

Policy Learning of Mineral Mining Management

La Ode Mustafa Rufini¹, Syamsul Alam², Jamal Bake³

^{1,2,3} Faculty of Administrative Science, Halu Oleo University, Kendari, Southeast Sulawesi Indonesia

ABSTRACT

The purpose of this study was to determine and analyze the policy learning of mineral mining management in PT. Billy Indonesia Southeast Sulawesi, Indonesia. Data gathering techniques used Consultation procedure, public participation, in-depth interviews and focus group discussions. Method of data analysis used qualitative approach. The result of this study showed that through the empowerment of the rural fund management, the actors of the government learned about the authority and how they should carry out their duties and functions. Actors from elements companies and non-governmental learn about rights and obligations in mining management, as well as learn about the development of community-based program and budget in the area of mineral mining, and the development of local institutions to community development and social conflict resolution in a rational and democratic. The company as an investor who is looking for a profit and at the same time be an agent, and actor instrumental policy learning, emphasis on a rational approach in the resolution of the conflict between the company and members of the public. In reconstructing social institutions, PT. Billy Indonesia became the originator of the instrumental learning through the provision of community development which requires the formation of community groups in utilizing the financial assistance provided by the company.

Keywords: Policy Learning, Mineral Mining Management.

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I. INTRODUCTION

Mineral mining potential are available in many developing countries. The potential availability of mineral mining has become the most important economic activity in these countries (Tauli-Corpuz, in Afeni & Adeogun, 2015; Devi, 2013). However, abundant mineral resources, it has not been able to bring a blessing in some developing countries. Mining in some developing countries it supports the hypothesis Mining is bad, a story of a country that is not getting better despite having mineral potential because of policy mistakes in the management of mining resources such, and as a result of the weakness of institutions authorized to develop it (the World Bank and IFC, 2002).

One approach that can be used to explore the wrong policies in developing countries is through in-depth study on the concept of policy learning. Policy learning refers to the structured change in thinking and behavior tendencies actors with respect to a specific policy issue and the reality of how the policy or modification of the policy goals held (Cerna, 2013). Policy learning is a pathway to understanding changes in building confidence in a policy (Weible, Pattison & Sabatier, 2010), mainly due to the learning policies by Rietig (2014) related to the dynamics of strengthening and sustainability for ourselves. Related to this, the latest development is complete policy theory also explains the concept of policy learning (Schlager & Basurto, 2008).

In Indonesia, mineral mining policy has changed since 1999 in line with the implementation of decentralization of government. Mineral mining management optimization efforts for regional progress and welfare of the citizens began in 2009, through the Law of the Republic of Indonesia Number 4 Year 2009 about Mineral and Coal Mining. The legislation covering the region setting Mining Business Permit (MBP) as the rationalization of previous policies that are not considered to contribute to the development of the region and the welfare of the people of the region.

South Konawe, Southeast Sulawesi Province is one of the areas that benefit from the new policy. Based on existing data, there are 14,000 hectares of potential land in the area controlled by International Nickel Indonesia Ltd, with the work contract for 55 years since 1968. Torobulu region, South Konawe, became one of the strategic areas of the contract. The land area concession of PT Inco in this area is 2,500 hectares, whose location has become the residence. However, until 2010 PT Inco Tbk not conducting exploration / exploitation in South Konawe and do not pay rent land to the local government according to the agreement (Research Report, UHO, 2015).

In 2010, in line with the policy of the new mineral mining, the entire concession area of PT Inco Tbk in the region submitted to the South Konawe government. Furthermore, the local government provides the Mining Business License to new investors, namely PT Billy Indonesia. Limited Liability Company (PT).

Billy Indonesia is a company belonging to citizens of Taiwan, where the power of the mining concession covering an area of 2,500 hectares. In the policy granting mining license to PT Billy Indonesia, there are a number of obligations that must be met companies to local government and villagers. The obligations include financial obligations in the form of tax, royalty and licensing fee, the use of local labor and the implementation of the plots of land former mining processing (Mining Office Konawe District, 2015).

When operational the company has been running for about 3 years, PT. Billy Indonesia met with resistance from some communities. Rejection related to the issue of land compensation is not paid by PT Billy Indonesia to local residents who are landless, and included in the mining concession of PT Billy Indonesia. On the other hand, PT. Billy felt no need to pay land compensation for the PT. Billy went on contract work that has been done by PT Inco, Tbk. The company only paying the cost of permissions, royalty and corporate tax to local government, meet the obligation of using local labor and implement the program plots of land.

The issue becomes complicated when the compensation process of community land use political channels, namely through the Regional Representatives Council. Conflict ensued between the company and landowners are included in the company's work, which led to the temporary suspension of operations of PT. Billy Indonesia in the region. Yet on the other hand, local government, including local communities feels that the presence of these companies had a positive impact for the progress of the region and community. For the public and government officials, they benefit because the company provides community development funds every year to support the financing of rural development programs, and a number of local labor to work in the company.

The policy of granting permission to manage the mineral from the South Konawe government to PT. Billy Indonesia, demand which partly supported the land owners and local legislators managed to temporarily stop operations, as well as their expectations from local governments and communities in the region of the company for the company to remain in operation, providing an interesting context for the study of policy learning. This is based on the premise that the issue will not occur, if the actors or stakeholders from various elements (local governments, companies and local communities) conduct policy learning.

The study analyzed the mineral mining policy learning, by asking some basic questions: 1) Is there a policy learning process in such cases; 2) Who is learning, what is learned, methods and media used, what the effects of such policy learning. By answering these questions, this study may provide information and resources to enrich the learning literature and policy-mining policy learning is still limited today.

II. LITERATURE REVIEW

a. Policy Learning Concept

Policies by Anderson as a way to act or not act in a deliberate performed by an actor or set of actors in dealing with a problem or concern (Smith & Larimer, 2009). Public sector policy called public policy. Public policy is defined as anything that is chosen by the government to do or not do (Dye, 2010). The government made a policy for political reasons, moral and economic failure or failure of the market (Kraft and Furlong, 2012). Public policy involves the role of key public actors but not exclusive (Hill & Hupe, 2014).

The two main characteristics of public policy is stability and change. Stability meant that the policy changes are only marginal, while the contents of the policy change meant that changed fundamentally. Today is the era where policy change is more prominent than policy stability (Aslinda, 2014). Policy changes include major and minor changes within a subsystem in government policy (Aslinda & Ibrahim, 2014).

Discussion about policy learning becomes an important aspect of the policy change theory literature since the 1980s (Borras, 2011). The idea of learning in the theory of rational decision-making Deutsch in 1960 is recognized as the root of the concept of policy learning. Deutsch himself discussing lessons learned in terms of feedback in strengthening the learning capacity of government (Sapat et al., 2011).

In 1974, Deutsch Hecló developed the idea of learning to be a complement of the concept of power. Politicians, according Hecló, take a lesson from the failure of its own decisions as well as from other jurisdictions (Inspires, 2015). Hecló also proposed the concept of non-learning by showing that policy makers are unwilling or unable to adapt to new information (Sapat et al., 2011). Because political power takes place then the idea Hecló called a political lesson. Sabatier (1988) said that to integrate the concept of policy learning in the context of the Advocacy Coalition Framework (ACF) to be a central explanation for the policy change. Sabatier outlines policy learning as changes are relatively stable in thinking or behavior tendencies derived from experiences and with respect to the realization or modification of the policy goals (Capella, Soares & Alves, 2015; Inspires, 2015; Cerna, 2013; Borras, 2011 ; Fazekas, 2010). In the 1988 version of the ACF, Sabatier explains, policy learning by a coalition of advocacy is an important aspect of the policy change (Aslinda & Ibrahim, 2014).

Policy learning is structured change in the thinking and behavioral tendencies with regard to the specific policy issue and the realization or modification of policy objectives. Policy learning based on the acquisition of new knowledge, manifested in the capacity to take the wisdom of experience related to the content, objectives and

policy instruments. The point is the acquisition of new information sourced from proven experience, and the desire or ability to adapt to new information.

b. Dimensions of Policy Learning

Learning policy has been discussed in a variety of approaches and can be developed through a particular medium. There are three components of the analytic learning policies by Howlett, Mukherjee and Koppenjan (2015), namely: who are learning, what they learned, what learning effect and the authors add media and what method is used in policy learning.

a) Following Actor.

Political actors and legislators, public and private actors in policy subsystems, can conduct policy learning (Fazekas, 2010). Officials in the government, both political and administrative officials, have the capability to do the learning (Inspires, 2015). Learning can occur deliberative policy on all stakeholders, not just the domain managers, policy makers, and scientists, as discussed in the literature adaptive management (Cundilla & Rodela, 2012).

b) Learning Materials.

Participants learn the different policies of different things anyway. Related to this, the literature discusses the various types of policy learning. May (in Sapat et al., 2011) discusses the instrumental learning, social, and political. Instrumental learning refers to learning about the instruments and the design of policy implementation. Social learning refers to learning about the construction of social policy, with a focus on issues and policy objectives. Political learning includes strategies to advocate for specific policy ideas. The three types of learning, ACF of Sabatier & Jenkins-Smith emphasize learning instrumental. According to the theory, policy learning contains adaptations to the policy instruments that have no connection with scientific innovations (Weible et al., 2011). Thus, instrumental learning aimed at the designers and implementers of policy.

c) Media and Learning Method.

Bake according to policy learning (2007) can take place through the dissemination lectures, participatory dialogue process, involving stakeholders to discuss a wide range of programs and activities relating to the implementation of the policy. Forum participation, community meetings and dialogues according Rahnema (1995) and Bake (2007) has a cognitive function, where the participants talk to each other, exchange ideas, share knowledge and experience to decide which programs or activities in order to overcome the problems they face.

d) Effect of Learning.

Learning theory literatures vary in terms of what the learning effect. Most of the literature uses the concept in a normative sense, that learning does not require repair. Definition of Hecló policy learning and Sabatier in advance are included in this category. For them, learning is associated with the achievement of the policy or modification of the policy objectives, and modifications that do not always have the connotation of improvement. Another case, in theory traditional learning, learning has meaning nominal policy. The impact of learning is a better policy, namely the effective policy and gain legitimacy (Howlett, Mukherjee & Koppenjan, 2015).

c. Study of Policy Learning

Topic policy learning has been investigated by Cheng, Danks & Allred (2011) for the policy subsystem forest governance through community-based forestry initiatives (CBF); Hall (2011) for the subsystem sustainable tourism policy; Singh (2011) for the subsystem entrepreneurial policy; and Buttoud et al. (2010) for the forestry sector institutional policy subsystem. These studies elaborate on the various types of policy learning, namely: learning instrumental, conceptual, and political. However, previous studies have not investigated the mineral mining policy, anyway throughout the study takes place developed countries, and do not include actors in local governance. Complementing the previous empirical literature, this study took a mineral mining policy in developing countries. Referring to the idea Cundilla & Rodela (2012) that learning can occur deliberative policy on all stakeholders; this study takes place Mining Work area of the village administration level. Furthermore, following the direction of policy learning theory of Sabatier, this study focuses on instrumental learning.

d. Mineral Mining

Mining is the economic activity. Mining is defined as the act, process, or industry of extracting minerals from the earth (Indecon International Economic Consultants, 2013). The purpose of mining is to provide a material base needed to develop and expand the living standards of humanity. The mining raw resources are filtered into every product, service and luxury in modern society (Hoffman, 2013).

Five general terms that describes the stages of mining operations are: exploration, evaluation, development, production, and closure and rehabilitation (International Financial Reporting Standards, 2007). Exploration means finding adequate resources for commercial exploitation. Evaluation means the technical and commercial feasibility determination of a mineral resource. The development means laying access to and provision of

facilities for the extraction and transport of production. Production means the acquisition activity marketable products from mineral supplies. Closure occurs after mining operations cease, including restoration and rehabilitation of sites

It is universally mineral mining operation adheres to the principle of expediency, sustainability, equity, participation, transparency, accountability, adherence to the rules, and environmental sustainability in accordance with the principles of good governance mining. In addition, every effort must be biased mining contributed to the advancement and welfare of the community area where the mineral mines are located and developed.

III. METHODOLOGY

Review of the actors, processes, media, materials and the impact of policy learning was the complexity of facts and values that need to be revealed as a whole, and can only be traced in depth and accurately using a qualitative approach. Researchers conducted a natural setting, do a deep investigation of the natural context, to obtain data to answer research questions. Consultation procedure, public participation, in-depth interviews and focus group discussions is the primary method of data collection. The sizes of the observed dimensions approached from the perspective of multi-party interests (stakeholders) related mineral mining policy, namely local governments, local communities and companies. Supporting secondary data obtained from PT Billy Indonesia, local governments, and report on the research institutes of higher learning.

In-depth interviews, asking basic questions, and developed based on the answers of informants. Information obtained through interviews with selected informants, confirmed through focus group discussions involving informants are identified as having the knowledge, experience and understanding of the management of mineral deposits at the sites. This method is used as a strategy to overcome the weaknesses of qualitative studies are often allegedly featuring discussions that are not value-free

IV. RESULT AND DISCUSSION

a. Mineral Mining Operations of PT Billy Indonesia

Limited Liability Company (PT) Billy Indonesia is a purely private company engaged in the business of mining in Sulawesi Landmarks. As a manager of private mines PT Billy Indonesia is obliged to have the legality of a requirement to be able to manage mineral mining venture in Indonesia, particularly in the area South Konawe. Description of the operation of PT Billy Indonesia mine in the village of Torobulu South Konawe presented in Table 1

Table 1. Description of operations of PT. Billy Indonesia in the mining business process, in the village of Torobulu South Konawe, Year 2010 to 2015

The explanation	The real facts
The legality of the Company	Letter of Mining authority from the Government of South Konawe Regencies, 2010
The concession area Mining permissions	2,500 Ha, can be developed to 12,000, Ha
Access to the location of the mining activity center	51 Km from the capital city of the district and 79 Km from the Provincial Capital
Nickel Content	Composition: 1.7 %
The center of the activity of the company	Sub-district Laeya Torobulu Village, South Konawe regencies
The location of the encircle the mineral potential (land containing nickel ore)	The spread with a slope of 0 percent - 70 %
The type of mining business activity	Excavations, transportation, shipping, practicing re-vegetation
Ethnic population inhabiting the area around the mine site	Bugis, Muna's, Bajo's, Makassar's, Tolaki's, Buton's, Java's, and Ambon's, where the majority is Bugis's and Muna's.
Livelihoods of around the mining site	Owned by subsistence farmers and traditional fishermen
The number of employees from the local labor	278 people
Nominal assistance financial PT. Billy Indonesia to the village government	Rp 331.000.000 / year (community development funds around the location of the mine)

Source: Report of Research Universities Haluoleo, 2015

In table 1, revealed that as many as 278 people local labor received work on the mining company PT.Billy Indonesia. The acceptance of the local labor is the commitment of the company to fulfill its obligations in the contract that require the use of local labor in accordance with their skills. In the process of focused group discussion, the PT. Billy Indonesia expressed as follows:

" ... the policy receive local labor is the commitment of the company to meet the obligation in accordance with the contract agreement of cooperation with the local government, which require the company using local labor for the kind of work in accordance with their expertise ..."

To support the efforts of the village in the build area and society, PT. Billy Indonesia gives fresh money in the form of community development fund as one major extant of corporate social responsibility (CSR). Through

focused discussions also revealed that the gift of Rp 331.000.000 annually since 2011 is intended to support the financing of the development program and the economic development of the community around the working area of the company. This illustrates the economic benefits from the presence of the mineral mining investment, in addition to the social benefits that tackle unemployment number in the area. This policy is one of the benefits received by the society for the presence of mining companies and has made a major contribution to the development of the region and the surrounding community.

b. Policy Learning on Mineral Mining Management

There is a phenomenon in the policy learning activities and mineral mining management processes by PT Billy Indonesia in District Laeya South Konawe. Policy learning process is understood in the context of policy implementation mineral processing involving local government as a source of policy and responsible dissemination, monitoring and evaluation of policy implementation. Company is the part who seeks to profit from mineral mining business, the village government and the community around the mine site as beneficiaries and the impact of mineral processing. The results of this study found that each of the parties had a stake and the strategic contribution in the learning process of policy implementation of policies to deliver good mineral mining processing in this area.

Table 2 Dimensions of Policy Learning and Actors in the Mineral Mining Management by PT. Billy Indonesia in South Konawe Regencies.

Dimensions	Followings actors				
	Local Government Officials	Members of the House of Representatives	The Village Government Officials	Company Employee	The community around the mine
Typology	Social, political and instrumental	Social and Political	Social and Instrumental	Social and Instrumental	Social and Instrumental
Media	Government Forum, multistakeholder Forum, and Training	Internal Forum, public consultation,	Village development planning forum, multi stakeholder Forum	Internal organization, and multi stakeholder forum,	Village development planning forum , village group meeting, meeting across the perpetrators
Learning Materials	The substance of the policy, socialization techniques, construction company and community , conflict resolution	The implementation of the function of legislation and supervision	The construction of the society and the community empowerment program development techniques.	Licensing procedures business, rights and obligations of the company, the rights of employees and the construction of the community	The development of community groups, Empowerment program implementation
The Method	The provision of materials, lectures, dialog/discussion.	Lectures and dialog	Lectures and dialog	The making of brochures, Briefing employees	Dialog, training and mentoring
Out Put	Understand the substance of the authority and the strategy of conflict resolution	To understand the function of legislation and supervision	Understand the rights and obligations of stakeholders.	Understand the rights and obligations of the company and the rights of employees;	The formation of a community group, and productive business
The impact	Orderly social security, investment , increased regional income	Legal certainty and continuity of investment	The protection of the villagers and village development progress	Investment security, legal certainty, benefits and business sustainability	Increasing the economy and community welfare

Source: Summarized from the primary data based on interviews, focus group discussions and participatory observation, 2015.

The explanation of the table 2:

First, there are three policy learning typology according to Sabatier is also found in this research is as follows:

- 1) Political learning in mineral mining policy related to the implementation of the authority in formulating regulations, supervision and guidance and evaluation of the judicial in every activity of mining activities that played brilliantly by actor from local government and members of the House of Representatives.
- 2) Instrumental learning characterized by: a) the existence of the perpetrators of the efforts related to mineral mining policy find new ways in this socialization policy, as did the local government, namely the provision of the material of socialization, housing momentum discussion / consultation planning to explain the information about the mineral mining policy in South Konawe regencies; b) Formation of rural institutions that support the implementation of the community development program is facilitated by the company

through the gift of fresh money every year for Rp310 million that implementation requires the formation of a community group of beneficiaries who are managed in a participative manner.

- 3) Social learning regarding the existence of the efforts of stakeholders to think about the interests of the community associated with the mining business management, such as the existence of the terms of use of local labor in each mineral mining processing business that is in the area of South Konawe regencies. These terms has been realized by the company by involving local labor in mineral mining industry is managed by PT. Billy Indonesia, Southeast Sulawesi

Policy Learning typology in the management of the mine minerals are found in this study in line with the views May (in Sapat et al. 2011) that policy learning regarding instrumental learning, social and political. Instrumental learning in this case found on the community empowerment program implementation design and design of socialization for policy invoked to provide enlightenment mining policy to the community around the area of the mine. The adaptation process in the socialization of the mining policy is also in line with the Sabatier & Jenkins-Smith emphasized instrumental learning contained the adaptation policy instruments that has no relation with the innovation of scientific innovation (Weible et al. 2011). Social learning refers to the learning about the social construction of our deepest concern parties policy on social issues such as mining community in providing an opportunity for local labor to work in mineral mining sector is managed by the company. Political learning includes strategies to advocate for the idea of specific policy political lessons found in the process of formulating and provisioning policies that protect the interests of people in mining areas. Local government actors and members of the House of Representatives had formulated regulations, supervision and guidance and evaluation of the judicial in every activity of mining activities.

Second, learning media policies that developed in the management of mineral mining business in Torobulu South Konawe regencies covers the routine activities of the internal organizational, regular dialog forum, special dialog forum, multi stakeholder forum, mentoring the community and through socialization forum mineral mining policy and consultation forum village development planning. The development of learning media management policy mineral mining found according to Bake (2007) that the learning process can take place through socialization or lectures, discussion (dialog which involve stakeholders to discuss various activities or programs with regard to the implementation of the policy. The process of dialog in the forum participation according to Rahnema (1995) and Bake (2007) have cognitive function where the process of exchange of views and sharing knowledge and experiences took place to decide the program or related activities to resolve the problems they face.

Third, focus policy learning lead to control of the substance of the matter mineral mining management policy, terms of mineral mining management techniques, the authority of the government in regulating mineral mining processing, rights and obligations of the parties (governments, companies and communities around the mine), financial obligation for the company, obligation involving local labor in industry and the obligations of the re the vegetation and reclamation of post-mining, development of institutional and community development and productive business mentoring for communities in the area around the mine, and conflict resolution in the mining industry.

Fourth, policy learning method developed through the creation of learning materials booklets, brochures, lectures (monologue, q (dialog), brainstorming, exchange of views, briefing employees, and digging the idea in a participative manner; one of the important aspects in the use of learning methods through policy dialog is the involvement of stakeholders in the learning process. This study found, district government actors less actively provide policy learning in accordance with the tasks and responsibilities. At the village level through the implementation of the community development programs, government actors and non government involved in proposing and the determination of the programs and activities funded through community development programs, Village Community Institutions as non-state actors providing incentives that stimulate state actors to behave in a rational-legal and in line with the public interests. This condition supports prediction Bwalya, Phiri and Mpembamoto (2009) about the existence of multiple actors in the policy system.

Fifth, learning effects that policy realized that makes the perpetrators of the related elements (government, the company and the community) know and understand the rights and obligations, and owned by the authority in the case of the mining management, namely:

- a) Local government forces make clear rules, measured with regard to mineral mining processing policy and socializing directly to the community. But the fact that the implementation of socialization of mineral mining policy has not been done in a maximum of until at the community level;
- b) Members of the House of Representatives over the main task and function in the management of mineral mining. The fact that the function of the setting and supervision has not started proactive in monitoring processing mineral mining in this area;
- c) Village government forces understand the main tasks and functions in provide guidance and mentoring to its citizens with regard to mineral mining activities. Although not all citizens can be controlled by

maximum, especially those different ideas and does not support the village head was elected in the election process. The nuance of the resistance to the village head was elected to government operational level in the village, where every action village heads who support the mining business is opposed by the party at odds with the spread of different information and inhibits the mining activities such as the claim of sea water pollution in the area around the mine, issues demands for compensation for land ownership claims that enter in the concessions mining areas PT. Billy Indonesia;

- d) Employees and company management to know and understand the rights and obligations in running the mineral mining business. The obligation that has been running the company in the form of: (1) financial obligation to be deposited to local government in accordance with the capacity and the scale of the business in managing mineral mining; (2) obligations involving local labor as employees in PT. Billy Indonesia that process of mineral mining; (3) obligations of the construction of the communities around the mine as part of the responsibility of the corporate social responsibility activities in the form of providing community development funds through the development of the community development program, accompanied by the village community development fund allocation of IDR 310 Billion /year. These funds have been received and used by the communities around the mine is managed by groups under the supervision of the village government;
- e) The Formation of the Executive group social development program and the development of productive business communities around the mine is facilitated through the gift of fresh money to community groups that develop economic business as production among other carpentry, grocery and simple auto workshop.

The Impact of mineral mining policy learning on PT. Billy Indonesia Southeast Sulawesi, among others: the creation of safety and comfort in the mining sector investment, the revenue target area of deposit mining reached that there is an increase in revenues, the creation of social order around mining, investment activities take place in a safe and sustainable, legal certainty, an advantage for the company, and progress for communities surrounding the mine. According to Hecló and Sabatier that Exchange policy learning is always linked to the achievement of policy objectives but not always emphasize the improvement. In this study, the effects of policy learning leads to what extent each party understand the duties and functions as well as being able to use the authority, obligations and obtain the rights as stipulated in the rules of mineral mining management. This is similar to Howlett, Mukherjee and Koppenjan (2015) which stressed that the achievement of policy learning is the extent of benefits and legitimacy of all parties concerned.

V. CONCLUSION

Through the process of implementation of mineral mining management policy on PT. Billy Indonesia, policy learning process can take place. It is characterized by the existence of the group or the actors involved in the process of learning the policy represents the elements of the district government, village governments, community members and the company. They examine the learning materials in the perspectives of policy and the interests of each according to the rights and obligations, learning materials regarding mineral mining policy material such as the authority of the government and the regional government and the rights and obligations of the actor interested in the regional government and the village governments, members of the house of representatives, Company, employees of the company and the community around of the mine location.

There are similarities between the interests of local governments, companies and local communities) when lifting the learning materials in relation to the policy implementation of mineral mining policy which established the regional government, namely the obligation the use of local labor are considered to benefit local communities and the financial obligations of the company to the government of the benefit of the regional government to increase revenues and the government and the people who settled in the area around the mine get fresh funds to support the financing of village development program. For the company to fulfill its obligation to pay financial obligations and using local labor for the kind of work in accordance with their expertise, made the company can run a reasonable mining business operations without any obstacles and profit targets can be achieved.

The company as an investor who is looking for a profit and at the same time be an agent, and actor instrumental policy learning, emphasis on a rational approach in the resolution of the conflict between the company and members of the public. In reconstructing social institutions, PT. Billy Indonesia became the originator of the birth of instrumental learning through the provision of community development which requires the formation of community groups in utilizing the financial assistance provided by the company. Policy learning through the use of the proper media and used by both, involving the actors representative and able to present learning materials be able to resolve the problem faced in the implementation of the policy. On the contrary the learning process is less effective policies that made the problems faced by the policy implementation is not completed the solution.

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