

EXPLORING COMMUNITY VIEWS ON DEVELOPMENT STORIES

SURVEY QUESTIONNAIRE

APPROVAL SHEET

We at Communication for Change invite you to participate in a survey that aims to assess several stories about the economic situation. Your participation in this study is entirely voluntary and you can withdraw at any time. As per the terms of the online survey service provider where you are registered, this survey is completely anonymous; hence, we will not be able to know your personal identity. The survey will take approximately 25 minutes. You will be compensated for the time you have given to participate in the survey. Based on our assessment, there is no risk of harm in participating in this survey.

Do you agree to participate in this interview? If you select "Yes", then we assume that you have read and understood this consent form.

1. Yes
2. No ☐ Terminate survey

SECTION ID: IDENTIFICATION AND DEMOGRAPHICS

ID01	<p>Province where you live</p> <p>PROGRAMMER'S NOTE: MAKE THIS A DROP DOWN OPTION</p>	<div> <div>1. Aceh</div> <div>2. North Sumatra</div> <div>3. West Sumatra</div> <div>4. Riau</div> <div>5. Jambi</div> <div>6. South Sumatra</div> <div>7. Bengkulu</div> <div>8. Lampung</div> <div>9. Bangka Belitung</div> <div>10. Riau Islands</div> <div>11. Jakarta</div> <div>12. West Java</div> <div>13. Central Java</div> <div>14. Yogyakarta</div> <div>15. East Java</div> <div>16. Banten</div> <div>17. Bali</div> <div>18. West Nusa Tenggara</div> <div>19. East Nusa Tenggara</div> <div>20. West Kalimantan</div> <div>21. Central Kalimantan</div> <div>22. South Kalimantan</div> <div>23. East Kalimantan</div> <div>24. North Kalimantan</div> <div>25. North Sulawesi</div> <div>26. Central Sulawesi</div> <div>27. South Sulawesi</div> <div>28. Southeast Sulawesi</div> <div>29. Gorontalo</div> <div>30. West Sulawesi</div> <div>31. Maluku</div> <div>32. North Maluku</div> <div>33. West Papua</div> <div>34. Southwest Papua</div> <div>35. Papua</div> <div>36. South Papua</div> <div>37. Central Papua</div> <div>38. Papua Mountains</div> </div>
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ID02	Which one better describes where you live right now?	<ol style="list-style-type: none"> 1. Urban 2. Rural
ID03	Sex/gender	<ol style="list-style-type: none"> 1. Male 2. Female 3. Others 4. Choosing not to tell
ID04	Age PROGRAMMER'S NOTE [Min and max= 18-64][terminate the one not in range]	
ID05	Marital status	<ol style="list-style-type: none"> 1. Not married 2. Married/living with a partner 3. Separation/divorce (dead or alive)
ID06	Highest level of education you completed	<ol style="list-style-type: none"> 1. Never finished school/lower than elementary school 2. Elementary school or equivalent 3. Junior high school or equivalent 4. High school or equivalent 5. D1/D2/D3/D4/S1/S2/S3
ID07	Activities you did the most in the past week PROGRAMMER'S NOTE [Single Select]	<ol style="list-style-type: none"> 1. Working/business/entrepreneur/self-employed/looking for work 2. School 3. Housekeeping 4. Idle 5. Other, please specify__

SECTION RT: HOUSEHOLD CHARACTERISTICS

RT01	What is the gender of your head of household?	<ol style="list-style-type: none"> 1. Male 2. Female 3. Don't know/can't tell
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RT02	Is anyone in your household currently or has ever been a recipient of social assistance from the government?	1. Currently receiving social assistance 2. Have received social assistance, but no longer 3. Never received social assistance
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		a	b	c
		Younger than 15 years old	15-64 years old	Older than 64 years old
RT03	Number of household members living with you by age group (including yourself). If there is no one from that age group, enter 0 PROGRAMMER'S NOTE [Range[0-25]			

RT04	Which of the following items do you currently have or use in your home or neighborhood? You can select more than one answer. PROGRAMMER'S NOTE: Implement multiple responses per row. However, if a respondent chooses "None," they cannot select the other columns.	None	Owned/used for personal use	Shared ownership/use at home	Shared ownership/use in the neighborhood
a	TV				
b	Parabola/Cable TV				
c	Radio				
d	Mobile				

e	Internet connection				
f	Newspaper/magazine				

SECTION CB: DEVELOPMENT STORY

We ask you to read the following story carefully before proceeding with the questions.

PROCEDURE:

Show stimulus: [Final stimulus](#)

This is the experimental section of the survey. Split the sample into six groups. Randomly assign the sample into six groups. Limit groups 1 – 5 to 630 respondents each and allocate the rest, 850 respondents, to group 6 (control).

Show the stimulus to groups 1 - 5. Group 6 receives a placebo stimulus and then skips ahead to CB05. Each group will only have to read one stimulus. The stimulus must be shown on a single page. They can click the following button once they are ready to continue the survey.

PROGRAMMER'S NOTE:

- 1) CB01-CB04 FOR TREATMENT GROUP ONLY (GROUP 1 - 5)
- 2) THE ORDER OF ANSWER OPTIONS FOR CB01A-CB01E SHOULD BE RANDOMIZED

CB01A	<p>PROGRAMMER'S NOTE: ONLY FOR GROUP 1 RECEIVING STIMULUS 1</p> <p>What do you think is the main message of the short text you just read?</p>	<ol style="list-style-type: none"> 1. Economic inequality occurs because decisions made by the government tend to favor those who are already rich or powerful. 2. Economic inequality is normal, and people should be patient in waiting for the benefits to reach them. 3. Economic inequality occurs because of different efforts and abilities. 4. Economic inequality occurs due to environmental damage that causes drought, so some farmers cannot harvest.
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CB01B	PROGRAMMER'S NOTE: ONLY FOR GROUP 2 RECEIVING STIMULUS 2 What do you think is the main message of the short text you just read?	<ol style="list-style-type: none"> 1. Development must ensure progress for all without compromising the environment or the lives of citizens. 2. The sacrifice of some citizens or the environment is a natural consequence of development that is necessary to achieve economic growth. 3. Development will always have a negative impact on the environment and people's lives, so it is better not to do it at all. 4. Economic growth should be prioritized now; environmental impacts can be addressed later after the economy develops.
CB01C	PROGRAMMER'S NOTE: ONLY FOR GROUP 3 RECEIVING STIMULUS 3 What do you think is the main message of the short text you just read?	<ol style="list-style-type: none"> 1. Development is not just about physical infrastructure, but also about building a quality society. 2. Development is about building physical infrastructure that can attract investors and make it easier for citizens to fulfill their basic needs. 3. A developed country should be measured by the splendor of its infrastructure. 4. Infrastructure development is more important than moral development because the results are immediately visible and can be enjoyed by the community.
CB01D	PROGRAMMER'S NOTE: ONLY FOR GROUP 4 RECEIVING STIMULUS 4 What do you think is the main message of the short text you just read?	<ol style="list-style-type: none"> 1. The government is the people who are elected by the people to be the stewards of the citizens. 2. The government is the ruler and leader who knows what is best for development.

		<ol style="list-style-type: none"> 3. The government is the regulator and supervisor of the lives of citizens, so that there is security and order, which is the main requirement for development. 4. Public criticism and protests to the government will slow down development.
CB01E	PROGRAMMER'S NOTE: ONLY FOR GROUP 5 RECEIVING STIMULUS 5 What do you think is the main message of the short text you just read?	<ol style="list-style-type: none"> 1. Not all citizens have the same capital or opportunities to earn a living or improve their lives. 2. Each person's initial capital in life is different, but as long as they are willing to work hard, everyone has the same opportunity to make a living or improve their dignity. 3. Government assistance to the disadvantaged creates unfairness in economic competition. 4. Each individual must be able to rely on themselves, not on government assistance.

PROGRAMMER'S NOTE: AFTER RESPONDENTS ANSWERED CB01, THEY CAN RETURN TO THE STIMULUS PAGE IF THEY WISH

CB02	What did you feel after reading the text? Please choose two answers that best describe you. PROGRAMMER'S NOTE: LIMIT THE ANSWERS TO TWO	<ol style="list-style-type: none"> A. Anger B. Anxiety C. Disgust D. Fear E. Sad F. Happy G. Calm H. Longing I. Hopeless/powerless
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CB03A	<p>PROGRAMMER'S NOTE: ONLY FOR GROUP 1 RECEIVING STIMULUS 1</p> <p>Regardless of whether you agree or disagree, which sentence resonates with you the most?</p>	<ol style="list-style-type: none">1. What is the point of Indonesia continuing to develop if only a few people get to experience the results?2. All this time, the benefits of development have not reached all citizens. Those who enjoy it are the rich and powerful. Those at the bottom are still not prosperous.3. The government should improve the distribution of development benefits. The government must ensure that the benefits can be enjoyed by all Indonesians.4. If the government can improve the distribution of development benefits, then all levels of society can thrive and improve their standard of living wherever they are.
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CB03B	<p>PROGRAMMER'S NOTE: ONLY FOR GROUP 2 RECEIVING STIMULUS 2</p> <p>Regardless of whether you agree or disagree, which sentence resonates with you the most?</p>	<ol style="list-style-type: none"> 1. What is the point of Indonesia developing but there are so many people victimized? 2. For the sake of development, forests are deforested. For the sake of development, many people lose their homes or livelihoods. This is not progress, but regression. 3. We might be able to get good jobs if many factories and mines are built by destroying forests. But what good is it if we get sick from pollution? How will our children fare in the future if there are frequent floods or landslides? And if someone else is evicted today, what guarantee that we won't be evicted too? 4. The government should ensure that no one's life or the environment is sacrificed for the sake of development.
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CB03C	<p>PROGRAMMER'S NOTE: ONLY FOR GROUP 3 RECEIVING STIMULUS 3</p> <p>Regardless of whether you agree or disagree, which sentence resonates with you the most?</p>	<ol style="list-style-type: none"> 1. What is the point of having flyovers and magnificent buildings like the developed countries, if the quality of our human resources is still lagging behind? 2. The quality of human resources improves if the quality of our education improves. Consequently, school graduates are able to solve problems and make innovations, have discipline, and can work with others. 3. Qualified human resources have wider job opportunities. They can also open jobs in many places. Meanwhile, the benefits of flyovers and magnificent buildings are only enjoyed by people in big cities. 4. The government should reduce waste in building physical facilities to increase the budget for education, research, and culture.
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CB03D	<p>PROGRAMMER'S NOTE: ONLY FOR GROUP 4 RECEIVING STIMULUS 4</p> <p>Regardless of whether you agree or disagree, which sentence resonates with you the most?</p>	<ol style="list-style-type: none">1. Why do we still doubt the government that has held the people's mandate?2. The government is the only entity in power because it has been elected by the people. This means that the government has the full authority to lead and make decisions for all the people.3. The government has the right to set rules, enforce laws, and take actions that it deems necessary in the interest of the country, even if it is sometimes against the wishes of some people.4. People can submit ideas or complaints. However, the final decision remains in the hands of the government.
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CB03E	<p>PROGRAMMER'S NOTE: ONLY FOR GROUP 5 RECEIVING STIMULUS 5</p> <p>Regardless of whether you agree or disagree, which sentence resonates with you the most?</p>	<ol style="list-style-type: none"> 1. They say Indonesia guarantees the welfare of all its citizens, but why is the fate of the rich and poor so different? 2. From the womb, children from poor families are left behind. During pregnancy, mothers do not receive good health and nutrition services. When the children grow up, the family cannot afford to send them to a good school. They also tend to drop out of school. As adults, they cannot get a decent job, so they and their descendants remain poor. 3. In contrast, children from a wealthy family are guaranteed a good life from the womb. Their mothers are healthy, their neighborhoods are clean and safe, and they can go to school until they graduate. As adults, they can get good jobs so that their economic conditions can continue to improve. 4. The government should improve the coverage and quality of health, education, and social services. So that children from rich and poor families can have equal opportunities to live prosperous lives.
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CB04	<p>How much do you agree or disagree with the statement?</p> <p>PROGRAMMER'S NOTE: Please display the selected statement from the previous question (CB03) here. This will allow the respondent to re-read the selected statement.</p>	<p>1</p> <p>Strongly disagree</p>	<p>2</p> <p>Disagree</p>	<p>3</p> <p>Slightly disagree</p>	<p>4</p> <p>Slightly agree</p>	<p>5</p> <p>Agree</p>	<p>6</p> <p>Strongly agree</p>
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PROGRAMMER'S NOTE: THE REST OF THE QUESTIONS ARE FOR ALL RESPONDENTS.

CB05	<p>What do you think the government's development goals should be? Choose at most 3 answers.</p> <p>PROGRAMMER'S NOTE: THE ORDER OF THE ANSWER OPTIONS IS RANDOMIZED</p>	<ul style="list-style-type: none">A. Making Indonesia a developed countryB. Make Indonesia a country that is respected by other countriesC. Increase the income or economic capability of all citizensD. Fulfill basic daily needs for residentsE. Advancing the quality of human resourcesF. Encouraging people to make decisions about their lives democraticallyG. Erecting infrastructure and facilities for public useH. Provide equitable and quality basic services (education, health, social assistance)I. Advancing underdeveloped regionsJ. Enable Indonesians to achieve the important things of their choice.K. Ensure fairness for all citizens in rights, opportunities, and the lawL. Ensuring the next generation has a better life
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CB06	<p>A country is experiencing rapid economic growth. Which of the following people are most deserving of government support?</p> <p>PROGRAMMER'S NOTE: THE ORDER OF THE ANSWER OPTIONS IS RANDOMIZED. Respondents to rank the eight options.</p>	<ol style="list-style-type: none"> 1. People with capital 2. People in power 3. People with extensive connections 4. People who work diligently 5. People who are good at seizing opportunities 6. People who don't give in to circumstances 7. People who are poor or underprivileged 8. People living in underdeveloped areas
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CB07	How much do you agree or disagree with the following statements?	1	2	3	4	5	6
a	If people's economic conditions are good, we can reduce dependence on economic activities that damage or pollute the environment.						
b	The government may relocate people in order to build public facilities for the public interest (e.g. roads, reservoirs, power plants) provided that the government provides replacement housing.						
c	We as citizens should not just accept the government's decision						
d	It is natural that there are differences in wealth within society						
e	Laws and rules made by the government determine the chances of people succeeding.						
f	The choices the government makes determine who is in power in our economy						
	Scale description	<ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Slightly disagree 4. Slightly agree 5. Agree 6. Strongly agree 					

CB08	How far do you agree that the following words describe what the role of government should be?	1	2	3	4	5	6
a	Ruler						
b	Rule makers and supervisors						
c	Leader						
d	Manager						
e	Referee						
	Scale description	<div> <div>1. Strongly disagree</div> <div>2. Disagree</div> <div>3. Slightly disagree</div> </div> <div> <div>4. Slightly agree</div> <div>5. Agree</div> <div>6. Strongly agree</div> </div>					

CB09	<p>Are there other words that can describe the role of government besides the ones mentioned above? You can choose more than one answer</p> <p>PROGRAMMER'S NOTE: MULTIPLE RESPONSES. IF RESPONDENT CHOOSES "Tidak ada", THEY CANNOT CHOOSE ANYTHING ELSE</p>	<p>A. None B. Bully C. Parents D. Community Servant E. Protector F. Promise Holder G. Judge H. Decision Maker I. Mediator J. Protector K. Owner L. Executor M. Representative of the people N. Extortionist O. Criminals P. Community model Q. Others, please specify__</p>
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CB10	How much of a role do you think each of the following plays in influencing the economy in Indonesia?	1 No role	2 Little role	3 Quite a role	4 Play a big role	5 Play a very big role
a	Laws and rules					
b	Human nature					
c	World events					
d	Fate					

SECTION DK: POLICY SUPPORT

PROGRAMMER'S NOTE: THE ORDER OF THE QUESTIONS IS RANDOMIZED

	Give us your thoughts on some of these policy ideas	1 Strongly oppose	2 Against	3 Neither oppose nor support	4 Support	5 Very supportive
DK01	Fuel and electricity price hikes accompanied by cash transfers to all, not just the poor					
DK02	A larger government budget for the development of a mass, integrated, and environmentally friendly public transportation system					
DK03	Greater government budget for the development of green technology and renewable energy					
DK04	Residents who are displaced due to infrastructure development projects benefit from the utilization of the infrastructure					
DK05	Subsidies for energy-efficient homes and buildings					

DK06	Greater value of social assistance					
DK07	Broader coverage of social assistance recipients, even for the middle class					
DK08	Higher motor vehicle tax					
DK09	Subsidize industries to switch to green technology and energy					
DK10	The government provides financial assistance for people who have recently lost their jobs					
DK11	Clearing forest land for agriculture or plantations, even for the purpose of producing petroleum substitute fuels (such as biofuels/bioethanol)					
DK12	Clearing forest land for settlement development					
DK13	Clearing forest land for infrastructure development					

SECTION MD: FUTURE SCENARIOS

PROGRAMMER'S NOTE: THIS IS A CONJOINT ANALYSIS. READ THE PROGRAMMING INSTRUCTION HERE: [Conjoint analysis survey programming instruction](#)

We'll show you a few pairs of scenarios. Each one shows a possible future. We ask you to choose the scenario you prefer to live in.

Attributes	Level
Improvement of economic conditions	<ul style="list-style-type: none">A. The incomes of the rich rose the most, while the incomes of others rose only modestlyB. The incomes of the poor or near-poor rose the most, while the incomes of the middle and upper classes rose only modestly.C. All levels of society experienced modest increases in income, but no one became poorer
The rights of others	<ul style="list-style-type: none">A. In order to build something that will benefit many people in the future, no group should be displaced or lose their livelihood, even if there is commensurate compensation.B. To build something that will benefit many people in the future, residents should not only be compensated appropriately, but also financially benefit from what is built.C. In order to build something that will benefit many people in the future, it is natural that there are residents who are forced to be evicted or lose their livelihoods, as long as there is commensurate compensation.
Environmental preservation	<ul style="list-style-type: none">A. There should be no destruction of the environment at all, even if it is to build something that will benefit many people in the future.B. It is acceptable to destroy the environment to some extent, as long as it is to build something that will benefit many people in the future.
Citizen participation	<ul style="list-style-type: none">A. Citizens are comfortable and free to actively provide input, ask questions, or submit complaints to the government, so that development programs can take place more carefully.B. After voting in the election, citizens give trust and discretion to the government, so that development programs can take place more smoothly and quickly.

SECTION TD: PERSONAL AND COLLECTIVE ACTION**PROGRAMMER'S NOTE:** THE ORDER OF THE QUESTIONS IS RANDOMIZED

	Give your opinion on the following questions		
TD01	How much can we as a society do right now to create an economy that meets everyone's needs?	1. None at all 2. A little 3. Medium 4. Many 5. Very much	
TD02	How much can members of the public do right now to force the government to take steps to create an economy that meets everyone's needs?	1. None at all 2. A little 3. Medium 4. Many 5. Very much	
TD03	How optimistic or pessimistic do you feel right now that the public can make the government take major steps to improve the economy?	1. Very pessimistic 2. Pessimistic 3. Somewhat pessimistic 4. Not pessimistic	5. Not optimistic 6. Somewhat optimistic 7. Optimistic 8. Very optimistic
TD04	How much obligation does our society have to ensure that everyone has the opportunity to succeed?	1. No obligation 2. Small liabilities 3. Medium liability 4. Large liabilities 5. Liability is huge	
TD05	How much responsibility does our society have to ensure that everyone can live a good life?	1. No responsibility 2. Little responsibility 3. Medium responsibility 4. Big responsibility	

		5. Massive responsibility
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SECTION NP: PARENTING VALUES

	According to you, which attitudes or behaviors are more important for a child to have	
NP01	1) Independent	2) Respect for elders
NP02	1) Compliant	2) Can rely on himself
NP03	1) Have good manners	2) Care/sensitivity to others
NP04	1) Curiosity	2) Friendly and pleasant behavior
NP05	1) Emphasizing freedom	2) Behave respectfully towards others
NP06	1) Orderly	2) Ability to imagine
NP07	1) Able to adjust	2) Discipline
NP08	1) Faithful	2) Willing to accept other people's arguments or criticisms

SECTION SB: SOCIAL BIAS

	Here are some sentences about personal attitudes and behaviors. We ask you to determine if these sentences truly describe you.	Correct	Wrong
SB01	Sometimes it's hard for me to work if I'm not encouraged.		
SB02	Sometimes I feel upset when I don't get what I want.		

SB03	On several occasions, I gave up on doing something because I underestimated my own abilities.		
SB04	There were times when I felt like rebelling against people in power or authority, even though I knew they were right.		
SB05	Whoever I talk to, I'm always a good listener.		
SB06	There were times when I took advantage of others.		
SB07	I am always willing to admit mistakes when I make them.		
SB08	Sometimes I choose revenge over forgiving and forgetting.		
SB09	I've always been polite, even to unpleasant people.		
SB10	I never feel upset when others express thoughts that are very different from mine.		
SB11	There are times when I am quite jealous of other people's good fortune.		
SB12	I sometimes get annoyed with people who ask me for favors.		
SB13	I have never intentionally said something that hurt other people's feelings.		