PERSUASIVE AND EDUCATIVE COMMUNICATION FOR THE PREVENTION OF FOREST AND LAND FIRES IN CENTRAL KALIMANTAN

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ABSTRACT

The purpose of this study is to know the persuasive and educative forms of communication in the effort for the prevention of forests and land fires in Central Kalimantan. Involving community participation becomes necessary and important, which will be the implementation strategy. Community-based forest and land fire prevention and control systems are divided into three activities, namely: 1. pre-fire activities, which include education and counseling to the general public; law enforcement; and technical approaches through land management without burning; 2. when a fire occurs including fire fighting, evacuation of victims and localizing the place; and 3. post-fire prevention includes investigation and supervision of possible fires.

Key words: persuasive, educative, communication, fires prevention, land management

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1. INTRODUCTION

Governor Regulation policy number 15 of 2010 concerning Guidelines on Land and Yard Opening for Communities in Central Kalimantan, has the aim of protecting the local wisdom of indigenous peoples in preparing fields by burning so that community farming activities become legal and legally protected activities. However, based on the reality in the field, the Governor's Regulation was not on target so this policy was abolished because in 2015 there was a big fire in Indonesia, especially Kalimantan. Farming farmers will prepare land for farming by following customary rules and traditional rituals according to their local knowledge. Burning the fields to prepare the fields is a preliminary preparation that must be carried out by indigenous peoples, but before carrying out land burning activities, there are traditional rituals carried out so that land burning for the fields is not done carelessly and if there are indigenous people who violate customary rules then subject to customary sanctions in accordance with violations that have been committed (Kristiana et al., 2019; Jarias, 2020a, 2020b). According to Hadiwijoyo et al (2017) titled Local Wisdom of the Ngaju Dayak Community in Central Kalimantan in Carrying Out Land by Burning. The Ngaju Dayak community used to manage peatlands for agriculture with the Handel system. There are two important things in Ngaju Dayak land preparation in Mantangai Village, Kapuas Regency, Central Kalimantan, for example a) Rule and ritual traditions for land preparation, and b) Land preparation techniques with burning activities. Combustion activities must be properly monitored, and fines will be given if the fire spreads out of control and burns other land. Techniques for land preparation are still in the traditional approach, ranging from thinning, cleaning and burning.

Presidential Instruction number 11 of 2015 concerning Improvement of Forest and Land Fire Control point 3. Increase the participation of the community and stakeholders for forest and land fire control activities. According to Yulianti and Adji (2018) a lot of research and practices have been carried out related to land management without burning. In the book Let's Learn About Land Management without Burning, several farmer groups in Palangka Raya, Kapuas, Pulang Pisau and South Barito have practiced it with positive results that can be done well. Nevertheless there are still challenges faced because of the lack of community awareness and community knowledge related to land management without burning. Thus community involvement in fire control is needed so that this practice can work well.

This research focuses on the persuasive and educative aspects of community participation in the peat restoration program which will be a strategy in the prevention and control of forest and land fires in Anjir Kalampan Village, Kapuas Regency, Central Kalimantan Province. The choice of research location is because the location of the village carries out a peat restoration program covering peat care villages, pilot village villages for community schools in land management without burning, which involves community participation through the use of persuasive and educative communication aspects in the involvement of community participation as efforts to prevent forest and land fires.

2. FOREST AND LAND FIRE CONTROL

Forest and land fires, hereinafter referred to as Karhutla, are incidents of forest and / or land burning, both naturally and by human actions, resulting in environmental damage that results in ecological, economic, socio-cultural and political losses (Regulation of the Minister of Environment and Forestry of the Republic of Indonesia number P.32 of 2016 article 1), consisting of:

1. Forest and Land Fire Prevention is all efforts, actions or activities carried out to prevent or reduce the possibility of forest and / or land fires.

2. Extinguishing of Forest and Land Fire is all efforts, actions or activities carried out to eliminate or kill fires that burn forests and / or land.

3. Post-Karhutla handling is all businesses, actions or activities that include inventory, monitoring and coordination in the context of handling forests and / or land after burning.

According Medrilzam et al (2017) in accordance with Presidential Instruction number 11 of 2015 concerning Improvement of Forest and Land Fire Control includes three actions to control forest and land fires, namely: 1) Prevention is coordinated by the Coordinating Ministry (Kemenko) in the economic sector; 2) Countermeasures are coordinated by the Coordinating Ministry of Politics, Law and Security (Polhukam); and 3) Recovery and Handling of Impacts are coordinated by the Coordinating Ministry for Human Development and Culture (PMK). Each Kemenko coordinates and monitors the activities of the ministries and related institutions that are under their authority. Meanwhile, the Ministry of PPN / Bappenas and the Ministry of Finance coordinate planning and budgeting.

According to Susanto et al (2018) the community-based forest and land fire prevention and control system is divided into three groups of activities, namely:

1. Pre-fire activities; at the level of unitary forest management the preventive activities carried out namely, conducting patrol activities at locations prone to forest fires, looking for factors causing fires, preparing or preparing forest fire fighting teams that are on standby. Forest fire prevention methods use methods, namely: 1) Education (education); education or counseling about forest fires aimed at the general public. 2) Law enforcement; the legal basis for the prevention of forest and land fires is sourced from local laws, decrees and regulations on forest and land fires. 3) Technical (engineering) approach; a technical approach aimed at reducing fuel flammability and reducing the difficulty of fighting forest fires is called forest fire management.

2. During a fire; early extinction activities; fire suppression methods are adapted to the type of fire that occurs: surface fires or fires under the surface of peat and fires under the surface of peat (undergorund fire) ut can be characterized by the amount of smoke coming out of the peat soil, and / or fire that burns under the peat will heat the peat soil above it.

3. Post-fire; fire impact assessment is carried out after the fire, with the aim to find out the adverse impacts on humans and the environment from various perspectives, both in terms of economic, ecological, social and health. Water management efforts carried out canal blocking or canal blocking are barriers made in a canal where the canals have already existed in peatlands. With these barriers, water subsidence in peatlands can be prevented and the surrounding peatlands will remain wet and will be difficult to burn. These canal-screened canals can function as fish ponds (in Central Kalimantan known as beje ponds) and as water reservoirs that function as water reserves to extinguish fires. Moreover is the strategy for planting biodiversity using, among others, kenaf (Mangkoedihardjo and Samudro, 2014).

3. PERSUASIVE AND EDUCATIVE COMMUNICATION

3.1. Function and Media

According to Fauziya et al (2018) the term communication is defined as the process of transferring information, ideas, understandings, and feelings among people. In essence, communication is indeed the process of transferring information from one party to another. In general, communication is defined as a process of delivering messages from the source to the recipient of the message with a view to influencing the recipient of the message. From this concept, obtained at least two things that make sense of communication. First, communication is a process, namely activities to achieve goals. Second, communication involves at least three components, namely the source of the message, that is, the person who will deliver or

communicate something; message, that is, everything that is to be conveyed or communication material; and the recipient of the message, that is, the person who will receive the information.

Based on the definitions described above, an understanding can be taken that: a) Communication is basically a process of delivering information; from this point of view, the success of communication depends on the design of the message or information and how it is delivered. According to this concept the sender and recipient of the message do not become a determining component. b) Communication is the process of delivering ideas from one person to another. The sender of the message or communicator has the most decisive role in the success of communication, while the communicant or recipient of the message is only as a passive object. c) Communication is defined as the process of creating meaning for the ideas or ideas conveyed. This understanding puts three components, namely the sender, message, and recipient of the message in a balanced position. This process requires an encoding process by the sender and decoding by the recipient, so the information can be meaningful (Lanani, 2013).

Mulyana (2017) categorizes the definition of communication into three conceptual collections, such as the following description:

1. Definition of communication as one-way action. A communication can be understood as delivering directional messages from a person (or institution) to someone (a group of other people), either directly (face to face) or through the media, such as letters (leaflets), newspapers, magazines, radio, or television.

2. Definition of communication as interaction. This view equates communication with a process of cause and effect or action and reaction, the direction of which alternates. Someone conveys a message, whether verbal or not verbal. After that, a recipient of communication reacts by giving verbal or non-verbal answers, then the first person reacts again after receiving a reply information or a response from the second person, and so on.

3. Definition of communication as a transaction. This definition states that communication is a dynamic process, which continuously changes the parties that communicate. Based on this concept, the people who communicate are seen as communicators, who actively send and interpret messages. Every time they exchange verbal and not verbal messages.

Communication is the process of exchanging thoughts or delivering messages from the message disseminator (communicator) to the recipient of the message (communicant) with a specific purpose. The message sent by the sender to the recipient of the message is packaged with words (verbal) or without words (non-verbal). Verbal communication is communication in oral or written form, while non-verbal communication is communication that generally uses body language such as hand movements, facial expressions, shake of the head, signs, actions and so on. There are six components that support non-verbal communication, namely: a) signal, b) sign, and c) symbol or symbol, d) icon, e) gesture and f) proxemiks. All of them are interconnected when the communication process occurs in all human cultures (Takari, 2019).

According to Takari (2019) communication has four functions, namely:

1) The function of communication as an expression of social existence. This function implies that communication is important to develop self-concept, self-actualization, for survival, to obtain happiness, to avoid social and psychological tensions and pressures. In this context, communication functions as the formation of self-concept. The concept of self is our view of who we are, and that we can only get through information that other people give us. Aspects of self-concept such as: gender, religion, ethnicity, education, experience, physical appearance, we meet with ourselves through the act of reciprocating (feed back) other people

(communicants) in the community stating those aspects, which are carried out through communication.

2) The function of communication as an expressive means. Closely related to the function of communication as social expression is communication as an expressive means that can be done alone or in groups. Expressive communication does not directly aim at influencing others, but can be known to the extent that communication is a vehicle to convey feelings (emotions). Emotion is communicated through various non-verbal messages. Feelings of pleasure, care, longing, sympathy, joy, sadness, sorrow, fear, anger, concern, anger and hatred can also be conveyed through words, but mainly done through non-verbal communication. Emotions can also be channeled through poetry, songs, dances, paintings, giving flowers, drama, and others. In this function, the aesthetic system in a society that is also supported by artists and philosophers individually can also be expressed. Some of these aesthetic systems are expressed and conceptualized very complicated and have deep and external laws, but some are conceptualized and expressed very simply.

3) The function of communication as a means of ritual. Communication as a social tool is usually done collectively. A community often conducts ceremonies that are valid throughout the year and throughout life which anthropologists call rites de passages. Starting from the birth ceremony, circumcision, birthday, engagement, marriage, marriage anniversary, until the death ceremony. Now sports activities also become ritual communication, such as: Olympics, SEA Games, Asian Games, World Cup, Copa America and others. In the ceremony there is verbal communication and not verbal.

4) The function of communication as an instrumental tool. In this function communication has several general objectives: inform, teach, encourage, change attitudes and beliefs, change behavior, move actions and to entertain. All of these functions in principle are persuasive. Communication aimed at explaining (to inform) also contains persuasive content in the sense that the speaker wants his views to be trusted, the information is accurate and worth knowing. Even entertaining communication is aimed at persuading people to forget the problems of life which are their social pressure.

The media is a tool or means used to convey messages from the communicator to the communicant (Hanana et al., 2017). The selection of effective communication media must be adjusted to the characteristics of the contents and the purpose of the message content to be conveyed to the audience. The following are effective communication media that can be used to convey messages:

a. Print media, is a communication channel where verbal messages (written) and in the form of pictures such as caricatures and comics are carried out in printed form. This media is very good if disseminated to an audience who can read and have free time.

b. Electronic media, the advantage of electronic media is that it can penetrate space and time, so that the information is synchronous, fast and is accepted by all people who are in different regions.

c. Outdoor media, in the form of paintings, have an aesthetic value usually placed in crowded places that can be seen by many people. However, this media has a limited reach, because it is only seen by people who pass by and have time to see and read it. Examples of outdoor media are banners, billboards, billboards, car or train advertisements, electronic boards, flags, banners, balloons and tree advertisements.

d. Small format media, smaller media forms and usually only focus on one type of information. For example leaflets, leaflets, brochures, posters, calendars, stickers, pin-badges, T-shirts, blocknotes, umbrellas, tote bags, hats, and so on.

e. Group communication channels, in group communication can build social relationships in the form of face-to-face communication, for example social gathering groups, recitation, marriage, harvest parties, boarding houses, and so on.

f. The channel of interpersonal communication, is a form of communication that takes place face to face, the message is very personal, can be heard by those involved in communication. For example, correspondence, telephone, family members, office friends and friends.

g. Internet, the use of the internet allows progress in all fields and makes it easy for people to access information anytime and anywhere. This new media emerged in 1990 with the publication of the book "The second Media Age" which illustrates the emergence of interactive technology and network communication that is able to change people's lives in communication.

Persuasive communication is the process of delivering a message by someone to someone else to change their attitudes, opinions and behavior, on their own conscious awareness. Afiati (2015) explained that in the process of persuasive communication there is a stage where the persuade learns persuasive messages from the persuander, in several stages, namely: attention, comprehension, learning, acceptance, and retention. .

According to Bagasatu (2018) that there are several elements in the process of persuasive communication that are interrelated. Some of these elements are:

1) Sources and recipients (persuader and persuadee);

A source or persuader is a person or group of people who convey messages with the aim of influencing the attitudes, opinions, and behavior of others both verbally and nonverbally. Persuadee is a person and group of people to whom the message is conveyed and channeled by the persuader both verbally and nonverbally.

2) Messages and channels in persuasive communication;

Message is anything that gives understanding to the recipient. A persuasive channel is an intermediary when a persuade re-passes messages originating from the original source to the final destination. Channels (channels) are used by persuaders to communicate with various people. There are two forms of messages, namely verbal messages and nonverbal messages.

3) Media or channels in persuasive communication;

The media is a means by which messages flow between persuader and persuadee. Channels in persuasive communication can be done by interpersonal interactions (face-to-face), group interactions and interactions using mass media.

4) Feedback and effects in persuasive communication;

Feedback is a reply to the behavior carried out. Feedback is the answer or reaction that comes from communication or from the message itself or the reply or behavior that you made. The effect is something that is expected by the persuader as someone who influences and tries to change the behavior of the persuadee, the effect will be seen if the persuadee does what the persuader says and wants to change its behavior according to the desires of the persuader.

5) Environment in Persuasive Communication Persuasive communication environment is a situational context (situational context) for the occurrence of the communication process.

According to Indriani (2015) educative communication that is communication carried out by two or more people which communication is educational. This communication is very important to be mastered by the teacher for the smooth teaching and learning process. Educational communication is communication involving thoughts, feelings and behaviors that can have an impact on education, maturity in intellectual, moral and social aspects, educative communication includes interactions in the school environment and classroom environment and many also occur in the community when teachers meet in a particular activity. Educative

communication is a reciprocal relationship that occurs between teachers and students to achieve certain goals in an educational process (Indriani and Suranto, 2016). The goal to be achieved from educational communication is to be able to produce graduates who are equipped with knowledge, skills, values and positive attitudes so that they can think systematically, rationally and be more critical of all problems encountered. It is said that there is educative communication due to the transfer of knowledge and values and norms from the teacher by students.

Educative communication is the process of conveying information to people or other parties that is carried out in a planned manner based on awareness with the intention to produce something that is useful for themselves, others and the community (Muchith, 2015). Every communication there is always a communicant (who was invited to communication) and communicators (people who do communication). The relationship between communicant and communicator is very close in the sense of always interacting or having an intense relationship to convey a message. While Pane (2019) notions of educative communication is communication carried out by two or more people who are educational. In the world of education, all aspects of activities, especially in schools, the existence of communication becomes the main thing in the course of all learning activities. Lanani (2013) explained educative communication is the process of traveling messages or information that penetrates the field or events of education. So educative communication is a pattern of communication carried out to other parties based on the spirit to achieve individual and social benefits while still observing the principle of appropriateness, accuracy and wisdom.

Interaction or communication is said to be educational in nature if it meets the following requirements (Muchith, 2015);

1) On the basis of awareness; it means that communication that is built is truly known and understood in full by the communicant and communicator.

2) Has a specific and clear goals; communication is really intended to build a brotherhood of intimacy between one another.

3) Directing others towards positive things; meaning that what is communicated is really meant for good and right from the perspective of social and religious norms.

4) Producing products that are useful for themselves and others (the community); that is, the communication really has or gives added value to the processes of human life.

3.2. Research study

Several studies conducted by the author on previous research related to the Role of the Community in Land Management without Burning Peat Restoration Program in Anjir Kalampan Village, Kapuas Regency, Central Kalimantan Province, including an article from Fernando et al. (2018); Ludang et al. (2018); Lumbantobing and Hikmah, (2020); Murhaini & Ludang, (2020). In addition to collaboration with Villages in Palangka Raya, to study the inhibiting factor in the implementation of Regional Regulations. Nigrum et al (2019) conducted research on community participation in preventing forest and land fires indicate the level of community participation at a moderate level, this is influenced by the close relationship between knowledge and understanding of the functions and benefits of forest and land fire prevention, knowledge can encourage people to take preventative initiatives with socialization and planning activities carried out by local governments. In the context of community participation according to Arnstein, Rasau Jaya II village is at the level of therapy, which is a level of improvement, where there is no real participation, in this case the community is directly involved in a program, but community involvement is not based on strong mental drive and participation who contributed to the program.

Analysis of Policy on Prevention and Control of Forest and Land Fires in Jambi Province was studied by Supriyanto et al (2018). Regulations and implementation policies on forests and land fires are weak and need improvement. The strategy of forest and land fire prevention and control policies are: increasing the role of law and optimizing support from the central government in overcoming the forest and land fires; optimize the role of regional heads in involving NGOs, communities and universities in forests and prevention and control of land fires; strengthen the function of spatial planning in the spatial planning document in an effort to overcome spatial problems; improve the legislative role in supervision, legislation and budgeting in the prevention and control of forest and land fires; enforce law enforcement in violation of legal and regulatory provisions; improve coordination between institutions and clarify the tasks and basic functions of regional work units and also improve the quality of human resources to overcome the rate of population growth and spatial problems. In addition, Marlina (2017) studied Management of Peatland Post-Peat Fire Ecosystems in Central Kalimantan Province has suffered massive damage due to uses that exceed its carrying capacity and capacity, as well as land fires. Law number 32 of 2009 concerning Environmental Protection and Management states that peat ecosystems are an important part of the environment that must be protected and properly managed. Therefore, after the peatland fire in Central Kalimantan, the management of the peat ecosystem is necessary. The things that need to be done are the rearrangement of peat ecosystems, peat ecosystem damage prevention programs, recovery, rehabilitation and restoration of peat ecosystems. It takes a lot of active roles from various parties, both the government and the community in the context of peatland management in order to stay awake.

Analysis of Community Perceptions of Peatland Restoration Policies in Central Kalimantan that the government's efforts, through the Peat Restoration Agency was studied by Ramdhan (2017), in embracing the community around peatlands in Central Kalimantan Province to better maintain the existence of peatland ecosystems. These efforts require information on community perceptions in peatland areas in the management of peatlands now and in the future. The analysis shows that more intensive socialization is needed to implement a sustainable peatland management program to the people of Central Kalimantan. In addition, Harahap et al (2017) studied Strategy to Prevent Forest and Land Fire Based on Community Perception in Dayun Village Siak Regency concluded that the strategy of preventing forest and land fires based on public perception is to improve community skills through community awareness of fires, improving facilities and infrastructure for preventing forest and land fires for communities and strict law enforcement against arsonists, forests and land. Beside, Community Participation in the Prevention of Peatland Fires in Mempawah District, West Kalimantan Province was studied by Sawerah et al (2016) and concluded the importance of community participation because as the executor of various activities pursued by the government. This study analyzes: a) the level of community participation in the prevention of peatland fires, b) the relationship of internal factors to participation, and c) the relationship of external factors on participation. The results showed the level of community participation in the prevention of land fires was very low. Spearman rank analysis results show that the factors related to participation are external factors, consisting of the role of extension workers and social environment support (support of community leaders, the role of groups, information media and the role of government). Internal factors that are related are the level of education and income. Community participation in order to increase requires an equal role of extension workers and an active role of government to foster and train appropriate targets.

Sawerah et al (2019) studied Farmers 'Attitudes toward Land Management without Burning as One of the Efforts to Prevent Peatland Fire (Case in Mempawah District of West Kalimantan Province) that the results of the study showed that farmers' attitudes toward land management without burning tend to be negative. Spearman rank analysis results show that

internal factors related to farmers 'attitudes in land management without burning are income variables while all external factors are related to farmers' attitudes, consisting of the role of extension workers and social environmental support (support of community leaders, the role of groups, information media and the role of government). Moreover, Yuliani et al (2019) studied The System of Land Treatment without Burning in Forest and Land Fires in the Peat Area of Bukit Batu District, Bengkalis Regency from the service of the fostered village is known that: forest and land fires are not solely due to natural factors such as drought. Natural factors provide conditions for fires to occur, but humans also play an important role. Human-caused forest fires occur due to local community activities that have a very substantial control role in village development because control of the decision-making process must be given to those who later bear the consequences of development including failure or negative impacts that occur due to village development. Therefore, decision making authority must be given to the local community. The parameter for community participation in supervision is involvement in the supervision team and the authority they have.

Nurlia et al. (2018) explained The Effectiveness of the Policy on Landless Burning in Reducing Fire Incidence in Peatlands (Case in Rengas Merah, OKI Regency, South Sumatra) that changing land clearing from using fire to without burning has had a positive impact on reducing the rate of forest fires and land in South Sumatra. The land clearing policy without burning still has many weaknesses that need to be corrected immediately. The policy of prohibiting using fire for land clearing without burning needs to be followed by a program that acts as a solution to changing land clearing patterns. It was supported by Bagasatu (2018) concerning Persuasive Communication PT. Bumi Mekar Hijau in Reducing Forest Fire in Riding of South Sumatra through the Makmur Village Concerned Fire (DMPA) Program that makes persuasive communication in the process of implementing the DMPA program to reduce forest fires. Communicators who convey persuasive communication messages to the Riding Village community have credibility, seen from the aspect of expertise in which every individual involved in the process of sending messages has had good experience in the field of fire and outreach to the public and persuaders from PT. Bumi Mekar Hijau can be trusted by Riding Village Community. The DMPA program has an effect on the Riding Village community, in terms of the environment and economy, people have a sense of caring for the forest and participating in preventing forest fires. The community also helped extinguish the fire in the event of a forest fire, in addition to assistance provided by the community had begun to utilize the assistance provided by the company, although not as a whole.

Lestari (2017) observed Persuasive Communication Strategies in Attracting Creditors' Interest in Doing Credit at PT. Adira Finance Pekanbaru concluded that by using a persuasive communication strategy by choosing communicators, sending messages is supported by education and can be trusted to carry out activities provided by PT. Adira Finance Pekanbaru with a maximum in attracting creditors to credit. In marketing, messages are obtained in introducing products and conducting credit at PT. Adira Finance Pekanbaru gets the benefit of starting the process quickly, the conditions are easy and affordable interest in a day ready, free of fraud, this is because Adira is a financial institution that is very trustworthy, and has even been recognized by the OJK. PT. Adira finances Pekanbaru using media such as sms, telephone, social media (facebook, instagram, tweeter), brochures and baners to promote their products. Last but not least was the study of Hanana et al (2017) concerning Persuasive Communication Strategies in Creating Tourism-aware Communities in the Padang Beach Tourism Area, Padang City. Tourism is a very important asset in contributing to regional income and creativity to introduce regional characteristics. For this reason, it is important that persuasive communication strategies as a factor attract tourists. The results showed the main persuasive communication strategy undertaken by the government in the form of the formation of pokdarwis (tourism conscious groups). This strategy still faces various obstacles

in its implementation, such as: Pokdarwis has not acted as an agent of change, does not sit in the Pokdarwis group, media has not been maximized, there is no continuity of press releases, and there is no synergy between stakeholders. The form of persuasive messages that can be designed to maximize this communication strategy can be one-side issue and two-side issue message. Media that fit the target audience include print media, outdoor media, group communication media, personal communication channels and the internet.

4. CONCLUSION

Based on a study conducted by the author of previous research, the novelty of the study is that a study of the role of the community in land management without burning has never been carried out based on persuasive and educative communication aspects. This contributes to new technical processes, methods or ideas, especially related to preventing forest and land fires, peat restoration, or land management programs without burning. The main thing is to involve the community with local wisdom in land management for farming.

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