

Training on Utilizing Waste into Creative Artworks for Students of Madrasah Uthmaniah (ABIM) Malaysia

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Abstract. *Waste management is an issue that requires serious handling, one solution that can be done related to the waste problem in schools is through training in making creative artwork using waste or used goods. This community service activity was carried out at Madrasah Uthmaniah Malaysia with a training method that includes several stages such as (a) presentation of materials, (b) implementation of training, (c) practical assignments, and (d) monitoring and evaluation. This activity is also packaged in direct practice to provide practical experience to students, can contribute to learning arts and culture in schools, as well as awareness of the importance of sustainable environmental management. This activity ended with filling out a questionnaire and feedback by participants which showed that the majority of participants gave a positive response to the community service activities that had been carried out.*

Katakunci:
Pelatihan;
Pemanfaatan Sampah;
Karya Seni Kreatif.

Abstrak. *Pengelolaan sampah merupakan isu yang memerlukan penanganan serius, salah satu solusi yang dapat dilakukan terkait permasalahan sampah di sekolah adalah melalui pelatihan pembuatan karya seni kreatif menggunakan sampah atau barang bekas. Kegiatan pengabdian ini dilakukan di Madrasah Uthmaniah (ABIM) Malaysia dengan metode pelatihan meliputi beberapa tahapan seperti (a) penyajian materi, (b) pelaksanaan pelatihan, (c) penugasan praktik, dan (d) monitoring dan evaluasi. Kegiatan ini juga dikemas dalam praktik langsung untuk memberikan pengalaman praktis kepada siswa, dapat berkontribusi terhadap pembelajaran seni budaya di sekolah, sekaligus kesadaran akan pentingnya pengelolaan lingkungan berkelanjutan. Kegiatan ini diakhiri dengan pengisian kuesioner dan umpan balik oleh peserta yang menunjukkan bahwa mayoritas peserta memberikan respon yang positif terhadap kegiatan pengabdian yang telah dilakukan.*

1 Introduction

The issue of waste management has become a global challenge that requires serious attention. The increasing production of waste due to an environmentally unfriendly lifestyle triggers various problems such as air, water, and soil pollution which have a direct impact on human health. Waste that is not managed properly can cause environmental damage to the threat of a greater environmental crisis. On the other hand, the role of society in waste management is still often limited to waste disposal, without considering the potential to recycle or process it into something useful (Yatnikasari et al., 2022). This shows the need for a paradigm shift and a new approach in viewing waste which is often only considered as something worthless. Used goods such as plastic, paper, and cardboard have great potential to be processed into products that have artistic and functional value. With creative management, these items can be used as basic materials to produce aesthetic and useful works of art (Nora et al., 2024).

This not only reduces the amount of waste but also opens up opportunities to increase creativity and innovation in society, especially among the younger generation. Environmental-based education is one effective way to instill this awareness by encouraging students to see waste as an opportunity rather than a threat (Sobakhah & Izzati, 2018). Processing used goods can be a solution to environmental problems, a means of increasing ecological awareness, and encouraging sustainable social change. In the context of education, integrating environmental care values is one of the strategic steps in forming a generation that cares and is responsible for the sustainability of the ecosystem (Rachmadyanti et al., 2019). Madrasah Uthmaniah (ABIM) Malaysia, as an Islamic-based educational institution, has a great responsibility in instilling these values in its students. The education provided is intended to equip students with knowledge and build their awareness of social and environmental issues.

One solution to the problem of waste and the large number of used goods around is to integrate environmental education through fine arts-based activities by utilizing used goods (Yuningsih & Zen, 2021). This solution was chosen by the service team because based on the analysis

of existing needs and conditions, it requires immediate handling related to waste and used goods. So the service team chose to conduct training for students at Madrasah Uthmaniah Malaysia for the management of waste and used goods into creative works of art at school. On the other hand, fine arts are not only a means to develop students' creativity and innovation, on the other hand, they also provide valuable lessons about the importance of maintaining environmental sustainability.

Students are taught to see used goods such as plastic bottles, cardboard, or scraps of cloth as materials that have utility value, not just waste. By creating creative works of art from used goods, students are involved in a fun learning process and directly contribute to reducing waste (Regina et al., 2022). This activity can instill a sense of responsibility for the environment through direct experience while building skills that can be the basis for developing students' creativity (Susriyanti et al., 2023). This mentoring-based activity is expected to provide various significant benefits for student development both individually and socially. One of the main benefits is to train students' motor and aesthetic skills. In the process of creating creative artwork, students are trained to utilize simple materials such as those around them into works that have aesthetic value.

This process trains students' fine motor coordination, accuracy, and artistic sense which are very important for the development of their creativity (Shindi Aulia et al., 2023). In addition, students are also invited to think creatively to find ways to process used goods into something valuable, either in the form of decorations, functional tools, or art products. This activity also has a very important environmental education dimension, by utilizing used goods students will be directly involved in efforts to reduce waste and maintain environmental sustainability. Furthermore, processing used goods into works of art can be the first step in building students' entrepreneurial spirit (Sholihah et al., 2019). Madrasah Utsmaniah (ABIM) has great potential to be a pioneer in implementing a program to utilize used goods as a creative art medium in the educational environment.

With human resources consisting of competent educators and enthusiastic students, this madrasah has the opportunity to integrate the

values of education, creativity, and concern for the environment. According to Maghfirah (2019), the implementation of community service programs is a strategy so that this activity is not only temporary but also sustainable and has a broad impact. Thus, students not only learn to process used goods into works of art, but also understand the value of sustainability, waste management, and the economic potential of their work. This community service activity aims to describe in detail the implementation of the program starting from planning, implementation, to evaluation with the hope that it can be a reference for other educational institutions that want to take a similar approach.

This program not only improves the skills of students, but also instills environmental values so that it has a positive impact on the madrasah, society, and the environment as a whole (Alpian & Wulan Anggraeni, 2018). Through this program, we strive to emphasize that this community service activity can provide practical solutions to waste management while being an effective educational tool in instilling environmental values, creativity, and independence in students. Thus, this program is expected to be an inspiration for other educational institutions to carry out similar activities that support creative and sustainable environmental management.

2 Method

This community service activity was carried out at Madrasah Utsmaniah (ABIM) Malaysia with the main objective of instilling the values of environmental awareness, creativity, and independence in students, especially in dealing with waste problems in the school environment. This program is designed systematically so that it can run effectively and provide optimal results for students and the school environment. In its implementation, this activity not only focuses on delivering theoretical material about the importance of sustainable waste management, but also prioritizes direct practice in processing waste into useful products. This activity is designed through several stages, including (a) material presentation, (b) training implementation, (c) practical assignments, and (d) monitoring and evaluation. The entire series of activities from planning to evaluation will be carried out on 7-

30 October 2024. In general, the stages of this service can be seen in the following Figures.



Figure 1. Stages of community service activities

At the stage of presenting the material, students were given an understanding of the impact of waste on the environment and strategies for utilizing used goods into more useful products. Utilization of waste through the concept of reduce, reuse, and recycle (3R) has been proven effective in reducing waste and supporting environmental sustainability (Irwan et al., 2022). In addition, students were also introduced to various examples of used goods that can be processed into creative works of art as a form of innovation in waste management. This approach aims to increase students' ecological awareness to contribute to maintaining the cleanliness of the school environment (Yarza & Dharma, 2021). The next stage is the implementation of training, where resource persons provide education on processing waste and used goods into more useful products. This training includes live demonstrations and practices in processing inorganic waste into items of aesthetic and functional value.

According to Hikmawati et al., (2020) practice-based training can improve participants' understanding and skills in applying concepts that have been learned in theory. The next stage, students are given practical assignments as a form of application of the material and training that has been received previously. At this stage, students are given the task of creating a creative work of art from waste or used goods available in the school environment. During the work process, the service team accompanies and provides guidance to ensure that each student is able to complete their assignments well. The final stage of this activity is monitoring and evaluation which is carried out to assess the development of participants in managing waste and the quality of the products produced. Evaluation is carried out through observation,

reflection, and feedback from students as training participants so that the learning process can be optimized sustainably (Sanusi & Suyato, 2022).

3 Results

The preparation stage is carried out by the community service team with the aim of ensuring that the program is in accordance with the needs and conditions of the school. The initial step taken is to identify the main problems, including the issue of waste management which is often a challenge. In this process, the team conducts direct observations to map the condition of the school environment, the types of waste most often found, and the waste management patterns that have been implemented. In addition, interviews with the school, teachers, and staff are conducted to obtain in-depth information regarding the problems faced and potential solutions that can be applied. After the problem identification is complete, the community service team coordinates with the school, including the principal and teachers, to discuss the most relevant training topics.

The results of this coordination are used to design training with a focus on utilizing used goods into creative works of art. After determining the training topic that focuses on utilizing waste for creative works of art, the community service team continues to a more detailed technical planning stage. The first step is to prepare a training schedule, taking into account the appropriate time for students, teachers, and the school. This schedule is designed so as not to interfere with learning activities at the school so that training can be carried out optimally without disrupting routine activities. Next, the community service team began to systematically compile training materials, covering basic theories about the impact of waste on the environment, concepts of fine art, and techniques for processing used goods into works of art.

This material is designed to be easily understood by students with an interactive approach. At this stage, the team also prepared the tools and materials needed for direct practice, such as scissors, glue, paint, brushes, and various types of used goods such as plastic bottles, used paper, and cardboard. All equipment was selected by considering aspects of safety,

efficiency, and relevance to the training theme. The next stage is the implementation of community service, the main activity carried out is processing waste into creative works of art. This stage is designed through several stages to ensure that students understand the concept and are also able to apply it in real form.

The first stage is the presentation of material to provide students with a foundation of knowledge regarding waste management and fine arts. The material presented includes an explanation of the negative impacts of waste on the environment, the importance of creative waste management, and the basic principles of fine arts that can be applied in processing used goods. The presentation is carried out interactively using visual aids such as videos, images, and examples of art products from used goods. The overall material presented by the community service team can be seen in Table 1 below.

Tabel 1. Organizing Training Materials

No	Topic Material	Description
1	Waste Management Issues and Challenges	<ul style="list-style-type: none"> a. Waste and its types (organic, inorganic, and special waste) b. Negative impacts of waste on the environment (water, soil, and air pollution) c. Urgency of waste management in supporting environmental sustainability
2	Utilization of Used Goods in Daily Life	<ul style="list-style-type: none"> a. Waste and used goods that have the potential to be recycled b. Benefits of utilizing waste and used goods (environmental, social, and economic) c. Success of waste and used goods management in certain communities
3	Basic Concepts of Creative Artworks	<ul style="list-style-type: none"> a. Basic concepts of fine arts and their branches

		<ul style="list-style-type: none"> b. Design principles in the creation of creative works of art (lines, colors, shapes, textures, and spaces) c. The relationship between fine arts and the use of used goods
4	Basic Techniques for Recycling Used Goods	<ul style="list-style-type: none"> a. Cut-paste technique: Making collages and decorations from paper/cloth b. Folding and shaping technique: Three-dimensional creations from plastic or cardboard c. Sewing and arranging technique: Making bags, wallets, or accessories from patchwork fabric

After the presentation stage, the activity continued with the implementation of training focused on mentoring the creation of creative artwork from waste or used goods available in the school environment. This stage provides participants with direct experience in processing used goods into high-value art products. The training began by dividing participants into small groups to encourage teamwork and provide space for students to be creative. The training process began with designing the design of the craft product to be made. After that, students were given direction on basic cutting, arranging, and painting techniques, as well as the use of safe tools. In this process, the community service team acted as a facilitator who provided direction and provided solutions if participants experienced obstacles. The process of making creative art products can be seen in Figure 1 below.



Figure 2. The Process of Making Creative Art Products Participants are invited to explore various ways to utilize used goods

That were previously considered useless into something of high value. This training stage is an important moment for students to develop their potential and build awareness of the importance of protecting the environment from waste. The results of the work produced from the training show students' creativity in processing waste and used goods as well as being an inspiration for the school community to continue to innovate in waste management. From the products produced, they then make presentations to all students about the experiences they have gone through and the results of making the products as seen in Figure 2 below.



Figure 3. Creative Artwork Presentation Activities

The next stage is to monitor students as training participants with a focus on evaluating the results of creative art products that have been produced during the mentoring process. This monitoring aims to assess the extent to which students are able to apply the material and skills that have been taught in creating works of art from used goods. In addition, the community service team also evaluates the effectiveness of training and mentoring activities through a satisfaction survey designed to explore students' perspectives on their experiences during the program. The satisfaction survey questionnaire covers a number of things such as the level of student understanding of the material, the suitability of the training method to the students' needs, and the benefits felt from the activity.

Data obtained through the survey are analyzed to identify the strengths and weaknesses of the program. In addition, the closing session is continued with the preparation of a follow-up plan that includes an in-depth discussion related to the results of the participants' work and an evaluation of the entire training process. Several aspects that are evaluated include the effectiveness of the material presentation method, the completeness of tools and materials, and the impact of the program

on improving participants' skills and environmental awareness. The results of this evaluation are used as a basis for developing a strategy for developing the program in the future, including recommendations for strengthening training and implementing follow-up activities.

4 Discussion

Overall, this community service activity has been carried out well and has succeeded in achieving its main objective, namely supporting the development of students' skills in processing waste or used goods into creative art products. This shows that this training has been able to increase creativity and improve students' understanding of the importance of sustainable waste management. This is in line with the view of Susilo et al., (2019) which states that creativity-based programs such as processing waste into art products can be initiated for the younger generation to increase environmental awareness. One of the important findings of this program is the effectiveness of the direct practice-based training method, so that the assistance provided allows students to understand and apply the concept of recycling in a concrete way.

This is in accordance with Susanti & Priamsari (2019) who emphasize that the direct practice approach is more effective than the lecture method in teaching environmental concepts because it is able to create a deep and meaningful learning experience for participants. This program has also succeeded in instilling environmental sustainability values in students as shown by their increasing awareness of the importance of waste management. This is reinforced by Agus et al., (2019) explaining that the integration of environmental education in fine arts activities can be an effective approach to building environmental awareness in the younger generation. There were several challenges encountered during the implementation of this program such as limited time and available materials.

Some students also needed additional assistance in understanding certain techniques, so more flexible time planning and adequate materials are very important. This is in accordance with the view of

(Cahyanto et al., 2024; Herlinawati et al., 2022) who found that the availability of resources and time are important factors in the success of skills training-based programs. This is expected to be a foundation for further community service activities and input for the team to integrate environmental education into other activities. The results of this training also make a significant contribution to arts and culture learning in schools because the artwork produced by students can improve technical skills in creating artwork from used goods while broadening their insight into arts and culture as a medium of expression that can contribute to social and environmental issues.

This is in line with (Sobakhah & Izzati, 2018) which explains that the integration of environmental aspects in arts and culture learning can improve students' understanding of the role of art in everyday life, especially in supporting environmental sustainability. By being directly involved in the process of recycling used goods into works of art, students learn the concept of sustainability and practice it in real life. This is supported by Handayani et al. (2019) who stated that practice-based learning methods have a greater impact on building environmental awareness than conventional approaches such as lectures. The positive contribution of this training to arts and culture learning also lies in its ability to combine aesthetic and functional aspects in works of art. According to a study conducted Cahyanto et al., (2020) & Hikmawati et al., (2020) it shows that arts and culture learning that combines elements of innovation can improve students' ability to think critically and creatively, which are important skills in facing the challenges of the 21st century.

This community service activity also plays a role in instilling social responsibility values in students. By utilizing used goods as materials for creative artwork, students are taught to appreciate existing resources and develop a responsible attitude towards the environment. This is relevant to research (Nora et al., 2024) which emphasizes the importance of value-based education to shape the character of students who care about the environment. This community service activity ended with students filling out a questionnaire as an evaluation instrument to measure the effectiveness of the program in improving their

understanding and skills related to waste management through a creative approach.

Evaluation is an important stage in a training program because it can provide an overview of the success of the program and aspects that need to be improved (Agus et al., 2019; Cahyanto et al., 2021). The evaluation results showed that the majority of participants gave positive responses indicating that the method used could improve students' skills in recycling used goods into useful products. This is in line with the view (Susanti & Priamsari, 2019) in the theory of experiential learning which emphasizes that learning will be more effective if participants are directly involved in real experiences. The results of the questionnaire also revealed that students felt more motivated to apply the concept of reduce, reuse, and recycle (3R) in everyday life which is a fundamental principle in sustainable waste management (Agus et al., 2019).

According to Hikmawati et al., (2020) good environmental education contributes significantly to the development of ecological awareness and strengthening environmentally friendly behavior among students. Thus, this community service activity not only provides short-term benefits for students but also contributes to the formation of sustainable environmental awareness in schools and the surrounding community. The implementation of this community service activity has a significant impact in several main aspects, especially in improving students' skills in processing waste into creative art products, increasing environmental awareness, and contributing to arts and culture learning. Concretely, students gain technical skills in recycling used goods into works of art while understanding the concept of sustainability and the importance of responsible waste management (Nora et al., 2024).

The effectiveness of the direct practice method in this training also has a positive impact on students' learning experiences because they can apply theory to real practice (Ningrum et al., 2023; Mardwita et al., 2019). In addition, in the context of arts and culture education, this program broadens students' horizons about how art can function as a means of expression and a tool to convey social and environmental messages, thus encouraging them to be more active in contributing to environmental conservation efforts. Despite facing challenges such as

limited time and materials, this program still managed to provide meaningful experiences and open up opportunities for further development in the integration of environmental education into various academic activities in schools.

5 Conclusion

From the results of community service activities carried out at Madrasah Uthmaniah, Malaysia, it can be concluded that waste management training through the creation of creative artwork is an innovative approach that not only provides solutions to waste problems, but also supports the development of students' skills in processing used goods into useful products. The increase in waste production due to modern lifestyles has become a global problem that requires more effective and education-based management strategies. Through training stages that include material presentation, direct practice, and periodic monitoring, students not only gain a theoretical understanding of the impact of waste on the environment, but are also equipped with application skills in processing waste into creative products that have aesthetic value and economic potential. Thus, this approach is in line with the concept of skill-based education which emphasizes contextual and experience-based learning as a means to shape students' environmental awareness and creativity.

In addition, the results of the evaluation through the questionnaire showed that the majority of participants gave a positive response to this community service activity, both in terms of understanding the concept and in applying the skills acquired. This activity also has a positive impact on arts and culture learning in schools, by making waste a medium for innovative artistic expression. Students become more aware of the importance of reduce, reuse, and recycle (3R) practices in everyday life, and have a higher awareness of efforts to maintain environmental sustainability. Periodic evaluations during the program also help identify challenges and potential for developing similar activities in the future. Therefore, this training model can be replicated and further developed as part of environmental education programs in various educational

institutions, in order to build broader and more sustainable ecological awareness in the community.

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