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## **INTERNAL OR EXTERNAL? FACTORS INFLUENCE ACCEPTANCE OF KNOWLEDGE ABOUT RIVER FUNCTIONS IN JELAWAT PARK VISITORS**

*River border development is a problem in almost all cities. Previous research has discussed river border development from environmental, economic, legal, and socio-cultural aspects. This research is entered to fill the gap from the educational aspect, reviewing its influence as a potential media for river conservation to provide recommendations from problems to potential. This paper investigates the determinants that influence the level of knowledge of visitors to Taman Jelawat as a river border park on the function of the Mentaya River. Using logistic regression, the study sample consisted of 150 visitors to Taman Jelawat. The results showed that the distance from the visitor's residence to the river was an internal factor influencing the level of knowledge of river functions. While the external factors of visitors or factors from Jelawat Park became dominant with repeated visits, friends visiting, and favorite park zones as factors that could significantly influence the level of knowledge of Jelawat Park visitors. This shows that Jelawat Park as a river order park can be a good meeting point for humans and rivers. Meeting points can be useful for preserving river functions by building community knowledge about river functions.*

**Keywords:** education space, river border, park, river function.

### **Introduction**

The history of Kalimantan explains a lot about the close relationship between rivers, people, settlements, and cities [1–9]. Rivers have played many roles in developing population activity and urban growth. Playing a role across history from pre-history, during the kingdom, colonial period to after colonialism. Not only across ages, but rivers also have a role in the sources of life, culture, economy, transportation, socialization, struggle, literature, and the spread of religion.

The high role of rivers in Kalimantan provides an introduction that the direction of development has started from the river, centered on the river until it continues to widen and become wider on the mainland. One of the developments carried out on the river is a park on the banks of the river. Parks are an important component in a city because they have ecological and recreational values [10]. One of the parks located on the river border is Jelawat Park. The attachment of the residents of Kalimantan and the river can be seen from the high number of community visits to Jelawat Park, the visit data in 2018, which amounted to 40,442 people this makes Jelawat Park a tourist attraction with the highest number of visitors in Kotawaringin Regency [11].

With the number of existing tourist visitors, the potential of Jelawat Park as a "meeting point" or meeting room between humans and rivers must be utilized properly, especially in the aspect of knowledge transfer. Change can be initiated through agents of development change through elements of human resource development, especially in the field of knowledge [12].

The function of the meeting room between humans and the river provides the potential for knowledge gained by visitors on the objects they see/sensory (the case here is the river). This is because the educational space can be in the form of an informal space which can be an open space as a forum for public education [13]. Having the role of educational space through sensory/sensory views of various events and experiences gained by each person becomes one of the roles of public open spaces such as parks [14].

With scope for tourism activities, Jelawat Park, from a theoretical aspect, can convey educational messages according to its space. This is the purpose of this study, namely to analyze what factors can influence the delivery of the message of the function of the river to visitors to Jelawat Park, whether internal factors from visitors or external factors (the Park). This becomes important for consideration of river border development, especially for parks on rivers, whether the influence is obtained from internal factors, which means that the background role of each visitor is strong so that not all visitors can catch the river's educational message, or from external factors (parks) which can give effect in the form of messages of increasing knowledge of river functions to all visitors without restrictions from the background of each visitor.

Apart from the existing literature, this research tries to fill in new things from previous studies. In previous research, it was explained that conceptually open space could be a good forum for education [15–16], but empirically there are also results that show no effect related to increasing understanding of education through

open space media or open space providing weak influence or almost no relationship in improving understanding [17]. We try to fill in new things by looking for any factors that affect the level of knowledge of visitors, whether it is from the open space (external visitors) or factors from visitors (Internal Visitors). Thus, this paper will contribute by describing the roles of the factors that can influence the delivery of educational messages on the function of the river to visitors to Jelawat Park.

## Method

We collected specific data for 150 visitors with peak hour visits. The variables used in this study were divided into four groups, namely internal factors of visitors (demography and geography), external factors of visitors (experience gained), cognitive (knowledge of various river functions), and affective (ability to analyze river conditions).

The characteristics of visitors as the sample population will be reviewed from the demographic and geographic aspects. Demographic aspects include gender, age, and education level Pendidikan [18–23]. Meanwhile, in terms of geography [20], [22], [24–26], it is related to the distance of residence from the location of the river as the object to be tested for knowledge.

On the external aspect of visitors, it is closely related to the interests of visitors who can provide experiences to visitors. The things that will be studied are related to visitors and the Jelawat park. External aspects of visitors who can provide experiences to tourists are repeat visits, with whom to visit, and favorite locations when visited [27–34]. The favorite zone is divided based on the characteristics of the activities in the park. The zone can be seen in Figure 1. The external visitor factor represents the influence of Jelawat Park on visitors.

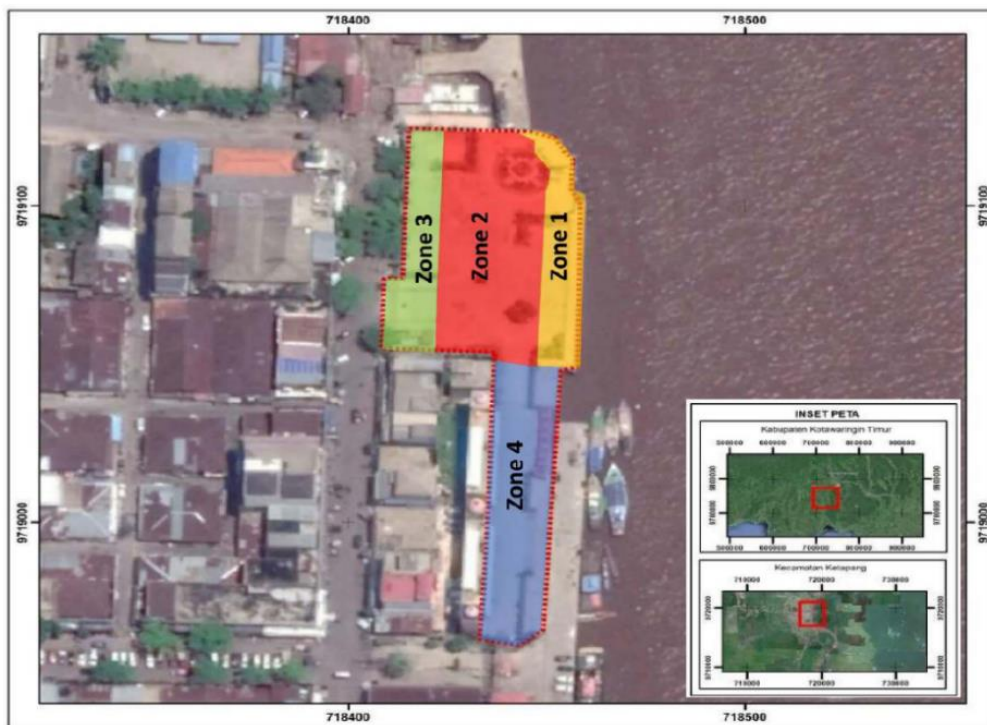


Fig. 1. Location Study and ZoneJelawat Park is located on the river border, so the educational potential gained is certainly related to the Mentaya River, one of which is the function of the river. Rivers have multiple functions from transportation, economic, ecological, social, cultural functions, flood prevention, and other supporting functions [35–41]. Meanwhile, the functions of the Mentaya River that currently exist include the functions of transportation, economy, source of life, ecology, and culture [42–45]

Tourism that has a theme in the field of education will have three aspects of education in the form of affective, cognitive, and psychomotor, which are divided into zones of tourism space [46–52]. However, with or not psychomotor facilities, the aspects discussed are affective and cognitive. With scope for tourism activities,

Jelawat Park, from theoretical and empirical aspects, can convey educational messages according to its space. This is the purpose of this study, namely to analyze whether the river border park factor, with its vocal view in the form of a river, can become an educational factor for the community regarding the function of the Mentaya River.

Table 1

Variables used for Log Regression	
Variable	Description
<b>Internal visitors</b>	
Gender	Gender of visitor (0 = women, 1 = man)
Age	Age of visitor (0 = < 20, 1 = 20 – 30, 2 = > 30)
Education level	Education of visitor ( 0 = high school graduate and below, 1 = college graduate)
Distance from where visitors live to the river	0 = < 1 km, 1 = 1-5 km, 2 = > 5 km
<b>External Visitors</b>	
repeated visits,	0 = only once, 1 = once a year, 2 = once a month, 3 = once a week
with whom to visit	0 = family, 1 = friends, 2 = all
favorite locations when visited	0 = zone 4, 1 = zone 3, 2 = zone 2, 3 = zone 1
<b>Cognitive</b>	
Diversity of knowledge about river functions	0 = Knowing at least one river function, 1 = knowing more than 1 river function. Visitors are asked to choose from a list of the number of functions of the Mentaya river
<b>Affective</b>	
Ability to analyze condition of river functions	0 = not able to analyze, 1 = able to analyze river conditions. The condition is based on the report on the level of river pollution from the environmental service. Can visitors be aware of the existing river conditions?

The sample selection method is random sampling. We use the random sampling method to overcome the problem of complexity which allows us to synthesize controls that meet the desired performance specifications [53]. This random sampling was carried out by the population who visited Jelawat Park.

Analysis of the data used is multivariate analysis. The aim is to see the significance of the correlation between the independent variable (independent variable) and the determined variable (dependent variable) at the research location simultaneously. On the other hand, it also determines the factors that are more dominant and influential. The statistical test used was multivariate

analysis, namely Regression Binary Logistics (Binary Logistics Regression) at the 95% significance limit with statistical calculations  $\alpha = 0.05$ .

## Result

From the logistic regression analysis results, there are differences and some similarities of the significance of the factors in terms of cognitive and affective aspects. Geographical factors (proximity of residence to the river) influence the cognitive and affective aspects of visitors to Jelawat Park. This means that the internal geography factor is a factor that can give a combination of knowledge in two aspects of knowledge.

Table 2

Results from Binary Logistic Regression Cognitive									
							95% C.I.for EXP(B)		
		B	S.E.	Wald	df	Sig.	Exp(B)	Lower	Upper
Step 1 <sup>a</sup>	Gender	-.664	.509	1.698	1	.193	.515	.190	1.397
	Age	-.534	.496	1.158	1	.282	.586	.222	1.550
	Education level	.625	.519	1.448	1	.229	1.867	.675	5.164
	Distance	-1.498	.386	15.020	1	.000*	.224	.105	.477
	repeated visits	1.134	.412	7.590	1	.006*	3.109	1.387	6.968
	with whom to visit	-.048	.279	.030	1	.862	.953	.551	1.646
	favorite locations	1.421	.469	9.176	1	.002*	4.143	1.651	10.391
	Constant	-3.334	1.236	7.271	1	.007*	.036		

\*sig < 0,05

Table 3

Results from Binary Logistic Affective Regression									
							95% C.I.for EXP(B)		
		B	S.E.	Wald	df	Sig.	Exp(B)	Lower	Upper
Step 1 <sup>a</sup>	Gender	.691	.452	2.337	1	.126	1.995	.691	.452
	Age	-.083	.444	.035	1	.852	.920	-.083	.444
	Education level	.237	.444	.284	1	.594	1.267	.237	.444
	Distance	.811	.304	7.116	1	.008*	2.251	.811	.304
	repeated visits	-.125	.313	.160	1	.689	.882	-.125	.313
	with whom to visit	.583	.284	4.215	1	.040*	1.791	.583	.284
	favorite locations	.155	.331	.218	1	.641	1.167	.155	.331
	Constant	-.373	.918	.165	1	.685	.689	-.373	.918

\*sig < 0,05 Gender Factors

Tables 2 and 3 show that the gender factor as an internal factor does not affect the level of knowledge of river functions. There is no specific factor in whether men or women can receive knowledge when visiting Taman Jelawat. These results may differ from previous studies on gender and knowledge. However, what needs to be reviewed is that Taman Jelawat is in the form of open space, not a closed classroom, thus giving freedom to all visitors to understand independently what lessons are learned through the object seen (river view).

#### *Age factor*

Tables 2 and 3 show that the age factor as an internal factor does not affect the level of knowledge of river functions. This shows that the age level as a life experience and the level of maturity in thinking is not a consideration in the visitor's ability to understand river functions.

#### *Educational Factors*

Tables 2 and 3 show that the education level factor as an internal factor also does not affect the level of knowledge of river functions. The pattern of formal education in the classroom is more familiar than informal education outside the classroom, so that the pattern of outdoor education becomes less familiar to visitors.

#### *Factors Distance of Residence and River*

As discussed earlier, Tables 2 and 3 significantly influence the level of knowledge of river functions. The more they live near the river, the higher the level of knowledge related to cognitive and affective aspects. This is formed because the closer the visitors live, the more frequent interactions between visitors and the river. This is an internal factor that can influence the level of knowledge of visitors regarding the function of the river, both cognitive and affective when they are in Jelawat Park.

#### *Factors of Repeated Visits*

Tables 2 and 3 show different results on the external factors of repeated visits. On the cognitive aspect, the results show a significant influence between visitors to Taman Jelawat and the function of the river, meaning that

the more frequent visits to Taman Jelawat, the more diverse the functions of the river that visitors can recognize. However, this does not happen at the affective aspect of the level of the analysis stage. This shows that Jelawat Park is better able to provide knowledge of river functions to its visitors through representations of activities on the Mentaya River, such as river transportation activities that represent the transportation function, fishing activities that represent the function of sources of life and economy, to tourism activities in Jelawat Park as a representation tourist function.

#### *Factors of Visiting Partners*

Tables 2 and 3 show different results on external factors of visiting colleagues. Table 2 shows no significant effect between visiting colleagues and the cognitive level of river function knowledge. However, table 3 shows a significant effect between visiting colleagues and the affective level of the analysis. This shows that there is room for discussion when visitors and colleagues visit. The data shows that when visitors visit with friends, it shows a better affective analysis level than visiting with family. Visiting with friends opens up more discussion space while visiting with family is more of a recreation room activity.

#### *Favorite Garden Zone Factors*

Tables 2 and 3 show different results on the external favorite garden zone factor. In the favorite park zone, it has a significant influence, meaning that the location of the favorite zoning position they visit can influence visitors' level of knowledge about the river's function. In this case, it can be seen that the closer to the river the visitor's favorite zone is, the more diversity in the knowledge of river functions will be added. This shows that the experience of visiting the river as the main vocal view of the visit can provide insight into the function of the river. However, this does not happen in the affective aspect, which indicates that the proximity of the park and river space zoning has not become a discussion space for visitors and rivers.



## Discussion

Several previous studies support the results that there is an effect of open garden spaces in educating visitors. Parks are a place for nature education where people can guide people to nature and appreciate nature [54]. This influence can be facilitated by various activities in natural open spaces that can summarize theoretical, practical aspects and direct interactions with nature [55]. Learning in an open innovation ecosystem can positively affect educational development. It can deepen the integration of production, teaching, and research [56]. However, the ability to exert a strong influence is still fundamental, such as the element of educators, while environmental conservation actions are still weak [57]. This shows that the influence exerted is still at the insight level and is not strong in practice.

Parks can be 'open' learning places to increase potential visitors. Recent studies on the ecology of Landsense have highlighted how urban parks enhance urban ecosystems and provide cultural value to city dwellers. Furthermore, the more an area is urbanized, the more citizens prefer natural landscapes. Specific sensory and relational experiences increase self-awareness and spread self-responsibility to protect the natural environment [58]. This is in line with the research location that uses natural scenery (Mentaya River) as a sensory element to convey the message of the Mentaya River function through various river function activities that are seen directly on the river.

The results of previous studies related to the effect of open space parks on education seem to influence communicative practice and sensory in natural open spaces strongly. This is also in line with the research results by [59] that parks are spaces where life experiences and science learning can be combined, offering unique opportunities for authentic science learning, where green spaces are currently often a "premium" in an urban area. Parks are opportunities for educators to facilitate unparalleled experiences with nature in the classroom.

Previous research also supports the influence of open garden spaces on education. This study is the same as previous research, which produces an influence, but this study fills in new things related to what factors affect the acceptance of the educational message to park visitors. The result is that the factors that can affect the reception of messages about the function of the river are the distance from the place of residence and the river, the factor of repeated visits, visiting partners, and favorite zones. The results showed that the structure of the visitor's external factor (the park) was the dominant factor in influencing visitors, while the internal factor of the visitor was only the visitor's residence which was able to influence the increase in knowledge about the function

and condition of the river. This shows that the influence can be accepted by all visitors with various backgrounds, while parks on the river border as a medium for conveying educational messages through sensory (river views) have a significant role in increasing knowledge of river functions. The development of Jelawat Park on the Mentaya River border can positively contribute to increasing knowledge of river functions. It can build conservative businesses through the path of people who care about rivers because they know river functions.

## Conclusion

This study looks back at the factors that influence the level of knowledge of visitors to Jelawat Park. The parameters used from the visitor's internal factors are gender, age, education level, and the distance from which the visitor lives to the river. Internal factors become the innate factor of each visitor. The parameters used are repeated visits, visiting colleagues, and favorite zones visited from external factors. External factors represent the influence of Jelawat Park on visitors. The results of our literature analysis and research on river border parks' effect on the level of knowledge of river functions by measuring internal and external factors have not been widely discussed in previous studies.

Empirical results from logistic regression show that the internal factor of the distance of the visitor's residence to the river affects the level of knowledge in the cognitive and affective aspects of visitors related to the function of the river. The internal factor of the distance from which visitors live is the only internal or innate factor of visitors that significantly influences cognitive and affective aspects. While external factors influence the level of knowledge of visitors ranging from repeated visits and park favorite zones on cognitive aspects, and external factors of visiting colleagues, which have a significant influence on affective aspects.

These results imply that many external factors can influence the level of knowledge of river functions on visitors, indicating that the development of parks on the river banks and river borders of rivers will have a positive role in river conservation. By understanding the external factors that can influence the level of knowledge, the government can develop the concept of parks on river banks and river borders with the theme park of education. With so many border parks on river banks and river borders with the concept of an education park, it is projected to increase river conservation through an educational basis for the community.

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## ВНУТРІШНІ ЧИ ЗОВНІШНІ? ФАКТОРИ, ЩО ВПЛИВАЮТЬ НА ЗАСВОЄННЯ У ВІДВІДУВАЧІВ ЗНАНЬ ПРО ФУНКЦІЇ РІЧКИ ДЖЕЛАВАТСЬКОГО ПАРКУ

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*Розвиток річкових кордонів є проблемою майже в усіх містах. В попередніх наукових дослідженнях розглядався розвиток річкових кордонів в екологічному, економічному, правовому та соціально-культурному контекстах. Результати нашого аналізу літератури щодо дослідження впливу річкових прикордонних парків на рівень знань про функції річки шляхом вимірювання внутрішніх і зовнішніх факторів ще не були предметом окремих досліджень. Це дослідження запропоновано, щоб заповнити прогалину з освітнього аспекту зон відпочинку.*

*У цій роботі досліджуються детермінанти, які впливають на рівень знань відвідувачів Таман Джелавату як річкового прикордонного парку про функцію річки Ментая. Параметрами, якими визначаються внутрішні фактори відвідування, є стать, вік, рівень освіти та відстань від місця проживання відвідувача до річки. Внутрішні фактори являють собою вроджені характеристики кожного відвідувача. Використовуються також інші параметри: повторюваність відвідувань, улюблені зони тощо. Використовуючи логістичну регресію, вибірку дослідження становили 150 відвідувачів парку Таман Джелавату. Результати показали, що відстань від місця проживання відвідувача до річки була внутрішнім фактором, який впливав на рівень знань про функції річки. У той час як зовнішні фактори відвідувачів стали домінуючими, серед яких: повторні відвідування, відвідування з друзями та виділення улюблених зон парку. Це фактори, які могли суттєво вплинути на рівень знань відвідувачів Джелаватського парку. Це показує, що Джелаватський парк як парк річкового порядку може бути хорошим місцем зустрічі людей і річок. Місця зустрічі можуть бути корисними для збереження функцій річки шляхом формування знань громади про них.*

**Ключові слова:** освітній простір, річковий кордон, парк, функція річки.