

EXPLANATION AND ASSISTANCE OF WASTE MANAGEMENT IN SELANBAWAK VILLAGE ELEMENTARY SCHOOL

I Made Valentino Rossi Saputra¹, Ni Kadek Ari Lestari², Ni Putu Regita Anggraeni Kesuma³, Komang Gede Arimbawa⁴, Desak Made Febri Purnama Sari⁵

Universitas Pendidikan Nasional

¹ derossi031101@gmail.com, ² arilestari347@gmail.com, ³ regitangraeni@gmail.com,

⁴ mangde127@gmail.com, ⁵ dskfebri.purnama@undiknas.ac.id

Abstract

Trash is something that is always there in everyday life. Everyone active will produce waste and the same thing happened in Selanbawak Village, Marga sub-district. The problem with this work program is that the waste management process that has been carried out has not been included in the good and correct category because most of the waste management process is carried out by improper disposal and by incineration. The purpose of this work program is to improve the existing waste management system in Selanbawak Village. The participants used in this work program are elementary school students in Selanbawak village. The results of this work program state that the knowledge of elementary school children about the importance of waste management in Selanbawak Village is still not good. This is due to the lack of socialization and direct waste management assistance and inadequate facilities and infrastructure. The level of awareness of elementary school students on the importance of waste management is also still low. Suggestions that can be given are periodic socialization of proper and proper waste management, procurement of organic and inorganic waste bins, and the establishment of a waste bank in Selanbawak Village.

Keywords: Trash, Socialization

INTRODUCTION

Garbage is a material that is wasted or disposed of from a source resulting from human activities or natural processes that have no economic value, it can even have a negative value because in handling it, either to dispose of or clean it requires a large enough cost. In addition, the characteristics of garbage are smelly, garbage can also cause diseases such as diarrhea. The waste problem is crucial. Even waste can be said to be a cultural problem because of its impact on various aspects of life (Sudradjat, 2006). The waste problem includes 3 parts, namely downstream, process, and upstream. On the downstream side, garbage disposal continues to increase. In the process part, there are limited resources from both the community and the government. In the upstream part, it is in the form of a less-than-optimal system applied to the final processing (Mulasari, 2016).

Most people think that burning waste is part of waste management. However, things like that can cause pollution to the environment and interfere with health. Attitudes like this are likely to be influenced by knowledge and age maturity (Mulasari, 2012). Building public awareness is not as easy as turning the palm. It requires cooperation from all parties, both the

community, government, and third parties as supporters. It takes a long time to build that awareness. There is also a need for positive examples and examples as well as consistency from the policymakers in a particular area.

Waste handling efforts need to be carried out in a managerial manner correctly and involve all elements of both the government, the private sector, and the community which are expected to minimize the costs incurred in managing it. Students in elementary schools are less involved in processing waste or disposing of waste in its place. In addition to disposing of waste in its place, sorting organic waste and inorganic waste is also an important thing that must be done. Awareness of the school community is very much needed in improving the discipline of disposing of waste in its place. Providing socialization related to the importance of processing waste is one of the efforts to raise awareness among school residents about disposing of waste in its place.

To reduce environmental pollution or waste, waste that has been sorted can be processed into something of economic value. The right way to process waste so that it has economic value is to use the Reduce system (reducing waste), Recycle (recycling waste), and Reuse (reusing).

IMPLEMENTATION METHOD

The socialization of waste management was carried out on 22, 28, and 29 January 2022, using several tools, namely:

1. Laptops
2. Projector
3. Projector Screen

While the method used is as follows:

1. Counseling, which is used to explain material related to the study of waste, types of waste, waste management, and 3R (reduce, reuse, recycle), as well as exposure related to the use of biopori, and waste banks.
2. Question and Answer, which is used to respond to the level of understanding of the participants in the socialization of what has been conveyed.
3. Simulation, which is used to show and provide real examples of proper waste sorting.

RESULTS AND DISCUSSION

The Community Service Program on Assistance and Procurement of Organic and Inorganic Waste Bins at SDN 1, SDN 2, and SDN 3 Selanbawak Village, Marga District, Tabanan has been successfully implemented thanks to the support from the workshop, schools, and the entire community of Selanbawak Village. The results of the dedication of this work program, namely providing knowledge to elementary school students who initially still did not understand related to waste sorting and the use of biopori, became more aware of the importance of sorting waste and the benefits of biopori for the surrounding environment.

Another result of this service is that we give two trash bins to the elementary school concerned, where the trash cans are used for sorting organic and inorganic waste. The purpose of providing this trash can is so that elementary school students will be more concerned about the importance of sorting and managing waste and the use of biopori as a means of decomposition of organic waste. In addition, we also provide information regarding the waste

bank as a solution for the accumulation of inorganic waste in the surrounding environment. From the work program that we have carried out, we hope that elementary school students can continue to apply good waste sorting methods using the trash cans that we have provided and they can also inform other communities regarding what we have conveyed so that later Selanbawak Village becomes a clean and healthy environment.

Table 1. Number of Elementary School Students and Students in Selanbawak Village

No	Elementary School Name	Total Students
1	SDN 1 Selanbawak	26
2	SDN 2 Selanbawak	30
3	SDN 3 Selanbawak	36

Source: Elementary School in Selanbawak Village



Figure 1. Socialization of Waste Management at SDN 3 Selanbawak



Figure 2. Handing over trash cans to SDN 3 Selanbawak



Figure 3. Socialization of Waste Management at SDN 2 Selanbawak



Figure 4. Handing over the Trash to SDN 2 Selanbawak



Figure 5. Socialization of Waste Management at SDN 1 Selanbawak



Figure 6. Handing over trash cans to SDN 1 Selanbawak

CONCLUSION

The activities that we have carried out have been running well and bearing fruit, although there are some obstacles, the materials we provide to SDN 1, 2, and 3 Selanbawak include general waste knowledge, waste banks, and biopori. The socialization activity was also filled with video showings of waste banks and biopori as well as photos of waste products that have been processed by recycled goods such as trash cans, plant pots, bags, piggy banks, and others.

With this activity, students are expected to be more concerned with the cleanliness of the environment around them from organic and inorganic waste. It is also hoped that they can promote a culture of clean and healthy living so that they can live safely and comfortably. The school is expected to participate in mentoring students and students to continue implementing waste sorting and management.

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