



Social Development in Increasing Human Resources Awareness of Environmental Protection in Bumi Ayu Subdistrict

Wafa Adila^{1*}, Fitra Hadi Khaz², Erika Yusmaini³, Keke Ananta⁴

¹⁻⁴ Sekolah Tinggi Ilmu Administrasi Lancang Kuning, Dumai, Indonesia

*Correspondence author: wafaadila7@gmail.com

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Abstract: Environmental issues in Bumi Ayu Subdistrict are characterized by a low level of public awareness and understanding of the impacts of environmentally unfriendly behaviors, including the use of single-use plastics, water pollution, and waste burning. This condition presents a significant challenge to the implementation of sustainable development at the community level, particularly in maintaining environmental quality and public health. This community service activity aims to enhance community participation in environmental conservation and to strengthen social awareness of sustainable development through a participatory and educative approach. The methods employed include interactive presentations, group discussions, and the development of informational media as accessible and effective educational tools for various community groups. The results indicate an improvement in community understanding of the relationship between daily behaviors and environmental degradation, accompanied by the emergence of collective awareness and active participation in environmental conservation initiatives such as waste management, waste sorting, and greening programs. Overall, this activity contributes to encouraging behavioral change toward environmentally responsible practices, fostering shared responsibility, and supporting sustainable social and environmental development in the local community.

1. INTRODUCTION

Social development is a strategic process aimed at strengthening community capacity to achieve sustainable well-being through structural and cultural change (Midgley 2014). In an environmental context, social development plays a crucial role in fostering human resource (HR) awareness, enabling them to behave more responsibly towards environmental sustainability. A well-maintained environment not only supports ecosystem balance but also directly impacts a community's quality of life, health, and socio-economic sustainability. However, various studies indicate that low environmental awareness at the community level remains a crucial issue in social development in urban and semi-urban areas (UNEP 2020).

Bumi Ayu Village is one area facing these challenges. Based on field observations and qualitative data from community interactions, the level of community participation in environmental conservation activities, such as reforestation, waste management, and environmental cleanliness, remains relatively low. The practice of littering, minimal sorting of organic and inorganic waste, and low awareness of the impacts of waste burning and the use of single-use plastics are clear indications of weak environmental awareness among the

community. This condition is exacerbated by limited supporting infrastructure, such as waste management facilities and access to information on environmentally friendly practices.

The primary focus of this community service project is the low level of human resource awareness regarding environmental protection as an integral part of sustainable social development. This problem is not merely technical but also closely related to social and cultural dimensions, where society tends to view environmental issues as solely the responsibility of the government. This perspective creates a gap between public policy and everyday practices at the community level. However, sustainable development theory emphasizes that successful environmental preservation depends heavily on the active involvement of communities as key actors in social change (Sachs 2015).

The selection of Bumi Ayu Village as the subject of community service was based on the real need for educational and participatory interventions capable of bridging the gap in environmental knowledge and practice. The lack of structured environmental education programs and the low intensity of outreach regarding sustainable development make this area relevant as a community to be assisted. Furthermore, the Bumi Ayu community has the potential for social capital that can be developed through a participatory approach, thus enabling collective behavioral change if facilitated appropriately (Putnam 2000).

Within the framework of social development, increasing human resource awareness of the environment is seen as a crucial prerequisite for encouraging sustainable behavioral change. Participatory environmental education not only increases knowledge but also fosters a sense of ownership and collective responsibility for the surrounding environment. This aligns with the view that effective social change is not solely determined by regulations, but rather by the internalization of values and awareness in people's daily lives (Freire 2005).

Based on these conditions, this community service activity aims to encourage social change by increasing public awareness and participation in protecting the environment in Bumi Ayu Village through strengthening individual attitudes, social norms, and perceived behavioral control that shape pro-environmental behavior (Ajzen, 1991), while also fostering learning through observation and social modeling to support sustainable practices (Bandura, 1986). The expected changes align with the diffusion of environmentally responsible innovations within the community, where early adopters can influence broader behavioral shifts (Rogers, 2003). At the collective level, the activity supports community-based environmental governance by enhancing social capital, trust, and cooperation among residents (Putnam, 1993), which are critical for effective waste management and greening initiatives (Wilson et al., 2015). These efforts are consistent with global frameworks for sustainable development that emphasize

integrated environmental management and responsible resource use (UNEP, 2015), as well as international principles of health promotion that link environmental quality with community well-being and participatory action (World Health Organization [WHO], 1986). More broadly, the program contributes to the achievement of sustainable development by balancing environmental protection, social equity, and long-term community resilience (World Commission on Environment and Development [WCED], 1987).

2. METHOD

This community service activity uses a participatory approach based on community organizing, which positions the community as both the subject and partner in the entire planning and implementation process of the activity. The subjects of the service are the community of Bumi Ayu Village, including the general public, students and university students, as well as community leaders and local youth. The location of the activity is carried out in the Bumi Ayu Village area as a supported community facing the problem of low human resource (HR) awareness regarding environmental protection. This location was chosen based on the real need for educational interventions that can encourage behavioral changes and community social participation in environmental conservation.

The action planning process is carried out collaboratively, involving community representatives, local leaders, and youth as agents of change. The involvement of the assisted subjects begins at the problem identification stage, where the community is invited to express the environmental issues they face in their daily lives, such as waste management, environmental cleanliness, and the lack of environmentally friendly practices. The results of this identification form the basis for designing outreach materials and determining strategic approaches appropriate to the community's social characteristics. This approach aims to build a sense of ownership of the program, so that the community organizing process is not top-down, but rather grows from the community's collective awareness.

The primary methods used to achieve the community service objectives were interactive presentations and the creation of informational media. Interactive presentations were designed to encourage active participant engagement through discussions, Q&A sessions, and the use of visual media such as slides, videos, and educational images. This method was chosen to avoid one-way communication and to enable the exchange of knowledge and experience between facilitators and the community. Meanwhile, the creation of informational media in the form of leaflets, posters, infographics, and other visual content served as a means of reinforcing the socialization message so that information about environmental protection

could be continuously accessed by the community, even after the main activity was completed.

The community service activities are implemented in stages and systematically. The first stage is situation analysis and social mapping, which aims to identify environmental issues and levels of public awareness. The second stage is joint action planning, which involves the development of outreach materials and activity strategies, involving community leaders and youth. The third stage is the implementation of outreach, which includes interactive presentations and distribution of information media. The fourth stage is reflection and evaluation, to assess changes in understanding, community response, and the potential for program sustainability through the role of local leaders as environmental awareness drivers.

3. RESULTS

The results of community service implemented in Bumi Ayu Village demonstrate the dynamics of the mentoring process, which developed gradually and in a participatory manner. This process began with educational and outreach activities on the importance of environmental protection, followed by technical training on waste management and concrete actions to reforest the environment. These various activities were designed to address the primary challenges faced by the community: low public awareness of environmental management and limited collective practices in maintaining cleanliness and environmental sustainability.

In its implementation, the mentoring process focuses not only on imparting knowledge but also emphasizes hands-on practice through technical program actions. Communities are involved in waste sorting, composting household waste, tree planting, and regular community service activities. This direct involvement fosters social learning, where communities become not merely recipients of information but also key actors in solving environmental problems in their areas.

The most prominent outcome of this activity was increased environmental awareness among residents. People began to understand the connection between daily behavior and its impact on health and environmental quality. This change was reflected in a reduction in littering, increased discipline in waste disposal and sorting, and the emergence of community initiatives to utilize household waste productively. These behavioral changes are early indicators of social transformation at the community level.

In addition to changing individual behavior, this community service also contributes to strengthening the human resource capacity of Bumi Ayu Village. Through ongoing training and mentoring, the community gains new knowledge and skills relevant to environmental management. This capacity building fosters community confidence to play an active role in social development, while also strengthening the community's collective ability to manage the environment independently.

The social impact of these activities is evident in the strengthening of cooperation and social solidarity among residents. Previously incidental community outreach activities have evolved into regular community events. Furthermore, the involvement of younger generations in various environmental activities demonstrates the emergence of cross-generational awareness. In this process, local figures, particularly youth and community leaders, are beginning to emerge as drivers and organizers of environmental activities, potentially becoming local leaders in environmental conservation issues.

From an environmental perspective, the results of community service demonstrate tangible impacts, including a reduction in the volume of illegal waste, an increase in green space through reforestation activities, and improvements in the quality and aesthetics of residential areas. Furthermore, the emergence of initiatives such as plans to establish a waste bank and a communal garden mark the birth of new social institutions oriented towards sustainability. These findings demonstrate that the community service process not only produces short-term changes but also paves the way for sustainable social transformation in Bumi Ayu Village.

4. DISCUSSION

Community service in Bumi Ayu Village demonstrates that an environmental awareness-based social development approach can gradually encourage behavioral change and strengthen community capacity. This finding aligns with Chambers' (1997) perspective, which emphasizes that community-based development positions residents as the primary subjects of change, not merely objects of intervention. Active community involvement from the outreach stage to environmental action demonstrates that a participatory mentoring process can strengthen a sense of ownership of the program, thereby encouraging the sustainability of social initiatives at the local level.

Theoretically, the increase in environmental awareness occurring in the Bumi Ayu community can be understood through the framework of social behavioral change theory. According to Ajzen (1991), behavioral change is influenced by attitudes, subjective norms, and

an individual's perceived control over their actions. In the context of this community service, environmental education and hands-on practices such as waste management and reforestation play a role in shaping positive attitudes, while collective activities such as mutual cooperation and group work reinforce new social norms that support environmentally friendly behavior. This demonstrates that social change does not occur instantly, but rather through a continuous process of internalizing values.

The strengthening of human resource capacity found in this activity also reinforces the theory of community empowerment. Zimmerman (2000) states that empowerment involves increasing a community's knowledge, skills, and ability to control decisions that affect their lives. The technical training and mentoring provided to Bumi Ayu residents has created a space for the community to develop practical competencies and self-confidence in environmental management. Thus, community service not only results in increased knowledge but also fosters social independence.

Furthermore, the emergence of environmentally conscious communities and local driving figures reflects the institutionalization of social change. This phenomenon can be explained through the social capital perspective proposed by Putnam (2000), where social networks, trust, and shared norms form a crucial foundation for successful collective action. Cooperation among residents, youth involvement, and the role of community leaders indicate that social capital in Bumi Ayu Village is strengthening, which in turn accelerates the process of community-based social development.

Ultimately, this discussion confirms that the community service process in Bumi Ayu Village not only resulted in practical environmental changes but also provided conceptual contributions to understanding the dynamics of social change. The participatory approach applied demonstrates that social transformation can be sustainable if supported by strengthening human resource capacity, community involvement, and the formation of new social norms and institutions rooted in collective community awareness.

5. CONCLUSION

Community service conducted in Bumi Ayu Village demonstrates that social development based on increasing human resource awareness plays a strategic role in encouraging changes in community behavior towards environmental protection. Through a participatory approach that integrates education, mentoring, and collective action, the community not only gains new knowledge about environmental issues but also experiences a process of internalizing sustainable values reflected in daily practices. Theoretical reflections

on these findings emphasize that sustainable social change cannot be achieved through solely instructive interventions but requires the active involvement of the community as the primary subject of development.

Theoretically, the results of this community service reinforce the perspectives of community empowerment and sustainable development, which emphasize the importance of strengthening individual and collective capacity. Increased environmental awareness, the emergence of environmentally conscious communities, and the growing role of local activists demonstrate that the community service process has fostered the formation of social capital and new norms that support environmentally friendly behavior. This process demonstrates that social development occurs gradually through the interaction of community knowledge, participation, and direct experience in managing their surrounding environment.

Based on these reflections, this community service program recommends the need for program sustainability through medium- and long-term mentoring to ensure that the changes achieved are not temporary. The sub-district government and local stakeholders are expected to integrate environmental initiatives into regional development policies and programs, including the provision of supporting infrastructure such as waste management systems and green open spaces. Furthermore, strengthening the role of local communities and the younger generation as agents of change needs to be continuously encouraged through advanced training and inclusive participation. Thus, community service not only contributes to environmental improvements but also lays the foundation for sustainable social transformation in Bumi Ayu Sub-district.

Furthermore, this community service experience demonstrates that environmental issues at the community level are inextricably linked to issues of awareness, social structure, and institutional support. Without synergy between community capacity building and local policy support, established behavioral changes have the potential to stagnate. Therefore, future community service efforts need to be directed not only at educational aspects but also at strengthening community governance, enabling communities to become key actors in the planning, implementation, and evaluation of environmental programs. This approach aligns with the social development paradigm, which positions environmental sustainability as the outcome of a continuous social learning process based on community self-reliance.

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