# The Impact of Institutional Dgevelopment at Universitas Tidar on The Socio-Economic Conditions in Magelang City, 1979–2022

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**Abstract**

This study examines the economic and social impacts of Untidar's institutional development on the community of Magelang City between 1979 and 2022. Untidar was established in Magelang City in 1979, originally named Universitas Tidar Magelang (UTM), as a private higher education institution (PTS). Its transition into a public higher education institution (PTN) in 2014 significantly impacted the economic and social aspects of life for the city's residents. The study employs the historical method, comprising heuristics, criticism, interpretation, and historiography, alongside a qualitative-historical approach involving the analysis of secondary data from archival documents, literature reviews, local policies, Statistics Indonesia (BPS) data, and fieldwork. The central focus is the impact experienced by the Magelang City community resulting from Untidar's evolution as a higher education institution. Both the private institution era (1979-2013) and the subsequent public institution era (2014-2022) have significantly influenced the economic and social lives of the local population. The research focuses specifically on economic impacts regarding the growth of Micro, Small, and Medium Enterprises (MSMEs) and social impacts concerning societal changes. The findings indicate that Untidar's institutional development has spurred economic growth through the proliferation of MSMEs in the surrounding area. However, managing the consequences of this development, particularly the social aspects, presents ongoing challenges. Shifts in lifestyle and increasing social heterogeneity could lead to social conflicts that require mitigation by the Magelang City Government. Furthermore, both the Magelang City Government and Untidar must provide continuous support to the community, enabling residents to capitalize on opportunities arising from the institution's growth while prioritizing improvements in living standards and overall well-being.

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## Introduction

Development is a deliberate effort carried out in a planned manner to improve and elevate living standards, welfare, and human quality. Development is intended for society to support the achievement of social welfare, socioeconomic advancement, and so forth. National

development is an effort undertaken by a nation, state, and government to achieve national objectives through growth and planned change toward a modern society (Undang-Undang Republik Indonesia Nomor 25 Tahun 2004). One of the development programs that is a focus of the government is on the field of education. The field of education is defined as a conscious effort to develop the personality and abilities of learners both inside and outside of school, and which takes place throughout life (Ketetapan Majelis Permusyawaratan Rakyat Republik Indonesia Nomor IV/MPR/1973 on the Guidelines of State Policy for 1973). The education programs implemented by the government aim to cultivate an intelligent national life and improve the quality of the Indonesian people in realizing an advanced society as well as to encourage citizens to develop themselves in terms of physical and spiritual aspects based on Pancasila and the 1945 Constitution (Undang-Undang Republik Indonesia Nomor 20 Tahun 2003). Education programs are divided into three according to their target levels, namely the level of basic education, secondary education, and higher education. Higher education is defined as the educational level after secondary education that includes diploma programs, undergraduate programs, master's programs, doctoral programs, and professional as well as specialist programs, which are conducted by higher education institutions based on the culture of the Indonesian nation (Septiani, 2023, p. 121). Based on this definition, higher education in Indonesia is subsequently organized by higher education institutions, in the form of universities, polytechnics, colleges, academies, and institutes (Undang-Undang Republik Indonesia Nomor 12 Tahun 2012).

The development of higher education institutions, whether academies or universities, in Magelang City tends to be directed toward the outskirts of the city, which still provide sufficiently large areas for campus development. The choice of peripheral locations creates a conducive learning atmosphere for students because they are far from noise (Darpitamurti, 2017, p. 125). The construction of higher education institutions in suburban areas can subsequently bring about changes in the areas surrounding the campus. These changes include both social and economic aspects. Social changes involve shifts in the intensity of community activities, both social and cultural, as well as increased social interaction between residents and newcomers. Economic changes can be seen in the emergence of new opportunities for the surrounding community, particularly in the field of micro, small, and medium enterprises (UMKM). Various businesses such as boarding houses, eateries, and other service providers begin to develop to meet students' needs (Anggriani, 2024, p. 796). This condition not only increases the income of the local community but also alters consumption patterns and lifestyles of the population around the campus (Sinamo, 2024, p. 5409). This study also refers to previous research addressing the theme of town-gown relations, such as the undergraduate thesis by Doni Kurniawan, which focused on land-use conversion around higher education campuses in Yogyakarta in the discipline of urban and regional planning (Kurniawan, 2005, p. 57). A similar research focus is shown in the undergraduate thesis by Haholongan, which examined the economic improvement of communities around campuses in Padangsidempuan, based on the Islamic community development program of study (Haholongan, 2022, p. 56). Several previous studies serve as the foundation for the discussion in this research, which also highlights the theme of town-gown relations, particularly regarding the economic and social impacts experienced by the community as a result of the institutional development of a higher education institution in Magelang City.



Figure 1. The Untidar Tuguran campus, which has stood since 1979.
Source: Universitas Tidar Documentation Archive, 2014.

Tidar University, hereinafter abbreviated as Untidar, was established in 1979 under the initial name Universitas Tidar Magelang (UTM) and began offering higher education programs in the 1979/1980 academic year. At its founding, UTM had not yet made a significant impact on the surrounding community, as most of its students still came from Magelang City and its vicinity (Tim Penyusun, 1981, p. 32). According to data from Statistics Indonesia (BPS) of Magelang City, the local community began to feel the impact of UTM as the university developed institutionally. This development began with the opening of several new study programmes in the 1983/1984 academic year, continued with accreditation from the National Accreditation Board for Higher Education (BAN-PT) in 1998, and peaked when UTM became a public university (PTN) in 2014. The effects experienced by the community cover two aspects: the economic aspect and the social aspect. The economic impact was felt by the community as MSMEs flourished around the Untidar campus and there was an increase in the standard of living for those living near the UTM campus, particularly for those directly involved in establishing various businesses that support student life, such as boarding houses, laundries, and restaurants (Kusuma et al., 2019, p. 72). The social impact was experienced by the community in the form of shifts in lifestyle and mindset, as well as an increasingly heterogeneous community composition, because of the rising number of new students who were newcomers to Magelang City. The interaction that arises between residents and newcomers often leads to social conflict rooted in differences in values and culture and a lack of newcomer awareness regarding the prevailing norms in the community environment (Untidar News Archive, 13 April 2016). Referring to the various impacts experienced by the community, there is evidence of disparity in how the community living around Untidar responds to the institution's development. The community has not yet optimally leveraged the economic and social opportunities arising indirectly from Untidar's presence. The role of the Magelang City Government is needed to encourage the community to take advantage of available opportunities in both economic and social aspects to improve the standard of living and welfare of the people in Magelang City.

Based on the introduction and identification of existing disparities, this study focuses on answering three main issues: First, how has Untidar developed since its establishment in 1979 up to 2022? Second, what impacts have been experienced by the communities surrounding Untidar because of the institution's development? Third, what is the role of the Magelang City Government in encouraging the community to take advantage of economic and social opportunities arising from Untidar's institutional development?

## Method

The research method used by the author in composing this study is the historical method. The historical method can be defined as a systematic collection of principles and rules intended to effectively assist in gathering historical source materials, in critically assessing or examining those sources, and presenting a "synthesis" of the results achieved (Gottschalk, 2008, p. 39). The historical method consists of four steps: heuristics, source criticism, interpretation, and historiography.

Heuristics are the initial step as an activity to search for sources, obtain data, or historical material or historical evidence. The sources used in this research are divided into two according to their validity, namely primary historical sources and secondary historical sources. Primary historical sources are the testimonies of witnesses who directly observed an event, or with audio or visual devices, as well as documents or archives, scripts or manuscripts, and newspapers. Secondary historical sources are testimonies from anyone who is not a direct witness, that is, from the perspective of someone who was not present at the event being recounted, books, and newspapers that are not contemporaneous (Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 69 Tahun 2016). Primary historical sources in the form of legislation, both at the central and regional levels, were obtained through the Dinas Perpustakaan dan Kearsipan Kota Magelang, Badan Pusat Statistik Kota Magelang, and the Tim Penyelenggara Kearsipan Untidar. Secondary historical sources were obtained by searching for literature in the form of books, research reports, journal articles, and other types of literature to supplement data for this research (Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 71 Tahun 2016).

The second stage is source criticism, which is divided into two: external criticism and internal criticism. The sources collected must be criticized to ensure their authenticity and credibility. External criticism is carried out by the author by ensuring the authenticity of the sources used, either primary source in the form of official letters, reports, legislation, and oral sources, as well as secondary sources such as books and journal articles. External criticism also aims to ensure the physical condition of the historical sources collected during the heuristic process. Internal criticism is carried out by the author by testing the credibility of the historical sources through the stage of historical source corroboration (Sjamsuddin, 2007, p. 143).

The third stage is interpretation, which is the activity of seeking interrelationships among the facts found, based on chronological and causal relationships, by conducting analysis and synthesis. The analysis activity is carried out by describing and connecting the historical facts that have been obtained from historical sources (Kuntowijoyo, 2003, p. 78). The description of historical facts that are already interconnected is subsequently integrated by the author into a narrative, which becomes the final process in the historical method, namely historiography.

The final stage of the historical method is historiography, which is the activity of reconstructing past events in the form of a historical narrative that must be set down in writing. The writing of a historical narrative is the last step of the historical method (Kuntowijoyo, 2003, p. 80). The approach used in this research is an economic and social approach, utilizing the theory of town-gown relations to observe the impact of the development of higher education institutions on the surrounding community (Larsen et al., 2025, p. 105). The use of the theory of town-gown relations is beneficial for this research because it can serve as an analytical tool to identify the impact of the institutional development of Untidar in Magelang City, particularly in the economic and social aspects such as the increase in the distribution of MSMEs and the shift in community culture around the Untidar campus.

## Social and Spatial Conditions of Magelang City at the End of the 1970s

Magelang City is the former capital of the Kedu Residency, which included Magelang City, Magelang Regency, Temanggung Regency, Wonosobo Regency, Purworejo Regency, and Kebumen Regency. The location of Magelang City is surrounded by Magelang Regency: to the north bordering Secang District, to the east with Tegalrejo District, to the south with Mertoyudan District, and to the west with Bandongan District. According to data from Statistics Indonesia (BPS) of Magelang City 2022, Magelang City is also surrounded by several volcanoes and mountain ranges. The volcanoes surrounding Magelang City include Mount Merapi and Mount Merbabu in the east and southeast, as well as Mount Sumbing and Mount Sindoro in the west and northwest. Meanwhile, the mountain ranges surrounding Magelang City include Mount Andong and Mount Telomoyo in the northeast, as well as the Menoreh Mountains in the southeast. Astronomically, Magelang City is located between 110°12′30″ and 110°12′52″ East Longitude and between 7°26′18″ and 7°30′9″ South Latitude (Sujatmiko et al., 2024, p. 156).

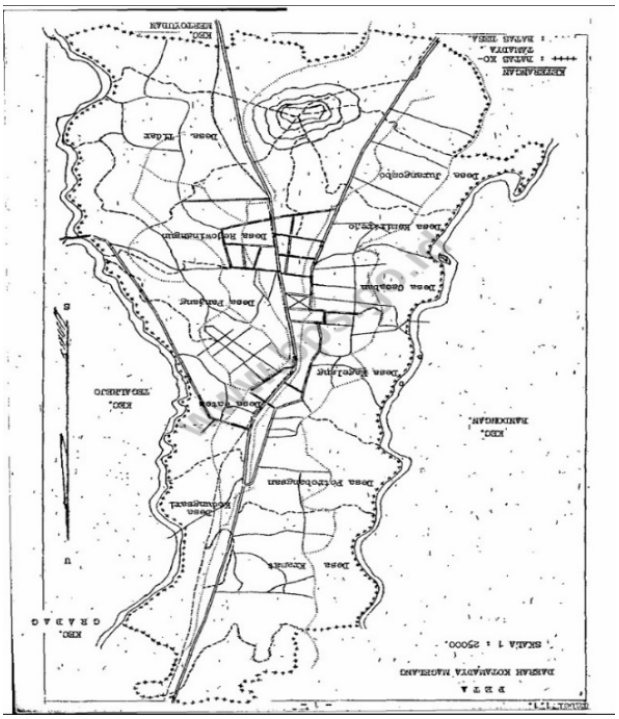


Figure 2. Map of Magelang City in 1977
Source: Central Bureau of Statistics of Magelang City, Kotamadya Daerah Tingkat II Magelang dalam angka 1973-1977.

The administrative region of Magelang City in the 1970s was divided into two districts, namely North Magelang District and South Magelang District, which oversaw 14 urban villages. Further district expansion was carried out in 2005 through Magelang City Regional Regulation Number 7 of 2005 concerning the Establishment of Central Magelang District. The expansion of districts in Magelang City was motivated by the issuance of Government Regulation Number 8 of 2003 concerning Guidelines for Local Government Organizations, which stipulated that one of the minimum requirements for the number of districts a city/regency must have is three districts. This district expansion also affected the number of urban villages in Magelang City, which originally numbered only 14, increasing to 17 urban villages (Government Regulation Number 8 of 2003).

Referring to the administrative map of Magelang City, the location of the UTM campus is in Tuguran Hamlet, Potrobangsan Urban Village, North Magelang District. Tuguran Hamlet was originally one of the hamlets in Potrobangsan Urban Village, still filled with agricultural land in the form of rice fields and gardens. In addition to being dominated by agricultural land, Tuguran Hamlet was also one of the centers of military settlement since the Colonial Dutch East Indies era (Ningrum and Harnawan, 2023, p. 192). After Indonesian independence, the Dutch legacy military housing and barracks were repurposed into the Headquarters of the Army Para Command Regiment (RPKAD), and later became the Headquarters of the School for Non-Commissioned Officer Candidates (SECABA) of the Regional Military Command IV/ Diponegoro (Juwono et al., 2018, p. 49). This condition remained when UTM was inaugurated as a private university (PTS) in 1979. At its founding, the UTM campus was still surrounded by rice fields and plantations belonging to residents. The implementation of several student activities, particularly those carried out by student activity units (UKM), also took place at the SECABA Headquarters, located on the eastern side of the UTM Tuguran campus (Tim Penyusun, 1981, p. 24).

## Economic Conditions of the Community in Magelang City in the 1970s

Magelang City, which from the 1970s to 2000 was known as Kotamadya Daerah Tingkat II Magelang, is a small city located in the middle of the strategic golden triangle route connecting the Special Region of Yogyakarta Province, Semarang City, and Surakarta City, hereafter abbreviated as the Joglo-Semar corridor (Utami, 2022, p. 110). Its strategic location is not matched by the available resource potential. Although Magelang City is situated on a strategic route, its resources are quite limited due to its relatively small area. Magelang City is the city with the smallest area in Central Java Province, with a total area of only 18.12 km2 (Dewi and Sugiharti, 2020, p. 31). This situation has led Magelang City to focus on providing services and accommodation by leveraging its strategic position during the golden triangle corridor of Joglo-Semar (Suyitno, 2016).

As a provider of services and accommodation for the golden triangle corridor, Magelang City focuses on offering lodging businesses and functioning as a transit point on the trade route. Numerous hotels and inns have been established in Magelang City since the Dutch East Indies colonial era. Magelang City's status as a Gemeente at that time made it well known to the Dutch as an administrative center in the Kedu Residency region, thereby making it a popular destination for visits. Magelang City's subsequent role was as a transit hub for trade for several surrounding areas, leading to the development of several large markets in Magelang City since the Dutch East Indies colonial era (Utami and Istiani, 2024, p. 214). The provision of accommodation and trading facilities has continued from the Independence period up to the present day (Dinas Perpustakaan dan Kearsipan Kota Magelang, 2021).

As the capital of the former Kedu Residency, Magelang City serves as the center of economic activity and services for the surrounding regencies. These regencies include Magelang Regency, Temanggung Regency, Wonosobo Regency, Purworejo Regency, and Kebumen Regency (Pradnyawan, 2019, p. 162). Magelang City provides marketing facilities for a number of commodities supplied from these surrounding regencies and offers accommodation services operating in the fields of restaurants, transportation, lodging, and entertainment. The marketing facilities for agricultural and plantation commodities are reflected in the several large markets established in Magelang City, namely Pasar Rejowinangun, Pasar Kebonpolo, and Pasar Gotong Royong. Administrative services are also carried out in Magelang City, particularly for the regencies within the Kedu Residency area

(Maliki, 2011, p. 64).

According to data from Statistics Indonesia of Magelang City Magelang 1973-1979 Municipality, it can be confirmed that Magelang City relies on regional revenue from the service and trade sectors. There is also regional revenue from agriculture, but over time, revenue from agriculture has continued to decline due to the conversion of agricultural land in Magelang City. This condition subsequently led the Magelang City Government to improve the quality of the trade sector by optimizing several main markets that serve as trade centers in the former Kedu Residency area (Dewi, 2018, p. 38). The service and entertainment sectors have also been developed by the Magelang City Government by optimizing the number of lodgings and entertainment facilities, such as cinemas in Magelang City, as tourist destinations (BPS, 1973-1979).

## Establishment of UTM as a Private University in Magelang, 1979

The equal distribution of educational programs for all citizens is one of the initiatives undertaken by the Indonesian government since the early days of independence. One implementation of this program is the establishment of higher education institutions for citizens to improve national productivity by producing excellent human resources (HR) and enhancing the nation's competitiveness (Nurpratama, 2024, p. 1). Higher education institutions such as colleges, academies, institutes, polytechnics, and universities began to be established in major cities across Indonesia in the early post-independence period, followed by the formation of similar institutions in cities/regencies throughout the country (Fadli and Kumalasari, 2019, p. 164). One university established by a private foundation was Universitas Tidar Magelang (UTM), which was later renamed Universitas Tidar (Untidar), located in Magelang City, Central Java Province.

The establishment of UTM was initiated by Yayasan Perguruan Tinggi Tidar Magelang to facilitate access to higher education for the people in the former Kedu Residency region. The founding of UTM was based on a directive from Kopertis V Central Java in 1978 to merge several small private universities (PTS) into one large PTS to counterbalance the growing influence of public universities (PTN) (Departemen Pendidikan dan Kebudayaan Republik Indonesia, 1997, p. 145). This effort aimed to reduce the gap between PTS and PTN. The directive from Kopertis V Central Java was welcomed by the Mayor of Magelang and the leadership of the Magelang City DPRD, who held discussions with various PTS and their respective foundations in Magelang. An agreement was reached to merge several of these PTS and their foundations into a single, large PTS under a new foundation, later named Yayasan Perguruan Tinggi Tidar Magelang. Yayasan Perguruan Tinggi Tidar Magelang subsequently established a new PTS called Universitas Tidar Magelang, which later became known as UTM (Tim Penyusun, 1981, p. 16).

UTM was founded on May 2, 1979, in Tuguran Hamlet, Potrobangsan Subdistrict, Magelang City, and was officially established by Decree of the Coordinator of Private Universities Region V Number 032/SK/Kpts/VII/1979. In its early years, UTM had five faculties comprising seven departments, which were previously part of several private universities in Magelang. The faculties and departments at UTM included the Faculty of Economics with the General Economics Department, the Faculty of Literature and Culture with the English Literature Department, the Faculty of Engineering with the Departments of Electrical Engineering, Mechanical Engineering, and Civil Engineering, the Faculty of Agriculture with the Expert Farming Education Department, and the Faculty of Social and Political Sciences with the Department of Public Administration. In 1980, the Faculty of Literature and Culture

was renamed the Faculty of Teacher Training and Education. This change was accompanied by the addition of one department, bringing the total to two: the Department of English Language Education and the Department of Indonesian Language and Literature Education (Tim Penyusun, 1981, p. 25).

## Impact on the Community After the Establishment of UTM, 1979

The establishment of UTM in the city of Magelang in 1979 exerted a fairly significant and indirect influence on the community, both on the general population of Magelang and particularly on the residents of Potrobangsan Subdistrict. The impact experienced by the community has long-term implications for two aspects, namely effects on the economic and social spheres. In terms of the economy, the influence brought about by the establishment of UTM—namely land-use conversion and the transformation of local livelihoods—became increasingly apparent in the 1990s and 2000s. Several agricultural plots have been converted into residential areas, with most residents running boarding house businesses and renting out homes. People living near the UTM campus have also started to shift their professions to food vendors, and several newcomers have established businesses serving the daily needs of students, such as convenience stores, photocopy and printing services, as well as laundry businesses in Magelang. These efforts are part of the community's attempt to leverage available resources and emerging opportunities (Waruwu, 2022, p. 27). The development of the local economy because of the existence of the UTM campus has not been limited to the Potrobangsan Subdistrict alone—it has also had an impact on several neighboring subdistricts, such as Kramat Selatan, Kedungsari, and Wates (BPS, 2010).

In the social sphere, UTM has had the effect of bringing students from outside Magelang into the city. UTM students subsequently reside in numerous boarding houses around the Potrobangsan Subdistrict. The social dynamics of Magelang have adapted to the arrival of these UTM students from other regions. Social interactions have emerged between the residents living near the UTM campus and UTM students from out of town. These interactions have subsequently given rise to social changes within the community, including both positive and negative changes (Tim Penyusun, 1981, p. 45).

Gradually, as the number of UTM students increased, the Potrobangsan Subdistrict environment began to transition from predominantly agricultural land to an area with a large number of residential neighborhoods. This land conversion occurred progressively but was unmistakably felt by the community in Magelang, beginning in the 1990s and becoming even more extensive in the 2000s. The shift in land use was caused by a decline in the number of farmers in Magelang and the emergence of new housing developments on former farmland (Andriawan et al., 2020, p. 146). The reduction in the number of farmers resulted from the younger workforce's tendency to favor other professions over farming, as well as the declining number of farmers due to aging out of the productive age range (Susilowati, 2016, p. 38). Records show that the decline in the farming profession in Magelang began even before UTM was established and persisted into the 2000s. In 1978, there were 4,487 people in the farming profession, but this figure declined drastically to just 2,018 in 2000 (BPS, 2000).

## The Event of UTM's Status Change to Untidar, 2014

Since its founding in 1979, UTM has exerted significant influence on the community, both broadly in the former Kedu Residency area and more specifically in the city of Magelang. Like any institution that continues to grow over time, UTM as an educational institution has also experienced development. This development was especially evident in UTM's change in status

from a PTS to a PTN in 2014. This change was rooted in the collective desire of UTM's academic community to transition to PTN status to improve the quality of higher education services and to address various internal issues within UTM. The process of transitioning to PTN status began in 2010 with the submission of a state-university proposal to the Directorate General of Higher Education, Ministry of Education and Culture (Yusuf, 2014, p. 5).

The state-university proposal submitted by UTM in 2010 did not yield optimal results, yet it provided valuable lessons for UTM regarding the procedures and requirements that needed to be fulfilled to attain PTN status. UTM also received assistance from the Tidar Heritage Foundation in completing the requirements set forth by the Directorate General of Higher Education. The Tidar Heritage Foundation also served as a bridge for UTM in coordinating with various government agencies within Central Java Province to secure commitments from several agencies to support UTM's transition to state-university status. UTM's efforts to realize its aspiration of becoming a PTN were achieved on April 2, 2014, with the signing of the state-university plaque and the official change of the institution's name from UTM to Untidar by President Susilo Bambang Yudhoyono at the Merdeka Palace (Yusuf, 2014, p. 30).

The transition to PTN status led to Untidar becoming more widely recognized by the public and gradually began receiving many student applicants through the national new student admission selection organized by the Ministry of Education and Culture. Public enthusiasm for applying to Untidar was influenced by the perception that a university with PTN status must have high quality of service and standards (Muhlisin, 2017, p. 60). This was reinforced by the increasing quota of students that could be accepted at Untidar, which has grown year by year. The upward trend in student numbers has been evident since 2015, showing that with every new academic year, the number of new students admitted has continued to increase through 2020. Table 1 shows the increase in the number of new students admitted by Untidar from 2015 to 2022.

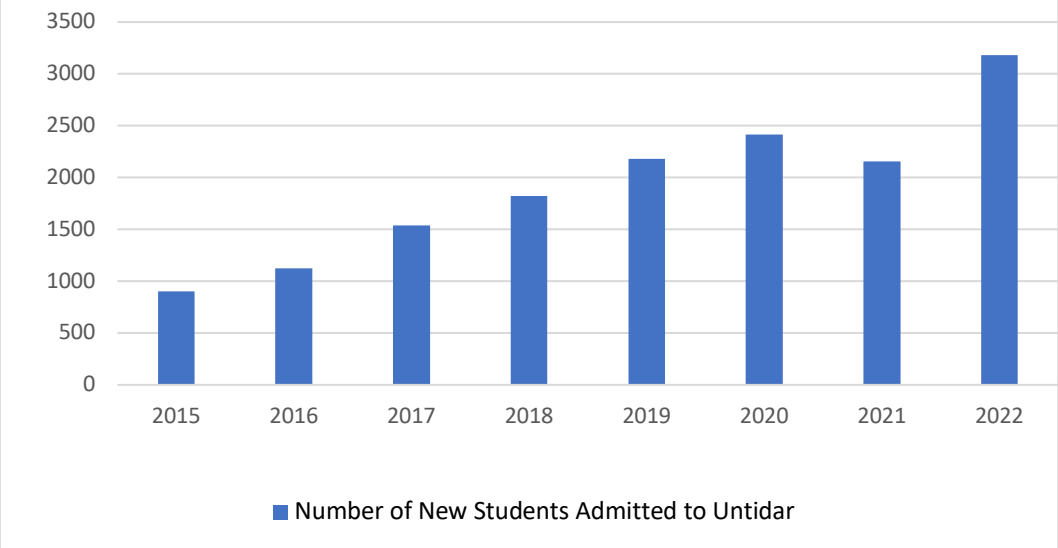



Table 1. Increase in the Number of New Students Admitted to Untidar 2015 – 2022
Source: processed from the Untidar Data Center, https://data.untidar.ac.id/.

## Social-Economic Impact on the Community Following the Transition from UTM to Untidar

The change in status of Untidar to a public university (PTN) has resulted in a surge in the

number of students, which continues to increase year by year. The drastic growth in the number of Untidar students is supported by several factors, namely Untidar's status as now a PTN and the continual improvement of supporting academic facilities by Untidar each year. The culmination of these facility enhancements at Untidar is the opening of its second campus in Sidotopo, Kedungsari, Magelang Utara District. Referring to the city-campus relations theory, Untidar's role as a higher education institution serves as a catalyst for increases in the economic sector, particularly in the creative economy and MSMEs (Cueto, 2024, p. 35). The greater number of students studying at Untidar also means an increase in daily life support facilities available around Untidar. These student daily-life support facilities are provided by the local community living around Untidar, who have long supported the needs of Untidar's student population through a variety of businesses they operate (Sandra, 2023, p. 203). Businesses such as food stalls, printing and photocopy services, and the rental of houses or boarding rooms have existed since 1980, at the time of Untidar's initial establishment as a private university (PTS) (Kusuma et al., 2019, p. 72).

The provision of daily-life support facilities for students managed by the local community has expanded rapidly following Untidar's transition to public university status. An increase in the number of PTN students means a larger market share that can be utilized by the community through economic activities, particularly in the MSME sector (Ernawati, 2016, p. 29). Initially, the trade and MSME activities carried out by the community were sporadic and poorly coordinated, with some vendors occupying areas not intended for economic activity, such as riverbanks and sidewalks (Handini, 2025, p. 973). In response to the development of the MSME sector as an impact of Untidar's growth, the Magelang City Government subsequently established a special zone designated as an MSME area to facilitate the many MSMEs emerging around the Untidar campus and provided capital assistance for vendors in the MSME sector (Atmoko, 2017).

As policymakers, the Magelang City Government contributed directly to the development of MSMEs (Salam, 2022, p. 138). This contribution was implemented through collaboration between the Magelang City Government and Untidar in the management of MSME activities around the Untidar campus, making a significant contribution to the development and growth of MSMEs in the campus vicinity. As of 2018, there were 191 types of MSMEs near Untidar, operating in sectors such as trade, hotels, and restaurants. Potrobangsan subdistrict also became the subdistrict with the highest annual business turnover at the MSME level, reaching Rp85.293.298,00. This figure is the highest among all subdistricts in Magelang City. High annual business turnover has improved the economic lives of residents around the Untidar campus and has indirectly succeeded in raising the community's standard of living (Shania and Ummah, 2020, p. 20).

The rise in living standards among people living around the Untidar campus in the economic sphere is also accompanied by dynamics in the social sphere. The people of Magelang City, especially those residing near the Untidar campus, now interact more frequently with students, most of whom are migrants from outside the region who have come to Magelang City to access better educational opportunities (Aisyah, 2025, p. 590). According to the city-campus relations theory, the relationship between the university and the city may develop into one that mutually impacts both sides (Harasta, 2022, p. 162). In the case of social impacts from Untidar's presence, both positive and negative social effects have been observed for communities living near the Untidar campus. Social change has particularly occurred in the form of cultural shifts within the local community and the creation of cultural acculturation between local traditions and those brought by newcomers (Anakotta, 2019, p. 29). The

observable cultural shift is particularly apparent in the changing mindset of local residents, who now put greater emphasis on education for their children (Olatoye, 2023, p. 1513), while cultural acculturation is especially evident in the everyday life of communities around Untidar.

The presence of Untidar during the Magelang City community has succeeded in increasing interest in pursuing higher education. This phenomenon is reflected in statistical data showing that from Untidar's founding in 1979 through 2022, the number of people attaining higher education levels has consistently increased (BPS, 1979 – 2022). In addition to changes in mindset, lifestyle changes have also emerged as part of the new cultural acculturation brought by migrant students. Several new lifestyle patterns, such as increasingly consumptive behavior, business practices, fashion, and the use of languages other than the regional language, have become particularly visible since Untidar's elevation to public university status (Hisyam, 2024, p. 81). Conflict has also arisen between residents and migrants due to differing values and norms. The most recurrent conflict is the non-compliance of students with norms and regulations upheld by the local community (Rusjdi, 2025, p. 321). Nevertheless, Untidar and the Magelang City Government remain committed to maintaining stability in the area around Untidar to mitigate potential conflict between migrants and local residents (Lawolo, 2023, p. 12). Implementation by the Magelang City Government includes regular socialization programs for both students and the community, as well as strengthening synergy with Untidar to provide character education for its students (Untidar News Archive, 13 April 2016).

## Conclusion

Universitas Tidar, more widely known as Untidar, was founded in 1979 under the original name Universitas Tidar Magelang (UTM). UTM initially functioned as a private university (PTS) under the auspices of the Tidar Magelang Higher Education Foundation. Since its establishment in 1979, UTM has generated a number of impacts for the community, both for the city of Magelang in general and for residents living around the UTM campus in particular. The impacts arising from the founding of UTM can be observed in both economic and social aspects, summarized through statistical data and literature studies, including books, research, and journal articles.

The social impact has been felt by residents living around the UTM campus, who have begun experiencing social interactions with students, the majority of whom come from outside Magelang. The social interactions that occur between the local community and students have gradually brought about social changes, which are also linked to the economic aspect, namely the development of the local economy around the Untidar campus towards the MSME sector. The growth of various MSME businesses operated by the community, targeting the Untidar student market, experienced significant development in the 2000s.

Since Untidar's transition to a state university (PTN) in 2014, its impact on the community has grown even greater. The significant increase in Untidar's student numbers, largely due to its change in status to a PTN, has had an even greater impact on economic and social aspects. In terms of the economy, the MSME sector has grown rapidly and has been supported by the Magelang City Government. On the social front, Untidar has given rise to social changes, including shifts in local mindsets, changes to community daily life and culture, cultural acculturation, and horizontal conflict stemming from differences in values and norms between the local population and newcomers.

This study provides a new contribution to the discourse on applying the city-campus

relations theory when analyzing the impacts universities have on surrounding communities. Unlike the Yogyakarta case, which emphasizes changes in the spatial domain resulting from the founding of a university, and the Padangsidempuan case, which focuses on economic improvements in the university's surrounding communities, this study highlights the impact of institutional development of a university on economic and social aspects, as well as the role of local government in assisting communities to take advantage of opportunities arising from such institutional development. The findings indicate that the community can capitalize on the developments at Untidar with ongoing support from Untidar and the Magelang City Government, guided by efforts to improve quality of life and community welfare.

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