

Fashion Recycle as Learning Method to Enhance Students' Creativity in Indonesia

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Abstract— Currently, many countries face problems of solid waste such as fashion waste. To reduce it, researchers were inspired to use fashion recycle on learning in fashion students. To continue it, this study was conducted to implement fashion recycle as learning media to enhance students' creativity and to know the customers' viewpoints related to the masterpiece of fashion recycle that created by students. This was carried out with a qualitative approach. While, the data collection used interview and survey to eleven students and two teachers from the fashion department in Universitas Negeri Malang as well as invited five consumers to share their experience. The result showed that fashion recycle could implement in the fashion department as a learning method in the practical subject and it could increase students' creativities. Finally, this method is an educator way to enhance students' creativities in higher education, especially in the fashion department.

Keywords— Fashion recycle; learning method; student creativity; clothes; waste

I. INTRODUCTION

Now days, fashion is one of the industry that growth fast [1]. It needed fabric to make clothes with the high quantity every year [2]. On the other hand, it produced clothes waste that made the new problem for the environment [3]. Clothes waste cannot merge with the soil directly [4], because fabric that used by industry has many compositions of fiber, such as polyester, cotton, nylon, etc. [5] So that, the clothes are the largest pollutant for the environment in the world [3]. Not only in the developed countries but also developing countries faced clothes waste problem [6-7]. Therefore, it needed to solve that problem soon. One of the effort to solve the clothes waste in Indonesia is the teacher in the fashion department, Universitas Negeri Malang that used fashion recycle as learning method to enhance the students' creativity and teach how to utilize the clothes waste to become something new that can use by the customer. Therefore, the purposes of this study to know the implementation of fashion recycle as learning media to enhance students' creativity and to know the customers' viewpoints related with the masterpiece of fashion recycle that created by students in the fashion department, Universitas Negeri Malang.

II. LITERATURE REVIEW

A. Fashion Recycle

Fashion recycling is a potential activity undertaken by a person or a group giving benefits for environmental, social

and economic or being used for energy [8]. Because fashion waste increases its volume, the recycling of old clothes has been called as a solution for cities looking to reduce solid waste [9]. To conduct it, this study was carried out to make the new product from old clothes.

B. Clothes waste

Clothing waste is derived from clothing or fabrics that are not used by the users and industries [3], so these are thrown away. This waste includes solid waste [4] that is difficult to decompose with the soil [10]. If this is not managed properly, then this will be a waste that is wasted because it is not reused [11].

C. Learning Method

The learning method constitutes one of the most important necessities of the educational system [12]. This is a systematical procedure undertaken to manage the learning process in the classroom [13]. Then, in this study, the leaning method was used by researchers to enhance students' creativities in the fashion department, Universitas Negeri Malang on the fashion recycle.

III. METHODS

The aim of this study is to explore the implementation of fashion recycle as a learning method and to know customers' opinion related with results of fashion recycle that created by students. So that, a qualitative approach was used in this study. Through the open-ended interview, the respondents in this study can reveal their opinion that used their own word. Observation conducted in detail by a researcher at the beginning of this study until the finish. In total, eleven students and two teachers from the fashion department in Universitas Negeri Malang involved in this study and also it invited five consumers to share their experience after they wore clothes from fashion recycle material. Furthermore, the interview for student undertaken in two parts, first part conducted in the middle of course (fitting the clothes) and the second part did at the end of the course. The duration of an interview conducted 15 minutes in the first part and 45 minutes in the second part for each student. Furthermore, the interview duration for the consumer was taken 45 to 60 minutes each costumer.

All the respondents in this study are pseudonyms. So that, the researcher used code to easily the analysis of interview and observation results, STUD-1 to STUD-11

coded for students, TEC-1 to TEC-2 coded for the teacher, and KON-1 to KON-5 coded for customers. For example: the STUD-1 sewed the clothes of KON-1, it means the student 1 has the responsibility of customer 5's clothes. The results of the interview from KON-3 for work output STUD-6, it means that the customer 3 gave information related to the work output from student 6. The questions of the interview used how, why, and what to gain deeply information related to the purpose of this study. To get the additional information from respondents, probing questions were also used in this study.

IV. RESULTS AND DISCUSSIONS

Eleven students and five customers were interviewed in this study. Therefore, the interpretation analysis of interview and observation results presented in this part that divided into two main themes, the implementation fashion recycle as a learning method and fashion recycle enhance students' creativities. The paragraph below presented in detail about it.

A. The implementation of fashion recycles as a learning method in the fashion department

Teachers from the fashion department in Universitas Negeri Malang have implemented the fashion recycle as a learning method in the practical subject. Hence, teachers continuously explained the reasons behind they chose that learning method in this department. On the other hand, the students' opinion related to the learning method that implemented in the practical subject that supported by the customers' viewpoints toward the students' output product that produced from fashion recycle. To easy understand the interview results from teachers and student, Figure 1 showed that the step-by-step of fashion recycle used learning method in the fashion department.

In the Figure 1 showed that before the teachers in fashion department made the learning plan that used fashion recycle as a learning method, they conducted a simple survey for a student in fashion department related with the fashion recycle knowledge. The results of the simple survey showed that the students in the fashion department were comprehended the definition of fashion recycle and they knew that fashion waste made pollutant in Indonesia. According to the previous research [14], fashion waste is the biggest pollutant in the world and some communities felt anxiety with their environment because of it [3]. The survey results were used by teachers to implement fashion recycle as a learning method in the fashion department. The researcher noted about it as follow:

The reason behind teachers implemented fashion recycle as a learning method in fashion department in Universitas Negeri Malang is to engage students in implementing their idea that used fashion waste and to participate for save world from fashion waste. Because in the future, they did not only become a fashion designer, but also they must care about fashion waste. Hence, this learning method can help the student to implement their idea to make something new from fashion waste and they can enhance their creativity in fashion field (TEC-1 and TEC-2).

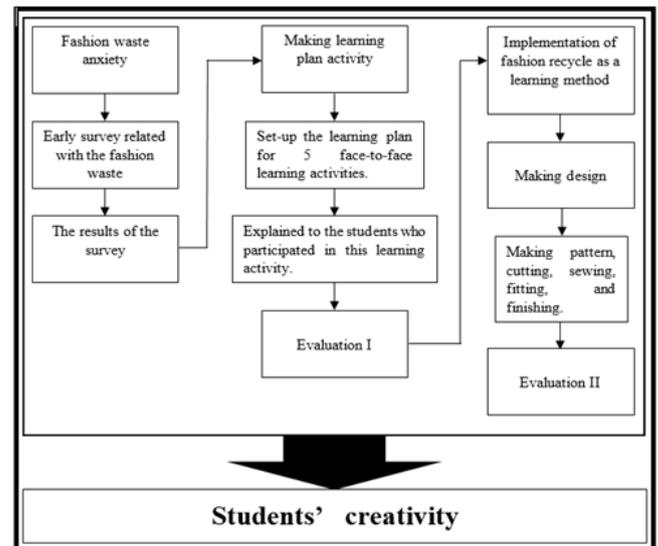


Figure 1. Step-by-step of fashion recycle used learning method in the fashion department, Universitas Negeri Malang

Based on the survey results, teachers were made learning plan activity in the practical subject for 5 face-to-face learning activity to sew women clothes that utilized fashion waste material. Furthermore, teachers introduced the fashion recycle as a learning method to the student who will do this learning activity. The purpose of the introduction is to explain how, why, and what that they must do during the learning activity that used fashion recycle as a learning method. During this process, the researcher noted about it as follow:

Teachers did not face any problems (TEC-1 and TEC-2). However, students needed more time to understand, what will they do. But after teachers explained it in detail, students can comprehend it (STUD-2, STUD-3, STUD-4, and STUD-6).

At the end of this activity, teachers conducted an evaluation to make sure that the learning plans ready to implement. In the evaluation I process, the researcher noted as follow:

During the evaluation I, teachers conducted little modification in the learning plan on the part of implementation learning activity. In the first learning plan, teachers wrote that students must make a masterpiece from three clothes of fashion waste to become new clothes. However, teachers felt that students would face many problems if they cannot utilize three fashion waste as the main material. Therefore, teachers modified learning plan that the main material used a women clothes of fashion waste and student can use other material to support their masterpiece. The fashion waste that used become the main material in this learning activity come from the customer. So that, fashion waste will become a new fashion that wore by the same customer. In another word, a fashion waste from customer to customer itself (TEC-1 and TEC-2).

Furthermore, teachers implemented the learning plan that used fashion recycle as a learning method. During this implementation of a learning plan, the researcher noted that the step-by-step of learning activity that implemented fashion recycle as a learning method as follow:

The implementation was started from: 1) taking orders from customer, 2) creating design, 3) determining additional material, 4) showing the design to customer, 5) making pattern, 6) cutting, 7) sewing, 8) fitting, 9) revising and finishing, and 10) final fitting. All the process conducted by teachers and students in the class during 5 face-to-face or 35 hours of learning activity. At the end of this part, teachers undertook evaluation related to the

implementation of fashion recycle as a learning method in the fashion department. The results of the evaluation noted by the researcher that in the process of showing design to customer students faced the problem that solved together with the customer. The problem is a design that created by student did not match with customer wants. Therefore, to solve the problem the student modified the design according to customer wants (STUD-1, STUD-2, STUD-3, STUD-4, STUD-5, and STUD-6). The other process learning activity that used fashion recycle as a learning method, teachers and students did not face any problems.

From the implementation of learning activity that used fashion recycle as a learning method, it can be concluded that fashion recycle could implement in the fashion department as a learning method, especially in the practical subject. It also could engage the student to active in the learning activity.

B. Fashion recycle enhance students' creativities

As a learning method, fashion recycle has been implemented in the fashion department that could encourage students to put their original idea that implemented in their masterpiece that used material from fashion waste. In general, the masterpiece that made by a student that used fashion recycle as a learning method is different with students' work output normally. The students must think hard to create a new model that used material limitations and they just can put 10% of the new material to support the main material. Therefore, the researcher noted it as follow:

To create an original idea to design the women clothes that used fashion waste, this learning method could encourage the student to think hard to make a new model from limited material. Because, the student must comprehend deeply about the concept of fashion recycle before they made design and they must know related with the original material that will use in this practical subject. So that, through fashion recycle as a learning method, it could be engaged to enhance students' creativity. However, majority students faced same problems, namely: 1) their original design did not match with the customer want, 2) they are hard to find the additional material to support their idea, and 3) they needed more time to finish it. Therefore, some of them solved their problems with a consultation with their teacher (STUD-1, STUD-2, STUD-3, STUD-4, STUD-5, and STUD-6).

In the other hand, teacher as advisor evaluated students' activities that implemented fashion recycle as a learning method. The researcher noted about evaluated as follow:

The evaluation of students' activities to make women clothes with a new model that used material from fashion waste needed more patience from the teacher. Because, most of the students faced many problems. Teacher guided students to solve their problem through class discussion. Furthermore, all students in the class could give suggestions to the student who faced the problem. In the same time, a teacher observed discussion that conducted by students and helped them to make a conclusion. So that, class discussion is a good way to solve students' problem related to learning activity that implemented fashion recycle as a learning method in the practical subject. On the other hand, it can help the student to learn how to solve their problems and engage the student in learning how to speak out to give some solution to their friends. In additional, it can encourage students to think creatively for getting their own ide and it can teach students more independent to solve the problem by themselves. Therefore, the fashion recycles as a learning method in the practical subject has been enhanced students' creatives thinking (TEC-1 and TEC-2).

Finally, the activities from fashion recycle learning method by fashion students at Universitas Negeri Malang can enhance students' creativity. They become confident to be creative and innovate in creating new products from fashion-recycle materials in Indonesia.

V. CONCLUSIONS

Based on the results of interview and observation in this study, it could be concluded that fashion recycle is one of the learning methods that helped students to enhance their creativities, especially creative thinking. Each activity needs to be supported by a guide created by its lecturer. They should be given independent thinking to make a new product based on their creativity and innovation.

VI. REFERENCES

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