



## Empowerment of the Community in the Construction of a Concrete Bridge in Bahari Village, Wotu Sub-District, East Luwu District

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<b>ABSTRACT</b> East Luwu Regency is one of the Second Level Regions in the province of South Sulawesi, Indonesia. The regency originated from the expansion of North Luwu Regency which was passed by Law No. 7/2003 on 25 February 2003. Malili is the capital city of East Luwu Regency, located at the northern end of the Gulf of Bone. community engagement ensures the long-term success of bridge projects. By empowering communities, fostering transparency, and considering social and economic factors, we can build bridges that truly benefit everyone. <b>Keywords:</b> <i>Involve Communities Early, Traffic Management Plans, Wotu sub District</i>			

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### INTRODUCTION

Regency of East Luwu, East Luwu Regency is one of the tier II regions in the province of South Sulawesi, Indonesia. This regency was formed from the expansion of North Luwu Regency and has an area of approximately 6,944.98 km<sup>2</sup> with a population of approximately 296,741 people (Dinas Pemberdayaan Masyarakat dan Desa Kabupaten Luwu Timur, 2023). The district consists of 11 sub-districts, including Kecamatan Wotu. Role of Regional Government and Communities, In the construction of the concrete bridge in Bahari Village, the role of the local government and the community was crucial: Regional Government: Provide support in the form of materials, equipment, and ensure land rights and access roads are connected. Engage local labour not only in construction but also in long-term maintenance. The community: Contribute voluntarily, both in terms of labour and other support. Women also play a significant role, such as providing food for workers, collecting local materials, and supporting the community. Through such

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investments, governments and communities develop a sense of ownership and further opportunities for infrastructure that benefits the entire community (Dinas Pemberdayaan Masyarakat dan Desa Kabupaten Luwu Timur, 2023).

The empowerment of a community through the construction of a concrete bridge is a powerful example of how infrastructure projects can create lasting impact beyond the physical structure itself. When a community comes together to build a bridge, the impact extends far beyond the builders directly involved in the project. Here's how; **Local Governments:** They contribute materials, equipment, and advocate for essential elements like connecting roads and land rights. Their commitment to providing local labor ensures not only construction but also long-term maintenance; **Local Businesses:** Businessmen and women play a crucial role by establishing supply chains for construction materials; **Beneficiary Community Members:** They volunteer their time during critical phases of construction. Women, in particular, support the project by collecting materials, assisting with construction tasks, feeding workers, and organizing community support. By investing resources and effort in bridge projects, local governments and businesses develop a sense of ownership and possibility. This often leads to further investment in infrastructure for the community's benefit (bridges to prosperity, 2023).

**Empowering Women Changes Everything,** Research consistently shows that empowering women is a powerful strategy for creating positive change in developing communities. In the context of bridge building: Women are involved at various levels: providing meals to workers, caring for children while partners participate in construction, organizing community meetings, and collecting local materials; Their participation not only supports the project but also transforms gender dynamics and opens up new opportunities for women within the community. Women's involvement in bridge construction changed things: They were instrumental in providing practical support, such as feeding workers and collecting local materials; women's involvement not only supported the project, but also changed gender dynamics and opened up new opportunities for them in the community; When women are empowered, the whole community benefits from their contributions and leadership.

**Building Opportunity for Children;** A new bridge isn't just about connecting physical points; it's about connecting futures; For children in partner communities: Safe access to education becomes possible, as bridges provide a secure route to school; Beyond education, children witness their community coming together for a common purpose. They see parents and siblings trained in new skills, fostering a vision of what's achievable. Bridges not only connect physical points, but also futures for children in the same community: Safe access to education becomes possible as the bridge provides a safe pathway to school; Beyond education, children witness their community coming together for a common goal. They see their parents and siblings trained in new skills, forming a vision of what can be achieved; Bridges represent hope, opportunity and a tangible symbol of progress for future generations.

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## **LITERATUR REVIEW**

Finally, more work is needed to understand the impact of poverty alleviation on environmental sustainability. Although BoP communities tend to put fewer burdens on the ecological environment than the top of the pyramid, poverty alleviation may still lead to environmental problems (e.g. Hart, 2008). However, if one assumes that poverty and a high population growth rate are connected, measures to reduce poverty could benefit the environment if they retard population growth (Hahn, 2009). There is growing consensus that economic, social, and environmental issues are intertwined and must be addressed together as part of an interdependent system (e.g. Dienhart, 2010). Capability building in BoP communities therefore needs to be pursued in an environmentally sustainable manner to preserve the community relationship with its local ecosystems (Ansari et al., 2012).

Finally, there is the challenge of choosing the best scale for analysis. Although a huge amount of policy is generated at the national level, it is clear that is not always the best scale for environmental management. By the same token, it is inefficient to base much environmental planning at the community level since this may result in duplication and a lack of harmonization across landscapes. To resolve this we propose two things: first, that data be collected and made available at the finest possible scale, but that it be aggregated into larger planning units using a transparent process. Second, since planning is usually based on political or bureaucratic boundaries, it is necessary to explicitly include environmental concerns that cross human-made borders, for example by basing policy on watershed boundaries or migration corridors. We have identified environmental pathways as one potential way whereby external environmental factors can be accounted for.

The case study illustrates that opening up the process via meeting and memo can provide individuals and groups the information and opportunity needed to participate. Encouraging the activation and use of resources can enable participants to become influential and to demonstrate their value to the board. These cultural factors can promote empowerment of multiple groups on boards and, interestingly, focus both on the social processes of connecting within the board and on the social process of linking with resources outside the board. This emphasis on the social aspects of empowerment is particularly relevant to considering empowerment in a community or organizational context. In a similar fashion, Saegert (1989) identified social processes internal and external to the housing co-ops she studied as important to the empowerment of co-op leaders (Bond & Keys, 1993).

In the sustainability transitions literature the idea of ‘protective space’ shielding niche innovations from unfriendly selection environments is a fundamental concept. Few studies pause to consider how and by whom such protective space is created, maintained or expanded. The paper develops three propositions to deepen our understanding of the ‘outward-oriented socio-political work’ performed by technology advocates. The paper conducts a meta-analysis of six low-carbon technology case studies in the UK and the Netherlands. In each case, analysis finds the cases relevant to the propositions, but requiring finer nuance and further development (Raven et al., 2016).

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When we started working together, Chief Mandé and I realized that what we share is an interest in and dedication to Kari'nja and its speakers. We also discovered early on that each of us has tools that could help the other. By working together, we accomplish much more than either of us could alone. He has, among other assets, a knowledge of the language and an ability to talk about the language, influence in the community, an existing body of data that he wants to preserve and share, and a strong motivation to document and revitalize his native language. I have training in documentary and descriptive linguistics, tools for preserving and presenting data, and formal training and experience in language teaching (Yamada, 2007).

The first section begins by defining good citizenship, and by extension, the aims of good civic education. I then demonstrate the existence of a broad and deep civic empowerment gap across all dimensions of good citizenship—civic and political knowledge, skills, attitudes, and behaviors—and argue that this gap challenges the stability, legitimacy, and quality of our democratic republic. In the second section, I suggest that we focus on de facto segregated urban schools as crucial sites for addressing the civic empowerment gap. The third section then recommends five specific approaches that could improve access to high-quality civic education and experiences, especially among historically disenfranchised youth. These include reducing the dropout rate, improving the quantity and distribution of civic education across K–12 education, engaging students in coconstructing empowering civic historical narratives, infusing experiential civic education throughout the curriculum, and providing powerful civic learning and engagement opportunities for urban teachers (Levinson, 2010).

This argument is developed through a comparative analysis of the Northern California Household Exposure Study and the San Joaquin Valley Drinking Water Study. The first studies household exposure to contaminants in fence-lined communities in Richmond, California, and the second measures disproportionate exposure to contaminated drinking water in California's San Joaquin Valley. Each study illustrates how community engagement improved the accuracy and impact of the research (Bacon et al., 2013).

Organizationally, the article begins with a selected overview of the study of place in contemporary geography, emphasizing work that seems especially appropriate to anthropology. I go on to evaluate new approaches to place and the related concept of region in anthropology. The next section of the paper pays particular attention to place as lived experience. Using recent studies in Melanesia concerning power and social landscapes (esp. Lindstrom 1990), I point to some ways that the work of Foucault applies to understanding multivocality ethnographically. I suggest how Giddens's (1990) views on spacetime distanciation also can be helpful for understanding multivocality and multilocality in non-Western places. Examples from my own fieldwork in Vanuatu illustrate a multivocal, multilocal approach to understanding the social construction of place anthropologically (Rodman, 1992).

In the past, the political Left in capitalist democracies vigorously defended the affirmative state against these kinds of argument. In its most radical form, revolutionary

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socialists argued that public ownership of the principal means of production combined with centralized state planning offered the best hope for a just, humane, and egalitarian society. But even those on the Left who rejected revolutionary visions of ruptures with capitalism insisted that an activist state was essential to counteract a host of negative effects generated by the dynamics of capitalist economies – poverty, unemployment, increasing inequality, under-provision of public goods like training and public health. In the absence of such state interventions, the capitalist market becomes a “Satanic mill,” in Karl Polanyi’s metaphor, that erodes the social foundations of its own existence.<sup>1</sup> These defenses of the affirmative state have become noticeably weaker in recent years, both in their rhetorical force and in their practical political capacity to mobilize. Although the Left has not come to accept unregulated markets and a minimal state as morally desirable or economically efficient, it is much less certain that the institutions it defended in the past can achieve social justice and economic well-being in the present (Fung & Wright, 2003).

The community and its environment are the external public company or company stakeholders. Jones, Thomas and Andrew (1999) suggested the stakeholder theory with the assumption that the company relates to many groups that influence the company's objectives. The theory also emphasizes the nature of a relationship in the process and output for the company and its stakeholders. The importance of all stakeholders' legitimacy has intrinsic value, and does not form interests that are dominated by one another. This approach also focuses on managerial decision-making. (Ardianto, 2011). In addition to stakeholder theory, Relational management theory developed by John Ledingham and Steven Bruning, can be attributed to discussions about CSR. In this theory it is said, that public relations (public relations) can balance the interests of the organization with the public, which can be achieved through managing the relationship between the organization and the public (Ardianto, 2011). In other words, a harmonious relationship needs to be established between the company and the environment or the surrounding community, so that the community does not hesitate to provide support to the company. In the end, Corporate social responsibility program carried out by the company should create mutual understanding, mutual respect and appreciation, and also, mutual trust (Widowati & Diana, 2018).

## **RESEARCH METHODOLOGY**

The specific measures associated with each component of the nomological network of PE for members of voluntary community service organizations parallels the more general indicators depicted in Figure 1. PE in voluntary service organizations might include sociopolitical control, leadership in the organization, and an understanding of the resources needed to manage a fund-raising campaign. Sociopolitical concerns may be most relevant for the intrapersonal component for this population because the context includes community settings that may be involved in resource development (e.g., fund raising), policy issues, or service provision. The intrapersonal component might include three aspects of perceived control: sociopolitical control; perceived competence in the sociopolitical domain; and desire to exert control in the public arena (i.e., motivation)

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The interactional component might include a critical understanding of the sociopolitical environment and the cultivation of personal and collective resources for political action (Kieffer, 1984), as well as development of skills and knowledge (Prestby et al., 1990). Members of voluntary organizations may develop decision-making skills, learn how to critically assess resources, and learn about the factors that influence causal agents when they work on a fund-raising project, design a new service project, or help maintain the organization. Leadership skills may include organizing others to achieve a common goal and speaking in front of large groups.

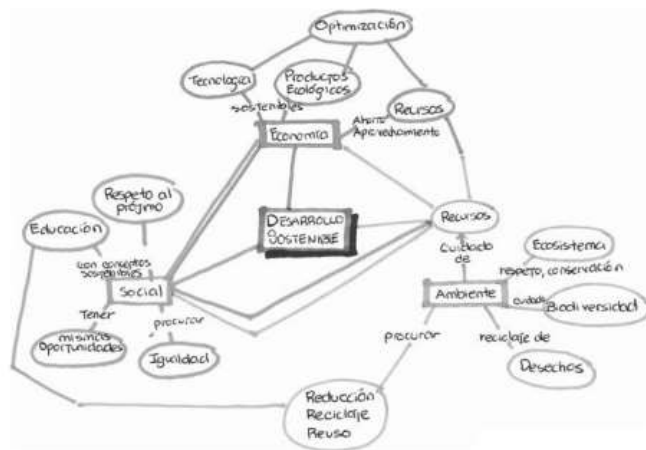


Figure 1. Educator 9 final concept map

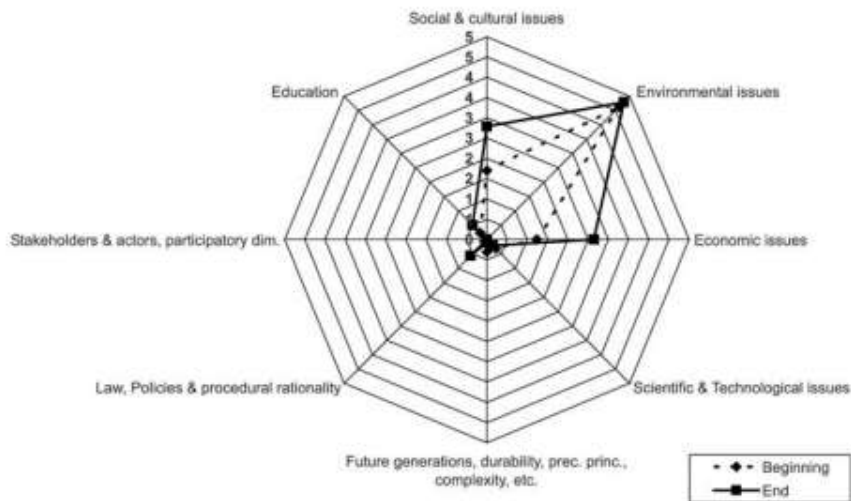
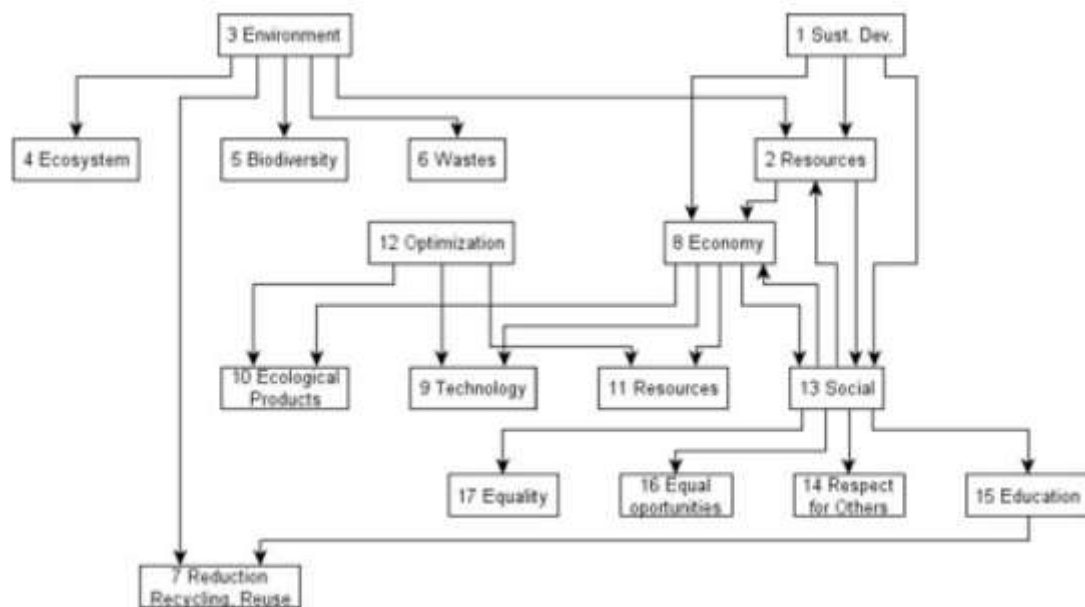


Figure 2. The average number of concepts in the maps for each semantic category for the group of educators compared at beginning and end

Community mapping sessions typically lasted several days. The majority of the work took place in the morning, and we provided both breakfast and lunch as a form of reciprocity and compensation. This is very similar to the structure or format of mingas or

communal work parties that the Maijuna use to construct houses, build canoes, or clear agricultural fields (Gilmore 2005; Gilmore et al. 2002), and we specifically did this to empower and respect cultural norms, communal institutions, and systems of exchange. Additionally, we made a conscious attempt to be as inclusive as possible in terms of representation from the different groups that are present within each of the communities (e.g., women, men, elders, children, clans, extended families, healers, farmers, fishers, and hunters). Active participation from each of these groups helped to ensure that the final maps were truly representative of the entire community. In addition to being dynamic, the mapping sessions were also respectful with a wide variety of opinions and voices both heard and acknowledged.



**Figure 3.** Educator 9 final digraph

## **RESULT AND DISCUSSION**

The process of community participation in the planning and implementation of a bridge construction project is an important step to ensure that the project meets local needs, is sustainable, and has the support of the community. Let's explore further:

1. Planning and Community Participation Stage:
  - Needs Identification: At the initial stage, the community should be involved in identifying needs. This involves dialogue with local residents, community leaders, and authorities. Questions such as ‘What problems do we want to solve with this bridge?’ and ‘Who will use this bridge?’ should be asked.
  - Prioritisation: The community can provide input on the prioritisation of the project. Is this bridge more important than other projects? How will it impact daily life?

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- Planning and Design: Communities can provide input on the design of the bridge, including location, size, and special features. This ensures that the bridge fits local needs and culture.
2. Implementation Phase and Community Participation:
    - Local Labour: Communities can participate directly in construction. This includes physical work such as lifting materials, digging, and installing structures.
    - Local Material Collection: Communities can help collect local materials such as stone, wood, or bamboo used in construction.
    - Logistical Support: Communities can help with the provision of food, drinks, and other support for construction workers.



3. Barrier and Enabler Factors:
  - Barriers: Some barriers involve the community's incomprehension, distrust, or inability to actively participate. Also, lack of information about the project or disagreement with the plan can be barriers.
  - Enabling Factors: Successful community participation is driven by transparency, an inclusive approach, and good communication. If communities feel ownership of the project and see the benefits, they are more likely to participate.

Community participation in infrastructure projects is key to ensuring successful and sustainable development. Here are some best practice examples of community participation in infrastructure projects in Indonesia:

1. Independent Village Programme:
    - This programme involves village communities in the planning and implementation of local infrastructure projects. For example, construction of village roads, irrigation and health facilities.
    - Communities play a role in identifying needs, raising funds, and overseeing project implementation.
  2. Cash for Work (CFW) programme:
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- In CFW projects, local communities are given the opportunity to work on infrastructure projects (e.g. road repair, irrigation, or school building rehabilitation).
  - In addition to earning income, the community also feels part of the development.
3. Participation in Clean Water Management:
- Some cities in Indonesia involve communities in clean water management. For example, the 'Kota Tanpa Kumuh' programme involves residents in the improvement of waterways and sanitation.
4. Community-based Waste Management:
- Some cities engage local communities to manage waste. This includes collection, sorting, and recycling.
  - Example: Bank Sampah that involves residents in managing plastic and paper waste.
5. Participation in Green Open Space (RTH) Management:
- Communities can play a role in maintaining urban parks, urban forests, and other open lands.
  - Example: 'Adopt a Park' programme in several cities that involves citizens in taking care of city parks.



Information and Communication Technology (ICT) plays a crucial role in increasing community participation in infrastructure projects, including bridge construction. Here are some of the ways in which ICT contributes:

1. Access to Information and Transparency:
  - Information Portal: Local governments can use web portals or mobile apps to provide information on infrastructure projects. The public can access planning data, budgets, and implementation schedules.
  - Social Media: Platforms such as Facebook, Twitter, and Instagram allow governments to communicate directly with citizens. Information about meetings, public consultations, and project progress can be shared through social media.
2. Online Participation:
  - Discussion Forum: Citizens can participate in online forums to provide input on project design, location, and prioritisation.
  - Electronic Surveys: Online surveys allow citizens to express their preferences without having to be physically present.
3. Community Reporting and Monitoring:
  - Reporting Application: Citizens can report project-related issues or concerns through a mobile app. This facilitates oversight and quick response from the government.
  - Tracking System: ICT enables transparent tracking of physical and financial progress of projects. Communities can monitor progress and raise questions if there are discrepancies.
4. Training and Education:
  - Technology Training: Communities need to be empowered with ICT skills. Training on the use of apps, internet access, and computers can increase their participation.
  - Education: Information on the benefits of the project and its impact on the community should be conveyed through various channels, including online.
5. Data Collection and Analysis:
  - GIS (Geographic Information System): ICT enables mapping of project sites and analysis of environmental and social impacts.
  - Big Data: Big data collection can help governments understand community needs and make better decisions.

Information and Communication Technology (ICT) training plays a crucial role in increasing community participation in development projects, including bridge construction. Here are some ways in which ICT training can help:

1. ICT Education and Training:
    - Digital Literacy: Training should cover basic digital literacy, including the use of computers, the internet, and applications.
    - Data Security: People need to understand the importance of protecting personal data and avoiding online fraud.
  2. Online Participation:
    - Discussion Forums: Training can teach how to participate in online forums to provide feedback and opinions.
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- Electronic Surveys: People need to know how to fill out online surveys and provide responses online.
3. Community Reporting and Monitoring:
    - Reporting Apps: Training should teach the use of mobile apps to report project-related issues.
    - Use of Online Platforms: Communities need to know how to use online platforms to monitor project progress.
  4. Data Collection and Analysis:
    - Use of GIS: Training on Geographic Information Systems (GIS) enables communities to understand project site mapping and geospatial data analysis.
    - Use of Monitoring Applications: Training on the use of monitoring applications enables communities to track the physical and financial progress of the project.
  5. Information Management:
    - Training should teach how to access information through village websites, social media, and mobile applications.

## **CONCLUSION**

The district consists of 11 sub-districts, including Kecamatan Wotu. Role of Regional Government and Communities, In the construction of the concrete bridge in Bahari Village, the role of the local government and the community was crucial: Regional Government: Provide support in the form of materials, equipment, and ensure land rights and access roads are connected. Engage local labour not only in construction but also in long-term maintenance.

The role of schools and formal education in teaching digital literacy to the younger generation is very important. In the increasingly advanced digital era, digital literacy has become a very relevant skill that every individual must have.

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