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# Social Learning for Understanding Planning Practices at the Individual Level

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**Abstract**--Learning is a process of getting the knowledge to achieve better change. So people who learn need a process of guidance and direction to change their attitude and behavior to become independent human. In fact, most of people learn through selective observation and remember the behavior of other people in their environment. As has been done by the people who implement social learning program, the people have traditionally had local wisdom in protecting nature from generation to generation. This regulation has come a long way after the enactment of the government policy on natural protection of forest. As in the case of destroying forest, they will be subject to customary legal sanction in the form of fine which must be paid by someone as a form of apology.

**Keywords**--environment-based, individual level, reconstruction process, social learning.

**Introduction**

The reconstruction process and social learning in the community are one of the strategies in empowering the indigenous community (Cai et al., 2020; Petter & McLean, 2009). This research examined the reconstruction process and social

learning on environmental character model of the indigenous people (Olsson et al., 2020). The reconstruction of ethnic social learning has the function to increase the empowerment of the ecological environment in empowering the community. This study explained the models and ways of developing social learning activities and ecological empowerment by people with ethnic environmental insight in the farmer group (Susanty et al., 2021; Werdistira & Purnama, 2020). The results showed that among the indigenous people, there were programs and community empowerment such as social learning which is a cultural festival in the context of ecological empowerment by using local culture (Lamba et al., 2020; Berkes, 2009).

The current problem is the narrowing of land which causes poverty. This is due to the increasing population and the existence of government regulations regarding land management (Lotz-Sisitka et al., 2015). Moreover, people who have farming job will have difficulty with new profession that has never been done before. This problem is what forces the community to be involved in illegal logging, illegal mining, and illegal fishing, which are feared to cause environmental damage (ecological crisis) and social disparities. Moreover, the ecological crisis is one of the most important contemporary citizenship issues, and the sustainability of all life on this planet will be questioned. Figure 1 shows learning process.

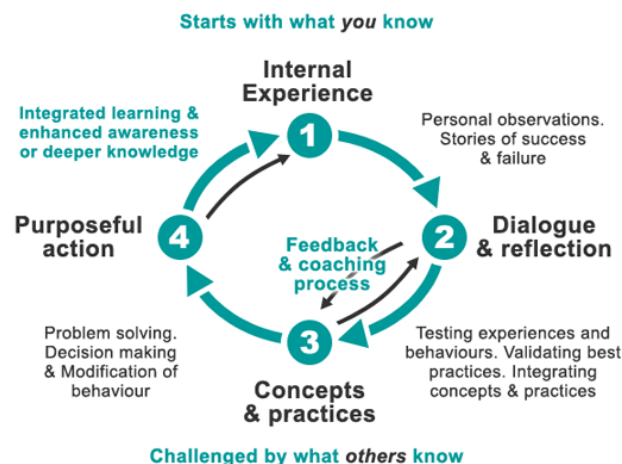


Figure 1. Learning process

Society really needs community empowerment activities that involve farmer groups because part of the area they occupy is now managed by a company with Selective-logging concessions. Thus, there were rules that the community should obey in cultivating the forest. Through farmer empowerment activities, they will gain knowledge in managing the natural environment properly. In reality, nowadays many people have become people who have lost the ability to manage their nature (Zheng et al., 2021). So policy makers need to consider to use the empowerment intervention in strengthening human and physical capitals, financial management skill, increasing women's diversification and reducing their household dependence on agriculture.

Through empowerment activities with the Permaculture Foundation, it is hoped that it can overcome learning difficulties in the community, especially for people who still think primitively (Mochizuki et al., 2021). The social learning method is considered relevant to local conditions. Combining experience and interaction of people with other people can make people think and regulate their own behavior. However, the process of learning in the community through experience so far has not been maximally obtained, because they only learn from customary chief (Matta et al., 2020).

This research will develop efforts to increase community power through the study of the meaning and learning process with the insight of the ethnic environment. There are two important things that will be developed, namely, First, there will be an empowered community or human resources that physically have the ability to meet their daily needs independently. Secondly, improving the quality of non-physical human resources is aimed at improving quality such as skill, mental, spiritual development, and an increase in work ethic.

This research activity involves the community as an empowered party. This is certainly in line with efforts to increase the awareness of the importance of maintaining a sustainable environment based on the philosophical views of the people or living together in one unity of nature and the surrounding environment (Zhao et al., 2009; Ma et al., 2015; Li et al., 2015). These individual skills will be acquired through the concept of social learning because social learning emphasizes that an environment which accidentally exposed to someone is often chosen and changed by that person through his or her own behavior.

### **Social idea**

The foremost social product is an idea. With an idea, a real practice and product can occur. In other words, a real practice or product will be difficult to emerge if it is not initiated by an idea. Belief in something, values that are considered good and practices that are currently taking place in society can generate new ideas. This idea can be an evaluation or correction of bad habits so that they can become more qualified, practices or habits in social life that are considered inappropriate with the times and become cultured behavior that is more appropriate to the current era (Keen et al., 2020). How the idea is a product of social learning can be seen from the changing beliefs of young executive mothers who try to keep breastfeeding their babies for six months. Namely by getting used to storing breast milk in bottles that are stored in the refrigerator.

The idea of social products in the form of shaped field confidence, attitude, or the value. Trust is a perception based on facts without any evaluation such as smoking or a bird's good judgment about a person, object, idea or event (Chanrasekar et al., 2020). Trust and attitude don't always go hand in hand. Imi is involved in the belief that smoking can cause various diseases. A person's attitude can be the opposite of that. For example, there are many people (including some doctors) who believe that smoking is bad for health, and on many occasions they often give advice to others including their children. But when he gets together at a reunion with his middle or high school friends, he laughs and enjoys a clove cigarette that his old friend treats him. This shows that the beliefs,

attitudes, and values they hold do not always have to be consistent with each other.

Social idea could also form a value, which is defined as all ideas are considered true and what is considered one of the guide someone at a community to act. Culturally defined standards that people use to dedicate what is desirable, good and beautiful, and that serve as broad guidelines for social living (Bond et al., 2020). This value can be manifested in the community's belief that education is important, keeping the environment clean is mandatory, fighting is not good and so on.

### **Social practices**

In practice, examples of the value that is used as a product of social learning can be seen in the posters and banners displayed at the headquarters, barracks, or the Indonesian National Army (TNI) office as well as on the road that reads "Peace is Beautiful". The contents of the message are intended to invite people to behave not to fight with each other or to fight with each other. Practice here does not mean like a practicum that is carried out in a laboratory (Maseleno et al., 2019), but rather a social behavior and action that occurs in a public space as seen in the implementation of vaccinations or voting during general elections. As a social product, this social practice can be found in determining changes in behavior patterns, such as efforts to quit smoking or the use of a type of contraception in the Family Planning program. Social practice is the essence of social learning. If there is no change in social practices, what is initiated by the social learning program will not be achieved (Maseleno et al., 2021). Social product is a tangible object, such as the contraceptive pill that is intended to reduce the birth rate or like the safety belt which aims to improve the discipline of the driver on the highway for the sake of safety driving or drug ABATE are sold at very cheap prices (because of subsidies) with the intention that the community members are limited from dengue fever. The measurable object refers to the products (objects) that physically accompany a social learning campaign. The success of social learning instead be seen from how many products measurable (tangible object) sold or distributed in the community, but how many people use / exploit these products in accordance with the messages conveyed in social learning.

However, in practice there is no opinion that states the difference in emphasis on one form of whether an idea, social practice or a tangible product. The aspects that will be highlighted depend on the purpose, nature and character of the social learning. Social marketers promote social ideas and practices, because the end goal is to change habits from what they have been doing to be behavior that is in line with expectations. For example, when President Soeharto popularized the consumption of food in a more varied way than rice, this learning idea was followed by the behavior of officials by starting to like potatoes and bread. Social learning is considered by many to have several advantages over traditional social change strategies, namely the main expected impact is an increase in social welfare. The traditional social change strategy places more emphasis on activities such as speeches from village heads, kiai, or traditional stakeholders in disseminating Pancasila practices. Whereas in social learning the principles of learning science are involved in this activity.

Meanwhile, social learning is built on knowledge obtained from businesses that consider measurable objects, research human needs, direct products to certain consumer groups, use technology to support activities (such as using computers for graphic design), communicating the benefits / benefits they get effectively, constant vigilance to change environment, and ability to adapt to change. This means that social learning activities have plans and strategies whose effectiveness can be evaluated and measured scientifically. If we look at social learning activities in countries that have been developed earlier such as Sweden, Canada and Australia, these activities are mostly aimed at changing behavior in order to reduce cigarette and alcohol consumption, encouraging drivers to drive vehicles safely such as not driving in a drunken state, as well as increasing concern for environmental sustainability (Mercieca et al., 2021).

In some cases, social change campaigns in these countries have been more effective than those undertaken in the United States. For example, Sweden developed a program aimed at increasing the number of nonsmokers. This program includes intensive anti-smoking education in schools and maternity clinics, restrictions on cigarette promotion and advertising, high tobacco excise taxes, penalties for smoking in public places, and clinics that cater to people who want to quit smoking. Meanwhile, developing countries, such as the Philippines, Indonesia, and China have carried out vigorous social campaigns in an effort to increase community involvement in immunization for children under five years of age, avoiding "Domestic Violence", the spread of the use of ORS to overcome fluid shortages due to diarrhea, family promotion planning, illiteracy, and diet for health (Botvin, 2000; Carey et al., 2007; Melin, 2000). The focus and emphasis of learning programs in a country of course vary depending on the social issues that are considered the most problematic. Social Learning for Understanding Planning Practices at the Individual Level, discusses planning practices. Many factors influence planning other than those discussed in this paper, including: Competence: (Ridwan et al., 2020); Corporate Governance: (Agussalim et al., 2020); Human services and resources: (Mulyani et al., 2020), (Richardo et al., 2020); Knowledge: (Desfiandi et al., 2017), (Prayetno & Ali, 2020), (Mukhtar et al., 2016); Leadership: (Noor et al., 2016), (Bastari et al., 2020), (Ali et al., 2016), (Elmi et al., 2016); Organizational Commitment: (Noor et al., 2016), (Harini et al., 2020), (Prayetno & Ali, 2017); Performance: (Riyanto et al., 2017), (Prayetno & Ali, 2017), (Agussalim et al., 2016), (Rivai et al., 2017), (Noor et al., 2016), (Silitonga et al., 2017), and (Ridwan et al., 2020).

## **Conclusion**

The empowerment of the community is more about seeing the potential of the village or community where they live. For people who live in forest areas, they can see local needs while considering existing designs. The form of social activities for community empowerment in the farmer group is part of an effort to reconstruct the meaning of the ethnic-based social learning process in order to increase empowerment. Most people live in the areas of the rivers. In general, they are farmers, fishermen, miners of sand, gravel, gold and zircon, both legal and illegal miners. This fact can be seen from the existence of various traditions that were left behind. There were many community empowerment programs that contradict with the traditions of their ancestors. The people who previously only learned to

cultivate agricultural land from their ancestral traditions should change it with more modern system. This could be seen from the different views in cultivating plantations and forests. In the past, the people were taught to plant in the forest with a shifting system in order to maintain soil fertility. However, the government has prohibited this in order to protect the forest ecosystem. Whereas on the other hand, they only maintained their traditions. Thus, the people felt threatened in maintaining their needs. To anticipate this problem, the local government created community empowerment program supported by several private institutions. The programs were coaching, training and seminars on forest product processing. Some activities of the program were the progress of the processing program, home industry in the form of cracker, home garden program, soil fertility strategies and socialization about health.

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