

## Conference Paper

### Uses and Gratification of Community Radio: A Case Study of Petra Campus Radio

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#### Abstract

This research focuses on community motives in using communication technology, especially radio. The community refers to the listener of campus radio in a university. Community radio is a radio within the scope of a community of religion, university, government, or else. Finding out what is desired by the listener in community radio, a study is conducted using the uses & gratification theory, specifically testing the theory of gratification sought (motive). Gratification sought is a single variable and divided into 4 indicators: motives for seeking information, motives for interaction, motives for self-identity and motives for entertainment / diversion. Motive theory is used to find out what people's desire and need when listening to the radio. Data is collected by questionnaire and distributes through survey to 100 respondents as member of the community. This is a quantitative descriptive research with a single study case. The results of this study indicates that seeking entertainment / diversion is the main motive of the community in listening the campus radio, follow with information seeking. Respondents agree that radio emerge as an entertainment to provide / arise the spirit while they do assignments / works / activities on campus. The most delightful entertainment is music / songs both of Indonesian / western. Thus, the existence of community radio in campus could become a form of entertainment technology to support and improve of the quality of teaching and learning processes, especially for students who become the majority respondents of this study.

**Keywords:** Community Radio, Communication Technology, Uses and Gratification

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#### Introduction

Uses and Gratification is a theory that explains audience actively control or treat the media (Nurudin, 2007). They choose certain media to meet certain motivations. Furthermore, Philip Palmgreen questioned whether the audience's motives have been fulfilled by his media or not (Rosengren, Wenner, Palmgreen, 1985). Thus, he proposed the concept of GS (Gratification Sought) and GO (Gratification Obtained). Where GS is the satisfaction of audience when consuming certain media (motivation) while GO is the real satisfaction felt by audience after consuming the media. This theory contains several indicators depend on the type of media, terrestrial (McQuail, 2015) or digital (Ruggiero, 2000). McQuail exposes typology of mass media - person/listener interaction: Diversion/ escape from routine/problems and emotional release, Personal relationships for companionship and social utility, Personal identity for self-reference, reality exploration, and value reinforcement, (4) Surveillance for information seeking (McQuail, 2015). This typology is gratification sought of mass media consumption behavior (motive).

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This study particularly focuses on terrestrial media types. Mass media producers and academicians probe on audience's motivation and satisfaction to development mass media program or challenge mass media theory.

The mass media itself has variety of forms: television, radio, print and digital (McQuail, 2015). Each type of media has its own characteristics and audience. This research focuses on community radio as one of the communication media on campus. Community Radio is a radio that is formed by a community or group that interacts and lives in a certain area (Khan, 2017). There are several functions of community radio : to publish information, social interaction, and fulfillment of political aspirations in a village or city (Natrayan, 2014; Raymond, 2013; Safi and Iqbal, 2016; Whittle, 2009 ). Variations in the form of community radio are Community Based (Community based radio), Issue / Sector Based (Problem based sector / specific radio), Personal Initiative Based (Radio based on personal initiative), and Campus Based (Campus based Radio) (Rachmatie, 2007). We conducted research on Campus Based community radio in Petra Christian University. According to Rachmatie (2007), campus radio is a radio that was established by the university community with various educational objectives, such as laboratory facilities and student learning facilities. In addition to these two goals, campus community radio has other general roles such as education media, entertainment media, information media and also as influential media (Ballos, 2015; Krishnan and Handrasekar, 2014; Raymond, 2013; Whittle, 2009).

Community and technology are important issues in the society 5.0. Technology supports the community in many ways (Salgues, 2018). Broadcasting has been developed as communication technology which also serve the society or community (Minas, 2013). Radio has been part of broadcasting tools for a long time and remain strong (Starkey, 2016). Digitalization of communication technology has brought progressive development in broadcasting tools. Terrestrial radio meet a new competitor to give an example last.fm and Spotify in collaboration. Both of last.fm and Spotify come up as almost like radio on demand, with plenty of music and information, streaming or podcast with large amount of subscriber (Vonderau, 2019). Z generation is the most subscriber of digital entertainment. This generation has been inseparable from music along their daily activities at school or home or anywhere.

Petra Campus Radio (PCR) is a Campus Based community radio at Petra Christian University, Surabaya, which was founded in 2006. PCR itself has community members, students from Petra Christian University. The program presented daily by PCR are Recharge (morning devotion), Petra Daily News (hard / soft news), Famous (trending topics), Hobby Lobby (tips / life hacks), Life Changer (inspirational stories from the experiences of the inspiring figure). PCR which was originally a laboratory whose main function is to serve the needs of Communication Studies Program students in announcing. It has elevated to become an internal communication media recently for the majority of internal public, the students. The public become more interested in PCR program and involved in its activities. Therefore, a preliminary study is needed to collect information of their motives listening the radio. The results of this study will be used to develop programs that suits with public desires. Community radio which is intended to meet the needs of the community will be greatly helped by the recognition of the motives of the listener. In the future, terrestrial or digital radio will become an implementation of the 5.0 community where communications improve community life (Salgues, 2018, p.1).

## Research Method

This is a single case quantitative research where there is one variable. The variable is radio listeners' motives. This variable is operationalized into 4 indicators: Diversion/ escape from routine/problems and emotional release, Personal relationships for companionship and social utility, Personal identity for self-reference, reality exploration, and value reinforcement, (4) Surveillance for information seeking (McQuail, 2015). Each indicator is translated into statements on the questionnaire. Survey was held in two batches: first we spread 30 questionnaires for validation and reliability test, then to 100 Petra Campus Radio listener around the campus. We used purposive sampling where respondents

who filled the questionnaire were only Petra Campus Radio listeners in the area where the speakers broadcast PCR program.

The design of the questionnaire will be tested for validity and reliability before it is distributed to all respondents. After the survey, the data is processed using the SPSS application to produce tables, cross tabulations, and descriptive statistical calculations. The SPSS data processed then analyzed using theory, observations and interviews to produce recommendations on the reality of PCR listeners.

## Result and Discussion

The measuring instrument in this study was a questionnaire derived from a variable and 4 indicators. Before the analysis is carried out, it is necessary to test the validity and reliability to determine the accuracy and reliability of the measuring instrument that has been made. Validity is the accuracy or accuracy of an instrument in measurement (Dewi, 2018, p.1). This accuracy is measured by correlating each item's score with the total score using the pearsons correlation as follows:

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{(N(\sum X^2) - (\sum X)^2)(N(\sum Y^2) - (\sum Y)^2)}}$$

Diagram 1 Pearson Correlation

If the calculation result of moment pearsons (r) is greater than  $r_{table}$ , then questions in the questionnaire are declared valid. The result of validation shown below:

Table 1 Validity Test

Indicators	Statements List	R product Moment	R table	Remarks
<b>Surveillance / information seeking</b>	to find information about activities / events in the UK Petra / other places	0.764	0,256	Valid
	to find information about tips for doing things (healthy living, learning, etc.)	0.747	0,256	Valid
	to know about the trending opinions around the community / students	0.788	0,256	Valid
	to find solutions and advice in problem's solving	0.757	0,256	Valid
	to know the latest Indonesian songs	0.445	0,256	Valid
	to know the latest Western songs	0.464	0,256	Valid
	want to get a sense of security from PCR program	0.554	0,256	Valid
<b>Identity</b>	to strengthen Christian values	0.774	0,256	Valid
	to get inspiration to raise the spirit of lie	0.910	0,256	Valid
	to compare my values with the values (morality) that are broadcast on the program	0.863	0,256	Valid
	to increase self-awareness	0.838	0,256	Valid
<b>Relationship</b>	to know updates on other faculties activities	0.612	0,256	Valid
	to know the situation of other people who have the similar situation with me and increase the sense of belonging (responsibility)	0.730	0,256	Valid
	to find conversation material in order to interact with other people (announcers, fellow listeners, friends, etc.)	0.732	0,256	Valid
	to expand the network of friends	0.692	0,256	Valid

	to be accompanied	0.379	0,256	Valid
	to hear notification about fellowship or university meeting	0.720	0,256	Valid
	to find opportunities to send messages to friends via radio / radio social media	0.663	0,256	Valid
<b>Diversion</b>	to run away from the boredom doing work	0.606	0,256	Valid
	to relax / feel relaxed	0.803	0,256	Valid
	to get the pleasure of hearing art / music	0.808	0,256	Valid
	to fill spare time	0.774	0,256	Valid
	As a distribution of hobbies (listening to music)	0.689	0,256	Valid
	to evoke the spirit of doing the task / study / activities on campus	0.761	0,256	Valid

The comparison on the table above shows that all questions in the questionnaire have product moment  $>$  from  $r_{table}$ , so all questions are valid for motives measurement. Then the this questionnaire will be measured for reliability with Cronbach's alpha ( $\alpha$ ) and the result is:

Table 2 Reliability Test

Cronbach's Alpha	N of Items
.889	24

Guideline of the degree of reliability are:

- $0.80 < r_{11} \leq 1.00$  reliability is very high
- $0.60 < r_{11} \leq 0.80$  high reliability
- $0.40 < r_{11} \leq 0.60$  moderate reliability
- $0.20 < r_{11} \leq 0.40$  low reliability.
- $-1.00 < r_{11} \leq 0.20$  Very low reliability (not reliable)

(, 1956, p.145)

Comparing to the guideline, the reliability of the questionnaire is very high at 0.889. Thus, we used all item on the questionnaire to measure motives of the listener based on the validity and reliability result above. The demographic of respondents is presented as follows:

Table 3 Demographic Data of the Respondents

Category	Frequency	Percent
<b>Status</b>		
Students	95	95.0
Staffs	5	5.0
<b>Age</b>		
<20	61	61.0
>20 – 40	37	37.0
>40	2	2.0
<b>Sex</b>		
Male	65	65.0
Female	35	35.0

The collected 100 respondents to fill the questionnaire. They were female/male students/staffs and aged approximately 20 – 40. The characteristic of each demographic data will be discussed and crossed with indicators of motives further.

### *Motive: Surveillance / information seeking*

Young listeners of the radio tend to omit problem solving program (mean 3,31). A result of psychological research has revealed tendency of teenager to neglect a feedback to solve their life difficulties. In one experimental study, only around 50% students willing to hear a feedback for problem solving (Nash, 2017). Moreover, the generation z who listen to music more than other radio program, explains the behavior of media consumption among teenager. Our study confirms that music stands as the most favorable item / program when students were listening to the radio (mean 4,2).

Table 4 Mean of Respondent's Motive for Surveillance

Statements List	Mean / Sub Indicator	Mean Indikator
to find information about activities / events in the UK Petra / other places	3.44	3.65
to find information about tips for doing things (healthy living, learning, etc.)	3.43	
to know about the trending opinions around the community / students	3.63	
to find solutions and advice in problem's solving	3.31	
to know the latest Indonesian songs	4.09	
to know the latest Western songs	4.2	
want to get a sense of security from PCR program	3.47	

Western music is still the most favorable choice for young listener. Indonesian musicians could be more favorable if they make their debut overseas, so that the music will be labeled overseas (Amirio, 2018), for example Rich Brian who was formerly known as Rich Chigga. Furthermore, z generation mostly ignores of the origin of a song or genre, because they eagerly venture around digital music world and enjoy mixture music genre in various language. So, generation z still leaves room for Indonesian songs (mean 4,09), if they able to enjoy it (Amirio, 2018).

### *Motive: Identity*

Radio has enough leverage on supporting self-enthusiasm of the listener (mean 3,59). Most people want to get an enlightenment by listening a radio. Research shows that peacefully melody and harmony is the right choice. The music is suitable as the background of learning activities (Lehman and Seuffert, 2017).

Table 5 Mean of Respondent's Motive for Identity

Statements List	Mean / Sub Indikator	Mean Indikator
to strengthen Christian values	3.48	3.43
to get inspiration to raise the spirit of lie	3.59	
to compare my values with the values (morality) that are broadcast on the program	3.25	
to increase self-awareness	3.39	

The lowest motivation sub-indicator of identity is to compare personal values with values inside PCR program. According to Soejono Soekanto (1990) the norms and values are learned from process of social interaction. In millennial period, mediated communication may happen in social interaction. When students listen to the radio, they interact socially with other people through the radio. In this interaction,

listeners could learn about certain moral values in radio broadcasts. So that radio shall become one source of information about social morality. PCR which is under the umbrella of Petra Christian University with a vision of "Caring and Global University" continues this vision in its broadcast program. The values of caring and global are the reasons for the formation of several programs such as Recharge (spiritual reflection) and Life Changer (motivation of life) that embody the value of morality in terms of caring for the Creator, self and others. After cross-tabulation testing based on age, it appears that respondents who are more than 40 years who are staffs are more concerned about this program.

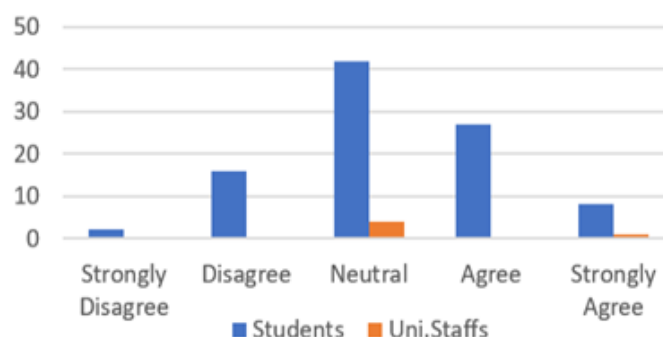


Figure 1 Listener compare private values with the values (morality) of the radio broadcast program

Z generation dependence on music programs exceeds their taste in self-development broadcast programs. This is inversely proportional to staffs aged over 40 years which have divergent types of activities with students. At a mature age, information about morality becomes more prominent than others because of the increasing sense of responsibility (Carlo, 2011). This can be one factor that explains the motivation of adults to find sources of information related to personal values. They seek reinforcement for the value of personal morality. So when listening to the radio, they prefer to pay attention to programs that convey the values of morality specifically for example in the segment of spiritual and motivational program than music programs.

#### *Motive: Relationship*

Campus is a hectic environment with various student and staff activities across Departments. PCR is a community radio, which was born from the community's needs for various things including the circulation of information for interaction (Virtanen, 2002). The survey shows that listener was interested in official information from the authorities or other Departments in Petra Christian University (mean 3,8 and 3,6) to be involved or support the activities. So, PCR has carried out its function as a community radio which connected members of the community.

**Table 6** Mean of Respondent's Motive for Relationship

Statements List	Mean /Sub Indikator	Mean Indikator
to know updates on other faculties activities	3.6	3.52
to know the situation of other people who have the similar situation with me and increase the sense of belonging (responsibility)	3.32	
to find conversation material in order to interact with other people (announcers,	3.47	

fellow listeners, friends, etc.)	
to expand the network of friends	3.48
to be accompanied	3.68
to hear notification about fellowship or university meeting	3.8
to find opportunities to send messages to friends via radio / radio social media	3.29

On the other side, listener unconcerned about sending message to other community member via Radio facilities. More than half of young people between the ages of 13 and 17 agree that they prefer sending text messages to their friends via social media / digital application. Eight out of every 10 teenagers use social media (Mason, 2017). Thus, radio is not an important communication medium but a mere source of entertainment for youth.

#### Motive: Diversion

Breaking away from the boredom of doing work is in the lowest rank of emotional diversion but still remain as a motivation of listening the radio (mean 3,71). The Guardian mentions several ways to deal with stress and burnout, such as listening to music in the student environment (Steinhoff, 2013). However, radio is still in second place in terms of communications employment to overcome boredom compared to Spotify (Hodak, 2018). Spotify outperforms other applications in terms of supporting young people in listening to music, especially those that can be heard through handy devices (Nielsen, 2014).

Table 7 Mean of Respondent's Motive for Diversion

Statements List	Sub Mean Indicator	/ Mean Indicator
to run away from the boredom doing work	3.71	4.04
to relax / feel relaxed	4.17	
to get the pleasure of hearing art / music	4.09	
to fill spare time	3.98	
As a distribution of hobbies (listening to music)	4.07	
to evoke the spirit of doing the task / study / activities on campus	4.19	

Listener mostly used music to arouse enthusiasm to do activities or tasks around the campus (mean 4,19). The benefits of music to the brain are explored by Simone Ritter and Sam Ferguson. They conducted research on 155 people to determine the effects of music on one's cognitive abilities. From the results of a research analysis, it was found that groups that listen to music with a fast tempo or have a happy theme can provide innovative solutions in dealing with problems and can provide creative ideas (Ritter and Ferguson, 2017). Teresa Lesiuk's research has also strengthened the study. She proved that music could help complete repetitive tasks more quickly with minimal errors. This positive impact does not come from music alone, however, the effect of the song on the mood of the listener. When listening to favorite music, the body will release happiness triggering hormones such as dopamine and serotonin. Factory workers, accountants, and even surgeons like to listen to music to improve mood and reduce stress. Fast tempo music (dance or trance) which is then followed by slow tempo music, such as classical music is the best choice (Lesiuk, 2005). Music has the potential to excite the listener physically, not just emotionally.

#### Conclusion

Campus as a place for teaching and learning process requires entertainment facilities to stimulate the enthusiasm of students and staff on working. This is very apparent in the results of research that



shows the main motive of radio listeners is to entertain the audience. The preferred entertainment is music, which is a favorite of the Z generation. Both men and women respond positively to the music presented in the PCR. Western music is preferred over Indonesian music because of the factors of globalization and digitalization of music in the mass media. Moreover, radio is not the main source of problem solving for young listener, so a program that contain problem solving tips / explanation may not be too attractive. Moving on to the older members of the community, they tend to enjoy broadcast programs that contain moral values to build their own. Along with technological development, the existence of terrestrial radio has been challenged by the arrival of digital applications such as Spotify, where listeners arrange their own program to be consumed. A campus with high number of Z generation will need technology friendly entertainment media. So, digital radio or streaming service could be an alternative solution to escalate radio consumption in a community. Finally, community radio remains as a potential medium that positively provide emotional and physical happiness for listeners, in addition to increase enthusiasm on working experience. Furthermore, radio will become one of the communication technologies that complements community 5.0 needs and has the potential to be developed to be more interactive and creative as part of media convergence 4.0.

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