

Cultured Trash, Not Trash Culture

Taufiqurrohman¹, Setyo Utomo², dan Purwo Adi Wibowo³

^{1,2,3}Islamic University of Nahdlatul Ulama Jepara

¹ufiq@unisnu.ac.id

Received: 7 Mei 2017; Revised: 21 Juni 2017; Accepted: 18 Juli 2017

Abstract

As civilized creature, human actually can manage trash as well as possible although it is often stereotyped as a vain thing. This article gives the proof that trash can be cultured as well so that a society can take benefits from the existence of it. This article parses ways of orderly managing it at schools, in this case two schools in Jepara. The results say that trash can be cultured by having an organization to manage the Trash Bank at schools and to train students to classify and recycle trash then take advantage of it by selling the collected and the recycled trash. It makes trash have good transformation of values, repelling against the prior stereotype. Finally, by taking example from Trash Bank management at schools, human can have so cultured trash that they would not be trapped by trash culture.

Keywords: *schools, trash bank, orderly management, transformed values, cultured trash.*

Abstrak

Sebagai makhluk berbudaya, manusia sebenarnya bisa mengelola sampah sebaik mungkin meskipun seringkali sampah dianggap sebagai sesuatu yang sia-sia. Artikel ini memberikan bukti bahwa sampah bisa dibudidayakan sehingga masyarakat bisa mengambil manfaat darinya. Artikel ini memaparkan cara mengelola sampah secara teratur di sekolah, dalam hal ini dua sekolah di Jepara. Hasil dari program pengabdian kepada masyarakat ini menyatakan bahwa sampah bisa dibudidayakan dengan membentuk sebuah organisasi yang menangani program Bank Sampah di sekolah. Setelah diberikan pelatihan, organisasi tersebut bertugas untuk mengelola Bank Sampah dan melatih murid agar dapat memilah jenis sampah dan mendaur ulangnya kemudian menjualnya. Hal ini membuat sampah mengalami transformasi nilai menjadi positif dari yang semula negatif. Hasilnya, dengan mengambil sampel dari manajemen Bank Sampah di sekolah tersebut, sampah sebenarnya bisa dibudidayakan sehingga manusia bisa dikatakan sebagai makhluk yang berbudaya, bukan sebagai makhluk yang memiliki budaya sampah.

Kata Kunci: *sekolah, bank sampah, keteraturan manajemen, transformasi nilai, pembudidayaan sampah.*

A. INTRODUCTION

Trash often be viewed as something vain as just being thrown to the dustbins. People seldom take trash to be considered as something valuable that has any advantages for them. In other words, the trash can be cultured as well so that the habit or culture of handling trash in society would seem civilized. Is it possible to make this idea come true? This article answers the question.

Regulation on trash management has been signed since 2008 by the raise of Law no.18 year 2008 on Trash Management. But this effort related to trash management doesn't show optimum result. Its indicator is that there are many spreaded trash in many public spots like at highway, railway, bus station, river, etc.

In case of school, it functions as the meeting point of many academic people who are the waster of trash beside market, household, industry and office. Major trash that is wasted by school is dry trash, not wet one. They are paper, plastics and metal. The

minor ones are leaves, food and food cover (Yuwono, 2010).

Theoretically, education of living environment at school today is part of national curriculum. Such effort of conserving environment through curriculum is expected can run well through any education process. Beside that, as formal institution, school with the students who have multi-categories of age, sex, education level, family, economical diversity, ethnic and culture, are the precise way for owning behavior change to be what we call care and loving environment.

Such loving to environment has been implanted at schools which is in this case SDIT (Integrated Islamic Elementary School) Amal Insani prior at the time they started studying at school. One of such love's evidence is that this Islamic elementary school asked students to bring Polybag contained soil on Earth day, April 22nd 2015. Then the students were given seeds to be planted. Finally the students were told to treat the plants. Beside that, this school also ever mobilized students to hold beach's

cleanliness. What have been done by the school indicated that they have practiced theoretical efforts of cleanliness into pragmatism.

The second partner was SMPIT (Integrated Islamic Junior High School) Amsilati Bangsri. The school has established Trash Bank but was still passive. When school side has collected trash and it can be sold, it will call Bank Sampah Jepara to take it. School's effort to embody cleanliness is by making schedule for students to do class cleanliness and the surroundings. Cleanliness competitions are routinely done when there are great events such as independence day and national education day.

Based on programs that are done by both schools, it can be said that they have showed care to environment. Such care needs to be upgraded by fixing needed other aspects. So what they need more are not only the incidental practices of environment care as being told above but also the sustainable practices. The sustainable practices that the schools need to do are given by the

community engagement team as being explained in Findings and Discussions part.

B. PRACTICE AND METHOD

The activity which was sponsored by Ristekdikti (Indonesian Ministry of Research, Technology and Higher Education) was categorized into community engagement program. Sadler (2012) said that one of principles for community-university research partnerships is holding Research Partners. That's why the activity that was done in 2016 has engaged Paguyuban Bank Sampah Jepara (a non-governmental organization in Trash Bank management) to train the teachers of SDIT Amal Insani Jepara related to Trash Bank management and to strengthen the existence of Trash Bank management at SMPIT Amsilati Jepara.

SDIT Amal Insani is located in Bapangan Tengger Jepara while SMPIT Amsilati is located in Sidorejo Bangsri Jepara. SDIT Amal Insani is at one complex with SMPIT Amal Insani. SMPIT Amsilati lies at one complex with MA Amsilati and

Cultured Trash, Not Trash Culture

Taufiqurrohman, Setyo Utomo, dan Purwo Adi Wibowo

Pondok Pesantren Darul Falah. SDIT Amal Insani had 460 students while SMPIT Amsilati had around 800 students.

The participants of training from SDIT Amal Insani were the teachers. They are expected able not only to share what have they got at the training to their students later but also to handle the practice of Trash Bank management. While the participants from SMPIT were focused on some teachers who handled the sale of the trash. But the engagement team also gave socialization at this SMPIT to some invited schools around Jepara in order to more publicize Trash Bank management.

C. FINDINGS AND DISCUSSION

Based on those facts faced by both schools explained in Introduction part above, the sustainable solutions offered by the engagement team are as follows. Those solutions are also followed directly by the findings.

1. The establishment of Trash Bank

One good management of trash is held by establishing or strengthening Trash Bank. Such bank is aimed at applying reuse, reduce, recycle (3R) in an orderly way for managing trash. At such bank, trash is treated as money or stuff so that it can be saved. This thing would make trash bank owns its role in empowering school and society, opens work chance and gives additional income to partners to be the consumer of that bank.

In doing so, such bottom-up organization formed by their school themselves is needed. The organization functions to hold the sustainability of care to environment in which one of them is to manage saving of trash at school. They also have many divisions for handling each job. They also would manage the procurement of supporting infrastructures at the time they are left by the community engagement team from Unisnu and by Ristekdikti as the sponsor.

Those efforts have proved results on value of sustainability (Taufiqurrohman & Utomo & Wibowo, 2017). Series of internal

training and at school training cooperated with Paguyuban Bank Sampah has made many results. The understanding on the importance of Trash Bank at school has been proved by the existence of the Organization of Trash Bank. In this case, SDIT Amal Insani Jepara and SMPIT Amsilati Jepara have done it. This organization has done many things to support and sustain Trash Bank at schools. This also had cooperated with the team from Unisnu to embody many facilities to support the operation of Trash Bank. This organization of Trash Bank functions as the foundation for the sustainability of trash bank management at school. After being left by the team from Unisnu that is sponsored by Ristekdikti, the school is supposed to be able to run Trash Bank well.

Besides, value of conservation would also be taken (Taufiqurrohman & Utomo & Wibowo, 2017). It is as what The Sustainable Development Goals (SDGs) socialized by United Nations has said. This SDGs number 15 in <https://sustainabledevelopment.un.org/sdgs> says that life on land is one of 2030

agendas for transforming the world. One of the ways to transform the world and the earth is using Trash Bank management. In this case, Trash Bank management is categorized as one of Indonesian efforts to keep the world, earth and environment conserved, especially the school.

2. The training of selecting trash category

One of what have been the message of Law of Trash Management number 18 year 2008 told above is one obligation on the selected trash from the source. In fact of both partners of engagement, they still had lack understandings on the vital meaning of trash. So the partners didn't understand fully how to select trash based on each category. The solution is that the engagement team gave basic training on category of trash and how to do the selection.

The direct implementation that was accepted by the teachers and students was hoped to be internalized in their education, in this case the result of trash selection training. It is hopefully teachers and students can practice this selection of trash in standalone

Cultured Trash, Not Trash Culture

Taufiqurrohman, Setyo Utomo, dan Purwo Adi Wibowo

way in their life. This, of course, would result in value of knowledge and education (Taufiqurrohman & Utomo & Wibowo, 2017). Beside including benefit of having good curricula of environment well, benefit in having understanding on how to treat trash well is also got, especially in selecting trash whether it is organics or inorganics. They would not only separated the organic and anorganic trashbins but also separated them for the importance of environmental health. They also got values of environmental training around whether the trash is degradable or not. The followings are the examples of the classified stuffs as trash. They are like raw garbage, lunch box, wastepaper, wood chip, clothes, plastic, polystyrene, aluminium foil, glass, pottery, drink can, glass bottle, cardboard, copy paper, newspaper, container wrapping paper, cartridge and mechanic devices (<http://www.gsmc.titech.ac.jp/haikibutu/haikibutu%20bunbetuichiran%20english.pdf>).

3. Producing beneficial products made of trash

One of the offered solutions is around the training for making handicrafts made of trash. In this case, Trash Bank management at schools can manage this solution. So Trash Bank at both schools also has the role as training medium for entrepreneurship for the members. This effort of handicraft actually comes from principle of Recycle. It means how the teachers and students can recycle the trash to be artful and economical stuff/product.

By the existence of this way, students can have transaction by selling trash to the Trash Bank managers and by doing recycle to be unique and high class stuff. The example for this is used drinking bottle mixed with cotton and cotton bud to be toy sheep, plastics to be toy cars, and many more creativities.

Value of entrepreneurship achieved here (Taufiqurrohman & Utomo & Wibowo, 2017). It is got through work mechanism of Trash Bank (Buku Panduan Pengembangan Bank Sampah di Kabupaten Jepara, 2015). It is done

at SDIT Amal Insani Jepara. The mechanism is through: 1) trash classification; 2) giving trash to Trash Bank managers; 3) weighing trash; 4) noting; 5) putting the selling process into Saving Book. Through those mechanisms, students learn entrepreneurship themselves by studying with others. They have to do the mechanism together with friends and teachers. They also keep using others as partners for reaching their targets. The characteristics told above can stimulate the existence of innovation and art value for the students because many kinds of trash can be made into something valuable, fun and beautiful either at school or at their backyards (Chen, 2016).

School party would take decision that students should collect dry trash then every week. They are told to bring the trash to school every Friday or Saturday. The next step is that the collected trash would be sold to Trash Bank managers. By such existence, students sell the trash to Trash Bank managers by selecting and choosing trash which has higher economical values. This thing can raise creativity by either doing reuse

or doing recycle on used stuff to be unique and economical.

D. CLOSING

1. Conclusion

The stages of community engagement activity above give the fact about the urgency of managing trash at human environment, especially at schools. It gives us a mind frame of how to manage trash at schools orderly so that it can be used well too in any societies' environment.

Moreover, this way of orderly management of trash that was pioneered by Bambang Suwerda in 2008 (<http://www.teknopreneur.com/dinamika/teknopreneur-indonesia-pencetus-pertama-bank-sampah-di-dunia-11-11-2013-1522>), an academician from Yogyakarta, has shared a so well-managed trash that the trash can give many values for human as has been told above. They are value of sustainability, conservation, knowledge, education and entrepreneurship. Those impacts of values have proven that such treatment of trash explained above is a

Cultured Trash, Not Trash Culture

Taufiqurrohman, Setyo Utomo, dan Purwo Adi Wibowo

cultured trash. A cultured trash here also means that the trash at human environment is not viewed as a vain thing again but already viewed as donor of additional benefits for human. As what had been said by Keskaik (2001) that trash culturally can be advantageous for society although it is often assumed tabooed. He said also that trash can trigger innovation. This is what is then called “Cultured Trash” in this article.

This cultured trash parsed above has also given human a noble perspective of how to treat trash for their own importance of life. This also can function as the repellent against trash culture-in this article, it refers to culture of treating trash as tabooed, vain and dirty-that is still done in any societies and any people. This has not only shared ways how to vanish bad treatment of trash but also changed it to be cultured trash for the importance of human civilization.

2. Impression

The engagement program reported in this article has at least one shortcoming. It is on eight months program that are not enough

for accomplishing the community service at two schools. There are still many things that should be done in ensuring the complete implementation of Trash Bank management. But this program has given the roadmap, the clear implementation and achievement of the Trash Bank management. Hopefully such community engagement program can be continued fully by other dedicators.

E. BIBLIOGRAPHY

- Chen, YuChun. (2016). Trash to Treasure: Using Recyclables in Physical Activity Settings. *Journal of Physical Education, Recreation & Dance*, 87(7), 45-51. Available at: <http://e-resources.perpusnas.go.id:2071/docview/1820997763/fulltextPDF/2CF8273138E04852PQ/1?accountid=25704> [Accessed 3 Apr. 2017]
- General Safety Management Center. (2009). *The Table of Trash Classification*. Available at: <http://www.gsmc.titech.ac.jp/haikibutu/haikibutu%20bunbetuichiran%20english.pdf> [Accessed 11 Apr. 2017]

- Keskpaik, Riste. (2001). Towards a semiotic definition of trash. *Sign Systems Studies*, 29(1), 313-324. Available at: <http://e-resources.perpusnas.go.id/library.php?id=00009> [Accessed 11 Apr. 2017]
- Marlina, Neli. (2013). *Indonesia Pencetus Bank Sampah Pertama di Dunia*. Available at: <http://teknopreneur.com/dinamika/teknopreneur-indonesia-pencetus-pertama-bank-sampah-di-dunia-11-11-2013-1522> [Accessed 14 Febr. 2017]
- Sadler, Lois S. et al. (2012). Community-University Partnerships in Community-Based Research. *Progress in Community Health Partnerships: Research, Education, and Action, Winter*, 6(4), 463-469. Available at: <http://e-resources.perpusnas.go.id:2071/docview/1282260942/fulltextPDF/6D4E30F602F47FDPQ/1?accountid=25704> [Accessed 10 Jan. 2017]
- Taufiqurrohman. & Utomo, Setyo. & Wibowo, Purwo Adi. (2017). *Value Transformation of Trash at Schools*. The 1st UICIHSS UHAMKA International Conference on Islamic Humanities and Social Sciences. (pp. 6-12). Jakarta: UHAMKA Press.
- Tim Pengembangan Bank Sampah Kabupaten Jepara. 2015. *Buku Panduan Pengembangan Bank Sampah di Kabupaten Jepara*. Jepara: Badan Lingkungan Hidup Kabupaten Jepara.
- Undang-undang Republik Indonesia Nomor 18 Tahun 2008 Tentang Pengelolaan Sampah. Available at: <http://www.menlh.go.id/DATA/UU18-2008.pdf> [Accessed 14 Febr. 2017]
- United Nations. (2015). *Sustainable Development Goals*. Available at: <https://sustainabledevelopment.un.org/sdgs> [Accessed 7 Mar. 2017]
- Yuwono, Nasih Widya, 2010. *Pengelolaan Sampah Yang Ramah Lingkungan di Sekolah*. "Pelatihan Pengembangan Sekolah Hijau untuk Guru-guru SMK RSBI se-DIY", Yogyakarta.