

THE IMPACT OF SENSE OF COMMUNITY AND CIVIC ENGAGEMENT ON THE WELL-BEING OF STUDENT EXECUTIVE BOARD MEMBERS OF POLITEKNIK NEGERI BANDUNG

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ABSTRACT

Higher education institutions are expected to create environments that support positive growth, foster civic engagement, and enhance competencies. Hence, this study is examining the influence of sense of community and civic engagement as the antecedents of psychological aspect of student's wellbeing. This research employs a quantitative approach using the SEM-PLS method. The questionnaire is completed by 53 respondents from a population of 222 of the Student Executive Board Members of Polban. The results show a significant difference in the influence of sense of community and civic engagement on students' wellbeing. This study presents a new evidence that a sense of community plays a crucial role in fostering civic engagement and student wellbeing, a connection that has not been previously explored in similar studies within the context of vocational higher education. However, civic engagement has minimal impact, direct or mediated. This study recommends that campuses prioritize community-building to enhance positive student development.

ABSTRAK

Perguruan tinggi diharapkan menjadi lingkungan yang mendukung pertumbuhan positif, bangkitnya keterlibatan warga negara serta peningkatan kompetensi sebagai calon profesional. Maka dari itu, penelitian ini menguji pengaruh rasa kebersamaan dan keterlibatan sipil sebagai anteseden dari aspek psikologis kesejahteraan mahasiswa. Penelitian menggunakan pendekatan kuantitatif dengan metode SEM-PLS. Kuesioner penelitian diisi oleh 53 orang sampel dari populasi berjumlah 222 orang pengurus dan anggota BEM Polban kabinet Pilar Impresif. Hasil analisis menampilkan adanya signifikansi yang berbeda antara rasa kebersamaan dan keterlibatan sipil terhadap kesejahteraan mahasiswa. Penelitian ini menunjukkan bukti baru bahwa rasa memiliki berperan penting dalam mendorong keterlibatan sipil dan kesejahteraan mahasiswa yang belum pernah diungkap dalam kajian serupa pada konteks pendidikan di perguruan tinggi vokasi. Adapun, pengaruh keterlibatan sipil, baik secara langsung maupun sebagai mediator rasa memiliki terhadap kesejahteraan mahasiswa, hasilnya ternyata tidak signifikan. Hasil kajian ini menunjukkan bahwa arah kebijakan perlu memprioritaskan internalisasi aspek rasa kebersamaan secara efektif terhadap perkembangan positif mahasiswa.

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INTRODUCTION

A progressive and democratic national life is directly proportional to the mental health of every member of society. The World Health Organization (WHO) has highlighted that mental health has the potential to become a serious issue for youth. Approximately 300 million people worldwide live with depression, representing an 18% increase between 2005 and 2015, with 25% of those aged 18-24 living with diagnosable mental health disorders (World Health Organization, 2018). The snowballing of mental health problems is likely to continue and accelerate in tandem with the increasing pressures faced by society. As of March 2022, the WHO reported that globally, anxiety and depression increased by 25% in the first year of the pandemic (World Health Organization, 2022). Ignoring these issues means placing the consolidation of democracy on a steep path, as mental health problems have lifelong negative impacts (Estelles & Fischman, 2020).

In the post-COVID-19 pandemic era, mental health issues have become a topic of discussion among various groups in Indonesia. The Ministry of Health of the Republic of Indonesia stated that the prevalence of mental health problems has doubled compared to pre-pandemic conditions (Rokom, 2022). The Indonesia-National Adolescent Mental Health Survey indicated that around one in three adolescents in Indonesia faces mental health issues, while one in twenty meets the criteria for a diagnosable mental disorder (Indonesia-National Adolescent Mental Health Survey (I-NAMHS), 2022). The emergence of the "*kaum rebahan*," as described by Kurniawan (Kurniawan, 2022), may represent a symptom of mental health issues.

This research paradigm is developed through the integration of hedonism and eudaimonism, the two major philosophical schools of thought in understanding well-being (Huta, 2016). The convergence of these mainstream perspectives offers significant opportunities to comprehend student well-being within the current, highly complex context (Giuntoli, Condini, Ceccarini, Huta, & Vidotto, 2021). This integrated paradigm implies that wellbeing should be perceived as a subjective, contextual, and relational phenomenon. The English term "wellbeing" refers to a state in which an individual is "becoming good," emphasizing well-being as a concept closely linked to human relationships, space, and values (Watson, Emery, Bayliss, Boushel, & McInnes, 2012). Franz (2019) reinforces this notion by asserting that well-being is a process continuously produced and reproduced within the complex interplay between individuals and their surrounding environment. This way of thinking contrasts with the neo-liberal tradition, which interprets well-being as an individual's responsibility within a more competitive framework (Azhar & Jusoh, 2022; Ball, Walter, & Fox, 2024; Bhat & Chahal, 2023).

Students, as individuals transitioning from late adolescence to early adulthood, need a representative environment to mature and grow, and to channel their strong desires to be accepted by peers, adults, and the cultural environment (Pikunas, 1976, hal. 257–259). Sense of Community (SoC) and student well-being (SWB) are important predictors in understanding community psychology (B. Kloos, Hill, Wandersman, Elias, & Dalton, 2012, hal. 12). Nowell & Boyd (2023) explain in their study that SoC has the potential to fulfill psychological needs—such as feeling part of a community and being recognized as a community member—which at certain stages determines individual wellbeing (Rehatta, 2023). The sense of togetherness is believed to enhance wellbeing by affecting emotional security, self-confidence, identity, problem-solving ability, and the quality of social relationships (Stewart & Townley, 2020).

Higher education institutions play an important role in supporting the positive development of students. However, for some students, the campus environment can also become a source of stress, which can negatively impact the quality of learning, especially when faced with the burden of activities outside of curricular duties. It is crucial to examine the specific factors that influence the wellbeing of student organization members, as their involvement in extracurricular activities can be a stress trigger (Defeyter et al., 2021). Meanwhile, the WHO promotes strategies to address mental health issues among young people through the formation of civic behavior (World Health Organization, 2018). Conceptually, youth activities based on civic engagement (CE) have the potential to facilitate the habituation of civic behavior. At the higher education level in Indonesia, student involvement in extracurricular activities such as participating in the Student Executive Boards of Polban can be categorized as a form of CE (Maulana & Milanti, 2023; Maulana & Suryadi, 2019).

Eliminating activities that involve civic engagement and social responsibility towards the community is not advisable. Instead of reducing the risk of decreased SWB, higher education institutions should not become an ivory tower that discourages investment in collective activities as an identity of Indonesian academics. Such a stance would erode SoC and push student life towards increasing individualism, eventually leading to a generation that no longer considers the local community as a relational space to be maintained by its members and resulting in higher levels of apathy (Procentese, De Carlo, & Gatti, 2019; Procentese, Di Napoli, Esposito, & Gatti, 2023; Procentese & Gatti, 2022). This is counterproductive to the spirit of togetherness and cooperation.

Student's wellbeing is an essential aspect of their academic and personal development. In the case of students involved in the Student Executive Boards of Polban, understanding the factors that contribute to their overall wellbeing is crucial (Sherman, 2021). Student engagement behavior is closely related to prosocial values and the activation of personal resources in managing community issues. Such engagement represents a core element of positive individual and community development (Boffi, Riva, Rainisio, & Inghilleri, 2016). Thus, the interplay between these three aspects in this research provides a domain for early detection of environmental support for students' mental growth. This research aims to address the complex exchange between campus environmental support and students' desire to engage in public life, crucial for maintaining mental health, especially among the youth whose prevalence is increasing (World Health Organization, 2022).

Previous studies have shown support for SoC in the formation of CE. Structural modeling has proven that SoC mediates the positive influence of community togetherness and community capability on individual needs fulfillment, personal commitment to the community, and individual expectations in influencing CE formation (Prati, Tomasetto, & Cicognani, 2021; Procentese et al., 2019, 2023; Procentese & Gatti, 2022). Other studies have shown different drivers of CE between genders—trust is a prerequisite for female involvement, while togetherness is for males (Miranti & Evans, 2019). This more complex model suggests the development of research as previously suggested. Although Prati et al. (Prati et al., 2021) examined its influence in the context of educational settings, they have not specifically tested SWB.

Previous research has shown that aspects of SoC, CE, and wellbeing, especially in the realm of social wellbeing, have consistently shown results, as evidenced by studies conducted by Albanesi et al. (2007). This is supported by the findings of a literature review conducted by Stewart & Townley (Stewart & Townley, 2020) on 30 studies of SoC and

wellbeing. Previous research has been limited in involving three variables in one testing model, specially making CE a mediator between SoC and SWB. Several studies have focused solely on the influence of intrinsic motivation on student well-being assessments (Giuntoli et al., 2021; Wong & Cheung, 2024; Yuliawati, 2024). Others have begun to incorporate extrinsic factors in measuring student well-being, but have yet to address the aspect of civic involvement (Makaremi et al., 2024; Masoumian et al., 2024; Rahayu, Muktiarni, Suherman, & Ismail, 2024; Wang et al., 2024). Therefore, this research offers to test the influence of SoC and CE on SWB in the context of students involved in extracurricular activities at polytechnics. This idea is likely to produce unique influential relationships among the variables that have not been revealed in previous studies.

Previous studies have highlighted the complex relationship between prosocial attitudes and the motivation to fulfill student well-being. These studies suggest that further research should explore the connection between factors that support prosocial behavior, such as civic engagement and sense of community (Yuliawati, 2024). Additionally, research by Rahayu et al. (Rahayu et al., 2024) has reinforced the problem formulation by demonstrating significant impacts of the interventions applied. The findings indicate that interventions within the learning environment have successfully promoted student behaviors related to healthy lifestyles and their associated components. This suggests a promising avenue for this research to examine how specific aspects of prosocial engagement contribute to student well-being.

This study has the potential to provide novelty. Considering several aspects offered by this research: (1) this research tests the three variables at a different level of complexity from previous studies while showing the positive influence of each relationship; (2) this study assumes that the locus of research has the potential to become an intervention model that can be followed up in action research; and (3) this research is set in a specific community setting, which is extracurricular campus activities. However, this research is not designed to specifically examine marginalized groups as a limitation of many previous studies. Nevertheless, this research has the potential to enrich the body of knowledge in the fields of civic education and community psychology.

METHOD

This study employs a quantitative approach using Structural Equation Modeling (SEM) with the Partial Least Squares (PLS) model. This model is advantageous for maximizing the influence of independent variables on dependent variables (Hair et al., 2019). The model was chosen due to its ability to involve multiple constructs and many indicators, its requirement for relatively small sample sizes, and its suitability for non-normally distributed data. The research was conducted at the Polban, specifically within the the Student Executive Boards of Polban *Pilar Impresif* Cabinet in 2023, over three months from April to early July 2024.

1. Population & Sample

The population for this study consists of 222 individuals, including the board and members of the Student Executive Boards of Polban, *Pilar Impresif* Cabinet. The sample size was determined using the technique proposed by Cohen (2013). This research model has three arrows pointing to each variable, with an error rate of 1% and a minimum R^2 of 0.1 to optimize statistical calculation accuracy. The significant level of failure is 5% with an R^2 of 0.5. According to Cohen's table, this study requires a minimum sample size of 53 individuals. Respondents were randomly selected and invited to participate via a link

embedded in a WhatsApp message, which directed them to fill out a survey on Google Forms (Berends, 2006).

2. Research Instruments

The SoC instrument adopts the construct developed by Albanesi et al. (Albanesi et al., 2007), encompassing 36 items across five subscales: 'Sense of Belonging' (SB) 9 items, 'Support and Emotional Connection within Community' (SECC) 6 items, 'Need Fulfillment and Opportunity for Involvement' (NFOI) 7 items, 'Support and Emotional Connection with Peers' (SECP) 10 items, and 'Opportunity to Influence' (OI) 4 items. The CE instrument adopts the construct from Doolittle & Faul (2013), formulating CE into two specific aspects, attitudes, and behaviors. The 'attitudes' indicator (AI) in this construct has five items, while the 'behaviors' indicator (BI) also comprises five items (Talò, 2024). The SWB instrument adopts the construct proposed by Renshaw et al. (2015), which includes 16 items divided into four subscales: 'School Connectedness Scale' (SCS) 4 items, 'Learning Happiness Scale' (LHS) 4 items, 'Educational Purpose Scale' (EPS) 4 items, and 'Academic Ability Scale' (AAS) 4 items. Respondents were asked to indicate their level of agreement on a five-point Likert scale ranging from 'Strongly Disagree' (0) to 'Strongly Agree' (4) (Kabatiah, Irwan, & Firman, 2021).

3. Data Validation

The validity aspects tested include the evaluation of the measurement model and the evaluation of the structural model. The measurement model evaluation pertains to testing internal consistency, indicator reliability, convergent validity, and discriminant validity. The structural model evaluation involves testing the coefficient of determination (R^2), predictive relevance (Q^2), path coefficient size and significance, and effect sizes f^2 and q^2 (Hair et al., 2021).

4. Data Analysis

The structural model testing is conducted by examining the R^2 value as a goodness-of-fit test and using the t -test to assess the significance of the influence of exogenous variables on endogenous variables. The structural model analysis in this study is facilitated using SMARTPLS v.3 software. Utilizing SMARTPLS software simplifies statistical data processing, as it automatically computes the entered data (Hair et al., 2021, 2019).

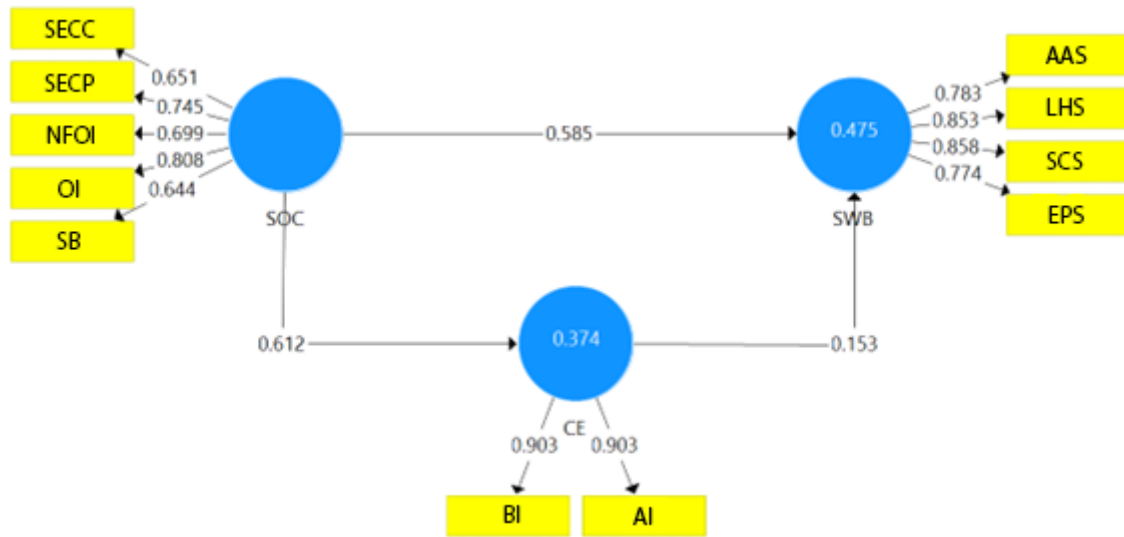
RESULTS AND DISCUSSION

Activists, commonly referred to as students involved in organizations such as student unions, student representatives, or student clubs, exhibit attributes of civic involvement. As activists, students remain connected to their community environment and are often expected to represent the superior characteristics of their community. On the other hand, they are still students whose primary task is to acquire knowledge according to their chosen field of study (Levine, 2021). This research originates from the construct where CE activities mediate mental health with the SWB variable, which has been convincingly supported by SoC.

Throughout the data processing phase, this study decided to employ higher-order calculations. The use of higher-order calculations in Structural Equation Modeling-Partial Least Squares (SEM-PLS) is highly relevant and necessary due to the large number of indicators involved. The decision to use higher-order calculations was based on several considerations, one of which is the high complexity of the data data (Sarstedt et al., 2022). Variables such as SoC, CE, and SWB consist of numerous indicators and statements. For example, SoC encompasses 24 statements spread across several sub-indicators, indicating

complexity that necessitates a method to capture deep relationships and influences. Ultimately, the use of higher-order constructs in SEM-PLS enhances efficiency in data processing and analysis, simplifying the process without losing valuable information (Sarstedt, Hair, Cheah, Becker, & Ringle, 2019). The structural model calculation results from this study are presented in Figure 1.

Figure 1. Structural Model Calculation Results



Source: Research Results, 2024

The analyzed structural model reveals significant relationships between CE, SoC, and SWB. The relationship between CE and SWB, with a coefficient of 0.153, indicates that Civic Engagement has a relatively small influence on Student Well-being. Conversely, the relationship between SoC and CE, with a coefficient of 0.612, shows a strong influence of Sense of Community on Civic Engagement. Similarly, the relationship between SoC and SWB, with a coefficient of 0.585, indicates that Sense of Community also has a significant influence on Student Well-being.

Outer loading analysis shows that for CE, both BI and SI indicators have very high loadings (0.903), indicating that these two indicators are highly representative of the CE construct. For SoC, the PMP indicator has the highest loading (0.808), followed by DHETS (0.745), indicating that PMP and DHETS are strong indicators for Sense of Community. For SWB, the SKK indicator has the highest loading (0.858), followed by SKB (0.853), demonstrating that these two indicators are highly representative of the Student Well-being construct.

Overall, the model demonstrates that Sense of Community significantly enhances both Civic Engagement and Student Well-being among students. While Civic Engagement has a smaller impact, it still contributes to student well-being. The indicators used in this study show good validity in representing the measured constructs.

The structural model indicates that SoC indirectly influences SWB through CE. The analysis shows that the indirect effect of SoC on SWB via CE is 0.094, meaning an increase of one unit in SoC is estimated to result in an increase of 0.094 units in SWB through CE. The bootstrap sample mean for this indirect effect is 0.090, which is close to the original sample value, indicating consistency in the estimation. However, a standard deviation

(STDEV) of 0.097 suggests considerable variability in the indirect effect estimates among bootstrap samples.

Table 1. Indirect Effects in the Study

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
SOC -> CE -> SWB	0,094	0,090	0,097	0,967	0,334

Source: Research Results, 2024

The T-statistic obtained is 0.967, indicating that this indirect effect is not substantial compared to its variability. Typically, a significant T-statistic value is above 1.96 for a 5% significance level. Furthermore, the P-value of 0.334 suggests the probability that this indirect effect occurs by chance. A P-value well above the common significance threshold (0.05) indicates that the indirect effect is not statistically significant.

Thus, it can be concluded that the indirect effect of SoC on SWB through CE is not statistically significant. Although there is a slight positive indirect effect, it is not strong enough to be considered significant in this model. Table 2 summarizes the overall hypothesis testing results in this study.

The hypothesis testing results indicate that SoC plays a highly significant role both directly on SWB and CE. However, CE's influence on SWB is not significant, and SoC does not have a significant indirect impact on SWB through CE. This suggests that initiatives to enhance student well-being should focus more on strengthening the Sense of Community rather than relying on Civic Engagement as a mediator.

Table 2. Hypothesis Testing Results

Hypothesis	Relation	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	Results
H1	SoC -> SWB	0.585	0.613	0.12	4.882	0.00	Supported
H2	SoC -> CE	0.612	0.612	0.105	5.82	0.00	Supported
H3	CE -> SWB	0.153	0.143	0.147	1.039	0.299	Unsupported
H4	SoC -> CE -> SWB	0.094	0.09	0.097	0.967	0.334	Unsupported

Source: Research Results, 2024

Based on the analysis results, SoC significantly impacts SWB. **H1 (SoC -> SWB):** The hypothesis that SoC positively impacts SWB is supported. An Original Sample (O) of 0.585 indicates a strong positive relationship and a highly significant P-value (0.000) suggests that this result did not occur by chance. This may occur because when individuals feel part of a supportive community, they tend to feel happier, safer, and more satisfied with their lives (Helliwell & Putnam, 2009). A strong sense of belonging and social support from the community can enhance emotional and mental wellbeing, which is reflected in the results of this study.

The activists in this study are members or officials of the Student Executive Board (BEM) at Politeknik Negeri Bandung (Polban), who have been actively involved in a variety of student activities throughout their term. Compared to other student organizations at Polban, BEM initiates a broader range of activities, including community service, advocacy movements, and career development programs such as Polban After Campus, campus sports events, leadership training, and other student-focused initiatives. Different types of engagement—civic, electoral, activism, and online—show distinct relationships with well-being. To enhance student well-being, stakeholders should equip young adults with civic skills and strategies to navigate the challenges associated with civic engagement (Fenn, Robbins, Harlow, & Pearson-Merkowitz, 2021). Furthermore, by identifying issues that resonate with students, providers can empower them to engage civically and direct them toward relevant community resources and opportunities that foster meaningful participation (Korich & Fields, 2023).

SoC also has a significant positive impact on CE. **H2 (SoC -> CE):** The hypothesis that SoC positively impacts CE is supported. An Original Sample (O) of 0.612 indicates a strong positive relationship and a highly significant P-value (0.000) confirms the importance of SoC in influencing CE. When individuals feel connected and participate in their community, they are more likely to engage in CE activities. Sense of Community provides intrinsic motivation for individuals to participate in activities beneficial to their community. This can include participation in organizations, volunteering, or other actions supporting the community (Talò, 2024). Engagement in these activities not only enhances CE but also strengthens the sense of belonging within the community.

A Sense of Community serves as a powerful intrinsic motivator, driving individuals to engage in activities that benefit their community, such as involvement in organizations, volunteering, and other civic actions. Participation in these activities not only enhances civic engagement but also deepens individuals' feelings of belonging within their community. In specific contexts of activism, particularly those involving marginalized or non-normative groups, digital platforms play a crucial role as empowerment tools. They provide emotional support and recognition for these identities, fostering spaces for political and social intervention (Campos & da Silva, 2024). Moreover, integrating Civic Education can positively influence students' knowledge, attitudes, and social relationships both within and outside their groups, promoting respect for diversity, social cohesion, and a sense of solidarity. This ultimately encourages volunteerism and problem-solving in social issues (Suyato & Hidayah, 2024). The evidence further supports the effectiveness of deliberative forums, such as Environmental Issues Forums (EIF), in fostering constructive dialogue and community-driven solutions (C. J. Li, Costello, Thuston, & Simmons, 2020).

If it is said that by being activists, Polban students will perform better academically and have increased wellbeing, this assumption is refuted by this research. The influence of CE on SWB is proven insignificant. **H3 (CE -> SWB):** The hypothesis that CE positively impacts SWB is not supported. Although the Original Sample (O) of 0.153 indicates a positive relationship, the P-value of 0.299 suggests that this relationship is not statistically significant. Although CE has some benefits, such as enhancing social skills and providing a sense of achievement, its impact on student well-being might not be as substantial as expected. One potential reason is that CE might be more associated with responsibilities and obligations, which can be a source of stress for some individuals (Henderson, Brown, & Pancer, 2019; Torney-Purta, Cabrera, Roohr, Liu, & Rios, 2015). Additionally, if CE activities do not provide sufficiently positive experiences or do not align with individual interests, their effect on SWB may be minimal.

The hypothesis that SoC indirectly impacts SWB through CE is also not supported. **H4 (SoC -> CE -> SWB):** The hypothesis that SoC indirectly impacts SWB through CE is not supported. An Original Sample (O) of 0.094 indicates a very small indirect effect and a P-value of 0.334 suggests that this effect is not statistically significant. Although SoC significantly impacts both CE and SWB, the indirect effect through CE is not significant. This indicates that SoC's contribution to student well-being is more direct rather than through a mediator. SoC may provide more direct and tangible social and emotional support (Pooley, Cohen, & Pike, 2005), while CE's role as a mediator is not strong enough to significantly influence SWB. However, CE is not proven to negatively impact SWB—reducing wellbeing levels or minimizing SoC's influence on SWB. Its role remains positive but not significant.

These results are acceptable, given the heavier and more time-consuming vocational education curriculum at Polban. Students are required to attend academic activities, including theoretical and practical classes, with discipline. According to data obtained from Polban Student Affairs, most student activities are held on weekends—69% of the activities, with 12% on Fridays, 44% on Saturdays, and 13% on Sundays. The remaining activities are spread evenly over weekdays. This suggests that the most representative time for activities is Saturday, while Friday is still considered a class day, and Sunday is an opportunity for students to rest and prepare for Monday's classes.

This study highlights the essential role of fostering a strong SoC in promoting student mental health. Efforts to build and strengthen community relationships, provide social support, and cultivate an inclusive and supportive environment can have a substantial impact on individual well-being. While CE remains valuable, its direct influence on student mental health appears less significant, positioning CE as a complementary factor rather than a primary driver. The impact of SoC on SWB is crucial for shaping both academic and social outcomes, making it a key area for development initiatives aimed at enhancing student well-being. This research aligns with prior literature (Albanesi et al., 2007; Tzankova, Albanesi, & Cicognani, 2021), reinforcing the notion that prioritizing the development of SoC is a more effective approach for improving SWB.

Existing research has established a clear relationship between the sense of community and various indicators of student success, including academic achievement, social integration, and psychological wellbeing (Brown & Burdsal, 2012). A sense of community fosters feelings of belonging, social support, and collective responsibility, all of which contribute to the overall development of students. Conversely, the relationship between CE and SWB is more indirect, with CE tending to function as a mediating factor rather than a primary driver of positive outcomes (Prati & Cicognani, 2021).

Research indicates that while CE can enhance students' sense of purpose and social connectedness, its impact on wellbeing is contingent upon the presence of a supportive community (Procentese et al., 2019). Without a strong SoC, CE activities may lead to stress and burnout, as students may feel overwhelmed by the demands of their civic responsibilities. Therefore, prioritizing the development of SoC is essential to ensure that CE activities have a positive and sustainable impact on student well-being.

Other studies provide further context for understanding student well-being. Masoumian et al. (Masoumian et al., 2024) found that compassion-focused interventions can effectively support students, though additional research is needed to compare them with other therapeutic approaches. Wang et al. (Wang et al., 2024) indicated that participation in sports and physical activities enhances academic performance, social development, and

psychological well-being, with cultural context serving as a moderating factor. Li et al. (2024) noted the positive effects of green spaces on mental well-being, while Makaremi et al. (Makaremi et al., 2024) emphasized the importance of sustainable campus design for overall well-being. These findings provide important insights for the development of CE interventions aimed at enhancing student well-being, suggesting that some aspects, previously underexplored, should be addressed in student development policies, such as those at Polban.

Rahayu et al. (Rahayu et al., 2024) identified an improvement in positive behavior through learning environment interventions, consistent with Yuliawati's (Yuliawati, 2024) exploration of the relationship between well-being and prosocial behavior. These two studies suggest that research on the impact of CE on SWB should be directed towards specific intervention areas, such as surveys conducted on participants in altruistic activities. So far, the research lacks specificity in determining which types of CE activities have the greatest potential to enhance SWB.

Additionally, the background of students is an important factor to consider, as these aspects have not been thoroughly explored in this study. Giuntoli et al. (Giuntoli et al., 2021) differentiated between hedonic and eudaimonic orientations in predicting well-being, and intrinsic factors of this nature are also important to consider. More interestingly, Gandarillas et al. (2024) highlighted the influence of family background on students' psychological and academic outcomes. However, the role of family background remains debatable, as Wong & Cheung (Wong & Cheung, 2024) showed the contribution of hope, particularly academic hope, to well-being and academic achievement. Collectively, these studies underline the multifaceted nature of student well-being and the central roles of Sense of Community (SoC) and CE in enhancing it.

To effectively enhance student well-being at Polban, development initiatives must prioritize strategies that directly foster a strong sense of community among students. This can involve fostering peer relationships, facilitating community-based learning experiences, and creating opportunities for students to engage in problem-solving and collective decision-making. By placing greater emphasis on developing a sense of community, rather than merely relying on civic engagement as a mediator, these initiatives are more likely to have a tangible and lasting impact on student well-being.

The findings from Wiium et al. (2023) suggest that civic engagement's impact on student well-being may be influenced by specific cultural contexts, such as "dugnad" in Norway, and highlight that social determinants like socioeconomic status (SES) and gender contribute to mental health inequalities. This underscores the need for Polban's Student Executive Board to consider these factors when designing mental health interventions. Berezowitz et al. (2023) further connect civic engagement to subjective, relational, and collective well-being, emphasizing the role of collective efficacy in reducing isolation and enhancing social connectedness. This is relevant for Polban, where fostering psychological empowerment through student civic roles can enhance emotional resilience and community bonding. Meanwhile, Jankowski et al. (2024) show that life purpose and social justice activism have lasting effects on well-being, suggesting that Polban should integrate these elements into its student leadership activities to promote long-term emotional and relational growth. Finally, Cureton (2024) highlights how motivations such as community-building and advocacy can drive civic involvement, pointing to the importance of creating supportive environments that encourage student leaders to engage in civic responsibilities, especially in diverse settings like Polban.

The potential of CE as an expression of students' care and sense of belonging to their community cannot be overlooked. Its role within the campus environment remains tied to its historical and social significance among many students. At Polban student organizations are expected to be representative tools for fostering student leadership, communication, collaboration skills, and character development for future professionals. Therefore, the direction of student development programs must consider the content and intensity of activities, directly impacting the physical and psychological burdens on students involved in organizations like The Student Executive Boards of Polban. Reducing the intensity and prioritizing activities focused on character building is worth considering, given that CE-based activities have the potential to be stress-inducing and do not significantly impact SWB.

Based on the researchers' observations of various programs, a student welfare-oriented policy direction should consider the integration of curricular, extracurricular, and co-curricular programs. For example, the integration of curricular, extracurricular and co-curricular activities into the Student Creativity Program. Project-based learning is encouraged to produce the Student Creativity Program proposals and oversee them until they receive funding. In the other hands, student organizations like the Student Executive Boards of Polban could set their work programs based on these proposals. This would ensure that activities are more focused on productive outputs, enhancing the quality of student activities, while improving citizenship attitudes and skills (Frans, Abdin, & Jakob, 2024).

In the context of shaping student affairs policies that promote positive student development at Bandung State Polytechnic, these findings provide valuable insights for future strategies. Gatti and Procentese (2024) suggest that understanding the relationship between online and local social dynamics can play a crucial role in fostering community resilience and engagement. This implies that Polban can leverage social media platforms to strengthen community-building processes among students, both virtually and locally. Additionally, Compare et al. (2024) highlight the transformative impact of service learning (SL) on students, faculty, and institutions, emphasizing the importance of institutional support in fostering faculty engagement and aligning academic roles with community involvement. The introduction of "relatedness" as a key component of positive student development underscores the significance of fostering strong connections between students, faculty, and the broader community at Polban. These insights suggest that student affairs policies should focus on integrating digital and local community-building efforts while supporting service-based learning to enhance both academic and personal growth among students.

Furthermore, student development policy should strengthen character education programs. While initial programs like the Introduction to Campus Life for New Students (PKKMB), motivation training, and National Defense Training at the beginning of the academic year may seem representative, character building requires solid and continuous programs (Bozymbekova & Lee, 2018; Harianto, 2019). These programs should be tiered and integrate development programs in each department and central development programs, aiming to foster student leadership and civic skill (Tavip & Muthali'in, 2023). Such development activities should be organized by intra-campus student organizations, including BEM and departmental associations, with institutional support, thereby strengthening the sense of community within student activities.

The key to implementing an integrated and solid student development program lies in thorough and collaborative planning (Yamada, 2021). All parties involved in student development must agree on a joint program. The institution's role is crucial in realizing this

program. Steps that can be taken include reallocating character-based development budgets to support the integrated student development program. Each department could receive funds for program implementation, which would drive more rapid and effective changes.

The proposed policy direction takes into account the importance of fostering a sense of belonging and responsibility within a community as a key driver for enhancing civic engagement (Procentese et al., 2019). This approach is vital for maintaining the campus as a space that nurtures active, responsible citizens who are engaged in public affairs. By providing students with opportunities to gather in shared spaces, participate in collaborative activities, and work towards common goals, the campus can strengthen their sense of connection to a larger community. Civic involvement, in this sense, is integral to building a healthy and vibrant community.

This aligns with the understanding that strong relationships and support systems among community members and leaders, along with a shared recognition of values and guidelines, are fundamental to the Community Development framework. Central to this approach are spaces that encourage collective action and community-driven initiatives. By leveraging community resources and capacities, this framework seeks to address shared challenges and, in turn, elevate overall community wellbeing (Procentese & Gatti, 2022).

CONCLUSION

The influence of sense of community and civic engagement toward the well-being among the Student Executive Boards of Polban members shows varying levels of significance. Sense of community has a significantly positive influence on student's wellbeing among the Student Executive Boards of Polban members, occurring convincingly and not by chance. However, civic engagement's influence on student well-being is not significant. Despite sense of community's significant influence on civic engagement, its indirect effect on student well-being through civic engagement is also not significant. Thus, sense of community's contribution to student's wellbeing is more direct rather than mediated by civic engagement. Nonetheless, civic engagement does not negatively impact student well-being, implying no proven adverse effect on students' mental health.

Prioritizing strategies that directly foster a strong sense of community can lead to more effective and sustainable improvements in student's wellbeing. Integrating community-based learning, encouraging peer relationships, involving students in collective decision-making, and implementing supportive institutional policies are key approaches to achieving this goal. By leveraging the inherent strengths of community dynamics, educational institutions can create a nurturing environment conducive to both personal and collective growth, ultimately leading to better academic and social outcomes for students.

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