



Counseling on Regulation of the Minister of Environment and Forestry Regulation 21/2019: Increasing Awareness of Rights and Responsibilities of Customary Forest Protection in Students of SMKN 1 Rambah

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Abstrak

Kegiatan pengabdian kepada masyarakat ini berjudul "Penyuluhan Regulasi Permen LHK 21/2019: Peningkatan Kesadaran Hak dan Tanggung Jawab Perlindungan Hutan Adat pada Siswa SMKN 1 Rambah". Kegiatan ini bertujuan meningkatkan pengetahuan dan pemahaman siswa SMKN 1 Rambah mengenai peraturan terkait hutan adat, hak dan tanggung jawab dalam perlindungan hutan adat, serta mendorong pertumbuhan kesadaran, kepedulian, dan partisipasi siswa dalam menjaga pelestarian hutan adat. Metode pelaksanaan dilakukan melalui konseling partisipatif yang mencakup penyampaian materi, diskusi interaktif, studi kasus, pertanyaan dan jawaban, serta evaluasi melalui pra-tes dan pasca-tes. Materi disajikan menggunakan media presentasi, modul ringkas, dan infografis agar informasi regulasi dapat dipahami secara sederhana dan kontekstual oleh siswa. Hasil yang diharapkan adalah peningkatan literasi siswa mengenai regulasi hutan adat dan pembentukan sikap serta kesadaran untuk menjalankan hak dan tanggung jawab dalam mendukung perlindungan dan keberlanjutan hutan adat. Dengan demikian, kegiatan ini diharapkan dapat berkontribusi pada pembangunan generasi muda yang memiliki kepedulian lingkungan, kesadaran hukum, dan tanggung jawab sosial untuk keberlanjutan hutan adat.

Kata Kunci: *Hutan Adat, Peraturan Menteri Lingkungan Hidup dan Kehutanan 21/2019, Kesadaran Lingkungan, Hak dan Kewajiban*

Abstract

This community service activity is entitled "Counseling on Regulation of the Minister of Environment and Forestry 21/2019: Increasing Awareness of the Rights and Responsibilities of Customary Forest Protection in SMKN 1 Rambah Students". This activity aims to increase the knowledge and understanding of SMKN 1 Rambah students regarding regulations related to customary forests, rights and responsibilities in the protection of customary forests, as well as encourage the growth of student awareness, concern, and participation in preserving customary forests. The implementation method is carried out through participatory counseling which includes the delivery of material, interactive discussions, case studies, questions and answers, as well as evaluation through pre-tests and post-tests. The material is presented using presentation media, concise modules, and infographics so that regulatory information can be

understood simply and contextually by students. The expected result is an increase in student literacy regarding customary forest regulations and the formation of attitudes and awareness to carry out rights and responsibilities in supporting the protection and sustainability of customary forests. Thus, this activity is expected to contribute to the development of the younger generation who have environmental concerns, legal awareness, and social responsibility for the sustainability of customary forests.

Kata Kunci: *Customary Forests, Minister of Environment and Forestry Regulation 21/2019, Environmental Awareness, Rights and Responsibilities.*

INTRODUCTION

Forests are one of the natural resources that have an important function in maintaining ecological balance while supporting the social and economic life of the community. In the context of communities that have historical and cultural relations with forest areas, the existence of forests also has a strong social and cultural dimension. Therefore, forest protection is not solely related to environmental conservation, but also related to the fulfillment of rights, recognition of the community, and the responsibilities of various parties in maintaining the sustainability of natural resources (Wahyudi et al., 2021)

Regulations in the field of environment and forestry have an important role in providing a legal framework for the management and protection of forest resources. Minister of Environment and Forestry Regulation Number 21 of 2019 is one of the regulations that need to be understood in the context of this service material. However, the substance of regulations that use legal and administrative language relatively requires a simplification process so that it can be understood by the general public, especially the younger generation in the school environment (Firdianti, 2018; Mandayu, 2020) .

SMK Negeri 1 Rambah as a partner in community service activities has a strategic position in building environmental literacy and social awareness of students. The school is an educational institution that not only functions in improving students' academic and vocational competence, but also has a role in shaping character, social concern, and students' responsibility for the environment. SMKN 1 Rambah students are part of the younger generation who have the potential to play a role in protecting the environment and disseminating knowledge about the importance of protecting natural resources in the family and community environment.

Environmental problems, including forest protection, cannot be solved through government policies alone. Forest protection requires the involvement of various stakeholders, including the community, educational institutions, the business world, the government, and the younger generation. Thus, schools can be one of the strategic spaces to introduce knowledge about regulations while building students' awareness of the importance of community involvement in environmental protection (Septianingrum, 2018)

In practice, the material on forestry regulations and rights and responsibilities in the protection of customary forests has quite specific characteristics. Students need material that is presented simply, contextually, and according to their level of understanding. The normative delivery of regulations without connecting them to environmental conditions and people's lives can cause the material to be difficult to understand and have less impact on student awareness.

In addition to the regulatory aspect, this service focuses on increasing students' understanding of community rights and the responsibilities of various parties in maintaining the existence and sustainability of customary forests. Students will be given the space to understand that customary forests have ecological, social, cultural, and legal dimensions that are interrelated. This understanding is then directed to build students' awareness and concern through an interactive learning process, discussions, questions and answers, case studies, and reflections on environmental conditions around them (Prasetyo & Tjahjono, 2021)

The next focus is to encourage the growth of the participation of the younger generation in environmental protection. It is hoped that the knowledge gained through counseling does not stop at cognitive understanding, but can develop into awareness and concern that is reflected in students' attitudes and behaviors. In this context, students are encouraged to recognize various forms of participation that can be carried out according to their capacity, both through concern for the school environment, dissemination of information about the importance of customary forests, and involvement in environmental activities in the community (Pratama & Sukaesih, 2020)

On the basis of these conditions, the Community Service Team of Abdurrahman University considers it necessary to carry out the activity "Counseling of Regulation of the Minister of Environment and Forestry 21/2019: Increasing Awareness of the Rights and Responsibilities of Customary Forest Protection in Students of SMKN 1 Rambah." This activity is directed as a process of education and regulatory literacy that not only conveys information about legal provisions, but also connects regulations with rights, responsibilities, environmental concerns, and the role of the younger generation in supporting the protection of customary forests.

METHOD

This community service is carried out in the form of counseling and socialization regarding regulations, rights, and responsibilities in the protection of customary forests for SMKN 1 Rambah students. This activity is aimed at SMKN 1 Rambah students as a target group who are expected to have knowledge and awareness from an early age about the importance of the existence of customary forests and the role of the younger generation in maintaining their sustainability (Firdianti, 2018). The implementation of the activity uses a participatory counseling method that combines material delivery,

interactive discussions, case studies, and question and answer sessions. This approach is used so that normative regulatory materials can be understood more simply and associated with environmental conditions and social life of the community.

The counseling material covers several main aspects. First, participants are given an understanding of regulations related to customary forests and rights forests, including the context of the Minister of Environment and Forestry Regulation Number 21 of 2019 as the basis for the theme of service, as well as the development of related regulations that need to be known by participants. This material is directed to provide an understanding of the position of regulations, the purpose of customary forest protection, and the importance of rules in ensuring the sustainability of forest resources. Second, participants are given an understanding of community rights in relation to the existence and protection of customary forests, so that students can understand that customary forests not only have an ecological function, but also have social, cultural, and community values.

Third, counseling discussed responsibilities in the protection of customary forests. Participants were introduced to various forms of behavior that can support forest conservation, including protecting the environment, preventing actions that have the potential to damage forests, disseminating correct information, and building concern for the environment around them. Fourth, the material was directed at strengthening the role of students as the younger generation in the protection of customary forests. This role can be realized through increasing environmental literacy and regulations, concern for environmental conditions, involvement in environmental conservation activities, and the ability to convey information about the importance of customary forest protection to their social environment.

RESULTS AND DISCUSSION

The implementation of community service activities with the title "Counseling of the Regulation of the Minister of Environment and Forestry 21/2019: Increasing Awareness of the Rights and Responsibilities of Customary Forest Protection in SMKN 1 Rambah Students" is directed to increase students' knowledge, understanding, awareness, concern, and participation in supporting the protection and sustainability of customary forests. The activity is carried out through a participatory counseling approach that combines material delivery, interactive discussions, case studies, questions and answers, and evaluation through pre-test and post-test. Through this approach, students gain an understanding of the importance of customary forests as part of an ecosystem that has ecological, social, cultural, and economic functions for people's lives. Students are also introduced to the importance of regulations as an instrument in providing certainty, regulating rights and responsibilities, and supporting efforts to protect and manage forests in a sustainable manner (Rukminda et al., 2020).

The results of the activity show that there is a process of increasing student literacy regarding regulations related to customary forests, especially the material that is the focus of the counseling, namely the Minister of Environment and Forestry Regulation 21/2019 and the context of the development of related regulations (Fauzi, 2004). The regulatory material is delivered in simple and contextual language to make it easier for students to understand. The counseling not only provides knowledge about the existence of regulations, but also explains their purpose, function, and relevance to community life and environmental sustainability. Thus, students are expected to be able to understand that the protection of customary forests requires regulatory support as well as community awareness and involvement in its implementation.

Another result is an increased understanding of students' rights and responsibilities in the protection of customary forests. Students are directed to understand that every individual has the right to a good and healthy environment, as well as having a responsibility to protect and preserve the environment (Gunningham et al., 1998). Through interactive discussions and case studies, students are given the opportunity to identify various behaviors that can support and threaten the sustainability of customary forests. The process encourages students to connect regulatory materials with environmental issues that occur around them, so that the understanding gained does not stop at the theoretical aspect, but can be related to daily life.



Figure 1. Delivery of material to increase awareness of the rights and responsibilities of customary forest protection to students of SMKN 1 Rambah

Counseling activities also result in an increase in students' awareness and concern for the importance of environmental protection, especially customary forests (Nur'aisah et al., 2022). The participatory approach provides space for students to express their opinions, ask questions, discuss, and provide responses to various issues related to forest protection. The learning process is directed to build a gradual change from knowledge to understanding, awareness, care, and participation. With this increased awareness, students are expected to not only understand the importance of customary forests, but also have the concern and willingness to take part in preserving the environment.

From the aspect of participation, activities provide space for students to be actively involved in the learning process. Discussions, questions and answers,

and case studies encourage students to think critically, express opinions, and identify actions that can be taken by the younger generation in supporting the protection of customary forests (Indahri, 2020) (FeriYanti et al., 2024) . This active involvement is one of the important outputs because it shows that education about environmental regulation can be developed not only through lecture methods, but also through communicative and participatory learning.

In addition to increasing student knowledge and awareness, this activity produces outputs in the form of educational media about the protection of customary forests that can be reused by the school. The media includes presentation materials, modules or concise teaching materials, infographics, and evaluation instruments in the form of pre-tests and post-tests. The material is prepared using simple language, easy-to-understand visuals, and substance that is relevant to the characteristics of SMKN 1 Rambah students (Mandayu, 2020) . The media can be used by teachers as learning support materials, environmental discussions, extracurricular activities, and other educational activities related to the environment and forest protection.



Figure 2. Equalization of perceptions between the service team with students and teachers of SMKN 1 Rambah related to awareness of rights and responsibilities to protect customary forests

In the long term, this activity is expected to contribute to the formation of a young generation that has regulatory literacy, environmental awareness, social awareness, and responsibility for the sustainability of customary forests (Tukiyat et al., 2020). The knowledge gained by students is expected to develop into awareness and positive behavior that can be transmitted to peers, family, and communities in the surrounding environment. Thus, service activities not only produce outputs in the form of individual knowledge improvements, but also build the basis for the formation of collective concern for the protection of customary forests (Bahruni et al., 2007).

Overall, the results and outputs of the activities illustrate the existence of a process of change directed through the stages of knowledge, understanding, awareness, concern, and participation. The direct outputs of the activities include increasing student literacy regarding customary forest regulations, increasing understanding of rights and responsibilities, increasing student involvement in

discussions and learning, and the availability of educational media and evaluation instruments (Lensari et al., 2021). Meanwhile, the expected long-term outcomes are the growth of the younger generation who have legal awareness, environmental awareness, and social responsibility to support the protection and sustainability of customary forests.

CONCLUSION

The community service activity entitled "Counseling on Regulation of the Minister of Environment and Forestry 21/2019: Increasing Awareness of the Rights and Responsibilities of Customary Forest Protection in SMKN 1 Rambah Students" is one of the educational efforts to increase the knowledge, understanding, and awareness of the younger generation regarding the importance of protecting customary forests. Through counseling activities that are carried out in a participatory manner with the method of delivering materials, interactive discussions, case studies, questions and answers, and evaluation, students gain a better understanding of the concept of customary forests, the importance of regulations, and the rights and responsibilities in preserving the environment and customary forests.

This activity also shows that a communicative and participatory educational approach can be an effective means to build students' concern for environmental issues. Students not only gain knowledge about regulations, but are also encouraged to understand the relationship between the protection of customary forests and environmental sustainability, social life, and the responsibilities of the younger generation. The learning process is directed at changing from knowledge to understanding, awareness, care, and participation.

Overall, the service activities have produced outputs in the form of increasing student literacy and understanding of customary forest protection, understanding of rights and responsibilities, increasing student involvement in discussions and learning processes, and the availability of educational media that can be reused by schools. This activity is expected to be the first step in building a young generation that has legal awareness, environmental concern, and social responsibility in supporting the sustainability of customary forests.

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