

# **EVALUATING THE ROLE OF THE UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT (USAID) IN COMMUNITY BASED SOLID WASTE MANAGEMENT (CBSWM) PROGRAM: AN ANALYSIS ON THE PERSPECTIVE OF PROGRAM IMPLEMENTATION AND IMPACT**

(A COMPARATIVE STUDY IN RW 6 KELURAHAN WONOKROMO, SURABAYA AND RW 7 KELURAHAN LOWOKWARU, MALANG; USING ANALYSIS OF VARIANCE (ANOVA) POLICY EVALUATION METHOD)

**UNDER GRADUATE THESIS**  
**Presented to University of Brawijaya**  
**To Fulfill the Requirement of Bachelor Degree**

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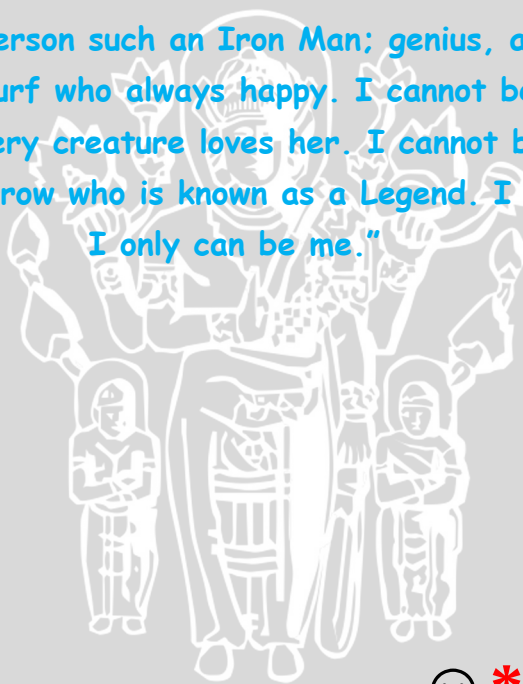
## MOTTO

What are you looking for in this short life?

God made life as a simple as a sand watch,  
He can flip it as He wants.

Then, life is going to be unpredictable.

"I cannot be a person such an Iron Man; genius, a billionaire. I cannot be a Smurf who always happy. I cannot be a beautiful Snow White; every creature loves her. I cannot be as dare as Captain Jack Sparrow who is known as a Legend. I cannot be you, I only can be me."



😊 \*Retnayu

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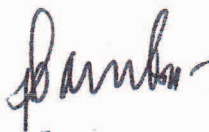
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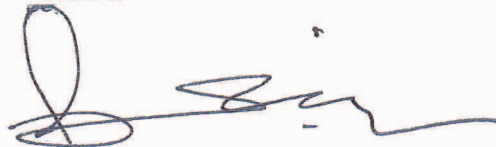
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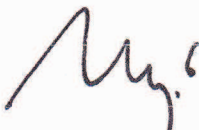
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## SUMMARY

Retnayu Prasetyanti, 2008, **Evaluating The Role of The United States Agency for International Development (USAID) in Community Based Solid Waste Management (CBSWM) Program: An Analysis on the Perspective of Program Implementation and Impact, A Comparative Study in RW 6 Kelurahan Wonokromo, Surabaya and RW 7 Kelurahan Lowokwaru, Malang; Using Analysis of Variance (ANOVA) Policy Evaluation Method.** Prof. Dr.Bambang Supriyono, MS, Fadillah Putra, S.Sos, M.Si, M.P Aff, 144 pages + xv.

The existence of international actor has become hot issue in this globalization world. Community Based Solid Waste Management (CBSWM) program is one of the commitment of The U.S Agency for International Development (USAID) in helping Indonesian government reducing the environmental problems, particularly the problem of waste. Just like another program that is needed to be evaluated and improved, CBSWM also has big attention from public community. The real role of USAID in CBSWM raised a lot of question relates to the success of the program. Many people said agree to the effective role of USAID, and so does the program of CBSWM. The core point to understand the role of USAID is consisted to two urgent questions about the perspective of the program implementation and also the impact that community felt. These two perspectives are the main measurement tool to assess the role of USAID and its key learning of success.

The research approach used in this research is quantitative approach. A quantitative approach is a scientific and systematic research on every parts, phenomenon, and the relationship of the two. While in this research, the quantitative approach the researcher used is Analysis of Variance (ANOVA); it is a technique to test a similarity of mean of the variable in the same time. After that, the analysis of the role of USAID in CBSWM will be derived in theoretical explanation on the sound governance and community empowerment perspective.

The result of ANOVA is significantly influenced the perspective of program implementation variables which are; process, cognition and values, organization and institution, management and performance, and also ethics, while in the perspective of program impact USAID only improved the environmental preservation activity without any influence for the perspective of community welfare includes the economy aspect, education, health and residence. From this result, the role of USAID was really good in the process of implementation and given good impact to the environmental condition, environmental activity and environmental facility. The failure on the aspect of community welfare does not make a complex problem since the main purpose of the program is in the context of environment.

The success of CBSWM program not only comes from the serious role of USAID, it needs community and government total support. For further, local government and community need to hold a closer partnership to maximize the result USAID has achieved and to make a better condition of community welfare. A good quality life of community will determine a good condition of environment.

## PREFACE

Great thank to God Almighty for all of the blessings and guidance in finishing this thesis entitled “EVALUATING THE ROLE OF THE UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT (USAID) IN COMMUNITY BASED SOLID WASTE MANAGEMENT (CBSWM) PROGRAM: AN ANALYSIS ON THE PERSPECTIVE OF PROGRAM IMPLEMENTATION AND IMPACT”. The writing of this thesis is aimed to fulfill the requirements for the degree of *Sarjana Ilmu Administrasi Publik*.

The writer dedicates big appreciation and great thanks to Prof. Dr. Bambang Supriyono, MS, as the supervisor and Fadillah Putra, S.Sos, M.Si, M.P Aff as the co-supervisor who have given advice, suggestion, and supervision during the process of finishing the thesis. Thanks are also dedicated to Jemmy JP Sinurat, S.AP as the examiners who have given comments, suggestion, and revisions. Thanks are also dedicated to the writer's parents, Chandra Psb Satya, Joshua N. Gutama, Ibu Liestie Irsan, Bapak Mamik, and to all of friends in Faculty of Administrative Science for the advice, support, and also suggestion, and for all people that the writer cannot mention one by one who have helped for the success of this study.

Hopefully, this study can enrich the research in the discourse of international actor existence and become an inspiration for the next researchers in conducting related studies.

The writer

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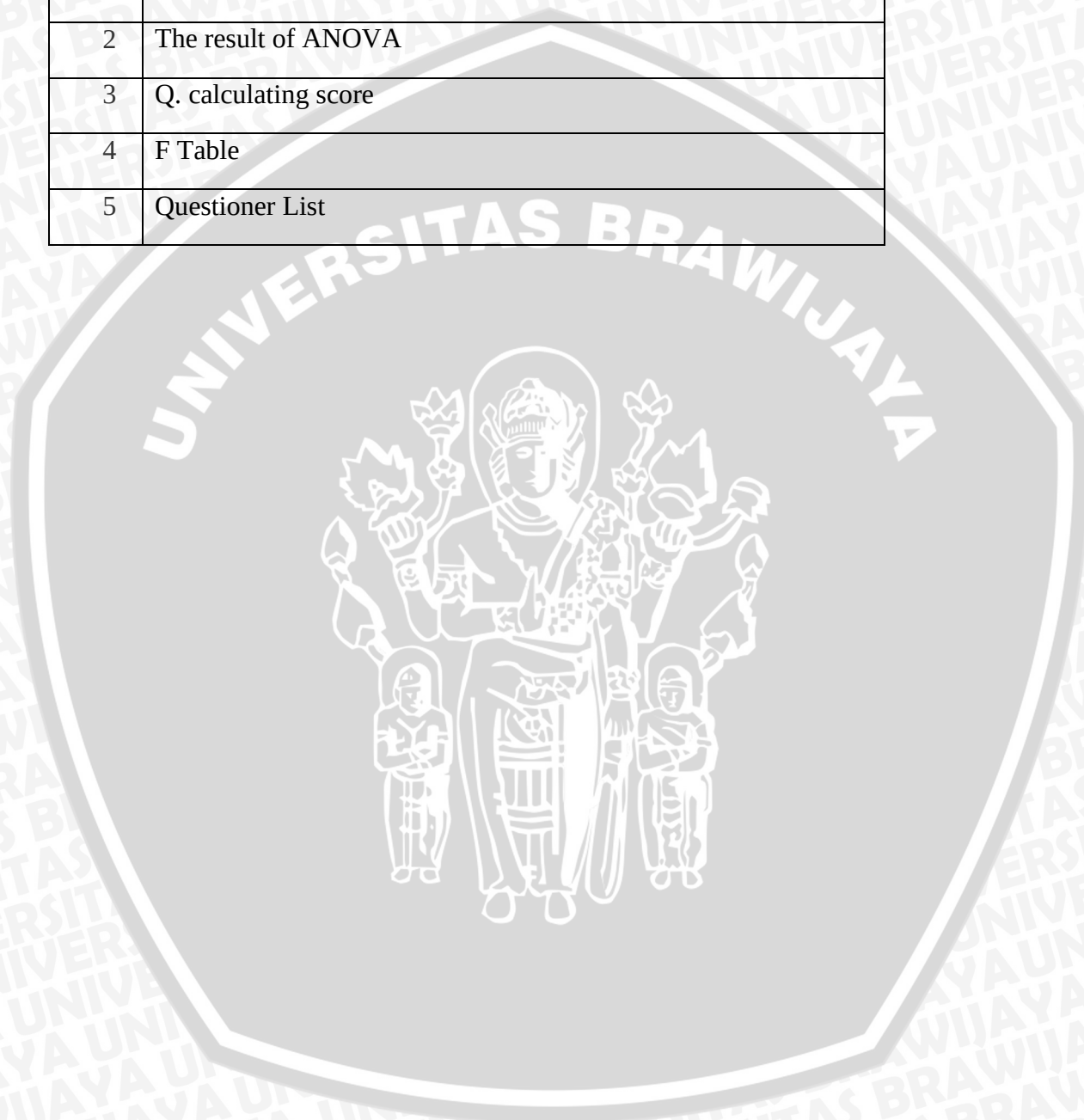
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## CHAPTER I

### INTRODUCTION

#### A. Background of Study

Modern era brought huge impacts, the world was connected. There is another dimension to the process of governance. In today's world, the local and global are inextricably linked. Action on one cannot ignore the influence of another. A new way of governance has been created. Community, private sector, Non Governmental Organizations (NGOs), mass media, pressure group, and political party, are also become player of this new governance. In the other hand, public believes that the mutual relationship of government, private, and community is the appropriate concept that can explain how good service could be achieved. In this global world; especially Indonesia, the triad relationship has tried to solve many problems in people life, and one of them is environmental problem.

Kristanto (2002) constantly said that environment is very up to date topic in our global life since environment is one of the hot issues of globalization which has been captured by many experts as the third important issue after economy and politic. Further, Kristanto (2002) also explicitly explained that, *“lingkungan memberikan pengaruh langsung terhadap kualitas kehidupan individu dan kelompok, seperti layaknya keputusan politik dan ekonomi yang kita tetapkan”* (“environment directly affects the quality of our individual and collective life, as well as the political and economic choices we make”). For more

details explanation, one of the famous environmental problems is waste which is mostly reflected by community daily habit. Here, Kristanto (2002) explained how waste problem has changed to be an important issue in community life:

*Seiring dengan perkembangan zaman yang semakin pesat maka berdampak pula pada peningkatan kebutuhan manusia. Bertambahnya kebutuhan manusia selalu diikuti dengan menurunnya kualitas lingkungan. Dan masalah lingkungan yang semakin memprihatinkan dewasa ini adalah masalah sampah.*

While the era was rapidly developed, the necessities of human were also increased. The growth of human necessities is also always followed by the environmental degradation. And the recent worst environmental problem is waste.

Wastes are variety, but the most complicated waste in community life which directly affects quality life of community is solid waste. World Health Organization (WHO) defined solid waste as:

The term 'solid waste' is used to include all non liquid wastes generated by human activity and a range of solid waste material resulting from the disaster, such as: general domestic garbage such as food waste, ash and packaging materials; human feces disposed of in garbage; emergency waste such as plastic water bottles and packaging from other emergency supplies; rubble resulting from the disaster; mud and slurry deposited by the natural disaster; and fallen trees and rocks obstructing transport and communications. ([www.who.int/water\\_sanitation\\_health](http://www.who.int/water_sanitation_health))

In the real field, community often badly treats solid waste as they want, such as littering, gutter of clogging, and waste burning; a common behavior that happened in people life. Later on, for the sake of erasing solid waste problem and keeping the environmental sustainability, government has implemented many policies through *Dinas Kebersihan dan Pertamanan*.

Government has tried to open new final waste disposal (*Tempat Pembuangan Akhir*) in many areas, add the number of dumps, and apply an active

socialization of solid waste management. In another perspective, while the concept of community empowerment emerged, community based environment concept was coming as a new paradigm of environmental policies. In order to create a clean and healthy environment for the community and decrease the number of flood, water and soil pollution that are made by solid waste, the government released the environmental development program through community empowerment approach.

Community empowerment is considered as a development approach to strengthen community welfare by involving community as the subject of development. Suharto in *Membangun Masyarakat Memberdayakan Rakyat, Kajian Strategis Pemberdayaan Kesejahteraan Sosial dan Pekerjaan* (2005) stated that community empowerment has come up and been talked by many countries in a globe. Government in developing countries also ran a massive community empowerment program with detailed focus on development activities through government support. A large number of initiatives that can come under the community empowerment umbrella have come up in recent years.

Indonesia is one of developing countries which has implemented community empowerment concept in addressing solid waste problem. In the other word, community empowerment will tell how solid waste problem can be solved by triad relationship. However, much is preached in theory, little is accomplished or realized in practice. Ife (1995) said that the number of community awareness and knowledge in development is low and it made them weakly participated. Unfortunately, it does not only because of the community problems; government

also gives the significant influence. Government was not successfully covering all waste problems by its own. The triad mutual partnership of government, private, and community was also challenged by many bottlenecks.

Somehow, Keban (2008) critically explained that many conflicts like governmental ethics, management, coordination, capacity building, budgeting and other dissatisfaction with public bureaucracies and traditional forms of administration are the possible reasons of the imperfect program result. The effectiveness of community empowerment program in addressing solid waste problem will never been separated from the power of administration; the quality of administration will determine the result. Somehow, an administration is always influenced by external factors; administration cannot ignore the powerful existence of globalization.

Concern on the globalization and international influence, many global pressures and actors come, not only as a donor, but also as a field actor. They play also in many companies, projects, and government's program; including community empowerment program of solid waste management. Then, Farazmand in his book of Sound Governance; Policy and Administrative Innovations (2004) clearly stated that the role of state should be completed by the role of global actor which is brought by the concept of sound governance.

Sound governance is a concept that is presented as a more comprehensive notion of governance that encompasses on good governance and sound public administration. Sound governance requires adaptability, capacity building and development, innovations in policy and management; and a sound administrative system that is dynamic, flexible, and diverse, in character, and solid in structure and value orientations, it does not ignore the real existence of international power (Farazmand, 2004).

In the context of sound governance, there is an actor who has a big influence in addressing many development programs of developing countries; it is an international development agency. International development agency is another supported actor who tries to solve international development matters. Hoffman in Yusuf (1989) stated, “international development agency is an international actor who plays in international development affairs around the globe, especially in developing countries”. The existence of the international agency in many government policies has proven that the mutual triad relationship (public, private, community) does not adequately enough to solve problems.

By the time of globalization running, the inclusiveness of international development agency has been spreading in many community empowerment programs across Indonesia since years ago. Meanwhile, the international development agency who helped Indonesia for many sectors is The U.S. Agency for International Development (USAID). Based on USAID official website, USAID can be explained as these sentences below:

The U.S. Agency for International Development (USAID) is an independent agency of the U.S. government that provides economic, development and humanitarian assistance around the world in support of the foreign policy goals of the United States. In 1961, President John F. Kennedy signed the Foreign Assistance Act into law, creating by executive order what is now known as USAID. USAID is headquartered in Washington, DC, with offices in more than 80 countries and territories in four regions of the world: Sub-Saharan Africa, Asia and the Near East, Latin America and the Caribbean, and Europe and Eurasia ([www.usaid.gov](http://www.usaid.gov)).

USAID has been helping Indonesia for many years. It asked community to join in its program in several years, instead. In recent time, USAID joined with government and community to support community empowerment program. It

works in many sectors, such as health, democratization, environment, economy, education, tsunami reconstruction, and etc. Government and USAID has been working together to solve problems in Indonesia, and one of them is solid waste problem. Surabaya is the real example of USAID chosen site in addressing solid waste problem. The unsuccessful community empowerment strategy of Surabaya local government in solving the solid waste problem is the reason of USAID existence.

Local government of Surabaya actually has implemented many solid waste socializations and the annual award program for the cleanest and healthiest *Kelurahan* (urban village). This program obligates some requirements, and one of them is how community takes role in waste management. However, it did not bring any well improved result. In 2005, according to Japan International Cooperation Agency (JICA), the annual average waste increase in Surabaya is 5%. Somehow, Surabaya only has 198 waste dumps with total waste volume  $3.960 \text{ m}^3$  per day; in fact, the real waste volume per day is  $6.064 \text{ m}^3$  (Laili, et al, 2010).

The imbalance waste volume tells how huge the number of bad waste management happened. This is one of the reasons why the local government of Surabaya jointly worked with USAID to empower community in solid waste management in September 2005. Consider to the topic of community based environmental program in addressing environmental problem through community empowerment program, USAID managed its initiative environmental program bases on the empowerment approach. USAID held pilot project of solid waste

management which is well known as Community Based Solid Waste Management (CBSWM).

CBSWM is a part of environmental developing activities which emphasizes on solid waste management. This program was in RW (upper neighborhood association) 6 *Kelurahan* Wonokromo, Surabaya. Wonokromo is the biggest area in Surabaya; many central and public buildings are in Wonokromo. As the biggest community area in Surabaya, Wonokromo has a really serious solid waste problem. One of vital areas of Wonokromo is *Kelurahan* Wonokromo that is located in urban area with averagely middle low income residents living in permanent houses. *Kelurahan* Wonokromo has fifteen *Rukun Warga* (RW) which has different solid waste problem. The most complicated waste problem was in RW 6 *Kelurahan* Wonokromo.

RW 6 *Kelurahan* Wonokromo was chosen as USAID pilot project location for its high challenges in term of environmental condition. Increased negative impacts of littering, drainage clogging, and burning of waste was more and more common for the community. Flooding was often happened, and even many of the community, at that time, used the flood to get rid of their solid waste by throwing it to the flowing water. Besides that, RW 6 *Kelurahan* Wonokromo is nearly located from river. All RW are located besides of river, but RW 6 is located in the top of river. The wastes hugely flew up in the river and made RW 6 become so dirty when the rain season comes. The wastes from another RW flew up through the river into RW 6, and it always made flood. That is why RW 6 was selected as the most challenging location of USAID's CBSWM.

CBSWM consists of (three R) main activities; reduce, reuse, and recycle that are implemented by community participation. CBSWM uses the main principles of community empowerment; that is why it is called as community empowerment program in waste problem emphasize. The applied principles include waste segregation at households, communal composting of organic waste using windrow system, and sorting of recyclable waste. In the other side, while the role of USAID as international development agency moved fast, the debate of colonialism came up. Anti-westernization movement neglect and totally reject the existence of this fourth actor.

Finally, this issue made the role of USAID become so urgent to be analyzed. To find the scientific fact relates to USAID existence, at the end of the CBSWM, an impact evaluation is obligated to conduct. Suzetta (2008) stated that, evaluation is the important process to know the benefits, the quality of actor's role and maximize the efforts. The role of USAID in CBSWM is the main objective want to measure. However, to understand the whole explanation about the role of USAID, the evaluation process needs to be more complex.

Evaluation process will not only explain deeply how the role of USAID in the perspective of program impact which commonly talks about community welfare; it also explains the role of USAID in the perspective of the program implementation. The perspective of program implementation is taken from the dimension of sound governance which has 5 dimension used in this research. The dimensions are process, cognition and values, organization and institution, management and performance, and the last is ethics. These dimensions are very

appropriate to measure the role of USAID, the contents of those dimension can be used to measure the role of USAID. By using those parameters the researcher will see how USAID played in managing CBSWM and how the implementation of CBSWM conducted.

Meanwhile, the evaluation will not only take a site in *RW 6 Kelurahan Wonokromo* since the research uses Analysis of Variance/ANOVA (comparative analysis) policy evaluation method. ANOVA requires the comparing analysis of two areas; here means two programs. In this research, the writer will make a comparison between international supporting program and local government supporting program. And of course, this comparing research will be continued with further explanation of USAID's role in CBSWM program. So, the research will be conducted in *RW 6 Kelurahan Wonokromo*, Surabaya (USAID's program), and *RW 7 Kelurahan Lowokwaru*, Malang (local government's program).

*RW 7 Kelurahan Lowokwaru* is one of places where *Dinas Kebersihan dan Pertamanan* held the environmental program in Malang. This site has also implemented what *Dinas Kebersihan dan Pertamanan* has developed; such as recycle and community based composting for keeping environment clean. The communities are led by one person; the head of *RW* as a cadre of environment. It is same with what USAID done in *RW 6 Kelurahan Wonokromo*, communities also did composting and recycle by their own selves; *RW 7 Kelurahan Lowokwaru* has the same program of CBSWM. *RW 7 Kelurahan Lowokwaru* is the best and cleanest *Kelurahan* which won the mayor's award in environmental

awareness category. Because of those reasons, this site is appropriate to be compared with CBWSM in RW 6 Kelurahan Wonokromo.

Thus, it will be urgent and tangible to do research in order to get details explanation and evaluation. Finally, the writer will do evaluating study on the point of USAID's role in CBSWM by making scientific minor thesis titled, **Evaluating The Role of The United States Agency for International Development (USAID) in Community Based Solid Waste Management (CBSWM) Program: An Analysis on the Perspective of Program Implementation and Impact, A Comparative Study in RW 6 Kelurahan Wonokromo, Surabaya and RW 7 Kelurahan Lowokwaru, Malang; Using Analysis of Variance (ANOVA) Policy Evaluation Method.**

#### **B. Problems of Study**

Based on the consideration above, the formulated problems are:

1. How does the role of The United States Agency for International Development (USAID) in Community Based Solid Waste Management (CBSWM) on the perspective of program implementation?
2. How does the role of The United States Agency for International Development (USAID) in Community Based Solid Waste Management (CBSWM) on the perspective of program impact?
3. What are the driving and inhibitory factors that The United States Agency for International Development (USAID) faced in the implementation of Community Based Solid Waste Management (CBSWM) program?

### **C. Objectives of Study**

Based on the problems stated above, the objectives of the study are:

1. To know and analyze the role of The United States Agency for International Development (USAID) in Community Based Solid Waste Management (CBSWM) on the perspective of program implementation.
2. To know and analyze the role of The United States Agency for International Development (USAID) in Community Based Solid Waste Management (CBSWM) on the perspective of program impact.
3. To know and analyze the driving and inhibitory factors that The United States Agency for International Development (USAID) faced in the implementation of Community Based Solid Waste Management (CBSWM) program.

### **D. Significance of Study**

The result of the study is expected to give the valuable contributions to several parties:

1. Academically, the result of research can give the valuable contribution as an additional reference to the other students and researcher about social capital reinforcement and develop science discipline of Administrative Science.
2. Practically, the result of research can beneficially give an overview on how local government and international agency actively participate in community programs (whether or not it relates to waste problem). Further, it may give key learning for government in holding community programs.

3. For the other researcher, the result of this research can be use as a comparison and reference for the future researcher in the same topic.
4. For the writer, the result of research can become an inspiration to increase the experience and knowledge. It is a kind of master piece the researcher ever wrote in a life, it is a key learning that shows a fluctuate process of how the researcher get a better knowledge.

#### **E. Systematic of Study**

The systematic of study in this research consists of 5 chapters with the explanation bellow:

#### **CHAPTER I : INTRODUCTION**

This chapter explains about how globalization and sound governance give changes in the governance process. It tries to introduce the urgency of international development agency's role in addressing the waste problem through the role of USAID in CBSWM. The problems of study are related to the roles of USAID in solid waste management program in the perspective of ANOVA and sound governance also. The objectives of the study are emphasized on the significant analysis of USAID's role and how sound governance generally explain the role of international USAID in addressing waste problem. The significance of the study is aimed as valuable contribution for additional references about CBSWM program.

The systematic of the study tells about the common explanation in each chapter.

## **CHAPTER II : THEORITICAL FRAMEWORK**

This chapter commonly explains about the theories frame relates to the problems as the basic point in solving problems such as previous similar researches, theory of sound governance, concept of impact evaluation, community empowerment, and also the concept of CBSWM. In the other side, concept, indicator and hypothesis are also included in.

## **CHAPTER III : CONCEPTUAL FRAMEWORK**

This chapter explains about the premises and hypotheses and also research structuring.

## **CHAPTER IV : RESEARCH METHOD**

This chapter explains about the research methods, it involves the design of research, unit of analysis, hypotheses, population and sample, and etc..

## CHAPTER II

### THEORITICAL FRAMEWORK

#### A. Previous Researches

Previous research here means a previous scientific research that is relevant with the upcoming research. It is needed to firstly know the results, challenges, and key learning of similar or identical research before holding the upcoming research. Previous research is important to understand whether the upcoming research would be justifiable or not, sometimes, its method can be adopted for the upcoming research.

**Table 2.1**  
**List of Previous Researches**

| NO | TITTLE/WRITER                                                                                                                                                                                                         | TOPIC                                                        | FACT FINDING                                                                                                                                                                                | RELEVANCY OF THE RESEARCH                                                                                                             |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| 1. | <b>Title;</b><br><i>Evaluasi Kebijakan Program Fasilitas Lingkungan Berbasis Masyarakat (Studi pada Kelurahan Kademangan Kecamatan Kademangan, Probolinggo)</i><br><br><b>Writer;</b> Hudaka, Faix (Manuscript, 2004) | Community Empowerment Program in Environment Sector by USAID | Program was not successfully done for some reasons;<br>1. Low control from government.<br>2. Low awareness of rural community.<br>3. Paternalistic culture in rural area (head of village). | 1. Community empowerment program that is implemented by local and international actor (USAID).<br>2. Environmental awareness program. |
| 2. | <b>Title;</b><br><i>Upaya Pemerintah Daerah Situbondo dalam Program Pemberdayaan</i>                                                                                                                                  | Community Empowerment Program in Environment Sector by       | Program was not effectively applied for some reasons, such as low awareness of community, low                                                                                               | 1. Community empowerment program which has been supported by                                                                          |

|    |                                                                                                                                                                                                                                                                                                                               |                                                                                                                       |                                                                                                                       |                                                                                                                               |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
|    | <p><i>Lingkungan (Studi pada Dinas Kebersihan dan Pertamanan)</i></p> <p><b>Writer;</b> Aprilya, Ridha (Manuscript, 2004)</p>                                                                                                                                                                                                 | Local Government                                                                                                      | budget, low responds on socialization, and equipments.                                                                | local government.<br>2. Environmental awareness program.                                                                      |
| 3. | <p><b>Title;</b><br/>The Effectiveness of Community Empowerment in Managing Program Pengembangan Kecamatan (PPK) after Tsunami Disaster in Lhoknga, Aceh Besar</p> <p><b>Writer;</b> Sukmaniar (Thesis, 2007)</p>                                                                                                             | Measuring the Effectiveness of Community Empowerment                                                                  | To measure the effectiveness of community empowerment success,                                                        | Indicators of community empowerment program.                                                                                  |
| 4. | <p><b>Title;</b><br/><i>Evaluasi Kebijakan Program Pengelolaan Hutan Bersama Masyarakat (PHBM) Dengan Perspektif Kesejahteraan dan Kelestarian Hutan” (Studi Evaluasi Dengan Menggunakan Metode Analysis of Variance (ANOVA) Pada Kecamatan Bumiaji Kota Batu)</i></p> <p><b>Writer;</b> Sinurat, Jemmy (Manusript, 2011)</p> | Program – evaluating process by comparing identical program from the perspective of community welfare and environment | The PHBM program brought much more benefits toward the community, it proven that empowerment program has played well. | Evaluating the effectiveness of program with the perspective of community welfare and environment by ANOVA evaluation method. |

Source: the writer’s data

The correlation of those researches and this minor thesis has been explained in the table that each research has a close relevancy with this minor thesis. The substance of first and the second previous researches explained about how USAID and local government played in community empowerment program focusing on environmental program. The used method is descriptive and qualitative method which explained the role of each actor. Then, the substance of third previous research explained the same topic of community empowerment measurement. The used method is quantitative method with regressive method.

This previous research served the data of community empowerment element that also can be used to measure the success of community empowerment for this minor thesis; so, the close relevancy here means the elements of community empowerment program. The last previous research substance is an evaluating process of how the impacts of community empowerment program for the community and its environment. This research is used to give a reference in deciding the perspective of program's impact that is going to be measured. The used method is same with this minor thesis; Analysis of Variance (ANOVA). The result of this research indicated that there were some outcomes that should be measured to understand the benefits of program. Short, all previous researches give contribution for this minor thesis, in the point of theory, method, results and key learning.

## **B. Concept of Policy Impact Evaluation**

The impact evaluation according to Suzetta (2008) can be explained as an evaluation process aims to express whether or not the program's target can be accomplished, who actually gets benefits from the program and how many benefits are. In other words, the impact evaluation is the extent to which the results or benefits and the expected impact have been well achieved. The impact evaluation gives greater attention to the outputs and the impacts of the policy. The impact is the change in physical and social conditions as a result of the policy output. Result is produced by an intervention of program on the target group (either an expected or unexpected result). The result is able to create new patterns of behavior on the target group (impact).

Agustino (2006) explained that impact evaluation is done to see things:

- a. To determine whether or not the program has brought the desired effects on individuals, households and institutions.
- b. To assess whether or not the effect is related to the intervention program.
- c. To explore those who get the result and why the other do not get the result.
- d. To get the highlighted problems, impact evaluation can see how the program affects the participants and whether the change or improvement of the participants is actually caused by a program or the other factors.

## **C. Sound Governance Theory**

### **1. Background of Sound Governance**

#### **a. Globalization and Good Governance**

As the twenty-first century approaches, in the period of new era, many governments have been seeking to strengthen governance institutions

and relationships in their countries in order to improve the social and material conditions of the people. The concepts of globalism, globalization, and new world order have received significant attention in the social sciences, especially in economics, political science, and sociology. Globalization indirectly affects the governance pattern. The global mindset has come up and injected modern values in governance. This paradigm forced the concept of government transformed into governance, or people usually called as Good governance.

Good governance is a modern way of governing which involves community, NGOs, and private sector. Nowadays, Good governance is defined as a whole relationship among all stakeholders which takes community as the subject of development and the subject of service. Good governance, which is a society-wide process, rather than a specific policy outcome, generally involves an opening up of processes to participation. Good governance is closely linked to both development and peace. Development strategies can more effectively be pursued when widespread participation supports commitment to a shared vision.

Furthermore, government institutions and national development provide a platform for peace and stability which strengthen economic progress and development. When peace, development and governance processes coincide, one can usually identify effective institutional arrangements, streamlined decision-making processes, inclusive policy

formulation, participatory implementation capacity, multidimensional information flows, and a vigorous partnership between government and society.

Putra (2008) examined that consequences of globalization and good governance for the state and governance are too many to examine. In short, globalization has had major positive and negative consequences for the state, governance and public administration as well as for societies. It has facilitated connection and coordination among peoples, governments, private, and NGOs. Global accessibility is a giant positive step toward human advancement.

#### **b. The Critics of Good Governance: the Emergence of Sound Governance**

In Indonesia, the application of good governance concept, sponsored by international donors has been conducting for a long time. With its imperfect application, people must acknowledge that public transparency, public participation, accountability and rule of law have been more improved than last ten years. It has become a global platform on which the way and the direction of the world development will be achieved. More inclusive relationship between the government and the governed, so the oligopoly and corruption will be reduced and welfare will be increased.

Putra (2008) explained again that good governance is the failure of including the globalization in the frame of analysis. The governing process

that only lives around the interaction among government, private, and community surely seems very naïve and funny, because the other actor who is very big and powerful on the fourth number is not included in the count. Multinational Cooperation (MNC), United Nations, donor, international NGOs, and international agencies have actually been present in every niche of the state in developing countries, including Indonesia.

Short, Putra (2008) clearly concluded that:

Peoples have seen how the presence of these actors expands to villages. Many World Bank programs have taken many possessions of natural thought and values of society up to the village level, and even, the smaller communities. Restructuring the relationship patterns of government, private and society as the main actors by ignoring the role of international actors is such a denial of global reality. There is empty space that should be filled in. That is the space for sound governance.

## **2. Sound Governance: New Way of Public Administration Paradigm**

### **a. Definition of Sound Governance**

Farazmand (2004) defined sound governance as:

Sounds governance is presented as a more comprehensive notion of governance that encompasses good governance and sound public administration. Sound governance also requires adaptability, capacity building, development, and innovations in policy and management; and a sound administrative system that is dynamic, flexible, diverse, in character, and solid in structure and value orientations.

### **b. Characteristics of Sound Governance**

1. Putra (2008) impressively wrote that sound governance is much more comprehensive than good governance has, especially in

point of the key actors that should be briefly considered in a process of governance. Sound governance (four actors/five components) is not only focused on the interaction among domestic actors, but also the role of international actors. It emphasizes on the 5 components, such as reforms of the structure, processes, values, policies and management.

2. Sound governance also emphasizes the respect for the diversity of conceptions of bureaucracy and governance, especially the basic values of traditional governance culture that has been buried for a long time.
3. The orientation of the sound governance is more to the balance and the flexibility between the process and the output of governance. Sound governance believes in the adage, “all roads lead to Rome”. It means that to manifest itself should not always believe in one way. However, there are several universal basic requirements and principles. Democracy, transparency and accountability are a must and need to be enforced. Flexibility is also very important aspect of sound governance, and the pressure point of sound governance is innovation, it is the spirit of the sound governance implementation in every practice of government.
4. Sound governance live in global world. It plays in the world system in accordance with the laws, treaties and international norms. It

does not ignore the connection of countries, the fact of interdependent relation and the partnership in a globe. This is a consequence of major changes sound governance made to the world of public administration.

5. Sound governance is not imposed from west world like good governance, Weber's bureaucracy, Taylor's scientific methods, and many more. It is a scientific concept excavated from Persia. For many scientists, sound governance is explained in the success story of the Persian Empire in 500 Before Century in managing such a vast territory, stretching from Asia, the Middle East, and Eastern Europe to North Africa, is just because of the implementation of the tolerance principle. The term *sound* that has replaced the term *good* is one of the way to respect the reality of diversity, somehow, term *good* created a coercion standard of value.

In another hand, Mansour (in Putra, 2008) explained more details relate to sound governance focus;

Sound governance is far more comprehensive than good governance, especially in view of the key actors that should be considered in a process of governance. Not only to see the process of interaction between domestic actors, namely governments, markets and civil society, but, sound governance also sees the huge concrete role of international actors, mainly in the context of political economy. International actors here include the foreign policy of developed countries, multilateral organizations, global corporation multinational corporations/ transnational corporations (MNC/TNC), donor, international financial institutions and big NGOs. Indonesia has much evidence and scientific arguments about the magnitude of

the influence of these actors in the social dynamics, politics and economics in the country that also have an impact on processes of government.

### c. Dimensions of Sound Governance

Based on Farazmand's book, Sound Governance; Policy and Administrative Innovations (2004), sound governance has ten dimensions which are expected to be a map in the implementation of public administration reform, and they are:

#### 1. Process

Sound governance involves a process of governing with the interaction of all elements or stakeholders involved; this is a meaning that good governance has also provided. But sound governance is not just about internal and external process; it also has a structure.

#### 2. Structure

Structure here means a body of constitutive elements, actors, rules, regulation, procedures, decision making frameworks, and authoritative source that sanctions or legitimates the governance process. Sound governance has a structure that is solid, informed, legitimate, competent and dynamic in form and substance.

#### 3. Cognition and values

Sound governance breeds healthy and dynamic values that underlie its structure and process dimensions. Normative values of fairness, equity, integrity, representation, responsiveness, responsibility, tolerance, and equality before law for all citizens regardless of color, race, ethnicity, gender, and age form the sticking glue of a sound governance system, keeping all other dimensions together in a solid way.

#### 4. Constitution

Constitution in sound governance is not only about a formal document that is ignored and bypassed most of the time and used selectively to serve particular powerful interest.

#### 5. Organization and institutions

Governance structure and process as well as policies depend on governance institutions, and without institutions there is no sound governance.

**6. Management and performance**

The management and performance are the integral parts of sound governance. The management is an operating transmission of the system that must produce intended outcome. The performance will be seen from the attainment of intended outcomes.

**7. Policies**

It gives the elements or dimensions of the process, structure, and management of sound guidance, direction and steering. Two types of policies; an internal to the individual organizations and institutions of governance (the organizational policy) and external to the individual organizations (the policy from legislative and political or judicial authorities representing the will of people)

**8. Sector**

Sound governance requires direct participation of citizens, able management, knowledge, and skills in performance of public organizations. The organizational coordination, cooperation, and sharing knowledge are essential ingredients of sound governance.

**9. International or globalization forces**

Sound governance does not ignore the role of non state actor and international existence as its dimension to support the credibility of governance process.

**10. Ethics**

A key feature of sound governance is its principled foundation on ethical values, accountability requirements, and transparency structures and values. This cardinal principle of sound governance checks against the potential of political abuses and corruptions of the system as well as against the blind principles of pure efficiency and economy in the management and administration processes.

However, the dimension uses in this research will be only 5 dimensions which are; process, cognition and values, organization and institution, management and performance, and ethics. This decision is under consideration that those dimensions have close relationship with the implementation of the waste management program led by USAID.

## **D. International Actor**

Jill and Lloyd in Yusuf (1989) stated, “the definition of international actor is similarly explained by the definition of non-state actor”. It is an international actor refers to any social structure, which is able to act and influence the global or international system. International development agency is one of international actor. It plays in international development affairs around the globe, especially in developing countries.

### **1. United States Agency for International Development (USAID)**

In 1961, President John F. Kennedy signed the Foreign Assistance Act into law, creating by executive order what is now known as USAID. USAID is headquartered in Washington, DC, with offices in more than 80 countries and territories in four regions of the world: Sub-Saharan Africa, Asia and the Near East, Latin America and the Caribbean, and Europe and Eurasia. USAID’s office in Indonesia is in Jakarta. USAID official website defined USAID as:

The U.S. Agency for International Development (USAID) is an independent agency of the US government that provides economic, development and humanitarian assistance around the world in support of the foreign policy goals of the United States. Initial assistance focused on the most urgent needs of the new republic, including food aid, infrastructure rehabilitation, health care, and training. Through the 1970s, a time of great economic growth in Indonesia, USAID played a major role in helping the country achieve self-sufficiency in rice production and in reducing the birth rate. ([www.usaid.gov](http://www.usaid.gov))

### **2. USAID/Indonesia**

Short, USAID/Indonesia can be defined as these points;

1. It is an agency of the United States Government.

2. It provides technical assistance, training and equipment.
3. It provides assistance in the form of grants and contracts.
4. It follows the laws and regulations of both the U.S. Government and the Government of Indonesia.
5. It consults the local government on the implementation of all projects.
6. It works closely with the U.S. Embassy Public Affairs Section to provide scholarship to the US. ([www.indonesia.usaid.gov](http://www.indonesia.usaid.gov))

Based on active partnerships with the host country government, local private and non-governmental organizations (NGOs), USAID/Indonesia mission identifies needs and establishes a strategy for delivering assistance to the host country. The authority to design, procure and implement specific activities is largely delegated to the mission, based on USAID/Washington's approval of the country strategy. USAID's assistance is delivered through a variety of contractors and grantees, including U.S. private businesses, U.S. and local non-governmental organizations (NGOs), private voluntary organizations and international agencies. The selection of specific contractors and grantees is based on a competitive process and U.S. procurement guidelines.

Recognizing the key role of the private sector in advancing development, USAID/Indonesia promotes public-private partnerships to leverage additional resources and encourage effectiveness. Since 1950's, USAID/Indonesia and its predecessor agency have been working with the Government and people of Indonesia to stimulate the country's economic development and meet the needs of its people.

Today, USAID/Indonesia assistance programs focus on five main areas:

1. Better prepared students to succeed in learning and work.
2. Improve management of natural resources.
3. Make democratic governance deliver.

4. Improve individual health.
5. Increase Employment.  
([www.indonesia.usaid.gov](http://www.indonesia.usaid.gov))

## E. Community Empowerment

### 1. Definition of Community Empowerment

According to Robbins *et. all* in Contemporary Human Behavior Theory Empowerment (1998), the definition of empowerment is, “process by which individuals and groups gain power, access to resources and control over their own lives. In doing so, they gain the ability to achieve their highest personal and collective aspirations and goals”. Hikmat in Community Empowerment Strategy (2001) mentioned that Empowerment is basically power of distribution to powerless people in order to get power as a main capital of self actualization. Self actualization is one of basic need of human. The scope of empowerment is both direct to individual and collective groups.

### 2. Principles of Community Empowerment

Ife (1995) captured the principles of community empowerment within the model of community empowerment framework. The model is written below:

**Table 2.2**  
**The Model of Community Empowerment**

|                                                               |                            |                                                                                                   |
|---------------------------------------------------------------|----------------------------|---------------------------------------------------------------------------------------------------|
| <b>PURPOSE</b><br><b>To increase the authority or ability</b> | Structurally Weak Category | Class: poor, unemployed, and low cost labor. Gender: female. Ethnic: local community and minority |
|---------------------------------------------------------------|----------------------------|---------------------------------------------------------------------------------------------------|

|                                                   |                                                                                                                                                                                                                                                 |                                                                                                                             |
|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
|                                                   |                                                                                                                                                                                                                                                 | group.                                                                                                                      |
|                                                   | Special Weak Category                                                                                                                                                                                                                           | Old people, children and teenager, physic and mental defect, gay and lesbian, isolated people (geographically or socially). |
|                                                   | Personally Weak Category                                                                                                                                                                                                                        | Troubled people in individual, family, grief, and loss.                                                                     |
| <b>AUTHORITY TYPE</b><br><b>Has ability upon:</b> | Personal choice and life opportunity; basic assessment; idea; institution; sources; activity; economy; reproduction.                                                                                                                            |                                                                                                                             |
| <b>PROCESS</b>                                    | Possibility; reinforcement; protection; support; maintenance                                                                                                                                                                                    |                                                                                                                             |
| <b>STRATEGY</b>                                   | Micro: guidance, counseling, stress management, crisis intervention. Mezzo: education, training, group dynamic. Macro: policy development, social planning, campaign, social action, lobbying, community organization, and conflict management. |                                                                                                                             |
| <b>PRINCIPLES</b>                                 | Building aids relation; building the communication; Involved in solving problem; Reflecting social work profession attitude and value                                                                                                           |                                                                                                                             |

Source: Modified from Ife in Suharto (1997)

### 3. Strategy of Community Empowerment

Kartasmita in Nasirin and Alamsyah (2010) in Development for People (Combining Growth and Distribution) states about 2 strategies in developing empowerment community concept, there are:

1. Giving the opportunity to economic sector and modern community to keep advance because the advance is important and required to generally nation development.
2. Empowering economy sector and underdeveloped community and they live outside the lane of modern life by:
  - a. Creating the climate which enables community to develop

- b. Reinforcing the position or power owned by community through giving input such as funding aid, physical and social infrastructure establishment.
- c. Expanding the funding institution, research and regional marketing.

The strategy of community empowerment will not run well without the actively role actors: government, private sector/NGOs/donor/international actor and community itself, so that partnership model formed. Table 2.3 mentions more detail about the role of each actors.

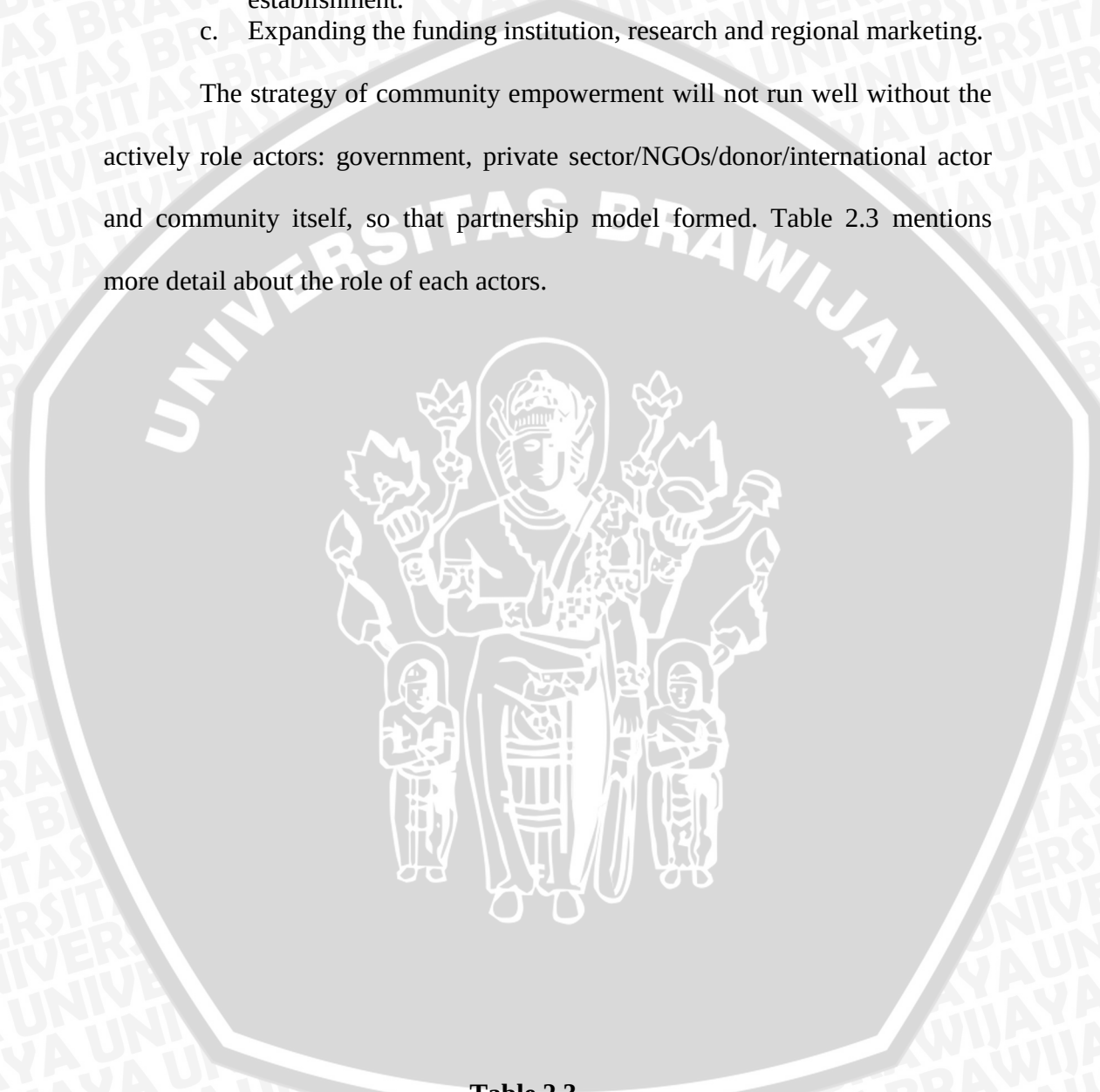


**Table 2.3**  
**The Role of 3 Main Actors in Community Empowerment**

| ACTOR             | ROLE        | FORM OF OUTPUT ROLE       | FACILITY         |
|-------------------|-------------|---------------------------|------------------|
| <b>Government</b> | Formulation | Policy: politic, general, | Fund, guarantee, |

|                                                      |                                                                                |                                                                                                                                                                                           |                                                                      |
|------------------------------------------------------|--------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
|                                                      | and implementation of policy, policy monitoring and evaluation, and mediation. | special/department/budgeting by sector, technical manual and implementation manual, success indicator application, rule of law, conflict solving                                          | tools, technology, network, information management system, education |
| <b>Private Sector/NGOs/Donor/International actor</b> | Contribution upon formulation, implementation, monitoring and evaluation       | Policy consultation and recommendation, action policy implementation, donation, maintenance of private investment                                                                         | Fund, tool, technology, expert                                       |
| <b>Community</b>                                     | Participation in formulation, implementation, monitoring and evaluation        | Advice, input, critic, recommendation, objection, support in policy formulation, policy action, self-supporting fund, participant, main actor/subject, activating social control function | Educated manpower, skilled power, undereducated and unskilled power  |

Source: Nasirin and Alamsyah, (2010)

#### 4. Community Empowerment Approaches

Ross in Soemarmo (2005) suggested three patterns of empowerment approach in order to increase local participation in development, namely:

1. A single function or one way technique of development program. The total authority and direction are invested by development agencies from outside the community. In general, this pattern does not come from the public response; the program seems very strange for the community so it does not develop the community initiative.
2. The multiple pattern approach. This pattern has a team from outside or experts that implement a range of services to solve problems facing society. However, this pattern, also not able to empower people at its optimum; always depends on a team of experts who come from outside.
3. The inner resources approach. It puts community resources as the most effective pattern to empower community. This pattern emphasizes the importance of stimulating people to be able to identify their desires and needs and work cooperatively with NGOs, governments and other

agencies to achieve the targets. This pattern tries to educate and train the community to become more realized and concerned about problems and how to make encountered solution by using their potentiality.

## 5. Community Empowerment Phases

There are some phases of community empowerment process, they are:

**Table 2. 4**  
**Community Empowerment Phases**

| <b>AFFECTIVE PHASES</b>                 | <b>COGNITIVE PHASES</b>            | <b>PSYCOMOTORIC PHASES</b>       | <b>CONATIVE PHASES</b>                                          |
|-----------------------------------------|------------------------------------|----------------------------------|-----------------------------------------------------------------|
| Does not have awareness and caring      | Does not have knowledge            | Does not have basic skill        | Does not have positive behavior                                 |
| Awareness and caring are slowly emerged | Has knowledge                      | Has basic skill                  | Wants to involve in development                                 |
| Boosts awareness and caring             | Develops knowledge                 | Develops basic skill             | Has initiative to take any role in development                  |
| Need an independency                    | Digs knowledge to the higher level | Rejoices the innovation of skill | Independently take a role to develop its own self and community |

Source: Sulistiyani, 2004

## F. Community Based Solid Waste Management (CBSWM)

### 1. The Definition of Waste

Waste is an unavoidable by product of most human activity. According to World Health Organization, there are types of waste:

**a. Solid waste**

Solid waste does not flow like water or gas. Examples of solid waste are include paper, wood, metals, glass, plastic, and contaminated soil. Solid wastes can be hazardous or nonhazardous. Problems associated with nonhazardous solid waste include aesthetic problems (litter and odors), leach ate from the infiltration of water through the waste, and off-gases resulting from biodegradation. Nonhazardous solid wastes are commonly handled by recycling, combustion, land filling, and composting. In this technical note, the term 'solid waste' is used to include all non liquid wastes generated by human activity and a range of solid waste material resulting from the disaster, such as: general domestic garbage such as food waste, ash and packaging materials; human feces disposed of in garbage; emergency waste such as plastic water bottles and packaging from other emergency supplies; rubble resulting from the disaster; mud and slurry deposited by the natural disaster; and fallen trees and rocks obstructing transport and communications.

**b. Liquid waste**

Of course, this waste is liquid. It must be transported in containers or through pipes. Examples include sewage, contaminated groundwater, and industrial liquid discharges.

**c. Sludge**

It contains various ratios of liquid and solid material. They generally result from liquid waste-treatment operations, such as sedimentation tanks.

**d. Gaseous waste**

Of course, it consists of gases. They are primarily generated by combustion (e.g., internal combustion engines, incinerators, coal-fired electrical generating plants) and industrial processes. Depending on their characteristics, gaseous wastes can be odiferous or toxic. Some are implicated in global warming, ozone depletion, and smog.

**e. Hazardous waste**

It poses a substantial present or potential danger to human health or the environment. They can be solid, sludge, liquid, or gas. Hazardous wastes have at least one of the following characteristics: corrosives, ignitability, reactivity, and toxicity.

**f. Radioactive waste**

It emits particles or electromagnetic radiation (e.g., alpha particles, beta particles, gamma rays, and x rays). Radioactive wastes can be

high level or low level. High-level radioactive wastes are from spent or reprocessed nuclear reactor fuel.

**g. Medical wastes**

That is, wastes generated at medical facilities, can be infectious, toxic, and/or radioactive. Though they may have hazardous characteristics, they are not regulated as hazardous wastes. Some medical wastes are sterilized, disinfected, or incinerated, especially infectious wastes. Recycling and land filling are also used to dispose of them.

([www.who.int/water\\_sanitation\\_health](http://www.who.int/water_sanitation_health))

## 2. The Definition of Solid Waste Management

USAID in its official website ([www.indonesia.usaid.gov](http://www.indonesia.usaid.gov)) formally stated and defined the term of waste management as: “the collection, transport, processing or disposal, managing and monitoring of solid waste materials”. It usually relates to materials produced by human activity, and the process is generally undertaken to reduce their effect on health, the environment or aesthetics. WHO in Technical Notes on Drinking-Water, Sanitation and Hygiene in Emergencies Report explained that the safe disposal of solid waste is critical for public health. Not only will existing collection and disposal systems be disrupted, but there will be extra waste caused by the emergency itself.

Initially, for camps of displaced people or refugees and similar new sites, there will be no arrangements in place at all. If solid waste is not dealt with quickly, serious health risks will develop which will further demoralize the community already traumatized by the emergency. Therefore, the key to effective solid waste collection and disposal is good solid waste management. It

is often necessary to support local institutions with funds and professional staff to enable them to meet their responsibilities.

### **3. The Description of Community Based Solid Waste Management Program in RW 6 Kelurahan Wonokromo, Surabaya**

#### **a. The key components of CBSWM**

Solid waste management can be divided into five key components:

##### **1. Generation**

Generation of solid waste is the stage at which the materials become valueless to the owner and since they have no use for them and require them no longer, they wish to get rid of them. Items which may be valueless to one individual may not necessarily be valueless to another.

##### **2. Storage**

Storage is a system for keeping materials after they have been discarded and prior to collection and final disposal. Where on-site disposal systems are implemented, such as where people discard items directly into family pits, storage may not be necessary. In emergency situation, especially in the early stages, it is likely that the affected population will discard domestic waste in poorly defined heaps close to dwelling area. Improved storage facilities include:

- Small containers: household containers, plastic bins.
- Large containers: communal bins, oil drums.
- Shallow pits.
- Communal depots: walled or fenced-in area

### 3. Collection

Collection simply refers to how waste is collected for transportation to final disposal site. Any collection system should be carefully planned to ensure that storage facilities do not become overloaded. Collection interval and volumes are collected waste must be estimated carefully.

### 4. Transportation

This is the stage when solid waste is transported to the final disposal site. There are various modes of transport which may be adopted and the chosen method depends on local availability and the volume of waste to be transported.

### 5. Disposal

The final stage of solid waste management is safe disposal where associated risks are minimized. There are four main methods for the disposal of solid waste:

- Land application: burial or land filling
- Composting

- Burning or incineration
- Recycling

#### **b. Main activities of CBSWM**

CBSWM is an environmental program of USAID with a total support from local government of Surabaya. USAID ran the CBSWM program under the permission of local government of Surabaya, the main purposes of CBSWM are:

1. Supporting Indonesian government sustains the environmental preservation.
2. Developing the capability of community in local area to be independently solves problem, particularly waste problem.
3. Increasing the awareness of healthy life by keeping environment clean from waste.

USAID in [www.indonesia.usaid.gov](http://www.indonesia.usaid.gov) noted that CBSWM is waste management method consists of the Reduce, Reuse, and Recycle (3R) that is implemented by community participation. CBSWM uses the main principles of community empowerment; that is why it is called as community empowerment program in waste problem emphasize. The principles applied include waste segregation at households, communal composting of organic waste using windrow system, and sorting of recyclable waste. This program

are formed to fix the environment from a badly irritated by waste. There are 3 main activities of CBSWM, which are:

- a. **Reduce.** Buy less and use less. Incorporates common sense ideas like turning off the lights, rain barrels, and taking shorter showers, but also plays a part in composting or grasscycling (transportation energy is reduced), low-flow toilets, and programmable thermostats. Includes the terms Re-think, Precycle, Carpool, Efficient, and Environmental Footprint.
- b. **Reuse.** The elements of the discarded item are used again. Initiatives include hand-me-downs, garage sales, quilting, travel mugs, and composting (nutrients). Includes the terms laundry, repair, regift, and upcycle.
- c. **Recycle.** The discards are separated into materials that may be incorporated into new products. This is different from Reuse in that energy is used to change the physical properties of the material. Initiatives include Composting, Beverage Container Deposits and buying products with a high content of post-consumer material. Within recycle there is distinction between two types; **upcycle** (converting low value materials in high value products (more desirable)) and **downcycle** (converting valuable products into low-value raw materials (less desirable)).

## **G. Concept and Indicator**

### **1. Concept**

The concept want to be assessed is the role of USAID in Community Based Solid Waste Management (CBSWM). Community empowerment will be measured by variable and indicator which are divided into two big perspectives, which are, the perspective of program implementation and program impact. These perspectives can be measured by indicators.

### **2. Indicators**

To explain the USAID performance, there should be some indicators. In this research, the indicators are divided into two parts of perspective, they are process and management and program's outcome. The USAID performance in CBSWM is also can be measured by indicator which is seen from the perspective of program's outcome that consists of community's welfare and environmental preservation effort. Sinurat (2011) in his minor thesis explained those indicators below:

#### **1. Community Welfare**

Welfare is objective which every person has guideline, goals and ways of life that is different to each others. Welfare is subjective so the size of the welfare of every individual or house hold will be different. But, there are factors and indicators that determine the level of welfare. Aspects of welfare are so vast and complex, so it will be impossible to present data that can measure all aspects

of welfare. Therefore, the indicators used in this study only about measurable welfare indicators. Indicators of household welfare used by Bureau of Statistics are:

- a. Income of households
- b. Expenditure of households
- c. State of residence
- d. Residential facilities
- e. Health of household members
- f. Ease of obtaining health services
- g. Ease of entering the child into the education ladder
- h. Ease of getting transportation
- i. Religious life
- j. A sense of safety from crime disorder
- k. Ease of doing sports activities.

(Bureau of Statistics in Sinurat, 2011)

## 2. Environmental Preservation

In USAID's progress report ([www.indonesia.usaid.gov](http://www.indonesia.usaid.gov)), the success of CBSWM in the perspective of environmental preservation is determined by:

- a. Three R (recycle, reduce, and reuse) are applied. Community can conduct waste segregation at households, composting, sorting of recyclable waste, hand-made crafts from reusable waste
- b. Waste reduction. There is a tangible and visible impact for environment which can be seen from the decreased number of waste.
- c. Clean and green environment. USAID believes that environment can be sustainably saved by clean and green activities of the community. It can be analyzed from greenery and clean up kampong.

- d. Supported facilities of environment. Community can easily clean the environment by having proper facilities both from government, facilitator or community itself.

## H. Hypothesis

In the beginning of researching process, a researcher will be always faced by problems that want to be solved by collecting much information through research. It needs a hypothesis. Arikunto (2005) said that hypothesis is an alternative of answers that usually has been predicted before. The hypothesis will be a temporary answer of the research. However, it should be based on facts and will be examined later in the real experiment. By this condition, a hypothesis could be the real fact or even contrast with the facts.

The hypotheses that can be determined in this research are listed as these following numbers:

1. There would be influence between the role of USAID and the perspective of program implementation (X1), which are; process (X1.1), cognition and values (X1.2), organization and institution (X1.3), management and performance (X1.4) and also ethics (X1.5).
2. There would be influence between the role of USAID and the perspective of program impact (X2) (community welfare and environment), which are, economy (household revenue) (X2.1), education (X2.2), health (X2.3), residence (X2.4), and environmental preservation (X2.5).

### CHAPTER III

#### RESEARCH METHOD

##### A. Design of Research

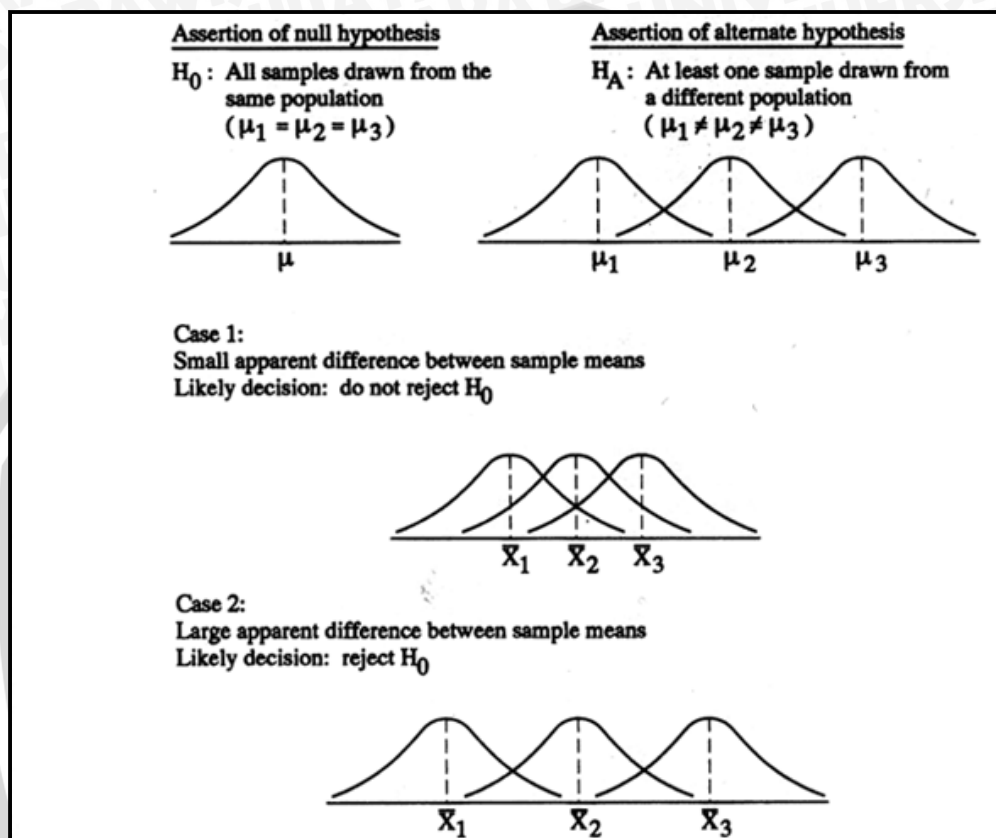
This research is designed to measure the influence of the role of USAID in CBSWM. It uses a quantitative research method; a systematic scientific study which learns the correlation of facts and phenomenon by observation and mathematical analysis. And in this research, the method is Analysis of Variance (ANOVA). Essentially, ANOVA can be used to test and assess the hypotheses with two or more variables. Assumptions of ANOVA are:

1. Data must have numeric measurement scales (interval and ratio), it does not provide categorical scales.
2. Data must have a normal distribution.

In this part, researcher will describe how deep the relationship between the role of USAID and its influence on the perspective of program implementation and impact of CBSWM in *RW 6 Kelurahan Wonokromo*. There will be a comparison between USAID's CBSWM program and Malang government initiative CBSWM program.

Data categorization will be conducted in two major places which are, *RW 6 Kelurahan wonokromo, Surabaya* and *RW 7 Kelurahan Lowokwaru, Malang*.

Figure 3.1  
Null and Alternate Hypotheses in ANOVA



Source: McGrew and Monroe in Sinurat (2011)

While, The assumptions of reseacher are:

$H_1$ : There would be influence between the role of USAID and the perspective of program implementation (X1).

$H_0$ : There would not be influence between the role of USAID and the perspective of program implementation (X1).

Then, in the perspective of program impact, the assumptions are:

$H_1$ : There would be influence between the role of USAID and the perspective of program impact (X2).

$H_0$ : There would not be influence between the role of USAID and the perspective of program impact (X2).

## B. Variables and Measurement

### 1. Variables

The concept can be assessed empirically and formed to be variables and indicator. Operationally, concept, perspective, variables, and indicator in this research are listed below:

**Table 3.1**  
**Concept, Variables, Indicators, and Items**

| CONCEPT: THE ROLE OF USAID         |                       |                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------|-----------------------|---------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| NO                                 | VARIABLES             | INDICATORS                                                                                        | ITEMS                                                                                                                                                                                                                                                                                                                                                             |
| PERSPECTIVE OF IMPLEMENTATION (X1) |                       |                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                   |
| <b>X1.1</b>                        | Process               | Formal procedure process and interaction of each element (community, government, program manager) | <ul style="list-style-type: none"> <li>- The formal procedures (such as financial report, performance worksheet, or routine work planning) are systematically made by the program manager</li> <li>- Community has better space to speak and be active in activities</li> <li>- There is a proportional space for each element to take a participation</li> </ul> |
| <b>X1.2</b>                        | Cognitions and values | Community waste management awareness                                                              | <ul style="list-style-type: none"> <li>- Community has a concern on waste problem</li> <li>- Community actively</li> </ul>                                                                                                                                                                                                                                        |

|                                              |                              |                                                                                              |                                                                                                                                                                                                                   |
|----------------------------------------------|------------------------------|----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                              |                              |                                                                                              | conducts waste segregation, waste composting, avoids littering and clogging                                                                                                                                       |
| <b>X1.3</b>                                  | Organization and Institution | A systematic and functional committee                                                        | - The structure of organization is compatible with the necessity in the field                                                                                                                                     |
| <b>X1.4</b>                                  | Management and Performance   | <ul style="list-style-type: none"> <li>- Problem solving</li> <li>- work planning</li> </ul> | <ul style="list-style-type: none"> <li>- How program manager manage the community</li> <li>- How program manager manage the work planning</li> <li>- How program manager manage the process of program</li> </ul> |
| <b>X1.5</b>                                  | Ethic                        | <ul style="list-style-type: none"> <li>- Responsiveness and caring</li> </ul>                | <ul style="list-style-type: none"> <li>- How the program manager responds the community problem</li> <li>- How the program manager care of community's problem</li> </ul>                                         |
| <b>PERSPECTIVE OF PROGRAM'S OUTCOME (X2)</b> |                              |                                                                                              |                                                                                                                                                                                                                   |
| <b>Community Welfare</b>                     |                              |                                                                                              |                                                                                                                                                                                                                   |
| <b>X2.1</b>                                  | Economy                      | The quality of community economic condition                                                  | <ul style="list-style-type: none"> <li>- Income (basic income and added income)</li> <li>- Expenditure</li> <li>- Future savings</li> </ul>                                                                       |
| <b>X2.2</b>                                  | Education                    | The quality of community's education                                                         | <ul style="list-style-type: none"> <li>- Level of graduation of family members (many years in school)</li> <li>- Non-formal education of family</li> </ul>                                                        |
| <b>X2.3</b>                                  | Health                       | The quality of community's health                                                            | <ul style="list-style-type: none"> <li>- Frequency of sickness</li> <li>- Easy access of health (easy to get health</li> </ul>                                                                                    |

|                    |                            |                                                            |                                                                                                                                                                                               |
|--------------------|----------------------------|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                    |                            |                                                            | facilities)                                                                                                                                                                                   |
| <b>X2.4</b>        | Residence                  | The quality of community residential condition             | <ul style="list-style-type: none"> <li>- The land area of residence</li> <li>- The floor</li> <li>- The roof</li> <li>- The wall</li> </ul>                                                   |
| <b>Environment</b> |                            |                                                            |                                                                                                                                                                                               |
| <b>X2.5</b>        | Environmental Preservation | Community perception of its environment physical condition | <ul style="list-style-type: none"> <li>- Good cooperation among community to manage waste</li> <li>- Good environmental facilities</li> <li>- Clean river, clean yard, clean water</li> </ul> |

Source: writer modified data, 2011

## 2. Measurement

Having decided the items of variables, the next step is variable measurement. In this research, some variables from the perspective of process and impact, which are Process, cognition and values, organization and institution, management and performance, ethics, health, residence, and environmental preservation, will be measured by *Thurstone* scale. Generally, *Thurstone* scale has each item with score association between 1 up to 10, but this score will not be known by the respondent. The score is given based on the specific statement that has been chosen by community through the questionnaire. While the economy and education variables will not be measured by scale of measurement due to the data of these variables are a real data from questionnaire.

## C. Population and Sample

### 1. Population

Arikunto (2006) delivered opinion that population is a whole of research subject. Sugiyono (2008) also defined that population is, “*wilayah generalisasi yang terdiri atas obyek atau subyek yang mempunyai kualitas dan karakteristik tertentu yang ditetapkan oleh peneliti untuk dipelajari dan kemudian ditarik kesimpulannya*” (“a site of generalization that consist of object or subject with specific quality and quantity that have been formulated by the researcher to be learned and concluded”). In this research, the population is communities in RW 6 Kelurahan Wonokromo and RW 7 Kelurahan Lowokwaru who are the subject of waste management program. RW 6 Kelurahan Wonokromo has 1200 household leader, consists of 14 Rukun Tetangga (RT/ lower neighborhood association). While RW 7 Lowokwaru has 1030 household leader, consist of 15 RT.

### 2. Sample

The technique of sampling used in this research is a purposive sampling. This research will not be conducted for all population; it is focused on the target. Purposive sampling means the sampling management considers to specific formulated characteristics. The characteristics are community who lives in RW 6 Kelurahan Wonokromo and RW 7 Kelurahan Lowokwaru who actively join in program as cadres or followers. There are two main parts of sampling; action area sampling and control area sampling. Sampling for

action area and control area is same. The remote area that will be measured is RW 6 Wonokromo, thus, every decision taken will be under the consideration of the condition of RW 6 Wonokromo, including the number of sample.

To decide the number of sample, researcher used the mathematical calculation which is formed by Slovin:

$$n = \frac{N}{N(e)^2 + 1}$$

Note:

$n$  = sample

$N$  = population

$e$  = error tolerance (10%)

Here is the sample calculation:

$$n = \frac{N}{N(e)^2 + 1}$$

$$n = \frac{1200}{1200 (0,1)^2 + 1}$$

$$n = \frac{1200}{13}$$

$$n = 92,30$$

$$n = 92 \longrightarrow \text{Total of sample}$$

So, the number of sample that will be assed is 92 people (for the both sites).

## D. Data Collection Technique

### 1. Data Type

#### a. Primary data

It is also known as data original which is up to date. To obtain the primary data, researchers must collect it directly as independent as they can. Researcher usually uses techniques to observe directly. The scientific techniques used in this research are through observation and questionnaire.

#### b. Secondary Data

Secondary data is data obtained or gathered by the researcher from data sources that have been available before. Researcher does not need to observe and research or take an interview in the real field. Secondary data can be obtained from various sources such as the Central Bureau of Statistics, the report of research, results of research, websites, and so on.

### 2. Data Collection Method

It is a method of how the researchers get data and information relates to the study. The main data collecting method is questionnaire method. Bungin (2005) explained the definition of questionnaire as, "*metode kuesioner merupakan serangkaian atau daftar pertanyaan yang disusun secara sistematis, kemudian dikirim untuk diisi oleh responden*" ("a method uses series or list of questions compiled systematically, then, it is shared widely to be filled by the respondent"). The data was collected by distributing questionnaires to the

public, especially the environmental cadres of *RW 6 Kelurahan Wonokromo* as respondent.

Researcher then will ask the respondents to pay attention and answer the questions according to the provided instructions. People who answered the questionnaire only people who actively follow CBWSM program, they are an environmental cadres who are voluntarily participate to keep the environment clean. This is because the cadres is located in the study sites and considered to have a relationship both directly and indirectly to the research focus. However, to get more relevant data with this research, researcher also used several techniques of data collection, such as:

### **1. Observation**

It's the way to get the data by doing a direct observation to get the actual data from the data sources. The observation is aimed to look for the roles of USAID and how it works in community empowerment program. By doing observation the researcher will know the real condition and beneficial impacts for community.

### **2. Interview**

Even though this research in analyzed in quantitative method, however, the researcher needs to hold an interview in order to explore more data. Researcher is faced with the informant to have a question and answer session for more detail and clarified the information and data as to researched problem such as:

- a. Get data of USAID through US Embassy/General of Consulate or the USAID practitioner in Surabaya. It will dig more details of the management, strategy, policy of community empowerment or any important thing USAID has done.
- b. The related governmental institution, it includes of the head of *Kelurahan* Wonokromo, the head of RW 6 *Kelurahan* Wonokromo, and many other linked government institutions. By these actor, researcher will get the information of what government's role and how its relationship with USAID.
- c. Community, it will be the main focus to measure the impact and the success of empowerment. The community would be cadres of environment and the member of CBWSM. Thus, the assessment of the community will determine the role of USAID.
- d. And many interrelated actors like academics/practical actors. They such a lecturer, ex- USAID practitioner or other who knows the topic and reputable to be interviewed.

### 3. Documentation

It's done by collecting all the materials from all sorts of documents such as books, reports, rules of law, activity picture, written document from the experts and various kind of scientific articles related to the research.

Well, to make a simple explanation, this following table will explain how the mechanism of research process will be done.

**Table 3.2**  
**List of Data Necessity**

| NO | TARGET                                                       | DATA NECESSITY                                                                                                                                                                                                                    | DATA COLLECTION METHOD |   |   | DATA SOURCE                                                                          |
|----|--------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|---|---|--------------------------------------------------------------------------------------|
|    |                                                              |                                                                                                                                                                                                                                   | Q                      | I | O |                                                                                      |
| 1. | Identification of community characteristic                   | The general characteristic of community (active, passive, or even, paternalistic community)                                                                                                                                       | -                      | V | V | Head of RW 6 Kelurahan Wonokromo ( <i>Bapak Suhadak</i> ) and observation            |
| 2. | Identification of research location                          | Map of RW 6 Kelurahan Wonokromo                                                                                                                                                                                                   | -                      | - | - | Secondary data                                                                       |
|    | Identification of the condition of research location         | The condition of community and environment in RW 6 Kelurahan Wonokromo                                                                                                                                                            | -                      | V | V | Head of RW 6 Kelurahan Wonokromo ( <i>Bapak Suhadak</i> ), Community and observation |
| 3. | Identification of CBSWM in the perspective of implementation | The opinion of community relates to the role of USAID in CBSWM implementation                                                                                                                                                     | V                      | - | - | Community who joined in program and the leading cadre ( <i>Ibu Liestie Irsan</i> )   |
| 4. | Identification the CBSWM impact                              | The impact of CBSWM in the aspects of <b>community welfare</b> (economy, education, health, residence) and aspect of <b>environmental preservation</b> (the condition of environment, community's perspective of its environment, | V                      | - | - | Community who joined in program and the leading cadre ( <i>Ibu Liestie Irsan</i> )   |

|    |                            |                                                                                                                                             |   |   |   |                                                                                                                                                                                                                             |
|----|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    |                            | community's perspective of environmental facilities, and community awareness in keeping environment clean)                                  |   |   |   |                                                                                                                                                                                                                             |
| 5. | The role of USAID in CBSWM | <ul style="list-style-type: none"> <li>- The USAID's empowering strategy</li> <li>- The USAID's key successes</li> <li>- And etc</li> </ul> | - | V | - | USAID's actor in CBSWM ( <i>Bapak Mamik</i> ) and secondary data from electronic USAID website ( <a href="http://www.usaid.gov">www.usaid.gov</a> or <a href="http://www.indonesia.usaid.gov">www.indonesia.usaid.gov</a> ) |

**Q is Questionnaire, I is Interview, O is Observation**

Source: writer modified data, 2011

### 3. Instrument of Research

Instrument of research is a method used by researcher to look for the data. The research instrument is a tool that uses to collect data. Arikunto (2006) mentioned that the instrument is, "*instrumen adalah alat pada waktu penelitian menggunakan sesuatu metode*" ("an instrument is a tool at the time of the research that uses a specific method"). Since the data collection method used in this study is a questionnaire, the role of the instrument here is only as a replacement (substitution). This research uses the instrument in the form of a questionnaire method that consists of a list of questions posed to respondents.

### E. Data Analysis Technique

The phases of data analysis technique are as follows:

- a. Data Processing
- b. Data Presentation
- c. Description (and data size)
- d. Hypothesis testing

In accordance with the proposed hypotheses, this study examines the causal relationship between two variables; the independent variable (the USAID performance in CBSWM) and the dependent variables (perspective of the process of implementation and program impact). The purpose of ANOVA is to localize the independent variable to determine how it interacts and affects the dependent variable.

## CHAPTER IV

### DATA INTERPRETATION AND ANALYSIS

#### A. General Overview

##### 1. A brief Explanation about *Kelurahan Wonokromo* and RW 6

###### *Kelurahan Wonokromo*

###### a. *Kelurahan Wonokromo*

Wonokromo is one of big, hot, and famous *kelurahan* in the city of Surabaya, East Java, Indonesia. There are famous Wonokromo Railway Station, a river called Kali Jagir, and also a DTC (Darmo Trade Center). *Kelurahan Wonokromo* lies in the middle of Wonokromo district. In the area of the district, Wonokromo takes the main line of traffic as the city of Surabaya. In its recent development, Wonokromo has huge potentials, both economic and trade potential, as well as social, cultural and human resources potentials. Even so, the environment around Wonokromo still looks shabby due to lack of good management for homeless and illegal migrants from people outside Surabaya city government who look for job.

(<http://www.wonokromo-surabaya.org/index.php/main/visimisi>).

Here are the borderlines of Wonokromo district:

|       |                        |
|-------|------------------------|
| North | : District Tegalsari   |
| South | : District Wonocolo    |
| West  | : District Dukuh Pakis |
| East  | : District Gubeng      |

### **b. RW 6 Kelurahan Wonokromo**

RW 6 Wonokromo is one of RWs in Kelurahan Wonokromo. It has 1200 households with 24% of population is new comers, the others also come from outside Surabaya, but they have been staying for long time ago, at least 9 years. People outside RW 6 Wonokromo come and work as a seller in some trade areas in Surabaya. The data shows that 31% people are civil servant, 29% are still in school or university, and the left, 40% are laborer and seller; seller are the most popular job there. It has been years RW 6 called and known as a slum area with high number of waste and migrants.

## **2. A brief Explanation about Kelurahan Lowokwaru and RW 7 Kelurahan Lowokwaru**

### **a. Kelurahan Lowokwaru**

Lowokwaru subdistrict is located in the southwestern city of Malang which is the location of the plateau, where the height is 460 m above sea. The number of men is 81 493 people and the number of women is 84 020 people until 2011. Lowokwaru has large and crowded areas; it is located in the central of Malang city where so many public facilities are located there.

Here are the borderlines of Kelurahan Lowokwaru:

|       |                        |
|-------|------------------------|
| North | : District Karangploso |
| South | : District Klojen      |
| West  | : District Dau         |
| East  | : District Blimbing    |

**b. RW 7 Kelurahan Lowokwaru**

In <http://www.malangkota.go.id/pdf/spp/spp-kec-lowokwaru.pdf>,

RW 7 Lowokwaru is one of 15 RWs in Kelurahan Lowokwaru. It has 921 households with 11% of population is new comers, the others also come from outside Malang, but they have been staying for long time ago, at least more than 10 years. The data shows that 46% people are civil servant, 19% are still in school or university, and the left, 35% are laborer and entrepreneur. It has many distinctions from RW 6 Wonokromo, RW 7 Lowokwaru is more orderly structured. The people are commonly work with clean and environmental program. The environment is also cleaner than RW 6 Wonokromo, however, it does not have a good performance of government support; while RW 6 Wonokromo has bigger attention from USAID.

**B. Data Presentation****1. Indicators of Program Implementation****a. Process**

Proses is one of sound governance dimension that is measured by ANOVA using several categories like interaction among actors, participation, and formality (a procedural process made by USAID like financial planning formulation, worksheet planning, and evaluation report). An interaction among actors refers to the concept of participation, so it talks about the roles of each actor and the way how they interact. While a

formality means a special duty of program managers that is also shared with the community. It explains how the formal procedure runs and how the community understands this drill.

Class determination can be distinguished into 3 categories, which are; easy, easy-medium, and difficult. Easy means when the community can understand well what the manager of the program arranged (just like financial report, worksheet planning, or evaluation report), community can also involve in every activity without any force, and community can interact with other widely. Easy-medium also means that community has a space, interaction and participation, but it seems not really active since the community cannot well understand what the manager of the program want to do. Difficult means all the bad things which the community cannot understand what program manager planned, community cannot freely involved in the activity, community might be involved but she or he is being forced to do the activity.

The next step is creating an interval that can be calculated by having data range in the first turn. Range is a quarrel between maximum observation score and minimum observation score, the formulation is listed below :

$$R = X_t - X_r$$

$$R = \text{Range}$$

$$X_t = \text{Maximum observation score}$$

$$X_r = \text{Minimum observation score}$$

Further, to decide the interval in classes we can use this following formulation:

$$I = R/K$$

$$I = \text{Interval}$$

$$R = \text{Range}$$

$$K = \text{Number of class}$$

Therefore, the variable of process in CBSWM can be described in a brief explanation by calculating the interval and dividing into 3 categories. The formulation of those :

1. Classes (K) consist of: (3) easy, (2) easy-medium and (1) difficult.

2. An interval

$$R = X_t - X_r$$

$$= 10 - 0$$

$$= 10$$

$$I = R/K$$

$$= 10/3$$

$$= 3,333$$

Finally, the range of variable of process in the perspective of respondent is explained below:

- 6,67 - 10,00 : the process of CBSWM that covers the principles of interaction, participation and formality is easy.
- 3,40 - 6,66 : the process of CBSWM that covers the principles of interaction, participation and formality is easy-medium.
- 0,00 - 3,33 : the process of CBSWM that covers the principles of interaction, participation and formality is difficult.

Henceforth, the process of CBSWM in the perspective of respondents can be described as follows:

**Table 4.1**  
**Process of CBSWM Implementation on Respondent Perspective**

| Score of distribution | Process of CBSWM Implementation on Respondent Perspective |                          | Category    |
|-----------------------|-----------------------------------------------------------|--------------------------|-------------|
|                       | RW 6 Kelurahan Wonokromo                                  | RW 6 Kelurahan Lowokwaru |             |
| 6,67 - 10,00          | 39 person                                                 | 27 person                | Easy        |
| 3,40 - 6,66           | 35 person                                                 | 28 person                | Easy medium |
| 0,00 - 3,33           | 18 person                                                 | 27 person                | Difficult   |

Source : Primary data (data has been explored)

This is the data presentation based on the percentage from score of respondent's respond on the process of CBSWM:

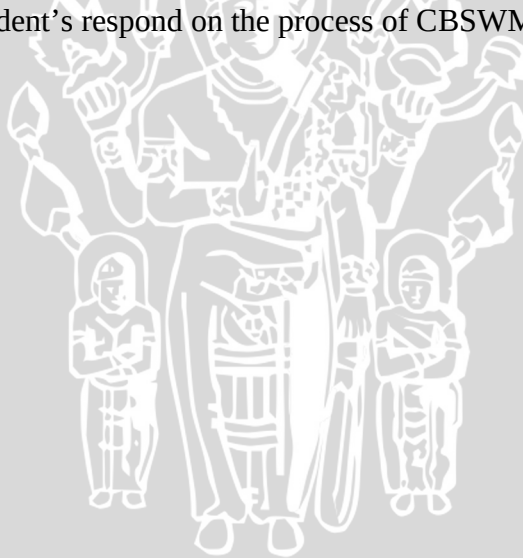
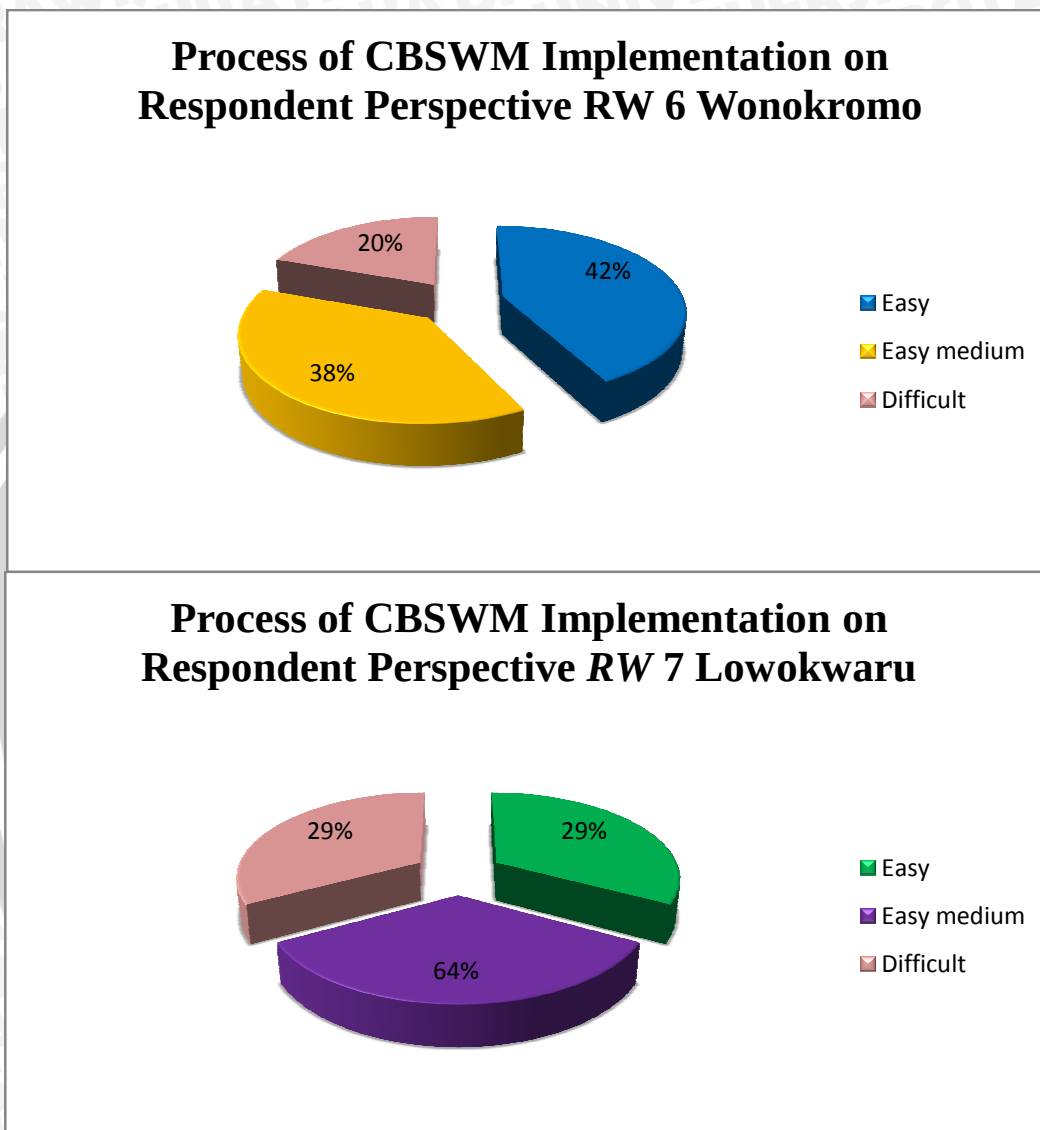


**Figure 4.1**  
**Percentage of Distribution of Process of CBSWM Implementation on**  
**Respondent Perspective**



Source: Primary data (data is explored)

Based on datas in figure above, the percentage of the process of CBSWM implementation in both RW 6 Wonokromo and RW 7 Lowokwaru are dominantly led by RW 6 Wonokromo with 42% or 39 people of respondents agreed that the process of CBSWM implementation is easy to follow. In RW 6 Wonokromo, 35 people or 38% of respondents

said that the CBWSM managed by USAID is easy medium and the last, 18 people or 20% of total respondent got difficulties in understanding and applying the process of CBSWM.

In the other hand, 27 people or 29% of respondents in RW 7 Lowokwaru said that the process of CBSWM implementation ran by government is easy and difficult to be applied. While, the 28 people or 64% agreed to say easy medium for the process of CBSWM implementation supported by government.

#### **b. Cognition and Values**

Cognition and values is another dimension of Sound Governance that emphasizes on the the cognitive or values of governance process, for example corrupt, unhealthy or poor. However, in the context of CBSWM program, the dimension of cognition and values means that the respondents can understand the values of CBSWM and aware to implement those values. Awareness is seen as the cognitive dimension, it will explain how respondents treat waste and environment after the completion of CBSWM program. So, this dimension can be seen from the awareness to implement values of waste management in every environmental activity ran by the community (particularly for the respondent).

Afterwards, class determination can be distinguished into 3 categories, which are; high, medium, and low. High means that the cognition or environmental awareness and waste management values

community get from the program are implemented in daily life. Medium means that actually community understand and aware about the values but not really well applied in the real life. Low means that community did not catch and implement what the purpose or values of CBSWM program.

The next step is creating an interval that can be calculated by having data range in the first turn. Range is a quarrel between maximum observation score and minimum observation score, the formulation is listed below :

$$R = X_t - X_r$$

$$R = \text{Range}$$

$$X_t = \text{Maximum observation score}$$

$$X_r = \text{Minimum observation score}$$

Further, to decide the interval in classes we can use this following formulation:

$$I = R/K$$

$$I = \text{Interval}$$

$$R = \text{Range}$$

$$K = \text{Number of class}$$

Therefore, the variable of cognition and values in CBSWM can be described in a brief explanation by calculating the interval and dividing into 3 categories. The formulation of those :

1. Classes (K) consist of: (3) high, (2) medium and (1) low.

2. An interval

$$R = X_t - X_r$$

$$= 10 - 0$$

$$= 10$$

$$\begin{aligned} I &= R/K \\ &= 10/3 \\ &= 3,33 \end{aligned}$$

Finally, the range of variable of cognition and values in the perspective of respondent is explained below:

- 6,67 - 10,00 : the cognition and values of CBSWM that covers the principles of environmental awareness and is implemented by respondent is high.
- 3,40 - 6,66 : the cognition and values of CBSWM that covers the principles of environmental awareness and is implemented by respondent is medium.
- 0,00 - 3,33 : the cognition and values of CBSWM that covers the principles of environmental awareness and is implemented by respondent is low.

Henceforth, the cognition and values of CBSWM Implementation in the perspective of respondents can be described as follows:

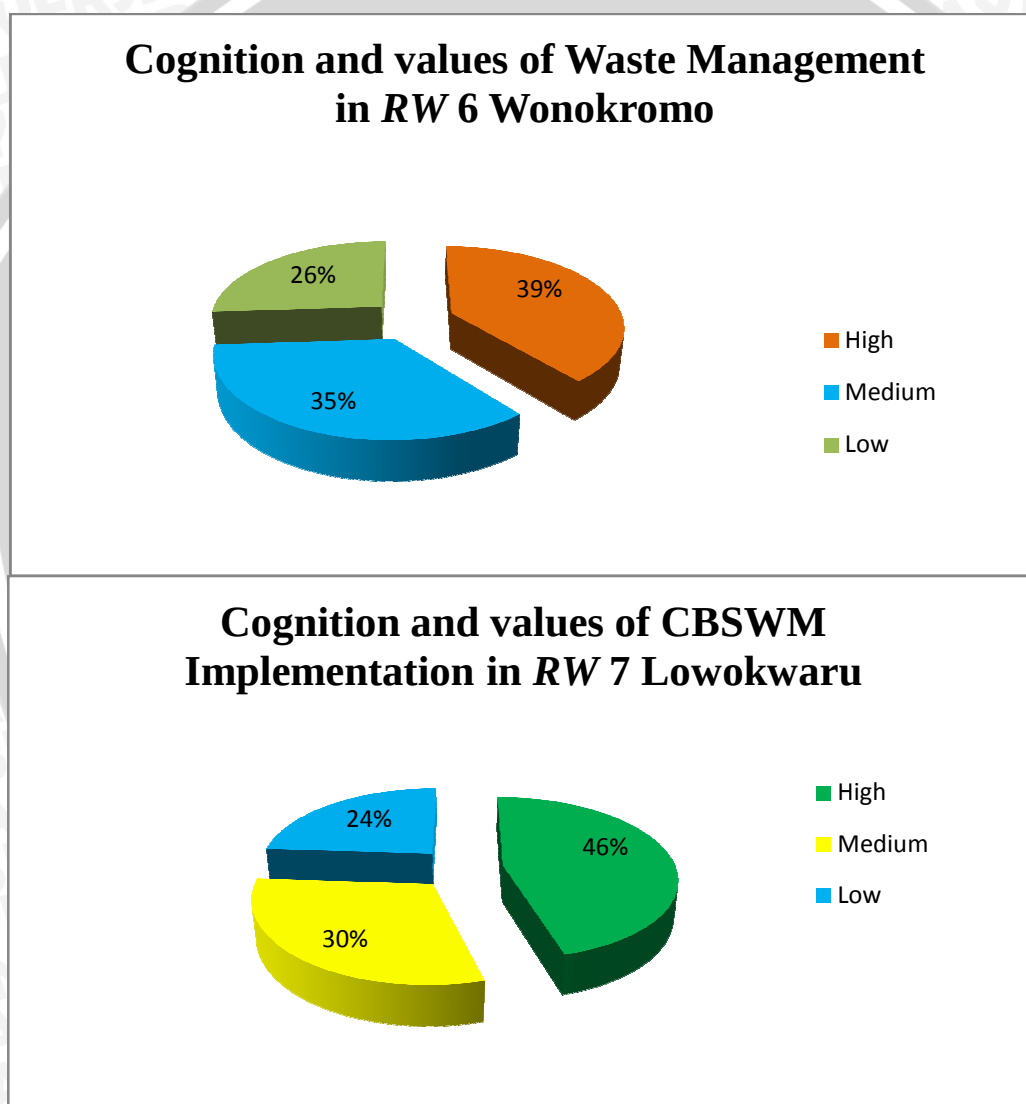
**Tabel 4.2**  
**Cognition and values of CBSWM Implementation on Respondent Perspective**

| Score of distribution | Cognition and values of CBSWM Implementation on Respondent Perspective |                          | Category |
|-----------------------|------------------------------------------------------------------------|--------------------------|----------|
|                       | RW 6 Kelurahan Wonokromo                                               | RW 6 Kelurahan Lowokwaru |          |
| 6,67 - 10,00          | 36 person                                                              | 42 person                | High     |
| 3,40 - 6,66           | 32 person                                                              | 28 person                | Medium   |
| 0,00 - 3,33           | 24 person                                                              | 22 person                | Low      |

Source: Primary data (data is explored)

This is the data presentation based on the percentage from score of respondent's respond on the cognition and values dimension of CBSWM:

**Figure 4.2**  
**Percentage of Distribution of Cognition and Values of CBSWM**  
**Implementation on Respondent Perspective**



Source: Primary data (data is explored)

Based on datas in figure above, the percentage of the cognition and values in CBSWM of both RW 6 Wonokromo and RW 7 Lowokwaru

are dominantly led by RW 7 Lowowaru with 46% or 42 people of respondents always implement consciously the values of CBSWM. In RW 6 Wonokromo, 36 people or 39% of respondents are highly aware on the effort of waste management, however, RW 6 Wonokromo is still lower than RW 7 Lowokwaru. The other respondents, 35% or 32 people applied the values but not very passionately. And the last, 24 people or 28% of total respondent are difficult to motivate themselves and do not totally conduct the values of CBSWM.

Moreover, 42 people or 46% of respondents in RW 7 Lowokwaru are listed as a dilligent community to protect the waste management and environmental condition activities. 28 people or around 30% of total respondents are also active enough in waste management activity. For the left respondents, 22 people or 24% of respondents seems so infrequently conduct waste management activities.

### **c. Organizations and Institutions**

This dimension talks about the importance of the existance of structure, procedure, and job description that compatible with the expertise of facilitator, manager, or even field worker. The institution means the frame where the people officialy formulate policies, plans and decisions. While institution needs organization to make it works in practical world. Organization relates to the expertise of how the policies, plans and decisions in the institution can be implemented. Organization is the

machine, it is such a mate for institution; without it, institution will not be survive.

In CBSWM institution and organization can be seen from the stucture or procedure of waste management, it includes the job separation and implementation. Is there any appropriate job to the expert? Is there any field worker as a guide for helping community? Is there any overlapped duties? What about the structure and mechanism of the program and the executor? Those are the question that can describe how important is the existence of organization and institution. In this research, what the writer talked about organization and institution is the USAID and local government of Malang.

Then, class determination can be distinguished into 3 categories, which are; good, medium, and poor. Good means that the community can see the order stucture of the manager duties; can see the specification of manager; knows well the structure of organization that compatible with the target. Medium means that community feels the unstructurized specification of managers duties; also sees that there is overlapped duties. Bad means that there is no structure of organization; no job description; no expert that can raise the objective of the program.

The next step is creating an interval that can be calculated by having data range in the first turn. Range is a quarrel between maximum observation score and minimum observation score, the formulation is listed below :

$$R = X_t - X_r$$

$$R = \text{Range}$$

$$X_t = \text{Maximum observation score}$$

$$X_r = \text{Minimum observation score}$$

Further, to decide the interval in classes we can use this following formulation:

$$I = R/K$$

$$I = \text{Interval}$$

$$R = \text{Range}$$

$$K = \text{Number of class}$$

Therefore, the variable of organization and institution in CBSWM can be described in a brief explanation by calculating the interval and dividing into 3 categories. The formulation of those :

1. Classes (K) consist of: (3) good, (2) medium and (1) poor.

2. An interval

$$R = X_t - X_r$$

$$= 10 - 0$$

$$= 10$$

$$I = R/K$$

$$= 10/3$$

$$= 3,333$$

Finally, the range of variable of organization and institution in the perspective of respondent is explained below:

a. 6,67 - 10,00 : the organization and institution of CBSWM is good.

b. 3,40 - 6,66 : organization and institution of CBSWM is medium.

c. 0,00 - 3,33 : organization and institution of CBSWM is poor.

Henceforth, the organization and institution of CBSWM Manager in the perspective of respondents can be described as follows:

**Table 4.3**  
**Organization and Institution of CBSWM Manager on Respondent Perspective**

| Score of distribution | Organization and Institution of CBSWM Manager on Respondent Perspective |           |                |           | Category |
|-----------------------|-------------------------------------------------------------------------|-----------|----------------|-----------|----------|
|                       | RW 6 Wonokromo                                                          | Kelurahan | RW 6 Lowokwaru | Kelurahan |          |
| 6,67 - 10,00          | 49 person                                                               |           | 29 person      |           | Good     |
| 3,40 - 6,66           | 27 person                                                               |           | 25 person      |           | Medium   |
| 0,00 - 3,33           | 16 person                                                               |           | 38 person      |           | Poor     |

Source : primary data (data has been explored)

This is the data presentation based on the percentage from score of respondent's respond on the organization and institution dimension of CBSWM:

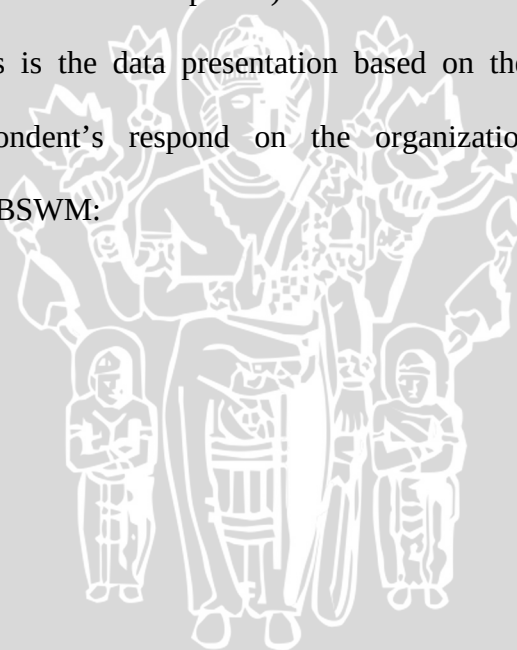
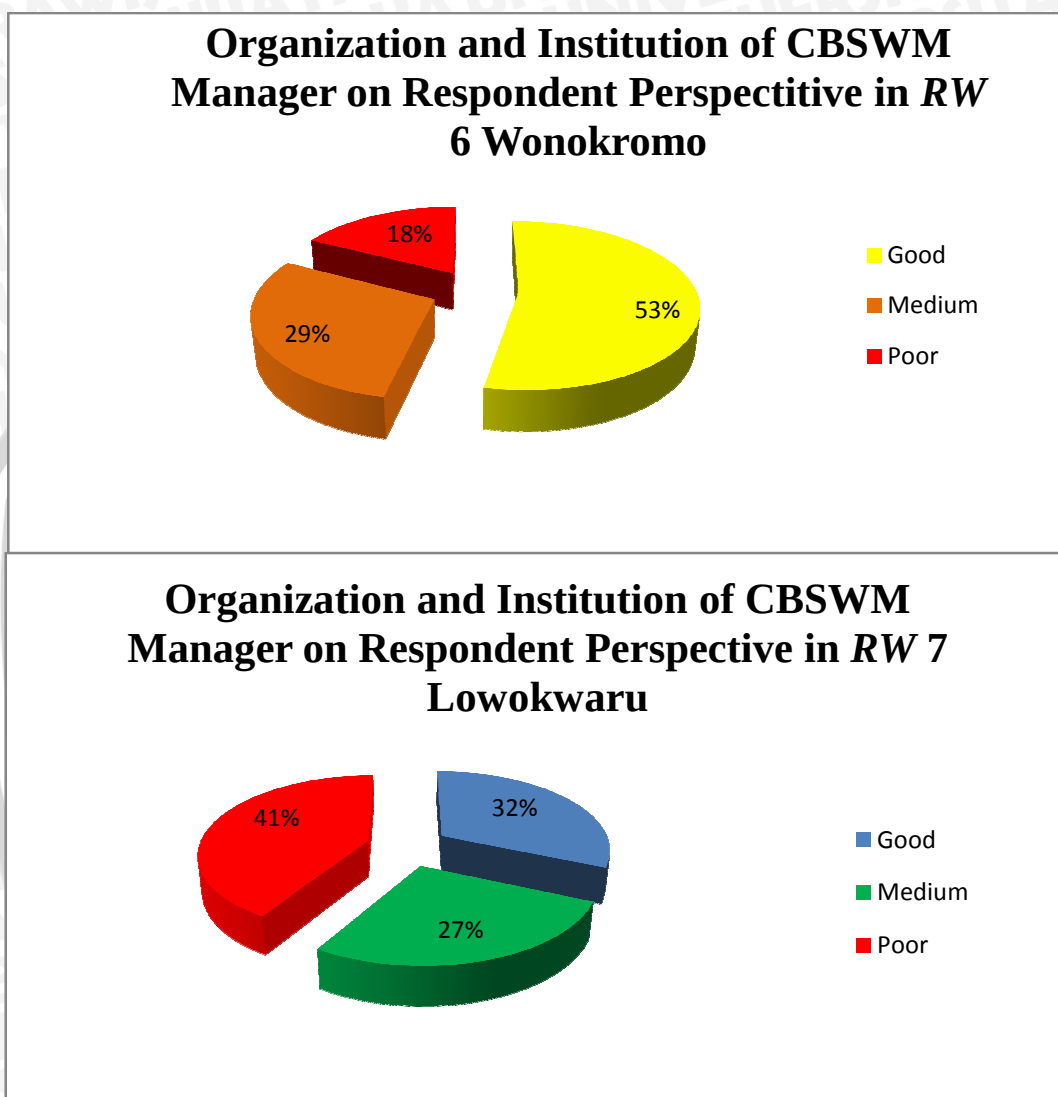


**Figure 4.3**  
**Percentage of Distribution Organization and Institution of CBSWM**  
**Manager on Respondent Perspective**



Source : primary data (data has been explored)

Based on datas in figure above, the organization and institution existence in CBSWM of both RW 6 Wonokromo and RW 7 Lowokwaru is better led by RW 6 Wonokromo with 53% or 49 people of respondents gave good appreciation to USAID for its institution and organization that are orderly managed. In RW 6 Wonokromo, 49 people or 53% of

respondents are highly satisfied for the existence of USAID in CBSWM. The other respondents, 29% or 27 people are also give the same appreciation. And the last, 18 people or 14% of total respondent said that the role of USAID as seen from its organization and institution is bad or poor.

In Lowokwaru, 29 people or 32% of respondents complain that the organization and institution of the local government is poor. 25 people or 27% of total respondents said that the existence of organization and institution of the local government was not as well as the people expectation. For the worst, 38 people or 41% of respondents seems so doubt on the effectiveness of local government's organization and institution.

#### **d. Management and Performance**

The dimension of management and performa tells about the competence, quality and capacity of manager of the waste management program. The management dimension means how manager of CBSWM understand the work planning program, the method and realize it based on the target that has been decided in the previous. The dimension of performance is seen from the people perspective whether or not the performance of the program manager is bad, good, average, or even above the expectation.

Later, class determination can be distinguished into 3 categories, which are; smooth, medium, and rigid. Smooth means the

manager has ability of technology, there is no activity out of plan and target, the manager also can raise the target well. Medium means nearly same with the description of smooth, but, the target and the plan are only a little bit accomplished, or, the competence of manager sometimes cannot master the problem. Rigid means the manager does not have specific expertise, moreover, she or he handled the program bad, far from people expectation.

The next step is creating an interval that can be calculated by having data range in the first turn. Range is a quarrel between maximum observation score and minimum observation score, the formulation is listed below :

$$R = X_t - X_r$$

$$R = \text{Range}$$

$$X_t = \text{Maximum observation score}$$

$$X_r = \text{Minimum observation score}$$

Further, to decide the interval in classes we can use this following formulation:

$$I = R/K$$

$$I = \text{Interval}$$

$$R = \text{Range}$$

$$K = \text{Number of class}$$

Therefore, the variable of management and performance in CBSWM can be described in a brief explanation by calculating the interval and dividing into 3 categories. The formulation of those :

1. Classes (K) consist of: (3) smooth, (2) medium and (1) rigid.

2. An interval

$$R = X_t - X_r$$

$$= 10 - 0$$

$$= 10$$

$$I = R/K$$

$$= 10/3$$

$$= 3,333$$

Finally, the range of variable of management and performance in the perspective of respondent is explained below:

- 6,67 - 10,00 : the management and performance of CBSWM manager is smooth.
- 3,40 - 6,66 : the management and performance of CBSWM manager is medium.
- 0,00 - 3,33 : the management and performance of CBSWM manager is rigid.

Henceforth, the management and performance of CBSWM manager in the perspective of respondents can be described as follows:

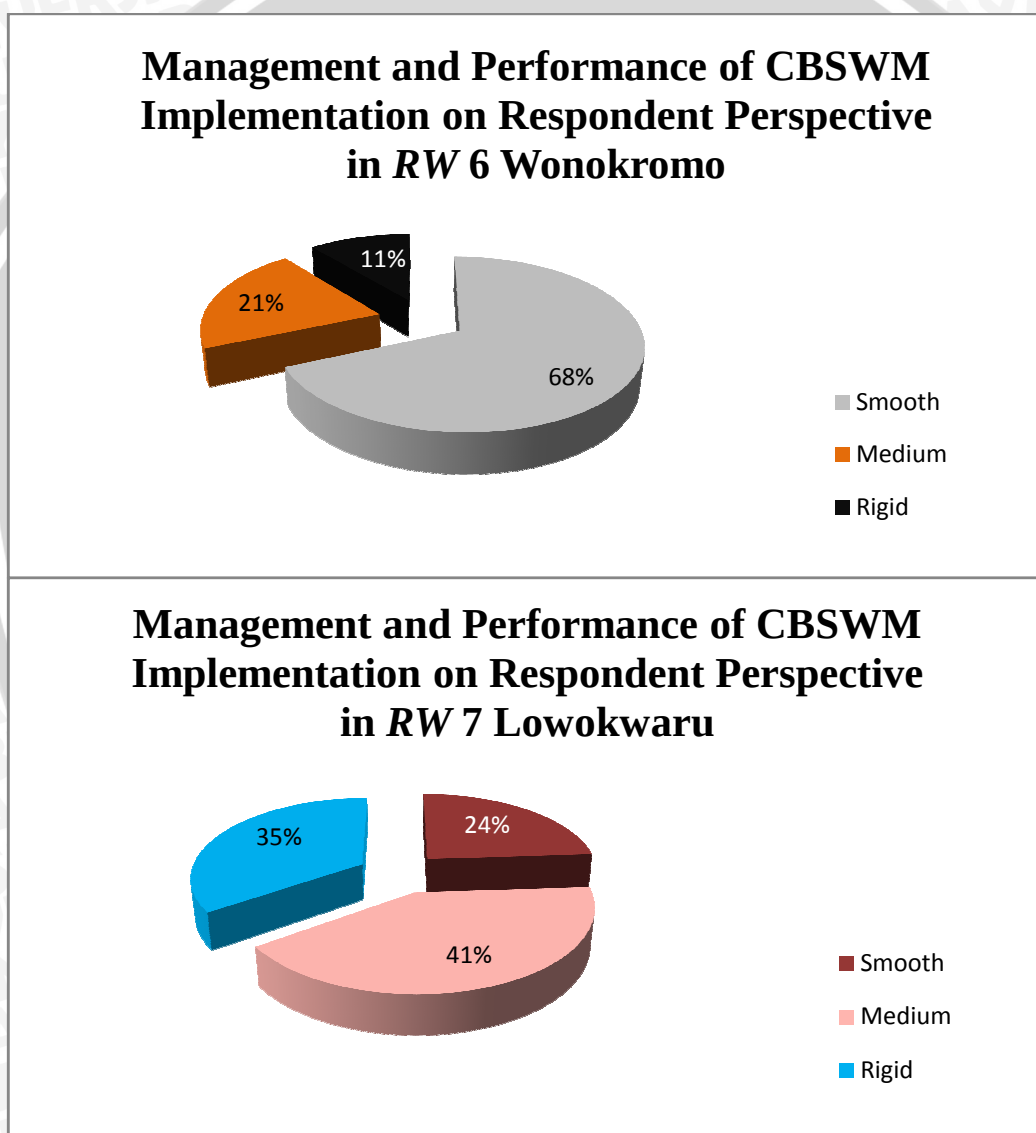
**Tabel 4.4**  
**Management and Performance of CBSWM Manager on Respondent Perspective**

| Score of distribution | Management and Performance of CBSWM Manager on Respondent Perspective |                          | Category |
|-----------------------|-----------------------------------------------------------------------|--------------------------|----------|
|                       | RW 6 Kelurahan Wonokromo                                              | RW 6 Kelurahan Lowokwaru |          |
| 6,67 - 10,00          | 63 person                                                             | 22 person                | Smooth   |
| 3,40 - 6,66           | 19 person                                                             | 38 person                | Medium   |
| 0,00 - 3,33           | 10 person                                                             | 32 person                | Rigid    |

Source : primary data (data has been explored)

This is the data presentation based on the percentage from score of respondent's respond on the management and performance dimension of CBSWM manager:

**Figure 4.3**  
**Percentage of Distribution of Management and Performance of CBSWM Manager in**



Source : primary data (data has been explored)

Based on datas in figure above, the score of management and performance of CBSWM manager in RW 6 Wonokromo is amount 68%.

63 people said that USAID as the manager of the program can show a good management and performance to the respondents. 19 people or 21% of respondents prefer saying that the management and performance of USAID is not really good. Then, only 11 people of 92 respondents or 10% of 92 people who dissatisfied with the management and performance of USAID.

The other fact shown that local government of Malang failed to proof its quality, only 22 people or 35% of 92 respondents admitted the good quality of local government in the dimension of management and performance. The other, 32 people or 24% said that the management and performance of local government of Malang is little bit good. The worst, 41% of 92 people or amounts 38 people said that the management and performance of local government is really bad and created people dissatisfaction.

#### **e. Ethics**

The dimension of ethics tells about how the manager of the program act to people, how she or he gives transparency, accountability, and keep her or his way in accordance with the target of the program. Ethics dimension will manage the behaviour of program manager avoiding the potentiality of administrative or political abuse. It also explains how the people feel safe; trust and get good service from the program manager.

To make a better analysis, class determination can be distinguished into 3 categories, which are; good, medium, and poor. Good

means that the program manager can make people give appreciation for the attitude; quickly react to solve problem; keep giving transparency and friendly help community. Medium means that the manager of the program similarly has the characteristics explained in the point of good, but, sometimes the manager only acts beautifully in the beginning of program; in the 1<sup>st</sup> week the manager will be very active and credible on the duties but in the 10<sup>th</sup> week or even the last week, that good behaviour seems decrease and finally community feel alone. Poor is the word that explain the ethics of the program manager is not credible, not only in the formal affairs (transparency of money, planning, report), but also in the real implementation process of the program; the manager do never participate and directly guide the people.

The next step is creating an interval that can be calculated by having data range in the first turn. Range is a quarrel between maximum observation score and minimum observation score, the formulation is listed below :

$$R = X_t - X_r$$

$$R = \text{Range}$$

$$X_t = \text{Maximum observation score}$$

$$X_r = \text{Minimum observation score}$$

Further, to decide the interval in classes we can use this following formulation:

$$I = R/K$$

I = Interval

R = Range

K = Number of class

Therefore, the variable of ethics in CBSWM can be described in a brief explanation by calculating the interval and dividing into 3 categories.

The formulation of those :

1. Classes (K) consist of: (3) good, (2) medium and (1) poor.

2. An interval

$$R = X_t - X_r$$

$$= 10 - 0$$

$$= 10$$

$$I = R/K$$

$$= 10/3$$

$$= 3,333$$

Finally, the range of variable of ethics in the perspective of respondent is explained below:

d. 6,67 - 10,00 : the ethics of CBSWM manager is good.

e. 3,40 - 6,66 : the ethics of CBSWM manager is medium.

f. 0,00 - 3,33 : the ethics of CBSWM manager is poor.

Henceforth, the ethics of CBSWM manager in the perspective of respondents can be described as follows:

**Tabel 4.5**  
**The Ethics of Program Manager in CBSWM Implementation on**  
**Respondent Perspective**

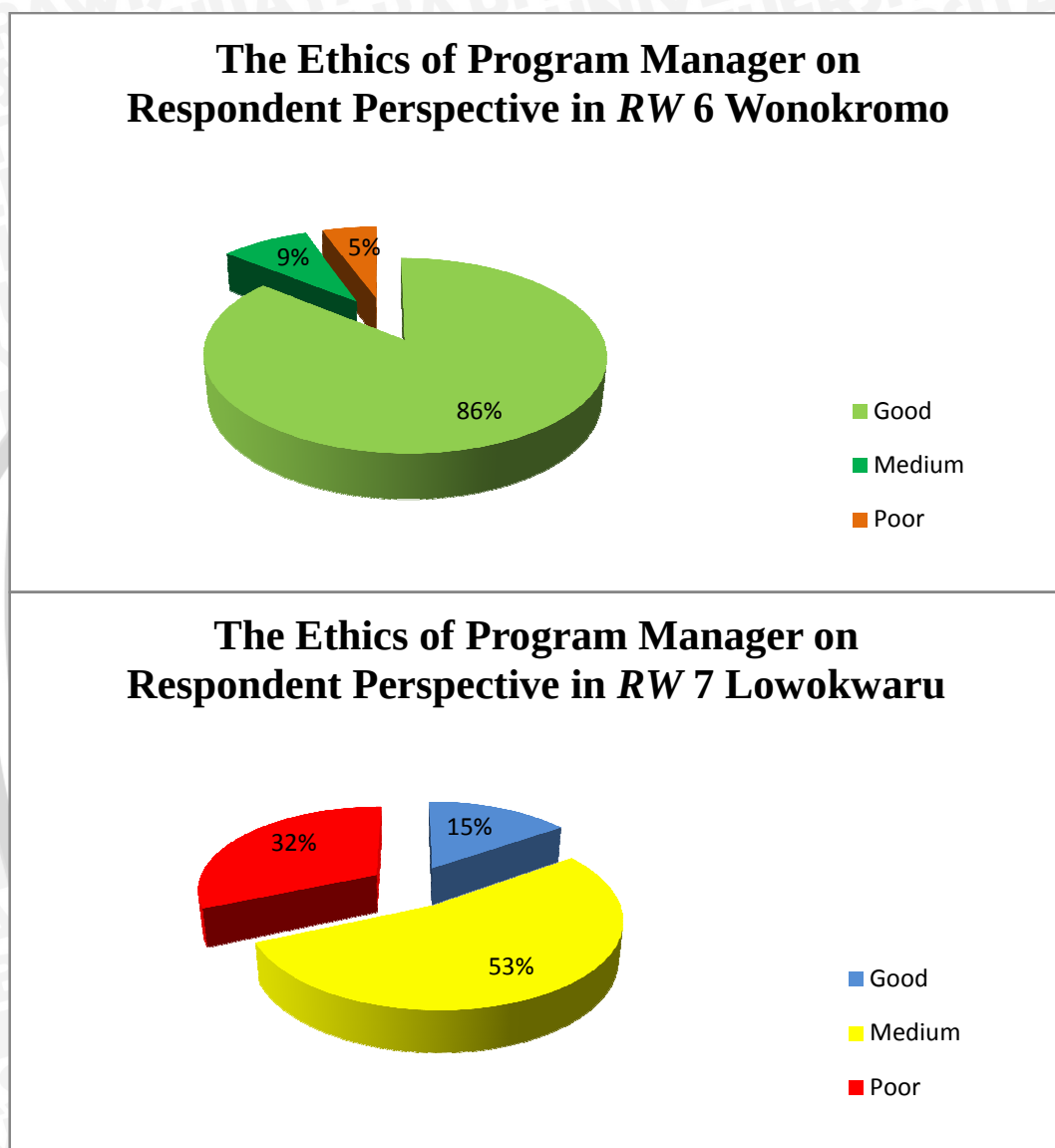
| Score of distribution | The Ethics of Program Manager in CBSWM Implementation on Respondent Perspective |                          | Category |
|-----------------------|---------------------------------------------------------------------------------|--------------------------|----------|
|                       | RW 6 Kelurahan Wonokromo                                                        | RW 6 Kelurahan Lowokwaru |          |
| 6,67 - 10,00          | 79 person                                                                       | 14 person                | Good     |
| 3,40 - 6,66           | 8 person                                                                        | 49 person                | Medium   |
| 0,00 - 3,33           | 5 person                                                                        | 29 person                | Poor     |

Source : primary data (data has been explored)

This is the data presentation based on the percentage from score of respondent's respond on the ethics dimension of CBSWM manager:



**Figure 4.5**  
**Percentage of Distribution of The Ethics of Program Manager in**  
**CBSWM Implementation on Respondet Perspective**



Source : primary data (data has been explored)

Based on datas in figure above, the score of the ethics of program manager on CBSWM in RW 6 Wonokromo is really incredibly amazing, it is amount 85%. 79 people said that USAID as the manager of the program can show a good ethics to the respondents. Only 8 people or 9% of respondents prefer saying that the ethics of USAID is not really

good. The most surprising is the number of people who said that the ethics of USAID is bad, it is only 5 people of 92 respondents or 6% of 92 people who dissatisfied with the ethics of USAID.

The other fact said that local government of Malang failed to proof its good attitude in handling CBSWM program, only 14 people or 32% of 92 respondents acknowledge the good quality of local government in the dimension of ethics. The other, 49 people or 53% said that the management and performance of local government of Malang is little bit good. The worst, 15% of 29 people said that the ethics of local government is really bad and created people dissatisfaction.

## **2. Indicators of Program Impacts**

### **a. Economy (Household Revenue)**

Household revenue is measured from all of revenue number whether from main job or side job. After done with the research process in both different sites, the researcher found a big different of revenue in RW 6 Wonokromo dan RW 7 Lowokwaru. The average of revenue in RW 6 Wonokromo is Rp. 2.565.217,- and the average revenue in RW 7 Lowokwaru is Rp. 3.380.435,-.

**Table 4.6**  
**The List of Average Number of Household Revenue in RW 6**  
**Wonokromo and RW 7 Kelurahan Lowokwaru**

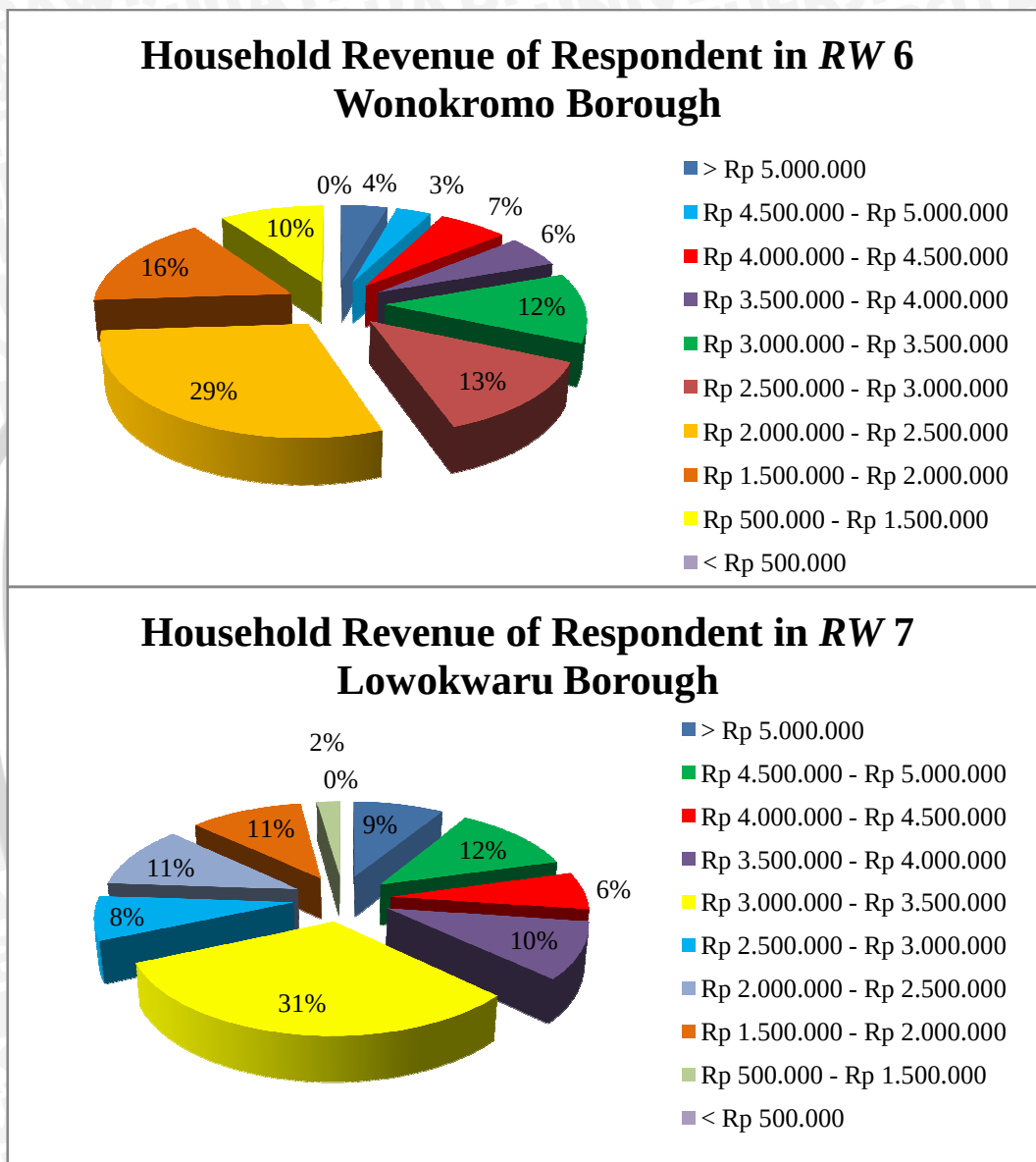
| The Average Number of Household Revenue |                 |                 |
|-----------------------------------------|-----------------|-----------------|
| Range of Revenue                        | RW 6 Wonokromo* | RW 7 Lowokwaru* |
| > Rp 5.000.000                          | 4               | 8               |
| Rp 4.500.000 - Rp 5.000.000             | 3               | 11              |
| Rp 4.000.000 - Rp 4.500.000             | 6               | 6               |
| Rp 3.500.000 - Rp 4.000.000**           | 5               | 9               |
| Rp 3.000.000 - Rp 3.500.000             | 11              | 29              |
| Rp 2.500.000 - Rp 3.000.000***          | 12              | 13              |
| Rp 2.000.000 - Rp 2.500.000             | 27              | 10              |
| Rp 1.500.000 - Rp 2.000.000             | 15              | 10              |
| Rp 500.000 - Rp 1.500.000               | 9               | 2               |
| < Rp 500.000                            | 0               | 0               |

**\* the number means person, \*\* is the average revenue for Lowokwaru, \*\*\* is the average revenue for Wonokromo**

Source : primary data (data has been explored)

This is the data presentation of household revenue of community based on the category of total revenue in a month:

**Figure 4.6**  
**Percentage of Distribution Household Revenue of Community in RW 6**  
**Wonokromo and RW 7 Kelurahan Lowokwaru**



Source : primary data (data has been explored)

From the datas shown above, 12% or 11 people of total respondents in Wonokromo have total monthly revenue Rp 3.000.000 - Rp 3.500.000, 13% or 12 people have total monthly revenue Rp 2.500.000 - 3.000.000, 3% or 3 people have total monthly revenue Rp 4.500.000 - Rp

5.000.000, 6% or 5 people have total monthly revenue Rp 3.500.000 - Rp 4.000.000, 29% or 27 people have total monthly revenue Rp 2.000.000 - Rp 2.500.000, 4% or 4 people have total monthly revenue more than Rp 5.000.000, 7% or 6 people have total monthly revenue Rp 4.000.000 - Rp 4.500.000, 16% or 15 people have total monthly revenue Rp 1.500.000 - Rp 2.000.000, 10% or 9 people have total monthly revenue Rp 500.000 - 1.500.000, and there is no person who has total monthly revenue under Rp 500.000.

In Lowokwaru, 31% or 29 people of total respondents in Lowokwaru have total monthly revenue Rp 3.000.000 - Rp 3.500.000, 8% or 7 people have total monthly revenue Rp 2.500.000 - 3.000.000, 12% or 11 people have total monthly revenue Rp 4.500.000 - Rp 5.000.000, 11% or 10 people have total monthly revenue Rp 3.500.000 - Rp 4.000.000, 10% or 9 people have total monthly revenue Rp 2.000.000 - Rp 2.500.000, 9% or 8 people have total monthly revenue more than Rp 5.000.000, 6% or 6 people have total monthly revenue Rp 4.000.000 - Rp 4.500.000, 11% or 10 people have total monthly revenue Rp 1.500.000 - Rp 2.000.000, 2% or 2 people have total monthly revenue Rp 500.000 - 1.500.000, and there is no person who has total monthly revenue under Rp 500.000.

#### **b. Education**

The level of respondent education is measured by clasifying the last formal education that has been passed by the respondent, whether in

RW 6 Wonokromo or RW 7 Lowokwaru. The level of formal education is listed below:

- Ungraduated from Elementary School (U from ES)
- Graduated from Elementary School (G from ES)
- Ungraduated from Junior High School (U from JHS)
- Graduated from Junior High School (U from JHS)
- Ungraduated from Junior High School (U from SHS)
- Graduated from Senior High School (U from SHS)
- Diploma
- Bachelor

Here are the education level of respondents that have been passed:

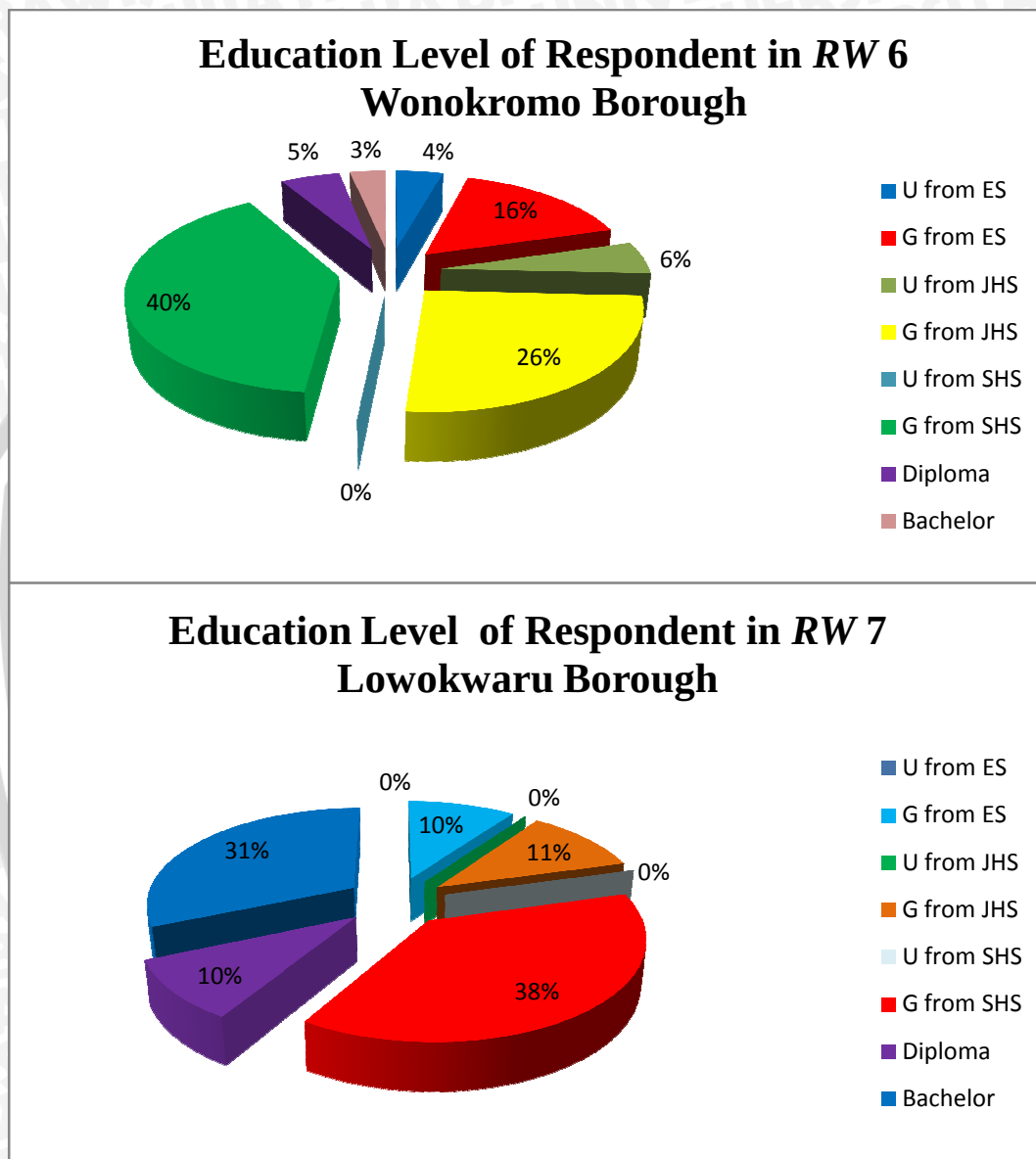
**Table 4.7**  
**The Education Level of Respondent in RW 6 Wonokromo and RW 7 Kelurahan Lowokwaru**

| Education Level | The Education Level of Respondent |                          | Additional Notes   |
|-----------------|-----------------------------------|--------------------------|--------------------|
|                 | RW 6 Kelurahan Wonokromo          | RW 7 Kelurahan Lowokwaru |                    |
| U from ES       | 4                                 | -                        | Stop in class 4    |
| G from ES       | 15 person                         | 9 person                 | -                  |
| U from JHS      | 5                                 | -                        | Stop in class 8    |
| G from JHS      | 24 person                         | 10 person                | -                  |
| U from SHS      | -                                 | -                        | -                  |
| G from SHS      | 36 person                         | 37 person                | -                  |
| Diploma         | 5                                 | 9 person                 | Diploma 3          |
| Bachelor        | 3 person                          | 27 person                | 5 years in average |

Source : primary data (data has been explored)

This is the data presentation based on the percentage from score of respondent education level:

**Figure 4.7**  
**Distribution Procentation of Education Level of Respondent RW 6**  
**Kelurahan Wonokromo and RW 7 Kelurahan Lowokwaru**



Source : primary data (data has been explored)

From the datas shown above, 4 people or 4% of total respondents in RW 6 Wonokromo failed to graduate from elementary school, 15 people or 16% of respondent could finish their elementary school, 5 people or 6% of respondent are ungraduated from junior high

school, 24 people or 26% of respondent passed their junior high school, while 36 people or 40% of respondent passed their senior high school, only 5 people or 5% and 3 people or 3% of respondent that graduated from diploma and university.

In RW 7 Lowokwaru, 9 people or 10% of respondent could finish their elementary school, 10 people or 11% of respondent passed their junior high school, while 37 people or 38% of respondent passed their senior high school, 9 people or 10% graduated from diploma and 27 people or 31% of respondent graduated from diploma and university. There is no person who failed to pass elementary school, junior high school and senior high school.

### **c. Health**

Level of health is measured by the intensity of respondent family members suffering from the disease within one year, the intensity of treatment by doctors, the ease in obtaining health services, the number of family members eat in a day, and also measured by the fulfillment of nutrition from family members. Those measurements; the intensity of family members suffering from the disease within one year, the ease in obtaining health services, the number of family members eats in a day, and the fulfillment of nutrition of the family members have had their specific scores that are also adjusted to the health condition of respondents, both from RW 6 Wonokromo and RW 7 Lowokwaru.

Class determination can be distinguished into 3 categories, which are; high, medium, and low. High means that community does not have a dangerous illness and get a good health service from government, community also can consume good and nutritious food. Medium means that even though the respondent does not have a dangerous illness and good health service, the necessity of food is still cannot be completed well. Low means that the respondents cannot consume proper food that finally cause severe illness, moreover, they do not get a good health service.

The next step is creating an interval that can be calculated by having data range in the first turn. Range is a quarrel between maximum observation score and minimum observation score, the formulation is listed below :

$$R = X_t - X_r$$

$$R = \text{Range}$$

$$X_t = \text{Maximum observation score}$$

$$X_r = \text{Minimum observation score}$$

Further, to decide the interval in classes we can use this following formulation:

$$I = R/K$$

$$I = \text{Interval}$$

$$R = \text{Range}$$

$$K = \text{Number of class}$$

Therefore, the variable of health in CBSWM can be described in a brief explanation by calculating the interval and dividing into 3 categories.

The formulation of those :

1. Classes (K) consist of: (3) high, (2) medium and (1) low.
2. An interval

$$\begin{aligned} R &= X_t - X_r \\ &= 10 - 0 \\ &= 10 \end{aligned}$$

$$\begin{aligned} I &= R/K \\ &= 10/3 \\ &= 3,333 \end{aligned}$$

Finally, the range of variable of health in the perspective of respondent is explained below:

- a. 6,67 - 10,00 : respondent health is high
- b. 3,40 - 6,66 : respondent health is medium
- c. 0,00 - 3,33 : respondent health is poor

This is the data presentation based on the percentage from score of respondent health level:

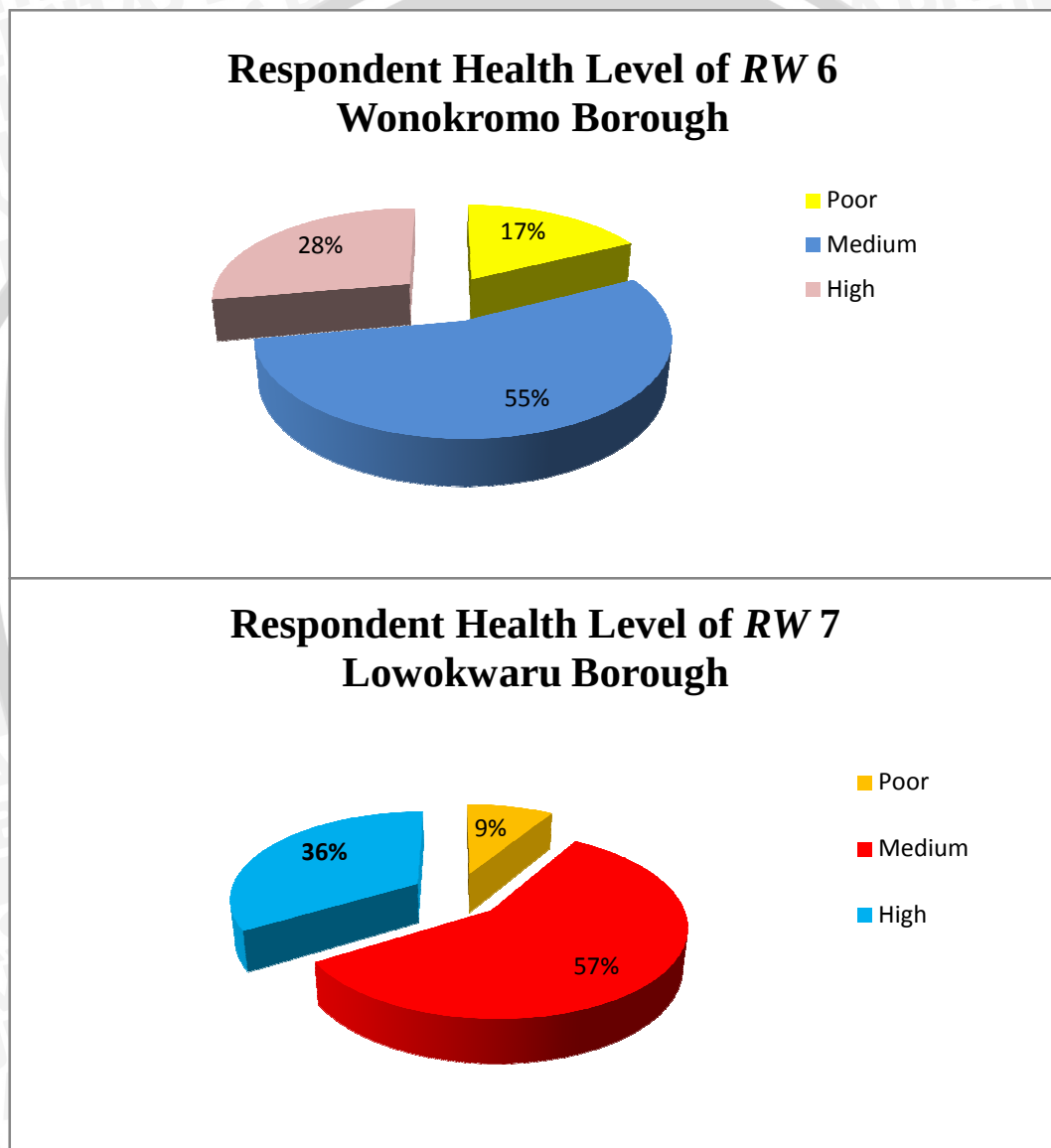
**Table 4.8**  
**Respondent Health Quality Score in RW 6 Wonokromo and RW 7 Kelurahan Lowokwaru**

| Score Distribution | Respondent Health Quality Score |                          | Category |
|--------------------|---------------------------------|--------------------------|----------|
|                    | RW 6 Kelurahan Wonokromo        | RW 7 Kelurahan Lowokwaru |          |
| 0,00 - 3,33        | 14 person                       | 8                        | Poor     |
| 3,40 - 6,66        | 59 person                       | 53 person                | Medium   |
| 6,67 - 10,00       | 19 person                       | 31 person                | High     |

Source : primary data (data has been explored)

This is the data presentation based on the percentage from score of respondent health:

**Figure 4.8**  
**Percentage of Distribution of Respondent Health Level in RW 6 Wonokromo and RW 7 Kelurahan Lowokwaru**



Source : primary data (data has been explored)

From the datas shown above, 14 people or 17% of total respondents in RW 6 Wonokromo have a bad healthy life style, the could

not consume proper food and have severe illness, 59 people or 55% of respondent have a good enough health condition, and the last, 19 people or 28% of respondent have a good health and aware of how to live in healthy life style.

In RW 7 Lowokwaru, only 8 people or 9% of total respondents have a bad healthy life style, they could not consume proper food and have severe illness, 53 people or 57% of respondent have a good enough health condition, and the last, 31 people or 36% of respondent have a good health and aware of how to live in healthy life style.

#### **d. Residence**

The level of residence is measured by these criteria; building area, spacious yard, building materials used to build walls, floors and also roofs. The building area, spacious yard, building materials that are used to build walls, floors, and also roofs of houses have already had their own scores adjusted to the condition of respondent residence in both RW 6 Wonokromo and RW 7 Lowokwaru

Class determination can be distinguished into 3 categories, which are; lux, good, and poor. Lux means that the residence is has good design, building material, and been built in very wide area. Good means that the residence is quilified as healthy residence that has wide enough area and good building material. Poor means that the residence is built on a small area (ground) and does not have a good building material.

The next step is creating an interval that can be calculated by having data range in the first turn. Range is a quarrel between maximum observation score and minimum observation score, the formulation is listed below :

$$R = X_t - X_r$$

$$R = \text{Range}$$

$$X_t = \text{Maximum observation score}$$

$$X_r = \text{Minimum observation score}$$

Further, to decide the interval in classes we can use this following formulation:

$$I = R/K$$

$$I = \text{Interval}$$

$$R = \text{Range}$$

$$K = \text{Number of class}$$

Therefore, the variable of residence in CBSWM can be described in a brief explanation by calculating the interval and dividing into 3 categories. The formulation of those :

1. Classes (K) consist of: (3) lux, (2) good, (1) poor.
2. An interval

$$R = X_t - X_r$$

$$= 10 - 0$$

$$= 10$$

$$I = R/K$$

$$= 10/3$$

$$= 3,333$$

Finally, the range of variable of respondent residence is listed below:

- a. 6,67 - 10,00: the residence of respondent is lux
- b. 3,40 - 6,66 : the residence of respondent is good
- c. 0,00 - 3,33 : the residence of respondent is poor

**Table 4.9**  
**Level of Respondent Residence in RW 6 Wonokromo and RW 7**  
**Kelurahan Lowokwaru**

| Score of distribution | Level of Respondent Residence |                          | Category |
|-----------------------|-------------------------------|--------------------------|----------|
|                       | RW 6 Kelurahan Wonokromo      | RW 7 Kelurahan Lowokwaru |          |
| 0,00 - 3,33           | 19                            | 7                        | Poor     |
| 3,40 - 6,66           | 59 person                     | 53 person                | Good     |
| 6,67 - 10,00          | 14 person                     | 32 person                | Lux      |

Source : primary data (data has been explored)

This is the data presentation based on the percentage from score of respondent health:

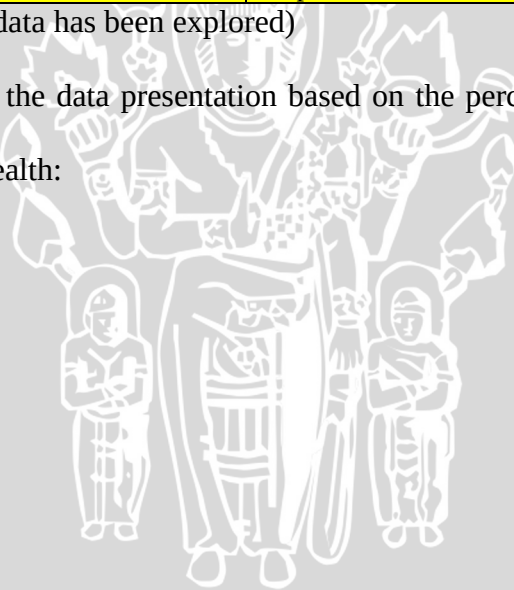
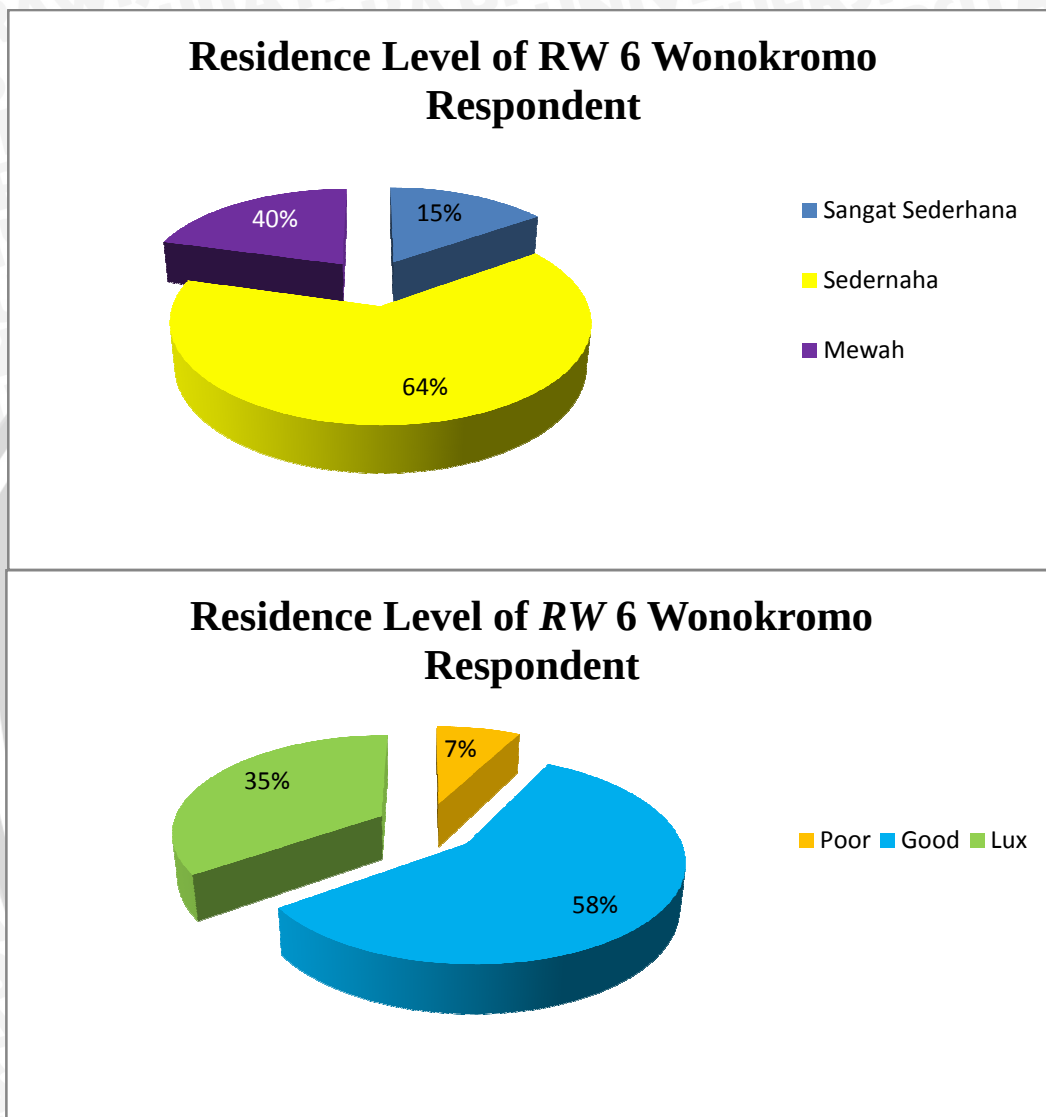


**Figure 4.9**  
**Percentage of Distribution of Level of Respondent Residence in RW 6**  
**Wonokromo and RW 7 Kelurahan Lowokwaru**



Source : primary data (data has been explored)

From the datas shown above, 14 people or 15% of total respondents in RW 6 Wonokromo have lux residence, 59 people or 64% of respondent have good condition of residence, and the last, 19 people or 40% of respondent have poor condition of residence.

In RW 7 Lowokwaru, 32 people or 35% of total respondents in RW 6 Wonokromo have lux residence, 53 people or 58% of respondent have good condition of residence, and the last, only 7 people or 7% of respondent have poor condition of residence.

#### **e. Environmental Preservation**

The last variable to evaluate the impact of the CBSWM program is environmental preservation. It explains three main points, first is the physical condition of environment, including the street, yard, river, or even the condition of waste. If the environment is clean and free from disease, the awareness and independency of community will be very high. Second is environmental activity, including how the community cooperate to keep environment clean, and the third is environmental supporting facility that will support the way to keep environment clean. Those points have been arranged in specific number fits to the condition of RW 6 Wonoktomo and RW 7 Lowokwaru.

Class determination can be distinguished into 3 categories, which are; clean, clean-medium, and poor. Clean means that the condition of environment is free from waste every day, the river and yard are also clean, the community has good cooperation in keeping environment, and there are supporting facilities to help community create a good environmental condition. Clean-medium means the condition of environment is clean enough, it is clean but not every day, community has good enough environmental facilities, and dirty means that the

environment is never separated from waste, the river contains of waste and is smelly, flood is often happened because of waste in the river, there are no supporting facilities and no good cooperation among communities.

The next step is creating an interval that can be calculated by having data range in the first turn. Range is a quarrel between maximum observation score and minimum observation score, the formulation is listed below :

$$R = X_t - X_r$$

$$R = \text{Range}$$

$$X_t = \text{Maximum observation score}$$

$$X_r = \text{Minimum observation score}$$

Further, to decide the interval in classes we can use this following formulation:

$$I = R/K$$

$$I = \text{Interval}$$

$$R = \text{Range}$$

$$K = \text{Number of class}$$

Therefore, the variable of environmental preservation in CBSWM can be described in a brief explanation by calculating the interval and dividing into 3 categories. The formulation of those :

1. Classes (K) consist of: (3) clean, (2) clean-medium, (1) dirty.
2. An interval

$$R = X_t - X_r$$

$$= 10 - 0$$

$$= 10$$

$$I = R/K$$

$$= 10/3$$

$$= 3,333$$

Finally, the range of variable of respondent residence is listed below:

- 6,67 - 10,00: the condition of environment is clean
- 3,40 - 6,66 : the condition of environment is clean-medium
- 0,00 - 3,33 : the condition of environment is dirty

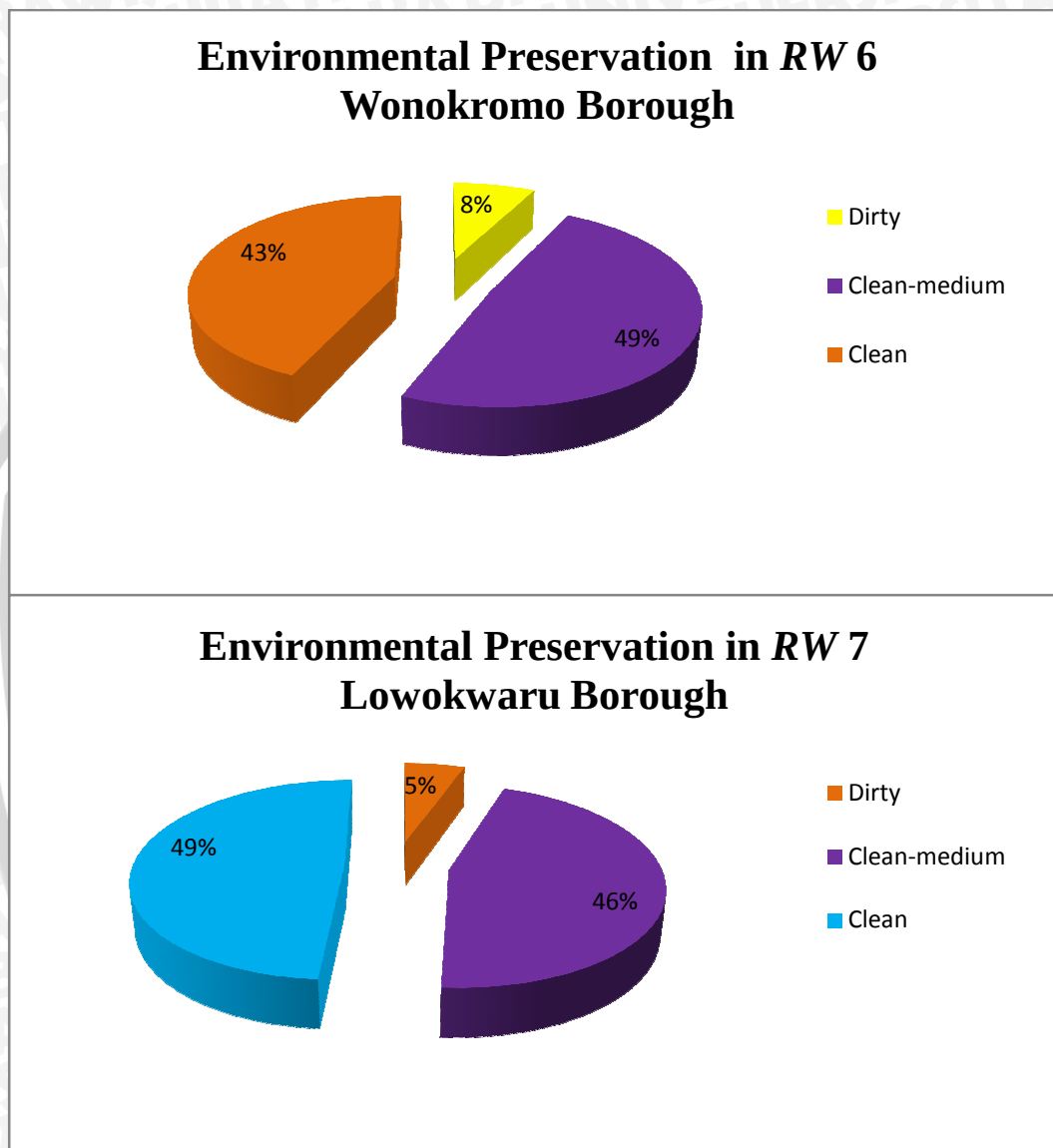
This is the data presentation based on the percentage from score of environmetal preservation on respondent perspective:

**Table 4.10**  
**Environmental Condition in RW 6 Wonokromo and RW 7 Kelurahan Lowokwaru on Respondent Perspective**

| Score of distribution | Environmental Condition on Respondent Perspective |                          | Category     |
|-----------------------|---------------------------------------------------|--------------------------|--------------|
|                       | RW 6 Kelurahan Wonokromo                          | RW 7 Kelurahan Lowokwaru |              |
| 0,00 - 3,33           | 7 person                                          | 5 person                 | Dirty        |
| 3,40 - 6,66           | 45 person                                         | 42 person                | Clean medium |
| 6,67 - 10,00          | 40 person                                         | 45 person                | Clean        |

Source : primary data (data has been explored)

**Figure 4.10**  
**Percentage of Distribution of Environmental Condition in RW 6 Wonokromo**  
**and RW 7 Kelurahan Lowokwaru**



Source : primary data (data has been explored)

From the datas shown above, 40 people or 43% of total respondents in RW 6 Wonokromo said that the condition of environment after the end of the CBSWM program is clean, 45 people or 49% of respondent said that the condition of environment after the end of the CBSWM program is clean enoguh, even though not all of parts of

*kelurahan* is clean, and the last, 7 people or 8% of respondent said that the condition of environment after the end of the CBSWM program is dirty, the river has lots of wastes and smells so bad.

In RW 7 Lowokwaru, 45 people or 49% of total respondents said that the condition of environment after the end of the CBSWM program is clean, 42 people or 46% of respondent said that the condition of environment after the end of the CBSWM program is clean enough, even though not all of parts of *kelurahan* is clean, and the last, only 5 people or 5% of respondent said that the condition of environment after the end of the CBSWM program is dirty, the river has lots of wastes and smells so bad.

### C. Data Analysis

To find out the results of the CBSWM program, the researcher used ANOVA (Analysis of Variance), which is used to test the average of similarity to the tested variables between people who are the parties involved in the program and feel the impact of the CBSWM program both from the USAID and local government. This comparison is aimed to see how big USAID take a role and how significant of its influence toward the process of implementation and the impact community get. The variables in this study are divided into two perspectives, namely the perspective of the implementation process and the perspective of the impact of the program. To support the evaluation of the CBSWM program, the researcher analyze the data of P-value and F-value to determine the initial rejection of the hypothesis or alternative hypothesis. The data is an analyzed data

that obtained from questionnaires to 184 people; 92 people in RW 6 Wonokromo and 92 people in RW 7 Lowokwaru that was held in both Wonokromo and Kelurahan Lowokwaru from December, 2011 until April, 2012.

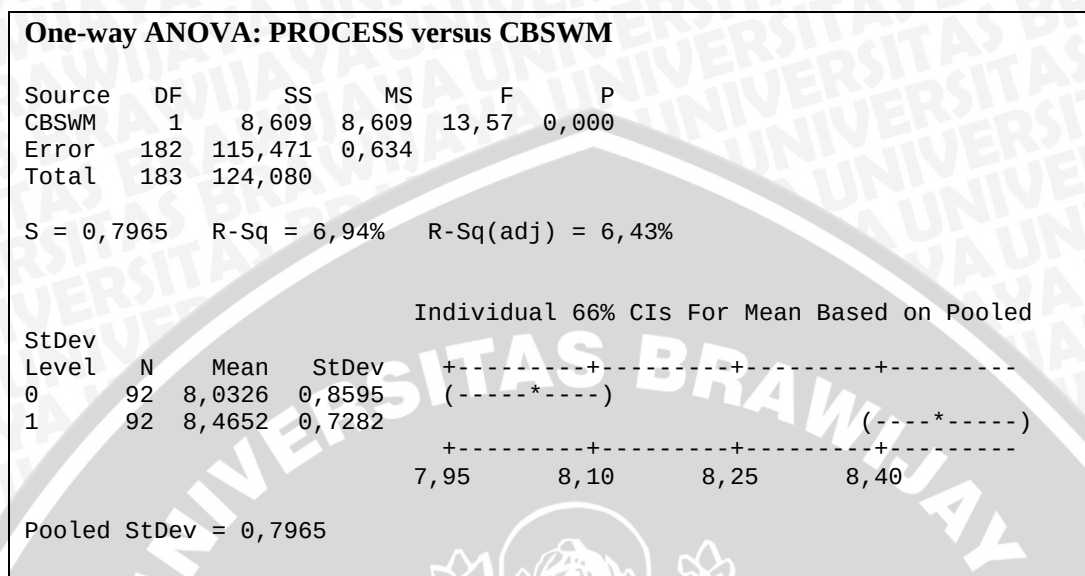
## **1. ANOVA Testing on The Perspective of Program Implementation (Dimensions of Sound Governance)**

### **a. Process**

In this variable, the data taken from questionnaire has been tested by ANOVA (Analysis of Variance) in order to know and understand the test results of the common average (mean) of the action area (level 1) compared to the control area (level 0). It is also aimed to know the result of P-value and F-value of each variable. If the mean of action area (level 1) is greater than the control area (level 0), then the initial hypothesis ( $H_0$ ) will be rejected and accept the alternative hypothesis ( $H_1$ ). Meanwhile, the result of comparison will have a high significant level if it has two main points, which are; (1) P-value is less than  $\alpha$  ( $\alpha = 0,05$ ) and (2) the F-value exceeds  $F_{\alpha}(a-1, Na)$ , which  $a$  is a many replication in each factor level and  $N$  is the number of all observations. In the other side, in order to assess the result of F-value, the researcher used F distribution table with  $\alpha = 0,05$ . And, this is the data presentation of the dimension of process from the ANOVA measurement tool:

**Figure 4.11**

### The ANOVA Result of the Dimension of Process in Minitab



Source: the attachment

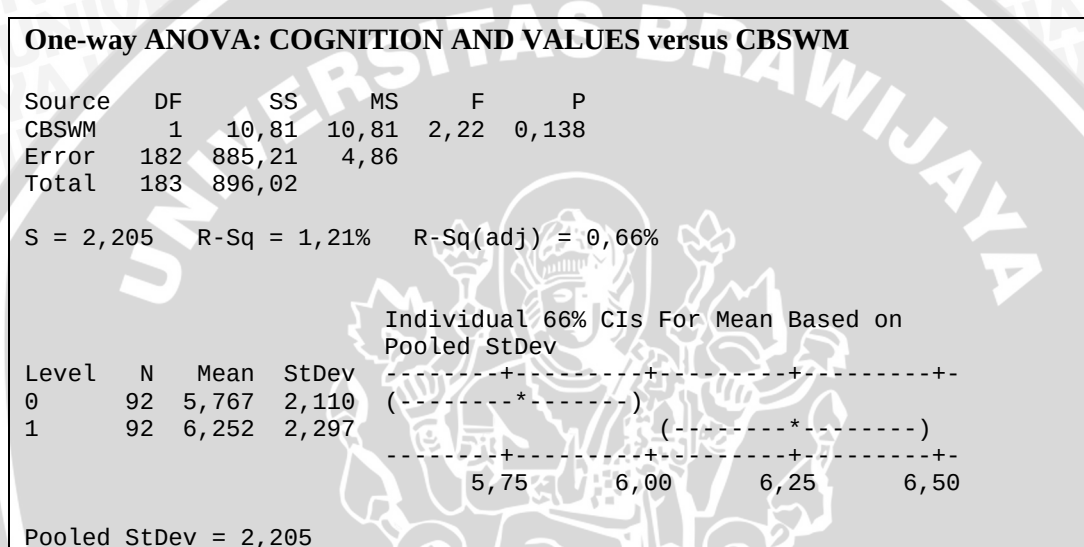
The figure above shows that the mean of action area (level 1) is 8,4652 and the mean of the control (level 0) is 8,0326. While the F-value is 13,57 and for P-value is 0,000.

#### b. Cognition and Values

In this variable, the data taken from questionnaire has been tested by ANOVA (Analysis of Variance) in order to know and understand the test results of the common average (mean) of the action area (level 1) compared to the control area (level 0). It is also aimed to know the result of P-value and F-value of each variable. If the mean of action area (level 1) is greater than the control area (level 0), then the initial hypothesis ( $H_0$ ) will be rejected and accept the alternative hypothesis ( $H_1$ ). Meanwhile, the result of comparison will have a high significant level if it has two main points, which are; (1) P-value is less than  $\alpha$  ( $\alpha = 0,05$ ) and (2) the F- value exceeds  $F_{\alpha}$  ( $\alpha = 1, N_{\alpha}$ ), which  $\alpha$  is a many replication in each factor level and N is the number

of all observations. In the other side, in order to assess the result of F-value, the researcher used F distribution table with  $\alpha = 0,05$ . And, this is the data presentation of the dimension of cognition and values from the ANOVA measurement tool:

**Figure 4.12**  
**The ANOVA Result of the Dimension of Cognition and Values in Minitab**



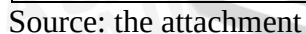
Source: the attachment

The figure above shows that the mean of action area (level 1) is 6,252 and the mean of the control (level 0) is 5,767 . While the F-value is 2,22 and for P-value is 0,138

### c. Organization and Institution

In this variable, the data taken from questionnaire has been tested by ANOVA (Analysis of Variance) in order to know and understand the test results of the common average (mean) of the action area (level 1) compared to the control area (level 0). It is also aimed to know the result of P-value and F-value of each variable. If the mean of action area (level 1) is

**Figure 4.13**  
**The ANOVA Result of the Dimension of Organization and Institution in Minitab**

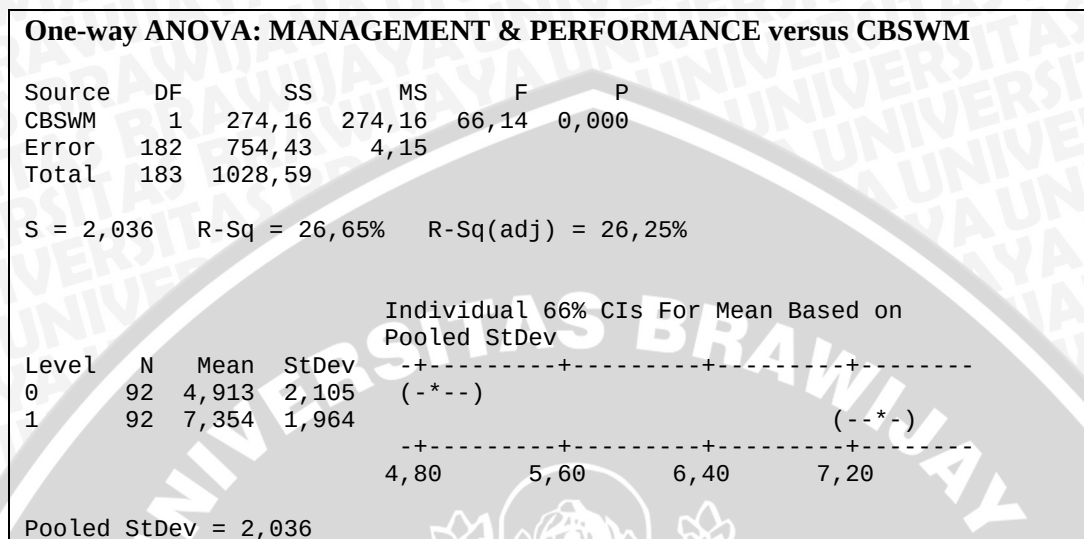


#### d. Management and Performance

In this variable, the data taken from questionnaire has been tested by ANOVA (Analysis of Variance) in order to know and understand the test results of the common average (mean) of the action area (level 1) compared to the control area (level 0). It is also aimed to know the result of P-value and F-value of each variable. If the mean of action area (level 1) is greater than the control area (level 0), then the initial hypothesis ( $H_0$ ) will be rejected and accept the alternative hypothesis ( $H_1$ ). Meanwhile, the result of comparison will have a high significant level if it has two main points, which are; (1) P-value is less than  $\alpha$  ( $\alpha = 0,05$ ) and (2) the F- value exceeds  $F_{\alpha}(\alpha-1, N_{\alpha})$ , which  $\alpha$  is a many replication in each factor level and  $N$  is the number of all observations. In the other side, in order to assess the result of F-value, the researcher used F distribution table with  $\alpha = 0,05$ . And, this is the data presentation of the dimension of management and institution from the ANOVA measurement tool:

**Figure 4.14**

### The ANOVA Result of the Dimension of Management and Institution in Minitab



Source: the attachment

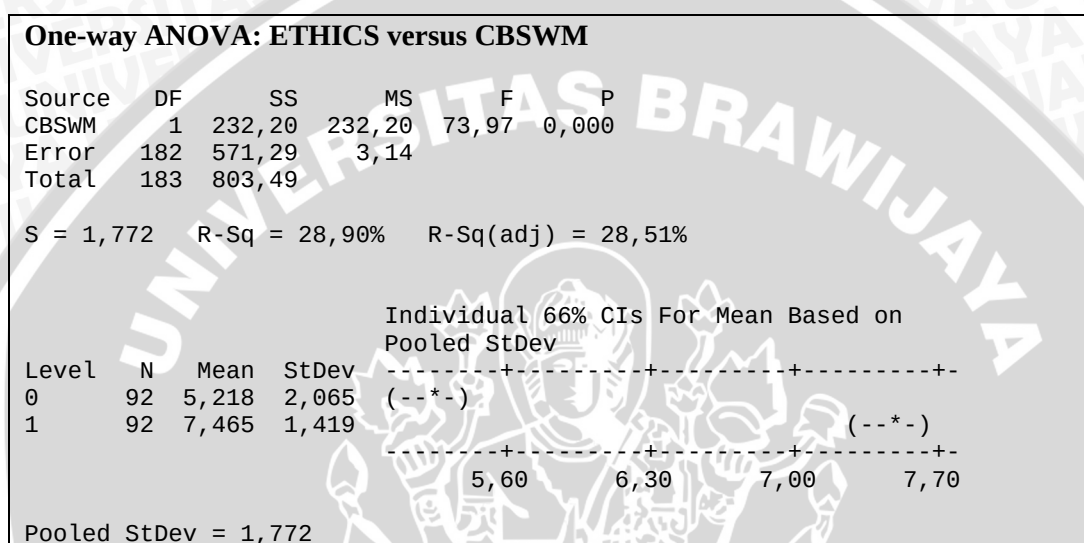
The figure above shows that the mean of action area (level 1) is 7,354 and the mean of the control (level 0) is 4,913. While the F-value is 66,14 and for P-value is 0,000.

#### e. Ethics

In this variable, the data taken from questionnaire has been tested by ANOVA (Analysis of Variance) in order to know and understand the test results of the common average (mean) of the action area (level 1) compared to the control area (level 0). It is also aimed to know the result of P-value and F-value of each variable. If the mean of action area (level 1) is greater than the control area (level 0), then the initial hypothesis ( $H_0$ ) will be rejected and accept the alternative hypothesis ( $H_1$ ). Meanwhile, the result of comparison will have a high significant level if it has two main points, which are; (1) P-value is less than  $\alpha$  ( $\alpha = 0,05$ ) and (2) the F-value exceeds  $F_{\alpha}$  ( $\alpha = 1, N_a$ ), which a is a many replication in each factor level and N is the number

of all observations. In the other side, in order to assess the result of F-value, the researcher used F distribution table with  $\alpha = 0,05$ . And, this is the data presentation of the dimension of ethics from the ANOVA measurement tool:

**Figure 4.15**  
**The ANOVA Result of the Dimension of Ethics in Minitab**



Source: the attachment

The figure above shows that the mean of action area (level 1) is 7,465 and the mean of the control (level 0) is 5,218. While the F-value is 73,97 and for P-value is 0,000.

## 2. Analysis of CBSWM in The Context of Program Implementation Concept

After needs are identified and program priorities are established, it is now time to implement the plans. For some it might be useful to look at the previous phases as developing a game plan for an athletic team. Just like pre-game preparation, they represent the time and effort that precedes “playing the game”. Program implementation is putting the game plan to work on the field. There are

some points that have been known; resource development, program management, and collaboration (<http://www.ca.uky.edu/Agpsd/progimp.pdf>).

#### 1. Resource development

It is about how the resource (internal and external resource development). For each program the available resources need to be assessed and a plan put into place to mobilize those resources or assets. Here, USAID worked properly in allocating the resource of development, the utility of internal resources such as expert, technical staff, and external resource that is played by community.

#### 2. Program management

The activities and processes involved in the management of a program can be divided into four categories; *human management*, *task management*; and *finance management*. Human management concerns on the number of people needed to carry out program activities can vary from a very few to many volunteers. The people or human management component of program management is essential to effective program implementation and requires extensive planning and preparation. The human management was well done by USAID, it used internal and external human resource.

Then, the task management refers to the processes involved in actually doing everything you planned to do in the program. Knowledge and skills in educational theory and methodology, meeting management and organization and planning are essential. USAID has very good ability in knowledge and skills, it was very good in its commitment to the time line, meeting due dates for proposals, conducting educational programs and creating

supportive educational environments that are a part of program implementation. The last is finance management, this will vary from program to program. Some may be funded through a grant or gift. In all cases, financial accountability is essential, and that what USAID done. The finance transparency was also done by cadre.

### 3. Collaboration

Program implementation often involves creating the linkages with other individuals, organizations or agencies to more effectively and efficiently address the identified need. Collaboration among USAID, Kompos NGO, government, and local community noted that the program was supported by various actors and partnership.

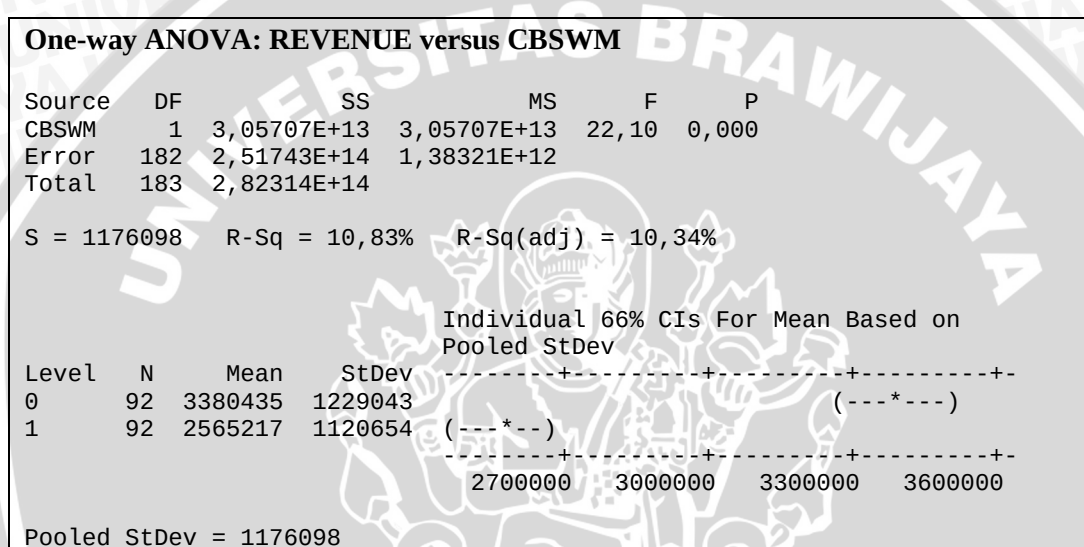
### 3. ANOVA Testing on The Perspective of Program Impacts

#### a. Economy (Household Revenue)

In this variable, the data taken from questionnaire has been tested by ANOVA (Analysis of Variance) in order to know and understand the test results of the common average (mean) of the action area (level 1) compared to the control area (level 0). It is also aimed to know the result of P-value and F-value of each variable. If the mean of action area (level 1) is greater than the control area (level 0), then the initial hypothesis ( $H_0$ ) will be rejected and accept the alternative hypothesis ( $H_1$ ). Meanwhile, the result of comparison will have a high significant level if it has two main points, which are; (1) P-value is less than  $\alpha$  ( $\alpha = 0,05$ ) and (2) the F-value exceeds  $F_{\alpha}(a-1, Na)$ , which a is a many replication in each factor level and N is the number

of all observations. In the other side, in order to assess the result of F-value, the researcher used F distribution table with  $\alpha = 0,05$ . And, this is the data presentation of the respondent household reveue from the ANOVA measurement tool:

**Figure 4.16**  
**The ANOVA Result of Household Revenue in Minitab**



Source: the attachment

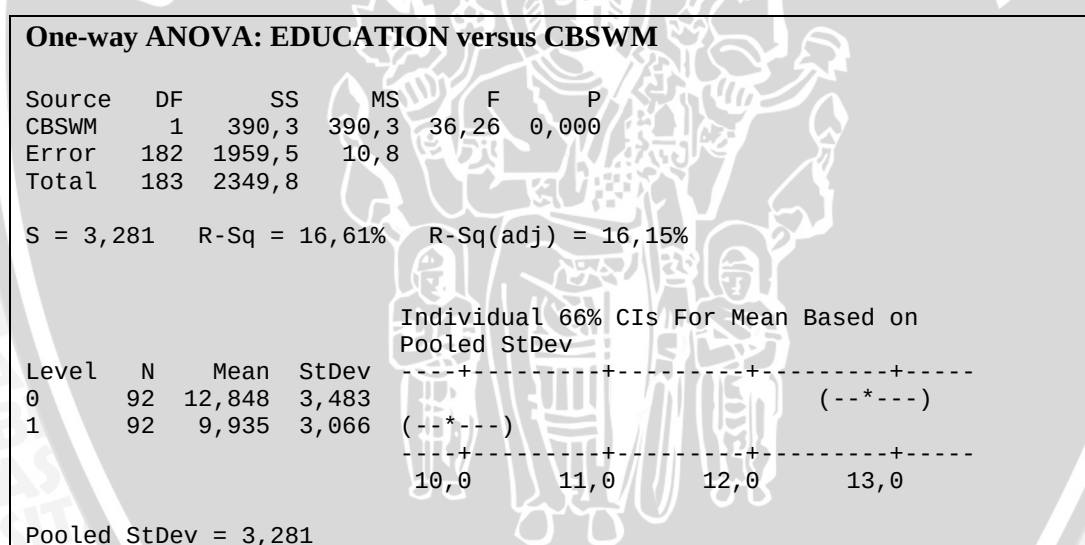
The figure above shows that the mean of action area (level 1) is 3380435 and the mean of the control (level 0) is 2565217 . While the F-value is 22,10 and for P-value is 0,000.

## b. Education

In this variable, the data taken from questionnaire has been tested by ANOVA (Analysis of Variance) in order to know and understand the test results of the common average (mean) of the action area (level 1) compared to the control area (level 0). It is also aimed to know the result of P-value and F-value of each variable. If the mean of action area (level 1) is

greater than the control area (level 0), then the initial hypothesis ( $H_0$ ) will be rejected and accept the alternative hypothesis ( $H_1$ ). Meanwhile, the result of comparison will have a high significant level if it has two main points, which are; (1) P-value is less than  $\alpha$  ( $\alpha = 0,05$ ) and (2) the F- value exceeds  $F_{\alpha}(a-1, Na)$ , which a is a many replication in each factor level and N is the number of all observations. In the other side, in order to assess the result of F-value, the researcher used F distribution table with  $\alpha = 0,05$ . And, this is the data presentation of education from the ANOVA measurement tool:

**Figure 4.17**  
**The ANOVA Result of Education in Minitab**



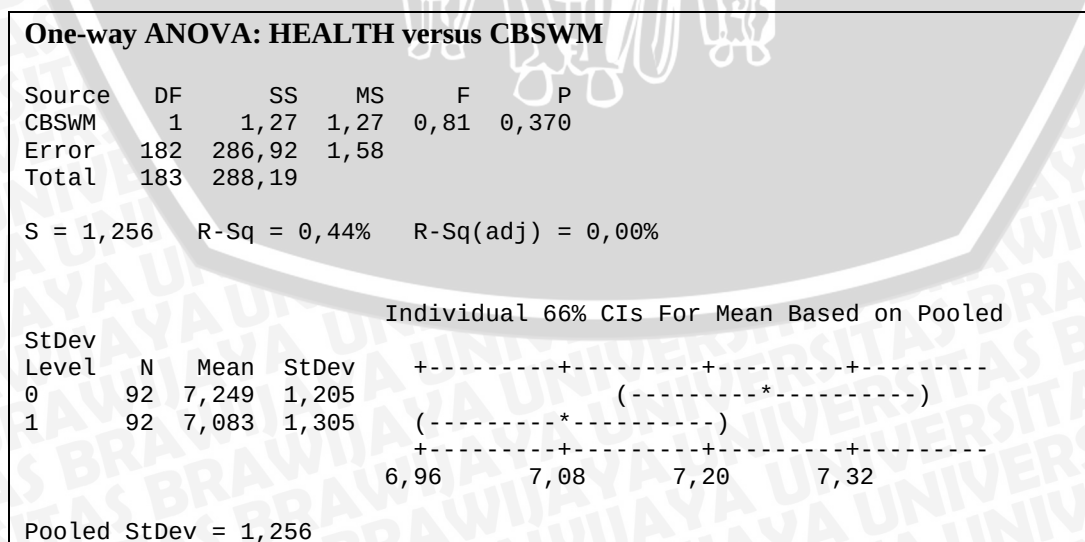
Source: the attachment

The figure above shows that the mean of action area (level 1) is 12,848 and the mean of the control (level 0) is 9,935 . While the F-value is 36,26 and for P-value is 0,000.

### c. Health

In this variable, the data taken from questionnaire has been tested by ANOVA (Analysis of Variance) in order to know and understand the test results of the common average (mean) of the action area (level 1) compared to the control area (level 0). It is also aimed to know the result of P-value and F-value of each variable. If the mean of action area (level 1) is greater than the control area (level 0), then the initial hypothesis ( $H_0$ ) will be rejected and accept the alternative hypothesis ( $H_1$ ). Meanwhile, the result of comparison will have a high significant level if it has two main points, which are; (1) P-value is less than  $\alpha$  ( $\alpha = 0,05$ ) and (2) the F- value exceeds  $F_{\alpha}(a-1, Na)$ , which a is a many replication in each factor level and N is the number of all observations. In the other side, in order to assess the result of F-value, the researcher used F distribution table with  $\alpha = 0,05$ . And, this is the data presentation of health from the ANOVA measurement tool:

**Figure 4.18**  
**The ANOVA Result of Health in Minitab**



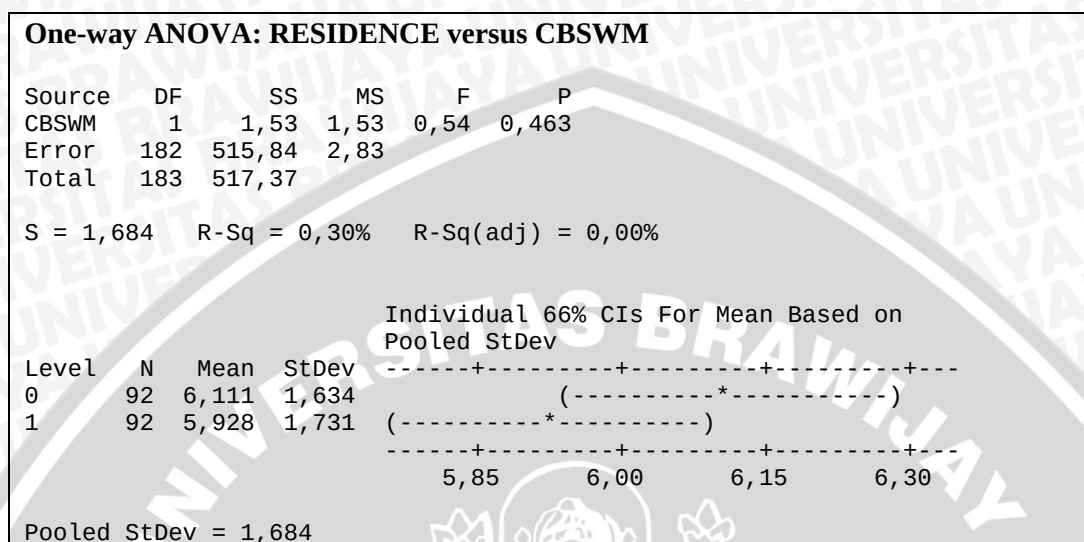
Source: the attachment

The figure above shows that the mean of action area (level 1) is 7,083 and the mean of the control (level 0) is 7,249. While the F-value is 0,81 and for P-value is 0,370.

#### **d. Residence**

In this variable, the data taken from questionnaire has been tested by ANOVA (Analysis of Variance) in order to know and understand the test results of the common average (mean) of the action area (level 1) compared to the control area (level 0). It is also aimed to know the result of P-value and F-value of each variable. If the mean of action area (level 1) is greater than the control area (level 0), then the initial hypothesis ( $H_0$ ) will be rejected and accept the alternative hypothesis ( $H_1$ ). Meanwhile, the result of comparison will have a high significant level if it has two main points, which are; (1) P-value is less than  $\alpha$  ( $\alpha = 0,05$ ) and (2) the F- value exceeds  $F_{\alpha}(a-1, Na)$ , which a is a many replication in each factor level and N is the number of all observations. In the other side, in order to assess the result of F-value, the researcher used F distribution table with  $\alpha = 0,05$ . And, this is the data presentation of residence from the ANOVA measurement tool:

**Figure 4.19**  
**The ANOVA result of Residence in Minitab**



Source: the attachment

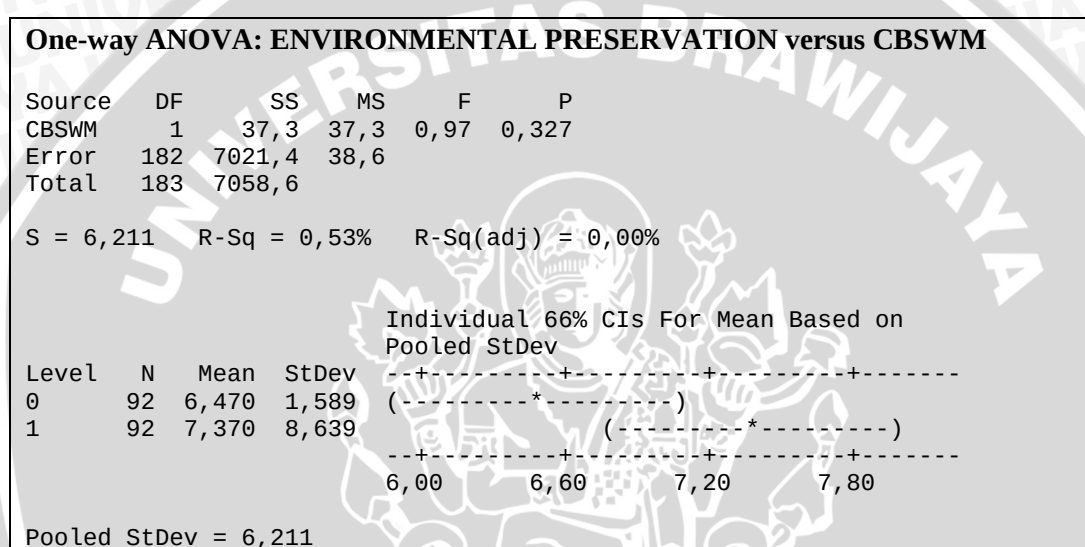
The figure above shows that the mean of action area (level 1) is 5,928 and the mean of the control (level 0) is 6,111. While the F-value is 0,54 and for P-value is 0,463.

#### **e. Environmental Preservation**

In this variable, the data taken from questionnaire has been tested by ANOVA (Analysis of Variance) in order to know and understand the test results of the common average (mean) of the action area (level 1) compared to the control area (level 0). It is also aimed to know the result of P-value and F-value of each variable. If the mean of action area (level 1) is greater than the control area (level 0), then the initial hypothesis ( $H_0$ ) will be rejected and accept the alternative hypothesis ( $H_1$ ). Meanwhile, the result of comparison will have a high significant level if it has two main points, which are; (1) P-value is less than  $\alpha$  ( $\alpha = 0,05$ ) and (2) the F- value exceeds  $F_{\alpha}$  ( $\alpha = 1, N_a$ ), which a is a many replication in each factor level and N is the number

of all observations. In the other side, in order to assess the result of F-value, the researcher used F distribution table with  $\alpha = 0,05$ . And, this is the data presentation of the environmental condition from the ANOVA measurement tool:

**Figure 4.20**  
**The ANOVA Result of the Environmental Condition in Minitab**



Source: the attachment

The figure above shows that the mean of action area (level 1) is 7,370 and the mean of the control (level 0) is 6,470. While the F-value is 0,97 and for P-value is 0,327.

#### 4. Analysis of CBSWM on The Context of Program Impact Concept

The concept of program impact relates so close with program evaluation. The impact evaluation gives greater attention to the outputs and the impacts of the policy. The impact is the change in physical and social conditions as a result of the policy output. Result is produced by an intervention of program on the target group (either an expected or unexpected result). In this research, the

concept of program impact refers to the impact on the environmental condition and insignificant impact on community welfare.

Welfare is objective which every person has guideline, goals and ways of life that is different to each others. Here, the indicators of welfare that are economy, education, health, and residence have not been influenced by the program, it was not a problem since the intended factors were not lying on community welfare perspective, while in the environmental preservation. In USAID's progress report ([www.indonesia.usaid.gov](http://www.indonesia.usaid.gov)), the success of CBSWM in the perspective of environmental preservation is determined by: Three R (recycle, reduce, and reuse) that are applied, waste reduction, clean and green environment. In the final of the program, the impact of CBSWM achieved the intended purpose as explained previously and supported by the ANOVA result.

## 5. The Last ANOVA Testing

The last ANOVA testing is the result of comparison between mean of action area (level 1) and mean of control area. (level 0). P-value for each variable is  $\alpha$  ( $\alpha = 0,05$ ) and F-value is  $F_{\alpha}(a-1, N-a)$ . In this research the value of  $F_{\alpha}$  is calculated from this formulation below:

$a = 2$  replication, which are (level 1) CBSWM of USAID and ( level 0) CBSWM of Local Government.

$N = 184$  person

So, the value of  $F_{\alpha}(a-1, N-a)$  is  $(2-1, 184-2) = F_{\alpha}(1, 182)$ . In the  $F(\alpha = 0, 05)$  distribution table, the value of  $F_{\alpha}(1, 182)$  is 3, 90. If P-value is less than  $\alpha$  ( $\alpha =$

0, 05) then the hypothesis has a great significant level. The hypothesis will also has a great significant level if F-value is more than  $F_{\alpha} (\alpha-1, N-a)$ .

**a. Mean Testing**

Mean testing is comparing average similarity (mean) between replication in ANOVA, analysing tool unit. Mean is average of variable. In ANOVA, if mean of action area (level 1) is higher than mean of control area (level 0), then the previous hypothesis ( $H_0$ ) will be rejected and the alternative hypothesis ( $H_1$ ) will be accepted. The hypotheses that base this research are:

**$H_0$  : there is no influence of USAID role on variable (X)**

**$H_1$  : there is influence of USAID role on variable (X)**

The result of mean that has been tested by ANOVA in Minitab is written below:

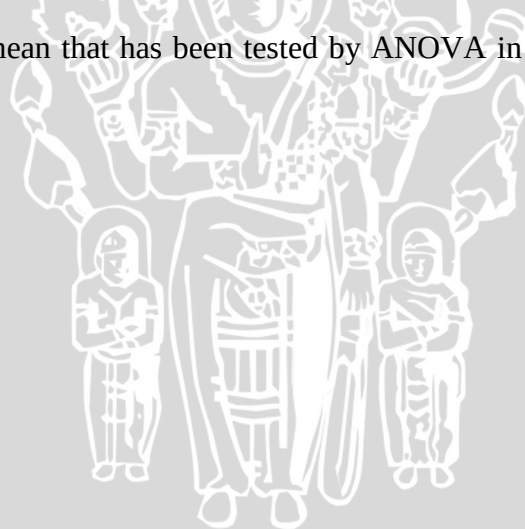


**Table 4.11**  
**Mean of Each Tested Variable**

| Variable                            | Mean (level 0) | Mean (level 1) | Mean (level 0) againsts Mean (level 1) | Notes        |
|-------------------------------------|----------------|----------------|----------------------------------------|--------------|
| Process (X1.1)                      | 8,0326         | 8,4652         | Mean (level 0) < Mean (level 1)        | Reject $H_0$ |
| Cognition and Values (X1.2)         | 5,767          | 6,257          | Mean (level 0) < Mean (level 1)        | Reject $H_0$ |
| Organization and Institution (X1.3) | 5,135          | 6,791          | Mean (level 0) < Mean (level 1)        | Reject $H_0$ |
| Management and Performance (X1.4)   | 4,913          | 7,354          | Mean (level 0) < Mean (level 1)        | Reject $H_0$ |
| Ethics (X1.5)                       | 5,218          | 7,465          | Mean (level 0) < Mean (level 1)        | Reject $H_0$ |
| Household Revenue (X2.1)            | 3380435        | 2565217        | Mean (level 0) > Mean (level 1)        | Reject $H_1$ |
| Education (X2.2)                    | 12,848         | 9,935          | Mean (level 0) > Mean (level 1)        | Reject $H_1$ |
| Health (X2.3)                       | 7,249          | 7,083          | Mean (level 0) > Mean (level 1)        | Reject $H_1$ |
| Residence (X2.4)                    | 6,111          | 5,928          | Mean (level 0) > Mean (level 1)        | Reject $H_1$ |
| Environmental Preservation (X2.5)   | 6,470          | 7,370          | Mean (level 0) < Mean (level 1)        | Reject $H_0$ |

Source: the attachment (data is explored)

Based on the table above, the testing result of each variable is in these following points:

1. Variable of Process: the value of *mean* in action area (level 1) is 8,4652, it is higher than *mean* of control area (level 0), 8,0326.
2. Variable of Cognition and Values: the value of *mean* in action area (level 1) is 6,257, it is higher than *mean* of control area (level 0), 5,767.
3. Variable of Organization and Institution: the value of *mean* in action area (level 1) is 6,791, it is higher than *mean* of control area (level 0), 5,135.

4. Variable of Management and Performance: the value of *mean* in action area (level 1) is 7,354, it is higher than *mean* of control area (level 0), 4,913.
5. Variable of Ethics: the value of *mean* in action area (level 1) is 7,465, it is higher than *mean* of control area (level 0), 5,218.
6. Variable of Household Revenue: the value of *mean* in action area (level 1) is 2565217, it is lower than *mean* of control area (level 0), 3380435.
7. Variable of Education: the value of *mean* in action area (level 1) is 9,935, it is lower than *mean* of control area (level 0), 12,848.
8. Variable of Health: the value of *mean* in action area (level 1) is 7,083, it is lower than *mean* of control area (level 0), 7,249.
9. Variable of Residence: the value of *mean* in action area (level 1) is 5,928, it is lower than *mean* of control area (level 0), 6,111.
10. Variable of Environmental Preservation: the value of *mean* in action area (level 1) is 7,370, it is higher than *mean* of control area (level 0), 6,470.

From the test that previously has been conducted concludes that the whole of mean value of action area (level 1) was not always higher than mean value of control area (level 0), so it can be concluded that the rejection of  $H_0$  was not happened in every variable.

#### **b. A Significant Level**

A significant level is a will and courage of researcher to maximally take a risk of error in testing the hypothesis that has been arranged before. In ANOVA, the significant level can be measured by P-value and F-value. It

will show the level of significance of each variable. There will be comparison between P-value and  $\alpha$  ( $\alpha = 0,05$ ) and between F-value and  $F_{\alpha}$  ( $\alpha-1, N-a$ ). The classification of significant level for each variable is based on these guides:

**P-value <  $\alpha$  and F-value >  $F_{\alpha}$  : Significant**

**P-value >  $\alpha$  and F-value <  $F_{\alpha}$  : Not Significant/ Insignificant**

The result of P-value F-value for each variable is:

**Table 12**  
**Test of P-Value and F-Values**

| Variable                            | P-value | P-value terhadap ( $\alpha = 0,05$ ) | F-value | F-value against $F_{\alpha}$ (1, 91) | Notes           |
|-------------------------------------|---------|--------------------------------------|---------|--------------------------------------|-----------------|
| Process (X1.1)                      | 0,000   | P-value < $\alpha$                   | 13,57   | Nilai F > 3,90                       | Significant     |
| Cognition and Values (X1.2)         | 0,138   | P-value > $\alpha$                   | 2,22    | Nilai F < 3,90                       | Not Significant |
| Organization and Institution (X1.3) | 0,000   | P-value < $\alpha$                   | 25,66   | Nilai F > 3,90                       | Significant     |
| Management and Performance (X1.4)   | 0,000   | P-value < $\alpha$                   | 66,14   | Nilai F > 3,90                       | Significant     |
| Ethics (X1.5)                       | 0,000   | P-value < $\alpha$                   | 73,97   | Nilai F > 3,90                       | Significant     |
| Economy (Household Revenue) (X2.1)  | 0,000   | P-value < $\alpha$                   | 22,10   | Nilai F > 3,90                       | Significant     |
| Education (X2.2)                    | 0,000   | P-value < $\alpha$                   | 36,26   | Nilai F > 3,90                       | Significant     |
| Health (X2.3)                       | 0,370   | P-value > $\alpha$                   | 0,81    | Nilai F < 3,90                       | Not Significant |
| Residence (X2.4)                    | 0,463   | P-value > $\alpha$                   | 0,54    | Nilai F < 3,90                       | Not Significant |
| Environmental Preservation (X2.5)   | 0,327   | P-value > $\alpha$                   | 0,97    | Nilai F < 3,90                       | Not Significant |

Source: the attachment (data is explored)

Based on table above, the results of significant level testing from each variable are displayed below:

1. Variable of Process: F-value is 13, 57 >  $F_{\alpha}$ -value and P-value is 0,000 <  $\alpha$  (0,05).
2. Variable of Cognition and Values: F-value is 2,22 <  $F_{\alpha}$ -value and P-value is 0,138 >  $\alpha$  (0,05).
3. Variable of Organization and Institution: F-value is 25,66 >  $F_{\alpha}$ -value and P-value is 0,000 <  $\alpha$  (0,05).
4. Variable of Management and Institution: F-value is 66,14 >  $F_{\alpha}$ -value and P-value is 0,000 <  $\alpha$  (0, 05).
5. Variable of Ethics: F-value is 73,97 >  $F_{\alpha}$ -value and P-value is 0,000 <  $\alpha$  (0, 05).
6. Variable of Economy (Household Revenue): F-value is 22,10 >  $F_{\alpha}$ -value and P-value is 0,000 <  $\alpha$  (0, 05).
7. Variable of Education: F-value is 36,26 >  $F_{\alpha}$ -value and P-value is 0,000 <  $\alpha$  (0, 05).
8. Variable of Health: F-value is 0,81 <  $F_{\alpha}$ -value and P-value is 0,370 >  $\alpha$  (0, 05).
9. Variable of Residence: F-value is 0,54 <  $F_{\alpha}$ -value and P-value is 0,0463 >  $\alpha$  (0, 05).
10. Variable of Environmental Preservation: F-value is 0,97 <  $F_{\alpha}$ -value and P-value is 0,327 >  $\alpha$  (0, 05).

### c. Hypothesis Testing

Based on the table 11 and 12 above, the results of hypothesis testing for each variable are:

1. The role of USAID in CBSWM RW 6 *Kelurahan Wonokromo* brought great influences in the perspective of program implementation, but it also influenced the environmental preservation in the perspective of program impact, which are; Process (X1.1) with a great significant level, Cognition and Values (X1.2) with a great significant level, Organization and Institution (X1.3) with a great significant level, Management and Performance (X1.4) with a great significant level, and Ethics (X1.5) with very great significant level, the last is variable of environmental preservation in the perspective of program impact (X2.5) with lower significant level.
2. The role of USAID in CBSWM, RW 6 *Kelurahan Wonokromo* did not bring influences in the perspective of program impact, which are; Economy/ Household Revenue (X2.1) with a great significant level, Education (X2.2) with a great significant level, Health (X3.3) with lower significant level, and Residence (X2.4) with lower significant level.

## **6. Analysis of The Role of USAID in CBSWM on Sound Governance Perspective**

### **a. The role of USAID as An International Actor**

Considering the content of chapter II that explains about Ali Farazmand's book entitled, "Sound Governance; Policy and Administrative Innovations (2004)", the core principles of sound governance are contained in 10 dimensions, which are; process, structure, cognition and values,

constitution, organization and institutions, management and performance, policies, sector, international or globalization forces, and the last one is ethics. In the same topic, Putra (2008) repeated and quoted the Farazmand's explanations of the sound governance ten dimensions, moreover Putra deeply explored the sound governance reality in Indonesia. Related to this thesis, the dimensions of sound governance were not fully analyzed from the first until the tenth point. It only explains the 5 dimensions that have close relationship with the USAID's program.

In the theoritical perspective, the main issue that make sound governance famous and become different from other paradigm is the existence of the fourth actor as the influenced and powerfull actor. The purpose of sound governance is simple, it tries to proof that the trial relationship is not enough to explain the complex situation of globalization. Putra (2008) emphasized that in the borderless world like this recent globalization, the connection among countries are difficult to be left away. The cooperation between Indonesian government and U.S of America government is one of the globalization's impact.

The statement from Putra is proven by the researcher observation; this is the fact that a theory is such a reflection of a real phenomenon. In the view of researcher, the local government of Surabaya could not solve solid waste problem in RW 6 *Kelurahan Wonokromo* by its ownselves. A lot of problems such as finance, management, organization and institution, ethics or even human resources are what government of Surabaya faced. This

imperfect reality need a support and back up from the third and fourth actor, a private sector and international power. This is the reason why the local government of Surabaya jointly worked with USAID. And USAID is exist to help Surabaya government out of problems.

Based on the result of research, the role of USAID as the international actor has been giving valuable improvements in environmental sector, particularly in solid waste management. The role of USAID is a real fact that become such a proof of the important need to accept the help from another actor good governance does not have. USAID is international actor that is also become one of the dimension of sound governance, in this thesis, USAID is the sound governance dimension of international or globalization forces that played so well. The result of the research that shown a good performance of USAID is a phenomenon that proven the real quality of international actor. So far, the researcher could take a conclusion that it is wise to accept an international cooperation but it is good to be aware on every policy want to be decided.

#### **b. The Role of USAID in The Perspective of Process Dimension**

Farazmand (2004) said that the dimension of process in sound governance is the core of all cores, it talks about the main activity of a policy. Just like the content of the theoritical framework in chapter 2, Farazmand (2004) also said that sound governance involves a process of governing with the interaction of all elements or stakeholders involved; this is a meaning that good governance has also provided. But sound governance is not just about

internal and external process; it also has a structure. Putra (2008) in “Senjakala Good Governance” explained that sound governance has such an observation on the distribution of power that is known by a structure. Sound governance sees how the structurized power is distributed in a complex interaction among four actors. It sees how the real role of each actor can be equal.

While, in the research of the role of USAID in CBSWM program, especially in the dimension of process, USAID succeed to create a good and close relationship between USAID’s personnel and community. It has been proven by the result of ANOVA which the mean of RW 6 Wonokromo is 8,4652 with P-value 0,000; it is significantly higher than RW 7 Lowokwaru which has mean value 8, 0326. It means that the influence of USAID in the dimension was very big and it is truly compatible with the theory of sound governance that explains the importance of process dimension. Sound governance said that the success of the policy or program will be very depended on the process of implementation. While the fact shows that USAID given a big influence; the role of USAID in the dimension of process was very good that finally succeed the CBSWM.

Generally, the dimension of process not only talks about the principle of participation, it also tells the internal and external process (Farazmand, 2004). The external process means the relationship of USAID with community in the implementation of CBSWM. In the real

implementation of CBSWM, USAID asked the people to freely participate.

The proofs of USAID action are:

1. Giving right to communities creating their leading environmental cadre.
2. Giving right to communities arranging the meeting schedule in a week.
3. Giving right to communities work cooperatively with other RWs through *Lembaga Swadaya Masyarakat (LSM)*.

The internal process means a formal process in the internal organization of USAID. The formal affairs includes the financial planning formulation, financial report, worksheet planning, and evaluation report. USAID formulates those formal affairs in internal organization, the actors are experts, facilitator, USAID representatives from US Embassy in Jakarta, and the representatives from community (head of RW and head of LSM). Even in the formal affairs, USAID also involves community in the process. That is why the dimension of process has very good appreciation from community. The last words, the role of USAID as seen from the dimension of process was really good as what the theory said; USAID focused on the real purpose of CBSWM program, USAID has empowered the community.

### **c. The Role of USAID in The Perspective of Cognition and Values Dimension**

Farazmand (2004) later said that sound governance has normative values of fairness, equity, integrity, representation, responsiveness, responsibility, tolerance, and equality before law for all citizens regardless of color, race, ethnicity, gender, and age form the sticking glue of a sound

governance system, keeping all other dimensions together in a solid way. Theoretically, in the term of environmental perspective, the dimension of cognition and values explains that sound governance respects the awareness of community on its environment. Community must treat its environment well; give a good attitude in keeping the sustainability of environment; respect the other right by having a participation in clean-up kampoeng (kerja bakti) and aware on the responsibility of manage waste in a proper way.

In the context of CBSWM program, the dimension of cognition and values try to tells how far the effect of USAID's role changed the awareness of community in keeping the environment. It talks about how good USAID affected community to implement the values of CBSWM in the real daily life. In this part, USAID tried to improve the community awareness by giving good example through creating a leading cadre. As what the reseacher found from the observation held in December 2011 until April 2012, the awareness of community were also improved well, although not in all levels of community.

From the research, the USAID personnel had tried to move community and increase the awareness through motivation and socialization to a leading cadre and all communities afterwards. Thus, the USAID personnel made a procedure of cadre recruitment. First, one cadre must asks minimally 10 people to be her or his member, that cadre is obligated to support and give them good example about the way to keep environment clean. A cadre with the highest number of member will be given appreciation

from USAID. This method was really helpful in improving the cognition of community (although not all of the communities).

Here, the successful role of USAID in the dimension of cognition and values is measured by the behavior and habit of community in treating waste and keeping environmental condition after the program end. Surprisingly, the awareness of community has been increased and it is proven that the role of USAID was amazingly done. Based on the result of ANOVA calculation, the mean value of cognition and values dimension in RW 6 Wonokromo is 6,257, while RW 6 Lowokwaru's mean value score is 5, 767; still, USAID could reach a good result even though it is not significant (P-value is 0,138). In sound governance, the dimension of cognition and values is really important to decide the success of policy or program. USAID made a good result, but its role in cognition and values dimension was not big. USAID successfully changed the habit of littering gutter, however flood is still happened although not as worst as before.

#### **d. The Role of USAID in The Perspective of Organization and Institution Dimension**

Again and again, Farazmand (2004) talked that the dimension of organization and institution in sound governance is not only an ideal concept with ideal purposes. Putra (2008) said that sound governance did not create a single best organization and institution criteria. The organization and institution are really contextual and only can be pursued by the local purpose. Institution has a duties and reasons why organization is needed, and

organization is the facilitator to achieve the purpose of institution. Organization means the machine to operate the objective of institution, it has a mechanism.

Empirically, the dimension of organization and institution of sound governance is compatible with USAID's organization and institution. In sound governance, the dimension of organization and institution has a great influence in supporting the success of program. The of organization and institution will decide the qualification of USAID. From the result of ANOVA, USAID played well in the program, the mean value of its program is much higher than local government program; 6,791 vs 5,135. And USAID significantly made a very good image of its organization and institution with P-value 0,000.

USAID personnels are consistent on the job description and organizational structure that help them work orderly. In the perspective of organization and institution dimension, the role of USAID was very good. It has structurized schedule of work planning that is completed by the personnel and expert. There is a team in the planning process, implementation process and evaluation process, each team consists of USAID personnel, community representative, and expert or consultant from NGO (Kompos). There is no overlapped duty, each person has function and it is written in the organizational structure.

### **e. The Role of USAID in The Perspective of Management and Performance Dimension**

Putra (2008) delivered an awesome statement, theoretically, management is a process in an organization. If the institution is a soul of organization that makes organization has a character, management will be how the organization manage its life. Thus, there are many organizations have same institution but different management. The problem is not about the style of management, it is about the match of management style and the purpose which the organization want to achieve. The management style will be always depend on the purpose of organization. While, performance is the contribution that community expect. Performance is the main tool to measure the quality of management in a process of program. Thus, to give a good performance as what community expected, the management style must be up to date with the change and technology.

In the context of the role of USAID in CBSWM, the dimension of management and performance is very important, especially in the implementattion of CBSWM. The concept of management and performance means to the real action of USAID in the field. The concept of management refers to the strategy of USAID in the way of empowering community, while performance refers to the action of USAID personnels in the way they work with community, whether its performance can accomplish the expectation of community. Management and performance of USAID are only can be assed

by community whether or not the management is smooth and the performance is satisfying.

USAID has a certain strategy of management in keeping its good performance. To make community feels honored and valueable, in every phase of program, USAID recruit additional personnel from community as a field worker. By involving community as an active personnel, community feels really committed to the program. Those management finally created good performance and it is also proven by the result of ANOVA that shows a very good role of USAID in the dimension of management and performance. The score of USAID mean value is 7,354 higher than local government; 4,913; it is very significant role with P-value 0,000. And the researcher can say that the role of USAID in the perspective of management and institution was awesome.

#### **f. The Role of USAID in The Perspective of Ethics Dimension**

Putra (2008) is sure about the important of ethics in the process of governance. Ethics is a base of everything, so does sound governance. Sound governance admitted to the important existence of ethics that surely has a different context. Ethics reflects commitment, caring, honest, and seriousness. Theory is such a reflection of reality, in the concept of CBSWM program, the ethics of USAID is also very important. If the manager of USAID does not have a good ethics, it will be impossible to achieve the program objective.

Sound governance said that ethics is very critical, it can make the implementation of policy or program become good or even bad. Ethics must

be put in the highest level, so does USAID's ethics. Based on the result of ANOVA, USAID was very good in the dimension of ethics. The mean value is 7,465, while local government has 5,218; very significant with P-value 0,000. It means that the ethics of USAID was really well, USAID built a temporary office in RW 6 Wonokromo for a year until the program finished. Every day USAID accept complains or any critics from community. The transparency was also very good, USAID made financial report and reported it to public, Ibu Irsan as a leading cadre also said that every need and activity relates to money is always become transparent. She admitted the credibility of USAID personnels by seeing the way they interact with community, very warm and friendly.

#### **7. Analysis of The Role of USAID in CBSWM on Program Impact Perspective**

Based on the explanation of the theory of policy impact evaluation (Suzetta, 2008), an impact evaluation will show whether or not the program achieved the goals. The impact evaluation will also show the attainment and what recommendation needed. Concern on the analysis, the role of USAID did not give influence to the community welfare, particularly for household revenue, education, health and residence. The reasons why the impact of CBSWM program did not deeply touch the sectors of economy, education, health and residence were because the focus of program is in the solid waste management; the implementation period of the program was also only in a year; in the other hand, those factors are not easy to be improved in a short time.

However, USAID focus on environmental problems, especially waste. So far, the role of USAID in the aspect of environmental preservation is very helpful; there was a good improvement (although not big) in the perspective of environmental preservation. The attainment of environmental preservation is proven by these following points:

- a. Cadres are still actively manage solid waste until this moment. They collect waste in waste house every Saturday. To make a good relationship, cadres make “arisan” that will be given in the day they meet to collect waste.
- b. There are good enough solid waste management facilities like waste house, household waste composter (Takakura), public solid waste composter that is put in front of waste house.
- c. The recycling activity is actively done by cadres until now. Cadres make handicrafts and sell it to public. Even, cadres in RW 6 Wonokromo had won Surabaya green and clean competition because of its handicraft.
- d. The environmental condition is cleaner that the time before USAID program, even though it is not as clean as when the program still existed.

So far, the role of USAID in the perspective of program impact was not good especially in the aspect of economy, education, health, and residence. the role of USAID in environmental preservation was good even though it did not significantly change the bad habit of community.

## **8. Analysis of The Role of USAID in CBSWM on Community Empowerment Perspective**

### **a. A General Analysis**

Based on the ANOVA result, USAID proven its quality in empowering community. Considering the concept by Ite in Suharto (1997) in chapter II relates to the theoretical framework of community empowerment, the main purpose of community empowerment in CBSWM program is to increase the authority and ability of RW 6 Wonokromo community. The characteristic of low knowledge, low ability, and low education are the main causes of low awareness on environmental condition. Thus, USAID was exist to increase the awareness of community through CBSWM program. While, in the point of strategy of empowerment delivered by Kartasasmita in Nasirin and Alamsyah (2010), the main strategy of USAID is not giving the opportunity to economic sector and modern community. The purpose of CBSWM program is not in the perspective of economic sector, it is more emphasized in environmental awareness.

In the other analysis, the role of USAID in CBSWM is indeed as a program manager and the main actor, while like what Nasirin and Alamsyah, (2010) said, USAID given a lot of contribution upon formulation, implementation, monitoring and evaluation. USAID also plays in the level of policy consultation and recommendation, action in policy implementation, and donation. Besides that, USAID used the inner resources approach from Ross in Soemarmo (2005). USAID put community resources as the most

effective pattern to empower community. USAID tried to stimulate people to be able to identify their desires and needs and work cooperatively with NGOs or governments. USAID educated and train the community to become more realized and concerned about problems and how to make encountered solution by using their potentiality. Meanwhile, USAID has successfully directed community from a passive phase, an affective phase to step forward into a conative phases, a step of independency.

#### **b. The Strategy of USAID to Empower Cadres**

In the starting phase, the cadres actively picked up recyclable/anorganic waste door to door from their closest houses, and sometimes even stimulated with small prizes for those giving highest amount of recyclables. But until now, it is the community who bring their recyclable anorganic waste to the cadres. Sometime the cadres also accept organic waste to be composted. Cadres then classify the recyclable wastes every Saturday and coordinate with waste peddler (pengepul) for the selling. Each cadre is responsible for monitoring 10 houses close to their home, to keep supporting the solid waste and cleanliness program.

Head of RT coordinates waste residue collection to be transferred to trucks of *Dinas Kebersihan*. Waste fee of Rp. 3000 is applied to the residents for regular payment of operator for this residue collection. Selling of recyclable waste and hand-made craft from reusable waste has resulted so far of more than Rp. 1,2 million from over 3500 kg. Since this strategy

implemented, it was also calculated that the reduction amount of solid waste disposed to the TPS has reached 1 – 1.5 m<sup>3</sup>/day.

**c. The Strategy of USAID in Waste Management Participating The Community**

USAID made a system of waste management, it has applied segregation of organic/anorganic from houses, composting, and sorting and selling of recyclable materials. It has also started selling of hand-made crafts (bag, lamp, wallet, etc) from collected reusable waste e.g. noodle wraps, mineral water bottles, straws, etc. Regular clean-up kampong is organized by cadres and RW to clean gutter and sometimes the river nearby. Greenery program has already started as part of local government instruction, and now is continued and diversified to planting of medicine herbs.

The CBSWM facilities used include segregated waste bins along the river, individual composter (Takakura) for cadres, and waste carts. These are provided by local government. The community provides a storage room for the 'ready stock' of sorted recyclable solid waste, to be sold to the peddlers. There has been a good relationship with this network, and no conflict so far with the scavengers. The produced compost is not sold, but they utilized it for their plants instead. These are the figure that can illustrate the CBSWM:

**Figure 4.21**  
**The Waste Segregation by Leading Cadre and Other Cadres**



Source: the researcher's data

**Figure 4.22**  
**Household Waste Composter TAKAKURA**



Source: the researcher data

**Figure 4.23**  
**Public Waste Composter**



Source: the researcher data

## **9. Attainment of USAID and Community in CBSWM, RW 6 Kelurahan Wonokromo**

Wonokromo program has demonstrated good result, as could be seen in improved awareness and creativity of the community, especially the women cadres, to manage their anorganic waste and gain economic benefit of it. The housewife cadres explained that behavior change of the community has been shown for the last one year implementation. Littering, gutter clogging, waste burning have decreased, while waste segregation and composting have continued implemented by them. Approaches to other non-cadre housewives are still undertaken to widen up the ideas of the good practice. These are following figure of CBSWM attainment by USAID and Community.

**Figure 4.25**  
**Handicrafts Made by Cadres and Leading Cadre, Ibu Lystie Irsan**



Source: the reasercher' data

**Figure 4.26**  
**The River Before and After Program**



Before CBSWM



After CBSWM



After greenery

Source: the researcher's data

## 10. Analysis of The Driving and Restraining Forces in CBSWM: Using Force

### Field Analysis

The explanation of driving and restraining forces is structurized from the force field analysis. Force Field Analysis is a method for listing, discussing, and evaluating the various forces for and against a proposed change. When a change is planned, Force Field Analysis helps to look at the big picture by analyzing all of the forces impacting the change and weighing the pros and cons. By knowing the pros and cons, the researcher can develop strategies to reduce the impact of the opposing forces and strengthen the supporting forces. Force field helps to achieve the positive change are called “driving forces”, and the obstacles are called “restraining forces.”

Force field analysis can be used to develop an action plan to implement a change. Specifically it can:

1. Determine if a proposed change can get needed support.
2. Identify obstacles to successful solutions.
3. Suggest actions to reduce the strength of the obstacles.

Before conducting the identification of force field analysis, there are some general forces that are usually become the consideration for the researcher, they are called as “consideration forces”. The consideration forces are:

|                                 |                                 |         |
|---------------------------------|---------------------------------|---------|
| Available resources             | Attitudes of people             | Values  |
| Traditions                      | Regulations                     | Desires |
| Vested interests                | Personal or group needs         | Costs   |
| Organizational structures       | Present or past practices       | People  |
| Relationships                   | Institutional policies or norms | Events  |
| Social or organizational trends | Agencies                        |         |

In this research, the driving forces are related to the aspects of: Relationship, Organizational structures, Agencies, Regulations, Costs, and Institutional policies or norms. Those forces are dominated by the positive ability of USAID, such as:

1. Relationship; a good cooperation among USAID, city government, NGO (Kompos), and community made the CBSWM well managed.
2. Organizational structure; USAID has a good organizational structure, it is not only contained of USAID 's staff but also community as well.
3. Agencies; it is undebatable opinion that USAID is very big agency with a giant capacity.
4. Costs; as a giant agency, cost will never be a problem, that is why the program could be supported well.

While the other two factors are related to the role of city government of Surabaya. Regulations and institutional policies and norms are underlying on government's authority to decide. Here, those two aspects have been designed to support well the implementation of the program, such as: local official delegation in program implementation, provide a financial assistance for cleaning tools and facilitate the program with many events and competitions.

Otherwise, there are some forces that become restraining forces for the implementation of the programs. They are; Available resources, Traditions, Vested interests, Relationships, Attitudes of people, Regulations, Personal or group needs, Desires.

1. Available resources; here means the condition of general local community resources that is low educated, low awareness, and low competence.

2. Traditions; in community level, it is common that responsibility of government must covers all the aspects, thus community in general, takes all the duties under the government authority without a desire to involve.
3. Vested interest; this is the famous problem which low awared community prefer choosing his/her own business to others.
4. Relationship; it means the internal relationship among communities within problems and conflict often happens.
5. Attitudes of the people; basically, community in Indonesia has a general characteristic: community tends to" ignore" something, community seems does not care enough on environmental problem.
6. Regulations; eventhough full support has been given by city government, the further policy of local official (head of lower neighborhood association) seems contrast each other. One decided that waste management must be handled by cadre, the other decided that the scavangers or waste cleaner is the most responsible one.
7. Personal or group needs; it shows how big the togetherness of community arised. The plural characteristic of community tends to create conflicts, not a unity.
8. Desires; it tells how deep a motivation and passion of community to make a betterment for environmental preservation. So far, the desire was only high under the assistance of USAID.

After the process of driving and restraining forces identification, here is the diagram of force field analysis for the driving and restraining forces:

### Goal: A Betterment of Environmental Awareness and Preservation

| DRIVING FORCES                                                                             | SCORE                                 | RESTRAINING FORCES                                                                                            | SCORE                                 |
|--------------------------------------------------------------------------------------------|---------------------------------------|---------------------------------------------------------------------------------------------------------------|---------------------------------------|
| <b>Commitment of political leader;</b> Institutional policies and norm, regulation         | <b>3 (average)</b>                    | <b>Conflict within communities;</b> Relationship, vested interest, personal or group needs                    | <b>5 (most significant influence)</b> |
| <b>The ability of organization;</b> Relationship, organizational structure, agencies, cost | <b>5 (most significant influence)</b> | <b>Community prefer choosing own bussiness;</b> vested interest, attitude of people, personal or group needs, | <b>3 (average)</b>                    |
|                                                                                            |                                       | <b>Low awarness, quality of education and economy;</b> Available resourcess, traditions, desire               | <b>2 (sufficient)</b>                 |
| <b>TOTAL</b>                                                                               | <b>8</b>                              | <b>Too complex problems</b>                                                                                   | <b>1 (low influence)</b>              |
|                                                                                            |                                       | <b>Unsupported policies;</b> regulations                                                                      | <b>4 (significant influence)</b>      |
|                                                                                            |                                       | <b>TOTAL</b>                                                                                                  | <b>15</b>                             |

Source: the researcher's data

Based on the diagram above, the number of driving forces is much lower than restraining forces with total score 8. It means that the achieved goal of program is only supported well by the political leader and USAID competence. The most influenced force that supported the goal of program is the competence of USAID. While, the number of other forces that are included into restraining forces are sigificantly more than driving forces with score 15. It means that the program has more problems than support. Here are the explanations of the driving and restraining forces:

The driving forces are:

- Commitment of political leader, here means local government of Surabaya. Even though the program was fully donated and managed by USAID, the support of local government is the most important factor since local government is the only actor who has the highest authority in making policy. The permission from local government is also the successful key for USAID,

thus, a total commitment and support from political leader is a base of any action from USAID.

- b. Ability of the organization, here means the ability of USAID as an international governmental organization. In this context, the ability of organization consist of three major elements; financial ability, technical ability and networking ability. In its big position, USAID has very good and qualified capacity. It has ability to pay (very good financial resource), good human resources, advanced technology, modern facility, high level of knowledge and expert. Meanwhile, it is not a question anymore if we ask how the capacity of USAID is. By those abilities, USAID can make good relationship with others actors whether local government or communities.

Then, the restraining forces are:

- a. A different characteristic of communities make a conflict within community. In RW 6 Wonokromo, people come from many different places and culture, they are Batakese, Javanese, Sundanese, and most people come from Madura who work as a seller. They who work as a seller almost do not have time in a whole day, they spent times in market or Darmo Trade Centre and go home in night, thus, many of them do not care a lot in the environmental condition.
- b. Communities did not want to participate and prefer choosing their own business. Many cadres complain with the communities who only care in their own bussiness, in those people's mind, waste is not something that gives

valuable profit, it is a thing that can be cleaned by waste cleaner (tukang sampah), and it does not need a cooperation of community to manage waste.

- c. Low quality of economic and education influences the level of community awareness. Just like the previous research by Hudaka (2004) and Aprilya (2004), “whatever happens with the environment, as long as community with low environmental awareness is busy with the business to get money, community will never take care of environment”.
- d. Too complex solid waste problems, Wonokromo is a slum area that lacks of free land to explore waste, and many people who live in a narrow area makes the environment looks so bad. The drainage system is also terrible, the depth of the river is not more than 2 meters, the water banishment is end in the river, while rain comes flood will be happened. Just like what WHO said in ([www.who.int/water\\_sanitation\\_health](http://www.who.int/water_sanitation_health)), “waste problem is not only about waste, it is also about sanitation and drainage system”.
- e. Had finished with the CBSWM, community did not freely continue the program independently since each *RT* has different policy on how they clean up the environment. Some *RT* chosen to give waste to scavenger (pemulung), people said that if they recycle plastic waste, the scavenger (pemulung) will be difficult to get money.

## CHAPTER V

### CONCLUDING REMARK

#### A. Conclusion

Based on the formulated problems, the result of analysis and hypothesis testing that have been done in the previous chapter, the conclusions of this research are:

1. The role of USAID in the perspective of program implementation was really good. It can be seen from the result of ANOVA that shown a significant improvement of the five variable measurements in the program implementation perspective. The significant influence in the variable of Process (X1.1), Cognition and Values (X1.2), Organization and Institution (X1.3), Management and Performance (X1.4), and Ethics (X1.5) incredibly proven that USAID has a really good role. The reasons behind the success of USAID here are the support from local government and the ability of USAID as an organization. By considering this fact, the researcher concludes that USAID has really good management, strategy, and credibility in managing a program.
2. The role of USAID in the perspective of program impact was not good; the impact could not touch the dimension of community welfare, especially in the points of Economy/ Household Revenue (X2.1), Education (X2.2), Health (X3.3), and Residence (X2.4). It was not about the short term effect, it was about the intended purpose of the program. It purposed to accomplish the

environmental preservation, not welfare of community. The usage of welfare indicators was in the aim of deeply evaluate the program impact, it was a way to answer the hypothesis of the influence on the perspective of community welfare. While in the point of Environmental Preservation variable (X2.5), USAID could show a good result even though not significant, so far, the role of USAID was only good in the impact of environmental preservation, and the environmental preservation was also successfully improved although not really significant. By seeing this result, the researcher concludes that USAID has a commitment of totality in helping local government of Surabaya solve solid waste problem in *RW 6 Kelurahan Wonokromo*, USAID is also committed to the target of CBSWM particularly in the way how to keep environment clean.

3. There are two influenced factors that affect the role of USAID in the implementation of CBSWM. The driving factors relate to the commitment of political leader; a local government of Surabaya who has supported well the implementation of CBSWM and the ability of USAID as an organization; financial ability, technical ability and networking ability. While the inhibitory factors that mostly caused imperfect result come from the community side. It is about the nature of low income and low educated community who generally ignore the environmental condition.
4. From 10 variables of research, 4 variables were not influenced by the role of USAID in Community Based Solid Waste Management (CBSWM) in *RW 6 Kelurahan Wonokromo* Surabaya, those variables are; Economy/ Household

Revenue (X2.1), Education (X2.2), Health (X3.3), and Residence (X2.4). While, the 6 variables were influenced by the role of USAID in CBSWM, they are; Process (X1.1), Cognition and Values (X1.2), Organization and Institution (X1.3), Management and Performance (X1.4), Ethics (X1.5), and Environmental Preservation (X2.5) with different significant level. In the other words, the researcher concluded that generally, the role of USAID in both program implementation and impact perspective CBSWM was good; it was because USAID could make bigger influences in 6 variables, even though it did not influence 4 other variables. In the process of program implementation, it shown a good dedication by maximally supporting community to be aware on its environmental condition, due to a good cooperation USAID made with communities, the environmental preservation was also well improved; the main purpose of the CBSWM program finally could be achieved well. Based on the theoretical framework in Chapter II, CBSWM is only aimed to seriously maintain the environmental sustainability by creating community awareness to keep environment clean and healthy by managing solid waste in a proper way and technique. So, the researcher agrees that the role of USAID was really maximal in the term of environmental awareness.

## **B. Recommendation**

Based on the result of the research, the analysis, and the conclusion, the best recommendations the researcher can give are:

1. From the perspective of program implementation, the local government of Surabaya should learn the key success of USAID. The variable of Process (X1.1), Cognition and Values (X1.2), Organization and Institution (X1.3), Management and Performance (X1.4), and Ethics (X1.5), and variable of Environmental Preservation (X2.5) that have been successfully accomplished by USAID must be a good example for local government to continue developing community in managing waste and maintaining environmental sustainability.
2. From the perspective of program impact, Economy/ Household Revenue (X2.1), Education (X2.2), Health (X3.3), and Residence (X2.4), USAID need more specific empowerment program to obtain those variables. Further, local government and USAID need to make a future partnership planning program in economic sector to improve the economic condition of *Kelurahan Wonokromo* community. Some of the communities there also live in improper economic condition; this is one of big reasons why they ignore the responsibility in keeping the environmental condition. By improving the condition of community welfare, hopefully, the environmental preservation awareness that is less of attention will be growing up.
3. The attainment and failure of USAID will be fixed by a good cooperation among stakeholders. The need to admit the existence of the fourth actor or the international actor is important in this global world. It is impossible to reject all the forces of global world. The existence of international actor is such a help if the government can utilize it in a proper way. The USAID existence

will be more helpful and completed by the support from the NGOs and academic practitioner. A jointly work of university student will be very good; university student could be a field worker who helps community, NGOs will be a watch dog who will also control the program. In a short, the role of USAID was really good, but the main point of the success story behind the CBSWM program is not only the big role of USAID. The collaboration and partnership among stakeholders are the keys of success. USAID is only a facilitator.

4. For the next researcher is recommended to continue exploring the role of international actor in development or empowerment program across Indonesia. It is very important to know the role of the international actor since its existence will make a big change in the condition and mind set of Indonesian people. It is also recommended to further researcher to hold a research in a policy level on how the partnership between local government and international actor started and made, thus the reader will get more understanding about the real role of international actor and its impact.

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## INTERNETS

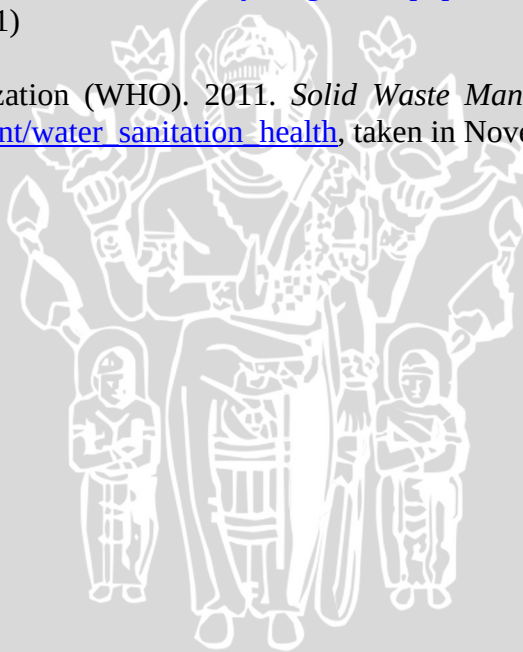
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# ATTACHMENTS



PEMBERDAYAAN DAN KESEJAHTERAAN KELUARGA  
(PKK)  
TIM PENGGERAK KOTA SURABAYA  
KELURAHAN WONOKROMO

Jl. Pulo Wonokromo No. 253-B Telp (031) 8293040 Surabaya

Surabaya, 14 Maret 2012

Nomor : 003 /SEK.PKK.KEL.WKRI/III/2012  
Lampiran : -  
Perihal : Keterangan Penelitian

Menanggapi surat pengantar penelitian yang telah disampaikan oleh Ketua Jurusan Fakultas Ilmu Administrasi Universitas Brawijaya pada tanggal 20 Januari 2012, maka dengan ini kami beritahukan bahwa mahasiswa di bawah ini:

Nama : Retnayu Prasetyanti  
NIM : 0810310338  
Jurusan/Semester : Ilmu Administrasi Publik/8

Telah melaksanakan kegiatan penelitian di Kantor Kelurahan Wonokromo dan RW 6 Kelurahan Wonokromo tentang "Program Pengelolaan Sampah Berbasis Masyarakat" selama kurang lebih 3 bulan.

Demikian surat keterangan ini kami sampaikan untuk dipergunakan sebagaimana mestinya.

TP. PKK KEL. WONOKROMO

Ketua



NY. MARIA BAMBANG YUNIARSO

Questionnaire

Respondent's Number:

**RESEARCH QUESTIONNAIRE**

**The Role of United States Agency for International Development  
(USAID) in Community Based Solid Waste Management (CBSWM)**

(Evaluating Study in RW 6 Kelurahan Wonokromo, Surabaya)

By:

RETNAYU PRASETYANTI

Regards,

To achieve the degree of *Sarjana Administrasi Publik* in the Faculty of Administrative, University of Brawijaya, I myself was obligated to write down the thesis with a sequence process of research. In responds to the accomplishment of my research, herewith I attach the question list as one of the research elements. This questionnaire is made in the purpose of research, not in another purpose. Hopefully you would help me out by giving information you know about the program of Community Based Waste Management by USAID. I honorably ask for your participation. Thank you.

Malang, March 2012

The researcher

Retnayu Prasetyanti

**Respondent's Identity**

1. Name :
2. Age :
3. Address :

**Questions List**

Clue: Choose the best five of ten statements that reflect your condition. Give (X) for your answers.

**X1. PROGRAM IMPLEMENTATION****X1.1 Process**

1. I became a member of community who always give full confidence and trust to the capability of local officials, program manager and facilitator, so I always put them in the highest position. [1]
2. I got a lot of positive impacts provided by the facilitator whom always clean the environment so that I and other residents of RW did not bother to think about the waste problem. [2]
3. I always followed the discussion with a facilitator and we can solve the problem well without the involvement of local officials. [3]
4. I was always amazed by the performance and capability of local officials and program manager, so I became highly active when they given task to me. [4]
5. I always participated in every activity, especially when the program manager provides questions in discussions. [5]
6. I think I prefer working individually because my results can be more optimal than working in group. [6]
7. I often work together with other neighborhoods, the program manager, and local officials, such as preparing the show before the meeting or make observations in the field. [9]
8. In the implementation of activities, the program manager provides a flexible schedule in accordance with the condition of community, so I can follow the activities smoothly. [8]
9. When program manager provides cleaning tools or other necessities, I saw they make a detailed list of the finance. [7]
10. In every chance, I, other community and program manager do evaluation together on the program by reporting the information obtained and jointly develop the necessary cost requirements. [10]

### **X1.2 Cognition and Values**

1. I agree if the activities of waste cleaning are a major undertaken by Department of Hygiene and Cleaning staff because they are the most understanding person of the solution of waste problems. [1]
2. I feel waste management will be more effectively done individually because every community has the responsibility for waste produced so that it is inappropriate to involve others. [4]
3. I always dispose household waste, plastic waste, vegetable waste, and many other wastes into the trash. I try to do a good habit to protect the environment. [2]
4. After finished with the extensive training, I always do the sorting of waste types, making organic fertilizer, reuse and utilize waste as a handicraft because I believe that such activity is an effective way to preserve the environment.[10]
5. I believe that the most effective way to eradicate waste is by minimizing the use of recycled plastic goods. [7]
6. I guess I always try to keep the environment and reduce the amount of waste by burning trash. [3]
7. I have some goods (handbags, wallets, photo albums, etc.) I can make them by my own self through dry waste recycling skills. [8]
8. I always use a return of goods that are obsolete but it can still be used (using a bucket and an old paint tin as pots or bins). [9]
9. I agree that the most appropriate step to address the waste problem in my area, especially Surabaya is by increasing the number of Final Disposal land. [5]
10. I used to sell waste to the waste collector or scavenger; this way can make waste utilized and easy to be used again. [6]

### **X1.3 Organization and Institution**

1. To facilitate the implementation of the program, I and other people with the managers set up the structure of the organization.[10]
2. In the implementation of activities, the managers provide convenience by giving written guidelines describing the process of sewage treatment. [8]
3. When the program is run, I saw the managers have their respective duties that are different from the others. [9]
4. I and other people sometimes find difficulty because there are no field officers who assist the activities. [3]
5. In the implementation of the program, the managers give full freedom to the people to organize all the activities. [2]
6. I, myself and other ordinary citizens held activities without list of tasks as in the organizational structure. [1]
7. Sometimes I and other people take a long time to solve the problem and we have to wait for the decision of the managers. [4]

8. I saw the managers were always very busy organizing the task though it is not their responsibility. [5]
9. Besides the program managers, I saw several people assist and are involved in the implementation of the program. [6]
10. Managers chose some people from the community to be actively involved as a leader of the community. [7]

#### **X1.4 Management and Performance**

1. I felt that the strategy and working methods made by the program managers are very systematic; I only need to follow them. [1]
2. I saw the program managers were very tight in the finance, thus I only ran the technical duties. [2]
3. I was being motivated when I saw many program managers work hard; they even make the community work with people who worked on the task. [3]
4. The entire program managers work orderly based on the meeting done with the people. [5]
5. I always follow the discussion held by the facilitator at least 2 times a week. [4]
6. I was so busy with activities that are provided by program manager. I and other citizens sometimes gather together to discuss the environmental issues outside the meeting schedule. [6]
7. The topic in each meeting was different and interesting; I love to come in discussion. [7]
8. I always attended many events held by the program manager, such as training in composting, recycling and the socialization of health. [8]
9. I was amazed with the result of the program that I did not imagine before. [9]
10. In my mind, the program manager was someone who is very friendly, open, and responsible and always provides motivation and a positive example to me. [10]

#### **X1.4 Ethics**

1. The program managers work in responding the need of community. [1]
2. The program managers let the community work in a whole day in order to achieve the targeted purpose. [2]
3. The program managers give motivation to the community by always comparing the good habit of other *Kelurahan* with the community in my *Kelurahan*. [3]
4. I was being motivated since I don't want to be punished by the program manager and public officials. [4]
5. The program manager held a meeting if the activity needs the community's role. [5]
6. The program manager held a meeting with community in every opportunity. [6]
7. The program manager had never worked alone without public officials' coordination. [7]

8. The program manager had never left community in the implementation of the program. [8]
9. The program manager always be open, friendly, and help community arrange the necessities list. [9]
10. In my mind, the program managers give a very good example, not only in the way they leading me, but also in the way they responded me. [10]

## X2. PROGRAM IMPACT

Clue: Fill the blank word based on your own condition you have

### X2.1 Economy/ Household Revenue

1. How many number of your family?  
 Wife/ Husband :.....person  
 Children :.....person
2. How is your average income in a month?  
 ..... Rupiah/Month
3. How is your average expenditure in a month?  
 ..... Rupiah/Month

### X2.2 Education

1. How long is your children formal education? (ex: elementary school = 6 years, junior high school = 9 years, senior high school = 12 years, S1 = 15 years, etc) ..... years.

### X2.3 Health

1.  $\leq 10$  times in a month ill family member. [5]
2. Within a year,  $> 10$  times the ill family member. [1]
3. Have *Jamkesmas* card. [8]
4. Does not have *Jamkesmas* card. [6]
5. Easy to get health care (Treated to a doctor, hospital or *Puskemas*). [9]
6. Not easy to get health care. [2]
7. All family members eat less than 3 times a day. [4]
8. The whole family eat 3 times or more a day. [7]
9. Nutrition food family members are not complete (4 healthy 5 perfect). [3]
10. Nutritional food is always fulfilled by family member (4 healthy 5 perfect). [10]

#### **X2.4 Residence**

1. Floor is made from soil. [3]
2. Floor is made from ceramics. [8]
3. Wall is made from plywood. [5]
4. Wall is made from concrete or concrete brick. [10]
5. Roof is made from a roof-tile. [9]
6. Roof is made from zinc. [4]
7. The house area is  $\leq 45 \text{ m}^2$ . [7]
8. The house area is  $> 45 \text{ m}^2$ . [2]
9. The yard area is  $\leq 50 \text{ m}^2$  (or no yard). [1]
10. The yard area is  $> 50 \text{ m}^2$ . [6]

#### **X2.5 Environmental Preservation**

1. Inadequate sanitary facilities; the environment is smelly. [5]
2. Community and cadres do general cleaning and greening; the green plants in the garden grow lush and healthy. [9]
3. A healthy environment, clean and pleasant place to live, a cadre and other of community use the facility of aero composter to make explore waste [10]
4. The river is usually used as a disposal. [2]
5. I think I prefer using the services of scavenger and waste official to clean the environment. [6]
6. Yard is clean and comfortable because weekly general cleaning. [7]
7. Because the waste official is always late, many wastes are scattered around in the yard without being cleaned. [3]
8. Many animals such as flies, cockroaches, rats, mosquitoes are living in our neighborhood. [4]
9. The environment is cleaned by the environmental cadres, they do composting and recycling. [8]
10. The river is often full up and flooding because waste. [1]

## QUESTIONNAIRE CALCULATING SCORE RW 6 WONOKROMO

| NO | NAME OF RESPONDENT | X1.1 | X1.2 | X1.3 | X1.4 | X1.5 | X2.1      | X2.2 | X2.3 | X2.4 | X2.5 |
|----|--------------------|------|------|------|------|------|-----------|------|------|------|------|
| 1  | Lystie Irsan       | 9,8  | 9    | 9    | 9    | 8    | 5.500.000 | 4    | 9    | 6,4  | 7    |
| 2  | Winati             | 9    | 9,2  | 8,2  | 9    | 7    | 5.500.000 | 4    | 8    | 8,2  | 8,2  |
| 3  | Sugiman            | 9    | 9    | 9    | 8,8  | 8,8  | 5.500.000 | 4    | 7,4  | 4,8  | 7,8  |
| 4  | Sri Sulastri       | 8,2  | 8,2  | 8,2  | 8    | 8    | 5.500.000 | 4    | 3    | 7    | 8    |
| 5  | Budiono            | 8    | 8    | 8    | 8,4  | 8,6  | 6.000.000 | 6    | 8    | 8    | 8    |
| 6  | Bambang Santoso    | 8    | 8,8  | 8,4  | 8    | 8    | 6.500.000 | 6    | 3,2  | 8    | 8,8  |
| 7  | Sunardi            | 8    | 8,8  | 8    | 8,6  | 8,8  | 7.000.000 | 6    | 8    | 8,4  | 8    |
| 8  | Sugeng Sulystiono  | 8    | 9    | 9    | 8    | 8,2  | 6.000.000 | 6    | 7    | 6,2  | 7,4  |
| 9  | Anita Susanti      | 8,4  | 8,8  | 7    | 9    | 7    | 4.600.000 | 6    | 3    | 5    | 7,4  |
| 10 | Chandra Sakti      | 8    | 8    | 8    | 8    | 8    | 4.750.000 | 6    | 8    | 8    | 8    |
| 11 | Sugeng Wibowo      | 8    | 8,8  | 8,2  | 8    | 8,6  | 4.700.000 | 6    | 2,8  | 6,4  | 7    |
| 12 | Sri Rejeki         | 8,8  | 8,6  | 8,4  | 8    | 6,8  | 4.750.000 | 6    | 2    | 7    | 8,4  |
| 13 | Sarmidi            | 7,8  | 9    | 9    | 7,8  | 7    | 4.750.000 | 6    | 7    | 7,2  | 8,4  |
| 14 | Sujatmoko          | 7,4  | 8    | 7,4  | 7    | 8,6  | 4.750.000 | 6    | 7,4  | 5    | 8    |
| 15 | Ihsan Zailani      | 9    | 9,4  | 9    | 9    | 7    | 4.750.000 | 6    | 2,2  | 6,4  | 9    |
| 16 | M.Basroni          | 9    | 9    | 9    | 9    | 7    | 4.500.000 | 6    | 8    | 7,8  | 8    |
| 17 | Khusnul Khotimah   | 9    | 8,8  | 8    | 8,6  | 8,6  | 4.500.000 | 6    | 8    | 7    | 8,8  |
| 18 | Sunarti            | 9    | 9    | 9    | 9    | 9    | 4.500.000 | 6    | 7    | 5,8  | 7,8  |
| 19 | Indah Ratna Sari   | 9    | 7    | 7    | 9    | 9    | 4.500.000 | 6    | 1,8  | 3,4  | 7    |
| 20 | Ayu Dwi Puspita    | 9,8  | 9,2  | 9,8  | 9,8  | 7    | 4.400.000 | 6    | 2,8  | 6,4  | 8,4  |
| 21 | Ratna Asih         | 9    | 9    | 9    | 9    | 9    | 4.400.000 | 8    | 3,2  | 6,4  | 7    |
| 22 | Wulan Cahya        | 8,8  | 8    | 8    | 8,8  | 7    | 4.400.000 | 8    | 9    | 8    | 7,8  |
| 23 | Rendra Kresna      | 8,8  | 8,8  | 8,8  | 8,8  | 8    | 4.000.000 | 8    | 9    | 5    | 7    |
| 24 | Wahyu Dwi          | 8    | 8    | 8    | 8    | 8    | 4.200.000 | 8    | 3    | 5,8  | 8,8  |
| 25 | Sukamdi            | 8    | 9    | 9    | 8    | 8,6  | 4.300.000 | 8    | 3,2  | 4,6  | 7    |

|    |                    |     |     |     |     |     |           |     |     |     |     |
|----|--------------------|-----|-----|-----|-----|-----|-----------|-----|-----|-----|-----|
| 26 | Wagimin            | 8   | 8   | 8,6 | 9   | 9   | 3.700.000 | 9   | 8   | 6,2 | 7   |
| 27 | Siti Khunul        | 8   | 8,2 | 8,2 | 8   | 8   | 3.650.000 | 8   | 3   | 6,4 | 8,8 |
| 28 | Sigit Winarno      | 8   | 8   | 8   | 8   | 9   | 3.500.000 | 9   | 3,2 | 6   | 8   |
| 29 | Suratmin           | 9   | 9   | 9   | 9   | 9   | 3.500.000 | 9   | 8   | 7   | 8,2 |
| 30 | Salman             | 7,8 | 7,8 | 7,8 | 7,8 | 7,8 | 3.500.000 | 7,8 | 7   | 6,4 | 7   |
| 31 | Suju Rahayu        | 6,8 | 8   | 9   | 6,8 | 9   | 3.650.000 | 6,8 | 3   | 5,2 | 7,8 |
| 32 | Wahyudi            | 6,4 | 8   | 8   | 6,4 | 9   | 3.500.000 | 6,4 | 8   | 5,4 | 7,8 |
| 33 | Adit Setya         | 9   | 9   | 9   | 8,6 | 9   | 3.650.000 | 8   | 6,2 | 4,4 | 8   |
| 34 | Agus Cahyo         | 9   | 8,6 | 8,6 | 9   | 9   | 3.500.000 | 8   | 6   | 6,4 | 8,8 |
| 35 | Joko Susilo        | 9   | 9   | 9   | 9   | 9   | 3.000.000 | 7   | 7,8 | 7   | 8   |
| 36 | Hafidz Muhdi       | 9   | 9   | 9   | 8,6 | 9   | 3.000.000 | 8,6 | 6   | 8   | 9   |
| 37 | Teguh Waluyo       | 9,8 | 6   | 9,8 | 9   | 9   | 3.000.000 | 7   | 6   | 7   | 8,8 |
| 38 | Lukman Hidayat     | 9,6 | 6,2 | 9,6 | 9,6 | 9   | 3.000.000 | 8   | 6,2 | 6   | 8   |
| 39 | Arya Putra         | 9   | 6,4 | 9   | 9   | 9   | 3.000.000 | 7   | 6,2 | 8   | 8   |
| 40 | Sri Sayekti        | 9   | 6,4 | 9   | 9   | 9   | 3.000.000 | 7,4 | 6   | 7   | 7,8 |
| 41 | Septian            | 9   | 6   | 8,8 | 9   | 9   | 3.000.000 | 9   | 6   | 7,8 | 6   |
| 42 | Rofi'i             | 8   | 6,4 | 8   | 8,6 | 9   | 3.400.000 | 8,6 | 4,8 | 5,8 | 6   |
| 43 | Rojikin            | 8   | 6   | 8,6 | 8,6 | 8   | 3.350.000 | 8   | 6   | 8   | 5   |
| 44 | Bambang Sulistiono | 8   | 6,2 | 8   | 8,6 | 7   | 3.200.000 | 7   | 4,8 | 9   | 5   |
| 45 | Hasanudin          | 8   | 6,4 | 8   | 8,6 | 7   | 3.100.000 | 7   | 6   | 8,8 | 6,4 |
| 46 | Junardi            | 8,8 | 6   | 8,8 | 8,8 | 8   | 3.450.000 | 8   | 5,2 | 7   | 4,8 |
| 47 | Sayekti            | 8,8 | 6,4 | 8,8 | 8,8 | 8   | 3.400.000 | 8   | 6   | 7   | 4   |
| 48 | Retno Diastuti     | 8   | 6   | 8   | 8   | 7   | 3.400.000 | 7   | 5,2 | 7   | 6,4 |
| 49 | Indah Sari         | 8   | 6   | 9   | 8   | 8   | 3.400.000 | 8   | 6   | 5   | 6   |
| 50 | Widuri             | 8   | 6,4 | 6   | 9   | 8,8 | 3.400.000 | 8,8 | 5   | 8   | 6   |
| 51 | Titik Rosidah      | 8   | 6   | 5,8 | 8,8 | 6,8 | 3.400.000 | 6,8 | 4,8 | 7,4 | 4   |
| 52 | Laili Akbar        | 9   | 6   | 6   | 9   | 7   | 3.400.000 | 7   | 6   | 7,8 | 6,2 |
| 53 | Bayu Wijanarko     | 8   | 6,2 | 6   | 8   | 8   | 3.350.000 | 8   | 4,4 | 7,8 | 6   |
| 54 | Arjuna Galih       | 7,9 | 6,4 | 6   | 7,8 | 7,8 | 3.200.000 | 7,8 | 6   | 5,8 | 6   |

|    |                 |     |     |     |     |     |           |    |     |     |     |
|----|-----------------|-----|-----|-----|-----|-----|-----------|----|-----|-----|-----|
| 55 | Budi Setiawan   | 8   | 5   | 6,2 | 8   | 8   | 3.100.000 | 12 | 6   | 6   | 5,8 |
| 56 | Widjahyadi      | 9   | 5,8 | 6   | 8   | 8,6 | 3.450.000 | 12 | 6,2 | 7,8 | 6   |
| 57 | Hartono         | 8,8 | 6   | 6,2 | 8,8 | 8   | 3.450.000 | 12 | 6   | 8   | 5,4 |
| 58 | Anik Susanti    | 9   | 6,4 | 6   | 9   | 9   | 3.450.000 | 12 | 5,8 | 6,8 | 6   |
| 59 | Sumiati         | 7,8 | 6,4 | 6,6 | 7,8 | 7,8 | 3.450.000 | 12 | 6   | 6   | 4   |
| 60 | Nurma Wijayanti | 9   | 6   | 6   | 9   | 9   | 3.450.000 | 12 | 5,8 | 5,8 | 6   |
| 61 | Sukarno         | 9   | 6,2 | 6   | 9   | 8   | 3.450.000 | 12 | 5,2 | 6   | 5,8 |
| 62 | Rois Mahmudah   | 9,8 | 6   | 6   | 9,8 | 7,8 | 3.450.000 | 12 | 6   | 6,2 | 6,2 |
| 63 | Ratih           | 7,8 | 6   | 6   | 7,8 | 7,8 | 3.450.000 | 12 | 6   | 5,4 | 6   |
| 64 | Puput Ayu       | 8,6 | 6,4 | 6   | 6   | 8,6 | 2.700.000 | 12 | 6   | 6   | 6   |
| 65 | Laras           | 9   | 6   | 6   | 6   | 9   | 2.850.000 | 12 | 5,4 | 6   | 5,8 |
| 66 | Sri Sumiati     | 8,8 | 6,4 | 6   | 6   | 7   | 2.500.000 | 12 | 6   | 6,2 | 5   |
| 67 | Gito Sarjono    | 8,8 | 6   | 6,4 | 6   | 8,8 | 2.500.000 | 12 | 6   | 5,8 | 6,2 |
| 68 | Suhadak         | 9,2 | 6,4 | 5   | 6   | 8   | 2.500.000 | 12 | 6   | 6   | 6   |
| 69 | Lamidi          | 9   | 3   | 6   | 4,8 | 9   | 2.500.000 | 12 | 6,2 | 6,2 | 6   |
| 70 | Diman           | 9   | 3,2 | 5   | 6   | 7   | 2.500.000 | 12 | 6   | 6,4 | 6,2 |
| 71 | Sukur           | 9,2 | 3   | 6   | 5,8 | 8   | 2.300.000 | 12 | 6   | 6   | 6,2 |
| 72 | Sukri Sugeng    | 9   | 3,2 | 6   | 6   | 7,8 | 2.400.000 | 12 | 5,8 | 6   | 6   |
| 73 | Saad            | 9   | 3   | 5,8 | 6   | 8   | 2.400.000 | 12 | 6   | 5,8 | 6,4 |
| 74 | Parjoko         | 8   | 2   | 6   | 6,2 | 7   | 2.400.000 | 12 | 5   | 5,6 | 5,8 |
| 75 | Dyah Sari       | 8   | 2,4 | 6   | 6   | 8   | 2.100.000 | 12 | 5   | 6,2 | 6,2 |
| 76 | Tantiah Dwi     | 7,8 | 3   | 4,8 | 6   | 7,8 | 2.300.000 | 12 | 5   | 6   | 5   |
| 77 | Sekar           | 6   | 2,8 | 3   | 6   | 8   | 2.400.000 | 12 | 4,4 | 5,8 | 5,8 |
| 78 | Seuratman       | 8   | 3   | 3,2 | 4,8 | 7   | 2.400.000 | 12 | 5,2 | 5,4 | 6,2 |
| 79 | Sugiarto        | 9   | 3,2 | 4   | 6   | 7   | 2.400.000 | 12 | 5   | 2,8 | 6   |
| 80 | Galuh Ramadhan  | 7,8 | 3   | 2,8 | 5,8 | 6   | 2.450.000 | 12 | 2,4 | 2   | 6,2 |
| 81 | Romo Setyawan   | 7,6 | 3   | 2,8 | 5,4 | 6,2 | 1.500.000 | 12 | 4,8 | 3   | 5   |
| 82 | Gilang Chandra  | 8   | 3,2 | 2   | 6   | 6   | 1.500.000 | 12 | 5   | 2,8 | 6   |
| 83 | Catur Wibisana  | 8   | 3,2 | 2,8 | 3   | 5,4 | 1.500.000 | 12 | 6,2 | 3,2 | 6,2 |



|                |              |                  |                  |                  |                  |                  |                  |                  |             |                  |                  |     |
|----------------|--------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|-------------|------------------|------------------|-----|
| 84             | Danang Setyo |                  | 9                | 2,8              | 3                | 3,2              | 5,8              | 1.500.000        | 12          | 6                | 3                | 6   |
| 85             | Wibowo       | 6,8              | 2,4              | 3                | 3                | 3                | 6                | 1.500.000        | 15          | 6                | 2,8              | 6,2 |
| 86             | Jkuncoro     | 9                | 3                | 2,2              | 3,2              | 4,8              | 1.500.000        | 15               | 6,2         | 3                | 3                | 3   |
| 87             | Warsidi      | 7,8              | 2                | 3                | 3                | 6                | 1.500.000        | 15               | 6           | 2,2              | 3                | 3   |
| 88             | Sulasdi      | 8,8              | 3,2              | 3,2              | 2,8              | 3                | 1.700.000        | 15               | 5,8         | 2                | 3                | 3   |
| 89             | Winarto      | 8,6              | 3                | 3                | 2,4              | 3,2              | 1.650.000        | 15               | 5,4         | 3                | 3,2              | 3,2 |
| 90             | Sulaiman     | 9                | 3                | 3                | 3                | 3                | 1.700.000        | 17               | 4           | 2,4              | 3                | 3   |
| 91             | Budiharto    |                  | 3                | 3                | 3                | 2,8              | 1.000.000        | 17               | 6,2         | 3                | 3,2              | 3,2 |
| 92             | Kusuma Cahyo | 9                | 3,2              | 3                | 3                | 3                | 1.300.000        | 17               | 6           | 2                | 3                | 3   |
| <b>AVERAGE</b> |              | <b>8,4692308</b> | <b>6,2521739</b> | <b>6,7913043</b> | <b>7,3543478</b> | <b>7,4652174</b> | <b>3.380.435</b> | <b>9,9347826</b> | <b>5,65</b> | <b>5,9282609</b> | <b>7,3695652</b> |     |



QUESTIONNAIRE CALCULATING SCORE OF RW7 LOWOKWARU

| NAME OF RESPONDENT | X1.1 | X1.2 | X1.3 | X1.4 | X1.5 | X2.1      | X2.2 | X2.3 | X2.4 | X2.5 |
|--------------------|------|------|------|------|------|-----------|------|------|------|------|
| Susianti           | 7    | 8    | 8,2  | 7    | 9,2  | 5.500.000 | 6    | 9    | 9    | 7    |
| Winda Sari         | 7    | 7,2  | 7    | 7    | 9    | 5.500.000 | 6    | 8    | 8    | 6,8  |
| Bambang Karyadi    | 7    | 7    | 9    | 7    | 8,8  | 5.500.000 | 6    | 8,8  | 7    | 7    |
| Rusmini            | 7,8  | 6    | 6    | 8    | 8    | 5.500.000 | 6    | 8    | 9    | 6,8  |
| Kusnoyo            | 8,8  | 8    | 8,8  | 8    | 8,2  | 6.000.000 | 6    | 8    | 8    | 7    |
| Riana Sanjaya      | 9    | 7    | 7    | 8    | 8    | 6.500.000 | 6    | 4    | 9    | 8    |
| Arnadi             | 7    | 6,8  | 8,2  | 7    | 8,8  | 7.000.000 | 6    | 7,2  | 8    | 8    |
| Supratman          | 7    | 6    | 8,2  | 8    | 9    | 6.000.000 | 6    | 7    | 8,4  | 9    |
| Sanuri             | 7    | 7    | 7    | 7    | 8,2  | 4.600.000 | 6    | 8    | 8    | 8    |
| Lanny Wijaya       | 8    | 6,8  | 7    | 8    | 9    | 4.750.000 | 9    | 6,2  | 8,2  | 8    |
| Masduki            | 8    | 8    | 6,8  | 8    | 8    | 4.700.000 | 9    | 5,8  | 7    | 7,4  |
| Zainal Abidin      | 8    | 7    | 9    | 8,6  | 8,8  | 4.750.000 | 9    | 7    | 7,2  | 8    |
| Muhammad Arifin    | 8    | 6,8  | 8    | 8    | 8,8  | 4.750.000 | 9    | 8    | 8    | 3,2  |
| Anisa Nur Mas'udah | 8    | 8    | 8    | 8    | 9    | 4.750.000 | 9    | 6    | 8,2  | 2,8  |
| Syaikuddin         | 8,8  | 8,8  | 8,8  | 8,8  | 5,4  | 4.750.000 | 9    | 5,2  | 8    | 3    |
| M. Basori          | 9    | 7    | 9    | 8    | 6    | 4.500.000 | 9    | 8    | 7,4  | 2,8  |
| Setiawan           | 6,8  | 6,8  | 6,8  | 7    | 6,2  | 4.500.000 | 9    | 8    | 7    | 2    |
| Sarni              | 6,8  | 6    | 6    | 6,8  | 6    | 4.500.000 | 9    | 6,4  | 8    | 7    |
| Novi Indarwati     | 8    | 8    | 8    | 7    | 6    | 4.500.000 | 9    | 6,8  | 7,2  | 8    |
| Lucky W.           | 8    | 9    | 8,2  | 8    | 6,2  | 4.400.000 | 12   | 7    | 7    | 7,2  |
| Deni               | 8    | 7,2  | 8    | 7    | 4,8  | 4.400.000 | 12   | 3,8  | 7,2  | 7    |
| Ratna              | 8    | 8    | 7,2  | 7,8  | 6    | 4.400.000 | 12   | 6,4  | 8    | 8    |
| Irfan Satriawan    | 7    | 8,2  | 8    | 5,8  | 6    | 4.000.000 | 12   | 5,2  | 7,2  | 7    |
| Dinda              | 8    | 8,4  | 8,4  | 6    | 4,8  | 4.200.000 | 12   | 8    | 8,8  | 7    |
| Rofi'i             | 7    | 8    | 8    | 4    | 5,8  | 4.300.000 | 12   | 6,8  | 8    | 8,4  |

|                   |     |     |     |     |     |     |           |    |     |     |     |
|-------------------|-----|-----|-----|-----|-----|-----|-----------|----|-----|-----|-----|
| Solikin           | 9   | 9   | 9   | 9   | 6   | 6   | 3,700.000 | 12 | 4,8 | 8   | 7   |
| Takim             | 7   | 7   | 7   | 7   | 5,8 | 6,3 | 3.650.000 | 12 | 7   | 7   | 8   |
| Suharto           | 6   | 7,2 | 7,2 | 7,2 | 6   | 6,2 | 3.500.000 | 12 | 5,6 | 8,8 | 8   |
| Tutik             | 6   | 8   | 7   | 7   | 6,2 | 5   | 3.500.000 | 12 | 8   | 9   | 7   |
| Endah Wahyuning   | 4   | 6,8 | 6,6 | 6,6 | 4   | 4,8 | 3.500.000 | 12 | 6,8 | 8   | 9   |
| Sunarko           | 6   | 7   | 6   | 6   | 6   | 4,2 | 3.650.000 | 12 | 8   | 9   | 8   |
| Wahyuni           | 6   | 9   | 5,8 | 5,8 | 4,2 | 5   | 3.500.000 | 12 | 6,4 | 7   | 9   |
| Joko Widodo       | 5   | 8   | 6   | 6   | 6,2 | 5   | 3.650.000 | 12 | 7   | 6   | 8   |
| Santoso           | 5   | 8,4 | 6,2 | 6,2 | 6   | 5,8 | 3.500.000 | 12 | 6,8 | 5,8 | 8,4 |
| Sugeng Musthofa   | 6   | 8   | 6   | 6   | 5,8 | 5   | 3.000.000 | 12 | 7   | 6   | 8   |
| Sundari           | 6   | 8,4 | 6,2 | 6,2 | 6,4 | 4   | 3.000.000 | 12 | 6,8 | 6   | 8,2 |
| Ratmi             | 6   | 9   | 6   | 6   | 6   | 3,8 | 3.000.000 | 12 | 8,4 | 5   | 7   |
| Yeni              | 6   | 8,4 | 6   | 6   | 4,8 | 5,2 | 3.000.000 | 12 | 7,4 | 4,8 | 7,2 |
| Supinah           | 6   | 7   | 4   | 4   | 5,2 | 5   | 3.000.000 | 12 | 8,8 | 6   | 8   |
| Fadli             | 6,2 | 8   | 6   | 6   | 5   | 6,2 | 3.000.000 | 12 | 7   | 4,8 | 8,2 |
| Rohman            | 6   | 7   | 6   | 6   | 4   | 6   | 3.000.000 | 12 | 8,2 | 6   | 8   |
| Randi             | 6   | 6,8 | 5,4 | 5,4 | 4,8 | 6   | 3.400.000 | 12 | 7,2 | 5,2 | 7,4 |
| Tina              | 6   | 6   | 6   | 6   | 6   | 6   | 3.350.000 | 12 | 5   | 6   | 7   |
| Zaimatul Masruroh | 6   | 5,2 | 6   | 6   | 4,8 | 6   | 3.200.000 | 12 | 6,2 | 5,2 | 8   |
| Rika              | 3,8 | 5   | 5,8 | 5,8 | 4   | 6,3 | 3.100.000 | 12 | 5   | 6   | 7,2 |
| Rinda             | 5,8 | 5   | 5,8 | 5,8 | 3,8 | 6   | 3.450.000 | 12 | 5,8 | 5   | 8,8 |
| Nita Lestari      | 4   | 5   | 4,8 | 4,8 | 3   | 6,2 | 3.400.000 | 12 | 5   | 4   | 9   |
| Ramon             | 6   | 6,2 | 5,8 | 5,8 | 4,8 | 6,6 | 3.400.000 | 12 | 6   | 6   | 8   |
| Siska             | 3,8 | 5,2 | 5   | 5   | 3   | 6   | 3.400.000 | 12 | 5   | 4,4 | 9   |
| Fachrurrozi       | 3,8 | 5   | 5,8 | 5,8 | 5   | 6,3 | 3.400.000 | 12 | 6,2 | 6   | 7   |
| Laili Nurmala     | 4   | 4   | 6   | 6   | 6,2 | 6   | 3.400.000 | 12 | 5   | 6,4 | 7   |
| Khoiril Waro      | 3,8 | 6   | 5,4 | 5,4 | 4,2 | 5,8 | 3.400.000 | 12 | 5,4 | 6   | 6,8 |
| Titin             | 5   | 3,8 | 6   | 6   | 5   | 6   | 3.350.000 | 12 | 5   | 6,2 | 6,8 |
| Rossy             | 3,8 | 5,8 | 5   | 5   | 4,8 | 6,2 | 3.200.000 | 12 | 5,2 | 6   | 6,8 |

|                    |     |     |     |     |     |           |    |     |     |     |
|--------------------|-----|-----|-----|-----|-----|-----------|----|-----|-----|-----|
| Desinta Bunga      | 3,8 | 5   | 3,2 | 5   | 6   | 3.100.000 | 12 | 5   | 6   | 5   |
| Roni               | 3   | 5,8 | 3   | 5,4 | 6   | 3.450.000 | 12 | 4,2 | 5,4 | 6   |
| Minarti            | 3   | 6   | 3   | 5   | 5,4 | 3.450.000 | 15 | 5   | 6   | 6,2 |
| Tika               | 3   | 6   | 3   | 5,2 | 6   | 3.450.000 | 15 | 5   | 5   | 6   |
| Eva Febriyanti     | 3   | 6   | 3   | 5   | 5,8 | 3.450.000 | 15 | 4,8 | 6,2 | 5,2 |
| Nur Sakinah        | 3,2 | 6,2 | 3,2 | 5   | 6,2 | 3.450.000 | 15 | 5,2 | 5   | 6   |
| Dwi Agustini       | 3   | 6   | 3,2 | 3   | 6   | 3.450.000 | 15 | 5   | 5,4 | 3,8 |
| Bagus Efendi       | 3   | 6   | 2,8 | 2,2 | 5,8 | 3.450.000 | 15 | 4,2 | 5   | 6,4 |
| Rian               | 2,4 | 6,8 | 3   | 3,2 | 6   | 3.450.000 | 15 | 4   | 5,2 | 5,8 |
| Hendri             | 3   | 6   | 3,2 | 2,8 | 2,8 | 2.700.000 | 15 | 5   | 5   | 6   |
| Gunadi             | 2,4 | 6   | 3   | 3   | 3   | 2.850.000 | 15 | 5,2 | 4,2 | 5,8 |
| Siswati            | 3,2 | 4,8 | 3   | 3   | 3   | 2.500.000 | 17 | 5   | 5   | 4   |
| Ramelan            | 3   | 3   | 3   | 3   | 4,8 | 2.500.000 | 17 | 5,8 | 5   | 6,2 |
| Sandi              | 3   | 3   | 3   | 3   | 3   | 2.500.000 | 17 | 5   | 4,8 | 6   |
| Sumini             | 2   | 3,2 | 3   | 3   | 3,2 | 2.500.000 | 17 | 5   | 4,2 | 6   |
| Maria              | 2,8 | 3   | 3   | 1,8 | 3   | 2.500.000 | 17 | 5,2 | 5   | 6,2 |
| Sa'adah            | 2,4 | 2   | 3,2 | 8   | 3,4 | 2.300.000 | 17 | 5   | 5   | 6,4 |
| Bintoro            | 3   | 2,8 | 3   | 3,2 | 3   | 2.400.000 | 17 | 6   | 4,8 | 5,2 |
| Badriah            | 3   | 2   | 3   | 2,2 | 2,8 | 2.400.000 | 17 | 4,8 | 5,2 | 6   |
| Sarjono Soekartomo | 2,8 | 2,2 | 2,8 | 7,6 | 3,2 | 2.400.000 | 17 | 5   | 7   | 5   |
| Wagisan            | 2,8 | 2,8 | 1,8 | 1,2 | 1,8 | 2.100.000 | 17 | 5   | 3   | 5,4 |
| Retno Palupi       | 1,8 | 3   | 2   | 1,8 | 2,2 | 2.300.000 | 17 | 5   | 4   | 5   |
| Ayu Lestari        | 2,8 | 2,8 | 3   | 3   | 3,2 | 2.400.000 | 17 | 5   | 5,8 | 6   |
| Dyah Ayu           | 2   | 2,8 | 3   | 1   | 1,4 | 2.400.000 | 17 | 5   | 6,2 | 6,2 |
| Subandi            | 2,8 | 2,8 | 2   | 2,4 | 3,2 | 2.400.000 | 17 | 5,4 | 6   | 5   |
| Bisri              | 2,4 | 3   | 2   | 2,4 | 2   | 2.450.000 | 17 | 6   | 4,8 | 6   |
| Ali Shodikin       | 2,2 | 2,8 | 2,8 | 2,4 | 2,8 | 1.500.000 | 17 | 5,2 | 6   | 5,2 |
| Donny              | 0   | 3   | 2,4 | 2   | 3   | 1.500.000 | 17 | 6,2 | 6   | 5   |
| Wheny              | 3   | 3   | 2   | 1,8 | 3   | 1.500.000 | 17 | 6   | 6,2 | 4,2 |

|                |       |      |      |       |      |           |       |      |       |      |
|----------------|-------|------|------|-------|------|-----------|-------|------|-------|------|
| Pujianto       | 3,2   | 2,8  | 2    | 2,4   | 3,2  | 1.500.000 | 17    | 6    | 6     | 4    |
| Nur Ali        | 3     | 3    | 2,8  | 3     | 2,8  | 1.500.000 | 17    | 1,2  | 5     | 6    |
| Andika         | 3,2   | 2,8  | 2,2  | 3     | 3    | 1.500.000 | 17    | 2,2  | 2     | 5    |
| Robi           | 3     | 3    | 2    | 3     | 3,2  | 1.500.000 | 17    | 2    | 3     | 5    |
| Windi          | 3     | 8,8  | 1,8  | 2,4   | 1,8  | 1.700.000 | 17    | 1,4  | 2,8   | 5    |
| Kusniati       | 3     | 3    | 3,2  | 3     | 1    | 1.650.000 | 17    | 3,2  | 3,2   | 4    |
| Rima Cahyani   | 2,4   | 3    | 3    | 2,4   | 1,2  | 1.700.000 | 17    | 2,2  | 3     | 5    |
| Putri Andina   | 2,8   | 3,2  | 2,4  | 2     | 3    | 1.000.000 | 17    | 2,8  | 5,4   | 5    |
| Slamet         | 1,4   | 3    | 3    | 2,4   | 3    | 1.300.000 | 17    | 3    | 3     | 4,8  |
| <b>AVERAGE</b> | 4,933 | 5,77 | 5,13 | 4,913 | 5,22 | 3.380.435 | 12,85 | 5,77 | 6,111 | 6,47 |



## THE RESULT OF ANOVA (TABLE AND CURVE)

### PERSPECTIVE OF PROGRAM IMPLEMENTATION

#### 1. Process

##### One-way ANOVA: PROCESS versus CBSWM

| Source | DF  | SS      | MS    | F     | P     |
|--------|-----|---------|-------|-------|-------|
| CBSWM  | 1   | 8,609   | 8,609 | 13,57 | 0,000 |
| Error  | 182 | 115,471 | 0,634 |       |       |
| Total  | 183 | 124,080 |       |       |       |

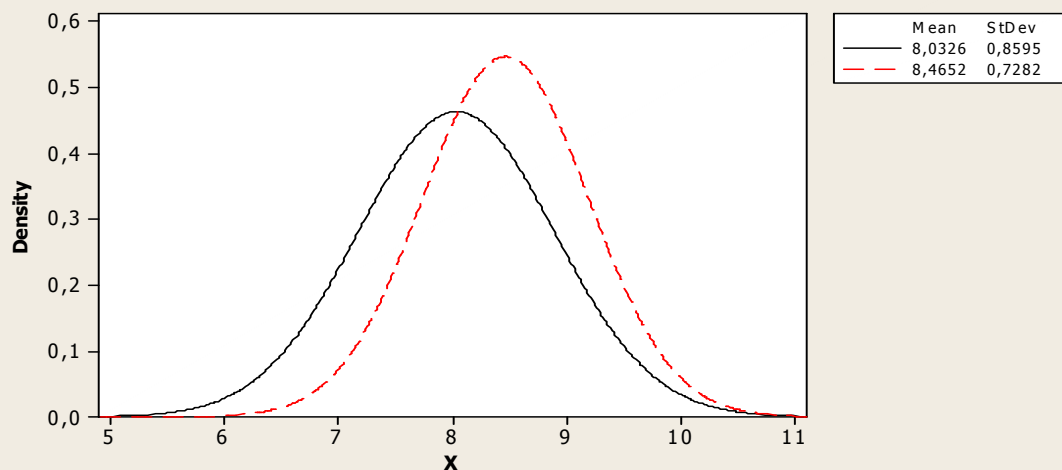
S = 0,7965 R-Sq = 6,94% R-Sq(adj) = 6,43%

| Level | N  | Mean   | StDev  | Individual 66% CIs For Mean Based on Pooled StDev |
|-------|----|--------|--------|---------------------------------------------------|
| 0     | 92 | 8,0326 | 0,8595 | +-----+-----+-----+-----+-----+<br>(-----*-----)  |
| 1     | 92 | 8,4652 | 0,7282 | +-----+-----+-----+-----+-----+<br>(-----*-----)  |

Pooled StDev = 0,7965

##### Distribution Plot

Normal



**One-way ANOVA: COGNITION AND VALUES versus CBSWM**

| Source | DF  | SS     | MS    | F    | P     |
|--------|-----|--------|-------|------|-------|
| CBSWM  | 1   | 10,81  | 10,81 | 2,22 | 0,138 |
| Error  | 182 | 885,21 | 4,86  |      |       |
| Total  | 183 | 896,02 |       |      |       |

S = 2,205    R-Sq = 1,21%    R-Sq(adj) = 0,66%

Individual 66% CIs For Mean Based on Pooled StDev

| Level | N  | Mean  | StDev |
|-------|----|-------|-------|
| 0     | 92 | 5,767 | 2,110 |
| 1     | 92 | 6,252 | 2,297 |

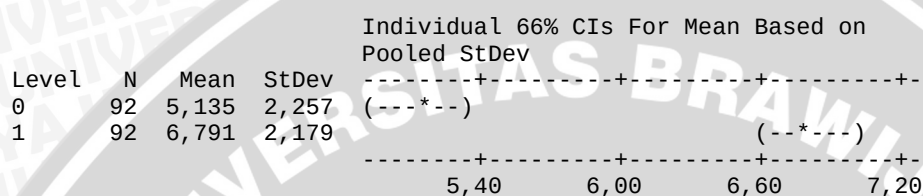
Pooled StDev = 2,205

### 3. Organization and Institution

#### One-way ANOVA: ORGANIZATION & INSTITUTION versus CBSWM

| Source | DF  | SS      | MS     | F     | P     |
|--------|-----|---------|--------|-------|-------|
| CBSWM  | 1   | 126,23  | 126,23 | 25,66 | 0,000 |
| Error  | 182 | 895,44  | 4,92   |       |       |
| Total  | 183 | 1021,67 |        |       |       |

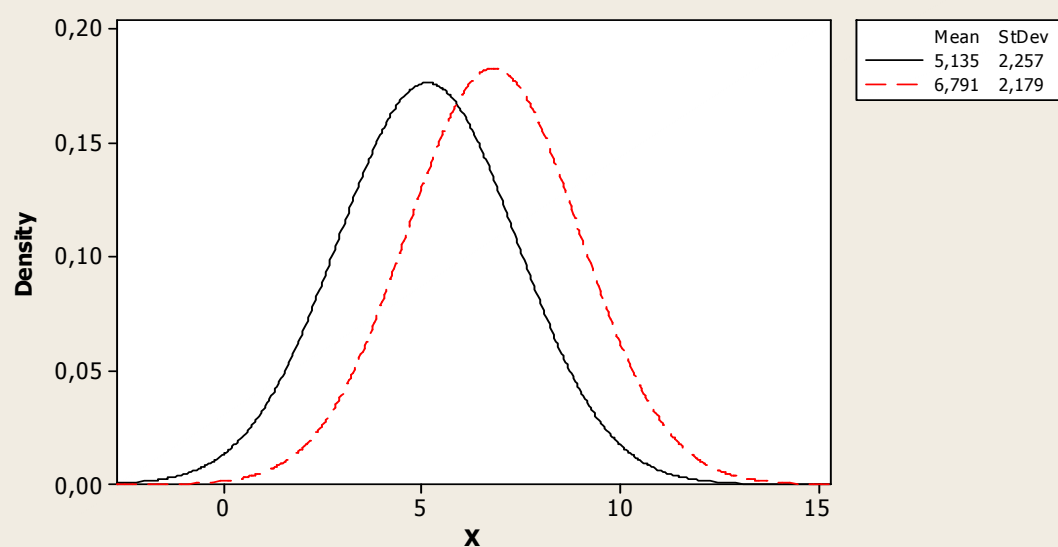
S = 2,218 R-Sq = 12,35% R-Sq(adj) = 11,87%



Pooled StDev = 2,218

#### Distribution Plot

Normal

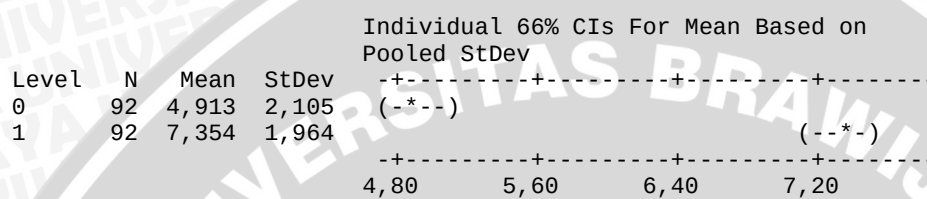


#### 4. Management and Performance

##### One-way ANOVA: MANAGEMENT & PERFORMANCE versus CBSWM

| Source | DF  | SS      | MS     | F     | P     |
|--------|-----|---------|--------|-------|-------|
| CBSWM  | 1   | 274,16  | 274,16 | 66,14 | 0,000 |
| Error  | 182 | 754,43  | 4,15   |       |       |
| Total  | 183 | 1028,59 |        |       |       |

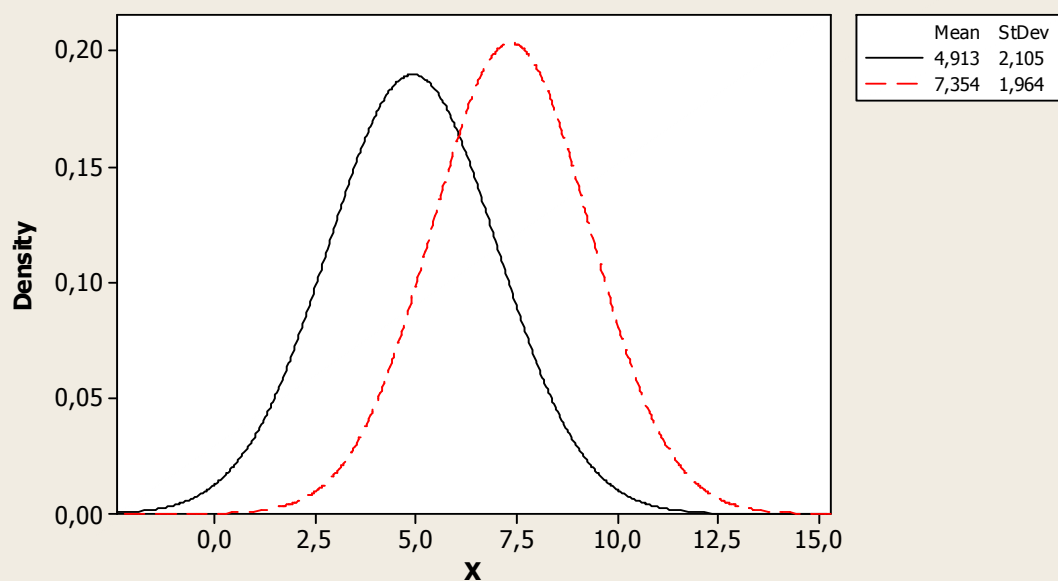
S = 2,036 R-Sq = 26,65% R-Sq(adj) = 26,25%



Pooled StDev = 2,036

##### Distribution Plot

Normal



## 5. Ethics

### One-way ANOVA: ETHICS versus CBSWM

| Source | DF  | SS     | MS     | F     | P     |
|--------|-----|--------|--------|-------|-------|
| CBSWM  | 1   | 232,20 | 232,20 | 73,97 | 0,000 |
| Error  | 182 | 571,29 | 3,14   |       |       |
| Total  | 183 | 803,49 |        |       |       |

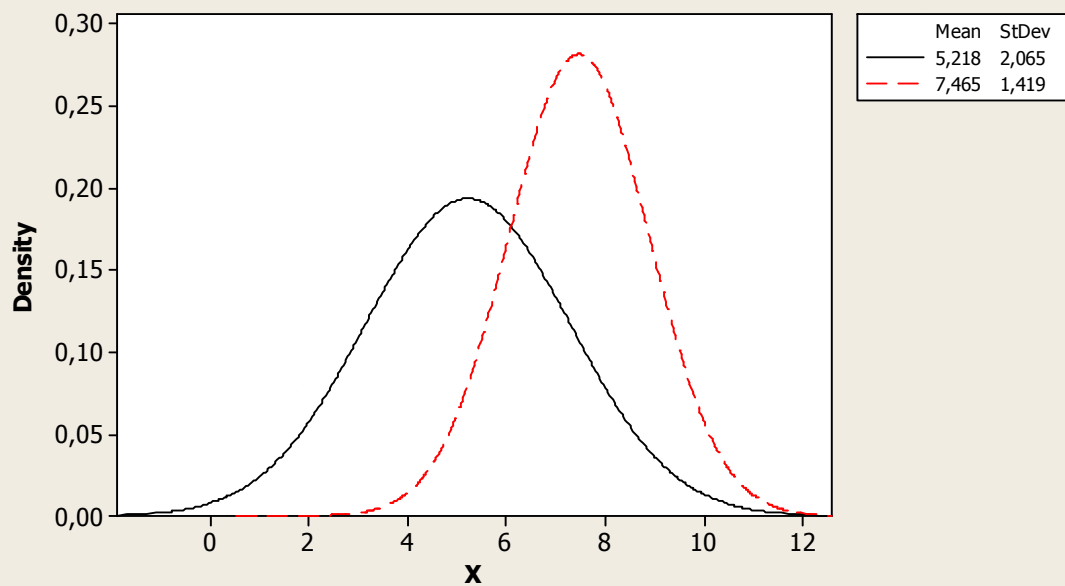
S = 1,772 R-Sq = 28,90% R-Sq(adj) = 28,51%

| Individual 66% CIs For Mean Based on Pooled StDev |    |       |       |
|---------------------------------------------------|----|-------|-------|
| Level                                             | N  | Mean  | StDev |
| 0                                                 | 92 | 5,218 | 2,065 |
| 1                                                 | 92 | 7,465 | 1,419 |

Pooled StDev = 1,772

### Distribution Plot

Normal



## 1. Household Revenue

### One-way ANOVA: REVENUE versus CBSWM

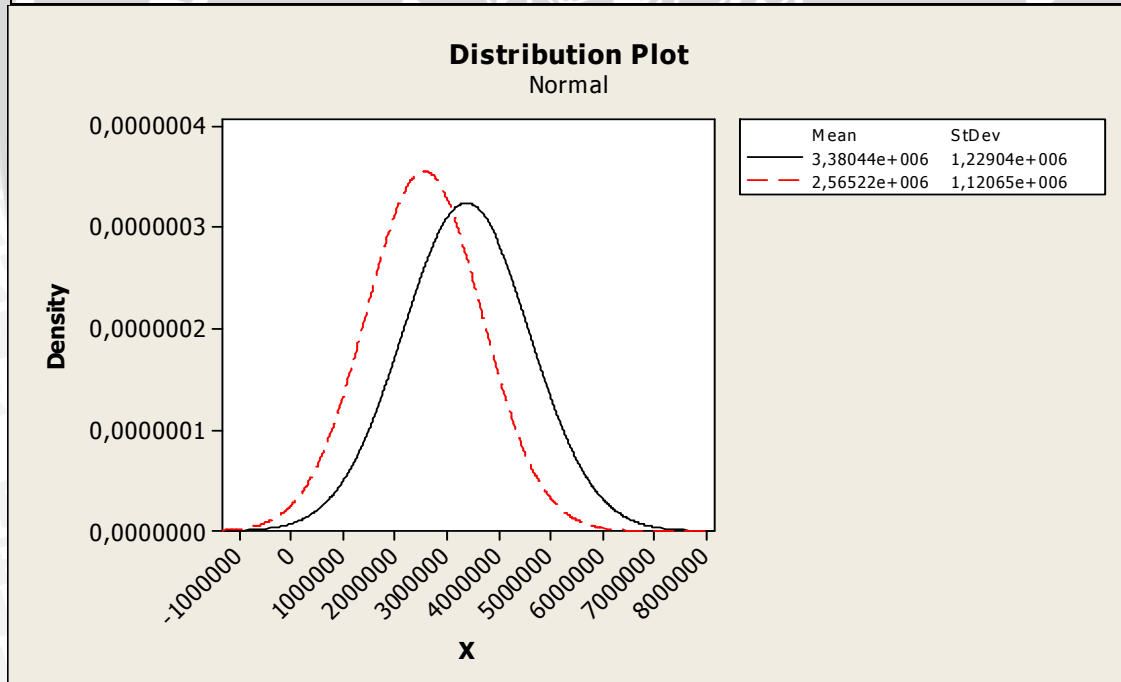
| Source | DF  | SS          | MS          | F     | P     |
|--------|-----|-------------|-------------|-------|-------|
| CBSWM  | 1   | 3,05707E+13 | 3,05707E+13 | 22,10 | 0,000 |
| Error  | 182 | 2,51743E+14 | 1,38321E+12 |       |       |
| Total  | 183 | 2,82314E+14 |             |       |       |

S = 1176098      R-Sq = 10,83%      R-Sq(adj) = 10,34%

Individual 66% CIs For Mean Based on Pooled StDev

| Level | N  | Mean    | StDev   |
|-------|----|---------|---------|
| 0     | 92 | 3380435 | 1229043 |
| 1     | 92 | 2565217 | 1120654 |

Pooled StDev = 1176098



## 2. Education

### One-way ANOVA: EDUCATION versus CBSWM

| Source | DF  | SS     | MS    | F     | P     |
|--------|-----|--------|-------|-------|-------|
| CBSWM  | 1   | 390,3  | 390,3 | 36,26 | 0,000 |
| Error  | 182 | 1959,5 | 10,8  |       |       |
| Total  | 183 | 2349,8 |       |       |       |

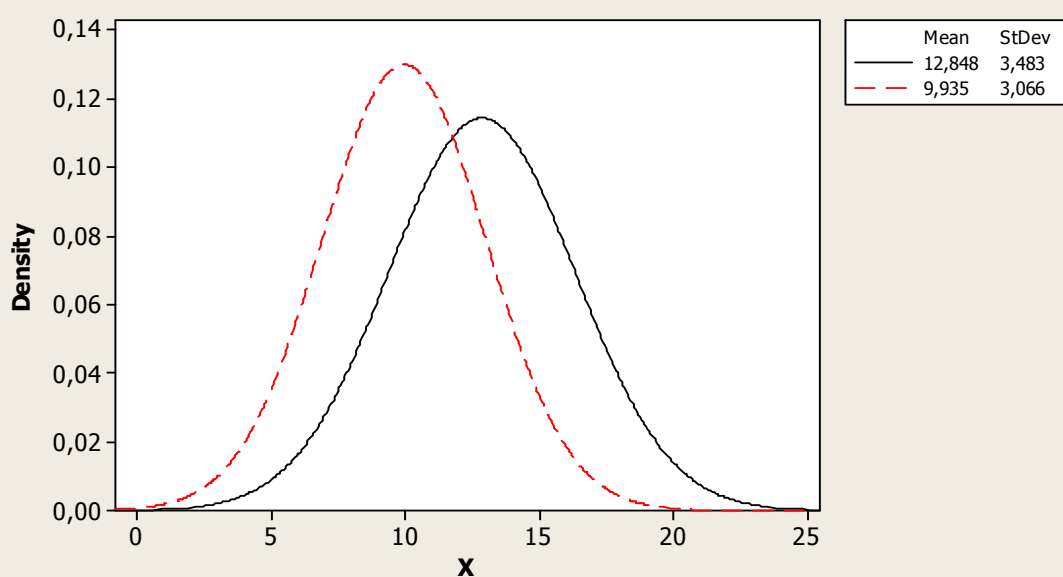
S = 3,281 R-Sq = 16,61% R-Sq(adj) = 16,15%

| Individual 66% CIs For Mean Based on Pooled StDev |    |        |       |         |
|---------------------------------------------------|----|--------|-------|---------|
| Level                                             | N  | Mean   | StDev |         |
| 0                                                 | 92 | 12,848 | 3,483 | (--*--) |
| 1                                                 | 92 | 9,935  | 3,066 | (--*--) |
| -----+-----+-----+-----+-----                     |    |        |       |         |
| 10,0 11,0 12,0 13,0                               |    |        |       |         |

Pooled StDev = 3,281

### Distribution Plot

Normal



### 3. Health

#### One-way ANOVA: HEALTH versus CBSWM

| Source | DF  | SS     | MS   | F    | P     |
|--------|-----|--------|------|------|-------|
| CBSWM  | 1   | 1,27   | 1,27 | 0,81 | 0,370 |
| Error  | 182 | 286,92 | 1,58 |      |       |
| Total  | 183 | 288,19 |      |      |       |

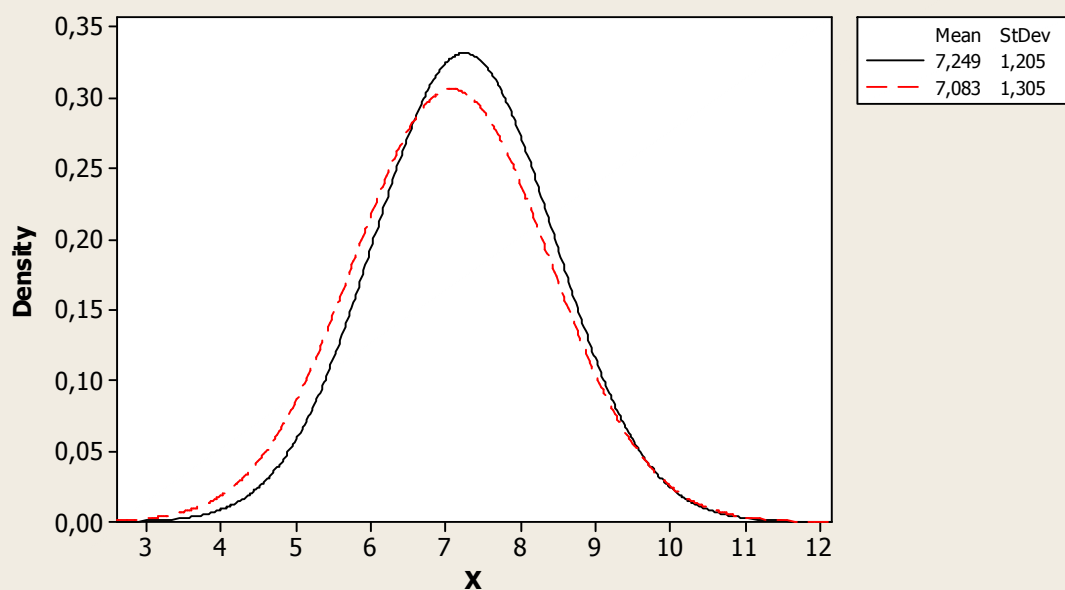
S = 1,256 R-Sq = 0,44% R-Sq(adj) = 0,00%

| Individual 66% CIs For Mean Based on Pooled StDev |    |       |       |                           |                |
|---------------------------------------------------|----|-------|-------|---------------------------|----------------|
| Level                                             | N  | Mean  | StDev | +-----+-----+-----+-----+ |                |
| 0                                                 | 92 | 7,249 | 1,205 | (------*)                 |                |
| 1                                                 | 92 | 7,083 | 1,305 | (*-----)                  |                |
|                                                   |    |       |       | +-----+-----+-----+-----+ |                |
|                                                   |    |       |       | 6,96                      | 7,08 7,20 7,32 |

Pooled StDev = 1,256

#### Distribution Plot

Normal



#### 4. Residence

##### One-way ANOVA: RESIDENCE versus CBSWM

| Source | DF  | SS     | MS   | F    | P     |
|--------|-----|--------|------|------|-------|
| CBSWM  | 1   | 1,53   | 1,53 | 0,54 | 0,463 |
| Error  | 182 | 515,84 | 2,83 |      |       |
| Total  | 183 | 517,37 |      |      |       |

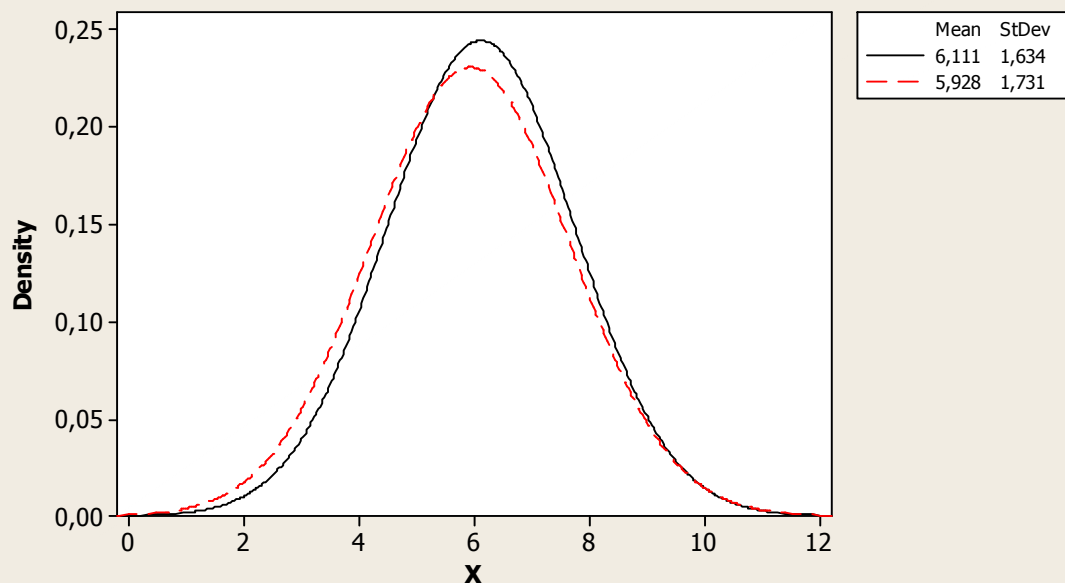
S = 1,684 R-Sq = 0,30% R-Sq(adj) = 0,00%

| Individual 66% CIs For Mean Based on Pooled StDev |    |       |       |
|---------------------------------------------------|----|-------|-------|
| Level                                             | N  | Mean  | StDev |
| 0                                                 | 92 | 6,111 | 1,634 |
| 1                                                 | 92 | 5,928 | 1,731 |

Pooled StDev = 1,684

##### Distribution Plot

Normal



## 5. Environmental condition

### One-way ANOVA: ENVIRONMENTAL PRESERVATION versus CBSWM

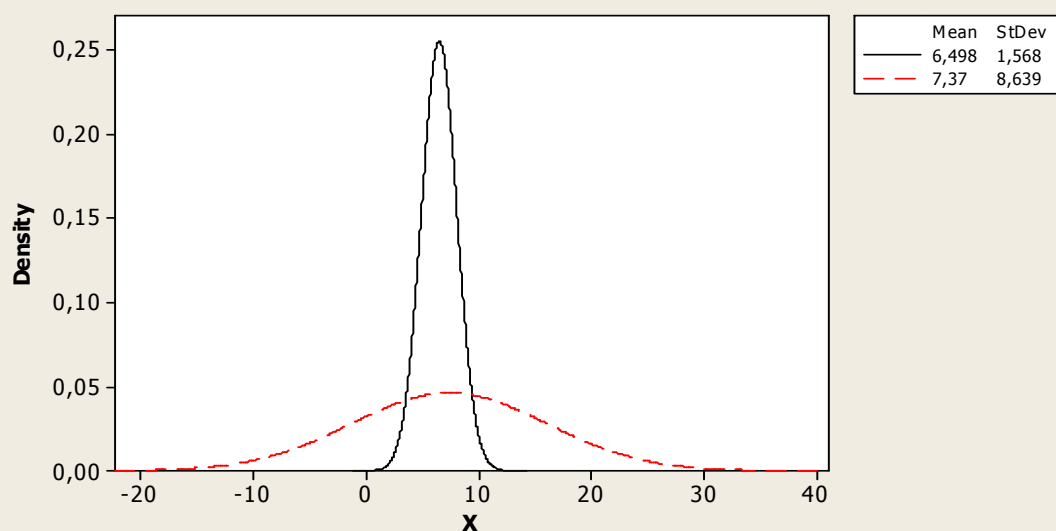
| Source | DF  | SS     | MS   | F    | P     |
|--------|-----|--------|------|------|-------|
| CBSWM  | 1   | 37,3   | 37,3 | 0,97 | 0,327 |
| Error  | 182 | 7021,4 | 38,6 |      |       |
| Total  | 183 | 7058,6 |      |      |       |

S = 6,211 R-Sq = 0,53% R-Sq(adj) = 0,00%

| Individual 66% CIs For Mean Based on Pooled StDev |    |       |       |                             |
|---------------------------------------------------|----|-------|-------|-----------------------------|
| Level                                             | N  | Mean  | StDev |                             |
| 0                                                 | 92 | 6,470 | 1,589 | (-----+-----+-----+-----+)  |
| 1                                                 | 92 | 7,370 | 8,639 | (-----*-----) (-----*-----) |
|                                                   |    |       |       | +-----+-----+-----+-----+   |
|                                                   |    |       |       | 6,00 6,60 7,20 7,80         |

Pooled StDev = 6,211

### Distribution Plot Normal



# Table of F-statistics P=0.05

[t-statistics](#)

F-statistics with other P-values: [P=0.01](#) | [P=0.001](#)

[Chi-square statistics](#)

| df2\<br>df1 | 1     | 2    | 3    | 4    | 5    | 6    | 7    | 8    | 9    | 10   | 11   | 12   | 13   | 14   | 15   | 16   | 17   | 18   | 19   | 20   | 22   | 24   | 26   | 28   | 30   | 35   | 40   | 45   | 50   | 60   | 70   | 80   | 10   | 20   | 50   | 10   | df1/<br>df2 |
|-------------|-------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|-------------|
| 3           | 10.13 | 9.55 | 9.28 | 9.12 | 9.01 | 8.94 | 8.89 | 8.85 | 8.81 | 8.79 | 8.76 | 8.74 | 8.73 | 8.71 | 8.70 | 8.69 | 8.68 | 8.67 | 8.66 | 8.65 | 8.64 | 8.63 | 8.62 | 8.62 | 8.60 | 8.59 | 8.58 | 8.57 | 8.56 | 8.55 | 8.54 | 8.53 | 8.52 | 8.51 | 8.50 | 8.49 | 3           |
| 4           | 7.71  | 7.64 | 7.59 | 7.56 | 7.54 | 7.52 | 7.51 | 7.50 | 7.49 | 7.48 | 7.47 | 7.46 | 7.45 | 7.44 | 7.43 | 7.42 | 7.41 | 7.40 | 7.39 | 7.38 | 7.37 | 7.36 | 7.35 | 7.34 | 7.33 | 7.32 | 7.31 | 7.30 | 7.29 | 7.28 | 7.27 | 7.26 | 7.25 | 7.24 | 7.23 | 7.22 | 4           |
| 5           | 6.61  | 6.55 | 6.51 | 6.48 | 6.46 | 6.44 | 6.43 | 6.42 | 6.41 | 6.40 | 6.39 | 6.38 | 6.37 | 6.36 | 6.35 | 6.34 | 6.33 | 6.32 | 6.31 | 6.30 | 6.29 | 6.28 | 6.27 | 6.26 | 6.25 | 6.24 | 6.23 | 6.22 | 6.21 | 6.20 | 6.19 | 6.18 | 6.17 | 6.16 | 6.15 | 6.14 | 5           |
| 6           | 5.99  | 5.94 | 5.90 | 5.87 | 5.85 | 5.83 | 5.82 | 5.81 | 5.80 | 5.79 | 5.78 | 5.77 | 5.76 | 5.75 | 5.74 | 5.73 | 5.72 | 5.71 | 5.70 | 5.69 | 5.68 | 5.67 | 5.66 | 5.65 | 5.64 | 5.63 | 5.62 | 5.61 | 5.60 | 5.59 | 5.58 | 5.57 | 5.56 | 5.55 | 5.54 | 5.53 | 6           |
| 7           | 5.59  | 5.54 | 5.50 | 5.47 | 5.45 | 5.43 | 5.42 | 5.41 | 5.40 | 5.39 | 5.38 | 5.37 | 5.36 | 5.35 | 5.34 | 5.33 | 5.32 | 5.31 | 5.30 | 5.29 | 5.28 | 5.27 | 5.26 | 5.25 | 5.24 | 5.23 | 5.22 | 5.21 | 5.20 | 5.19 | 5.18 | 5.17 | 5.16 | 5.15 | 5.14 | 5.13 | 7           |
| 8           | 5.34  | 5.29 | 5.25 | 5.22 | 5.20 | 5.18 | 5.17 | 5.16 | 5.15 | 5.14 | 5.13 | 5.12 | 5.11 | 5.10 | 5.09 | 5.08 | 5.07 | 5.06 | 5.05 | 5.04 | 5.03 | 5.02 | 5.01 | 5.00 | 4.99 | 4.98 | 4.97 | 4.96 | 4.95 | 4.94 | 4.93 | 4.92 | 4.91 | 4.90 | 4.89 | 4.88 | 8           |
| 9           | 5.14  | 5.09 | 5.05 | 5.02 | 5.00 | 4.98 | 4.97 | 4.96 | 4.95 | 4.94 | 4.93 | 4.92 | 4.91 | 4.90 | 4.89 | 4.88 | 4.87 | 4.86 | 4.85 | 4.84 | 4.83 | 4.82 | 4.81 | 4.80 | 4.79 | 4.78 | 4.77 | 4.76 | 4.75 | 4.74 | 4.73 | 4.72 | 4.71 | 4.70 | 4.69 | 4.68 | 9           |
| 10          | 4.94  | 4.89 | 4.85 | 4.82 | 4.80 | 4.78 | 4.77 | 4.76 | 4.75 | 4.74 | 4.73 | 4.72 | 4.71 | 4.70 | 4.69 | 4.68 | 4.67 | 4.66 | 4.65 | 4.64 | 4.63 | 4.62 | 4.61 | 4.60 | 4.59 | 4.58 | 4.57 | 4.56 | 4.55 | 4.54 | 4.53 | 4.52 | 4.51 | 4.50 | 4.49 | 4.48 | 10          |
| 11          | 4.84  | 4.79 | 4.75 | 4.72 | 4.70 | 4.68 | 4.67 | 4.66 | 4.65 | 4.64 | 4.63 | 4.62 | 4.61 | 4.60 | 4.59 | 4.58 | 4.57 | 4.56 | 4.55 | 4.54 | 4.53 | 4.52 | 4.51 | 4.50 | 4.49 | 4.48 | 4.47 | 4.46 | 4.45 | 4.44 | 4.43 | 4.42 | 4.41 | 4.40 | 4.39 | 4.38 | 11          |
| 12          | 4.74  | 4.69 | 4.65 | 4.62 | 4.60 | 4.58 | 4.57 | 4.56 | 4.55 | 4.54 | 4.53 | 4.52 | 4.51 | 4.50 | 4.49 | 4.48 | 4.47 | 4.46 | 4.45 | 4.44 | 4.43 | 4.42 | 4.41 | 4.40 | 4.39 | 4.38 | 4.37 | 4.36 | 4.35 | 4.34 | 4.33 | 4.32 | 4.31 | 4.30 | 4.29 | 4.28 | 12          |
| 13          | 4.64  | 4.59 | 4.55 | 4.52 | 4.50 | 4.48 | 4.47 | 4.46 | 4.45 | 4.44 | 4.43 | 4.42 | 4.41 | 4.40 | 4.39 | 4.38 | 4.37 | 4.36 | 4.35 | 4.34 | 4.33 | 4.32 | 4.31 | 4.30 | 4.29 | 4.28 | 4.27 | 4.26 | 4.25 | 4.24 | 4.23 | 4.22 | 4.21 | 4.20 | 4.19 | 4.18 | 13          |
| 14          | 4.64  | 4.59 | 4.55 | 4.52 | 4.50 | 4.48 | 4.47 | 4.46 | 4.45 | 4.44 | 4.43 | 4.42 | 4.41 | 4.40 | 4.39 | 4.38 | 4.37 | 4.36 | 4.35 | 4.34 | 4.33 | 4.32 | 4.31 | 4.30 | 4.29 | 4.28 | 4.27 | 4.26 | 4.25 | 4.24 | 4.23 | 4.22 | 4.21 | 4.20 | 4.19 | 4.18 | 14          |

|    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |      |      |
|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|
|    | 0   | 74  | 34  | 11  | 96  | 85  | 76  | 70  | 65  | 60  | 57  | 53  | 51  | 48  | 46  | 44  | 43  | 41  | 40  | 39  | 37  | 35  | 33  | 32  | 31  | 28  | 27  | 25  | 24  | 22  | 21  | 20  | 9   | 6   | 4   | 4    |      |
| 15 | 4.5 | 3.4 | 3.3 | 3.2 | 2.9 | 2.7 | 2.6 | 2.5 | 2.4 | 2.3 | 2.2 | 2.1 | 2.0 | 1.9 | 1.8 | 1.7 | 1.6 | 1.5 | 1.4 | 1.3 | 1.2 | 1.1 | 1.0 | 0.9 | 0.8 | 0.7 | 0.6 | 0.5 | 0.4 | 0.3 | 0.2 | 0.1 | 0.0 | 0.0 | 0.0 | 0.0  | 2.07 |
| 16 | 4.4 | 3.3 | 3.2 | 3.1 | 2.9 | 2.7 | 2.6 | 2.5 | 2.4 | 2.3 | 2.2 | 2.1 | 2.0 | 1.9 | 1.8 | 1.7 | 1.6 | 1.5 | 1.4 | 1.3 | 1.2 | 1.1 | 1.0 | 0.9 | 0.8 | 0.7 | 0.6 | 0.5 | 0.4 | 0.3 | 0.2 | 0.1 | 0.0 | 0.0 | 0.0 | 2.01 |      |
| 17 | 4.4 | 3.3 | 3.2 | 3.1 | 2.9 | 2.7 | 2.6 | 2.5 | 2.4 | 2.3 | 2.2 | 2.1 | 2.0 | 1.9 | 1.8 | 1.7 | 1.6 | 1.5 | 1.4 | 1.3 | 1.2 | 1.1 | 1.0 | 0.9 | 0.8 | 0.7 | 0.6 | 0.5 | 0.4 | 0.3 | 0.2 | 0.1 | 0.0 | 0.0 | 0.0 | 1.96 |      |
| 18 | 4.4 | 3.3 | 3.2 | 3.1 | 2.9 | 2.7 | 2.6 | 2.5 | 2.4 | 2.3 | 2.2 | 2.1 | 2.0 | 1.9 | 1.8 | 1.7 | 1.6 | 1.5 | 1.4 | 1.3 | 1.2 | 1.1 | 1.0 | 0.9 | 0.8 | 0.7 | 0.6 | 0.5 | 0.4 | 0.3 | 0.2 | 0.1 | 0.0 | 0.0 | 0.0 | 1.92 |      |
| 19 | 4.3 | 3.3 | 3.2 | 3.1 | 2.9 | 2.7 | 2.6 | 2.5 | 2.4 | 2.3 | 2.2 | 2.1 | 2.0 | 1.9 | 1.8 | 1.7 | 1.6 | 1.5 | 1.4 | 1.3 | 1.2 | 1.1 | 1.0 | 0.9 | 0.8 | 0.7 | 0.6 | 0.5 | 0.4 | 0.3 | 0.2 | 0.1 | 0.0 | 0.0 | 0.0 | 1.88 |      |
| 20 | 4.3 | 3.3 | 3.2 | 3.1 | 2.9 | 2.7 | 2.6 | 2.5 | 2.4 | 2.3 | 2.2 | 2.1 | 2.0 | 1.9 | 1.8 | 1.7 | 1.6 | 1.5 | 1.4 | 1.3 | 1.2 | 1.1 | 1.0 | 0.9 | 0.8 | 0.7 | 0.6 | 0.5 | 0.4 | 0.3 | 0.2 | 0.1 | 0.0 | 0.0 | 0.0 | 1.84 |      |
| 22 | 4.3 | 3.3 | 3.2 | 3.1 | 2.9 | 2.7 | 2.6 | 2.5 | 2.4 | 2.3 | 2.2 | 2.1 | 2.0 | 1.9 | 1.8 | 1.7 | 1.6 | 1.5 | 1.4 | 1.3 | 1.2 | 1.1 | 1.0 | 0.9 | 0.8 | 0.7 | 0.6 | 0.5 | 0.4 | 0.3 | 0.2 | 0.1 | 0.0 | 0.0 | 0.0 | 1.78 |      |
| 24 | 4.2 | 3.3 | 3.2 | 3.1 | 2.9 | 2.7 | 2.6 | 2.5 | 2.4 | 2.3 | 2.2 | 2.1 | 2.0 | 1.9 | 1.8 | 1.7 | 1.6 | 1.5 | 1.4 | 1.3 | 1.2 | 1.1 | 1.0 | 0.9 | 0.8 | 0.7 | 0.6 | 0.5 | 0.4 | 0.3 | 0.2 | 0.1 | 0.0 | 0.0 | 0.0 | 1.73 |      |
| 26 | 4.2 | 3.3 | 3.2 | 3.1 | 2.9 | 2.7 | 2.6 | 2.5 | 2.4 | 2.3 | 2.2 | 2.1 | 2.0 | 1.9 | 1.8 | 1.7 | 1.6 | 1.5 | 1.4 | 1.3 | 1.2 | 1.1 | 1.0 | 0.9 | 0.8 | 0.7 | 0.6 | 0.5 | 0.4 | 0.3 | 0.2 | 0.1 | 0.0 | 0.0 | 0.0 | 1.69 |      |
| 28 | 4.2 | 3.3 | 3.2 | 3.1 | 2.9 | 2.7 | 2.6 | 2.5 | 2.4 | 2.3 | 2.2 | 2.1 | 2.0 | 1.9 | 1.8 | 1.7 | 1.6 | 1.5 | 1.4 | 1.3 | 1.2 | 1.1 | 1.0 | 0.9 | 0.8 | 0.7 | 0.6 | 0.5 | 0.4 | 0.3 | 0.2 | 0.1 | 0.0 | 0.0 | 0.0 | 1.66 |      |
| 30 | 4.1 | 3.3 | 3.2 | 3.1 | 2.9 | 2.7 | 2.6 | 2.5 | 2.4 | 2.3 | 2.2 | 2.1 | 2.0 | 1.9 | 1.8 | 1.7 | 1.6 | 1.5 | 1.4 | 1.3 | 1.2 | 1.1 | 1.0 | 0.9 | 0.8 | 0.7 | 0.6 | 0.5 | 0.4 | 0.3 | 0.2 | 0.1 | 0.0 | 0.0 | 0.0 | 1.62 |      |
| 35 | 4.1 | 3.3 | 3.2 | 3.1 | 2.9 | 2.7 | 2.6 | 2.5 | 2.4 | 2.3 | 2.2 | 2.1 | 2.0 | 1.9 | 1.8 | 1.7 | 1.6 | 1.5 | 1.4 | 1.3 | 1.2 | 1.1 | 1.0 | 0.9 | 0.8 | 0.7 | 0.6 | 0.5 | 0.4 | 0.3 | 0.2 | 0.1 | 0.0 | 0.0 | 0.0 | 1.56 |      |
| 40 | 4.0 | 3.3 | 3.2 | 3.1 | 2.9 | 2.7 | 2.6 | 2.5 | 2.4 | 2.3 | 2.2 | 2.1 | 2.0 | 1.9 | 1.8 | 1.7 | 1.6 | 1.5 | 1.4 | 1.3 | 1.2 | 1.1 | 1.0 | 0.9 | 0.8 | 0.7 | 0.6 | 0.5 | 0.4 | 0.3 | 0.2 | 0.1 | 0.0 | 0.0 | 0.0 | 1.51 |      |
| 45 | 4.0 | 3.3 | 3.2 | 3.1 | 2.9 | 2.7 | 2.6 | 2.5 | 2.4 | 2.3 | 2.2 | 2.1 | 2.0 | 1.9 | 1.8 | 1.7 | 1.6 | 1.5 | 1.4 | 1.3 | 1.2 | 1.1 | 1.0 | 0.9 | 0.8 | 0.7 | 0.6 | 0.5 | 0.4 | 0.3 | 0.2 | 0.1 | 0.0 | 0.0 | 0.0 | 1.47 |      |
| 50 | 4.0 | 3.3 | 3.2 | 3.1 | 2.9 | 2.7 | 2.6 | 2.5 | 2.4 | 2.3 | 2.2 | 2.1 | 2.0 | 1.9 | 1.8 | 1.7 | 1.6 | 1.5 | 1.4 | 1.3 | 1.2 | 1.1 | 1.0 | 0.9 | 0.8 | 0.7 | 0.6 | 0.5 | 0.4 | 0.3 | 0.2 | 0.1 | 0.0 | 0.0 | 0.0 | 1.44 |      |
| 60 | 4.0 | 3.3 | 3.2 | 3.1 | 2.9 | 2.7 | 2.6 | 2.5 | 2.4 | 2.3 | 2.2 | 2.1 | 2.0 | 1.9 | 1.8 | 1.7 | 1.6 | 1.5 | 1.4 | 1.3 | 1.2 | 1.1 | 1.0 | 0.9 | 0.8 | 0.7 | 0.6 | 0.5 | 0.4 | 0.3 | 0.2 | 0.1 | 0.0 | 0.0 | 0.0 | 1.39 |      |

|         |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |      |    |
|---------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|------|----|
|         | 0        | 15       | 76       | 53       | 37       | 25       | 17       | 10       | 04       | 99       | 95       | 92       | 89       | 86       | 84       | 82       | 80       | 78       | 76       | 75       | 72       | 70       | 68       | 66       | 65       | 62       | 59       | 57       | 56       | 53       | 52       | 50       | 8        | 4        | 1        | 0        |          |      |    |
| 70      | 3.9<br>8 | 3.<br>13 | 2.<br>74 | 2.<br>50 | 2.<br>35 | 2.<br>23 | 2.<br>14 | 2.<br>07 | 2.<br>02 | 1.<br>97 | 1.<br>93 | 1.<br>89 | 1.<br>86 | 1.<br>84 | 1.<br>81 | 1.<br>79 | 1.<br>77 | 1.<br>75 | 1.<br>74 | 1.<br>72 | 1.<br>70 | 1.<br>67 | 1.<br>65 | 1.<br>64 | 1.<br>62 | 1.<br>59 | 1.<br>57 | 1.<br>55 | 1.<br>53 | 1.<br>50 | 1.<br>49 | 1.<br>47 | 1.<br>45 | 1.<br>43 | 1.<br>41 | 1.<br>39 | 1.<br>37 | 1.35 | 70 |
| 80      | 3.9<br>6 | 3.<br>11 | 2.<br>72 | 2.<br>49 | 2.<br>33 | 2.<br>21 | 2.<br>13 | 2.<br>06 | 2.<br>00 | 1.<br>95 | 1.<br>91 | 1.<br>88 | 1.<br>84 | 1.<br>82 | 1.<br>79 | 1.<br>77 | 1.<br>75 | 1.<br>73 | 1.<br>72 | 1.<br>70 | 1.<br>68 | 1.<br>65 | 1.<br>63 | 1.<br>62 | 1.<br>60 | 1.<br>57 | 1.<br>54 | 1.<br>52 | 1.<br>51 | 1.<br>48 | 1.<br>46 | 1.<br>45 | 1.<br>43 | 1.<br>41 | 1.<br>39 | 1.<br>37 | 1.33     | 80   |    |
| 100     | 3.9<br>4 | 3.<br>09 | 2.<br>70 | 2.<br>46 | 2.<br>31 | 2.<br>19 | 2.<br>10 | 2.<br>03 | 1.<br>97 | 1.<br>93 | 1.<br>89 | 1.<br>85 | 1.<br>82 | 1.<br>79 | 1.<br>77 | 1.<br>75 | 1.<br>73 | 1.<br>71 | 1.<br>69 | 1.<br>68 | 1.<br>65 | 1.<br>63 | 1.<br>61 | 1.<br>59 | 1.<br>57 | 1.<br>54 | 1.<br>52 | 1.<br>49 | 1.<br>48 | 1.<br>45 | 1.<br>43 | 1.<br>41 | 1.<br>39 | 1.<br>37 | 1.<br>35 | 1.28     | 100      |      |    |
| 200     | 3.8<br>9 | 3.<br>04 | 2.<br>65 | 2.<br>42 | 2.<br>26 | 2.<br>14 | 2.<br>06 | 1.<br>98 | 1.<br>93 | 1.<br>88 | 1.<br>84 | 1.<br>80 | 1.<br>77 | 1.<br>74 | 1.<br>72 | 1.<br>69 | 1.<br>67 | 1.<br>66 | 1.<br>64 | 1.<br>62 | 1.<br>60 | 1.<br>57 | 1.<br>55 | 1.<br>53 | 1.<br>52 | 1.<br>48 | 1.<br>46 | 1.<br>43 | 1.<br>41 | 1.<br>39 | 1.<br>36 | 1.<br>35 | 1.<br>32 | 1.<br>30 | 1.<br>28 | 1.19     | 200      |      |    |
| 500     | 3.8<br>6 | 3.<br>01 | 2.<br>62 | 2.<br>39 | 2.<br>23 | 2.<br>12 | 2.<br>03 | 1.<br>96 | 1.<br>90 | 1.<br>85 | 1.<br>81 | 1.<br>77 | 1.<br>74 | 1.<br>71 | 1.<br>69 | 1.<br>66 | 1.<br>64 | 1.<br>62 | 1.<br>61 | 1.<br>59 | 1.<br>56 | 1.<br>54 | 1.<br>52 | 1.<br>50 | 1.<br>48 | 1.<br>45 | 1.<br>42 | 1.<br>40 | 1.<br>38 | 1.<br>35 | 1.<br>32 | 1.<br>30 | 1.<br>28 | 1.<br>26 | 1.12     | 500      |          |      |    |
| 1000    | 3.8<br>5 | 3.<br>00 | 2.<br>61 | 2.<br>38 | 2.<br>22 | 2.<br>11 | 2.<br>02 | 1.<br>95 | 1.<br>89 | 1.<br>84 | 1.<br>80 | 1.<br>76 | 1.<br>73 | 1.<br>70 | 1.<br>68 | 1.<br>65 | 1.<br>63 | 1.<br>61 | 1.<br>60 | 1.<br>58 | 1.<br>55 | 1.<br>53 | 1.<br>51 | 1.<br>49 | 1.<br>47 | 1.<br>43 | 1.<br>41 | 1.<br>38 | 1.<br>36 | 1.<br>33 | 1.<br>31 | 1.<br>29 | 1.<br>26 | 1.08     | 1000     |          |          |      |    |
| >1000   | 1.0<br>4 | 3.<br>00 | 2.<br>61 | 2.<br>37 | 2.<br>21 | 2.<br>10 | 2.<br>01 | 1.<br>94 | 1.<br>88 | 1.<br>83 | 1.<br>79 | 1.<br>75 | 1.<br>72 | 1.<br>69 | 1.<br>67 | 1.<br>64 | 1.<br>62 | 1.<br>61 | 1.<br>59 | 1.<br>57 | 1.<br>54 | 1.<br>52 | 1.<br>50 | 1.<br>48 | 1.<br>46 | 1.<br>42 | 1.<br>40 | 1.<br>37 | 1.<br>35 | 1.<br>32 | 1.<br>30 | 1.<br>28 | 1.<br>25 | 1.03     | >1000    |          |          |      |    |
| df2/df1 | 1        | 2        | 3        | 4        | 5        | 6        | 7        | 8        | 9        | 10       | 11       | 12       | 13       | 14       | 15       | 16       | 17       | 18       | 19       | 20       | 22       | 24       | 26       | 28       | 30       | 35       | 40       | 45       | 50       | 60       | 70       | 80       | 10       | 20       | 50       | 10       | df1\df2  |      |    |



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1. SDN SAMBIREJO 1, 2002
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