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# Time Perspective as a Moderator in the Relationship between Stimuli Received by the Indonesian Reserve at Its Formation Stages Toward Expected Attitudes and Behaviors

Fauzan Fadli[1]; Agus Heruanto Hadna[2]; Riza Noer Arfani[2]; Galang Lufityanto[3]

[1] Doctoral Program of Leadership and Policy Innovation, The Graduate School of Universitas Gadjah Mada, Yogyakarta, Indonesia

[2] Faculty of Social and Political Sciences, Universitas Gadjah Mada, Yogyakarta, Indonesia

[3] Faculty of Psychology, Universitas Gadjah Mada, Yogyakarta, Indonesia

E-mail: fauzanfadli34@gmail.com

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## *Abstract*

This study aims to identify and analyze whether the stimuli received during the formation process of the Indonesian Reserve can establish standards for Reserve attitudes and behaviors, and to assess whether the individual's Time Perspective can influence this relationship. In accordance with the Indonesian national defense system, the Military Reserve is designed to strengthen the Regular Military when the country faces military or hybrid threats. The Reserve formation process involves stages such as registration, selection, basic military training, and assignment. Each stage generates stimuli that are responded to by Reserve, leading to behavioral changes in line with the expected standards. This research adopts the Classical Conditioning Theory introduced by Ivan Pavlov, positing that Conditioned Response (CR) can be formed when a Conditioned Stimulus (CS) is presented simultaneously with an Unconditioned Stimulus (US). However, CR tends to decrease over time. Time Perspective, introduced by Phillip Zimbardo, is assumed to moderate this relationship. The study was conducted on 504 Reserve formed in 2021 in five Military Regional Commands using a quantitative approach with a cross-sectional survey design. Data were analyzed using t-tests and F-tests with IBM SPSS Ver. 27 software. The results indicate that stimuli received during the registration, basic military training, and assignment stages significantly and positively influence the expected attitudes and behaviors of Reserve. However, stimuli during the selection stage do not exert a significant impact. Additionally, Time Perspective proves to play a role as a moderator that can enhance or diminish changes in Reserve behavior, serving simultaneously as a factor that can impede or accelerate the decline of CR.

***Keywords:*** *Reserve; Stimuli; Time Perspective; Attitudes; Behaviors*

## *Introduction*

According to the Republic of Indonesia Law Number 3 of 2002 on National Defense, the Indonesian Armed Forces (TNI) serves as the Regular Military, reinforced by the Reserve and the Supporting Component to address military threats. For non-military threats, government institutions outside the defense sector play a primary role according to the form and nature of the threats, supported by other elements of national strength. Meanwhile, hybrid threats are confronted through a military defense pattern, which mobilize relevant Ministries/Agencies and requires collaborative efforts with local governments, emphasizing professionalism and proportionality.


Fig. 1, Indonesian Military Defense Components
Source: Authors

Indonesia implements a National Defense System known as Sishankamrata, a Total War. This concept aligns with the 1945 Constitution, which assert the rights and obligations of every citizen to participate in the defense of the country (Article 27, paragraph 3) and in national defense and security efforts (Article 30, paragraph 1). The Reserve serves as a platform for citizens who wish to fulfill their rights and obligations in national defense.

Based on these principles, the Ministry of Defense of the Republic of Indonesia has taken the initiative to promote the enactment of the Republic of Indonesia Law Number 23 of 2019 concerning the Management of National Resources for National Defense. This law effectively consolidates three draft laws and one existing law, namely the Draft on National Defense, Draft on Reserve, Draft on Supporting Components, and the Law on Mobilization and Demobilization. This law also repeals Law Number 27 of 1997 concerning Mobilization and Demobilization, and Law Number 56 of 1999 concerning Trained Citizens. The objective of managing National Resources for National Defense in this legislation is to transform National Resources into a National Defense force ready for use through efforts in national defense, the structuring of Supporting Components, and the formation of the Reserve.

The formation process of the Reserve involves four stages, namely registration, selection, basic military training, and assignment. Each stage generates stimuli that shape the expected attitudes and behaviors of Reserve members. Furthermore, each individual has a time perspective that can be used to predict individual behavior in the future (P. G. Zimbardo & Boyd, 1999). This research aims to demonstrate that the stages of the Reserve formation, as regulated by Law Number 23 of 2019 concerning the Management of National Resources for National Defense, are capable of shaping the expected attitudes and behaviors of Reserves. Additionally, the time perspective of each individual can serve as a moderating variable that influences the relationship between the stages of Reserve formation and the expected attitudes and behaviors.

## *Literature*

### Behavioral Change

Behavior is the comprehensive response of an organism in addressing its life conditions. It depends on environmental stimuli and internal tensions from sequentially oriented movements that are significantly oriented. Behavior demonstrates how an individual becomes and acts through an observable manifestation (Popescu, 2014). According to Lazzeri, behavior is the process of action or reaction in an organism. In the study of behavior, this is often referred to as a 'response.' Behavior is emitted or performed by an organism at a specific time and place (Lazzeri, 2014). From the perspectives presented by Popescu and Lazzeri, it can be interpreted that an individual's behavior is fundamentally a response to a stimulus it receives.

The behavior of an organism can change depending on its responses and subsequently become a new behavior. According to Heilmick and Ardoin, behavioral change is essentially a new pattern of behavior. Only a few behaviors are consciously realized by the organism; most behaviors are learned habits. These habits are organized into routines that allow individuals to consciously apply them when needed (Heimlich & Ardoin, 2008). In conclusion, the behavior of an organism can change.

The change in behavior towards specific behavior in the formation of Reserve can be explained by the Classical Conditioning Theory introduced by Ivan Pavlov. The Classical Conditioning Theory explains that an organism's response can be regulated by the presentation of stimuli. The Classical Conditioning Theory has two types of stimuli and two types of responses: Unconditioned Stimulus (US), Unconditioned Response (UR), Conditioned Stimulus (CS), and Conditioned Response (CR). The US is a stimulus that automatically elicits a response without prior learning. The UR is an unlearned response, automatically produced due to the presence of US. The CS is a neutral stimulus that eventually produces a CR after being associated with the US. The CR is a learned response that emerges after the pairing of US – CS (Gazzaniga et al., 2016). In Pavlov's research, food is the US that automatically triggers the salivation response (UR); the constant sound of a metronome, initially neutral, becomes the CS after being paired with the US, and the dog's initially neutral response to the metronome sound changes to salivation (CR).

If the formation of the Reserve is correlated with the Classical Conditioning Theory, then the process of becoming a Reserve, which includes stages such as registration, selection, basic military training, and assignment (CS), can shape a specific attitude and behavior (CR) when accompanied by (US).

### Reserve Management Formation

In accordance with the Republic of Indonesia Law No. 23 of 2019, the process unfolds through several stages: registration, selection, basic military training, and assignment. Each step within these stages is part of the stimulation process provided, with the expectation that each Reserve receives these stimuli optimally. The stimuli dispensed and assimilated are intended to mold Reserves with predetermined capabilities, skills, and behavioral attitudes.

a. The Registration Stage. The formation of Reserve begins with the registration phase. During this phase, a civilian voluntarily, and with the intent of becoming a Reserve, influenced by personal motivation, completes the registration process. Recruitment Theory is applied to evaluate the suitability of individuals for organizational tasks (Bratton & Gold, 2021). The registration phase is closely related to Motivation Theory. Motivation Theory elucidates the emergence of psychological impulses that arise with an individual's awareness to take specific actions for a particular purpose. Motivation can also be a manifestation of efforts that drive an individual or a

specific group toward certain goals (Prihartanta, 2015). Motivation plays a crucial role in driving desires and actions. This registration phase creates a stimulus received by Reserve (X1).

b. The Selection Stage. The selection process aims to identify potential Reserve candidates who meet the requisite criteria. Effective recruitment and selection processes are employed to secure human resources suitable for the success and sustainability of the organization (Ofori & Aryeetey, 2011). In this phase, prospective Reserve engage in activities ranging from administrative selection to competency selection. Administrative selection involves the examination of administrative continuity and document validity. Meanwhile, competency selection involves health, ability, knowledge/insight, and attitude tests for potential Reserve members. If selection participants are determined and make efforts to pass the selection, they will strive to the best of their ability. This aligns with Alfred Adler's Individual Theory, stating that each person is a configuration of motifs, traits, and values that are unique, and each of their behaviors shows a distinctive pattern of their individual lifestyle. Each individual has two basic drives underlying all their struggles: 1) Social drive, motivating actions for the benefit of others; 2) Drive for self-assertion, motivating actions for their own benefit (Adler, 1930). This sentiment becomes a stimulus for success and resilience during the Reserve selection phase. This selection phase creates a stimulus received by Reserve (X2).

c. The Basic Military Training Stage. This training is implemented to shape the character and develop military skills for Reserve personnel. To achieve the intended quality of Reserve personnel, basic military training must be conducted in accordance with the training curriculum. The training curriculum is essential for leaders to know the goals, outputs, and conditions intended to be formed from the training (Kem & Bassett, 2018). With the appropriate curriculum, military training can be designed to meet the expected objectives. Research results demonstrate that an 8-week military training program for Irish military personnel successfully improved aerobic fitness and neuropsychological and military capabilities (Hickey et al., 2012). Gorgiev's research at the National Military University of Bulgaria demonstrated that academic learning enhances the formation of military professionalism, enhances academic abilities, stimulates independent learning, and integrates all factors to create a professional military (Georgiev, 2019). Therefore, if the Reserve basic military training curriculum is appropriately designed, encompassing aerobic fitness, psychological, and military elements, along with academic materials, it will produce Reserve personnel with the planned quality and capabilities. This basic military training phase creates a stimulus received by Reserve (X3).

d. The Assignment Stage. The final stage of forming Reserve is the determination phase as a Reserve member by the President of the Republic of Indonesia. The ceremonial process of receiving the designation as a Reserve member serve enhance national pride, fostering a sense of nationalism spirit and love for the nation. National pride is a national identity that indicates how much an individual considers themselves part of the country without any tribal, religious, racial, and group interests (Smith, 1992). Meanwhile, nationalism is an identity and national pride that mutually reinforce each other (Kusumawardani & Faturochman, 2004). This determination phase creates a stimulus experienced by Reserve (X4).

The source of Reserve is derived from volunteers in society, as stipulated in Article 28 paragraph 2 of Law No. 23/2019 concerning the Management of National Resources for National Defense. The voluntary nature of participation can be interpreted as having no coercion whatsoever, to anyone, to engage in the effort of defending the country as a Reserve member. If an individual follows the procedures for forming Reserve successfully completes the determination phase, it indicates their internal motivation to genuinely become a Reserve. These stages can be described as challenging; they require effort and sacrifices in terms of time, thought, and energy. If internal motivation is not strong, individuals may consciously resign and choose not to proceed with the stages of forming Reserve.

Reservist who has been determined is expected to exhibit attitudes and behaviors (Y) as outlined in Law No. 23 of 2019 concerning the Management of National Resources for National Defense Article 41, namely: loyalty and obedience to Pancasila, the 1945 Constitution, and the Unitary State of the Republic of Indonesia; maintaining the unity of the nation; adherence the provisions of laws and regulations; execution of duties with full dedication, honesty, awareness, and responsibility; demonstrating integrity and exemplary behavior, speech, and actions to everyone; active participation in refresher training; and prompt response to mobilization calls.

**Relationship between X and Y**

The alteration of an individual's behavior is attributed to the presence of strong stimuli that exert influence. As illustrated by Mehrabian and Russell's stimulus model, depicting an individual's response to environmental stimuli. This model is recognized as the S-O-R Model, or Stimulus-Organism-Response, posit that the environment serves as the Stimulus (S), causing evaluation or changes in the individual (O), and subsequently generating a Response (R) (Mehrabian & Russel, 1974).


Fig. 2, S-O-R Model
Source: (Mehrabian & Russel, 1974)

(S) Stimulus is an external factor capable of triggering a response or reaction from an organism. In the context of forming a Reserve, attitudes and behaviors are shaped to align with the expected values. The stages in the formation of a Reserve involve a process of stimulation for the participants. From the perspective of individual Reserve members, they perceive it as a stimulus that will generate the expected attitudes and behaviors of the Reserve (X).

(O) Organism refers to individual Reserve members, who are the organic entities receiving stimuli and producing responses.

(R) Response, which denotes a reaction, action, or answer to an issue concerning the public (Effendy, 1984). Response is a manifestation of behavioral changes in individuals, whether concealed or observable (Rahmawati & Wulandari, 2020). The anticipated response from the Reserve is a reaction emerging as behavior from the Reserve members after receiving various stimuli related to the formation of the Reserve, encompassing seven values as outlined in Law No. 23 of 2019 concerning the Management of National Resources for National Defense (Y).

**Time Perspective**

Time perspective is the most fundamental human viewpoint for perceiving time within psychological constructs. This perspective emerges from the cognitive processes of thinking and correlating everything perceived by the senses and the realm of thought. It categorizes personal experiences into the framework of past, present, and future (P. G. Zimbardo & Boyd, 1999). In their research, Zimbardo and Boyd found that time perspective consistently plays a fundamental role in human life (P. Zimbardo & Boyd, 2009).

Research on time perspective is widely correlated with self-perception and interpersonal relationships (Akirmak, 2014), appropriate psychological therapy for cancer patients (Andreis et al., 2022), psychological interventions for multiple sclerosis patients (Nikolaev & Vasil'eva, 2017), predictors of educational achievement (Klapporth, 2022), and predictors of anxiety and depression due to Covid-19 (Micillo et al., 2022). This correlation is possible because the dimensions of human experience are shaped

and marked within the framework of time (Andreis et al., 2022). The perception of time can also be understood as one's view of how the passage of time is interpreted. This includes estimations of specific time durations and the feelings that occur as time elapses, ultimately aiding in predicting an individual's future by comparing their perspective to the present (Sircova et al., 2014).

Time Perspective is categorized into five-time orientations obtainable through confirmatory factor analysis. This analysis is then utilized as a measurement tool to understand an individual's time perspective, known as the Zimbardo Time Perspective Inventory (ZTPI) (P. G. Zimbardo & Boyd, 1999). The five orientations of time perspective are as follows: (1) Past Positive (PP), representing a warm and sentimental attitude towards the past; (2) Past Negative (PN), representing a negative and disliked view of the past; (3) Present Hedonistic (PH), reflecting a hedonistic attitude, taking risks in the present, an orientation towards present pleasure, and less concern for future consequences; (4) Present Fatalistic (PF), representing an attitude and belief in fate without the ability to change it; and (5) Future (F), reflecting a desire to achieve future goals, motivating individuals to strive to realize them.

### *Research Model*

The research model in this study employs a multiparadigm approach with four independent variables, one moderating variable, and one dependent variable.

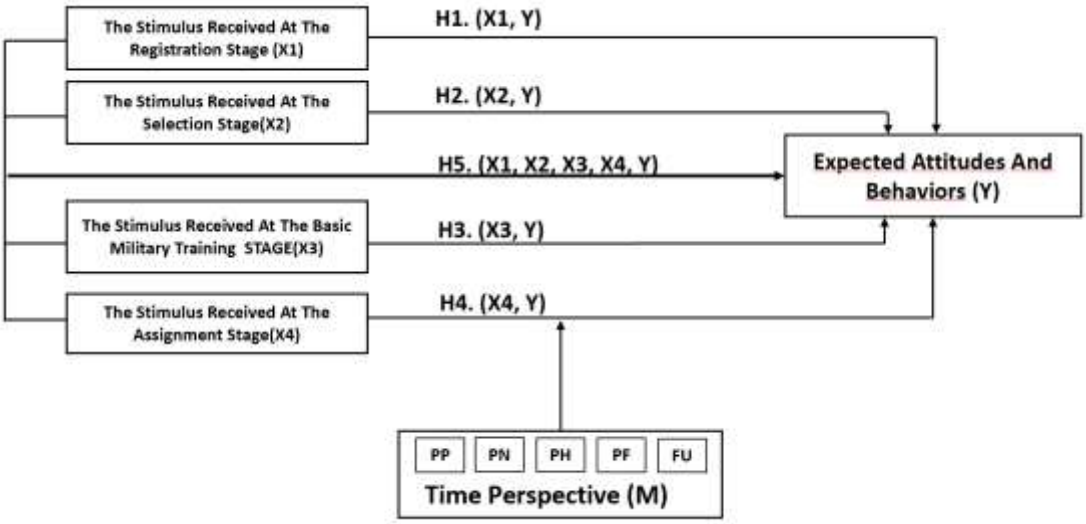


Fig. 3, Research Model
Source: Authors

As depicted in the figure above, the dependent variable is the expected attitudes and behaviors (Y). The independent variables consist of the stimuli received by Reserve during the registration stage (X1), the stimuli received by Reserve during the selection stage (X2), the stimuli received by Reserve during the basic military training stage (X3), and the stimuli received by Reserve during the assignment stage (X4). The moderating variable is the time perspective (M).

The associative relationships are as follows: the stimulus received by Reserve during the registration stage (X1) has a partial effect on the expected attitudes and behaviors (Y); the stimulus received by Reserve during the selection stage (X2) has a partial effect on the expected attitudes and behaviors (Y); the stimulus received by Reserve during the basic military training stage (X3) has a partial effect on the expected attitudes and behaviors (Y); the stimulus received by Reserve during the assignment stage (X4) has a partial effect on the expected attitudes and behaviors (Y); the stimuli

received by Reserve during the registration (X1), selection (X2), basic military training (X3), and assignment (X4) stages have a simultaneous effect on the expected attitudes and behaviors (Y); the time perspective (M) influences the relationship between the stimulus received by Reserve during the assignment stage (X4) and the expected attitudes and behaviors (Y).

**Hypotheses**

The research aims to examine hypotheses concerning the influence of stimuli received by Reserve at each stage of its formation on the expected attitudes and behaviors, as well as the impact of time perspective on the association between stimuli received during the assignment stage and the expected attitudes and behaviors.

H1: There is a positive and significant influence of stimuli received by the Reserve during the registration stage on the expected attitudes and behaviors.

H2: There is a positive and significant influence of stimuli received by the Reserve during the selection stage on the expected attitudes and behaviors.

H3: There is a positive and significant influence of stimuli received by the Reserve during the basic military training stage on the expected attitudes and behaviors.

H4: There is a positive and significant influence of stimuli received by the Reserve l during the assignment stage on the expected attitudes and behaviors.

H5: There is a positive and significant simultaneous influence of stimuli received by the Reserve during the registration, selection, basic military training, and assignment stages on the expected attitudes and behaviors.

H6: There is a positive and significant influence of time perspective on the relationship between stimuli received by the Reserve during the assignment stage and the expected attitudes and behaviors.

## *Methodology*

This study employs a quantitative research method utilizing a cross-sectional survey design. Data sampling was carried out in five Reserve formation regions in 2021, namely: a. Kodam Jayakarta, encompassing the areas of DKI Jakarta, Depok, Tangerang, and Bekasi. b. Kodam III/Siliwangi, covering the regions of West Java and Banten. c. Kodam IV/Diponegoro, covering the areas of Central Java and Yogyakarta. d. Kodam V/Brawijaya, covering the region of East Java. e. Kodam XII/Tanjung Pura, covering the regions of West Kalimantan and Central Kalimantan.

The research was conducted from January to December 2023. The study population comprises Reserve personnel who underwent the stages of Reserve formation in 2021, including registration, selection, basic military training, and inauguration, totaling 2,499 individuals. From this population, 504 individuals were selected as the research sample using the proportional stratified random sampling method with a 4% margin of error following the Slovin formula.

Table 1, Research Sample

| No | Millitary Command (Kodam) | Education | | | | | | Sum |
|---|---|---|---|---|---|---|---|---|
| | | Elementary | Junior High School | High School | Dipl. | Under Graduate | Graduate | |
| 1 | Ko | 0 | 4 | 57 | 3 | 9 | 0 | **73** |
| 2 | Ko | 0 | 6 | 124 | 4 | 5 | 0 | **139** |
| 3 | Ko | 0 | 3 | 68 | 5 | 6 | 0 | **82** |
| 4 | Ko | 0 | 1 | 100 | 10 | 17 | 3 | **131** |
| 5 | Ko | 0 | 4 | 73 | 0 | 2 | 0 | **79** |
| | | **0** | **18** | **422** | **22** | **39** | **3** | **504** |

Source: Authors

The instrument used for data collection is a closed-ended questionnaire, which restricts respondent answers and offers alternative responses. The method for assessing response values relies on a scoring system using the Likert scale.

**Research Instrument**

Prior to employing the measurement tools for data collection, validity and reliability tests were conducted. In the validity test, all computed values of Corrected Item Total Correlation (r) were determined to be greater than the tabulated value (0.088), affirming the validity of all questionnaires. Furthermore, all variables exhibited Cronbach's Alpha scores exceeding 0.6, signifying the reliability of the research instruments.

**Research Instrument (Y)**

In this study, the dependent variables (Y) are the attitudes and expected behaviors of the Reserve. The operational definition of attitudes and expected behaviors is characterized by the alterations in responses exhibited or performed by Reserve members in response to prevailing conditions as a new behavioral pattern as a result of the stimuli they receive. The stimuli in question can encompass intrinsic behavioral stimuli (motivation) or environmental factors functioning as unconditional stimuli in the Reserve formation process, starting from registration, selection, basic military training, and assignment as a Reserve Component. To gauge attitudes and behaviors, a set of 26 statement items were developed.

**Research Instrument ($X_1$)**

In this study, the independent variable ($X_1$) encompasses stimuli received by Reserve during the registration stage. The operational definition is stimuli received by Reserve during a series of activities to identify and gather potential Reserve members with internal motivation to fill specific formations in the Reserve organizational structure. These activities including socialization, announcements, and applications, aiming to attract participants who understand Reserve's tasks and responsibilities, possessing the requisite qualifications for membership, and understanding the fundamental of basic military training process. Variable $X_1$ is assessed through six statement items.

**Research Instrument ($X_2$)**

In this study, the independent variable ($X_2$) comprises stimuli received by Reserve during the selection stage. The operational definition is stimuli received by Reserve in the process of selecting potential Reserve members who have applied accordance with the stipulated criteria. This selection

process involves administrative selection encompassing document verification, and competence assessment, which include health tests, ability tests, knowledge/insight tests, and attitude assessment of Reserve candidates. The primary objective is to identify Reserve members well-suited to organizational requirements, possessing strong motivation and the ability to undergo basic military training. Variable $X_2$ is assessed through six statement items.

***Research Instrument ($X_3$)***

In this study, the independent variable ($X_3$) compasses stimuli received by Reserve during basic military training. The operational definition is stimuli received by Reserve during systematic, measurable, and planned training covering mental and spiritual development, ideological mental development, and mental struggle development. Additionally, it involves knowledge and skills development in general military affairs, legal knowledge, military techniques and tactics along with physical fitness training. The overarching goal is to shape behavior as expected, provide basic military abilities and skills, enabling them to proficiently execute basic military tasks effectively according to the formation's objectives. Variable $X_3$ is gauged through 22 statement items.

***Research Instrument ($X_4$)***

In this study, the independent variable ($X_4$) encompasses stimuli received by Reserve during the assignment stage. The operational definition is stimuli received by Reserve personnel when officially accepted as Reserve members, inaugurated by the President of Indonesia with emotional pride and a commitment to adhere to the expected behaviors of Reserve members. The individual has undergone various stages of Reserve formation progressing from registration, selection to basic military training. Variable $X_4$ is assessed through nine statement items.

***Research Instrument for Time Perspective Variable (M)***

In this study, time perspective serves as moderating variable (M). The operational definition of time perspective is the fundamental outlook of the Reserve on time within the psychological framework of past, present, and future orientations. This perspective forms the basis for Reserve 's behavioral patterns in addressing attitudes and behaviors throughout their lives. The psychometric properties of the Time Perspective variable are evaluated through 56 questions adapted from the Zimbardo Time Perspective Inventory (ZTPI). The ZTPI has been adapted into Indonesian and subjected to validity and reliability testing using samples from Indonesia (Ningrum, 2014).

***Hypothesis Testing***

Hypothesis testing is performed through linear regression analysis to ascertain both the direct and indirect impacts between variables X and Y. Additionally multiple linear regression analysis is employed to comprehend the cumulative effects of two or more independent variables on the dependent variable. The computation of regression coefficients, correlation coefficients, and determination coefficients provides a foundation for drawing conclusions from the formulated hypotheses. To assess the proposed hypotheses, statistical techniques such as F-test, determination coefficient, and multiple linear regression equations will be applied, utilizing IBM SPSS Statistic 27.

***Results***

Table 2, Partial t-test of X on Y

**Coefficients[a]**

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 1.076 | .099 | | 10.841 | .000 |
| | X1 | .092 | .028 | .109 | 3.233 | .001 |
| | X2 | .056 | .030 | .067 | 1.849 | .065 |
| | X3 | .381 | .043 | .463 | 8.962 | .000 |
| | X4 | .203 | .034 | .283 | 5.903 | .000 |

a. Dependent Variable: Y

Source: Authors

Hypothesis H1. The partial t-test results for X1 on Y yielded a significance level of 0.001 < 0.05; with a calculated t-value of 3.233 > the tabulated t-value of 1.965 (df = n-k-1, or df = 504-4-1=499). Consequently, H0 is rejected, and H1 is accepted.

Hypothesis H2. The partial t-test results for X2 on Y showed a significance level of 0.065 > 0.05; and a calculated t-value of 1.849 < the tabulated t-value of 1.965 (df = n-k-1, or df = 504-4-1=499). Therefore, H0 is accepted, and H2 is rejected.

Hypothesis H3. The partial t-test results for X3 on Y resulted in a significance level of 0.000 < 0.05; with a calculated t-value of 8.962 > the tabulated t-value of 1.965 (df = n-k-1, or df = 504-4-1=499). Hence, H0 is rejected, and H3 is accepted.

Hypothesis H4. The partial t-test results for X4 on Y obtained a significance level of 0.000 < 0.05; and a calculated t-value of 5.903 > the tabulated t-value of 1.965 (df = n-k-1, or df = 504-4-1=499). Consequently, H0 is rejected, and H4 is accepted.

Table 3, F-test

**ANOVA[a]**

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 97.377 | 4 | 24.344 | 316.719 | .000[b] |
| | Residual | 38.278 | 498 | .077 | | |
| | Total | 135.656 | 502 | | | |

a. Dependent Variable: Y
b. Predictors: (Constant), X4, X2, X1, X3

Source: Authors

Hypothesis H5. Based on the F-test table, the significance level is 0.000 < 0.05, and the calculated F-value is 316.719 > the tabulated F-value of 2.35 (significance level 0.05 and (df1= number of variables – 1 (5-1=4); df2=n-k-1 (504-4-1=499))). It can be concluded that H0 is rejected, and H5 is accepted.

Table 4, F-test with Moderation Variable

**ANOVA[a]**

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 98.726 | 9 | 10.970 | 146.441 | .000[b] |
| | Residual | 36.929 | 493 | .075 | | |
| | Total | 135.656 | 502 | | | |

a. Dependent Variable: Y

b. Predictors: (Constant), X4PP, X1, X4PF, X2, X3, X4PN, X4FU, X4PH, X4

Source: Authors

Hypothesis H6. According to the F-test table, the significance level is 0.000 < 0.05, and the calculated F-value is 146.441 > the tabulated F-value of 2.35 (significance level 0.05 and (df1= number of variables – 1 (10-1=9); df2=n-k-1 (504-9-1=494))). Consequently, H0 is rejected, and H6 is accepted.

**Multiple Linear Regression Equation.**

Table 5, Coefficient Table with Moderation

**Coefficients[a]**

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 1.274 | .115 | | 11.112 | .000 |
| | X1 | .074 | .028 | .087 | 2.590 | .010 |
| | X2 | .058 | .030 | .070 | 1.945 | .052 |
| | X3 | .358 | .043 | .435 | 8.405 | .000 |
| | X4 | .195 | .046 | .273 | 4.239 | .000 |
| | X4FU | .022 | .007 | .170 | 3.006 | .003 |
| | X4PF | .001 | .007 | .005 | .123 | .902 |
| | X4PH | -.007 | .009 | -.041 | -.771 | .441 |
| | X4PN | -.007 | .008 | -.048 | -.979 | .328 |
| | X4PP | -.013 | .009 | -.077 | -1.514 | .131 |

a. Dependent Variable: Y

Source: Authors

From the Output Table above, the obtained multiple linear regression equation can be read as follows:

$$Y = 1.274 + 0.074\ X_1 + 0.058\ X_2 + 0.358\ X_3 + 0.195\ X_4 + 0.022\ X4FU + 0.001\ X4PF +$$

$$(-0.007)\ X4PH + (-0.007)\ X4PN + (-0.013)\ X4PP$$

The interpretations are as follows:

1) The constant term of 1.274 signifies that in the absence of stimuli received during the Registration, Selection, Basic Military Training, and Assignment stages, and without a time perspective influencing Reserve's anticipated attitudes and behaviors, the predicted expected attitudes and behaviors will be 1.274 times.
2) Variable X1, representing the stimulus received during the registration stage, exhibits a regression coefficient of 0.074. This implies that a one-point increase in the stimulus received during the registration stage is predicted to result in 0.074 times increase in expected attitudes and behaviors.
3) Variable X2, representing the stimulus received during the selection stage, exhibits regression coefficient of 0.058. This implies that a one-point increase in the stimulus received during the selection stage is predicted to result in 0.058 times increase in expected attitudes and behaviors.
4) Variable X3, denoting the stimulus received during basic military training, possess a regression coefficient of 0.358. This suggests that a one-point increase in the stimulus received during basic military training is predicted to result in 0.358 times increase in expected attitudes and behaviors.
5) Variable X4, representing the stimulus received during the assignment stage, exhibits a regression coefficient of 0.195. This implies that a one-point increase in the stimulus received during the assignment stage is predicted to result in 0.195 times increase in expected attitudes and behaviors.
6) Variable X4FU, representing the stimulus received during the assignment stage moderated by the time perspective future, exhibits a regression coefficient of 0.022. This indicates that when the stimulus received during the assignment stage, moderated by the future time perspective, increases by one-point, it is predicted to result in 0.022 times increase in expected attitudes and behaviors.
7) Variable X4PF, representing the stimulus received during the assignment stage moderated by the present fatalistic time perspective, exhibits a regression coefficient of 0.001. This suggests that when the stimulus received during the assignment stage, moderated by the present fatalistic time perspective, increases by one-point, it is predicted to result in 0.001 times increase in expected attitudes and behaviors.
8) Variable X4PH, denoting the stimulus received during the assignment stage moderated by the present hedonistic time perspective, exhibits a regression coefficient of -0.007. This indicates that when the stimulus received during the assignment stage, moderated by the present hedonistic time perspective, increases by one-point, it is predicted to result in a decrease of expected attitudes and behaviors by -0.007 times.
9) Variable X4PN, representing the stimulus received during the assignment stage moderated by the past negative time perspective, exhibits a regression coefficient of -0.007. This suggests that when the stimulus received during the assignment stage, moderated by the past negative time perspective, increases by one-point, it is predicted to result in a decrease of expected attitudes and behaviors by -0.007 times.
10) Variable X4PP, denoting the stimulus received during the assignment stage moderated by the past positive time perspective, exhibits a regression coefficient of -0.013. This indicates that when the stimulus received during the assignment stage, moderated by the past positive time perspective, increases by one-point, it is predicted to result in a decrease of expected attitudes and behaviors by -0.013 times.

## *Discussion*

Hypothesis H1. The stimulus received by Reserve during the registration stage of Reserve formation exerts a positive and significant impact on the expected attitudes and behaviors exhibits as a Reserve. This influence is presumed to arise from the registration stage involving socialization activities that provide information about Reserve (CS). Concurrently, internal motivation serves as the

unconditioned stimulus (US), resulting in attitudes and behaviors aligned with established standards (CR). Socialization is a social interaction process that empowers individuals to acquire knowledge, information, attitudes, and behaviors deemed essential for effective participation in society (Hughes & Kroehler, 1990).

Hypothesis H2. The stimulus received by Reserve during the selection stage of Reserve formation does not contribute significantly to the expected attitudes and behaviors as a Reserve. Despite being integral, part of Reserve formation management, the selection stage does not appear to shape the established standards for Reserve attitudes and behaviors. This lack influence may be because the selection material, as explained above, has little correlation with the expected attitudes and behaviors. However, even though it may not directly impact Reserve attitudes and behaviors, the selection stage, mandated by Presidential Regulation No. 3 of 2021 concerning the Implementation of Law No. 23 of 2019 concerning the Management of National Resources for National Defense, is imperative. This is because the selection stage plays a crucial role in ensuring that the accepted individuals have the qualities and capabilities demanded by the duties of Reserve members, both during basic military training and mobilization.

Hypothesis H3. The stimulus received by Reserve during the basic military training stage exerts a positive and significant impact on the expected attitudes and behaviors as a Reserve. Methodically planned and structured exercises have the potential to significantly affect the formation of individual attitudes and behaviors. Through training focusing on skill development, reinforcement of desired attitudes, and relevant practical experiences enables, individuals to modify their behavior and embrace attitudes aligned with the training objectives (Colquitt et al., 2016).

Hypothesis H4. It is deduced that the stimulus received by Reserve during the assignment stage as a Reserve yields a positive and significant impact on the expected attitudes and behaviors. Being assigned as a Reserve by the Presidential Institution instills pride in Reserve members. The individual pride associated with group or organizational identity and achievements can significantly shape the formation of their attitudes and behaviors. This sense of pride has the potential to motivate individuals to adopt attitudes supporting group norms and values, fostering positive contributions and dedication within that context (Ellemers et al., 2002).

Hypothesis H5. There is a positive and significant simultaneous influence of the stimuli received by Reserve personnel during the registration, selection, basic military training, and assignment stages on the expected attitudes and behaviors. According to the Simultaneous Coefficient Determination Table without Moderation, the R Square (R2) is determined to be 0.718 or 71.8%. This indicates that stimuli received by Reserve personnel during the registration, selection, basic military training, and assignment stages collectively exert a positive and significant impact on the expected attitudes and behaviors by 71.8%, while the remaining 28.2% is influenced by other variables not examined in this study.

Hypothesis H6. There is a positive and significant influence of time perspective on the relationship between the stimuli received by Reserve during the assignment stage and the expected attitudes and behaviors. According to the Simultaneous Coefficient Determination Table with Moderation, the R Square (R2) is determined to be 0.728 or 72.8%. This indicates that during the assignment stage, when moderated by Time Perspective, there is a positive and significant impact on attitudes and behaviors by 72.8%, while the remaining 27.2% is influenced by other variables not examined in this study. The most influential Time Perspective variable is Future, contributing 12.44%, followed by present fatalistic with 0.08%. Other time influences show no effect, such as present hedonistic (-1.17%), past negative (-1.06%), and past positive (-4.50%), all yielding negative results. Time perspective plays a role as a moderator that capable of either amplifying or attenuating changes in Reserve behavior, simultaneously acting as a shell that can slow down/accelerate the decline of CR over time.

### *Novelty*

Several novel aspects distinguish this study. Firstly, this research is unprecedented as the formation of the Indonesian Reserve commenced in 2021, and the respondents in this study are members of the Reserve formed in the same year.

Secondly, Time Perspective can be used to moderate Reserve behavior patterns, proving beneficial as part of the selection material for Reserve formation or as counseling material for Reserve during basic military training. This ensures that Reservist tends to have a positive impact on their future behavior particularly concerning Future Time Perspective.

Thirdly, by leveraging Time Perspective to enhance the influence of the relationship between received stimuli and attitudes and behaviors, Time Perspective can function as a shell to decelerating the decline of CR over time.

### *Conclusion*

Based on the study's finding regarding the impact of stimuli received by Indonesian Reserve at various stages of their formation on the expected attitudes and behaviors, the following conclusions can be drawn:

The study provides evidence that the Classical Conditioning theory can shape intended attitudes and behaviors (CS) through the acquisition of US and CS. The pattern of stimulus and response relationships can be utilized to explain that Law No. 23 of 2019 concerning the Management of National Resources for National Defense aligns with the S-O-R model (Stimulus-Organism-Response). Stimuli administered given during the registration, basic military training, and assignment stages exhibits a positive and significant impact on attitudes and behaviors. However, during the selection stage, there is no significant relationship with the expected attitudes and behaviors of the Reserve.

Time Perspective is proven to moderate the relationship between the stimuli received by Reserve during the Assignment Stage and the expected attitudes and behaviors. Time Perspective enhances the effective contribution, increasing from 71.8% before moderation to 72.8% after moderation with Time Perspective. This signifies that the moderating variable has proven to increase attitudes and behaviors by 1%, with the remaining 27.2% influenced by other unexamined variables. The most significant/moderating Time Perspective variable is Future, contributing 12.44%, followed by present fatalistic with 0.08%. Other time influences exhibit no effect, such as present hedonistic (-1.17%), past negative (-1.06%), and past positive (-4.50%), all indicating negative results. Time Perspective has proven to play a role as a moderator that can enhance or diminish changes in Reserve personnel behavior, concurrently serving as a shell that can either decelerate or accelerate the decline of CR.

### *Limitations*

This study has several limitations. Firstly, the research focuses on the analysis of individual Reserve members, thus not assessing the effectiveness of the entire Reserve formation process. Secondly, the study is specifically tailored to examines the Reserve formation system in Indonesia, recognizing that each country has unique ways in managing its defense system. Future research recommendation encompasses an assessment of the organization of Reserve formation stages, encompassing registration, selection, basic military training, and determination phases, based on theories related to evaluation. Additionally, there is a call for more advanced research to assess the extent of the decline in Reserve 's standard attitudes and behaviors over time.

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