

Plastic Waste-Based Recycle Art Co-Creation to Enhance the Schools Resident Creative Culture

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Abstract: Learning process must be able to make the students creative so that in the future they can be independent with their experiences and abilities. The efforts to increase student creativity can be done by organizing a creative program using plastic waste materials produced from the school residents. The application of lectures, discussions, demonstrations and practices method makes this program able to shape the mentality of school residents who are involved to be proactive in determining the work concept as well as visualizing it. The co-creation program of recycle art using plastic bottles of mineral water provides an experience that has both creativity and cultural. This program puts a creative activity as school residents' joint activities, with integrating the principles of equality and togetherness in order to find creative solutions for waste problems in schools.

Keywords: *co-creation, creativity, waste, recycle art*

Introduction

Art is a product of society, Bodjawah (2018: 22) states that art works have a connection with social reality, because in realizing images, or imaging material, the artists start from daily habits. Artists represent social and cultural values in society through their works. The world community is currently facing the waste problem, not only in Indonesia but also in Europe, both in cities and villages. Grozavu (2019) described the practice of illegal waste disposal as a major rural problem in Romania, most household wastes are thrown away into the natural environment. Increasing education and environmental awareness are steps needed to combat this bad practice. Iuga (2016) describes about waste prevention measures in Romania, changes of waste status by selling it as a product, a payment mechanism for processing that prevents waste generation.

The waste problem is basically also faced by school residents, both in cities and villages. Schools as a secondary home for students must be clean and comfortable. The importance of learning in school in improving student skills in producing real work as a representation of his creativity. Song (2017) considers how the teachers can raise the issue of using plastic bags to trigger creative thinking about environmental issues, while educating the students on the use of plastic bags. The application of art in the curriculum can encourage student involvement in creativity and spontaneity, which leads to potential solutions.

Students creativity do not necessarily come without encouragement. Creativity learning that is confronted with the contextual problem of waste in schools is important. The activities of High Schools Student of 26 Jakarta are utilizing plastic bottle waste to create murals and hedges in the school environment as a form of creativity (<https://reaksinasional.com/berita-wawali-jaksel-dukung-siswa--sman-26- utilized-limbah- plastic-in-school.html>). Tabrani (2017: 62) states that creativity will only be fostered if there are enough difficulties, give the honor of finding problem solving in students, and there needs to be challenges in education so that creativity will develop and become the hard-working humans. Therefore, the students in schools need to be conditioned to be able to find creative solutions to various problems related to the plastic waste problem in the school environment.

In this context, education can be interpreted as a cultural agent in which the dialogue process becomes an approach in finding joint solutions. Saidi (2017:287) states that education is a cultural process, opening up the space of trust from various parties to manage shared values. All parties can take part in dialogues and debates which allows the development of values. The value agreed upon in dialectics is not something that dead. Dialectics is built for the future interest of students' who must emerge and grow productively.

SMP PGRI 13 Gondangrejo Karanganyar is one of school that is still working on a solution towards waste problem in their environment. School community participation as a form of participation in finding the solutions is highly expected. Keith Davis stated that participation is a mental and emotional involvement of a person towards the achievement of goals and to take responsibility in it (<https://id.wikipedia.org/wiki/Partisipasi>). The contextual efforts that can be done are utilizing waste to produce recycle art works through a co-creation program. It is a form of collaboration, that all parties are working together in order to produce the same products. In other words, it is the process of making a product done in a group (<https://www.kubikleadership.com/kolaborasi-atau-ko-kreasi/>).

The implementation of the co-creation program is expected to produce recycle art works using bottled mineral water as a joint work. It places the work of art as a medium to build human awareness closer to the environment. Sugiharto (2013:31) explain that Scharfstein sees art from a functional side, it allows the humans to unite with their environment, other humans, and their society and finally with transcendental reality. Berleant promotes a participatory aesthetic and by doing so it supports the view that art is a part of everyday contextual-cultural experiences.

The implemented co-creation program is expected to be able to make the students to be able to recognize the waste problem in their environment. Thus, it will encourage the growth of creative culture in finding the solutions. Oh (2020) states that solutions that involve an active participation from the citizen have the potential to succeed in any country. The challenge is to attract and unite people in achieving these goals. Contextual cultural experiences are expensive experiences for school members who are expected to be able to build a cooperation culture in creating a clean and comfortable learning environment.

Method

The dedication is carried out by applying co-creation based on togetherness and equality principles. The application implementation of the co-creation approach is done through lecturers, discussions, demonstrations and practices method. The integrative application of various methods is expected to maximize the achievement of research objectives through a fun process and foster a proactive attitude. The growth of proactive attitudes and cultures in co-creation program is expected to be able to provide experiences for school residents who are involved in raising awareness and creativity in processing plastic waste as part of problems in life, especially in the school environment.

Discussion

The Assisting Process of Recycle Art Co-Creation Creative Works

To make the co-creation program recycle art able to achieve its goal, it must be socialized to all parties who will be involved. The service team and school residents should have the same understanding, both conceptually and in practices. This understanding process is done through

presenting the materials for co-creation by the service team in front of the mentoring participants using lecturing and discussion method. The discussion is carried out by asking various questions from both parties, so that in this discussion process both parties are equally proactive and can achieve the same understanding.



Picture 1. Presenting recycle art theory using lecturing and discussion method

After discussing about co-creation concept, it is continued with the demonstration method of recycle art using mineral plastic bottle waste. The demonstration is carried out stages: a) designing the product, b) selection of materials, c) identification of material characteristics, d) cutting and splitting the bottles, e) forming the product, f) shapes detailing, g) product arrangement, h) packaging the stem parts, i) painting, j) displaying products .

The demonstration process that was carried out also applied discussion method, there were a number of mentoring participants who asked about the techniques in detail so that this showed how string the participants are encourage to know more about this technique of making recycle art. The discussion is not carried out formally, it means that during the demonstration process every participant can ask questions about various matters relating to the demonstration material being carried out. The assisting team who are demonstrated responded with demonstration to make the participants really understood about the theory they were asking for.



Picture 2. Making flower from mineral plastic bottle wastes

After the mentoring participants are understood about the stages and techniques of recycle art. Furthermore, the participants are coordinated to form groups according to the stages. Group 1 cutting and forming section, group 2 combining section, group 3 coloring and display section. Each group has responsibilities according to their duties. During the time when each group began the process, the service team accompanied the working process of each group. During the process there were no significant obstacles, enthusiasm and seriousness had begun to grow. Soon after the skills also begin to develop. Step by step has been carried out by each group, so that various types of flowers can be produced, then displayed in the school park in front of the

teacher's office. From the formation to the display process, the students are given freedom so that they can express themselves according to their desires and tastes.



Picture 3. Recycle Art Co-Creation Process of Making Plastic Flowers

Plastic flower art-works from plastic waste is one of contemporary art form, because it is in accordance with the spirit of the present era. Choice of materials are using plastic waste that is easily found in the environment. The work produced is functional aesthetically. Artwork using waste is relevant to various contemporary art practices in various countries in the world. Aykanat (2014) explained about material changes and inspiration in contemporary art and the effects of these changes. Muniz and Wall utilize waste which is considered as the final product, then turn it into an artistic product. They use waste materials to create artistic works for contemporary society.

Akpang (2013) describes the phenomenon of objects found and the transmutation of waste into art-works, are dominating the contemporary African art as a new continental creative identity. The majority of contemporary African artists are experimenting with waste as their chosen artistic medium and find in waste a powerful metaphor for creative expression. Asare (2013) stated that in Ghana because of art paper are imported and expensive, it encourages many art teachers to do exercises to help students master various art media. One of the challenges are exploring the possibility of recycling waste fabrics into paper that can be used by the teachers and students. The results show that the paper can be improvised for self-expression and the development of skills in fine arts.

The practice of contemporary art in using waste as a media for creating art-work provides a new alternative for artists both as professional artists and for students in the context of learning. Plastic wastes has encouraged people to think more creatively, turning it into art-works with innovative content and aesthetic value.

The Meaning of Co-Creation in the Creativity and Cultural Perspective

Training and assistance in making flowers using mineral bottle plastic waste have various meaning. The contained meanings are creativity and cultural. Education through learning aims carried out in schools is to form independent individuals, creative, and able to solve the contextual problems faced by the environment the grow and live. The culture of caring the environment is always being developed.

Through this program the school residents have experiences in empowering plastic waste into innovative plastic flower products. In terms of creativity, mineral bottle plastic waste which were initially ignored by the presence of creative hands can turn into various types of flowers. Through a process of work that is easy to learn and develop, it is expected that in the future the possessed capabilities will continue to develop so that they can produce more innovative works. The school resident's creativity does not necessarily grow naturally but requires stimulant or stimulation. In line with Sumardjo (2000:233) stated that life in a society is a stimulus or trigger

for artistic creativity. In front of stimulation, artists can provide alternatives from the lives of their people, playing the role of being free the values held by the community.

One way to foster creativity of the school community is by confronting the contextual problems that exist in the school environment. Schools residents are always invited to think to find a creative solution that are meaningful for themselves, the school and the environment. The co-creation program is the only one solution that can be done by now, it does not rule out other more creative and innovative programs that will be carried out in the future when the contextual problems are different from now. The obtained experiences from the co-creation program, thus it will bring potentials creative works and develop within schools' residents that will be implemented not only in the school environment but also in daily life as the citizens. A creative mind contribution will always find the right place leading to the creation of creative products.

Besides having a creativity meaning, the co-creation program also has a cultural meaning. the growing sense of care about the environmental conditions that exist in each school residents is regarded as the cultural meaning. school residents who are initially lack of concern for the plastic waste existence then had different point of view toward plastic waste in their school environment. The school residents began to realize to collect and sort the various types of wastes. Thus, in the next time the plastic wastes can be used for recycle art with various themes. Culture of caring the environment begins to grow and attached to every school resident' hearts.

The cooperating and respecting culture for their joint works also grows, because the produced works is not an individual work but a collective works, though the processes are done in groups according to the stages. The cooperating culture is important to be built among the students considering that currently the individualism culture has undermined the culture of mutual life so as to give birth to a generation that is practical, instant, and selfish. Making the students willing and able to work together and respect each other is as a form of resistance to a modern culture that traps people to be individual, selfish and instant.

The integration between caring for the environment and cooperating cultures makes the school residents have a stronger mentality in order to face the global world competition. The creation of a better future generation than the current generation is a shared ideal that needs to be realized through the right process, process that is always oriented to the formation of a brave, caring, responsible, and cooperative. Through the process of education and learning, one of them is through co-creation program which means as creativity and cultural. Thus, these ideals can be realized.

The empowerment of plastic waste for the creation of creative and innovative art-works also aims for the benefit of environmental preservation. These efforts can be carried out by various parties who have waste problems both in rural and urban areas, in the country and abroad. Sahu (2014) presents a review of solid waste management practices, it is focusing on municipal waste to preserve the environment in India. Municipal waste is one of the main environmental problems of Indian's cities. In the perspective of art representation, the practice of creating recycle art is a representation of the socio-cultural conditions of contemporary society which consider plastic waste as a contextual problem that must be resolved. Isrow (2017: 91) states that art expresses current social conditions and prepares us for social change, it seems that all art is rooted in the problem of representation. The practice of recycle art has changed the community's point of view toward contemporary art that is contextual with the socio-cultural changes that occur in the current society.

Conclusion

The co-creation programs that has been implemented is aimed at the realization of a solution to the hygiene problems that are often present in schools, through the empowerment of mineral plastic bottle waste to make plastic flowers. The co-creation process which means creativity and culture as a single unit that is complementary and reinforcing in the context of shaping the school resident mentality in dealing with waste problems. The students and school resident mental and character are shaped as an independent, caring, responsible, and able to work together. Thus, the co-creation program can contribute to shape the generation with a mentality that is always ready and brave to compete in the future, through their creative attitudes and cultures.

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