



(MUDIMA)



Internalising Community Values through Social Learning in the Ibu Professional Community

Voettie Wisataone¹, Dyah Woro Untari², Siti Andarwati^{3*}

Universitas Gadjah Mada

Corresponding Author: Siti Andarwati andar_siti@ugm.ac.id

ARTICLE INFO

Keywords: Social Learning, Learning Community, Internalisation of Values, Ibu Profesional, Reflection

Received : 1 January

Revised : 22 February

Accepted : 23 March

©2026 Wisataone, Untari, Andarwati:
This is an open-access article distributed under the terms of the [Creative Commons Atribusi 4.0 Internasional](https://creativecommons.org/licenses/by/4.0/).



ABSTRACT

This research aims to explore the process of internalising values through social learning mechanisms in the Ibu Profesional (Professional Mothers) community as a learning community for mothers. The research uses a qualitative case-study approach. Data were obtained through in-depth interviews, focus group discussions (FGDs), participatory observations, and document analysis involving administrators, facilitators, and community members. The results of the study show that the internalisation of values occurs through the stages of social learning, which include attention, retention, reproduction, and motivation. The process is reinforced by reflection activities, such as reflection journals and community discussions, which allow members to make sense of their learning experiences. These findings suggest that learning communities can be a social environment that supports continuous learning and the development of maternal self-awareness

INTRODUCTION

The development of a nation begins from the smallest unit of society, namely the family. A quality family will give birth to quality individuals who can contribute positively to national development (Siswati and Puspitawati 2017). The study of Nokali et al., (2011) supports this by showing that children's behaviour depends on their parents' involvement, including mothers'. The role of mothers in the family has a very strategic position in the process of shaping generational quality (Zhao and Wang 2014). Mothers not only play a role in carrying out domestic functions, but also have responsibilities in educating, shaping character, and creating a learning environment for children in the family (Kusaini et al. 2024).

In social practice, maternal roles are often still narrowly perceived as domestic roles that are limited to household activities (Wulan et al. 2025). This perspective can limit the space for women's self-development, especially mothers, so that their potential to continue learning and developing often does not receive adequate support

Currently, various community-based initiatives are beginning to develop as alternative spaces for women to learn, share experiences, and develop their own capacity (Gokce and Yildiz 2025). The community not only serves as a space for social interaction but also as a learning environment that fosters the exchange of knowledge, reflection on experiences, and social support among members. Previous research has shown that learning communities can be an important means of building individual capacity through collective and participatory learning processes (Elbrink, Elmer, and Osborne 2024)

One of the movements that is developing in Indonesia is the Ibu Profesional community, which is a learning community that focuses on developing mothers' capacity through various community-based education programs (Ibu Profesional 2024). This community provides a variety of learning spaces that allow its members to take tiered classes, discuss, and share experiences regarding parenting practices, self-development, and role management in the family.

Through this process, the community seeks to build a new awareness of the meaning of motherhood and encourage its members to continue learning throughout life.

The learning process that takes place in the community does not only occur through the formal delivery of materials, but also through social interactions that allow members to observe one another, imitate one another, and reflect on one another's experiences. This process can be understood through the lens of Social Learning Theory, proposed by Bandura (1977). In this theory, individuals learn not only through direct experience but also by observing others' behaviour. Social learning involves several main stages, namely attention to behaviour models (attention), storage of information in memory (retention), reproduction of behaviours, and motivation to maintain these behaviours (motivation).

Although various studies have addressed the role of the community in supporting the social learning process, there are still limited studies that specifically explore how social learning mechanisms in the community can encourage the internalisation of values and shape the mother's self-orientation. Therefore, this study aims to explore how the process of internalising values occurs through social learning mechanisms in the Ibu Profesional community. This research is expected to provide an understanding of how a community-based learning environment can facilitate changes in an individual's self-perception and social role.

METHODS

This research used a qualitative approach with a case study method to deeply understand the process of internalising values that occur in the Ibu Profesional community. The case study was used to explore the phenomenon in depth in one specific context: the Ibu Profesional community, a learning community for mothers.

The research was conducted in the community of Ibu Profesional, whose members are spread across various regions in Indonesia and the world. This community was chosen because it has a community-based learning system structured through various

learning programs, tiered classes, and online interaction spaces that enable the exchange of experiences and reflections among members.

Data collection was carried out through several techniques, namely in-depth interviews, focus group discussions (FGD), participatory observation, and document analysis. Interviews were conducted with community administrators, facilitators, and community members to gain an understanding of their experiences in participating in the learning process in the community. The FGD was conducted to explore members' experiences of the learning process and the changes they felt. In addition, participatory observation was conducted to examine the interactions and dynamics of learning in community spaces, both through classroom activities and discussions in study groups. This research also utilised community documents, such as learning materials, class modules, and member reflection notes, as supporting data.

The data obtained was then analysed using thematic analysis techniques. The analysis process was carried out through several stages, namely data reduction, thematic grouping, and interpretation of patterns that emerge from research data (Miles, Huberman, and Saldaña 2014). In this study, the analysis focuses on how the social learning process unfolds in the community and how community values were internalised by members through the stages of social learning, which include attention, retention, reproduction, and motivation, as described in Social Learning Theory (Bandura 1977).

RESULTS

A. Learning Environment in a Ibu Profesional Community

The study's findings showed that the Ibu Profesional community functions as a social learning environment that facilitates the exchange of knowledge, experiences, and reflections among its members. This community provided a variety of structured learning spaces through tiered learning classes under the Institut Ibu Profesional (Professional Mothers Institute) component. In this class, members could get materials, have group discussions, and interact with other members both online and offline. This learning environment is a space for mothers to gain new knowledge while sharing experiences about parenting practices, self-development, and role management in the family.

The learning process in the community usually takes place through tiered classes that members voluntarily participate in. Before the class starts, management will inform all members of the class opening via the community communication channel. Interested members then register themselves and follow the learning processes according to the predetermined stages. In this process, digital communication spaces, such as WhatsApp groups, are the main means by which members participate in learning and interact with classmates.

This learning room is the main arena for members to understand the community's value system, norms, perspectives, and culture. In class, members receive materials delivered by resource persons from community members or practitioners considered to have experience and competence in specific fields. The learning process not only occurs through the delivery of one-way material but also through discussions that allow members to share personal experiences relevant to the topic. This interaction creates a participatory learning atmosphere in which members not only receive information but also serve as sources of learning for other members.

In addition to delivering materials and conducting discussions, members are assigned tasks or challenges to encourage them to practice what they have learned. This practice becomes an important part of the learning process, as it tests the understanding gained in real situations. This task is in the form of simple practices in daily life, such as getting to know yourself, managing time between domestic roles and self-development, and designing learning activities for yourself. Through this practice, members begin to connect learning materials with their personal experiences as individuals and as mothers. This process does not always go perfectly, because each member has different family conditions and busy schedules.

After learning and practising values in daily life, the members then enter the stage of self-reflection. This reflection is an important space for members to evaluate the learning experiences they have lived and interpret the changes they are beginning to feel. This reflective message is channelled through various mechanisms, such as writing a reflection journal and an experience-sharing forum known as the flow of taste. In this activity, members were asked to write or share their

experiences during the learning process, including the challenges they faced and the changes they felt in their daily lives.

The community's learning environment in the community is strengthened by emotional support following members' reflections. Management and other members will provide positive responses, appreciation, and motivation. This social support fosters a sense of community and encourages members to remain engaged in the learning process. Thus, the community not only serves as a learning space but also as a social environment that supports its members' self-development.

B. Social Learning Mechanisms in the Ibu Profesional Community

The results of the study show that the process of internalising values in the Ibu Profesional community takes place through social learning mechanisms. This learning process not only occurs through the formal delivery of material but also through social interaction among community members. Based on research data, the social learning mechanism in the community can be understood through several stages, as explained in Bandura's Social Learning Theory: attention, retention, reproduction, and motivation. The stages of social learning in the Ibu Profesional community are depicted in Figure 1.

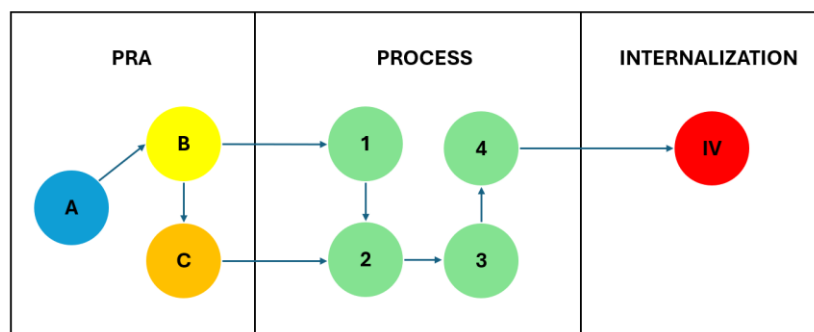


Figure 1. Stages of Social Learning of the Ibu Profesional Community

Remarks: A = Class Registration, B = WhatsApp Group, C = WhatsApp Group for discussion, 1 = Attention (learning the material and paying attention to practice), 2 = Retention (discussion interaction), 3 = Reproduction (practice through tasks), 4 = Motivation (Desire to maintain learned behaviour), IV = Internalisation of values

(Source: Research Results, 2025)

1. Attention

The first stage in the social learning process is attention to the behavioural models or values introduced in the learning environment. In the Ibu Profesional community, this stage occurs when members begin to be exposed to community values through various learning activities, such as online classes, group discussions, and learning materials.

Through this process, members begin to understand the values that underpin the community movement, such as the spirit of lifelong learning, self-capacity development, and the importance of consciously and reflectively carrying out motherhood roles. Exposure to these values is not only gained through learning materials but also through interactions with facilitators and other members who share experiences of daily life practices.

In this stage, community members begin to notice various practices carried out by other members that are considered relevant to their living conditions. Experiences shared by other members often serve as sources of inspiration, encouraging them to rethink how they interpret their roles as mothers and as individuals.

2. Retention

After observing the various values and practices in the community, members then enter the information-storage stage. At this stage, members begin to understand and store various knowledge gained through the learning process in the community.

This process occurs through various learning activities such as reading learning materials, participating in discussions in study groups, and listening to experiences shared by other members.

Interaction in group discussions allows members to connect learning materials with their personal experiences. Thus, the values obtained are not only understood conceptually but also interpreted through daily life experiences.

Through this process, members begin to develop a new understanding of the meaning of motherhood, their roles in the family, and the importance of self-development on the journey.

3. Reproduction

The next stage is behavioural reproduction, when members begin to apply the values and knowledge gained in daily life. In the Professional Mom community, this stage usually occurs through various tasks or challenges given in the learning class.

Members are encouraged to apply the material learned in daily living activities, such as managing time between domestic roles and self-development, improving family communication in the family, or starting to develop their potential. This practice is an important part of the learning process because it allows members to test their understanding in real-world contexts.

In this process, members not only recall the learning experiences they have lived, but also connect with their personal experiences as individuals and as mothers. This process allows members to look back on their learning journey and realise the potential they were previously unaware of.

"After I did my assignment yesterday, I was honestly shocked. It turns out that I have a passion for parenting. Starting from reading books, ideas for making games, becoming a chef, making recipes for toddlers, and inviting children to learn about nature and language. Hopefully, tomorrow I can realise my dream of having a place for other children to grow." (X, Observation Participatory, 2025)

Through the practice, members begin to notice a change in how they carry out their daily roles. Values previously obtained through learning materials begin to be integrated in the real actions they take in family life.

4. Motivation

The final stage in the social learning process is the motivation to maintain the learned behaviours. In the Ibu Profesional community, this motivation is strengthened through the social support that arises in the interactions between community members.

One form of this interaction is by sharing experiences or reflections about the learning process they are undergoing. This personal reflection opens up a deeper space for dialogue between personal experience and community values. In this process, members begin to interpret the values obtained through the learning process in the internalisation process, which is part of the way the individual views himself.

This process is further strengthened by the social support that arises in interactions between community members. The findings of the study show that community members are also involved by providing appreciation, positive comments, and emotional support to other members who share their experiences or reflect on their learning process. The facilitator of Ibu Profesional clarified the social strengthening that occurs in the community environment.

"If there are members who share their reflections, they are usually immediately flooded with appreciation. It became a kind of positive energy that made them enthusiastic again. From there, members feel that their contribution is meaningful." (De, Fasilitator, 2025)

This social support plays an important role in strengthening members' confidence in their ability to change and grow. When their experiences are valued and recognised by the community, members tend to have a stronger motivation to maintain the positive practices they have been doing.

Overall, the social learning mechanism that occurs in the community shows that the process of internalising values does not take place instantly, but through a series of learning processes that involve observation, understanding, practice, and social support in the community environment.

DISCUSSION

The findings of the study show that the process of internalising values in the Ibu Profesional community takes place through social learning mechanisms that occur in a community-based learning environment. This learning process not only takes place through the formal delivery of material but also through social interaction among members, which allows observation, the exchange of experiences, and the practice of values in daily life. This is in line with Social Learning Theory, as put forward by Bandura (1977), which explains that

individuals can learn new behaviours through observing others' behaviour in their social environment. In this perspective, learning not only occurs through direct experience but also through observing social models that exemplify certain behaviours in social interaction (Bandura 1977; Schunk and Dibenedetto 2020).

The stages of social learning, which include attention, information retention, behavioural reproduction, and motivation, are seen in the learning dynamics that occur in the community. Community members are first exposed to the values and practices introduced through a variety of learning activities. These values are then understood through learning materials and discussions with other members. This process allows members to build a new understanding of the meaning of maternal roles and self-development. Recent research shows that a collaborative and community-based learning environment can strengthen the process of social observation and modeling thereby accelerating the learning process of new behaviours in the learning community (Schunk and Dibenedetto 2020; Wenger 2015).

In addition to these stages of social learning, the research findings also show that there is a reflection process that strengthens the internalisation of values in community members. Reflection arises through activities such as writing a reflection journal, group discussions, and sharing experiences in the community. Through this reflection process, members not only recall their learning experiences but also evaluate and interpret the changes they have begun to feel in their daily lives. This process of reflection is an important stage that encourages individuals to make sense of experiences and develop new, meaningful knowledge. This process helps individuals integrate the experiences, values, and practices learned into a broader framework of self-understanding (Boud, Keogh, and Walker 1994; Kolb 1984). In addition, reflection on learning experiences also plays an important role in strengthening the process of internalising values (Ryan and Deci 2020). In the later stages, individuals will gain reinforcement from the community and become increasingly motivated to internalise its values. The process of internalising values is depicted in Figure 2.

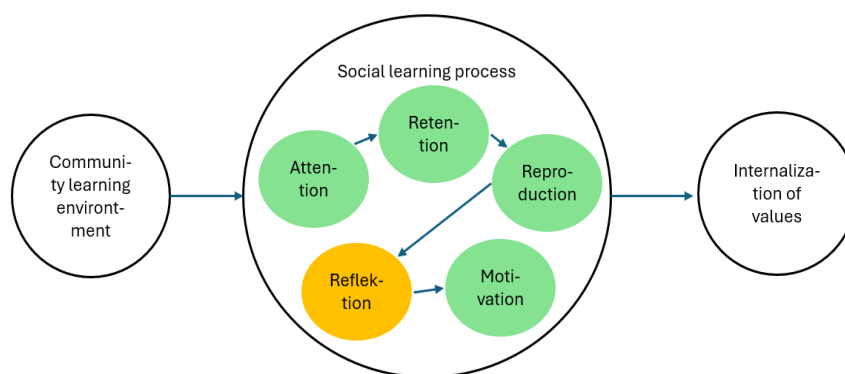


Figure 2. The Process of Internalising Values in Ibu Professional
(Source: Research Results, 2025)

The social learning process that occurs in the community not only results in an increase in knowledge but also encourages the internalisation of values in community members. Internalisation of values is a process in which individuals gradually adopt the values acquired from the social environment so that those values become part of a personal belief system (L. Wu, Chen, and Huang 2025). In the context of community learning, the process of internalising values can take place through

social interactions, experiential discussions, and value practices in daily life (Rong and Kleimanweiner 2024).

These findings suggest that learning communities can function as social environments that support a continuous learning process for their members. A community environment not only provides access to knowledge but also creates spaces for interaction that foster social support among members. In the perspective of a community of

practice, learning occurs through the active participation of members in shared practice, the exchange of experiences, and the formation of a collective identity within the community (Starkov and Zamir 2024; J. S. Wu et al. 2025). Through collaboration and active participation in the community, individuals can develop new understandings, build social identities, and gain social support that strengthens the learning process (Scott et al. 2023). In addition, studies on informal learning communities also show that social interaction, knowledge sharing, and reflection on experiences are important mechanisms in supporting continuous learning in the community (Iswati 2025). Such support plays an important role in strengthening individuals' motivation to sustain the changes they have made. Thus, social learning in the community not only contributes to the improvement of knowledge but also to the formation of new perspectives on the self and the roles played in daily life.

CONCLUSION

This research shows that learning communities can function as social environments that support social learning for their members. Through the mechanism of attention, retention, reproduction, and motivation as described in Social Learning Theory (Bandura 1977), community members can internalise the values introduced in the community. The learning process not only occurs through the delivery of materials but also through social interactions, daily experiences, and social support among community members.

In addition, the research findings also show that the reflection process plays an important role in strengthening the internalisation of values. Reflection carried out through reflection journals, group discussions, and experience sharing allows members to evaluate their learning experiences and interpret the changes that occur within them. Through this process, community members not only gain new knowledge but also develop self-awareness and build a new perspective on motherhood and self-development.

Theoretically, this study contributes to the study of social learning by showing how social learning mechanisms can take place in the context of learning

communities for mothers. This research also shows that community reflection plays an important role as an element that strengthens the process of internalising values in a community-based learning environment. In practice, the findings of this study show that developing learning communities can be an effective strategy to support maternal capacity development through participatory, reflective, and mutually supportive learning spaces.

FURTHER STUDY

This research has several limitations to consider. First, this study focuses on one learning community, namely the Ibu Profesional community, so the research findings remain limited to that context. The dynamics of social learning that occur in other communities with different characteristics are likely to result in different learning mechanisms. Second, this study emphasises the process of social learning in the internalisation of values, so it has not been in-depth in analysing the long-term impact of this process on changes in community members' behaviour in family and community life.

Therefore, further research can expand the study by comparing the social learning process in various learning communities that have different characteristics. In addition, follow-up research can also explore how the process of internalising values in learning communities contributes to long-term behavioural change and its impact on parenting practices and family development.

ACKNOWLEDGMENT

The authors would like to thank the community of Ibu Profesional for providing access and support throughout this research process. Appreciation was also expressed to the administrators, facilitators, and community members who were willing to share their experiences as research informants. Thanks are also extended to the various parties who provided valuable input in preparing this article.

REFERENCES

- Bandura, Albert. 1977. *Social Learning Theory*. Prentice-Hall.
- Boud, David, Rosemary Keogh, and David Walker. 1994. *Reflection: Turning Experience into Learning*. RoutledgeFalmer.
- Elbrink, Sanne H., Shandell L. Elmer, and Richard H. Osborne. 2024. "How Communities of Practice Generate Knowledge Translation Outcomes to Support Public Health Issues : A Realist Synthesis." *Health & Social Care in the Community*.
- Gokce, Nagihan, and Ahmet Yildiz. 2025. "Communities of Practice and Rural Women's Empowerment: Insights from a Case Study of Grassroots Cooperative in Turkey." *Journal of Rural Studies* 119:103813.
- Ibu Profesional. 2024. *E-Book Ibu Profesional 3.0*.
- Iswati, Luluk. 2025. "A Systematic Review of Community of Practice (CoP) in Informal Learning Communities of English Teachers and Learners." *Journal of English Language and Education* 10(3):1–8.
- Kolb, David A. 1984. *Experiential Learning: Experience as The Source Of Learning and Development*. Prentice-Hall.
- Kusaini, Utami Niki, Vegestina Rimulawati, Nurhadi Saputra, Dwi Kurnia Sari, and Siti Sariyati. 2024. "Peran Ibu Dalam Menjaga Keseimbangan Emosional Keluarga." *Menara Ilmu : Jurnal Penelitian Dan Kajian Ilmiah* 18(1):26–33.
- Miles, Matthew B., A. Michael Huberman, and Johnny Saldaña. 2014. *Qualitative Data Analysis: A Methods Sourcebook*. 3rd ed. Sage.
- Nokali, Nermeen E. El, Heather J. Bachman, and Elizabeth Votruba-drzal. 2011. "Parent Involvement and Children's Academic and Social Development in Elementary School." *NIH Public Access* 81(3):988–1005.
- Rong, Frieda, and Max Kleiman-weiner. 2024. "Value Internalization : Learning and Generalizing from Social Reward." *Conference Paper at RLC 2024*.
- Ryan, Richard M., and Edward L. Deci. 2020. "Intrinsic and Extrinsic Motivation from a Self-Determination Theory Perspective : Definitions , Theory , Practices , and Future Directions." *Contemporary Educational Psychology* 61(April):101860.
- Schunk, Dale H., and Maria K. Dibenedetto. 2020. "Motivation and Social Cognitive Theory." *Contemporary Educational Psychology* 60(December 2019):101832.
- Scott, Jennifer, Josephine Pryce, Nicole B. Reinke, Dongmei Li, Mary-ann Shuker, Rachelle Singleton, Angela Tsai, and Ann L. Parkinson. 2023. "Towards a 'Community for Practice'— A Narrative Analysis of the Evolution of Higher Education Scholars." *Education Sciences* 13(1239).
- Siswati, Mardiyah Kartini, and Herien Puspitawati. 2017. "Peran Gender, Pengambilan Keputusan, Dan Kesejahteraan Keluarga Dual Earner." *Jurnal Ilmu Keluarga Dan Konsumer* 10(3):169–80.
- Starkov, Veronica, and Sara Zamir. 2024. "Social Sciences & Humanities Open The Characteristics of Community Practice in a Professional Development Unit for Teachers during the COVID-19 Pandemic." *Social Sciences & Humanities Open* 10(October 2023):101030.
- Wenger, Etienne. 2015. *Communitites of Practice a Brief Introduction*.
- Wu, Jenny Suno, Xavier Font, Pete Barbrook-johnson, and Anna Torres Delgado. 2025. "Social Learning Communities of Practice as Mechanisms for Sustainable Tourism: A Process Tracing Evaluation of a Government Intervention ABSTRACT." *Tourism Recreation Research* 50(3):521–34.
- Wu, Lanting, Youguo Chen, and Xiting Huang. 2025. "Development and Validation of the Values Internalization Scale." *Behavioral Sciences* 15(5):1–17.
- Wulan, Nawang, Ahmad Ridwan, Agus Machfud Fauzi, and Maha Dewi Ambarwati. 2025. "Gender Representation in the Division of

Domestic and Public Roles in Modern Families in Surabaya.” *Journal of Family Sciences* 10(2):266–81.

Zhao, Jinxia, and Meifang Wang. 2014. “Mothers’ Academic Involvement and Children’s Achievement : Children’s Theory of Intelligence as a Mediator.” *Learning and Individual Differences* 35:130–36.