

The Role of Attitudes and a Sense of Community towards Community Participation: A Study on the Compulsory Study Hours Program in Mojokerto City

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Abstract

Community participation is an important component of the success of the social policy. This research seeks to understand the role of attitude and sense of community towards community participation in the Compulsory Study Hours Program in Mojokerto City. This study hypothesizes that attitudes and a sense of community play a role in community participation in the Compulsory Education Hours Program in Mojokerto City. This research is quantitative correlational research. A total of 80 respondents selected by cluster sampling technique participated in this study. The research instruments used were the Attitude Scale towards the Compulsory Hours Program, the Sense of Community Scale, and the Participation Scale in the Compulsory Hours Program. The data obtained were then analyzed using multiple regression analysis techniques. The analysis results show that community attitudes and feelings can play a significant role in community participation in the Compulsory Education Hours Program (R_a^2 equals .637; p less than .01). The results of this study recommend the importance of efforts to increase a positive attitude towards a program or policy and foster a sense of community so that community participation in the program or policy increases significantly.

Abstrak

Partisipasi masyarakat merupakan komponen penting bagi tercapainya keberhasilan kebijakan sosial. Penelitian ini berupaya memahami peran sikap dan rasa bermasyarakat terhadap partisipasi masyarakat dalam Program Jam Wajib Belajar di Kota Mojokerto. Penelitian ini mengajukan hipotesis bahwa sikap dan rasa bermasyarakat berperan terhadap partisipasi masyarakat dalam Program Jam Wajib Belajar di Kota Mojokerto. Penelitian ini merupakan penelitian kuantitatif korelasional. Sebanyak 80 responden yang dipilih dengan teknik cluster sampling berpartisipasi dalam penelitian ini. Instrumen penelitian yang digunakan adalah Skala Sikap terhadap Program Jam Wajib Belajar, Skala Rasa Bermasyarakat, dan Skala Partisipasi dalam Program Jam Wajib Belajar. Data yang diperoleh kemudian dianalisis dengan teknik analisis regresi ganda. Hasil analisis menunjukkan bahwa sikap dan rasa bermasyarakat mampu berperan signifikan terhadap partisipasi masyarakat dalam Program Jam Wajib Belajar (R_a^2 sama dengan 0,637; p kurang dari 0,01). Hasil penelitian ini merekomendasikan pentingnya upaya untuk meningkatkan sikap positif terhadap suatu program atau kebijakan dan menumbuhkan rasa bermasyarakat agar partisipasi masyarakat dalam program atau kebijakan tersebut meningkat secara signifikan.



INTRODUCTION

Community participation is an activity undertaken by members of a community that includes the unity of three things (Campbell & Jovchelovitch, 2000): (1) actions that are organically related to awareness of who they are, what they want, and how they project themselves in the future; (2) actions that are taken as a way to build local knowledge (about the community itself); (3) the community's ability to generate influence, shape reality, and build meaning for themselves. In the democratic climate of Indonesia, public participation is one of the important factors needed for a program or policy, from its formulation and implementation to its evaluation (Skidmore et al., 2006; Zakus & Lysack, 1998). With community participation, the success of a program or policy will be greater so that the expected positive impact will be felt more by the community as the target subject (Marston et al., 2016).

One of the important variables that influence community participation is attitude. Attitude is a disposition chosen by individuals with a certain degree of liking or disliking a psychological object (Pratkanis et al., 2014). Theoretically, the role of attitudes toward community participation can be explained based on the concept of the relationship between attitudes and behavior. In this case, the individuals' attitude regarding an issue will direct them to make decisions and actions that align with their attitude. Studies on the relationship between attitudes and behavior have also shown that a person's attitude towards an object will significantly determine their behavior, including, in this case, participation (Bechler et al., 2021; Ife, 1995; Marcinkowski & Reid, 2019). Therefore, an individual's attitude toward a program or policy will influence their participation in the program or policy (Pratkanis et al., 2014; Schreurs et al., 2018).

The sense of community also influences community participation that individuals own. A sense of community is "community members" feeling that they matter to each other and to the community, and the belief that their needs will

be met through a commitment to being together" (McMillan & Chavis, 1986). Individuals with a high sense of community will be more motivated to participate in an association or program, use voting rights, communicate with government officials, and work to solve common problems they experience together (Chen & Zhang, 2022; Dinnie & Fischer, 2020; Josef & Afiatin, 2010; Kagan et al., 2019).

Many studies have been produced in Indonesia with the aim of uncovering community participation (Julianto, 2020; Kaharuddin et al., 2020; Lubis, 2021; Ulum & Dewi, 2021). However, most of these researches are conducted in the context of community development in the economic, environmental, and tourism fields. Research still needs to be made more on community participation in the context of social and political policy development. In addition, it is still rare for research in Indonesia to investigate further the psychological variables that contribute to community participation.

This study intends to investigate the role of attitudes and a sense of community towards community participation, departing from the above arguments. The context of this research is focused (Indonesian: *Program Jam Wajib Belajar*) on the Compulsory Study Hours Program in Mojokerto City. This program is one of the implementations of the policies outlined in Mayor of Mojokerto Regulation No. 17 of 2009 concerning the Statement of Practice of the Educational Environment Mojokerto City Program (Indonesian: *Peraturan Walikota Mojokerto Nomor 17 Tahun 2009 tentang Petunjuk Pelaksanaan Program Kota Mojokerto Berlingkungan Pendidikan* or PKMBP). PKMBP, as stated in Article 2, has four main objectives: (1) to increase family, school, and community responsibility and care for policies to improve the quality and equity of education; (2) creating a family environment education; (3) creating an educational school environment; and (4) form an educationally minded community environment.

The Compulsory Study Hours Program was launched to create an Educational Environment Family (Indonesian: *Keluarga Berlingkungan Pendidikan* or KBP). This program was raised because the Mojokerto City Government considered that the role of parenting was decreasing, even though this role was an important thing and had to be carried out by parents because the family is the main educational institution for children. This program requires children to be at home or in the family environment for one or two hours every day to repeat the subject matter received at school. This program is carried out with a strict schedule with the assistance of parents and the Compulsory Study Hours Task Force (Indonesian: *Satuan Tugas Jam Wajib Belajar*). Through this program, the role of parents in education and child care is expected to increase (*Perwali Mojokerto No. 17, 2009*).

However, the program's implementation was still not in line with expectations. This fact was obtained from the results of monitoring and evaluation carried out by the PKMBP Task Force during the five years of PKMBP implementation, which showed that many families still had not met the educational environment family standards. One aspect in the spotlight is Compulsory Education Hours, where community participation is relatively low, especially for parents. The role of parents in accompanying children to study at home during compulsory school hours has yet to be implemented according to the rules (Faiq, 2014; *Lima Tahun Berjalan PKMBP Masih Jauh Dari Harapan*, 2014). The lack of community participation impacts the less optimal achievement of the objectives of the Compulsory Study Hours Program.

Based on the explanation above, this study aims to investigate the role of attitudes and a sense of community in community participation in the Compulsory Study Hours Program in Mojokerto City. The hypothesis of this study is that attitudes and a sense of community have a role

in community participation in the Compulsory Study Hours Program in Mojokerto City.

METHODS

This study uses a quantitative correlational design to examine the predictive relationship of variables X1 (attitude) and X2 (sense of community) to variable Y (community participation).

This research was conducted in RW 7, Surodinawan Subdistrict, Mojokerto City. The choice of this location was based on the consideration that they are a community group that has pioneered the Compulsory Study Hours Program in Mojokerto City independently since 2006, and it is running well. After running for three years, in 2009, the Mojokerto City Government made the RW 7 program an official Mojokerto City Government program. The population in this study was 316, based on the number of heads of households in RW 7, Surodinawan Subdistrict, which is 316 heads of households. The respondents who became the research sample determined by cluster sampling technique totalled 80, of which 35% were female, and 65% were male. On average, they had a high school education ($M = 3.21$, $SD = .822$).

This study uses three scales: the Participation Scale in the Compulsory Hours Program, the Attitude Scale towards the Compulsory Hours Program, and the Sense of Community Scale. The three scales were then tried on 30 respondents to determine their validity and reliability before being used in data collection.

1. *Participation Scale in Compulsory Study Hours Program*: This scale refers to community participation aspects, as Campbell & Jovchelovitch (2000) stated. *First*, an action based on community awareness of who they are, what they want, and how they project themselves in the future. *Second*, an action that was taken by the community as a way to build local knowledge (about the community itself) and make it shared among its members. It involves a process of negotiation regarding perspectives and projects or programs. It provides a forum for implementing

the dialogue process between representatives of different, competitive or even conflicting groups. *Third*, the community's ability to influence, shape reality, and build meaning for themselves. This scale consists of 20 items. Respondents were asked to choose one of five possible answers: very suitable, suitable, neutral, not suitable, and very not suitable. The score for unfavourable items ranges from one to five, and for favourable items ranges from five to one. The results of item selection with item-total correlation analysis showed the item discrimination index ranged between 0.541 to 0.799, while the reliability test results showed Cronbach's alpha value of 0.951.

2. *Attitude Scale towards the Compulsory Hours of Study Program*: This scale was developed based on the tripartite model of attitude put forward by Rosenberg and Hovland (Azwar, 1995) and Ajzen (1993). They suggest that there are three components of attitude, which are cognitive (thinking), affective (feeling), and conative (tendency to act). These three components can be seen by looking at the three types of attitude responses: cognitive, affective, and conative. This scale consists of 20 items. Respondents were asked to express their agreement or disagreement by choosing one answer from five categories: strongly disagree, disagree, cannot determine, agree, and strongly agree. The score for unfavourable items ranges from one to five, and for favourable items ranges from five to one. The results of item selection with item-total correlation analysis showed the item discrimination index ranged between 0.437 to 0.765, while the results of the reliability test showed a Cronbach's alpha value of 0.911.
3. *Sense of Community Scale*: This scale was developed based on the concept of a sense of community by McMillan & Chavis (1986). They suggest that a sense of community consists of four aspects: membership, influence, integration and fulfilment of needs, and shared emotional connection. This scale consists of 20 items. Respondents were asked to choose one of five possible answers: strongly agree, agree, neutral, disagree, and strongly disagree. The score for unfavourable items ranges from one to five, and for favourable items ranges from five to one. The results of item selection with item-total correlation analysis showed the item differentiability index ranged between 0.621 to 0.803, while the results of the reliability test showed a Cronbach's alpha value of 0.952.

Data collection was carried out offline for two months. Furthermore, the data analysis technique used is multiple regression analysis to determine the predictive relationship of the independent variable to the dependent variable (Sunarto & Riduwan, 2015).

RESULTS

Research Descriptive Data

Table 1 shows that the empirical mean attitude towards the Compulsory Study Hours Program (81.11) is higher than the hypothetical mean (60). This result indicates that the average attitude towards the Compulsory Study Hours Program of the respondents in this study is included in the high category. For the sense of community variable, the empirical mean (72.05) is higher than the hypothetical mean (60). This result indicates that the average sense of community of the respondents in this study is included in the high category. The same thing happened to the empirical variable mean (72.61), which was higher than the hypothetical mean (60).

Table 1.
Comparison of Empirical and Hypothetical Data of the Research

Variables	N	Empirical Data				Hypothetical Data			
		Min.	Max.	Mean	SD	Min.	Max.	Mean	SD
Attitude	80	55	97	81.11	9.099	20	100	60	13.333
Sense of Community	80	56	100	72.05	8.466	20	100	60	13.333
Community Participation	80	52	100	72.61	9.090	20	100	60	13.333

Assumption Test

The assumption test in this study includes five types: normality, linearity, heteroscedasticity, and multicollinearity. The results of the assumption test show that the research data fulfils these four assumptions.

Hypothesis Testing

The results of multiple regression analysis produced the following equation.

$$Y = \alpha + \beta_1X_1 + \beta_2X_2 + e$$

$$Y = .802 + .339X_1 + .613X_2 + e$$

This equation shows that if the two independent variables, namely attitudes towards the Compulsory Study Hours Program and a sense of community, are 0% or do not change, then the value of community participation is .802. However, if attitudes towards the Compulsory Study Hours Program increase by 1%, community participation will also increase by .339 (assuming that other variables remain constant). This result means that attitudes towards the Compulsory Hours Program partially have a significant positive effect on community participation in the Compulsory Hours Study Program ($\beta = .339$, $t(80) = 4.64$, $p < .01$). For a sense of community, if it increases by 1%, then community participation will also increase by .613 (assuming that other variables are held constant).

This result means that a sense of community partially has a significant positive effect on community participation in the Compulsory Education Hours Program ($\beta = .613$, $t(80) = 8.396$, $p < .01$). In addition, simultaneously, attitudes towards the Compulsory Education Hours Program and a sense of community were also able to explain the proportion of variance in the com-

munity participation score ($R_a^2 = .637$, $F(1, 80) = 70.46$, $p < .01$). This shows that the two independent variables together have a positive and significant role in increasing community participation in the Compulsory Study Hours Program by 63.7%. The remaining 36.3% is influenced by other variables not examined in this study.

DISCUSSION

Based on the results of this study, participation in the Compulsory Study Hours Program is influenced by attitude. There are three components of attitude: cognitive, affective, and conative (Ajzen, 1993). A person’s response cognitively, affectively, and conatively towards an object will significantly influence his actions (Bechler et al., 2021; Bosnjak et al., 2020).

The cognitive component is a person’s beliefs about what is valid or true for the attitude object. This can be seen from the cognitive responses (perceptual responses and statements about what is believed). People who believe an activity is good will be more motivated to participate. In the context of this study, the beliefs of research respondents regarding the Compulsory Hours of Study Program have an effect on their participation in the program.

The affective component is a person’s emotional feelings towards an attitude object. This can be seen from the affective response (sympathetic nerve response and expressions of affection). People with positive feelings towards an activity will be more motivated to participate. In the context of this study, the feelings of research respondents regarding the Compulsory Hours of Study Program influenced their participation.

The conative component is the behaviour or tendency to behave in a person related to the attitude object he faces. This can be seen from the conative response (response in the form of actions and statements about behaviour). When someone tends to do an activity, they will be more motivated to participate. In the context of this study, the behavioural tendencies of research respondents towards the Compulsory Hours of Study Program affect their participation in the program.

In addition, attitudes also affect participation because participation behaviour involves mental and emotional factors. This aligns with what was stated by Davis et al. (1987) that participation is a person's mental and emotional involvement in a group situation that encourages him to contribute to achieving group goals and sharing responsibility within the group. These mental and emotional factors are influenced by one's beliefs and feelings about something. In the context of this study, the beliefs and feelings of research respondents regarding the Compulsory Hours of Study Program affect their participation in the program.

Attitudes also affect participation because participation behaviour involves awareness of what is believed and desired. This is as stated by Campbell & Jovchelovitch (2000) that one of the important aspects of community participation is an action based on awareness of who they are, what they want, and how they project themselves in the future.

The results of this study support the statement of Ife (1995) that attitude has a significant effect on participation. Aspects of attitude are very important and become a pre-condition for realising community participation. Communities will participate if they feel that an issue or activity is important. Previous studies in a variety of contexts, especially those related to the formulation and implementation of public policies, also show that individual attitudes will significantly determine the behaviour that emerges from the formulation to the implementation of these poli-

cies (AlAmodi et al., 2021; Cheung & To, 2019; Farjam et al., 2019; Marcinkowski & Reid, 2019).

The results of this study also show that a sense of community influences participation in the Compulsory Hours of Study Program. McMillan & Chavis (1986) suggested that the concept of a sense of community consists of four aspects: membership, influence, integration and fulfilment of needs, and shared emotional connection.

Aspects of membership influence participation. When someone feels part of a group and has personal relationships with other people in the group, they will be more motivated to take part in everything related to the group. In the context of this study, the feelings of research respondents as part of the RW 7 community and feelings of personal connection with other residents in RW 7 greatly influenced their participation in the Compulsory Education Hours Program.

The aspect of influence also affects participation. When people feel that they have influence and meaning in the group and, conversely, that the group has influence and meaning over them, they are more likely to participate, and vice versa. In the context of this study, the research respondents' feelings that they have influence and meaning in the group and that the group has influence and meaning over them significantly influence their participation in the Compulsory Education Hours Program.

A sense of community also involves the belief that one's needs will be met through a commitment to being part of a collectivity. When a person believes that their needs will be met if they commit to being part of a group together, they will be more encouraged to participate in actual participation in group activities. In the context of this study, the respondents' belief that their needs would be met through their commitment to being part of the RW 7 community affected their participation in the Compulsory Study Hours Program.

Aspects of emotional connection with one another in the sense of community also affect participation. When a person is committed to and believes that they own and share the same history, places, times, and experiences with other members of the group, then they will be more motivated to participate. In the context of this study, the commitment to and beliefs of research respondents that they have and share the same history, shared places, shared time, and experiences with other residents in RW 7 influence their participation in the Compulsory Education Hours Program.

The results of this study support what was stated by Rudkin (2002) that a sense of community is closely related to involvement in social change. People with a high sense of community will be more motivated to participate in block associations, use voting rights, communicate with government officials, and work to solve public problems. This research also supports the results of previous studies (Ding et al., 2022; Jaafar et al., 2020; Josef & Afiatin, 2010), which shows that the sense of community strongly influences community participation in a program they have.

CONCLUSION

This study's data analysis results indicate that attitudes towards the Compulsory Study Hours Program and a sense of community can predict community participation in the Compulsory Study Hours Program in RW 7, Surodina-wan Subdistrict, Mojokerto City. The magnitude of the predictive ability of the two independent variables was 64.7 per cent, while the rest was predicted by other variables not disclosed in this study. The findings in this study suggest several suggestions. First, efforts need to be made to increase the positive attitude of the community towards the Compulsory Education Hours Program and their sense of community. Second, the Compulsory Study Hours Task Force must be encouraged to play a more active role in monitoring the implementation of the Compulsory Study Hours Program.

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