

Cepu, An Educating City: Towards Sustainable City Development?

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ABSTRACT

Cepu, known as the city of oil, has grown in recent decades, trying to become an educating city, trying to implement one of the seventeen of Sustainable Development Goals (SDGs). This study aims to understand the efforts of the City of Cepu in educating its citizens and community participation, both in formal and informal education. For this purpose, the study used a descriptive quantitative-qualitative method. Quantitative method is used to describe the results of quantitative data processing, with the help of GER indicators, while qualitative method is used to describe in depth based on observed phenomena and interviews. The results of the study show that Cepu is not yet fully an Educating City, but it has and is trying to implement Sustainable City Development, especially in the field of education. This study is expected to be a source of reference for the Regional Government for the further development of Cepu City.

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1. Introduction

Cepu, although a small town, has been worldwide since the Dutch colonial era until now, because of its oil. Not only that, Cepu is one of the cities in Indonesia that was well planned during the Dutch Colonial era [1]. Currently, administratively, Cepu is an area at the district level and is included in the area of Blora Regency, Central Java Province. (Fig.1).



Figure 1. Map of Blora Regency, Central Java (image source: Wikimapia).

Indeed, after having been "global" in the early 1900s, Cepu experienced a very slow development, especially the physical growth of the city, and even tended to continue to decline in quality. Cepu has no landmarks and enough

city elements that adorn the face of a modern city that can express it as a distinctive city, full of memories

The development of Cepu City was initiated in the early 1980s, with the construction of the Ringroad in the southern part of the city followed by the construction of a Bus Terminal in the same zone. Some areas of the city also began to be developed.

In the 2010s, the city's open space order was started, especially open land flanked by two lanes of Ronggolawe Road. Initially, the order was carried out by clearing the land and making public open spaces there for family recreation activities and light sports (such as jogging), equipped with many aesthetic lighting lamps. It is expected to become a city park to accommodate recreational and sports activities for the residents of Cepu City. Because of the many lights that adorn the park, it is known as the the Thousand Lights Park (*Taman Seribu Lampu*).

In the 2017-2021 period, Cepu City Development resulted in a city layout that

places educational tourism as informal education facilities for the city people; There are at least three places: the Thousand Lights Park (*Taman Seribu Lampu*), MC Edupark, and Locotour. (Fig. 2).



Figure 2. Map of Cepu City. There are three places that are considered to be able to provide public education: (1) the Thousand Lights Park, (2) MC Edupark, and (3) Locotour. (image source: Google Earth).

The Regional Government tries to foster a spirit of building in the community with memories of the past glory of Cepu City through the facilities of the city's public spaces, especially places that educate the citizens of the city.

Urban development that pays attention to the needs and interests of the community is one of the essences of Sustainable Development. One of the 17 Sustainable Development Goals is the realization of a city that can educate the public.[2, 3].

Although Cepu is only a small town at the district level, especially in the field of education, Cepu City has adequate formal education facilities from elementary to higher education. The provision of public educational facilities, such as the Thousand Lights Park, MC Edupark, and Locotour, shows the seriousness of the Regional Government in its efforts to realize Sustainable Development.

This study aims to understand the development of Cepu City, especially in the field of education, which is associated with the concept of Sustainable Development, and to find out how Cepu City can be categorized as a city that educates the public.

The study used a descriptive quantitative-qualitative method. Quantitative method is used to describe the results of data collection and analysis of the quantity of formal education facilities and their students. While the

qualitative method is used to describe the results of data collection and analysis of the quality of informal education facilities and their visitors. Quantitative analysis uses the GER indicator, while qualitative analysis is carried out through in-depth descriptions based on observed phenomena and interviews.

In this study, formal education includes Elementary School (*Sekolah Dasar-SD/Madrasah Ibtidaiyah-MI*), Junior High School (*Sekolah Menengah Pertama-SMP/Madrasah Tsanawiyah-MTs*), and Senior High School (*Sekolah Menengah Atas-SMA/Madrasah Aliyah-MA/Sekolah Menengah Kejuruan-SMK*), while Higher Education is not included because the students are not only local but also from outside. so that it cannot be used to determine the participation of the urban community. In informal education, three tourist attractions are proposed which are considered to be able to provide education to their visitors, i.e. the Thousand Lights Park (*Taman Seribu Lampu*), MC Edupark, and Locotour.

2. Material and Methods

2.1. An Educating City as Sustainable Development Goal

One of the Sustainable Development Goals (SDGs) is a City that Educates. The Sustainable Development Goals (SDGs), which include 17 Goals, are a form of global commitment agreed in 2015. The SDGs are a transformative agenda towards sustainable development with a focus on people, planet, and well-being. Specifically, the SDGs are a joint effort to end poverty and hunger.[4, 5].

The concept of sustainable development provides a framework for the integration of environmental policies and development strategies in a broad sense, which refers to processes of economic and social change, especially in the Third World. Sustainable development should be seen as a global goal. [6, 7, 8]. Sustainable Development integrates three dimensions, namely economic, social, and environmental, and is supported by aspects of governance [9, 10].

An educational city is a city that is able to provide facilities and carry out educational activities, both formal from the lowest to the highest level as well as non-formal and informal, for city residents without exception [11, 12].

Sustainable Development Goals (SDGs) are international commitments to improve the quality of life from one generation to the next. Therefore, the SDGs become one of the references in national and regional development, starting from the planning, implementation, monitoring, evaluation, and reporting stages. [13].

At least, there are three characteristics that cities must have in order to be able to contribute maximally to the achievement of SDG-4: Educating Cities, which are as follows [14]:

- a. A city that has teaching and learning facilities and knowledge development that can be accessed by everyone, especially for vulnerable groups of people. The form can be in the form of schools at all levels of education, research institutions, and others.
- b. A city that creates a city environment that supports the process of growth and development of its citizens through various facilities, infrastructure, programs and activities that are relevant to the needs of the community, such as arts and sports clubs, creative industry centers, discussion and study groups, entrepreneurial practices, environmentalists, and etc.
- c. Cities that create urban spaces that educate their citizens through informal education, such as about city history, local environmental ecology, ethics, and urban culture; Including he has good city governance.

Two of the three characteristics above are used as an analytical tool: points a and c, while point b requires a separate study. To analyze point a using quantitative descriptive methods with the help of the GER indicator, while for point c using qualitative descriptive methods based on the results of field observations and in-depth interviews.

The study unit point a is focused on providing formal education facilities and the number of students, which consists of: Elementary School (*Sekolah Dasar-SD/Madrasah Ibtidaiyah-MI*), Junior High School (*Sekolah Menengah Pertama-SMP/Madrasah Tsanawiyah-MTs*), and Senior High School (*Sekolah Menengah Atas-SMA/Sekolah Menengah Kejuruan-SMK/Madrasah Aliyah-MA*). Meanwhile, the Higher Education (*Universitas/Institut/Sekolah Tinggi/Akademi*) are not an observation unit because the students are not only local but also non-local (coming from outside the city),

making it too difficult to collect and process data, so that it is less influential on the assessment of community participation in an area in the field of education. All data, both the number of educational facilities and the number of students, are taken from the Central Statistics Agency (*BPS*).

The study unit point c is focused on providing city facilities that are considered to provide public education (informal education) and the number of visitors, namely the Thousand Lights Park (*Taman Seribu Lampu*), MC Edupark, and Locotour. Data collection and analysis based on the results of field surveys and in-depth interviews.

2.2. Gross Enrollment Rate (GER)

There are several ways to see the condition of public education in an area, both in Indonesia and in other countries, one of which is by using the Gross Enrollment Rate (GER) indicator. This indicator is used as a tool to determine the participation of the Cepu community in the field of formal education.

Gross Enrollment Rate (GER) is the ratio between the number of people who are still in school at a certain level of education (regardless of the age of the population) and the number of people who meet the official requirements for the population of school age at the same level of education. [15].

Formula:

$$GER = (\text{Students of certain level} : \text{Population of certain age}) \times 100\%$$

Based on data from the Central Statistics Agency (*BPS*) on the population by age in a region, the age range is not exactly the same as the school age range at a certain level, for example elementary school age: 5-11 years, junior high school: 11-14 years, and high school : 14-17 years. This age range is close to the age range used for population data by age; The age range: 5-9 years, 10-14 years, and 15-19 years. There is an obvious overlap here. Even so, the age range is still used in this study.

3. Results and Discussions

Based on 2019 data, in Cepu District, the number of Elementary School students (*SD/MI*) is 6514, the number of Junior High School students (*SMP/MTs*) is 3786, and Senior High School students (*SMA/MA/SMK*) is 6355.

Based on 2020 data, the population by age, especially in the Elementary, Junior and Senior

High School Age Ranges, i.e, ages 5-9 is 5429 people (equivalent to Elementary School Age); age 10-14 is 5824 people (equivalent to Junior High School Age); and ages 15-19 is 6246 people (equivalent to High School Age). [16].

Based on data on the number of students at a certain level of formal education and the population by age, it can be seen that the ratio of Cepu people's participation in education, especially Elementary to High School education, using the GER indicator, is as follows:

$$\text{GER value for Elementary School: } \frac{6514}{5429} \times 100\% = 120\%$$

$$\text{GER value for Junior High School: } \frac{3786}{5824} \times 100\% = 65\%$$

$$\text{GER value for Senior High School: } \frac{6355}{6246} \times 100\% = 102\%$$

From the calculation above, it shows that the participation of the Cepu community in formal education, especially the Elementary and High School levels, is very high, reaching more than 100%. Meanwhile, the participation for the basic level is quite good with a ratio value of 65%.

Calculations using the GER indicator allow a ratio value of more than 100% because the population of students attending a certain level of education includes children outside the school age limit at that level of education. The reason is the registration of students at an early age, registration of students who are late for school, or repetition of classes. It can also show that the area is able to accommodate the school-age population more than the actual target. A high GER indicates a high level of school participation, regardless of the accuracy of school age at the level of education. [17].

As mentioned above, apart from formal education from basic to higher education, Cepu City also facilitates informal education facilities and infrastructure in the form of recreation centers and city parks equipped with modern and thematic educational facilities.

Informal education is an educational path carried out in the family and environment, where learning activities are carried out independently. There are three places in Cepu

City that are considered to provide education to the public (informal education), namely the Thousand Lights Park (*Taman Seribu Lampu*), MC Edupark, and Locotour.

The Thousand Lights Park (*Taman Seribu Lampu*)

The Thousand Lights Park is located in the center of the city, with a width of about 20 m and a length of about 700 m, extending in a northeast-southwest orientation. (Fig. 3 and Fig. 4).

At the Thousand Lights Park (*Taman Seribu Lampu*) there are objects that can provide public education, among which the prominent ones are the Old Locomotive and the Oil Well Pump (*Sumur Angguk*). (Fig. 5). They are iconic objects that remind the history of Cepu



City.

Figure 3. Map of the Thousand Lights Park. There are objects that can educate: (1) Old Locomotive and (2) Oil Well Pump.(image source: Google Earth).



Figure 4. Sequence of the Thousand Lights Park. (Photo: Ashadi).

Figure 5. the Old Locomotive (left) and the Oil Well Pump (*Sumur Angguk*) (right). (Photo: Ashadi).

The Thousand Lights Park (*Taman Seribu Lampu*) is a city open space flanked by two highways, namely Jl. Ronggolawe (Jl. RSU), which is crowded with vehicles every day. At Night, the Thousand Lights Park is dominated by culinary activities, while during the day it is quiet. The location and position of it which extends in the middle of the city and is flanked by two roads, would be too risky for the safety of life if a visit had to be made during the day because of the many vehicles passing by there. So that the existence of the Thousand Lights Park (*Taman Seribu Lampu*), even though it is equipped with educational facilities, cannot be used optimally, especially by school students.

MC Edupark

MC Edupark is located in the Cepu Oil and Gas area (*Migas Cepu*), about 1 km from the Thousand Lights Park, which is owned and managed by *Migas Cepu*. MC Edupark provides education in the field of petroleum and technology. There are oil wells, oil tanks, and other petroleum drilling and storage equipment. There is also a small plane and a mini zoo. (Fig. 6 and Fig. 7).



Figure 6. Sequence of MC Edupark Gate. (Photo: Ashadi).



Figure 7. Objects of petroleum equipment in the MC Edupark. (Photo: Ashadi).

Every day, the operation of MC Edupark is 8.00 am - 5.00 pm. The entrance ticket is 20.000 IDR. Unfortunately, the number of visitors is small, amounting to an average of about 50 or 60 visitors per day. The number will increase on weekends (Saturdays and Sundays), public holidays, and especially during school holidays; The number of visitors reaches 500 or 600 visitors per day.

Locotour

Locotour or Heritage Locotour is located in the *Perhutani Cepu* area, about 2.3 km from the Thousand Lights Park (*Taman Seribu Lampu*), which is owned and managed by *KPH Perhutani Cepu*. Locotour provides education about objects of railway cultural heritage and forestry nuances. Several old German-made locomotives in 1928 are the main attraction for visitors. (Fig. 8 and Fig. 9).



Figure 8. old German-made locomotives in 1928. (Photo: Ashadi).



Figure 9. Locotour (Photo: Ashadi).

There are several packages offered, starting from the Locotour of the Drensine Train, the Locotour of the Ruston Train and the Locotour of the “Bahagia” Steam Train made in Germany. This Heritage Locotour operates every day. The entrance ticket is for Monday-Friday 3000 IDR while Saturday-Sunday IDR 5000. Open every day from 8.00 am to 5.00 pm. However, in daily operations, new and smaller locomotives are used for regular tourism activities.

There is crowd only at certain times, such as weekends and school holidays. On a typical day the situation is empty of visitors. Locotour visitors on weekends and holidays reach 60 people per day, so the Locotour can operate up to four times, while on normal days the number of visitors does not reach 15 people, so the Locotour does not operate because the number of passengers is less than 15 people according to the required number of passengers.

Based on its location and facilities, educational facilities that can be used optimally by school students in Cepu are MC Edupark and Locotour, but must be accompanied by more professional management. The management needs to collaborate with parties with an interest in it, including the managers of educational institutions, both formal and informal in the Cepu District. One important factor is that the education curriculum needs to include an "outdoor" lesson plan on oil, railways, and forestry.

Linkage with formal educational institutions is needed because it will be a factor that can oblige students to explore their knowledge through these outdoor education places. Without it, those places will be empty of visitors. Community participation in formal education in Cepu is very high (based on the GER indicator above), which should be a potential for the development of informal education through educational public facilities such as MC Edupark and Locotour.

Based on the two criteria above (point a and c), for point a, Cepu already has formal education facilities from elementary to higher education, with a large enough number, both the number of facilities and students. For point c, Cepu has two venues that can educate city residents about the history and ecology of the environment, i.e. MC Edupark which provides historical facilities for Cepu as an Oil City, and Locotour

which provides knowledge about the history of railways and forest environmental ecology.

4. Conclusion

Cepu City has tried to become an Educating City, through formal education from basic education to higher education, and through informal education with MC Edupark and Locotour, although there are many shortcomings here and there, especially in the arrangement and management of urban space through informal education. Cepu City has been and is trying to implement sustainable urban development, especially in the field of Education (SDGs-4).

The important potential possessed by Cepu City is the availability of formal education facilities from the basic level to high level education and the high percentage of community participation in education, especially at the elementary and upper secondary levels. This potential together with other potentials can be a strong driver for the sustainable development of Cepu City.

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