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Elaboration Model for Sustainable Development Education in CSR and Community Development Courses

Yani Hendrayani[1]

[1]Department of Communication Science, Universitas Pembangunan Nasional Veteran Jakarta

*Coresponding author: yanihendrayani@upnvj.ac.id

Abstract

As stated in SDGs 4.7, education for sustainable development functions to educate the younger generation as future leaders and agents of change. This research aims to identify student motivation towards CSR and Community Development lecture messages on sustainable development issues. Communication plays a role in the process of achieving lecture goals. This research uses the Elaboration Likelihood Model theory to determine changes in student attitudes regarding the message of sustainable development education. The research uses a quantitative approach by observing through surveys and using non-probability sampling, namely judgment sampling on active students in CSR and Community Development courses at UPN Veteran Jakarta, namely 241 students. Determining the sample size used the Cochran formula and obtained 51 respondents. The results of this research using the Elaboration Likelihood Model theory show that lecture messages have not significantly influenced student attitudes. Following the research results, to strengthen students' motivation and abilities, they can use exciting communication strategies that generate emotional liking for lecture messages about sustainable development issues in CSR and Community Development courses. Lecturers must also carry out Project Learning methods so that students are immersed in the field to awaken the emotional side of students regarding sustainable development issues.

Keywords: education, sustainable education, elaboration linked model

1. INTRODUCTION

The United Nations (1992, Chapter 36 of Agenda 21) notes that education is valuable for promoting sustainable development and adding capacity to audiences, especially the younger generation, so that they have an understanding of concepts such as economic

prosperity, resource equity, energy use, and environmental health and care (UN, 1992). However, the challenge of implementing education in sustainable development as an interdisciplinary approach in higher education needs to be improved by the structural format of the University.

In many cases, our future generation students need insight, commitment, and even understanding of their role and responsibility to create meaningful beliefs and actions related to sustainability. For this reason, the issue of whether the awareness of schools and campuses as educational institutions has promoted sustainable development becomes an important issue that is included in the development of the learning system. The next question that arises is how the promotion of sustainable development should be fostered in appropriate learning methods. Many steps and learning methods have been taken to find a formula for promoting sustainable development concepts to students.

Some of the countries that have made sustainable development an important issue in their learning systems are Finland, the Department of Teacher Education at Joensuu University, Savonlinna since 1992. In 1989, Professor Mauri Åhlberg began researching, developing and teaching teacher education students using concept mapping and Vee heuristics (Åhlberg, 2004). Åhlberg (1990 - 2004). Likewise, in 33 European countries, ESD has been implemented through various activities oriented towards the three pillars of sustainable development (environment, economy, and social). This is conveyed from the results of research conducted by GHK consultants in collaboration with the Danish Technology Institute and Technopolis (2008), which noted a focus on sustainable development education, such as CO2 campaigns for students in collaboration with researchers and individuals who hold regional policies. Such initiatives are an effective way to study sustainable development and support students to feel able to do something for sustainable development as citizens and small researchers. The activity teaches students to analyze CO2 emissions, compare and discuss the results, and then come up with solutions that can reduce CO2 emissions. On the other hand, what is most meaningful is that the activity adds insight and increases students' awareness of the meaning of sustainable development.

In 2011, the Government of Indonesia successfully designed Guidelines for Education for Progress and Sustainable Development through the Directorate General of Basic Education (Kemendikbudristek, 2011). The purpose of developing this guide is: 1) To provide stakeholders with an understanding of Education for Sustainable Development (ESD); 2) To provide information on how ESD can be implemented and integrated with the

curriculum, with the support of curricular programs, extracurricular activities, local materials, and cultural development in educational institutions for students; 3) To emphasize an educational orientation that is more in line with and more focused on sustainable development; 4) To increase the understanding and awareness of the public on the concept of sustainable development; 5) To provide insights and skills to teachers when creating ESD models that include aspects of insights, values, and generic life skills for students (Kemendikbudristek, 2011).

Various definitions of sustainable development are the phrases and ideas different, even the meanings are different (Rondinelli & Berry, 2000). For this reason, they were needed to produce unity on the concept as a milestone dimension of sustainable development. Sustainable development fulfils what the present needs without excluding the efforts of future generations to meet their needs (WCED, 1987). Development in the 1980s was still oriented towards a philosophy of economic growth divided based on growth rates. Applying this philosophy to economic development has led to various problems, such as widespread poverty, ecosystem destruction and environmental pollution. As a result, constraints arose that jeopardized economic growth because natural resources and the environment were not appropriately managed, posing a threat to humans and human institutions (Pearce & Warford, 1993).

2. LITERATURE REVIEW

2.1 Likelihood Elaboration Model

Richard E. Petty and John T. Cacioppo first introduced the likelihood elaboration theory. The theory discusses how communicators process persuasive messages. Likelihood elaboration theory predicts when and how recipients will be persuaded or not. In processing a message, individuals can sometimes go through a critical thinking process but can also process messages simply without thinking critically. The flow of elaboration Likelihood Model theory follows:

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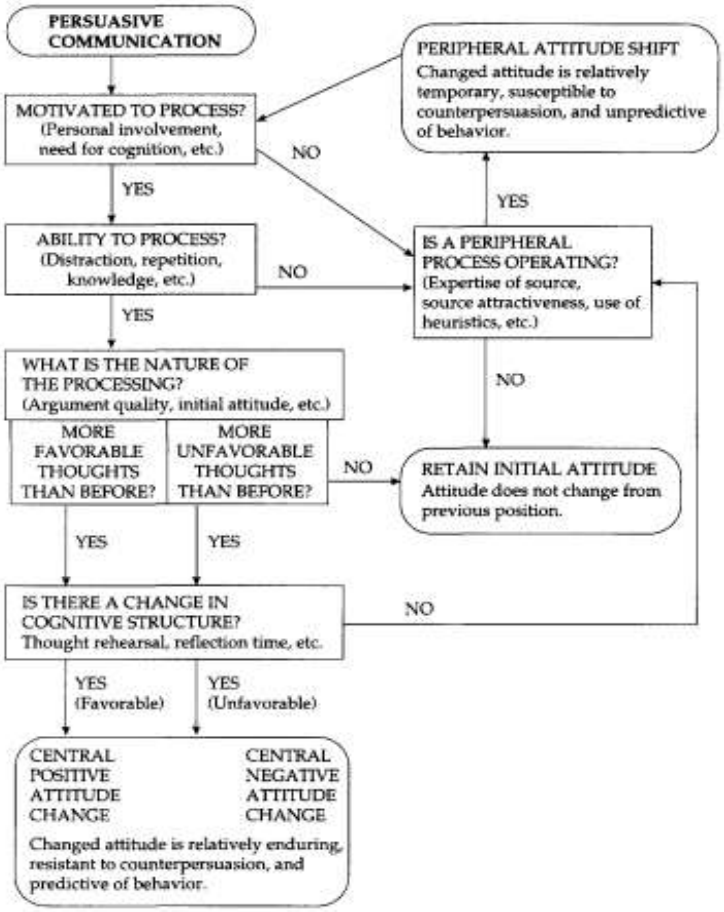

Figure 1: Elaboration Likelihood Model
Source: Reprinted and adapted with permission from Petty and Wegener, 1999

Individuals who have critical thinking are influenced by motivation and ability. There are three motivations in the elaboration likelihood theory (Littlejohn & Foss, 2009): a) Personal involvement or relevance to the topic. The more meaningful the topic is, the more critical thinking individuals will have; b) Dissent. Individuals will seek and think about opinions from various sources related to topics that are considered essential; c) Personal inclination towards having critical thinking. Individuals accustomed to thinking will automatically think of fast responses when they get an issue.

The elaboration theory of the likelihood model explains that cognitive, affective, and psychomotor attitude changes use two routes. This route is used based on the motivation and ability of the communicator to process information, namely:

2.1.1 Central Route

The central route requires the recipient of the message to critically review the arguments contained in the message before making a judgment about the message (Littlejohn & Foss, 2009). The central route requires high cognitive effort. In this route, when people consider the message they receive, they integrate the new thoughts into their overall framework (Norhabiba et al., 2019).

2.1.2 Peripheral Route.

Peripheral routes have low motivation in managing messages (Littlejohn & Foss, 2009). The peripheral route has a short-term and negligible effect on a message received by the communicator. According to (Norhabiba et al., 2019), when the motivation or potential of individuals to process information related to an issue is low. Individuals do not thoroughly digest messages and evaluate message content but only focus on message attractiveness, source credibility, and other peripheral aspects (Venus, 2019).

Rapid socio-cultural changes and ever-increasing educational needs are driving the need for new pedagogical approaches in the educational process. Student-centred active learning experiences gradually replace traditional teacher-centred assimilative learning. Likelihood elaboration theory can describe how lecturers as communicators discussing Sustainable Development are processed into persuasive messages through CSR and Community Development courses. Likelihood elaboration model predicts when and how students as recipients of messages will and will not be able to understand educational material about Sustainable Development. In processing a message, students as individuals can sometimes go through a critical thinking process but can also process messages simply without having to think critically. This refers to using students' knowledge and experience in the educational process, where they develop life skills and positive attitudes towards life.

Motivation and ability can influence students as critical-thinking individuals from various disciplines. Motivation in the elaboration likelihood theory is threefold (Littlejohn & Foss, 2009) : a) Engagement or personal relevance to the topic. The more meaningful the topics and issues of Sustainable Development presented in the CSR and Community Development courses, the more students want to have critical thinking; b) Dissent. Students want to find and think about ideas obtained through various sources related to topics that are considered necessary; c) Personal inclinations regarding how to have critical thinking. Individuals accustomed to thinking critically, strongly influenced by learning motivation and

interest in CSR and community development courses, will automatically think when encountering an issue.

Sustainable development education is studied through CSR and Community Development courses at Universitas Pembangunan Nasional Veteran Jakarta as the organizing institution. Participants comprised 214 FISIP Communication Science and FEB Management Study Program students, with learning outcomes seeking to form student attitudes as future leaders to face sustainable development challenges.

So, from these data and problems, researchers are interested in researching education in sustainable development through CSR and Community Development courses at UPN Veteran Jakarta. How students experience learning CSR and Community Development on campus with social issues in their area and how the role of students analyzes through SDG indicators and seeks solutions by designing CSR programs oriented towards sustainable development.

3. RESEARCH METHOD

This research used a quantitative approach to obtain answers from students through surveys by submitting a list of statements about sustainable development issues in CSR and Community Development courses at UPN Veteran Jakarta. This research was conducted from June to July 2022. The sample determination in this research uses non-probability sampling, judgment sampling, students who choose CSR and Community Development courses at UPN Veteran Jakarta and have received material related to sustainable development issues, totalling 241 students. The number of samples is determined through the Cochran formula (Snedecor & Cochran, 1967) as below:

$$n = \frac{\frac{t^2(p)(q)}{d^2}}{1 + \frac{\frac{t^2(p)(q)}{d^2} - 1}{N}}$$

$$= \frac{2^2(0,1)(0,9)}{0,075^2}$$

$$\frac{2^2(0,1)(0,9)}{0,075^2} - 1 + 1$$

$$= \frac{64}{1 + \frac{64-1}{241}}$$

= 51 responden

This study used a significance level of 7.5% as the tolerance threshold for maximum acceptable leeway. The calculation results using the Cochran formula resulted in a sample size of 51 respondents. The measurement scale uses a Likert scale ranging from 1-5.

Descriptive data analysis in this research was applied to extract the following information: 1) Students' motivation level towards sustainable development issue messages, 2) Students' capability in processing sustainable development issue messages, 3) The attractiveness of sustainable development issue messages during extension activities, 4) Changes in students' attitudes towards extension messages. The assessment in this measurement uses a five-degree scale of approval using the formula determined by (Sugiyono, 2004).

$$\text{Interval} = \frac{\text{highest score} - \text{lowest score}}{\text{number of classes}}$$

$$= \frac{5 - 1}{5}$$

$$= 0,8$$

The results of the questionnaire distribution will be processed using the WarpPLS 5.0 application.

4. RESULT

In evaluating the reliability of indicators by considering each indicator's loading factor and p-value in the latent construct, a general guideline is used. According to this guideline, the loading factor that is considered reasonable is more significant than 0.7. However, in this research, the loading factor ranges between 0.6 to 0.7 because this research is explanatory. In addition, the p-value must be below 0.05 to indicate statistical significance. The results of the indicator reliability assessment in this research are as follows:

Table 1. ***Indicator Reliability***

Variable	Indicator	X1	X2	X3	Y	*P-value*
Motivasi (X1)	X1.1	**(0,705)**	-0,823	0,231	-0,384	<0,001
	X1.2	**(0,696)**	0,122	0,036	-0,408	<0,001
	X1.3	**(0,744)**	0,023	0,352	-0,268	<0,001
	X1.4	**(0,758)**	0,843	0,038	-0,169	<0,001
	X1.5	**(0,798)**	-0,626	0,451	0,207	<0,001
	X1.6	**(0,679)**	-0,717	-0,380	0,323	<0,001
	X1.7	**(0,892)**	0,444	-0,199	0,130	<0,001
	X1.8	**(0,833)**	0,040	-0,270	0,320	<0,001
	X1.9	**(0,892)**	0,444	-0,199	0,130	<0,001
Message (X2)	X2.1	0,436	**(0,916)**	-0,145	-0,114	<0,001
	X2.2	-0,383	**(0,801)**	-0,159	0,525	<0,001
	X2.3	0,178	**(0,831)**	-0,080	-0,430	<0,001
	X2.4	-0,380	**(0,634)**	0,514	0,065	<0,001
Ability (X3)	X3.1	0,428	-0,625	**(0,603)**	-0,352	<0,001
	X3.2	0,370	0,171	**(0,831)**	-0,237	<0,001
	X3.3	0,106	0,164	**(0,893)**	-0,239	<0,001
	X3.4	-0,452	-0,058	**(0,850)**	0,008	<0,001
	X3.5	0,128	-0,083	**(0,841)**	0,309	<0,001

	X3.6	0,128	-0,083	**(0,862)**	0,074	<0,001
	X3.7	0,128	-0,050	**(0,837)**	0,355	<0,001
Change of Sttitude (Y)	Y1.1	-0,599	0,304	-0,545	**(0,562)**	<0,001
	Y1.2	0,348	-0,321	-0,159	**(0,784)**	<0,001
	Y1.3	-0,383	0,943	-0,180	**(0,488)**	<0,001
	Y1.4	0,390	-0,737	0,079	**(0,508)**	<0,001
	Y1.5	-0,370	-0,259	0,597	**(0,801)**	<0,001

Source: Primary Data Processed (2023)

In Table 1, we can see that the factor loading value of each indicator ranges from 0.6 to 0.7, and some even exceed 0.7. In addition, all indicators have a p-value that does not reach 0.001, indicating that these indicators are aligned to measure the construct or variable in question. Although there are three indicators with factor loading values below 0.6, namely indicators Y1.1 (0.562), Y1.3 (0.488), and Y1.4 (0.508), their p-values are still below 0.001. This proves that although three indicators have slightly lower factor loading values, all indicators are still suitable and aligned to measure each variable construct. In the research context, factor loading values between 0.4 to 0.7 are still acceptable, especially in the stages of construct development, measurement, or research instrument development (Hulland, 1999).

Structural model evaluation aims to assess the impact of the relationship between the various components in the model. The structural model assessment includes analyzing the R square, Q square, effect size, and Goodness of Fit (GoF) values. The following are some of the aspects evaluated in this structural model assessment:

The R and Q-square results in this research are

Table 2. R^2 dan Q-*square*

R-*square*	**0,606**
Q-*square*	**0,622**

Source: Primary Data Processed (2023)

Table 2 indicates that the R square of 0.606 indicates significant model strength due to its value ≤0.70. This result illustrates that 60.6% of the variation in the dependent variable (i.e., change in student attitudes) is explained by the independent variables (i.e., motivation,

message, and ability). The remaining 39.4% attributed to other aspects not included in the model. Furthermore, the Q-square of 0.622 proves that the model has good predictive relevance because of the value of Q2>0.

Hypothesis testing is carried out by checking the p-value with an alpha significance level of 5%. If the p-value is ≤0.05, the hypothesis in this data is accepted. Table 20 displays the path coefficients, p-values, and hypothesis results based on the research data analysis. The following are the results of the hypothesis test in this research.

Table 3. Hypothesis Testing

Variable	Path Coefficient	P-*value*	Description
Motivation (X1)	0,34	<0,01	Accepted
Message (X2)	0,20	0,07	Rejected
Ability (X3)	0,29	0,01	Accepted

Source: Primary Data Processed (2023)

Table 3 reflects that the path coefficient values for variables X1 (motivation) and X3 (ability) prove a direct positive impact, with significant p-values (X1: $\beta = 0.34$, $p < 0.01$; X3: $\beta = 0.29$, $p = 0.01$) on the attitude change variable. Meanwhile, variable X2 (Message) did not significantly impact due to a higher p-value (X2: $\beta = 0.20$, $p = 0.07$). Thus, the hypothesis regarding the influence of motivation (X1) and ability (X3) on attitude change can be accepted, indicating that motivation and ability positively and significantly influence attitude change. However, the hypothesis regarding the influence of the message (X2) rejected, indicating that the message does not significantly influence attitude change. This result is consistent with the situation in the field, where sustainable development issues do not seem to significantly impact students' attitudes, even though they know the availability of easily available organic materials.

The message of sustainable development issues does not attract students to be critical because students still consider the issue of sustainable development issues as a new matter even though the lecturer has given the advantages and benefits of implementing sustainable development issues. The issue will affect students' motivation not to the issue of sustainable development issues so that there are still many program students who are not interested in the issue of sustainable development issues. Therefore, students are still not very interested in the issue of sustainable development issues, which are still relatively new.

5. DISCUSSION

5.1 Students' Motivation towards their lecture messages on sustainable development issues

Based on data analysis, the average on the motivation variable (X1) shows the tendency of respondents to feel hesitant about the statement. The average of 2.61 indicates that respondents have sufficient interest in sustainable development issues. The issues explained by students' need for knowledge about sustainable development issues. According to Eaboration Linkeed Model, motivation plays a significant role in persuasion by delivering information or messages. Students have an undecided opinion to be motivated to implement the issue of sustainable development issues because students have yet to receive information or messages on sustainable development issues. That is the attraction of the message.

5.2 The Attractiveness of the Message Sustainable Development Issues in its Lecture Activities

Data analysis shows that the average on the message variable (X2) indicates that respondents tend to feel hesitant about the statement. With an average value of 3.05, most respondents consider the material on sustainable development issues sufficient but still do not have a strong argument. Because many students have yet to use the issue of sustainable development issues for their study topics, they have yet to obtain the correct facts about the success of sustainable development issues.

Another cause is the difference in understanding among students because each individual has a different way of assimilating information. influenced by individual learning experiences that may stem from their problems (Ambarwati et al., 2013). Students may feel confused or unsure about the message or information conveyed in lectures because they need to understand how the knowledge conveyed. Delivering information in lectures often runs in one direction without precisely measuring the extent to which students can understand and learn the message or information (Gusti et al., 2011).

5.3 Students' Attitudes towards the Lecture Messages Sustainable development issues Lectures Activites

The results of data analysis show that based on the average on the attitude change variable (Y1), respondents tend to give undecided answers. The mean value of 2.85 indicates that respondents tend to express uncertainty in their judgment. This indicates that they tend

to have a fair assessment of sustainable development issues and are interested in implementing them. This is because students do not have the attitude of wanting to find other information related to sustainable development issues due to limited time to attend outside of CSR and Sustainable Development lectures.

According to Thurstone in (Dayakisni & Hudaniah, 2009), attitude can be defined as the level of affection, either positive or negative, towards psychological objects. There are three main components in this attitude, namely cognitive, affective, and psychomotor. In the affective measurement of student attitude change, the results show that students tend to have sufficient interest in the lecture message, not because of the lecturer's credibility, but because of sustainable development issues. However, students still have doubts about the message. In the cognitive measurement, the results show that students have a sufficient level of interest in applying sustainable development issues. According to Azwar, cognitive aspects include the communicant's knowledge, beliefs, and trust in information(Azwar, 2011). Nevertheless, students are still hesitant to pursue additional knowledge about sustainable development issues. Meanwhile, in the psychomotor measurement, students tend to have sufficient interest to apply the system of sustainable development issues in the area where they live, although it is influenced by lecture messages and lecturer credibility.

5.4 The Effect of Motivation on Student Attitude Change

The results of PLS analysis show that the motivation variable has a coefficient of 0.34. The greatest influence on motivation variables is seen in X1.7 and X1.9, with a value of 0.892. This means that in X1.7, students believe that sustainable development issues have the potential to significantly increase farm profitability. Whereas in X1.9, students believe that sustainable development issues can increase their income and fulfill family needs well.

The results of PLS analysis show that the motivation variable has a coefficient of 0.34 with a p-value <0.01, indicating that the motivation variable has a positive and significant impact on changes in student attitudes towards sustainable development issues in lecture messages. In accordance with the theory used in this study, namely the Elaboration Likelihood Model (ELM), motivation can be explained as the result of internal or external processes that encourage individuals to have an enthusiastic and committed attitude towards certain actions. This theory is based on the assumption that individual motivation to act rationally, consistently, and in accordance with the views of others. In this context, not everyone has the time and capacity to develop attitudes, and they tend to be selective about

the issues and arguments they pay attention to. They will only pay attention to issues and arguments that they find interesting and relevant to their own interests.

This is consistent with Gray and Frederic's (as cited in Winardi, 2004) view of motivation as a driver of individual attitudes that play a role in this process. In the Elaboration Likeed Model theoretical framework, changes in attitudes and behaviors will only occur if a person has the motivation and capability to process information. Motivation in this case includes three important factors, namely engagement, personal connection, and need. These three initial statements are related to efforts to assess the level of student engagement in triggering their motivation. The lecturer's involvement affects students' motivation towards his lecture message on sustainable development issues.

This raises students' interest in applying the issue of sustainable development issues to their farms. The next three statements relate to the personal aspect of searching for information on sustainable development issues, outside the framework of sustainable development issues themselves. In this context, personal relationships help train students to be active and critical individuals in their efforts to obtain information. In addition, this also increases student motivation towards lecture material related to sustainable development issues. Meanwhile, the last three statements are related to meeting student needs. These needs include students' desire to develop themselves, increase productivity, and increase income. Therefore, the existence of these needs is a driver of student motivation in following lecture material on sustainable development issues.

5.5 The Effect of Message Attractiveness on Student Attitude Change

The PLS analysis results reveal that the message variable's coefficient is 0.20. The most significant effect on the message variable was observed in X2.1, reaching 0.916. This indicates that the advantages provided by sustainable development issues do not encourage students to adopt them. Students still feel that sustainable development issues must be their first choice over conventional agriculture. They are still hesitant and anxious to accept sustainable development issues that are still relatively new.

The results of the PLS analysis show that the message variable, which in this study refers to the material on sustainable development issues delivered in lectures, has a coefficient value of 0.20 with a p-value of around 0.07. This result indicates no positive and significant effect of the message variable on changes in student attitudes towards sustainable development issues in the context of lectures. A p-value greater than 0.05 indicates that this result is not significantly different from zero. In Elabiration Likeed Model, the measurement

of persuasion messages, such as messages delivered in lectures, can be seen from the quality aspect of the arguments in the message. This argument quality refers to how the objects in the persuasion communication message are processed, affecting the individual's attitude towards the message. However, it is important to remember that the effect may vary depending on the situation and the individual's motivation to process the message.

In this context, the importance of the quality of argumentation becomes very significant in determining the success of persuasion. Persuasion aims to change a person's views, opinions, or actions in a way that is subtle, flexible, and evokes human emotions (Effendy, 1998). When assessing the message conveyed, the leading judgment focuses on the quality of the argument to determine how strong or weak the message is. For example, in the context of sustainable development issues, research shows that students generally need to see more value in sustainable development issues. This is due to the poor quality of arguments in the material presented, so the lecture message fails to influence positive attitude change. Although lecturers have made persuasive efforts in communicating about sustainable development issues, the lack of solid quality arguments is the main factor that hinders students' attitude change towards the message. Therefore, the material on sustainable development issues provided by the lecturer could not motivate students to adopt these issues in their business.

Individuals' ability to process messages will be different, so the effort to think critically will also differ between individuals. The level of accuracy with which individuals evaluate messages will reflect their abilities. Petty and Cacioppo (1986) have explained that people have traits in how they process messages that involve a systematic, analytical, critical, and thoughtful process regarding the elements of the message, especially the arguments that can be drawn from the message. Higher levels of ability will be reinforced by high motivation to process the message. The research noted that outside of their course activities, some students sought additional information on sustainable development issues and attended related trainings to expand their knowledge.

5.6 The Effect of Ability to Process Messages on Changes in Student Attitudes

The PLS analysis results show that the coefficient value for the ability variable is 0.29. The most significant influence on the ability variable is X3.3, with a value of 0.893, indicating that students have attended training on sustainable development issues techniques to improve their knowledge. Students argue that they only attend this training occasionally, and lecturers also encourage them to try to attend trainings such as sustainable development

issues techniques. The PLS analysis results show that the ability variable has a coefficient value of 0.29 with a p-value of 0.01. This illustrates that the ability variable positively and significantly impacts changes in student attitudes towards lecture messages on sustainable development issues.

5.7 The Effect of Motivation, Message Attractiveness, and Ability on Student Attitude Change

This research uses the concept of the Elaboration Likelihood Model, which identifies two message-processing pathways in persuasive communication: the central route and the peripheral route. The ELM model explains that individuals have two options for changing their attitudes after being exposed to persuasive messages, namely through the central or peripheral routes. This theory assumes that people can process persuasive messages in different ways; in one situation, messages are evaluated deeply, critically and carefully, while in another situation, messages are evaluated fleetingly without considering the underlying arguments (Antar, 2009).

The results of this study show that lecture messages are processed through the peripheral route. The peripheral route is used when the recipient does not spend much energy analyzing the information in the message, so the peripheral route is more influenced by external factors such as the credibility of the source and the style or method used (Antar, 2004). Message recipients are individuals with limited motivation and ability to process information. This finding is consistent with the results of descriptive analysis on the motivation variable (X1) and the ability variable (X2). The results show that the average respondent needs more motivation and is less interested in the material on sustainable development issues. Meanwhile, on the ability variable, the average student's ability to process messages is also low, even if they need lecturers' help delivering material on sustainable development issues during lectures. This statement aligns with Elaboration Linkeed Model, which indicates that through peripheral pathways, message recipients evaluate arguments by considering the source's credibility as one of the indicators (Petty et al., 1983).

The peripheral route involves lower cognitive effort, where individuals rely on signals related to the target behaviour, such as previous usage history, expert support, and possible relationships with advocates, rather than focusing on the quality of argumentation in forming attitudes (Astarani, 2010). Typically, people process persuasive messages they receive without paying much attention to the content of the message but rather think more

about the communicator's attractiveness, the product's presentation, or other peripheral aspects, so they are considered to use the peripheral route.

The results of the PLS analysis of motivation (X1) and ability (X3) variables are acceptable, indicating that motivation and ability have a positive and significant influence on attitude change. However, on the message variable (X2), the analysis results reject the hypothesis, which means that the message does not significantly influence attitude change. This is consistent with the situation in the field, where sustainable development issues have not significantly impacted students' attitudes. Although students know readily available materials, they still feel hesitant and afraid to adopt sustainable development issues that are still relatively new. This finding is consistent with The Elaboration Linkeed Model, which states that attitude changes influenced through peripheral pathways tend to be temporary and more susceptible to conflicting influences, and it is difficult to predict long-term behavior (Petty & Cacioppo, 1986).

The Elaboration Linkeed Model on the peripheral route emphasizes how individuals consider their behaviour based on the environment or surrounding situation. This pathway posits that the message has little personal relevance, and they may not want to spend time and effort analyzing it. Instead, they rely on the cues around them to shape their perceptions. A deep understanding of the arguments presented, complex evaluation, and consideration of arguments that may contradict them are less important in the peripheral route. More important are the positive and negative associations associated with the behaviour of objects influenced by salient cues in their environment (Petty & Cacioppo, 1981).

6. CONCLUSION

Based on the results of research regarding the application of the Elaboration Likelihood Model (ELM) in processing sustainable development material messages in CSR and Community Development lectures, it can be concluded that:

1. The results of descriptive statistical data analysis regarding student motivation towards messages on sustainable development issues in CSR and Community Development lectures have an average of 2.61. The average results show that respondents aim at a sufficient value to be interested. These results show that, on average, respondents are categorized as still needing more motivation and tend not to be interested in sustainable development material in CSR and Community Development lectures.

2. The results of descriptive statistical data analysis regarding the attractiveness of the message have an average of 3.05. These average results show that respondents know enough about sustainable development so that the quality of students' arguments is not categorized as high or low due to the need for information on sustainable development material in other CSR and Community Development lectures, and students will be able to consider applying it.
3. The descriptive statistical data analysis results regarding the ability to process messages resulted in an average of 2.49. These average results indicate that respondents have sufficient ability to obtain sustainable development material in CSR and Community Development lectures. Students' ability to process messages must be connected to the lecturer's assistance in the delivery process. This shows that students still need to have their desire to obtain the material.
4. Results of descriptive statistical data analysis regarding changes in student attitudes towards messages on sustainable development issues in CSR and Community Development lectures resulted in an average of 2.85. These average results show that respondents accept but still need to understand its application.
5. The results of this research using the Elaboration Likelihood Model theory show that extension messages are processed via peripheral routes. The results of the descriptive analysis show that, on average, respondents still have low motivation, and the ability to process student messages is still relatively low. Strengthening student motivation and abilities can be done by the role of a person. Lecturers must have a good communication strategy attractive or capable of generating emotional liking for the message of sustainable development.

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