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The Influence of Employee Understanding on Public Policy and Cohesiveness towards a Green City

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The objective of this research is to discover the effect of employee understanding of public policy and cohesiveness on a Green City. An ex post facto method has been used by selecting 8 samples for each cell. Reliability of employee understanding of public policy was .839, and Green City was .893. Data is analysed by two-way ANOVA. The research results reveal that there are significant differences between those employees who understand public policy compared to those whose understanding is low. Moreover, there is significant interactive effect between employee understanding of public policy and cohesiveness regarding Green City. It could be concluded that the employment management employment which perceived the implementation of employee understanding of public policy as high instead of low is not always more effective compared to employee understanding of low public policy in affecting jobs to be greener, depending on mostly high or low cohesiveness.

Keywords: *Employee understanding of public policy, Cohesiveness, and Green City.*

Introduction

Within an organisational framework, an environmental management system is needed to monitor and review on an ongoing basis so that it can provide effective input into environmental management caused by internal and external factors. The responsibility for achieving better environmental improvement rests in all aspects of the organisation.

The virtue of using the concept of environmental management in government agencies is to minimise environmental problems. The aim is to improve the efficiency of environmental

management by providing an assessment of environmental performance in terms of financing (*environmental costs*) and *economic benefits* (*economic benefits)*.. Inaddition, there is growing awareness of environmentally friendly employees towards *green city*, which enables realisation of sustainable development (*sustainable development).*

In the future, the development of infrastructure in Indonesian cities will face increasingly complex problems, which is not only to support the economy, but also maintain the support of the surrounding environment. Infrastructure development is not the only solution, but it can create a source of problems if urban areas become increasingly dense, coupled with the population and urban growth in Indonesia which has changed greatly during the past 30 years ago and has become unmanageable and less organised (*urban sprawl)*..

During the 1980s, the urban environment has become one of the most important issues that has received significant attention from development agents both in terms of quality and maintenance. According to Kivel, "the urban environment is correlated with urban space / land which at that time was only in the form of parks and city streets that are exclusive in nature, eventually in the 1990's it began to be known publicly which then raised many urban-related issues" (Kivel, 1993).. This condition is closely related to infrastructure development in large Indonesian cities, especially Jakarta, which has tended to be oriented towards economic growth.

Dardak (2009) also maintains that "the growth of Indonesian cities has reached a saturation point which is very difficult be repaired (*the point of no return)."* Therefore, social, economic and ecological problems are a result of the effect of development which results in reducing the carrying capacity of the increasingly damaged city environment resulting in inefficient use of resources so that in general the living standards of city employees are low.

Green city (city of green) by Wildsmith (2009) also states that a *sustainable* or ecology-based *city*, is one that designs its development considering environmental aspects, so that its functions and uses can be sustainable. Wildsmith (2009), Mori and Christodoulou (2011) translate *green city* as a sustainable city, that is, it carries out its development based on the principle of justice between present and future generations. Consequently, Green City (G*reen City)*, has a number meanings including *sustainable city* (sustainable city), *eco-city* (ecology-based city) and environmentally friendly city.

The emergence of the proposal to create a *green city* due to the strategic meaning that is based on several factors, such as the existence of very rapid development of the city and resulting in a variety of urban problems including congestion, flooding, slums, social inequalities and the absence of green open space. Lately, urban problems are increasing due to the phenomenon of global warming, which requires us to think more carefully about

producing ideas that can be made into comprehensive regulations and programs as an effective response to global warming.

An important component of maintaining environmental quality is employee behaviour. Lack of care in protecting and caring for the environment and bad habits that are crucial factors in influencing environmental sustainability. If the trend continues, it will have an impact on both physical and psychological employee health . Therefore,these environmental problems have become an integral part of developmental policy issues. In an attempt to tackle environmental problems that are increasingly concerning, various efforts have been made at the local, national and global regional cooperation level to raise awareness and create concrete steps in facing a promising future, one of which is the concept of sustainable development.

Through national development is inseparable from the activities of government organisations, industry, trade and offices. There are various office activities , many of which use electricity and water and produce waste which has a negative impact on the environment. In an effort to prevent and minimise the impact of environmental quality degradation, environmental care is needed which is raised by realising pro-environmental behaviour (*pro-environmental behaviour)* that should be completed by employees.

Literature Review

Green City

The concept of Green city has recently began to be applied in various Indonesian cities . The use of the concept of green city has been agreed at a UN meeting to commemorate World Environment Day with the theme "*Green Cities: Plan for the planet"* in 2005, which was attended by 100 governors and mayors from various countries held in San Francisco, United States. The declaration of the concept of a green city for urban development is one of the challenges in the current problems of global warming and climate change . Some definitions of green city include:

a. Green city is an urban development concept that not only promotes the development of green open space (RTH), but also that of city development that creates a healthy, ecological and environmentally friendly city (Ernawi, in BKPRN, 2012).
b. According to DeKay and McClean of *Green Vision Studio's College of Architecture and Design at the University of Tennessee,* the concept of a green city encompasses a number of concepts regarding transforming existing ideas into new innovations that create a sustainable and environmentally friendly city..

c. The concept of a green city has a zero emission plan, is free of landfill waste and promotes various types of renewable energy while building and improving the city environment, growing into a post-industrial city centre (Lehmann, in Sholekah 2012).

In his book, *Ecological Intelligence: The Coming Age of Radical Transparency*, Goleman explains that so many products that are labeled "*green"* are nonsense, and highlight human inconsistencies in responding to the ecological crisis. According to Goleman, products labelled "*green"* are actually classified as *greenish* (greenish) - that is *"draped with the appearance of ecological merit*," decorated with an appearance that seems environmentally friendly (Goleman, 2009).

According to Goleman, our passion for everything environmentally friendly represents *a transitional stage*, which is *"a dawning of awareness of ecological impact but one that lacks precision, depth of understanding and clarity," that is* the emergence of awareness of ecological impacts which are still lacking in terms of accuracy, depth of understanding and clarity.

Generally what is heralded as "green" is in fact only a fantasy or something exaggerated. Current standards of "greenness" might later be considered eco-myopia *(eco-myopia)*m that is a shallow view of the environment. Goleman argues: *"Green is a process, not a status - we need to think of "green" as a verb, not an adjective. Such a semantic shift helps us focus better on greening."*

In *Hot, Flat, and Crowded: Why We Need Green Revolution*, Friedman also emphasizes that "green" is no longer a fad, lip service or something considered to be good .... Now "green" is a way to grow, build, design, produce, work and live for the better (Friedman, 2009). According to the author "green" means moving from small talk to more meaningful conversation, from something chosen to a a necessity, from a fad to a strategy to win, from an unsolved problem to a great opportunity.

Goleman explains why humans as buyers do not know anything about the hidden effects of the goods and services we use. Buyers are also victims of the unavailability of information about adverse effects arising from the production, shipping, packaging, distribution and disposal of purchased goods . However, now the power is in the hands of buyers rather than sellers, as a new generation of technology provides us with information about the ecological facts of various products.

The author calls it *radical transparency*, which means tracing each significant impact of a product, from manufacturing to disposal - not only carbon footprints and other effects , but also biological risks, including the consequences for workers who make - then summarise

the impacts. This is pertinent for buyers who will determine what to buy. This radical transparency enables consumers to make smarter purchasing decisions and will encourage companies to rethink and renew their business that will lead us to a new era of competitive advantage.

Goleman reveales that: *"[it is] the sense in which we can, together become more intelligent about the ecological impacts on how we live - and how ecological intelligence, combined with marketplace transparency can create a mechanism for positive change.'* It also impact on the ecology of the human way of life - and how ecological intelligence, together with market transparency can create a mechanism for positive change.

Wildsmith (2009) states that a *green city* has a balanced ecosystem condition so that its functions and benefits are sustainable. It is response for the issue of climate change through adaptation and mitigation . In the development of a Green City, it is also intended that the urban population take the initiative and cooperate in making changes and creating movements combined with all elements of t city stakeholders.

The embodiments of the green city are detailed elaborate in the eight attributes of green cities: (1) planning and designing cities that are environmentally friendly *(Green Planning and Design)*, (2) the availability of green open space *(Green Open Space)*, (3) efficient energy consumption *(green energy)*, (4) effective water management *(green water)*, (5) waste management with the principles of the 3Rs *(green waste)*, (6) energy-saving building or green building *(green building)*, (7) the application of a sustainable transport system sustainable *(green Transportation)*, and (8) an increase in the role of an employee as a member of the green community *(green community)*.

This concept is consistent with the approaches presented by Hill, Ebenezer Howard, Pattrick Geddes, Alexander, Lewis Mumford,and Ian McHarg. The implication of the aboveapproaches is to avoid the development of undeveloped areas . This emphasis+es the need for urban development plans and new cities that pay attention to local ecological conditions and minimise the detrimental effects of urban development, furthermore ensuring city development which organically creates local natural assets. There are 8 criteria for the concept of *Green City* concept including:

a) City development must comply with applicable laws, such as Law 24/2007: Disaster Management (Green cities must be disaster alert cities), Law 26/2007: Spatial Planning, Law 32/2009: Environmental Protection and Management, etc.
b) *Zero Waste* concept (Integrated waste management, nothing is wasted).
c) *Zero Run-off* concept (All water must be able to be absorbed back into the ground, the concept of ekodrainase).

d) Green Infrastructure (available pedestrian lanes and bicycle lanes).
e) Green Transportation (the use of mass transportation, environmentally friendly renewable fuel, encouraging the use of non-motorised transportation - walking, cycling, delman / dokar / horse cart, pedicab.
f) Green Open Space with an area of 30% of the city area (Public green space 20%, Private green space 10%)
g) Green Buildings
h) Employee Participation (Green Community)

A conceptually Green City (*Wild City*) according to Wildsmith (2009), is also referred to as a *sustainablecity* or an *eco-city***,**which is a city that in carrying out development is designed with the environment in mind so that its functions and benefits can be sustainable. .Similar to Wildsmith (2009), Mori and Christodoulou (2011) define a green city as a sustainable city, which in doing its construction is based on justice between current and future generations.

Previously Roseland (1997) in Rushayati (2012) defined a *green city* as an *eco-city*, an ecology-based city with efforts such as: (1) land use management that takes into account the need for green space and the comfort of settlements and areas near transportation, (2) paying attention to environmentally friendly transportation, (3) rehabilitate the damaged urban environment, (4) support greening, (5) socialise waste recycling, (6) create social justice by providing opportunities for women and people with disabilities, (7) encourage ecology-based economic growth, (8) saving the use of natural resources and (9) increase environmental awareness through environmental education activities.

Employee Understanding About Public Policy

According to Bloom (1956) cognitive learning includes six levels: knowledge, understanding, application, analysis, synthesis and evaluation. This is mentioned in *Taxonomy of Educational Objectives*": "As taxonomy is now organised, it contains six job class: 1.00 Knowledge, 2.00 Comprehension, 3.00 Application, 4.00 Analysis, 5.00 Synthesis, 6.00 Evaluation." Bloom chooses the term comprehension because according to him: "Here we are using the term "comprehension" to include those objectives, behaviours, or responses which represent an understanding of the literal message contained in communication." Activities or behaviours measured in comprehension include Translation, Interpretation , and Extrapolation.

ACBE (Advancing Academic Quality in Business Education Worldwide), *Bloom's Taxonomy of Educational Objectives and Writing Intended Learning Outcomes Statements* explains the comparison of the following concepts: Bloom's original 1956 Taxonomy of Educational Objectives identified: " .... **Comprehension** - The ability to grasp

the meaning of previously-learned material; this may be demonstrated by translating material from one form to another, interpreting material (explaining or summarising) or by predicting consequences or effects."

On the other hand, the revised Bloom's Taxonomy entitled *A Taxonomy for Teaching, Learning, and Assessment* by Krathwohl and Lorin Anderson, identifies: ".... **Understanding -** Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarising, inferring, comparing and explaining."

The following describes the concept of understanding based on*The revised Bloom's Taxonomy*, Anderson, Lorin W. & Krathwohl, David R. (2001): Revised Bloom's Taxonomy (RBT) the use of 25 verbs that create collegial understanding of student behaviour and learning outcomes.

Table 1: The Cognitive Dimension Process Level 2 – C2

Categories & Cognitive Processes	**Alternative Names**	**Definition**
Understanding		**Construct meaning from instructional messages, including oral, written, and graphic communication**
Interpreting	Clarifying Paraphrasing Representing Translating	Changing from one form of representation to another
Exemplifying	Illustrating Instantiating	Finding a specific example or illustration of a concept or principle
Classifying	Categorising Subsuming	Determining that something belongs to a category
Summarizing	Abstracting Generalising	Abstracting a general theme or major point(s)
Inferring	Concluding Extrapolating Interpolating Predicting	Drawing a logical conclusion from presented information
Comparing	Contrasting Mapping Matching	Detecting correspondence between two ideas, objects, and the like
Explaining	Constructing models	Constructing a system's cause and effect model

Sources: Anderson, Lorin W. & Krathwohl, David R. (2001). *A Taxonomy for Learning, Teaching and Assessing: a Revision of Bloom's Taxonomy*. New York. Longman Publishing.

On the other hand, . Bloom (1956) already mentioned comprehension (Comprehension) as the behaviour of individuals to translate, interpret or interpret, conclude or extrapolate (take into account) concepts using words or other symbols of their own choosing. As the review maintains: "Here we are using the term "comprehension" to include those objectives, behaviours or responses which represent an understanding of the literal message contained in communication."

It is also revealed that: :"The communication may be in oral or written form, in verbal or symbolic form, or, if we allow a relatively broad use of the term""communication" ...
In Bloom's (1956) description, it is stated that there are three types of understanding behaviour which include translation, interpretation , and extrapolation. Translation is described as follows:

Firstly translation means that an individual can put communication into other languages, other terms, or into other forms of communication. It will usually involve giving meaning to various parts of communication, taken in isolation, although such meanings may in part be determined by the context in which the ideas appear.
In the above context, Bloom provides an illustration of the activities of translating (translation) as:

1. *Translation from one level of abstraction to another,* , translates from a simple to an abstract level, including technically translating a problem, decision or compilation of abstract words from concrete language , a long communication section becomes more concise or abstract , or summarising a thought process such as a general principle by giving illustrations or examples.
2. *Translation from symbolic form to another form, or vice versa*, which translates relationships expressed in symbolic form, including illustrations, maps, diagrams, graphs, mathematical formulas into oral form.
3. *Translation from one verbal form to another*, which translates from a form of spoken language into another form, for example translating statements in an unusual form such as figures of speech, symbolism, irony or excessive statements into standard language, including interpreting certain words such as poetry or poetry within the context of language.

According to Bloom (1956) :

"The second type of behaviour consists of interpretation which involves dealing with communication as a configuration of ideas the comprehension of which may require reordering of ideas into a new configuration. This also includes thinking about the relative importance of ideas, their interrelationshis and their relevance to the generalisations implied in the original communication. Evidence of interpretation of behaviour may be found in inferences, generalisations or summaries …"

As seen from Anderson's opinion, JE (2003) reveals: "In general usage, the term policy designates the behaviour of some participants, such as officials, governmental agencies or legislature in an area of activity such as public transportation or consumer protection."

According to Heineman and Colleagues (2002),
policies relate to the analysis of decisions in an authority or power where decision making is made. *Policy analysts have remained distant from power centers where policy decisions are made* (Frank Fischer, Gerald J. Miller, and Mara S. Sidney. (Ed.). 2007).

Colebatch, Hoppe and Noordegraaf, Ed. (2010) state: "*Governments recognsze problems and make decisions to bring public authority and resources to bear upon these problems, with 'policy' as the expression of these decisions" is a central concept in the narrative of governing in authoritative and instrumental term.:* " .

In decision making, it is closely related to the authority that influences it. Authority is defined as the actions of participants who influence the interaction of individuals or groups as targets in the policy environment. According to Knoepfel, et. al., (2007): "A *public policy assumes the production of acts or outputs intended to channel the behaviour of groups or individuals. In this sense, our definition of a public policy presupposes the existence of a concrete implementation phase for the measures decided on.*".

In that context, the policy relates to the socio-political system. Easton describes the relationship below:

"Easton's (1953) systemic framework focuses on political activity describing the elements of a social system, the interactions that take place within the system (amongst both individuals and groups), and the environment in which the system is located. Environmental demands and stresses become policy inputs, which are converted within the political system into policy outputs, then fed back into the environment" (in Richard Richardson, Jr. and Mario Martinez. 2009)..

Anderson also agrees: "*Public policies are those developed by governmental bodies and officials (Non-governmental participants and factors may of course influence public-policy development)* (Anderson JE , 2003) .

Institutions with general technical apparatus bring concrete concepts regarding political or employee relations and are supported by the concept of regulation. Lascoumes and Le Gales (2007) states: "*Public policies are often analysed as the result of the interests of interplay or institutional structures.*" As a result:
"A public policy instrument constitutes a device that is both technical and social, that organises specific social relations between the state and those that are addressed according to the representations and meanings they carry. It refers to a particular type of institution, technical device with the generic purpose of carrying a concrete concept of politics / society relationship sustained by the concept of regulation."

The arrangements made in public policy evolve from social processes that involve many participants from formulation, interpretation to debate concerning relevant policy choices. According to Prewitt, Schwandt and Straf, Ed. (2012): " *A Policy is made in many settings. It evolves from a many faceted social process involving multiple participants engaged in assembling, interpreting, and debating which evidence is relevant to the policy choice at hand, and perhaps use that evidence to claim that a particular policy choice is more effective .".*

Meanwhile, according to Anderson (2003) in addition to designating or regulating the behaviour of several participants in terms of policy, it can also be seen revealing what the government chooses to do : "*Public policy may also be viewed as whatever the government chooses to do or not to do.*"

In this last context, Andreson (2003) maintains that "*This definition focuses on what is actually done instead of what is only proposed or intended; differentiating a policy from a decision, which is essentially a specific choice amongst alternatives; and views the policy as unfolding over time."*

By citing Pressman and Wildavsky's view in Sutton and Levinson (2001), Alex (2010) maintains that as a decision policy remains characterised by the consistency and repetition of the behaviour of those who make and comply with the decision. Consistency is reviewed based on the policy hierarchy, which consists of: (1) *policy level* ; in the form of the highest set of laws and regulations; (2) *organisation level,* ,in the form of regulatory decisions by governmental authorities; and (3) *operational level,* in the form of implementing regulations in the lowest units. Therefore, whatever is formulated by the policy at *policy level,* the

implications will reach the *organisational level,* and at the lowest *and operational level* (Sam M. Chan & Emzir, Ed. 2010).

Whereas in Knoepfel et. al. l (2007) explain:

"A public policy is defined as a series of intentionally coherent decisions or activities taken or carried out by various public and sometimes private participants, whose resources, institutional links and interests vary, with a view to resolving what is politically defined as collective in nature in a targeted manner. This group of decisions and activities gives rise to formalised actions of a more or less restrictive nature often aimed at modifying the behaviour of social groups presumed to be at the root of, or able to solve the collective problem (target groups) in the interest of the social groups who suffer the negative effects from the problem in question (final beneficiaries").

Cohesiveness

Cohesiveness is the strength of the group as well as the solidarity and positive feelings of group members towards the group. The success of an organisation is strongly influenced by one's feelings towards the team and motivation to maintain the cohesiveness of its members as stated by Shane and Glinow (2010):

"*Team cohesion refers to the degree of attraction people feel towards the team and their motivation to remain members. It is a characteristic of the team, including the extent to which its members are attracted to the team, are committed to its goals or tasks, and feel a collective sense of team pride.*"

Group cohesiveness increases a sense of ownership of team work and strengthens it. Sebagamana according to Banwo et al., (2015):

"Group cohesion was found to be strong in groups with good performance, likewise in groups with weak performance. Further examination showed that groups with high cohesion consisting of members with higher organisational tenure outperformed groups made up of employees with lower organisational tenure.".

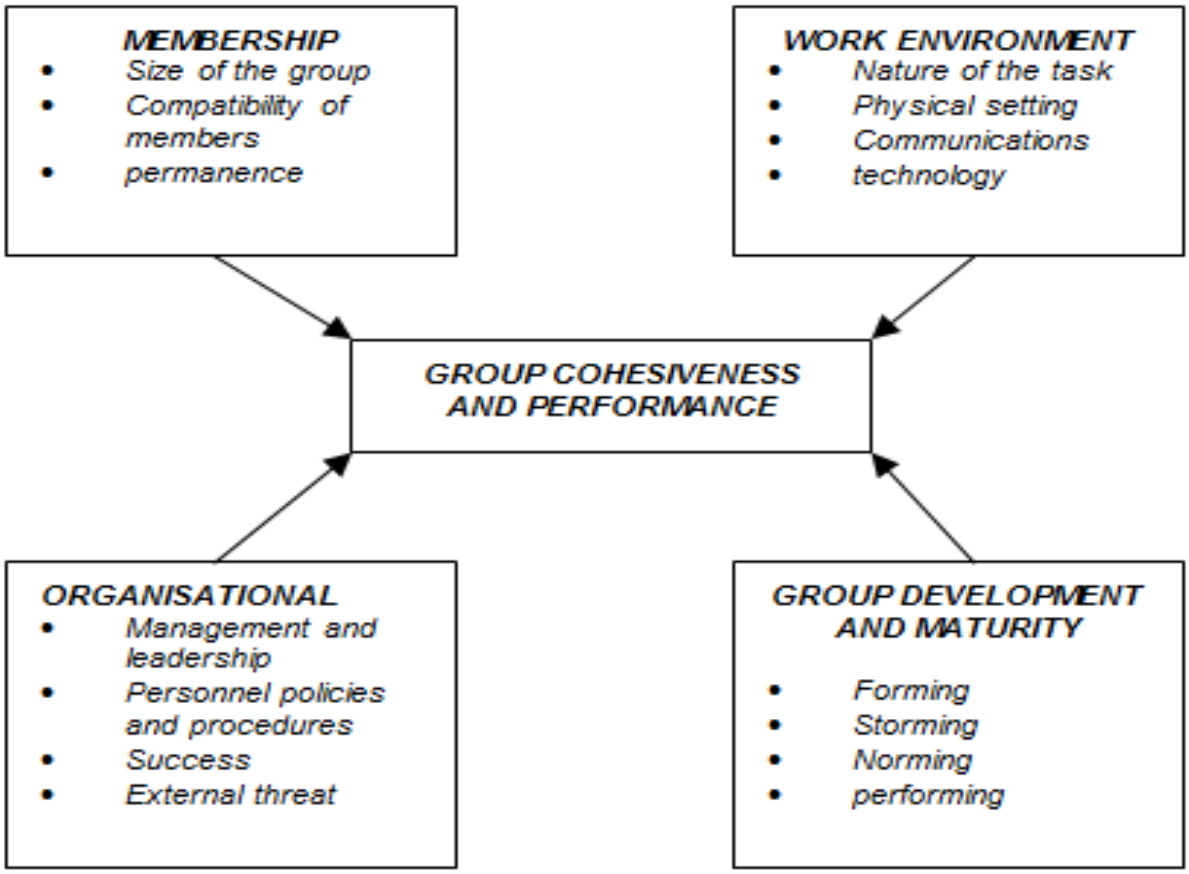
Furthermore, Mullins (2006) states:

Co-operation amongst members is likely to be greater in a united, cohesive group. Membership of a cohesive group can be a rewarding experience for the individual, contribute to the promotion of morale, and aid the release of creativity and energy. Members of a high-morale group are more likely to think of themselves as a group and work together

effectively. Strong and cohesive work groups can, therefore, have beneficial effects for the organisation.

According to Mullins (2006), group and performance cohesiveness contains four categories : 1 *) membership, 2) work environment, 3) organisational, and 4) group development and maturity*. The below diagram indicates the factors that contribute to group cohesiveness and performance:

Figure 1. Factors contributing to group cohesiveness and performance



Sources: Mullins, Laurie J. *Essentials of Organisational Behaviour*. Copyright Licensing Agency Ltd, 90 Tottenham Court Road, London W1T 4LP. 2006. P.271.

Cohesiveness also has its own appeal to provide motivation to the group, as Robbin maintains (2003):"the degree to which members are attracted to each other and are motivated to stay in the group." Similarly, Robbin (2003) states: "effectiveness is important because it has been found to be related to group productivity." .

Productivity derives from team cohesion which enables ideas and motivation to be able to improve quality of life. Shane and Glinow (2010) maintain that "*team cohesion is an*

emotional experience, not just a calculation of whether to stay or leave the team. Team cohesion is therefore associated with identity as part of the team development process." .

Cohesiveness also extends to kinship in family relationships. According to Smith (Sahlins 2013) kinship (kinship) refers to "*Ties of mutuality commonly established through concepts of shared blood, shared land, shared exchange and / or shared ancestors who once behaved as mutual people.*

The relationship of *cohesiveness* with *productivity* can be described according to Robbin as follows:

Table 2. association between *Cohesiveness* with Productivity

		High	*Low*
Alignment of group and organization	*High*	*Strong increase in productivity*	*Moderate increase in productivity*
	Low	*Decrease in productivity*	*No Significant effect on productivity*

Sources: Robbin, Stephen P. *Essentials of organszational behaviour.* Pearson Education, Inc., Upper Saddle river, New Jersey. 2013. p .91

Research Methods

This research is conducted using a quantitative approach, survey methods and *expost facto* techniques with a *2x2* design adapted from John W. Best (2010). It examines the relationship between research variables, as well as measuring the influence between each variable . In this study there are three variables studied: *green city* as the dependent variable (Y), while independent variables consist of (1) employee understanding of public policy (A), which consists of employee understanding of high public policy (A_1) and employee understanding of low public policy (A_2); (2) *Cohesiveness* consists of high *Cohesiveness* (B_1) and low *Cohesiveness* (B_2) (Sekaran and Bougie, 2010). Table 1 below depicts the research design:

Table 3: Research design

		Employee Understanding of Public Policy (A) (A)	
		High	Low
		(A_1)	(A_2)
***Cohesiveness* (B)**	High (B_1)	A_1B_1	A_2B_1
	Low (B_2)	A_1B_2	A_2B_2

Information

A: Employee Understanding of Public Policy
A_1 : Employee Understanding Group concerning Public Policy is high
A_2 : Employee Understanding Group concerning Public Policy is low
B: *Cohesiveness*
B_1 : High *Cohesiveness* Group
B_2 : Low *Cohesiveness* Group
$A_1 B_1$: Employee Group related to High Public Policy with High *Cohesiveness* Group
$A_2 B_1$: Employee Group related to Public Policy is low with High *Cohesiveness* Group
A_1B_2 : Employee Group related to High Public Policy with Low *Cohesiveness* Group
A_2B_2 : Employee Group related to Low Public Policy and Low Cohesiveness Group

The studypopulation consist of employees of the Government of Bogor Regency, West Java. The sampling procedure used is *multistage random sampling* in which case the Bogor Regency has been chosen by *purposive sampling*. Given the disproportionate distribution of employees, a sampling area was used by appointment of three SKPDs that have the task of implementing *green city* policies, including Environmental SKPD, the Regional Planning Agency (BAPEDA), and the Bogor Regency Spatial Planning Office.

Furthermore, employees as individual units are determined as respondents, selected by *simple random sampling* of 120 employees. Data collection is completed using a *Door to Door* technique. The scores obtained for Employee Understanding of Public Policy are then ranked from highest to lowest score, then taken 27% *Upper group* which is is considered to have employees with High Employee Understanding of Public Policy, while the *lower group* includes Employee Understanding About Low Public Policy, .Altogether, there are 32 employees being sampled.

Based on the Employee Understanding group on Public Policy, respective employee *Cohesiveness* scores can be included for the High Employee Understanding group (A_1)

while the Employee Understanding group on Public Policy is low (A_2). The next step is to rank employee profit again to score on a first and on a second, then diperolehlah 27% for *cohesiveness* height (B_1) and Low (B_2), which is effective for groups A_1 and A_2. Each employee's name can have a number of of *green city employees* consisting of 32 samples, therefore any *sell* is represented by 9 employees. Each cell discards 1, in turn each cell selects as many as 8 employees as a sample by means of *simple random sampling*.

Results and Discussion

The research hypothesis testing was carried out by analysis of variance 2 paths (two path ANAVA) for the first, second and fifth hypotheses. For the third and fourth hypotheses, two groups were tested using the Tukey test. The results of the two-way ANAVA calculation are presented in the following table:

Table 2: Calculation results for ANAVA 2 LANE

Source of Variance	df	SS	MS	F_{count}	F_{table}		
					α = 0,05	α =0,01	α =0,001
Between groups In Group	3 28	3014,125 419,750	1004,7 14,991	30,771**	2,95	4,57	7,19
Understanding of policy (A) *Cohesivness* (B) AXB Interaction	1 1 1	820,12 512 1682	820,12 512 1682	54,708** 34,154** 112,2**	4,16	7,53	13,29
Total	**31**	301040					

ns = Non-significant
* = Significant
** = Very Significant

According to the above data the third and fourth hypothesis testing continued with the Tukey test due to interaction, with the following results:

Table 3: Tukey test results

The group being compared	Q count	Q table **α = 0.05**
A1B1 with A2B1	37.31	3.77
A1B2 with A2B2	5.84	3.77

Based on the calculation results contained in table 2 and table 3 above, the hypothesis test can be formulated as follows:

The First Hypothesis consists of the Difference between Green City Employees With Employee Understanding of High and Low Public Policies

From the calculation of ANAVA, the criteria rejects H_1 if the $F_{count} > F_{table}$ at the significance level $\alpha = 0.001$, it is known that the $F_{count} = 54.708 > F_{table} = 13.29$ at the significance level $\alpha = 0.001$. Thus, H_0 is rejected and $H_{1\ i}$ is accepted.

The Second Hypothesis consists of the Difference between Green City Employees with High and Low Cohesiveness

From the ANAVA calculation, the criteria is rejected: H_o if the $_{calculated}$ F value > F_{table} at the significance level $\alpha = 0.05$. Itis known that the $F_{count} = 34.154 > F_{table} = 13.29$ at the significance level $\alpha = 0.05$. Thus, H_0 is rejected and H_1 is accepted.

Third Hypothesis maintains that Employees with High Cohesiveness, Green City Employees with an Understanding of the Public Policy is Higher than the Employee with low Understanding of Public Policy

The results of the calculation show the mean score of the A1B1 group = 104.75 and the mean score of A2B1 = 80 and there are differences in related to Green City. After testing the significance level of difference using the Tukey test with Ho rejects the testing criteria if the $Q_{count} > Q_{table}$ at a significance level $\alpha = 0.05$, it is known that the $Q_{count} = 37.31$ while the $Q_{table} = 3.77$. Thus, H_1 is accepted.

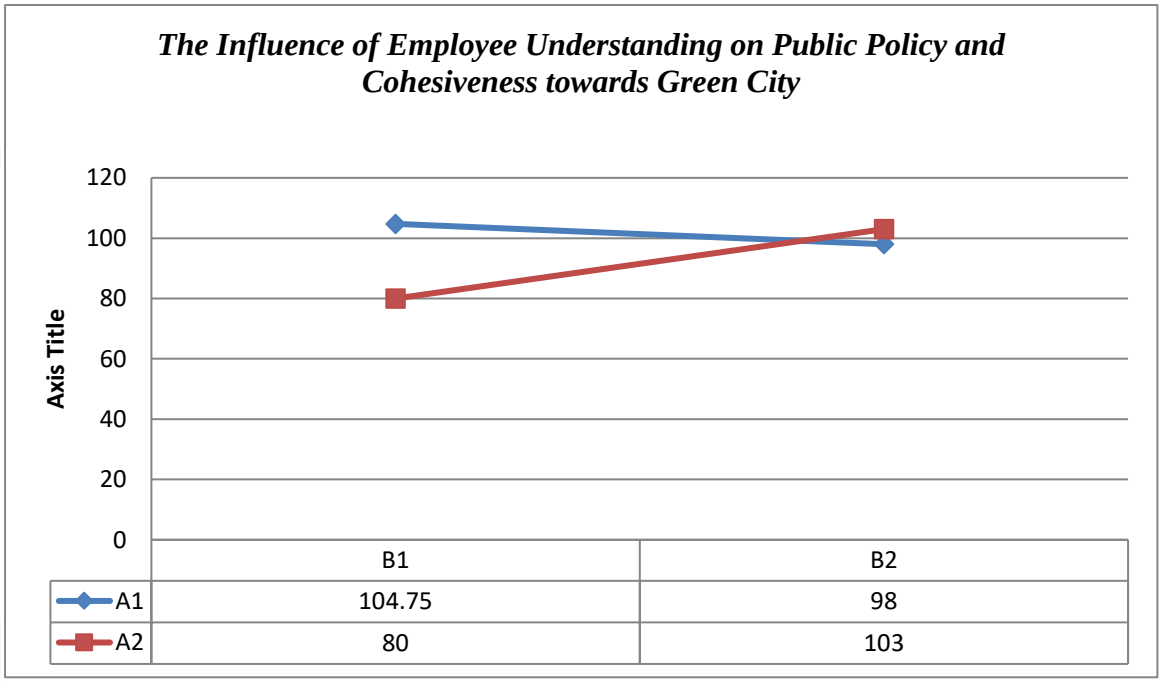
According to the Fourth Hypothesis, there are Employees With Low Cohesiveness , Green City Employees With Employee Developed Understanding of High Public Policy are Lower than Employees with Employees with Low Understanding of Public Policy

According to the results, the mean score of A1B2 group = 98 and the mean score of A2B2 = 103, there are differences in Green City scores. After testing the significance level of difference using the Tukey test with Ho rejecting testing criteria if the $Q_{count} > Qt_{able}$ at a significance level $\alpha = 0.05$, it is known that the $Q_{count} = 5.84$ while the $Q_{table} = 3.77$. Thus H_0 is accepted .

The Fifth Hypothesis maintains that the Effect of Interaction between Employee Understanding of Public Policy and Cohesiveness of Green City

According to the ANAVA calculation, the criteria rejects H_o if the $F_{calculated} > F_{table}$ at the significance level $\alpha = 0.05$ it is known that the $_{calculated}$ F value = 112.2 > F_{table} = 4.0 6 at the significance level $\alpha = 0.05$, thus, H_0 is rejected and H_1 is accepted.

Figure 2 The Influence of *Employee Understanding of Public Policy and Cohesiveness of Green City*



Conclusion

According to the results, there are differences between green cities and employees' 'understanding of public policy and cohesiveness differences between green cities, whose employees have a developed understanding of public policies and employees' low understanding of public policies. There is a difference between cities with high cohesiveness and those with low cohesiveness. There are also employee perceptions of green cities which are not affected by employee understanding of public policy, but through Cohesiveness (High Cohesiveness - Low Cohesiveness).

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