



## Community-Based Social Marketing for Self-Orientation Change in Extension Education

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### HIGHLIGHTS

- Community-based social marketing operates as a participatory extension approach
- Self-orientation change precedes observable behavioural transformation
- Integrated 4Ps design strengthens identity formation and sustained commitment
- This study employs a qualitative case study to examine community-based social marketing practices

### ARTICLE INFO

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### ABSTRACT

Most social marketing practices focus on measurable behaviour change, but few examine self-orientation as the foundation of social change. This research was conducted in 2025 to analyse how the Professional Mother community uses social marketing as a developmental communication strategy to encourage changes in maternal self-orientation before behavioural changes occur. This research employs a qualitative case study design, including in-depth interviews with 5 informants from national and regional administrators, participatory observation of online and offline learning activities, and analysis of organisational documents. The results show that the social marketing mix is carried out in an integrated manner through segmentation based on life phases and learning needs, social products in the form of self-orientation towards the “best version of oneself”, social pricing in the form of non-material commitments, distribution through multi-channel communication ecosystems, and promotion through value framing, role model, member participation, and public event space. This approach fosters reflective awareness and identity, enabling behaviour change to occur gradually and sustainably. These findings highlight that social marketing as a participatory extension model can enhance sustainable behavioural change through self-orientation and identity formation.

### INTRODUCTION

The family is a fundamental social institution that determines the quality of a nation’s human resources. Beyond serving as a domestic space, the family is the initial arena for the formation of an individual’s values, capacities, and social orientation (Masten & Monn, 2015). In this context, mothers hold a central position in strengthening family resilience and contributing to sustainable

development (Nomaguchi & Milkie, 2020; Nur et al., 2025; Schmidt et al., 2023). This demonstrates that mothers’ influence extends far beyond the confines of their homes (Kumari et al., 2024), yet their role is still perceived narrowly as solely domestic (Devy & Firdaus, 2019), without recognition of its strategic dimension in social transformation.

In response to this phenomenon, the Professional Mothers community has emerged in Indonesia, aiming to revitalise the

meaning of motherhood and encourage women to contribute to building a nation within the family (Ibu Profesional, 2024). The community operates through a structured learning ecosystem designed to transform mothers' orientations, enabling them to construct identity. Therefore, the community can be understood as a form of community-based extension model in which learning occurs through participatory and dialogical processes among members. This aligns with extension education principles that emphasise contextual, learner-centred communication in facilitating sustainable behavioural change.

The community's approach to fostering this change can be analysed through the framework of social marketing as a planned development communication strategy (Kotler & Zaltman, 1971; van den Ban & Hawkins, 1996). Unlike commercial marketing, social marketing focuses on the adoption of values, ideas, and practices perceived to bring collective benefit. In contemporary extension practice, social marketing has become a crucial instrument for facilitating social change through audience segmentation, contextual message design, and adaptive message distribution systems (Rehman et al., 2022).

Numerous studies have shown that social marketing strategies are effective for specific behavioural changes related to health or environmental issues (Brennan et al., 2014; Vilmar, 2023). However, most studies position social marketing as a technical, measurable tool for specific behavioural campaigns. There are still limited studies exploring how the social marketing mix is implemented in an integrated manner within the community ecosystem to encourage more fundamental changes, namely changes in self-orientation, as the foundation for behavioural change.

Within the framework of planned behaviour theory, stable behavioural changes are preceded by behavioural changes at the cognitive and affective levels (Ajzen, 1991; Bandura, 1986). In line with the participatory development communication paradigm (Servaes, 2014), the transformation of individual consciousness is an important prerequisite for contextual and sustainable social change. Therefore, an analysis of the implementation of social marketing in the community as a learning-based extension model is relevant to expand the understanding of development communication strategies.

This study aims to analyse the implementation of the social marketing mix in encouraging changes in maternal self-orientation in the Professional Mothers community. Specifically, it addresses how the elements of product, price, place, and promotion are designed and implemented to facilitate self-orientation change as the foundation of behaviour transformation.

## METHODOLOGY

This study used a qualitative case study approach to analyse the implementation of development communication using a social marketing approach with Professional Mothers (IP) to change members' self-orientation. The research has been conducted in both online and offline modes, involving central and regional administrators. This combination of online and offline approaches allows researchers to get a more comprehensive picture of the implementation of social marketing in Professional Mothers, both in terms of central and regional management.

Informants were selected using purposive sampling, considering their roles, active participation in the community learning programme, and experience in receiving or running social marketing communications in this community. The study involved 5 informants: 1 Secretary General, 1 National Creative Media Manager, 1 Regional Coordinator, 1 Regional Creative Media Manager, and 1 Coordinator of Learning Programme. Before the research took place, the author had read and provided a consent form to be an informant in the research. With the informant's consent, to protect the participant's privacy, a pseudonym was used instead of the participant's real name.

Data collection was conducted through semi-structured in-depth interviews with 5 informants, participatory observation of online and offline learning activities, and analysis of organisational documents, including programme modules, digital communication content, and community publications. Online observation included interactions within 5 WhatsApp community groups (1 regional, 2 learning classes, and 2 small discussion groups), 1 community learning class in the Learning Management System (LMS), 8 Zoom learning sessions, and official social media platforms such as Instagram and Facebook. Offline observations were conducted during 2 community meetings, 1 reflection session, and 2 public community events organised by the Professional Mothers community. Field notes were systematically compiled to record patterns of interaction, message framing, and member engagement.

Data analysis followed the steps outlined by Miles et al. (2014), which include: data collection, data reduction, data display, and conclusion drawing or verification. The analysis focused on identifying how elements of the social marketing mix (4Ps) are designed and implemented to support members' self-orientation changes. In this study, the social marketing mix refers to the application of four elements: product, price, place, and promotion, in community learning activities designed to facilitate change in members' self-orientation (Kotler & Zaltman, 1971). Data triangulation was conducted by comparing information obtained from interviews, observations, and documents to enhance the credibility and validity of the findings.

## RESULTS

The findings showed that the Professional Mothers community implemented social marketing through a structured and integrated approach to facilitate change in members' self-orientation. Before developing the marketing mix, the Professional Mother community conducted audience segmentation to ensure that messages were aligned with the needs of the target groups. Segmentation was not limited to demographic characteristics but was based on members' life phases and learning needs. The diversity of members' backgrounds and corresponding learning needs was presented in Table 1. This segmentation enabled the design of communication messages that were adjusted to contextual differences among members.

The implementation of the social marketing mix (product, price, place, and promotion) operated as an interrelated system rather than as isolated technical components. Each element contributed to a continuous process of transformation within the community. The social products identified in this study were the

**Table 1.** Audience segmentation based on life phases and learning needs

Segment Category	Characteristics	Implication for Learning Needs
Unmarried women	Women not yet married	Focus on self-development and identity formation
Married without children	Newly married women without parenting experience	Preparation for parenting roles and family management
Mothers with children (infancy to adulthood)	Mothers at different child-rearing stages	Parenting skills, emotional support, and adaptive learning
Single mothers	Mothers raising children independently	Emotional resilience, social support, and self-capacity strengthening
Mothers in domestic roles	Focus on household and caregiving responsibilities	Time management, self-actualisation, and value internalisation
Mothers in public professions	Engaged in professional or career roles	Work-life balance and identity negotiation
Survivors of domestic violence	Mothers with vulnerable social experiences	Psychological recovery, empowerment, and a safe learning space

change in self-orientation toward the “best version of oneself”. Members were positioned as active participants in a safe learning space, where they could understand, experiment with, and adapt community values to their personal and family contexts. According to the Secretary General of IP, the founding figure of the community did not set a standard for all members to follow:

*“So Mrs. Septi mapped out what the pattern was like, then we were told to try. The goal was for us to find our own pattern. To be the best version of ourselves!” (Lihada, Secretary General of IP, 2025)*

The statement illustrated that members were not instructed to imitate the founders or facilitators directly, but were encouraged to explore and adapt values independently through the learning process in the community. Learning was organised in tiered programmes designed to support gradual internalisation of values. These programmes functioned as platforms for members to understand, reflect upon, and practice community values in daily life. They also provided opportunities to share experiences, receive emotional support, and observe valuable practices demonstrated by other members and community administrators. The findings further showed that various obstacles emerged during the learning process, which were experienced as sacrifices required to achieve self-change. The dimensions of social price identified in this study are presented in Table 2.

The social price was identified in four main dimensions: time and energy, psychological sacrifices, relational sacrifices, and long-term commitments. Time and energy investment emerged as a primary social cost influencing the sustainability of change adoption. Participation in tiered classes and community programmes required significant time for learning, discussion, and reflection. For members with substantial domestic and parenting responsibilities, maintaining

engagement over months of structured class demanded deliberate scheduling and sustained effort. Psychological sacrifice involved members’ willingness to engage in deep, ongoing self-reflection. Members evaluated previously formed habits, perspectives, and self-identity, which required acknowledging personal limitations and opening space for change. Relational sacrifices referred to potential tensions within the family or social environment, including disagreements among family members about participation in community activities. Long-term commitment was reflected in the consistency required to internalise values and to maintain the self-orientation developed beyond formal community programmes. Members were expected to sustain discipline even when not directly involved in structured activities. These findings indicate that social price is not merely a barrier, but also a process that supports the internalisation of values and the sustainability of behaviour change. The place referred to the system of distributing learning messages within the community. The findings showed that the community implemented a multi-channel distribution design that combined online and offline platforms (Table 3).

Online media were the most widely used channel. Platforms such as the Learning Management System (LMS), WhatsApp Groups, YouTube, and Zoom functioned as primary channels for delivering learning materials and disseminating community values. These platforms provided flexible access for members with limited time and mobility. Social media platforms, including Instagram and Facebook Groups, supported the learning channels by expanding message reach. Offline meetings also played an important role. Activities such as playdates, grand graduations, regional meetings, and community celebrations created opportunities for direct interaction. These meetings facilitated more personal communication

**Table 2.** Dimension of social price in behaviour change

Dimension of Social Price	Description	Implication for Behaviour Change
Time and energy	Significant time investment in learning, discussion, and reflection activities	Influences the consistency and sustainability of participation
Psychological sacrifice	Engagement in deep self-reflection and evaluation of habits, perspectives, and self-identity	Encourages awareness and openness to change
Relational sacrifice	Potential tensions within the family or social environment, including disagreement about participation	Requires negotiation and social adaptation
Long-term commitment	Continuous effort to internalise values and maintain self-orientation beyond formal programmes	Support sustained behavioural change.

**Table 3.** Professional mother’s message distribution channel

Channel Type	Channel Shape	Main Functions
Online Media	WhatsApp Groups (WAG) Pendopo, LMS, Zoom, official social media (Instagram, Facebook, and YouTube), Website, Podcast, and other digital broadcasts.	Access to learning materials and modules, distribution of values, reinforcement of reflection and support, dissemination of information, inspiration, and education
Offline Media	Playdate, Grand Graduation (reflection), Celebration, Community Meeting	Strengthening of social relationships, affective experiences, and internalisation of values

and strengthened social bonds among members. In this medium, there was a more expressive and meaningful exchange of messages, with facial expressions and body language. Through this activity, members were able to build stronger social relationships directly. The presence of facial expressions, gestures, and voice intonation enabled emotional expression and deeper interpersonal exchange. The findings also indicated that the community reduced participation barriers through flexible access and varied learning formats. Learning materials were available in synchronous and asynchronous modes, allowing members who were unable to attend live sessions to access content at alternative times.

Promotion within the community did not aim to standardise behaviour. Instead, it focused on reframing women’s self-orientation towards maternal roles and strengthening personal capacity. The narrative of being “the best version of oneself” emerged as the central promotional message communicated consistently across various community platforms and activities. The findings showed that promotion strategies were organised into four main forms: (1) values and identity framing, (2) role models, (3) participatory promotion based on reflection and testimonials, and (4) public events as an identity reinforcement space (Figure 1).

Promotion was implemented through interconnected strategies that reinforced the narrative of self-orientation change. Value framing emphasised the reinterpretation of motherhood through the message of becoming the “best version of oneself”, which was communicated consistently across classes, digital content, and community forums. This narrative was further strengthened through role modelling as founders, administrators, facilitators, and active members demonstrated community values in their daily practices, providing observable references for others during the learning process. Participatory promotion also occurred through member testimonials

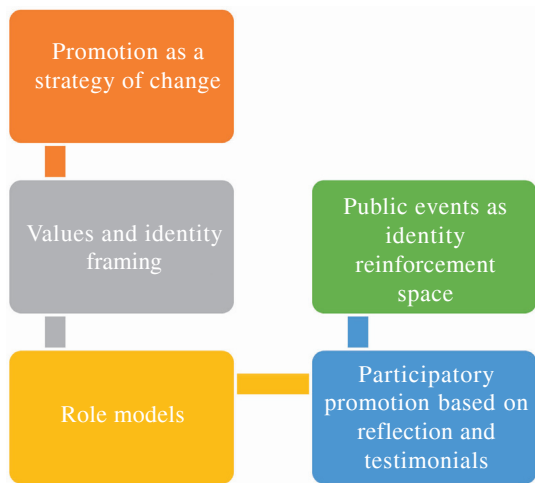
and reflection notes, in which participants voluntarily shared their learning experiences and personal journeys, expanding the meaning of self-orientation change grounded in lived realities. In addition, public events, from informal gatherings to national-level activities, served as broader social spaces that reinforced collective identity and strengthened shared learning experiences among members. Overall, the implementation of the social marketing mix operated as an interconnected system that supported gradual change in members’ self-orientation within a community-based learning environment.

**DISCUSSION**

The findings of this study indicate that the implementation of social marketing in the Professional Mother community represents a participatory and contextual model of community-based extension. The practices identified reflect a dialogical learning process that encourages gradual reflection and internalisation of values (Rogers, 1973; Badri, 2016). From the perspective of modern extension, this process aligns with an empowerment approach that positions members as active subjects in shaping change rather than passive recipients of information. Audience segmentation based on life phase and learning needs aligns with the extension principle of contextual relevance. Messages designed according to these conditions increase the chances of acceptance and internalisation of values. Evidence suggests that interventions tailored to individual circumstances, such as life phases, enhance the probability of sustainable behaviour change (Zhu et al., 2024). This reinforces the view that social change requires adaptation to social diversity and individual experiences (Bartolucci et al., 2023).

This study further shows that the social marketing approach was not merely used as a promotional tool, but as a mechanism for transforming consciousness through changes in the mother’s self-orientation. Within the framework of social cognitive theory (Bandura, 1986), stable behavioural changes begin with changes at the cognitive and affective levels. Therefore, the community positions the change in self-orientation toward the “best version of oneself” as its core social product, reflecting shifts in self-interpretation, maternal roles, personal capacity, and the strengthening of identity as a development actor within the family. This finding is consistent with the human development perspective that emphasises the transformation of individual consciousness and capability.

In the social marketing literature, the element of price refers to the cost the audience must bear to adopt a new behaviour, such as investing time, energy, psychological discomfort, relational sacrifice, and long-term commitment. This finding confirms that behavioural change within community-based learning environments entails both tangible and intangible social costs that must be



**Figure 1.** Social marketing promotion strategies

addressed strategically so that the benefits outweigh these costs (Banu & Özdemir, 2014; Ismail et al., 2022). To maximise the dissemination of social products, the community creates an integrated learning media ecosystem tailored to members' needs. Learning media is an element of distribution channels, both online and offline, as a tool to convey development messages (Rakic & Rakic, 2014) and enabling directed learning exchanges (Ravikumar et al., 2015; Shanmuka et al., 2022). Digital media is both an asset and an opportunity for communicating current developments, enhancing information exchange, and fostering community involvement in agriculture (Panda et al., 2019; Kumar, 2025). Thus, the digital ecosystem operates not only as a communication tool but also as a participatory learning environment.

The promotion of self-orientation change is supported through the framing of values, role models, member participation, and public events that expand the social reach of messages. Message framing combined with multi-channel communication increases audience engagement (Domegan, 2021), while role models strengthen self-efficacy through social learning processes (Nowiński et al., 2019; Nain et al., 2019). The use of public spaces and member testimonials reflects participatory development communication (Servaes, 2014), where members act as both recipients and producers of meaning, reinforcing collective identity. These findings expand understanding of the social marketing mix in extension contexts, where product, price, place, and promotion are integrated to design a learning environment that supports value internalisation. In this community-based extension setting, the product is reflected in changes in self-orientation, prices in the social and psychological sacrifices required, a place in integrated learning platforms, and promotion through participatory communication practices. Theoretically, this study contributes to the extension education literature by positioning self-orientation transformation as a foundational mechanism for sustainable behavioural change in community-based social marketing strategies.

## CONCLUSION

This study confirms that community-based social marketing functions as an effective development communication strategy when it prioritises self-orientation transformation before promoting sustainable behaviour change. The social marketing mix operates as an integrated system in which self-orientation toward the “best version of oneself” becomes the core social product. The social price reflects the psychological, relational, and temporal commitments required to adopt new values, while place serves as a multi-channel distribution system that facilitates flexible access to learning. Promotion reinforces change through value framing, role models, participatory reflection, and public events that extend the message into the broader social sphere. These interconnected elements strengthen participatory and contextual extension practices, positioning self-orientation change as a foundation for long-term and sustainable behavioural development.

## DECLARATIONS

**Research ethics statement(s):** Informed consent of the participants

**Conflict of interest:** The authors declare that the research was conducted in the absence of any commercial or financial

relationships that could be construed as a potential conflict of interest. The authors declare that during the preparation of this work, they thoroughly reviewed, revised, and edited the content as needed. The authors take full responsibility for the final content of this publication.

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