



EDUCATION OF INORGANIC WASTE PROCESSING INTO HANDICRAFTS WITH CREATIVITY VALUE AT JEGU 1 AND 2 STATE ELEMENTARY SCHOOLS

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Abstract

This community service activity provides education to students of Jegu 1 and 2 State Elementary Schools about education on processing inorganic waste into handicrafts with creative value. The author found that there is still a lot of unused inorganic waste in Jegu village and can be used as a craft that can be useful for everyday life. Because there is still a lot of inorganic waste in the village of Jegu, we from the community service group conducted education about 3R (Reduce, Reuse, Recycle) and the practice of making handicrafts from inorganic waste (plastic bottles) such as piggy banks and pencil boxes which were held at Jegu 1 and 2 State Elementary Schools . The purpose of this education is to help utilize inorganic waste in a craft. The method used in this work program is the direct observation and education phase. Through this work program, the author wants the community, especially the students of Jegu 1 and 2 State Elementary Schools to be aware of the dangers of inorganic waste and inorganic waste that can be used as handicrafts with creative value.

Keywords: Education, Inorganic Waste, Handicraft, Creativity

INTRODUCTION

Penebel District, which is located in Tabanan Regency, has many villages, one of which is Jegu Village. The area of Jegu Village is about 380 Ha. This village is classified as a highland area with an altitude of about 250-300 meters above sea level and has a rainfall intensity of 2,441 mm/year. There are 9 Banjars in this area, which consist of Banjar Baleagung, Banjar Tengah, Banjar Sigaran, Banjar Pande, Banjar Cepag, Banjar Tegal, Banjar Ngis Kaja, Banjar Bendul, and Banjar Ngis kelod. According to population data as of December 2019, this village has 3,470 inhabitants, consisting of 1,714 male residents and 1,755 female residents.

The potential of Jegu Village is to have agricultural land and plantations, besides that this village also has many institutions in the community, such as; LPM, PKK Group, Banjar Adat, Posyandu, Youth Organization, Savings and Loan Group, and others. The majority of people's income comes from agriculture, trade, education, home industries, cooperatives, and other economic activities. In Jegu Village, there are Elementary Schools (SD), namely Jegu 1 and 2 State Elementary Schools, and Jegu 3 State Elementary Schools.

The problem of waste is still a major problem that is difficult to handle in the village. The increase in population, lifestyle, and livelihoods in this village leads to an increase in the volume of waste piles. This makes the waste divided into various types that require proper processing. Jegu Village has a waste problem due to the lack of vacant land to make Temporary Disposal Sites (TPS), thus requiring the community to rent land in other areas such as TPS with very expensive rental fees. This makes the community and village officials worried if the TPS used by Jegu Village is closed which will result in difficulty in managing waste in this village. It is feared that in the end people will litter in the river and burn garbage that will potentially harm the environmental ecosystem.

Efforts to sort waste have been carried out by Jegu Village, but they are not running optimally because the TPS rented by the village does not support the waste sorting process. The lack of understanding of the proper and correct way of processing waste results in the difficulty of the waste management process. Garbage found in Jegu Village besides organic waste, there is also inorganic waste that has the potential to be processed into handicrafts that have creative value. So to overcome the problem of managing and reducing the volume of waste and maximizing waste sorting efforts in Jegu Village, the authors plan to provide 3R education (Reduce, Reuse, Recycle) for waste processing and the practice of making handicrafts from inorganic waste. This education is the main point that aims to be used in solving the waste problem in Jegu Village. In this case, the authors target elementary school children (SD) who are expected to grow a good habit to be able to become agents of change, train creativity and increase public awareness from an early age.

IMPLEMENTATION METHOD

1. Preparation phase

The first activity we did was to conduct interviews first to find out what the problems were in Jegu village. After that, discuss with the supervisor and the whole group to solve the problem. Then determine the schedule of educational activities and prepare all the necessary equipment.

2. Implementation Stage

Implementation of education through counseling, demonstration, and practice methods.

- a. Extension methods, in this case, the children will be given general knowledge about Inorganic waste, the impact of indiscriminate disposal of inorganic waste, and how to process inorganic waste into valuable goods
- b. Demonstration method, the implementation of this method by providing direct examples of how to properly process waste using the 3R principle (Reduce, Reuse and Recycle)
- c. Practice Stage. At this stage, the first thing we did was show a video about making pencil holders and piggy banks from plastic bottle waste which was accompanied by an explanation. after that allow the children to practice it. Here we also give rewards to children from Jegu village to generate creativity from an early age.

3. Evaluation Stage

The final stage is an evaluation which explains the development of service before and after the service is carried out. The result will be a table of the development of devotion that

has been concluded. The purpose of this final stage is to find out the results of the service while in the village and the impact received from this inorganic waste management educational activity.

RESULTS AND DISCUSSION

1. Planning Stage

In carrying out community service in Jegu Village, it is intended that students of State Elementary Schools 1 and 2 Jegu Village know the impact and use of inorganic waste in the surrounding environment. This education is carried out directly at State Elementary Schools 1 and 2 Jegu Village while still using health protocols. The results of the service that have gone through this evaluation stage will be concluded in a table to make it easier to understand the development of the work program.

2. Implementation Stage

The results of the community service work program that has been carried out state that the students of State Elementary Schools 1 and 2 Jegu Village are very enthusiastic about participating in the education that has been implemented. And also the students have realized the importance of sorting and reducing inorganic waste for the surrounding environment. In the presentation of educational materials, the author provides a video explanation of the 3R (Reduce, Reuse, Recycle) method and how to make handicrafts with inorganic waste as basic materials. The video presentation of the material, aims to show how important it is to carry out the 3R (Reduce, Reuse, Recycle) method and the dangers of inorganic waste to the environment.



Figure 1. Presentation of the 3R method (Reduce, Reuse, Recycle) and the process of making handicrafts from plastic bottles.

In the implementation of making this handicraft, the number of students who participated in this activity was 24 students. In one group consisting of 4 members, there will be six groups participating in the practice of handicrafts. The handicrafts that must be made are pencil box crafts and piggy banks to be practiced by elementary school students. In addition, there are prizes for groups with creative crafts. There is an assessment team consisting of the Jegu Village Head, Jegu Village Secretary, and Class 4 Elementary School Guardians.



Figure 2. The practice of making handicrafts from inorganic waste is accompanied by a community service group in Jegu Village.



Figure 3. The results of group 1 crafts.



Figure 4. The results of group 2 crafts.



Figure 5. The results of group 3 crafts.



Figure 6. The results of group 4 crafts.



Figure 7. The results of group crafts 5.



Figure 8. The results of group 6 crafts.





Figure 9. The assessment team is in charge of assessing the handicrafts that have been made by elementary students.



Figure 10. Prize distribution to the winning group.

3. Evaluation Stage

Table 1. Development of devotion

No.	Before Devotion	After Devotion
1	Previously, elementary school students did not know well what the benefits of doing the 3R (Reduce, Reuse, Recycle) method was.	Now, Jegu 1 and 2 State Elementary School students realize the importance of using the 3R. method (<i>Reduce, Reuse, Recycle</i>)
2	Previously, Jegu 1 and 2 State Elementary School students did not know that inorganic waste could be used as handicrafts	Now, Jegu 1 and 2 State Elementary School students already know that inorganic waste can be used as handicrafts that are useful in their daily lives.

The table above shows the changes that occurred in the process of educational activities processing inorganic waste into handicrafts with creative value to the author. Previously, students did not know the benefits of using the 3R (Reduce, Reuse, Recycle) method and did not know that inorganic waste could be used as handicrafts that were useful in everyday life. With the work program that the author provides, the students of State Elementary Schools 1 and 2 Jegu are aware that the inorganic waste around them can be useful for their daily life and they are also aware of the dangers of inorganic waste to the environment if it is not sorted and processed properly.

CONCLUSION

This community service activity is a means for students to understand the character of life in society. Broadly speaking, the series of activities carried out in this activity are providing counseling in the form of education related to how to process inorganic waste (plastic waste) into an item in the form of handicrafts that can be reused as well as to hone children's creativity in their work.

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