

Adoption Model of Civil-Defense Program in Indonesia

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Abstract

We argue that public policy evaluation can be through a modeling. Through this research, we have modeled the civil defense program in Indonesia which is a collaboration between the Ministry of Defense, the relevant ministries, the local government, and the community. For model validation, we implemented several focus group discussions at five different locations. We also distributed questionnaires to 167 respondents. As a result, we obtained the acceptability model as well as the adoption model. Acceptability model is a model with a concept related to the satisfaction of program implementation, while the adoption model is related to the behavior of participants based on the fundamental values of civil defense in Indonesia. The acceptability score of the 58.5% program indicates that the program needs to be improved especially in organizing and teaching aspects. Meanwhile, the adoption rate on the fundamental civil defense values above 87% indicates that participants will have a high patriotic attitude. We have also shown that the results of this study provide a significant correction to the results of previous evaluations which used a descriptive statistical approach.

Keywords: civil-defense education, Indonesia, public policy, structural equation model

1. Introduction

Awareness to defend the state is one thing that is essential and must be owned by every citizen as a manifestation of the rights and obligations in the effort of civil-defense. It is known as a concept of civil-defense ("Bela-Negara"). The civil-defense terminology we use is not precisely the same as the term because contextually "Bela-Negara" refers to the civil-defense concept which is the policy of the Indonesian government. Thus, the term "Bela-Negara" is a unique civil-defense context in Indonesia.

This awareness becomes the capital and strength of every nation, to maintain the integrity, sovereignty, and survival of the nation and state. It should also be realized that integration is necessarily a long and challenging process, which means that integration of a nation is a continuous process of testing, based on success to the next success. About these two matters, the awareness-raising program of civil-defense is an effort to realize citizens who understand and are confident of their rights and obligations to the state. Such a coaching program is an ongoing effort to maintain the integrity and viability of a country.

As a case in this study, we study that the founder of Indonesia understands the importance of such a program. They call it as a program of raising awareness of Indonesian people called "Pembinaan Kesadaran Bela Negara" (PKBN). The Indonesian leaders were aware of the vulnerability due to the various tribes that inhabited the separate islands, and with different cultures. They also understand that globalization brings vulnerability to the unity of the nation in addition to its benefits. During the reign of President Jokowi, "Bela Negara" was one of the promoted programs. PKBN is a means of forming the soul of patriotism and nationalism. The idea is in line with the opinion of socio-cultural experts who agree that war is not just a physical war with a lift weapon, but also a social war against a more dangerous mental colonization (Sourav Kumar Nag 2013).

Nevertheless, the PKBN program design is not a mandatory military program but is a youth coaching program to have a mental of Pancasila and identity of Indonesia. The government further states that PKBN program is a part of the mental revolution program. It refers to the five fundamental values of PKBN. Those five fundamental values are the love of homeland, the sense of belonging to the nation & state, the will to sacrifice to the Nation and the State, the belief in the Ideology of Pancasila, and the ability to defend the State (Tjipta 2016; Achmad Fedyani 2016).

Achmad Fedyani (2016) asserted that there is a need for new thinking about the pattern of PKBN because of the high influence of globalization. The civil-defense program will be the best approach to rising patriotism of

citizen if it is internalized through the educational process as a process of cultural transmission, or the process of learning the culture. The main reason is the fact that, in this constructive period, the civil-defense education approach has changed. In the past positivism, student education is positioned as a party that entirely receives standardized lessons from teachers or educational authorities. The students' self-reliance is minimal, while knowledge control is in the hands of educators and education authorities. Now, the source of information for students is no longer limited to what the teachers are giving. Students freely access different types of information from other sources, especially over the internet, which may be overlooked by the teacher. Moreover, many new ideas from outside (the country) affect students, which may be contradictory or unproductive to the material learned in school. The younger generation now tends to be more globally conscious than the national conscious. As a consequence, we need a new nationality awareness-raising strategy. The new strategy should accommodate rapidly changing local, national and global changes. The cognitive education strategy seems to have to be re-examined because it will only produce "knowledge" of nationality. Behavioral and action education approaches should be positioned ahead, while the meaning is the process of internalization and enculturation that implies the behavior and action.

Responding to President Jokowi's policy of PKBN, several ministries, institutions and local governments have organized PKBN Program since 2014, including the Ministry of Defense that issued a policy on the establishment of 100 million cadres within ten years. The results of a survey conducted by the Research Agency of Ministry of Defense showed that the acceptance of PKBN in five cities (Mataram, Padang, Balikpapan, Manado, and Merauke) averaged 65.70%, which should have reached at least 80%. The percentage of community acceptance in those five locations is more influenced by the active role of community leaders, religious leaders, and traditional leaders to foster harmony and harmonious life in their communities¹. While the role of government institutions in efforts to foster civil-defense still needs to be improved. They should change the paradigm of "business as usual" programming and defending activities by prioritizing the measurable achievement of "outputs and outcomes." Therefore, we believe that a model should be used to measure the achievement of the PKBN program. We consider that the government's plan of 100 million cadres will be satisfied as long as there is an ongoing evaluation to improve the quality of its acceptance by the community. Therefore, we hope that the results of this research can help decision makers to evaluate PKBN programs, and can also assist program planners in seeking quality improvement. So, In this study, we formulate questions about what factors affect the acceptance of PKBN and what kind of suitable model?

2. Literature Review

2.1 PKBN

Regulation of the Minister of Defense (No. 32/2016) defines PKBN as all efforts, actions, and activities to provide knowledge and foster attitudes and behavior of citizens. PKBN is mean of five values of civil-defense. The values of civil-defense are the attitude and behavior of citizens who have a love of the country, have an awareness of nation and state, have loyalty to Pancasila as a state ideology, willing to sacrifice for nation and state, and can defend the state both psychic and physical in ensuring the nation and country. The concept of civil-defense is as follows (Timbul, 2016): Nations and the state is a unity of the living community in a particular region that can not be separated from each other. Theoretically, the interest or goal of the nation is also reflected in the interests or goals of the state (Tjipta 2016). A state stands firmly with full sovereignty over its national territory and all the resources it contains. With sovereignty, the state has the right to take care of itself without any interference from any external entity, but this right should not be expressed at will because there is a reciprocal relationship between the quality of the use of that right and the sovereignty that it spawned. If rights and obligations are used in balance, then sovereignty will become more upright. Both become perfectly intact. Civil-defense is not just an emotional call of one's citizenship, but it is also a constitutional call for both individual citizens, as well as institutions (Achmad Fedyani 2016; Bondan Tiara 2016; Tjipta 2016).

To understand the acceptance of civil-defense values by the community, experts suggest evaluating the quality of program implementation. Adoption or acceptability in the field of public management rests on psychological theories such as TPB, TAM, and UTAUT(Wadjudi & Budiastuti, 2016; Khor, 2014). In this regard, evaluators of the program will take into account the dimensions of program implementation by the organizers, about the program materials and methods, teachers or instructors, officers, and participants.

There have been many studies that ensure that poor quality training will reduce the effects of the program. The

¹ See The project report of PKBN evaluation program 2016, Balitbang Kemhan, Bab IV & Bab V (unpublished report)

variables for measuring the quality of education or training programs are adherence to the curriculum, teacher involvement (attention, enthusiasm, seriousness, clarity, positive), student engagement (attention, participation), and teacher quality ratings (Khor 2014; Mojarradi and Karamidehkordi 2016; Pettigrew et al. 2015). Also, many experts conduct research to evaluate social programs promoted by governments, non-profit organizations, or companies as a form of "corporate social responsibility." Some scholars use the different social approach in conducting such analyses, such as the institutional isomorphism theory (Yang, He, and Long 2016), the concept of sense of community (Cicognani et al. 2015; Tobergte and Curtis 2013), civic competence model (Hoskins, Saisana, and Villalba 2015), and civic-ethnic nationhood conception (Hoskins, Saisana, and Villalba 2015).

2.2 Factors affecting acceptance of an education program

Regarding management, we reviewed four perspectives in evaluating PKBN programs. The four aspects are organizers (DeConinck 2010), instructors (Sakiz 2012), supervisors (Kalidass and Bahrón 2015), and participants (Hytti, Stenholm, Heinonen, & SeikkulaLeino, 2010). The organizers' perspective deals with the factors of program planning, coordination, and perceived participation efficacy (Villa, Thousand, Meyers, & Nevin, 1996; Bandura, 2006). The instructor's perspective includes factors of competence and enthusiasm (Eom 2006). The perspective of supervisors includes sub-criteria of satisfaction (Liaw and Huang 2013) and trust (DeConinck 2010) that lead to criteria of intention (Liaw 2008). While the perspective of the participants is to have a love of the homeland, an awareness of nation and state, a belief in Pancasila as the state ideology, a willingness to sacrifice for the nation, and ability to participate in civil-defense (Timbul, 2016).

The factors of program planning involve the active engagement of citizens and non-governmental actors in local decision-making on program development (OCDE 2008). They also include citizens taking responsibility for steering and participating in projects, services and activities at, for example, the level of neighborhoods, villages or cities (Rauws 2016). Moreover, there should be a base of the design of planning and strategies (Masoumi, 2014). Coordination is an essential factor in the implementation of a program, primarily to strengthen the understanding of the action plan, communicating the processes and procedures, and the opportunity collaboration among public stage holder (Gonzalez, Verbraeck, and Dahanayake 2010) or that of direct involvement of citizens in the program planning and its processes (Campbell and Im 2016).

Comparable to modern education, the PKBN program should be a dialogical one that expands the scope of action allowed to participants. It is intended to help participants see how they exist; help participants learn to affirm and value their experiences and stimulate their creative power via a participatory educational praxis (Farisi 2011). It means that instructors have to meet the criteria of competence, creativity, enthusiasm, adaptation, and appearance. In the technology acceptance model such as TAM, trust and satisfaction are the factors that affect the intention (Wadjdi and Budiastuti 2016). Then, the intention factor will strengthen the behavior of participants to adopt the values of the teachings that are the objectives of PKBN.

3. Method

First of all, we have to discuss the factors in the theoretical adoption model of PKBN which we rely on the approach of adoption and acceptance models of TRA, TPB, TAM, and UTAUT (Wadjdi & Budiastuti, 2016; Khor, 2014). Although those models are not specific models of the adoption of social education, we view their constructs by definition are fit to the logic of the hypothetical model of PKBN acceptability. Therefore, to be sure, we explore the factors through FGD. Next, we have to analyze the suitability of the hypothetical model according to the modeling rule using SEM-PLS.

We conduct FGD in five locations. Of course, we direct the discussion to the factors derived from the literature. We review these factors to attain conformity between factors in the literature and the field. We then explore the hypothetical model using the whole data using the structural equation model approach to determine the suitable adjusted model of PKBN program results and to prove the causal relation and path of the constructs.

Structural equation modeling uses two analytical activities of measurement on endogenous and exogenous variables, and testing the relationship between constructs or called model tests. To carry out the two analytical activities in the modeling, we formulate questionnaires. We used a 1-5 scale on the questionnaire to measure perceptions of the respondent's consent, from the weakest to the most substantial agreement. We formulate the adoption model of PKBN using ten constructs of organizing, teaching, the attitude of learners, Intention, and five constructs of civil-defense (see the model in Figure 1).

3.1 The constructs of PKBN Adoption Model

From the literature and FGD discussions, we formulated a hypothetical model as in Figure 1, while Table 1 is a description of each construct and its measurement unit.

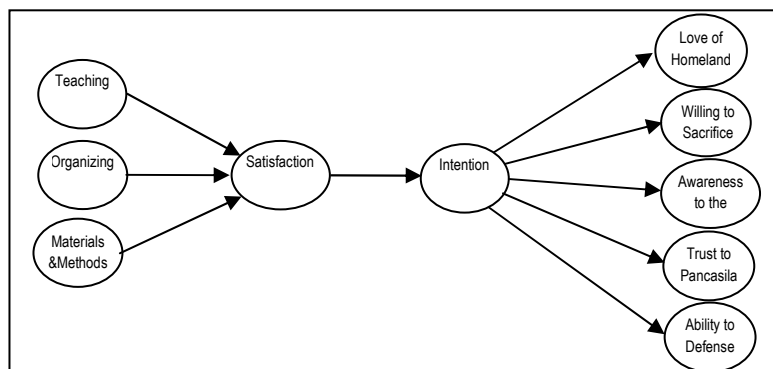


Figure 1. Hypothetical Adoption Model of PKBN

Logically the satisfaction of PKBN program participants is causally the effect of teaching, organizing, and material and method selection. Many kinds of literature show that teaching has antecedents of competences, pedagogic styles, creativity, and enthusiasm. Organizing is related to coordination, communication, engagement, and services. Material and method selection related to the curriculum, infrastructure, and equipment used in the program. Participant satisfaction will affect the intention to apply the values of civil defense and patriotic attitude to the participants. To simplify the model, we use only the psychological antecedent on latent variables (satisfaction and intention). Thus, in formulating some questions, we directly refer to each antecedent. The total question of 42 items distributed to 167 respondents during FGD. We use “smartPLS 3.0” (C. Ringle, Wende, and Becker 2015) to analyze the data. We will discuss it in the next section.

3.2 SEM-PLS

We conducted an analysis using SEM-PLS with two steps: the evaluation of model measurement and the evaluation of model structure.

Assessment criteria on model measurement are through the value of convergent validity where Average Variance Extracted should be higher than 0.50 (Henseler, Ringle, and Sinkovics 2009). Discriminating validity of cross load values should be higher than the original latent variables than in others (Chin 1998). Discriminating validity is using criteria of Fornell and Lacker to meet model reliability criteria where its Cronbach Alpha should be higher than 0.70, and Composite Reliability should be higher than 0.70 (Fornell and Larcker 1981). Evaluation of the significances of the correlation and regressions is using t-Test with $t \geq 1.96$ (Hair et al. 2014).

Assessment criteria on the model structure are through evaluation of the coefficients of Pearson's determination where the value of $R^2 = 26\%$ is classified a substantial effect, and 13% is an average effect (Cohen 1988). To evaluate how much each construct is useful to the model adjustment we used Cohen's indicator (f^2). The f^2 values of 0.02, 0.15 and 0.35 are respectively as small, medium and large. To evaluate the accuracy of the adjusted model we use predictive validity of Stone-Geisser indicator ($Q^2 > 0$) (C. M. Ringle, Da Silva, and Bido 2014). We use Good of Fit (GoF) to assess the global quality of the adjusted model where $GoF > 0.36$ is adequate. The last assessment of the adjusted model is evaluating causal relation or path coefficient where the interpretation of the values to the light of theory (C. M. Ringle, Da Silva, and Bido 2014).

Table 1. The Constructs of Hypothetical Adoption Model of PKBN

Constructs	Definition	Questions (42)	References
Teaching	The instructor shows the competence of pedagogic style, encouragement, and having creativity and enthusiasm	5	(Owen and Soule 2015)
Organizing	Administrators have a program plan, coordinate, provide services, reports, and evaluations, and engage the teamwork and community	4	(Fisher and Corciullo 2011; Bleiklie 2005)
Materials & Methods	The lesson material is easy to understand, contains local wisdom and facts about civil defense, applicative, and the design of interactive and participatory learning methods.	6	(Achmad Fedyani, 2016; Owen & Soule, 2015)
Satisfaction	A feeling of comfort in participating PKBN program	8	(Ajzen, 1991, 2011; Armitage & Conner, 2001; Wajdi & Budiastuti, 2016; Khor, 2014)
Intention	Feelings and attitudes of patriotism and intent to apply known values of civil defense	5	(Ajzen, 1991, 2011; Armitage & Conner, 2001; Wajdi & Budiastuti, 2016; Khor, 2014)
Love of Homeland	A desire to do something useful to the nation and state	2	(Achmad Fedyani, 2016; Sujatmiko, Yudha, & Surya, 2016)
Willing to sacrifice	A perception of not caring about self-interest and self-possession but caring for the national interests	3	(Achmad Fedyani 2016)
Awareness of the Nation	A specific core of attitudes that provide habitual modes for regarding a shared understanding that a people group share a common ethnic/linguistic/cultural background. It is also known as a national consciousness.	3	(Achmad Fedyani, 2016; Sujatmiko et al., 2016)
Trust to Pancasila	A desired behavioral options and outcomes during social decision making based on a set of beliefs about the proper order of national society (values of Pancasila)	3	(Achmad Fedyani, 2016; Balliet, Tybur, Wu, Antonellis, & Van Lange, 2016)
Ability to civil defense	Having ability and capability to defend the state and to serve the national interest	3	(Achmad Fedyani 2016)

3.3 Data Description

To simplify the explanation of the respondent profile and the locus of each FGD, we present the Table 2.

Table 2. The Description of Respondent in each Locus of FGD

LOCUS	Number of RESPONDENTS	GENDER		AGE				EDU	
		M	W	16-25	26-35	36-45	46-55	SHS*	COL**
SEMARANG	13	11	2	0	3	8	2	9	4
T.PINANG	21	16	5	5	4	6	6	5	15
AMBON	28	23	5	14	4	6	4	3	25
DENPASAR	43	31	12	16	3	5	19	9	34
PONTIANAK	31	17	14	15	3	2	11	14	17
SORONG	31	26	5	10	6	8	7	11	20
Σ	167	124	43	60	23	35	49	51	116
%	100%	74%	26%	36%	14%	21%	29%	30%	70%

*SHS: senior high school

** COL: university students or college graduates

4. Result and Discussion

The results of the analysis show that all load factor is above 0.6. It delivers an AVE value higher than 0.5 that matches a sound standard rated against the measurement model. For more details, the measurement values for PKBN adoption model are in Table 3 where the standard has been met. Therefore we assess the model is appropriate to the analysis criteria so that we can start the next step.

Table 3. the result of SEM-PLS of the evaluation of model measurement

	Cronbach's Alpha	rho_A	Composite Reliability	*AVE
Love of Homeland	0.776	0.776	0.899	0.817
Satisfaction	0.888	0.891	0.911	0.561
Awareness of the Nation	0.784	0.789	0.874	0.699
Materials & Methods	0.916	0.914	0.936	0.710
Intention	0.867	0.870	0.904	0.653
Teaching	0.786	0.815	0.853	0.540
Organizing	0.833	0.885	0.877	0.642
Ability to civil defense	0.741	0.750	0.852	0.658
Willing to sacrifice	0.761	0.770	0.862	0.676
Trust to Pancasila	0.766	0.786	0.873	0.615

*AVE: Average Variance Extracted

To see the path coefficients of the model, we perform a bootstrapping process with the results as shown in Table 4.

Table 4. Causal relationship and Reliability of The Adoption Model

Causal Relationship	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Satisfaction -> Intention	0.585	0.591	0.071	8.241	0.000
Materials & Methods -> Satisfaction	0.550	0.545	0.035	15.622	0.000
Intention -> Love of Homeland	0.927	0.926	0.013	69.309	0.000
Intention -> Awareness of the Nation	0.937	0.938	0.015	63.991	0.000
Intention -> Ability to civil defense	0.896	0.896	0.020	44.457	0.000
Intention -> Willing to sacrifice	0.870	0.872	0.028	30.860	0.000
Intention -> Trust to Pancasila	0.870	0.872	0.020	42.738	0.000
Teaching -> Satisfaction	0.364	0.368	0.050	7.331	0.000
Organizing -> Satisfaction	0.151	0.152	0.038	3.935	0.000

The Stone-Geisser (Q^2) indicator evaluates how many models approach what is expected of the model (or predicted model quality or the accuracy of the customized model). As an evaluation criterion, its value must be greater than zero (C. M. Ringle, Da Silva, and Bido 2014). The perfect model will have $Q^2 = 1$, indicating that the model reflects reality - without error.

By entering the model constructs one by one we will obtain The Cohen indicator (f^2). We need to evaluate model adjustments to find out how useful each construct is in the adjustment model. The value of $f^2 = 0.02$ is considered small; 0.15 is quite influential, and 0.35 has a most significant effect. Also, we evaluate f^2 by the ratio between the described part and the unexplained part $f^2 = R^2 / (1 - R^2)$. By using the Blindfolding module in SmartPLS, we will obtain both values.

We get all the Q^2 values on each construct greater than zero which means it meets the requirements criteria. Similarly, the value of f^2 value is higher than 0.35 indicating that the construct has a significant effect on the model.

Finally, we should still evaluate the model indicator that has been adjusted using Goodness of Fit (GoF). GoF is the geometric mean (square root of multiplication of two indicators) between median R^2 (goodness of fit of the structural model) and a weighted average of the AVE (goodness of fit for the measurement model). The value is between zero and one ($0 \leq \text{GoF} \leq 1$). Usually GoF assessments in the study are categorized in $\text{GoF}_{\text{small}} = 0.1$, $\text{GoF}_{\text{medium}} = 0.25$, and $\text{GoF}_{\text{large}} = 0.36$ (Wetzels, Odekerken-Schröder, and van Oppen 2009). We obtained the GoF value in the model of 0.292 indicating that the model has sufficient adjustments.

From the overall test results above we argue that the model has met all the criteria so that the adoption model PKBN can be used as a reference to interpret the implementation of PKBN. For that, we can see the path coefficient as in Table 5 to predict the adoption rate of PKBN.

Table 5. Path Coefficient and Interpretation Analysis of the Adoption Model

Causal relationship	Path Coeff	Analysis
Organizing -> Satisfaction	0.151	In general, the 'Organizing' aspect requires serious attention regarding planning, coordination, community engagement and selection of loci, and so forth.
Teaching -> Satisfaction	0.364	Teacher selection also requires attention considering the path coefficient is less than 0.5. This model shows that teachers selection require a higher standard of competence.
Materials & Methods -> Satisfaction	0.550	Materials and methods are within threshold values to fully support the successful deployment of civil defense values. We recommend that the provision of more varied materials and methods will provide a better value.
Satisfaction -> Intention	0.585	The participant's behavioral intention is influenced by the success of the activity that is considered satisfactory. The value of satisfaction of 0.585 is slightly greater than the threshold value, or in other words, the participants assess the PKBN program is acceptable ENOUGH. In the future, it may be improved to be satisfactory.
Intention -> Love of Homeland	0.927	The whole values of civil defense show that society will robustly convert behavioral intentions to be applied. Unfortunately, less powerful conversion of PKBN program (58.5%) can lead to lower civil defense values.
Intention -> Awareness of the Nation	0.937	
Intention -> Ability to civil-defense	0.896	
Intention -> Willing to sacrifice	0.870	
Intention -> Trust to Pancasila	0.870	

The result of PKBN acceptability shown by our model is 58.5% is entirely different from the figure indicated by previous survey results which is 67.5% using descriptive statistical approach². The difference is, after we examined the results of the survey, they did not analyze the reliability of the data from the questioners. They involve all data including unreliable data, while on SEM, we should eliminate data that is not reliable. In the modeling using SEM-PLS approach, the reliability and validity of the observed variables become imperative. Therefore, we must eliminate a tricky question. Thus, this research in addition to producing the modeling PKBN program, also recommends correction on the evaluation of previous PKBN program.

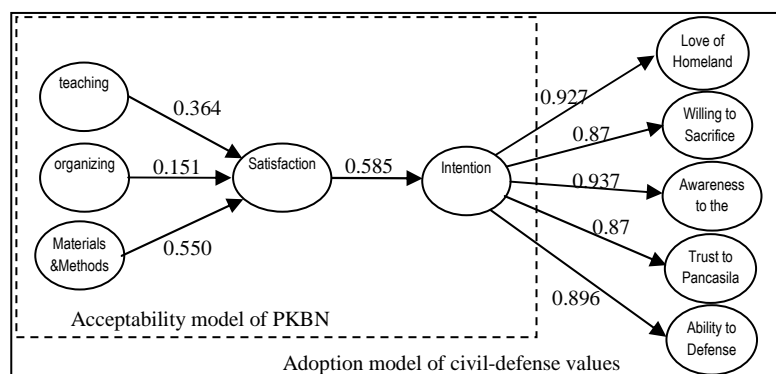


Figure 2. Adoption Model of Civil Defense

5. Conclusion

We have shown a public policy evaluation of civil defense programs in Indonesia through a model that is better validity and more robust than descriptive statistical analysis.

Initially, the hypothetical model is designed as a simple adoption model of the PKBN. In the model adjustment, we get a model consisting of two models, namely the acceptability model and the adoption model itself. From the acceptability model of this study, we found a 58.5% acceptability rate that is different from the previous research results of 67.5%. As such, we have provided corrections to past evaluations. In the adoption model, we review the attitude of patriotism that is intended to be applied. We found that the intention of applying this patriotism would be the behavior of participants with a robust fundamental value of civil defense (the values of adoption are above 87%).

² Ibid

For future studies, we recommend modeling with a dynamic system in which current research models can form the basis of modeling in a dynamic systems approach. We recommend it because the current research model has already passed some test modeling criteria.

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