city will experience a "life cycle" by growing and developing continuously. As Rapoport, (1990) explains, the process of transformation in a city occurs as a result of changes in user activity as a consequence of changes in value, social, culture, and standpoint of its community [10]. Thus, the configuration of the physical form of a city will always change, will barely end, and will never stop as long as the city is occupied. The process of modernization in major cities in Europe and America creates a space segment having increased dramatically, but the growth of cities in Indonesia has not undergone changes drastically. This happens because it is based on the pattern and life of the Indonesian society which is different from either Europe or America.

Soetomo, (2012) states that generally cities in Indonesia are characterized by dualistic structure, where morphological structures are planned along major roads and unplanned morphological structures behind them (as urban hamlet areas, this condition is characterized by the modern life of formal sector and traditional informal sector which go together harmoniously [11][12][9]. Furthermore, Soetomo, (2012) explains that the informal sector becomes a medium of life that sustains the lives of most urban dwellers along with the formal sector [11]. The morphological dualism of the city between the modern formal and the traditional Informal is still quite prominent in Indonesian cities where the hamlets are still knitted in the center of the city, and the relationship between villages with blocks of planned settlements (formal), which are an interconnected network. According to Widjaja (2013) this environment is generally formed naturally and unintentionally, and its physical appearance was not standard[13].

Evers and Rudiger (2002) argue that urbanization is one of the fastest processes among social changes around the world [14]. The process of the urbanization occurrence arises because, first, it refers to the inhabitant percentage in urban areas within a country; second, it refers to the growing number of urban dwellers. Firman and Soegijoko (2005) argue that demographically the source of urban population growth is due to the increase of the natural population, the migration of the population especially from rural to urban areas, and the reclassification of the status change of a particular "village" as rural locality into urban locality [2].

The city development cannot be separated from the flow of migration from village to city. This also occurs in Bandung where newcomers form a new environment. Usually they take advantage of state-owned land, riverbanks, and along the railroads, which in the future will become densely populated areas as urban hamlets. As migration flows more and more, social problems become more complicated as time goes by. The average occupants living in this area are people with low social and economic groups; they work in informal sectors, housekeepers, construction workers, pedicab drivers, merchants, and other harsh jobs.

Soetomo (2012) explains further that the definition of a city includes two great aspects where one with another cannot be separated [11]. The first aspect is the physical aspect of the city which concerns the form of space as a place formed by infrastructure and means above the natural space; and the second aspect is the human aspect as the subject of development and the user of urban space. City as a human place to live with all life activities, then the city is a part of the human settlement where human settlement consists of the content which is the human and the container which is the medium, a physical settlement, both man-made and nature as a place for human life with all his/her activities. The city is as a place formed not only by the building alone but also by the man himself. Furthermore,

Kostoff (1999) divides the city into 9 (nine) characteristics, namely: (1) Cities are places where a certain energized crowding of people takes place; (2) Cities come in cluster. A town never exists unaccompanied by other towns; (3) Cities are places that have some physical circumscription; (4) Cities are places where there is a specialized differentiation of work; (5) Cities are places favored by a source of income; (6) Cities that must rely on written record; (7) Cities are places that are intimately engaged with their country side; (8) Cities are places distinguished by some kind of monumental definition; And (9) Cities are made up of buildings and people [8].

Discussing the history of settlements of Bandung society life cannot be separated from the historical development of urban settlements in Indonesia generally, and especially the development of cities located in Java. Javanese cultural system in Indonesia influence significantly not only it is visible to the eye, such as: the systems, mechanisms, and political culture behaviors, but also it shapes various dimensions from normative to institutional, from Mataram Hindu, Majapahit to Mataram Islam and the period of the Republic of Indonesia. Culturally, the influence of urban inhabitation under Javanese tradition was implanted through the 5th century journey of Hindu-Buddhist civilization. This civilization contributes greatly to the political culture of the state.

Based on a more detailed historical record, it is mentioned that the end of Sultan Agung's empire (1613-1645) is the most obvious setback in the cities in Java. This does not mean that the cities in Java retreat in fostering a new civilization. On the contrary, since the consolidation of Dutch power from Daendels to the era of Van den Bosch in the nineteenth century, it opens the interaction between traditional and western modernity having continued during the reign of the Dutch East Indies with the establishment of *gemeente* from 1904 to 1906 in Batavia, Bandung, Semarang, Surabaya, and Makasar [15][4].

The urban living culture in Java cannot be separated from the traditional process and the understanding of urban living in the context of the state. According to Wiryomartono (1995) the contexts of urban living is that Java is not only a medium of cultural development but also the city civilization in Indonesia [16]. Discussing about civilization cannot be separated from the wider state of cultural government problems. The development of cities in Indonesia is generally developing from the port cities to the development of coastal cities, while the development of inland cities cannot be separated from the development of a city that departs from the main source where the river as a magnetic early development of inland cities. Similar condition occurs in the development of Bandung which cannot be separated from the development of the Cikapundung River which divides the city from the north to the south of the city.

Starting from the construction of Post Road of Panarukan-Anyer, Bandung development had begun which then followed by the removal of the Capital District of Bandung from Krapyak in the southern area of Bandung. The transfer of Bandung Regency government was due to the urging of Daendels, responded by the Regent of Wiranatakusumah II by choosing a place in the southern part of the road from the west of Cikapundung River (near a pair of sacred wells of Sumur Bandung). In this area, Wiranatakusumah II built his palace and the square as the center of the city. Following the traditional orientation, the Grand Mosque is placed on the south side, and the traditional market on the east side. House and City Hall as meeting places are located in the south facing the sacred mountain Tangkuban Perahu. That was the time when the Flower City (Bandung) was born [15][4].

3.1 Space Transformation

The analysis of the function transformations of building and land in general in the first period (development of Bandung City during Colonial period from 1825 to 1945) has not shown significant changes in regional structure. The changes in the functions of land and buildings cannot be separated from the policies issued by the Dutch East Indies government, as shown in Figure 2.





Year 1825 – 1882	Year 1882 - 1905	Year 1905 - 1924	Year 1924 - 1945
From Colonizer to Municipality	From Remote Village to City	Modern Colonial City	Japan Aggression and Independence
			
<ul style="list-style-type: none"> During the VOC era, Bandung was made to be the coffee cultivation city. Bandung as a new city became a temporary administration city of England. Post Road (de Groote Postweg) was built. The transfer of Bandung regency capital from Dayeuh Kolot to Krapyak area took place. British invaded through Raffles military aggression. Restoration/repair and forced planting laws were initiated. A School of Education for Prospective Indigenous Teachers (Hollandsch Inlandsche Kweekschool/HIK) was established in 1848. 	<ul style="list-style-type: none"> Some Priangan areas were opened for Europeans, so Bandung became a tea plantation cultivation city. Bandung became the center of economy, government and military by the opening of new road access. 	<ul style="list-style-type: none"> Bandung became an independent municipality (an autonomous government in determining government affairs, finance and administration). The removal of forced cultivation and the influence of the Agrarian Law encouraged economic growth and demography. Bandung built several monumental buildings, such as: Gedong Sate, Military Command Center (Kodam), Pyrotechnic Workshop Bandung as a city of education marked by the founding of Technische Hogeschool/THS in 1920 as the forerunner of establishment of ITB. 	<ul style="list-style-type: none"> In 1930, it was the starting point of Bandung City planning by Thomas Karsten Bandung became a residential area of European citizens (recorded Europeans in Bandung is the third largest among cities in Java) Rapid growth could be seen in Bandung as a city of education (primary, secondary, and higher education) Bandung became the capital of the Dutch East Indies in 1938 The period of Japanese occupation The period of preparation toward the transfer of sovereignty and the preparation of independence
Space transformation, the first period, from colonial era to independence era, 1825 – 1945			

Figure 2. Transformation of land and building functions of the colonial period 1825-1945

The analysis on the function transformation of building and land generally can be found in the second period (development of Bandung in the post-colonial era starting from 1945 to 2015), the development of Bandung escalates significantly, as shown in Figure 3.




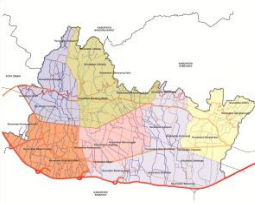
Year 1945 – 1950	Year 1950 - 1976	Year 1976 - 1980	Year 1980 - 2015
Bandung after Independence	Bandung after Independence	Bandung as Education City	Bandung as Education City
			
<ul style="list-style-type: none"> • This period was known as the physical revolution. • In this period, dualistic power occurred in which the area of Bandung in the north was controlled by the Dutch supported by allies, and the southern area of Bandung was controlled by republican freedom troops and Indonesian people. • Changes in the Indonesian state system took place after the round table conference giving birth to Pasundan state with Bandung as the capital. 	<ul style="list-style-type: none"> • The college life in this period developed rapidly with the inception of Technical High School (STT) in 1959 as the forerunner to the establishment of ITB. • The development of the park area took place, such as Cihampelas as Gardein city and other supporting facilities of higher education. 	<ul style="list-style-type: none"> • The growth and development of public and private universities began. • Some areas of the campus support area have changed the structure of the space (the conversion of several houses to the lodge for students). • The 1970s policy in the economic sector triggered the growth of private universities in Indonesia, which also happened in Bandung. 	<ul style="list-style-type: none"> • The growth and development of public and private universities took place, (based on BPS Bandung there are 168 universities and 11 of them state universities). • The growth of student housing areas in the area of higher education took place as a supplier of the demands of the lodge.
City Development in Post-Colonial Era 1945 – 2015			

Figure 3. Transformation of land and building functions of the colonial period 1945-2015

3.2. Pattern Distribution of State and Private Higher Education in Bandung

Based on BPS Bandung, in 2012 it was almost no less than 168 universities both public and private in Bandung. The number is not small, and it is not owned by other big cities in Indonesia. The 168 colleges consist of: (a) 10 Institutes; (B) 22 Universities; (C) 18 Polytechnics; (D) 65 high schools; (E) 30 academies, and (f) 23 educational institutions. Of the 168 universities located in Bandung, there are 11 State Universities, namely Bandung Institute of Technology, Padjajaran University, University of Education Indonesia, State Islamic University Sunan Gunung Djati Bandung, Bandung State Polytechnic, Kemenkes Health Polytechnic Bandung, Manufacturing Polytechnic Bandung, Indonesian Art and Culture Institute of Bandung, Tourism High School of Bandung/NHI, Social Warfare High School of Bandung (STKS), and Institute of Local Government.

The growth and development of public and private universities in the city of Bandung will affect the demand of lodges for students, while on the other hand the campus does not provide adequate lodging facilities. As a result, areas of lodges were built around the campus, as shown in Figure 4.

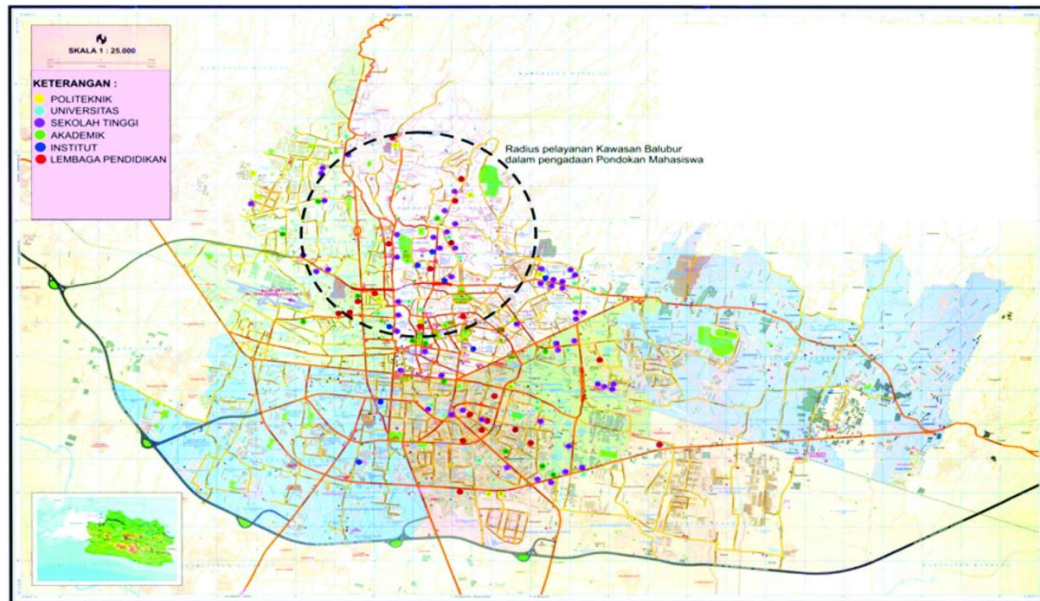


Figure 4. MAP OF HIGHER EDUCATION IN BANDUNG

Source: Researcher Modification from Spatial Planning Map of Bandung Area 2014

From figure 4 there are 8 (eight) student lodge areas as a supplier of lodge demands for students residing in the surrounding area. The 8 (eight) areas of this settlement are:

1. Bojonegara region starts from Dr. Setiabudhi Road, Sukajadi Road, Sutami Road, to Suryasumantri Road. In this area there are 5 subareas of student lodges:
 - a. Setiabudhi Bawah Road, Budhi Sari, Geger Kalong Hilir, Geger Kalong Tengah, Geger Kalong Girang, Panorama, Cipaku, Ledeng, Negla, Sergeant Bajuri, Sersan Sodik. These areas serve as student lodge areas for the University of Education Campus Indonesia, NHI, UNPAS, Music High School of Bandung, AKTRIPA, Bandung State Polytechnics/POLBAN, and POST Polytechnic Indonesia.
 - b. Sarijadi Complex, Geger Kalong Hilir Road, Sarikaso, Cijerokaso. These areas serve as student lodge areas for Bandung State Polytechnics /POLBAN Campus, POST Polytechnic Indonesia, Maranatha Christian University, AKTRIPA, and Bandung High School of Management.
 - c. Sindang Sirna Complex, Bungur, Sukajadi. These areas serve as student lodge areas for AKTRIPA Campus and Bandung High School of Tourism, Health Polytechnic, Bandung High School of Management, Bandung Health Polytechnic, Bandung High School of Music, Indonesia High School of Technology.
 - d. Setra Duta Complex, Jln. Sutami, Lemah Neundeut Complex, Suryasumantri Road, Mustank Complex / Lecturer Housing of UNPAR. These areas serve as student lodge areas for the campus of Maranatha Christian University, AKTRIPA, Polytechnic POST Indonesia, Bandung State Polytechnics (POLBAN), STIE PASIM, Academic Nurses PPNI, Aryanti Secretary and Management Academy, University of Nurtanio, Bandung Theological College, Siliwangi Aeronautical Technology Academy.
 - e. Cihideung Complex, Sersan Bajuri, Negla. These areas serve as student lodge areas for UPI Campus, Advent University, and Management High School of Bandung.
2. In Cibeunying Region 1 is the oldest area to supply the demand of student lodge. In this area there are 5 areas of lodgings, namely (1) Lebak Siliwangi; (2) Dago Bengkok/Cisitu; (3) Dago Atas, Dago Pojok, Kanayakan, Tubagus Ismail; (4) Tubagus Ismail, Sekeloa, Dipati Ukur; And (5) Tamansari Bawah, Tamansari Atas - Balubur. These areas serve as student lodge areas for

ITB campus, UNPAD Dentistry, STKS, UNPAR, ABA, UNPAS, UNISBA, STDI, UNIKOM, STT INTEN, Academy of Accounting Bandung / A2B, Bandung Textile Industry Academy, Academy of Nursing TNI-AU Ciumbuleuit, Academy of Finance and Business Indonesia, Academy of Finance and Banking Merdeka, Deostemen Institute, Harapan Bangsa Institute of Technology / ITHB, Indonesian Institute of Computer Science and Management, Indonesian Institute of International Management, Intergrace Educational Institution, Ismi Training Institute, Primagama Educational Institution, University and Bandung Business Informatics, Bandung High School of Music, and National College of Technology.

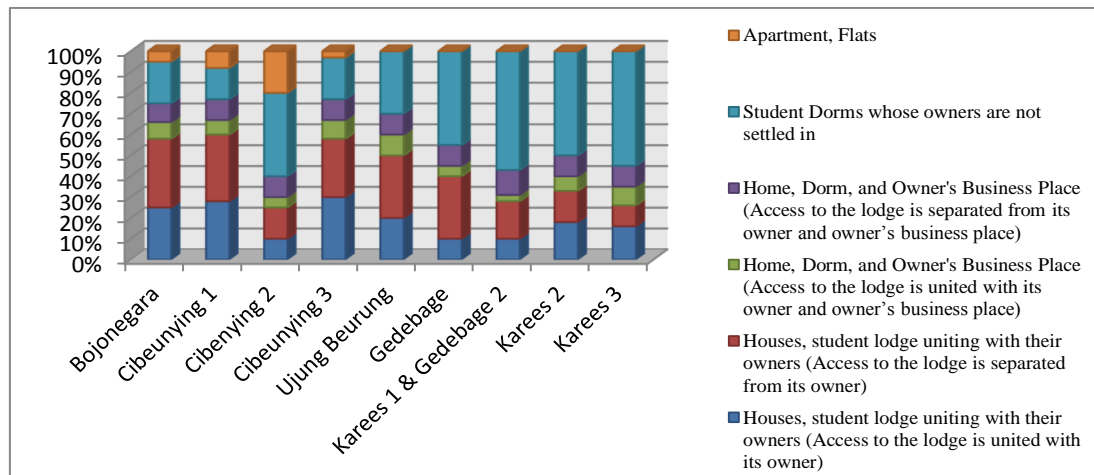
3. Cibeunying Region 2 is the northern area consisting of Ciumbuleuit, Cisatu, Bukit Jarian, Ranca Bulan, Cihampelas Atas or Lebak Siliwangi. These areas serve for UNPAR, ITB, UNPAD, UPI,
4. Cibeunying 3 starts from Pahlawan Road, Katamso Road, PHH. Mustopa Road, and Cikutra. These areas serve for ITENAS campus, Sangga Buana University, STIE, High School of Management and Padjadjaran Computer Science, High School of Management and Bandung Informatics Computer, Bandung Kridatama Polytechnic, University of Bandung Raya/UNBAR, Widyatama High School of Technology, Indonesia Mission High School of Technology.
5. Ujung Berung Area consists of Cipadung and Cibiru Complex, serving for the campus of State Islamic University (UIN) Sunan Gunung Djati Bandung, School of Economics (STIE) YAPARI.
6. Gede Bage Area consists of Jln. Kiara Condong, PSM, Jln. Soekarno Hatta, Canal Kiara Condong, Fruit Stone, Margahayu Raya Complex, Ranca Bentang. These areas serve for the campus of UNINUS, STT Mandala, Institute of Education and Training of Hotel Professions, High School of Management and Informatics Computer Indonesia, AMIK Bandung, University of ARS Indonesia, University of General Ahmad Yani (Campus 2), Education Institute Secretary AMIK Bandung, National University YPPKP, Kencana Academy of Secretary and Management, College of Textiles (formerly known as ITT).
7. Both Karees and Gedebage areas serve for Polytechnic LPKIA Bandung, Bandung Commerce and Industry Polytechnic, Tadikapuri Academy Tourism, Kebon Djati Academy of Nurses, STSI Bandung, High School of Agriculture, Bandung High School of Technology, STT TELKOM.
8. Karees 1 area consists of Martanegara Road, Lodaya Road, and Resin Road. This area serves for Binasarana Academy of Management and informatics Bandung, HASS Academy Management and Informatics, IPTB Academy of Informatics Management and Computer, National Tourism Academy Indonesia, Sandhy Putra Tourism Academy, International College, National University, Langlabuana University (UNLA), Taruna Bakti Academy of Secretary Management, Bandung Academy of Technology.
9. Karees 2 area consists of Soekarno-Hatta Road, Leuwipanjang Road, Cibaduyut Road, BKR Road. This area serves for the campus of Darul Qalam Institute of Islamic Studies, Mardira College of Information Management and Computer Indonesia, Malayahati University, Bandung Academic of Technology.

3.3 Spatial Usage Pattern as supporter facilities of Higher Education in Bandung

The more intensive observation had been conducted from the beginning to the end of 2016 covering the entire supporting areas of higher education in Bandung; this is intended as a focus of further research. Based on the initial observation as the Grand Tour on all lodgings in the residential areas, this resulted in the following lodge house categories:

1. Houses, student lodge uniting with their owners
 - a. Access to the lodge is united with its owner
 - b. Access to the lodge is separated from its owner
2. Home, Dorm, and Owner's Business Place
 - a. Access to the lodge is united with its owner and owner's business place
 - b. Access to the lodge is separated from its owner and owner's business place
3. Student Dorms whose owners are not settled in, which means he/she is not living together/where the owner does not live within the area.
4. Apartment, Flats

Table 1. Student Lodge Category in Bandung



The data obtained at the initial observation was the primary data collected based on observation/direct examination and intensively in-depth interviews on the support of higher education in Bandung based on the results of Researchers Record in 2016. Based on table 1, there is a similarity of characters among Bojonegara, Cibeunying 1 and Cibeunying 3, which are dominated by student lodges uniting with their owners. This characteristic forms a densely populated area. The areas of Gedebage, Karees 1 and Gebebage 2, Karees 2 and Karees 3 are dominated by lodges whose owners do not live together with the students, where most students live by renting houses in housing. The interesting thing happened in the Cibeunying 2 area where the students live in the lodge whose owners do not live together with the students (in the form of Dormitory, Guest House, and Apartment). The area of Cibeunying 2 is dominated by dormitory, guest houses and apartments.

3.4 Student lodge as a Part of the Living Space

The transformation of space that occurs as a result of the migration of students in the city of Bandung experienced a different development among the regions. This is due to the characteristics of the development of each region. There are 2 fundamental character changes, namely:

- (1) The transformation of space occurring in the area of Bojonegara, Cibeunying 1 and Cibeunying 3 taking place from a kampung to a student lodge village which still retains the village structure. Students live in one area that produces a color and pattern of village life with its own values although coming from different regions or tribes. Activity between students and society runs naturally;
- (2) The transformation of space in the area of Cibeunying 2, Gedebage, Karees 1 and Gebebage 2, Karees 2 and Karees 3 occurred from a settlement area to a horizontal or vertical housing area; the community displaced from their homes (changes from the housing into horizontal and vertical housing areas (Such as apartments, flats), so that new areas form a new community. Collaboration between students and society does not happen. Environment characteristics have individualistic characteristics that are less familiar with each other.

3.5 The Pattern of Student Life in Community Environment

A space as a means for various human activities in the fulfillment of their demand produce behavior patterns (behavior setting), so that it is formed an interaction and a social communication between citizens. This occurs in the Bojonegara, Cibeunying 1 and Cibeunying 3 areas. This condition is supported by the characteristics of a unified lodge and an inherent part of the local inhabitant settlement. In this area, the existence of students as part of the community gives new color in the life of society, but physically the structure of the village survive and exist. The physical condition of student lodge almost 80% consists of limited and narrow space.

While in Cibeunying 2, Gedebage, Karees 1 and Gebebage 2, Karees 2 and Karees 3, communication between students and the local community is less, this is because students live in housing, guest house or even apartment tending to interact with the community even less.

4. Conclusion

Spatial change transformation that occurred in the city of Bandung is influenced by the characteristics and needs of users, there are 2 forms of changes that occur, namely:

- (1) Bojonegara, Cibeunying 1 and Cibeunying 3 areas have resulted in a change from the form of the village having a development of a village, starting from the birth of the smallest unit of Babakan which later develops into the urban kampong. The process of the occurrence of this urban village occurs based on the history of the village. The development of urban kampong can be seen from how the process of forming, viewed from the quality of the physical environment of the settlement, which can also be viewed from the general condition of the inhabitant community. The process of village transformation into a urban kampong that occurs in this region basically in line with theories having been expressed by many experts. Judging from the process of its formation, the transformation process taking place in this region supports the opinion of (Evers and Rudiger, 2002) that the urban village can be interpreted as an indigenous and a traditional village that will develop and merge into a part of the city, but it still retains the characteristics of a village. Urban kampong is a residential area that generally comes from rural areas swallowed up by the rapid development of the city, so it transforms into inner-city settlements. While the form of urban village by referring to the general condition of its inhabitants, the urban kampong is a traditional residential environment that is specific to Indonesia, distinguished by the characteristics of life established in close family ties. The urban kampong is a lower-class society, originally formed through ethnic segregation systems, generally lacking adequate infrastructure, utilities and social facilities in both quantity and quality. The urban lifestyle evolves in line with the complex integration of formal, informal, and sub-sector economic activities. The urban kampong has little or no power in the city administration and must adapt its lifestyle to survive.
- (2) Cibeunying 2, Gedebage, Karees 1 and Gebebage 2, Karees 2 and Karees 3 areas have resulted in the form of residential areas in the horizontal (residence) and vertical (apartment, flats). Their characteristics are inversely proportional to the characteristics of urban kampongs that occur in the Bojonegara, Cibeunying 1 and Cibeunying areas 3. Its community life in this region tends to be individual, communication between students and local communities is less; this is because students live in housing, guest houses or even apartments tending to interact with the community even less.

5. Acknowledgments

Appreciations are addressed to: (1) Kemenristek RI which has provided fund support through Fundamental Research scheme in 2016; (2) The Head of the University of Education of Indonesia who has supported and granted the permit for using of Interior Design Laboratory facilities during the research; And (3) The people in the education area are: Balubur-Tamansari, Geger Kalong, Ledeng, Sersan Bajuri, Panorama, Ciumbuleuit, Sarijadi, Dipati Ukur, Cipadung, Antapani areas.

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