

Efektivitas Psikoedukasi *Sense of Community* untuk Meningkatkan Komitmen Anggota Komunitas Sepak Bola

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Abstract: This study examined the commitment and cohesiveness of members within the Hura-Hura FC amateur football community in Sidoarjo, Indonesia. Using a mixed-method approach that combined observation, interviews, questionnaires, and focus group discussions, the assessment identified a significant decline in member commitment and participation. Based on Meyer and Allen's Three-Component Model of Commitment, findings showed decreases across affective, continuance, and normative dimensions, primarily caused by ineffective communication, lack of appreciation, monotonous training routines, and time constraints. To address these issues, a psychoeducational intervention titled "Building a Sense of Community and Commitment" was implemented to strengthen emotional bonds, trust, and responsibility through interactive learning, reflection, and group collaboration. The intervention improved members' understanding of community values, communication, and motivation, though consistent behavioral change and attendance required further reinforcement. Challenges such as uneven participation and limited online engagement highlighted the need for sustainable follow-up efforts. Therefore, continuous psychoeducation, structured appreciation systems, and enhanced communication channels were recommended to ensure long-term cohesion. This study underscores that member commitment in community-based sports is shaped not only by participation structure but also by emotional attachment, recognition, and shared purpose).

Keywords: Community Commitment, Psychoeducation, Sports Community, Affective Engagement, Social Cohesion

Introduction

A community is a form of social interaction that arises from individuals' need to share common interests, values, and goals. In the context of modern life, which tends to be individualistic, communities play an important role as a source of social support, psychological well-being, and the strengthening of social identity (Kim, 2023). One of the most rapidly developing forms of community in society is sports communities, particularly football. In addition to functioning as a means of physical activity, sports communities also serve as a space for individuals to develop social relationships, enhance their sense of belonging, and reduce stress caused by work routines (Son et al, 2022).

The Hura-Hura FC community, established on March 5, 2022, in Sidoarjo, is an example of an amateur sports community founded on the spirit of fun football and friendship. Its members come from various professional backgrounds, such as private

employees, traders, teachers, and members of the military and police. This diversity should ideally serve as a strength in building togetherness and solidarity. However, the results of observations and interviews indicate symptoms of declining member commitment, such as inconsistency in training attendance, low participation in team activities, and the emergence of feelings of underappreciation.

This phenomenon indicates a psychological issue related to community commitment. According to Meyer and Allen's Three Component Model of Commitment, which remains relevant and widely applied in recent research (Widyastuti & Sari, 2020), organizational commitment consists of three main components: affective commitment, continuance commitment, and normative commitment.

1. Affective commitment refers to members' emotional attachment to the organization. Members with strong affective commitment tend to feel proud, happy, and willing to stay involved in the community. In the case of Hura–Hura FC, the frequent unannounced absences reflect a weakened emotional attachment.
2. Continuance commitment arises from the perceived benefits and consequences of leaving the organization. Some members appear not to see tangible benefits from their participation in the community, leading to decreased involvement.
3. Normative commitment relates to a sense of moral obligation to remain and contribute. However, when members feel unappreciated, passive behavior emerges and their sense of responsibility toward the community declines.

Research by (González, 2022) on non-profit organizations revealed that members' commitment is strongly influenced by their perception of appreciation and the social meaning of their participation. Members who feel that their contributions are unrecognized tend to experience reduced motivation to remain involved. This finding aligns with (Salsabila, 2024) study, which emphasizes that intrinsic motivation and feelings of appreciation are key determinants in maintaining organizational commitment. In the context of Hura–Hura FC, the lack of recognition and effective communication among members may be the main factors reducing emotional engagement.

Furthermore, studies in the field of sports psychology show that interpersonal relationships and a positive social climate play a significant role in influencing members' commitment. Research by (Özdayi, 2021) found a significant correlation between job satisfaction, team relationships, and organizational commitment in sports environments. Meanwhile, (Son et al, 2022) asserted that effective leadership and a high-quality leader–member exchange can enhance members' commitment and involvement within sports organizations.

Additionally, (Kim, 2023) explained that community cohesiveness is a strong predictor of member commitment. When the sense of togetherness, trust, and social support among members is high, the level of commitment also tends to increase. In the context of Hura–Hura FC, this means that strengthening solidarity and team communication can be key strategies to restore members' enthusiasm and engagement.

Based on theoretical reviews and field observations, it can be concluded that the decline in commitment within the Hura–Hura FC community is not merely caused by technical factors such as scheduling or workload, but also by psychological factors—namely weakened emotional attachment, lack of social appreciation, and a reduced sense of moral responsibility toward the community. Therefore, a psychoeducational and cohesiveness-based intervention is necessary to enhance overall member commitment. This study and case report are expected to serve as a foundation for developing community-based interventions in amateur sports settings and to enrich community psychology literature on the dynamics of commitment within voluntary social groups.

Methodology

The purpose of this assessment is to obtain a comprehensive understanding of the commitment level among members of the Hura–Hura FC community and the factors influencing it, including affective, continuance, and normative aspects. To achieve this, several data collection methods were employed, namely interviews, observations, psychological testing, and focus group discussions (FGDs). Semi-structured interviews were conducted to explore members' experiences, perceptions, and motivations regarding their participation in the community, allowing flexibility to delve into relevant topics as responses developed. Observations were carried out to directly examine members' behavior during training sessions, matches, and informal interactions, providing insights into real-life communication, teamwork, and participation dynamics that might not appear in interviews.

In addition, a standardized psychological questionnaire based on Meyer and Allen's Three-Component Model of Commitment was used to measure members' levels of affective, continuance, and normative commitment. FGDs were also held to capture collective perspectives and deepen the understanding of group cohesion, shared values, and social relationships within Hura–Hura FC. The integration of these qualitative and quantitative methods allowed for a holistic analysis of members' emotional attachment, sense of responsibility, and perceived benefits in being part of the community. Overall, this mixed-method approach ensured the collection of valid, comprehensive, and applicable data for developing strategies to strengthen engagement, cohesiveness, and long-term sustainability within the Hura–Hura FC community.

Result and Discussion

The assessment of the Hura-Hura FC community was conducted over three weeks, from May 31 to June 22, 2025, at Jenggolo Field, Sidoarjo, involving 44 members divided into four teams. The process consisted of observation, structured interviews, questionnaires, and a Focused Group Discussion (FGD). Observation focused on members' behavior, interaction, and communication dynamics, while interviews explored perceptions of commitment, motivation, and challenges. The questionnaire provided quantitative data, and the FGD aimed to identify the root causes of problems and possible solutions.

Observation results indicated a decline in commitment and active participation. Several members appeared passive, communication and coordination weakened, and mutual support diminished. Lateness and absenteeism became recurring issues that reduced training effectiveness and team cohesion. Although no open conflicts occurred, the atmosphere of togetherness weakened, indicating declining motivation and a loss of belonging within the community.

From the interviews, most members still expressed emotional attachment to the community, yet personal busyness and lack of appreciation lowered their enthusiasm. Some felt bored with repetitive training and rarely interacted outside practice. Members hoped for improved communication, recognition of individual contributions, and greater activity variation to restore enthusiasm and solidarity.

The questionnaire results reinforced these findings, showing that most members fell into the low-commitment category, as summarized below:

Table 1: Questionnaire Results on Commitment Level

Interval Score	Category	F	%
X > 22.24	High	12	26%
X < 22.24	Low	34	74%

Based on Meyer & Allen’s three-component model, declines occurred in affective, continuance, and normative commitment. Affective commitment weakened due to emotional detachment and loss of belonging. Continuance commitment fell as members perceived fewer benefits to participation. Normative commitment declined because of reduced moral obligation and discipline. Collectively, these factors caused drops in motivation, loyalty, and participation.

The FGD confirmed these findings. Major issues included inconsistent attendance, low engagement, minimal appreciation, monotonous routines, and weak informal interactions. Members had never received training on commitment, and the coach lacked structured strategies to maintain motivation. Nevertheless, participants showed high enthusiasm for a psychoeducational program to rebuild both personal and collective commitment.

In summary, the community faced declining commitment and cohesion due to internal factors (boredom, low motivation, closed communication) and external pressures (personal obligations, limited time). Quantitative data supported these findings, indicating an overall reduction across affective, continuance, and normative dimensions. As a result, attendance and participation dropped significantly.

According to (Allen & Meyer, 1990), affective commitment relates to emotional attachment, continuance commitment to cost–benefit perception, and normative commitment to moral obligation. Within Hura-Hura FC, all three aspects declined concurrently, leading to reduced engagement and team performance. However, efforts to rebuild open communication, recognition, and flexible scheduling were expected to gradually restore collective commitment

Discussion

The assessment of the Hura-Hura FC community revealed several interconnected challenges that affected its cohesion and performance. The main problems identified included declining commitment and participation, ineffective communication among members, lack of appreciation for contributions, monotonous training routines, and difficulties in managing time. These issues often created misunderstandings, reduced teamwork, and weakened discipline across the group. It was concluded that the decrease in commitment stemmed from three primary factors ineffective communication, insufficient recognition of members’ efforts, and personal busyness—which collectively undermined motivation, unity, and overall engagement within the community.

The identified developmental needs emphasized the importance of strengthening understanding of the three dimensions of commitment affective, continuance, and normative—through psychoeducation. Complementary skills such as communication, conflict management, and time management were also deemed necessary to enhance participation, mutual trust, and long-term community sustainability.

To address these issues, a psychoeducational intervention titled “Building a Sense of Community and Commitment” was designed and implemented. This program aimed to increase emotional bonds, trust, and collective responsibility among members by combining interactive learning, practical discussions, and experiential reflection. The design drew upon Walsh (2010), who highlighted psychoeducation’s effectiveness in enhancing awareness and skills, and (Nowel et al., 2016), who found that a strong sense of community contributes to sustained engagement and membership. The intervention was conducted through a structured approach that included orientation sessions, participatory workshops, recognition and appreciation activities, and evaluations using both questionnaires and interviews.

Tabel 2. Behavioral Change Targets

Pre-Intervention Condition	Target of Intervention
Decreased emotional attachment among members	Strengthen emotional bonds and sense of belonging
Poor and closed communication causing misunderstandings	Build open, transparent, and empathetic communication
Inconsistent and declining participation	Encourage consistent attendance and active engagement
Lack of appreciation for individual contributions	Foster a sense of being valued through recognition and rewards

The intervention’s methods were designed to balance cognitive learning and emotional experience. Each session was structured to promote participation, critical reflection, and behavior change through group-based learning dynamics. The four core methods used are summarized below.

Tabel 3. Intervention Methods and Procedures

Method	Brief Description	Main Objective	Implementation Procedure
Active Presentation	Delivery using slides and interactive features	Deliver content clearly and maintain participant engagement	Prepare presentation slides, use polls and short quizzes for real-time interaction and feedback
Group Discussion (Breakout Rooms)	Small group discussions and experience sharing	Encourage active participation and strengthen team bonding	Divide participants into small groups, assign discussion topics, facilitate, and summarize insights
Q&A Session	Open questioning session with facilitator	Clarify materials and address participant challenges	Provide open floor for questions via chat or voice
Individual & Group Reflection	Guided reflection on learning and practical application	Deepen understanding and internalize commitment	Present reflective questions and facilitate collective reflection activities

The overall session structure followed a concise and time-efficient schedule designed to ensure learning engagement and behavioral reflection. The sequence of activities is shown below.

Tabel 4. Session Schedule (Rundown)

Time	Activity	Description
19:00–19:05	Opening & Introduction	Welcome remarks, presentation of goals, and agenda overview
19:05–19:10	Pre-Test	Online test to assess participants’ initial understanding
19:10–19:30	Interactive Presentation	Delivery of core material on sense of community
19:30–19:50	Group Discussion	Discussion of commitment and belonging among members
19:50–20:00	Presentation of Discussion	Representatives from each group present key discussion outcomes
20:00–20:15	Q&A Session	Open question-and-answer session with facilitator
20:15–20:30	Games	<i>Who’s the Spy</i> activity followed by short reflective discussion
20:30–20:50	Roleplay	Simulation of communication scenarios and reflection on teamwork
20:50–21:10	Discussion & Feedback	Facilitator feedback and reinforcement of key learning points
21:10–21:15	Post-Test	Assessment of participants’ post-session understanding
21:15–21:30	Evaluation & Closing	Participant feedback, recap of session, and follow-up plan

The intervention yielded positive results both cognitively and affectively. Participants demonstrated improved understanding of the sense of community concept and the three dimensions of commitment— affective, normative, and continuance. Awareness regarding the importance of open communication and a sense of belonging increased,

though consistent behavioral application will require further reinforcement. Motivation and engagement improved noticeably, yet attendance rates had not shown a statistically significant rise at the time of evaluation.

Tabel 5. Behavioral Evaluation Before and After Intervention

Pre-Intervention Behavior	Target Behavior	Post-Intervention Behavior
Low emotional attachment to the community	Increase sense of belonging and solidarity	Awareness of belonging improved; behavioral implementation still developing
Ineffective and closed communication	Build open, assertive, and constructive communication	Understanding improved; consistent behavioral application still limited
Irregular participation in activities	Encourage consistent attendance and involvement	Motivation increased; attendance stability still developing
Low sense of responsibility and contribution	Strengthen moral responsibility and commitment	Awareness of contribution improved; behavioral consistency still in progress

Despite the improvements, several challenges were identified during the implementation and evaluation phases. Attendance inconsistency, time constraints, and limited openness during online sessions caused by technical issues were the main obstacles. Some questionnaire responses displayed social desirability bias, and a few members found it difficult to apply new communication principles in real-world interactions. These factors indicated that while the intervention enhanced conceptual understanding, continuous reinforcement and follow-up coaching are necessary for sustained behavioral change.

To address these challenges, the program recommended follow-up activities such as individual coaching sessions, peer reinforcement programs, and regular feedback cycles. Additionally, at the mesosystem level, the coaching staff received a Practical Guide Brochure designed to maintain motivation and team commitment. The brochure highlights empathetic communication, constructive feedback, active listening, and the creation of supportive environments for members. This tool empowers coaches to strengthen positive behavioral patterns, improve member satisfaction, and reinforce the collective identity of Hura-Hura FC as a unified, motivated, and resilient community committed to long-term growth and solidarity

Conclusion

The assessment and intervention processes within the Hura-Hura FC community provided a clear picture of the challenges and needs related to strengthening member commitment and cohesion. Although the psychoeducational intervention effectively enhanced members’ understanding of the sense of community, commitment, and effective communication, observable behavioral changes and consistent participation still require time and continuous support. Limitations such as time constraints, uneven participation, technical barriers in online implementation, and suboptimal motivation need to be carefully addressed in future interventions. To ensure more effective community development, a comprehensive and sustainable approach is necessary—one that includes continuous

psychoeducational programs, stronger appreciation systems to enhance motivation and emotional attachment, and improved communication management through active social media engagement and informal social activities. Through these measures, the Hura-Hura FC community is expected to build stronger bonds, increase member loyalty, and achieve its collective goals more effectively.

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