



TURNING WASTE INTO BLESSINGS HANDICRAFTS FOR ELEMENTARY SCHOOL STUDENTS FROM FOOD WASTE AS A FORM OF ENVIRONMENTAL CONCERN

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Abstract:

This community service activity aims to foster environmental awareness and creativity among elementary school students through the utilization of food waste into handicrafts. The approach used in this program is Asset-Based Community Development (ABCD), which emphasizes the development of local potential and assets. The activity was conducted at SDN Klampokan, Klampokan Village, targeting students in grades 3, 4, 5, and 6. The stages of the program included inculturation, discovery, dream, design, and destiny. During the inculturation stage, an introduction and adaptation process with the community and school stakeholders was carried out. The discovery stage aimed to identify existing potentials and problems, particularly related to students' low awareness of environmental cleanliness. Furthermore, in the dream stage, a shared vision was formulated to create a clean and creative school environment through handicraft activities using food waste. The design stage involved program planning and socialization, while the destiny stage was the implementation of the handicraft-making activities. The results showed an improvement in students' awareness of maintaining environmental cleanliness, increased creativity, and the development of discipline and responsibility. Therefore, this community service program is proven to be effective in building sustainable environmental awareness and creativity among elementary school students from an early age.

Keywords: community service, ABCD, environmental awareness, handicrafts, elementary school students.

INTRODUCTION

Food waste remains a serious environmental issue, especially in rural areas where waste management is not yet optimal (Nirmalasari, 2023). Improperly managed waste causes various problems, such as unpleasant odors, environmental pollution, and the spread of diseases. Klampokan is a village in the Besuk District of Probolinggo Regency where food packaging waste often ends up in landfills without further processing, negatively impacting the environment. However, if managed properly, food waste can be transformed into something valuable and beneficial. This situation also presents an opportunity to introduce creative solutions that not only reduce waste volume but also instill environmental awareness from an early age (Purwati et al., 2024).

Waste management habits can be formed while students are still in Elementary School (SD). Elementary students are at the right age for character building. If they are accustomed to caring for the environment, this habit will benefit them in the future. SDN Klampokan is a school with a safe, comfortable, and conducive environment for learning activities. Its strategic location, away from vehicle noise, provides a calm atmosphere allowing students to learn effectively.

Physically, the school environment includes classrooms, teacher rooms, principal's office, schoolyard, and other supporting facilities. The buildings are well-maintained with adequate ventilation and lighting. The schoolyard is used for ceremonies, sports, and play areas. Additionally, there are ornamental plants and shade trees that beautify the

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environment and create a cool atmosphere. Regarding cleanliness, SDN Klampokan demonstrates good efforts in maintaining hygiene. Trash bins are placed at strategic points to facilitate proper waste disposal. Regular communal cleaning activities are also carried out to clean classrooms, yards, and surrounding areas. Through these activities, students are introduced to environmental care and responsibility (Niron et al., 2025).

Through handicraft activities utilizing food waste involving elementary school children, the concept of "turning waste into blessings" can be realized. This introduces children to types of organic waste and teaches them to process it into simple works that are educational and creative (Assalimah et al., 2024). These activities not only train motor skills and creativity but also build character and a sense of responsibility towards nature. Environmental education from an early age is considered effective in building sustainable eco-friendly behavior, especially when done through practical activities relevant to daily life (Saputra & Afriyadi, 2025).

Early environmental education is effective in developing sustainable and environmentally friendly behavior, particularly through practical learning experiences (Mandacan et al., n.d.). Through hands-on experience, children gain not only theoretical knowledge but also understand the impact of their actions on the environment. Practical activities such as handling food waste, sorting trash, and making simple crafts help children connect environmental protection concepts with their daily activities at home and school (Khasanah et al., 2025). This experiential learning is easier to understand and remember, fostering a deeper sense of environmental care. Furthermore, children's participation in environmental practices plays a vital role in forming positive and lasting habits (Mbowa et al., 2025). If children are accustomed to simple actions like recycling food waste or reducing waste, these behaviors can persist into adulthood. The impact is not only individual but also influences family and community environments through social interaction. Systematic environmental education can be a long-term strategy to create a generation that is aware, responsible, and cares for environmental sustainability. This activity aims to build environmental awareness, responsibility, and creativity from an early age, ultimately reducing the amount of waste.

COMMUNITY SERVICE METHOD

This community service method was designed to address food waste issues in Klampokan Village through an educational and participatory approach involving elementary school children. The service focuses on utilizing food waste as a medium for environmental education with the concept of "turning waste into blessings," aiming not only to reduce waste but also to build environmental awareness from an early age.

The approach used is participatory-educative, where children act as active subjects. This method was chosen because it is effective in instilling environmental awareness through direct experience (experiential learning). Children are not only given theoretical knowledge but are also directly involved in the food waste management process, from identifying organic waste and sorting it to processing it into simple, educational, and creative products. The assistance method used is the ABCD (Asset Based Community Development) approach, which ensures that development efforts prioritize human capacity building according to local potential and assets. The ABCD method is used because community service aims to empower the community to recognize and utilize their own strengths and assets for the common good.

The implementation of the service was carried out in several stages:

1. Inculturation: This stage involves socialization and environmental education, providing children with an understanding of food waste issues, their environmental impact, and the

importance of preserving nature. The material is delivered in simple language using visual media and examples relevant to children's daily lives for easy comprehension.

2. Discovery: This stage involves the practice of processing food waste, where children are guided to identify and sort usable organic waste. They are directly involved in making simple crafts from food waste or packaging materials under close supervision. This aims to train motor skills, creativity, and foster a sense of responsibility towards the environment.

3. Define: This stage focuses on mentoring and habituation of environmental care behavior. Children are encouraged to apply simple habits such as proper waste disposal, sorting, and reducing food waste in their daily activities at school and home. Assistance is provided continuously so that eco-friendly behavior becomes an ingrained habit.

4. Evaluation and Reflection: This stage aims to assess the level of understanding, enthusiasm, and attitude changes regarding food waste management. Evaluation is done through direct observation, discussions, and documentation of craft results. The outcomes are expected to serve as a basis for future program development and long-term efforts in forming an environmentally responsible generation.

RESULT AND DISCUSSION

The results obtained from this community service activity using the ABCD approach are as follows:

- ***Inculturation***

The initial step taken by the students was the inculturation process, conducted on Thursday, January 8, 2026. This stage aimed to introduce the purpose of the Community Service Program (KKN) and integrate into the community life of Klampokan Village to build trust. This was realized through visits to village officials, community leaders, heads of PAUD, TK, and SDN, as well as local residents. Activities included participating in communal work, assisting teaching and learning activities in schools, and attending religious events. This helped maintain public trust in the program.

- ***Discovery***

This stage aimed to identify the potential and assets of Klampokan Village, conducted on January 10-11, 2026. The village consists of 4 hamlets with varying characteristics and potentials. A prominent educational asset is SDN Klampokan, located in Dusun Slamet, with 30 students. The school's excellence includes the Tahfidz Juz 30 program, recitation of short surahs, and Tajweed lessons before class, showing a commitment to religious values.

However, observations revealed issues such as low student awareness of cleanliness and environmental preservation, as well as a need for improvement in discipline and responsibility. Consequently, the team raised the theme "Turning Waste into Blessings: Handicrafts from Food Waste as a Form of Environmental Concern" to address these issues.

- ***Dream***

In this stage, the community, school, and students envisioned a future goal: creating a clean, healthy school environment with a culture of environmental care by utilizing food waste into useful educational crafts. The aim was to motivate students to be environmentally conscious, disciplined, and responsible. Through discussion and persuasion, the goal was to shift habits from careless disposal to creative waste management, fostering a generation that cares for the environment and brings positive change to their surroundings.

- ***Design***

Conducted on January 12-13, 2026, this stage involved asset mapping and identifying feasible opportunities. Based on discussions with the school, the priority program became handicrafts from food waste. A socialization event was held on Saturday, January 24 2026, to explain the activities to the students and prepare them for the implementation.



Gambar 1. Sosialisasi mengenai kegiatan kerajinan dari mahasiswa kkn



- **Destiny**

This stage involved the actual implementation of the craft activities to build environmental character, held on Monday, January 26, 2026, at SDN Klampokan for grades 3-6.

- Step 1: Students were gathered and briefed.
- Step 2: They sorted waste by color categories (red, yellow, green, purple, orange). They brought food packaging waste, cut it into small squares.
- Step 3: Students were given outline pictures of fruits (banana, watermelon, orange, apple, tomato, mango).
- Step 4: They pasted the cut pieces of waste onto the outlines to create a collage.
- Step 5: A group photo session was held, and the works were displayed in their classrooms.



Gambar 2. Kegiatan mengguting plastik sisa makanan sesuai dengan warnanya



Gambar 3. Menempelkan hasil guntingan plastik



Gambar 4. Foto bersama dengan hasil karya

- **Refleksi**

The reflection stage aimed to evaluate the impact. Results showed positive changes: students began paying more attention to cleanliness, disposing of trash properly, and understanding environmental importance. This indicates success in increasing awareness from an early age (Basuki et al., 2023).

The activities also enhanced creativity in utilizing waste (Nurhasanah & Listyandini, 2022). Students were enthusiastic and active, improving not only their waste management knowledge but also their motor skills, imagination, and confidence. Thus, the program successfully fostered environmental care, creativity, and good character sustainably.

CONCLUSION

Based on the implementation of community service using the Asset Based Community Development (ABCD) approach in Klampokan Village, it can be concluded that all stages—inculturation, discovery, dream, design, and destiny—were carried out successfully and had significant positive impacts on the students of SDN Klampokan.

The inculturation process successfully built trust between the community, school, and the service team. The discovery stage identified the potential and challenges, particularly regarding low environmental awareness. Through food waste craft activities, students gained knowledge about waste management while being trained in creativity, discipline, and responsibility. The program proved effective in increasing environmental concern, creativity, and learning enthusiasm. Reflection showed positive behavioral changes, such as proper waste disposal and creative utilization of materials. Therefore, this activity successfully achieved its goal of building environmental character and

instilling values of responsibility and creativity. If implemented consistently, this program has the potential for long-term benefits for the school, families, and the wider community.

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