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Utilization of Waste in Cultivating Creativity of P5-Based Class IV Students In Elementary School

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Abstract
The existence of *Proyek Penguatan Profil Pelajar Pancasila* (P5) can teach students about the proper utilization of waste. This research aims to analyze P5 activities through the use of waste in fostering student creativity as well as the supporters and obstacles in fostering student creativity. This research was a qualitative research with descriptive design. The sampling technique used was purposive sampling. The data was collected through observation, interviews, and documentation. The data analysis technique was in the form of data reduction, data presentation and conclusion drawing. The results showed that (1) There were four stages in the implementation of the project including: a) Introduction, the activity was to find information on the use of used goods around; b) Contextualization, the activity was an outing project c) Action, making works from used goods; and d) Reflection, the activity was to carry out product exhibitions. In making various creations from used goods, it is proven that it can foster student creativity. (2) Supporting and inhibiting factors in fostering student creativity through the utilization of waste, supporting factors start from the support of the principal, human resources, the existence of supporting facilities and the existence of waste that can be utilized while the inhibiting factors are that it takes a long time and lack of consistency in completing an activity. In conclusion, the existence of P5 can foster student creativity, especially in the action stage, namely when making various creations from used goods.

Keywords: profile of pancasila students, waste utilization, creativity

INTRODUCTION

Waste can be defined as a residual material that is no longer in use following the completion of a process or activity. In addition, Zulkarnain & Farhan (2019) state that waste is a residual material that is no longer used after the end of a process or activity. When people hear the term garbage, surely what comes to mind is waste that accumulates so that it causes an unpleasant smell (Nirmalasari et al., 2022). Utilizing waste by recycling waste in the surrounding environment can create a clean and healthy environment. With the creation of a clean environment, we will feel comfortable living in the environment without having to worry about the problem of garbage piling up and smelling bad. Waste that is recycled will be sorted according to its type and then later can be used as a material in making interesting handicrafts and has selling value. Waste has various benefits if we can process it properly and according to its type.

The amount of waste that is allowed to accumulate causes inconvenience because usually waste can pollute the environment and can also cause disease (Rahmaningtyas et al., 2020). Likewise in the school environment, every day the waste will increase, because of the activities carried out every day at school. Littering in the school environment can cause disease for school residents. A less clean school environment can interfere with the activities of school residents in activities and can cause discomfort in activities. So that teaching and learning activities become not conducive. Garbage that has been thrown away has no useful value and can only pollute the environment.

Policies related to waste management are contained in Law No. 18 of 2008 which contains that waste management can be carried out by reducing and handling (Pratiwi et al., 2022). Through the Ministry of Environment and Forestry (KLHK) explained that the waste generated in Indonesia reached 29.8 million tons in 2021, this amount came from plastic waste by 17.54 percent. Data from the National Waste Management System (SIPSN) shows that waste generation has increased every year. It was recorded that in 2022, the waste generated reached 34.9 million tons with an average daily waste of 95,500 tons. Waste from bottled drinking water (AMDK) products was recorded at 46 thousand tons or 20.3 percent.

Schools are one of the places that produce a lot of waste because schools are a gathering place for many people (Mauliyana et al., 2023). Activities at school will produce various types of waste. To keep the school environment well maintained, it is necessary for the school community to pay more attention to waste management. The school community needs to be taught to be able to manage waste, especially waste that can be used as useful items. Because the school community consists mostly of children, if not given guidance and direction, children cannot manage waste optimally. Not only in the school environment, children can also apply it in the home and surrounding environment.

The Merdeka Curriculum is an Indonesian education that has undergone innovation with the aim of creating a superior and more independent next generation of the nation (Suriani et al., 2023). By participating in P5, students' skills can increase in mastering new experiences related to the surrounding environment. In addition, students can also learn and master competencies in the project of strengthening the profile of Pancasila students, one of which is creative thinking. Through project activities, it can foster student creativity and can establish cooperation between students and teachers in exploring together in completing projects so as to produce a work.

Creativity is a skill in creating new, original things, so that it can find solutions to various problems and expertise in finding new ideas that have their own differences or

special characteristics and the variety of ideas produced (Amri & Widiyono, 2023). Someone who has creativity is able to create a work that is unique and has never existed before or make a modification of the work to produce a more interesting work. Creative thinking can be taught to students from an early age so that students are able to be skilled in making things to produce a work. In the independent curriculum, creative thinking is one of the components contained in it. So that students can learn it through the Pancasila student profile project (P5).

The waste reprocessing process is carried out so that waste can provide material value for reuse again (Ngalu, 2019). Utilizing inorganic waste that is around to be recycled into useful items can foster creativity (Putra et al., 2022). Students will be freed to process waste to realize creative ideas, so that it becomes a work that can be enjoyed for its beauty and usefulness (Regina et al., 2022). In fostering student creativity, the role of the teacher is needed in it. Because the role of the teacher is very important in conveying knowledge and providing the facilities needed by students (Sinaga et al., 2023). Teachers can provide direction to students and provide space for students to imagine with their creative ideas. Teachers must also be creative and skilled in waste management, so that students will be interested in the teacher's skills so that they can foster student creativity.

The project to strengthen the Pancasila student profile (P5) is a series of student activities at school organized in the form of a project with a specific theme (Indrianti et al., 2023). Through the project activities carried out, students can at the same time learn to recognize the surrounding environment while making observations related to the problems around them, then give students the opportunity to learn to solve existing problems independently or in groups (Sufyadi et al., 2021). P5 is very important to be introduced to students as early as possible to help students develop and hone their skills in accordance with the times by making a project that leads to problems in the surrounding environment.

Teacher efforts in fostering student creativity in accordance with the profile of Pancasila learners can be done by teaching students to make different and new works by making modifications according to their interests and abilities (Mufti & Purnamasari, 2023). Here students are able to develop themselves while the teacher only guides or directs. Therefore, it is necessary for a teacher to understand this, so that the teacher can provide effective and optimal services as a forum for developing student creativity (Febry et al., 2022). Student creativity can be seen when the product working process takes place. Students create a product design from recycled waste materials that is poured from the ideas they have as well as trying to make a work by making modifications. Through this long process, it can foster student creativity slowly and consistently. So that it can bring up new ideas to be applied in other projects according to the specified theme (Widiyono et al., 2022).

Researchers conducted a literature review by looking for references from previous studies that are still relevant to the current research to strengthen this research. First, Makrifah et al (2023) conducted the application of Assessment for Learning in the project of strengthening the Pancasila student profile (P5) on the theme of sustainable lifestyles with the topic of carefully sorting waste. This study uses the LKPD question analysis technique with the data used taken from the results of LKPD work. The research has similarities and differences with the current research. The similarity is that both discuss the P5 theme of sustainable lifestyles and teach children to sort waste according to its type. The difference is that the implementation of the P5 theme of sustainable lifestyles

uses assessment for learning in the form of LKPD questions while the current research implements projects through several stages and utilization of waste to foster creativity.

Second Mufti et al (2023) analyzed the creative dimension in the implementation of P5 with the theme of sustainable lifestyles. Neza Anissa Mufti's research has similarities and differences with the current research. The similarity is in the implementation of P5 with the theme of sustainable lifestyles and the existence of a relationship with the creative dimension, while the difference with the current research is that the previous research only focused on making one creative work from used plastic bottles and flannel cloth while the current research project implementation is described in more detail in each activity. In its activities, it does not only focus on one activity but there are several activities that children will do later.

Third, Widiyono et al (2022) in their research conducted training on recycling waste paper into craft art in elementary schools. The results of this previous study are that through the training conducted it is obtained that waste paper can be processed into works of art that have optimal aesthetic value. Previous research conducted by Aan Widiyono has similarities with the current research, namely both recycling waste into crafts that have use value. In addition to similarities, there are also differences from previous research and current research, namely previous research conducted training in recycling paper waste while current research uses waste through the project of strengthening the profile of Pancasila students on the theme of sustainable lifestyles by recycling several types of waste not only paper waste.

Based on observations that researchers have made at SD Muhammadiyah PK Kottabarat, researchers found a common problem that is still often found in the school environment, namely related to waste. Observations that have been carried out in class IV still found some students who throw garbage out of place even though bins have been provided according to their type. In addition, the problem encountered is the low creativity of students in processing waste and utilizing waste into valuable items. Therefore, the existence of P5 is expected to raise students' awareness regarding waste management so that students can utilize the waste into valuable items. For this reason, the researcher conducted a study entitled "Utilization of Waste in Fostering Creativity of Grade IV Students Based on P5 at SD Muhammadiyah PK Kottabarat".

The purpose of this study is to analyze the project of strengthening the profile of Pancasila students through the use of waste in fostering student creativity as well as the supporters and obstacles in fostering student creativity at SD Muhammadiyah PK Kottabarat. This is in accordance with the problems found by researchers after making observations.

METHOD

The approach used in this research is qualitative with the type of research used is description (Safitri & Sukartono, 2023). The purpose is to provide a description and produce written words related to P5 activities through the utilization of waste in fostering the creativity of fourth grade students of SD Muhammadiyah PK Kottabarat. This research was conducted at SD Muhammadiyah PK Kottabarat Surakarta, which is located at Jl. Doktor Moewardi No.24, Purwosari, Laweyan Sub-district, Surakarta City, Central Java. The main data sources in this study include fourth grade teachers who are also P5 facilitators and fourth grade students as well as documents related to P5 activities. The sample in this study used purposive sampling. Purposive sampling is one of the non-random sampling methods in which the researcher determines the special identity that is

in line with the field of research required by the researcher (Azizah & Amalia, 2023). The number of fourth grade students is approximately 70 students. However, by using the sampling technique, the researcher interviewed 2 students to represent the entire class IV. Furthermore, as a key informant, the researcher interviewed 1 teacher who is a facilitator in P5.

This study used data collection techniques in the form of observation, interviews and documentation. This study used a research instrument in the form of observation with 10 question items. Interviews were conducted by conducting direct interaction or question and answer between researchers and informants. In this study, the key informant is the P5 facilitator which consists of 6 question items, and student interviews with 4 question items. Researchers also took documentation data in the form of photos of P5 activities carried out by class IV students, especially when making works from used goods. The results of this study are guided by data derived from observations, interviews, and documentation. The aspect studied in this research is P5 activities in fostering student creativity at SD Muhammadiyah PK Kottabarat. Data validity in this study uses triangulation which aims to verify and compare data. This research uses triangulation techniques and also uses source triangulation, namely initially by comparing interview findings with observations of researchers coming directly to elementary schools to confirm interview findings. Furthermore, comparing interview findings with available documents. The data analysis technique carried out in this study uses three stages, namely: First, data reduction is the collection of all the information needed from the interview results, then the data will be grouped. Second, data presentation is an activity in organizing the collection of information and for data that is not needed will be discarded. Third, drawing conclusions based on the phenomena or results that have been obtained.

FINDINGS AND DISCUSSION

In the research results, researchers describe the results of research that researchers have conducted and collected to answer the problems expressed in the previous section using relevant concepts (Ramadhani et al., 2023). The results of the analysis that has been carried out by researchers are that researchers found that in P5 activities can foster student creativity so that to find out more deeply, researchers conducted interviews with the person in charge of P5 and 2 fourth grade students. Based on observations, documentation and interviews with the person in charge of P5, the implementation of the four-stage program includes introduction, contextualization, action and reflection.

1. Introduction Stage

   Project activities at SD Muhammadiyah PK Kottabarat begin with an introduction The introduction is carried out by the facilitator provoking students to arouse students' empathy regarding the state of waste in the surrounding environment and the condition of the earth in the future by presenting real and contextual problems. This is in line with the interview that the researcher conducted with the person in charge of P5.

   > "We start by asking triggering questions related to how their initial knowledge of the environment, what the environment is, and what is in the environment. Furthermore, students make observations of the environment around them about the clean and unclean environment and their reflections will later write about the habits of children in elementary school related to garbage."

From the interview above, in accordance with the guidance of P5, the strategy that can be done to initiate project activities is to provide triggering questions to students and provide real problems that exist around.

Picture 1. Interview

Furthermore, students conducted an interview with the cleaning service father. This was conveyed by the person in charge of P5 in his interview:

> "At that time the resource person was Mr. Kidi, from Mr. Kidi said that in elementary schools the garbage is well sorted, there are three types of bins, namely organic, inorganic and B3. But it still needs to be improved regarding student awareness about disposing of waste according to its type. Furthermore, students make observations related to waste segregation at school by going around the school environment to see whether the waste has been sorted or not, what types of waste are generated by the School. By making these observations, students will know what waste is generated by the school and with the results of the waste can be utilized into something useful."

2. Contextualization Stage

Based on the interview with the person in charge of the project, at this contextualization stage, students are actively involved in the outing project. By visiting the Putri Cempo Waste Power Plant (PLTSa).

Figure 2. Outing Project at PLTSa

> "Students make observations about waste related to waste sorting. After making observations, students came to the conclusion that if waste is not sorted according to its type, then the waste cannot be processed and only becomes mountains and hills of useless waste. By visiting Putri

Cempo, students learn concretely about waste. After that, students write down what they want to do after seeing firsthand the waste processing process."

Students also visited the Rukun Santosa Waste Bank in Klaten. Rukun Santosa Waste Bank is a place where waste is processed into valuable goods.

Figure 3: The practice of making artworks

"There is a place to process plastic waste into brooches, key chains and bracelets. The children also tried to practice making creations from used goods."

The activity of making used goods creations began with the division of three large groups. Each group was accompanied by four people from the rukun Santosa waste bank housewives' association. The first group made a group keychain craft, the second made a bracelet while the group, the third made a brooch of used goods made from food packaging containing aluminum foil, the group that had completed the used goods craft products took turns moving to make new products from other groups. The selection of waste containing aluminum foil because it is pliable easy to form durable and shiny colors so as to attract the eyes of the buyers. The creation products of this waste processing are not only marketed in Indonesia but penetrated into foreign countries such as France and the Netherlands precisely if the selling price is expensive because before processing the garbage will first be sorted washed dried and cut as needed.

3. Action Stage

The second action activity is making works from various used items. The following are the results of the researcher's interview with the person in charge of P5 as well as documentation of the activity

"We have materials, we have assets in the form of used bottles. I wondered what we could make of this. Finally, together with the children we made pencil cases, vases, and others. In addition, in their art creations they make from pencil sharpeners, dry leaves, eggshells they make collages. So the results of their work are key chains, plastic brooches, bracelets, flower vases, pencil cases, wall hangings, figurines from used cardboard boxes, and others."

Figure 4. Creation from Used Goods

In this action stage, students are divided into several groups. This is done to facilitate students in making creations from used goods so that they can be completed on time.

4. Reflection Stage

Project activities are closed by holding a celebration of student learning outcomes. Celebration of learning outcomes can basically be done in various forms, such as exhibitions, presentations, real actions and campaigns. The P5 exhibition at SD Muhammadiyah PK Kottabarat raised the theme "Keep Working, Grow Creativity". The exhibition can be seen in the following picture.

Figure 5. Exhibition of work title

Based on the picture above, the P5 work title is carried out by holding an exhibition attended by school community. This work title activity is a form of appreciation for the projects that students have done during one semester. With this activity, it is hoped that in the future students can be more enthusiastic in participating in P5.

P5 Activities in Fostering Creativity

Creativity can be formed through many things. In this study, fostering creativity can be through P5 activities, namely at the action stage, precisely when making creations from used goods. because one way to develop creativity is by using used material media. This is in accordance with previous research conducted by Abidin (2022). The following are the results of interviews with 2 students related to P5 can foster creativity

"By following the project, it can foster creativity because we are taught to be able to utilize used items such as used beverage bottles that are no longer used will be made into pencil cases. It can be more creative because we can find new ideas to make

something from used goods and do not need to buy new goods and can be more efficient. We can also apply it at home."

Based on the interview above, it can be concluded that all the works produced by students come from ideas made by themselves as well as from references that have been modified to become different works. Through the P5 action that has been carried out, it can form behavior that is in accordance with one of the profiles of Pancasila students, namely creative(Susanti et al., 2023). From research conducted by Astuti (2020), there are several aspects of creative thinking, namely fluency, flexibility, originality and elaboration.

Table 1. Indicators of Creative Thinking Ability

Aspects of Creative Thinking	Indicator
Fluency	Students are able to provide various appropriate answers in solving the given problem.
Flexibility	Students can come up with different ways to solve a given problem.
Originality	Students are able to provide different answers to the problems.
Elaboration	Students are able to specify an object, idea more specifically.

Based on the Table 1, this activity is proven to be able to foster student creativity because during the process of making the work through several aspects of creative thinking as in the table. Students can solve problems and find ideas that are interesting and different from others (Putri et al., 2023). So that students can produce a variety and unique works. In addition, this is in line with research from Riya & Ali (2018) that students are able to develop their work by combining it with supporting objects that have been previously prepared.

Supporting and inhibiting factors for student creativity

Activities cannot be separated from support and obstacles. From the results of the interview with facilitator P5, it was found that there are several supporting factors in fostering student creativity.

> "The supporting factor comes from the school. Support from the principal and human resources at school. The existence of asset facilities in the form of waste that is disposed of daily. The existence of environmental carrying capacity, for example, there are already trash bins for several types of waste that have been available at school as well as sorting waste."

In addition, the interview results also mentioned the existence of inhibiting factors in fostering creativity, as follows:

> "The inhibiting factor is the limited time available and lack of consistency in carrying out something so that activities cannot run optimally. In addition, the implementation of P5 itself is only carried out on grade IV students and has not involved all school residents, so it is less effective. For this reason, it is

> hoped that children's awareness in keeping the environment clean by disposing of garbage according to its type can become a good habit for children."

The solution to overcome these obstacles is to provide understanding to children about waste, always remind and give trust and responsibility to children to do waste processing directly. In addition, it also collaborates with outside parties in the distribution process.

CONCLUSION

Based on research that has been conducted at SD Muhammadiyah PK Kottabarat regarding the utilization of waste in fostering P5-based student creativity in elementary schools, the conclusion in this writing is that the existence of P5 can foster student creativity, especially in the action stage, namely when making various creations from used goods. Students are able to develop a work according to their own thoughts and imagination. The existence of P5 can also teach students the awareness to always process waste and utilize it into valuable goods. The existence of P5 can also make students more sensitive to the surrounding environment. Students can also apply what they learn at home. In fostering student creativity, there are several supporting and inhibiting factors. Supporting factors in fostering creativity are the importance of support from the principal as well as human resources at school. In addition, the existence of waste that can be utilized and supporting facilities is also very important. As for the inhibiting factor, the activity is not running well due to limited time and lack of consistency. For future researchers, it is suggested that P5 activities can be used as research material related to the cultivation of environmental care attitudes.

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