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TRAINING ON MAKING ECOBRICKS AS A PLASTIC WASTE MANAGEMENT SOLUTION AT SDN TATAH LAYAP 2 BANJAR REGENCY

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ABSTRACT

Plastic waste is one of the increasingly serious environmental issues in Indonesia because it is difficult to decompose. A creative approach is needed in its management to minimize the impact caused, one of which is the ecobrick innovation. This community service aims to provide training in making ecobricks at SDN Tatah Layap 2. The methods used include lectures, hands-on practice, and evaluation through pre-tests and post-tests. This activity involved 44 students from grades 1 to 6, as well as 10 teachers, with the support of a team of experts from the Banjarmasin Green Leaf Association.

This activity produced six ecobrick sofas that were processed within two hours. The results of the pre-test showed that 65.91% of participants had never made ecobricks. Following the practice activity of making ecobrick sofas, a 93.18% increase in the skills of participants who already knew how to make ecobricks was observed. The post-test results also showed a high level of enthusiasm from participants and pride in the ecobrick work they made.

The ecobrick program not only offers solutions for reducing plastic waste, but also shapes the character of students who care about the environment. It is hoped that this activity can encourage the emergence of a commitment to protect the environment and inspire other schools to apply similar concepts.

Keywords: Training, Ecobrick, Plastic Waste

i. INTRODUCTION

Plastic waste is one of the serious environmental issues faced by almost all countries, including Indonesia. Plastic is a foreign object to microorganisms. Polymers, as synthetic materials that form plastic, have a very long chain of compounds, so plastic takes time to decompose in nature for hundreds of thousands to millions of days. (Fithriyah, 2023). Plastic waste can come from single-use plastics, such as food wrappers, drinking bottles, and shopping bags.

Based on data for 2024, the composition of waste in Banjar Regency, South Kalimantan Province, shows that plastic waste is the most dominant type of waste with a proportion of up to 30%. This figure is much higher than the national average, where plastic is in second place after food waste, which is 19.71%, while food waste dominates with a percentage of 39.36%. This condition illustrates that Banjar Regency faces serious challenges in plastic waste management, considering its larger portion

than the national scale, so it requires a more intensive reduction, sorting, and management strategy to reduce the environmental impact it causes. (SIPSN, 2024)

Chart 1. Composition of Waste Based on Type of Waste in Banjar Regency, South Kalimantan Province, in 2024
Source: https://sipsn.kemenlh.go.id/sipsn/public/data/komposisi

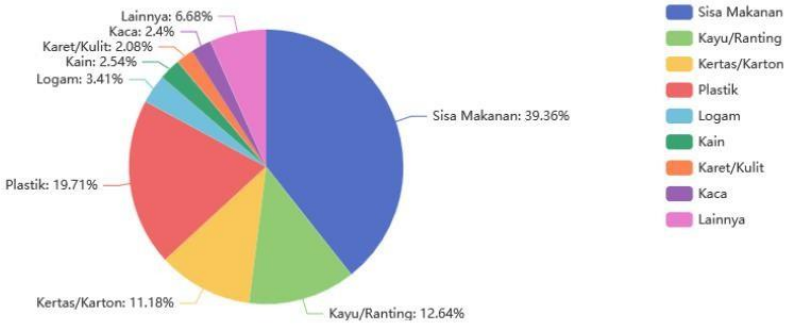

Chart 2. Waste Composition by Type of Waste in Indonesia in 2024
Sumber : https://sipsn.kemenlh.go.id/sipsn/public/data/komposisi

SDN Tatah Layap 2, as one of the basic education institutions, plays an important role in shaping environmental awareness from an early age. The elementary school is located on Tatah Layap Street, RT 06 RW 01 Tatah Layap Village, Kertak Anyar District, Banjar Regency, South Kalimantan Province 70248, with a distance of 14 km from the Banjarmasin State Polytechnic (Poliban).

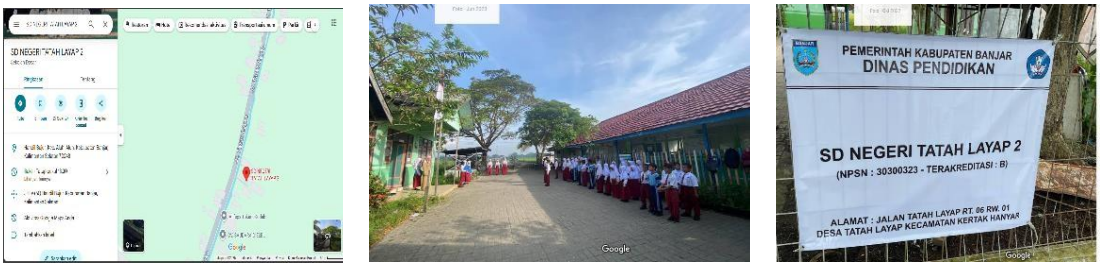

Figure 1. Location of SDN Tatah Layap 2
Source: https://maps.app.goo.gl/65AaRqY2eE9EZ3B46

Elementary school students are the younger generation who need to be introduced to the concept of creative plastic waste management, one of which is through *ecobrick innovation*. *Ecobrick* is a method of managing plastic waste by putting clean and dry plastic in plastic bottles until it is solid. This method not only reduces the amount of plastic waste that ends up in the environment but also instills the values of

creativity, responsibility, and concern for the environment in students. (Putriani *et al.*, 2024).

Ecobrick activities at SDN Tatah Layap 2 aim to provide knowledge on how to reduce plastic-based waste by recycling the waste into something useful. In addition, this program also provides students with the opportunity to be directly involved in the process of making sofas from *ecobricks*. Through this program, students are expected to be able to:

1. Understand the negative impact of plastic waste on the environment.
2. Have the right ecobrick *sofa-making skills*.
3. Producing sofas from *ecobricks* that can be used as furniture or a supporting means of school activities.
4. Cultivate an attitude of caring for the environment and the habit of managing waste wisely.

With this program, SDN Tatah Layap 2 not only contributes to reducing plastic waste but also forms a young generation who are environmentally conscious and able to become agents of change in society. In the future, it is hoped that *ecobrick* activities can continue and develop, so as to have a sustainable, positive impact on schools and the surrounding environment.

ii. METHOD

We carry out community service activities at SDN Tatah Layap 2 using:

1. Lecture Method

   We delivered material on the various impacts of plastic waste on the surrounding environment and an introduction to *ecobricks* through the lecture method. Participants gained knowledge on how to reduce plastic-based waste by recycling the waste into something useful. The lecture method was also applied by Saputra *et al.* (Saputra *et al.*, 2024) and Islama *et al* (Islama *et al.*, 2022). The provision of this material orally is referred to as a way of socialization. (Hidajat *et al.*, 2024) and counseling (Putra *et al.*, 2025) (Suhardi *et al.*, 2024) (Hidajat *et al.*, 2024) (Brata *et al.*, 2024)(Puspita and Indrawan, 2023) (Alfiqri *et al.*, 2023)(Hamdan *et al.*, 2023)(Mahendra and Lukman, 2023) mentioned methods like this as socialization and education/seminars/focus group discussions, or *design thinking methods.*

2. Practice Method

   We practice how to make sofas from *ecobricks* by using a cleaned and dried mineral water bottle. We involve all students in the school, totaling 44 people and 10 teachers, to gain first-hand experience in making these *ecobricks*. With the involvement of all participants, it is hoped that the *ecobrick skills* taught will be easy to remember by the participants of the activity. Previous service also used practical methods and produced chairs. (Kusuma *et al.*, 2024)(Putriani *et al.*, 2024)(Rahayu, Harris and Cerminand, 2024)(Hidajat *et al.*, 2024)(Sukma *et al.*, 2024)(Alfiqri *et al.*, 2023) (Mahendra and Lukman, 2023) (Hamdan *et al.*, 2023) (Fitri, Hendra Fahruddin Siregar and Novalinda, 2023)(Rama Indera Kusuma, 2022) (Islama *et al.*, 2022) or referred to as experimental methods (Sukma *et al.*, 2024)

Putri Pikrin *et al* (2025), Sukma *et al* (2024) Hidajat *et al* (2024) (Darmayanti *et al* (2023) produced tables from *ecobricks*, while Putriani *et al* (2024) Puspita and Indrawan (2023) produced gardens from *ecobricks*. The implementation of Puspita and Indrawan (2023) activities use the PAR method in the form of the 5T (*To Know, To Understand, To Plan, To Action, To Reflection*) method to identify and solve problems (*problem solving*).

3. Collaboration method with a team of experts from the Banjarmasin Green Leaf Association

   We were accompanied by a team of experts from the Banjarmasin Green Leaf Association, namely Mr. Tarmidzi and Mr. Basuki. Mr. Tarmidzi brought an example of a plastic chopper that is useful to make it easier to cut used plastic into small pieces so that it is easy to put in a bottle, as well as a press used to compact the plastic that has been chopped in a bottle.

4. Evaluation Method

   The evaluation we conducted was in the form of giving questions to participants before and after the activity. The evaluation instruments we provide contain questions about *ecobricks*. This method has also been used in previous services. (Putri Pikrin *et al.*, 2025) (Fitri, Hendra Fahruddin Siregar and Novalinda, 2023). Meanwhile, Mahendra and Lukman (Mahendra and Lukman, 2023) conducted an evaluation in the form of interviews with the community to find out the development of public understanding of plastic waste and its processing efforts.

5. Q&A Method

   We conducted a question-and-answer session before the presentation of material on *ecobricks* and after the practice of making sofas from *ecobricks* was completed. This method has also been carried out in previous devotions. (Putri Pikrin *et al.*, 2025)(Saputra *et al.*, 2024)(Hamdan *et al.*, 2023).

6. Discussion Method

   After the activity was completed, the teachers discussed together with a team of ecobrick experts from the Banjarmasin Green Leaf Association. This discussion activity enriches knowledge, expands creative ideas, and encourages sustainable enthusiasm in the use of *ecobricks*.

7. Monitoring Methods

   We conduct monitoring in the form of interviews with the school after the activity is completed. Interviews were used to obtain information about the follow- up and development plan of *ecobrick activities* in schools. Mahendra and Lukman (Mahendra and Lukman, 2023) monitored people's behavior in collecting clean and non-burned plastic packaging for a certain period.

iii. RESULTS AND DISCUSSION

1. Ecobrick preparation by the school

   Students at the school collect and utilize 1.5-liter used mineral water bottles from various brands. The bottles are cleaned and dried first before being filled with pieces of plastic waste that are put into the bottles. This activity lasted for 1 week

from May 1-8, 2025, under the coordination of Mrs. Herly as a teacher at the school. He plays an active role in arranging this preparation and ensuring that each student brings 1 plastic bottle that has been filled so that it is ready to be used as the main material for making *ecobricks*. Through structured assistance, Mrs. Herly ensures that this stage runs as planned.

Figure 2. Preparation from the School

2. Preparation for making ecobrick *sofas* by the activity implementation team

a) Discussion and learning to make a sofa from *ecobricks* from a team of experts from the Banjarmasin Green Leaf Association

We had discussions and learned about how to make a sofa from *ecobricks* from a team of *ecobrick experts* from the Banjarmasin Green Leaf Association. On April 25, 2025, we met with Mr. Basuki and the team at the Secretariat of the Green Daun Association on Sultan Adam Street, Lestari Complex, Block C2 Number 43, Rt 02, RW 003, Banjarmasin. The activity lasted for 2 hours.

We were warmly welcomed by the Chairman of the Secretariat of the Green Association, who kindly invited us to always visit the secretariat at any time, whether to discuss, learn, or collaborate in environmental activities. The welcome made us feel very welcome and appreciated.

Mr. Basuki brought and showed a sofa made of *ecobrick* that was made creatively and functionally as an example for us. He explained to us in detail about the materials used, the equipment needed, and the steps to make an *ecobrick* sofa. The explanation he gave not only added to our insights but also provided inspiration on how plastic waste can be processed into products with high aesthetic value.

Figure 3: Discussion and Learning to Make a Sofa from *Ecobricks* from a Team of Experts

b) Prepare the necessary materials and tools.

We have prepared all the necessary materials and equipment for the process of making a sofa from *ecobricks*. The equipment includes scissors, foam for the top layer of the chair, duct tape to glue bottles, sofa leather to cover the outer layer to make it neat, a round-shaped wooden board as the base of the seat holder, and shooting staples to glue the sofa skin to the board. Mr. Basuki from the Banjarmasin

Green Leaf Association voluntarily prepared 6 round boards that became the basis of the sofa for us to use in community service activities at school.

Figure 4. Equipment and Materials Needed

3. Lecture Method

We provide material on *ecobricks* as one of the plastic waste management solutions. In addition, we also convey the negative impact of plastic waste on the environment. Plastic waste actually does not always end up as waste that pollutes the environment, but can be reprocessed into useful goods. Through the lecture method, we try to encourage the active role of schools to be more concerned and involved in creative and sustainable waste management. One simple but impactful way is to use plastic waste into *ecobricks*, which are plastic bottles that are filled with inorganic waste, and produce useful products.

Figure 5. Lecture Method

4. Practice Method

Our participants were divided into 4 groups, consisting of 3 groups of students and 1 group of teachers. One group consists of 16 students and one group of teachers. We provide directions on the steps of making *ecobricks.* Then we gave equipment in the form of 12 bottles of the same brand, boards, foam, sofa skin, scissors, and duct tape to each group.

We provide systematic direction in each stage of making *an ecobrick* sofa, which is carried out in stages and enthusiastically followed by each group. The process takes place sequentially. If one stage has been completed properly, the activity will be continued to the next stage.

Each group arranged the ecobrick bottles in a 1–6–12 pattern: one bottle in the first layer, six bottles in the second, and twelve bottles in the third for stability. The bottle caps were placed at the bottom to provide a solid foundation. Round boards were then glued to the top and bottom of the ecobrick stack. Foam pieces were placed on top of the boards, then wrapped in sofa leather for added comfort and a neat appearance.

Figure 6. Ecobrick Sofa Making Practice

To ensure the smooth and precise implementation, each group receives direct assistance from the committee. In this way, participants not only understand the flow of making a sofa from ecobricks but can also practice it in a more directed and coordinated way.

In the final stage of making a sofa from *ecobricks*, the committee took over the finishing process by tidying up the sofa skin using staples. This action is done as a form of anticipation, considering that the use of the tool requires special skills and can pose a risk of harm if not done correctly. Therefore, participants are not directly involved in this stage, but can still witness the process so that they get a complete picture of the entire construction of the sofa from *ecobricks*, from the beginning to the neat and ready finish.

5. Collaboration with a team of experts on the day of the implementation of activities at SDN Tatah Layap 2

We bring the example of a sofa made of *ecobricks* as an illustration of the product to be made. This sofa was then tested for durability by being occupied by student and teacher representatives.

Figure 7. Ecobrick Sofa Durability *Test*

We collaborate with a team of experts from the Banjarmasin Green Leaf Association. We felt very moved by the enthusiasm of Mr. Tarmidzi and Mr. Basuki, who

were willing to attend the community service activity at SDN Tatah Layap 2 even though the location was quite far and the weather was raining. With extraordinary enthusiasm, Mr. Tarmidzi even brought plastic cutting tools and presses used on tosa vehicles to support this activity.

Mr. Tarmidzi brought and explained the function of a plastic chopper to facilitate the process of cutting used plastic into small pieces so that it is easy to put in a bottle. In addition, he also brought a press device used to facilitate the process of compaction of plastic in bottles so that the weight of one bottle can reach 0.5 kg. These two types of tools are the work of Mr. Tarmidzi.

Figure 8. The Presence of *the Ecobrick* Expert Team at SDN Tatah Layap 2

This activity produced 6 sofas within 2 hours, namely from 09.00 – 11.00 WITA on May 9, 2025, with the following details: (a) 3 sofas made by students, (b) 1 sofa made by teachers, and (c) 2 sofas made by the committee. Of the 6 sofas produced, there was a technical error in the form of an upside-down bottle position on one of the sofas, so that it was unstable when sitting. Mr. Basuki then corrected the mistake in installing the material by placing the bottle cap in the lower position as a sofa support. This sofa can actually still be used and does not directly reduce its function. However, by considering the comfort and durability of use in the long term, the position is still improved to match the correct arrangement. This adjustment is important to maintain the sturdiness of the sofa while ensuring that the ecobrick work can be used optimally and for a long time.

Figure 9. Ecobrick Sofa Installation Repair

He also suggested that *ecobrick* sofas be made using bottles of the same brand so that the height of the resulting chair is even. This sofa was then given to the school. We also gave away 1 set of teapots and glass cups wrapped in wrapping paper as a keepsake for school. We then took a photo with the teacher and students.

Figure 10. Submission of *Ecobrick* Sofas and Mementos for SDN Tatah Layap 2

Figure 11. Group Photo of Teachers and Students of SDN Tatah Layap 2

6. Q&A Method

Before giving material on *ecobricks*, the speaker gave simple questions to the participants about whether they knew what *ecobricks are.* It was seen that most of the participants did not know about *ecobricks*. The speaker then explained about *ecobricks* and what items can be made from these *ecobricks*.

The question and answer session took place with enthusiasm when several participants seemed enthusiastic to raise their hands to answer the questions asked after the practice was completed. They showed confidence because they felt that they knew and understood the process of making sofas from *ecobricks*. Such enthusiasm reflects their attention and involvement during the activity. Then we randomly selected the names of participants based on the attendance list to answer questions and move forward.

However, even though that understanding exists, not all participants are able to convey their knowledge orally in a good and clear order. This is natural, because often the spirit of wanting to answer questions first arises rather than the ability to express thoughts in a structured way. The courage of the participants to come forward in answering questions showed the confidence of the students. We give appreciation in the form of a prize in the form of a pencil box to 6 students who answered the questions correctly. We also gave other participants souvenir gifts in the form of pencils and pens.

Figure 12. Q&A with Participants

7. Discussion Method

The school plans to hold a follow-up activity, namely making tables from *ecobricks*. The team of *ecobrick* experts provides directions so that the resulting table is sturdy, neat, and has aesthetic value. In addition, they also conveyed various alternative products from *ecobricks,* such as gates and other decorations that are unique and environmentally friendly.

Figure 13. Teachers' Discussion with Ecobrick Expert Team

8. Monitoring Methods

Monitoring is carried out through interviews with the school. The results showed that they were preparing to carry out a similar activity, namely, making a mini chair frame from *ecobricks* using a 600 ml bottle. This chair is intended for 1st-grade students to repeat the skills of processing sofas from *ecobricks* in a smaller form, according to the abilities of 1st-grade elementary school students. This chair is made without a board and without being wrapped in sofa leather.

This initiative arose because the school felt inspired by the *ecobrick* activities that we previously carried out with students and teachers. They consider that these activities are not only useful for reducing plastic waste but can also be used as a creative learning medium for students.

Furthermore, the school plans to develop this program sustainably and involve all school residents so that the benefits can be felt in the long term.

9. Evaluation Results

The evaluation we conducted was in the form of giving questions to participants before and after the activity on a piece of paper. The evaluation instrument we provided contained questions about *ecobricks*. We handed out pencils and pens wrapped in ribbons as gifts for each participant. Grade 1 elementary school students who are not fluent in reading are accompanied by their teachers in filling out questionnaires.

Figure 14. Filling out *the Pre-Test* and *Post-Test* by the Participant

Here are the *pre-test* questions we provided:

1. Did you know it was *ecobricks*?
2. Have you ever made *ecobricks*?
3. Do you know how *ecobricks* can help reduce waste?

4. Do you want to learn how to make ecobricks as a plastic waste management solution?

The results of *the pre-test* answers from the participants are shown in the graph below:

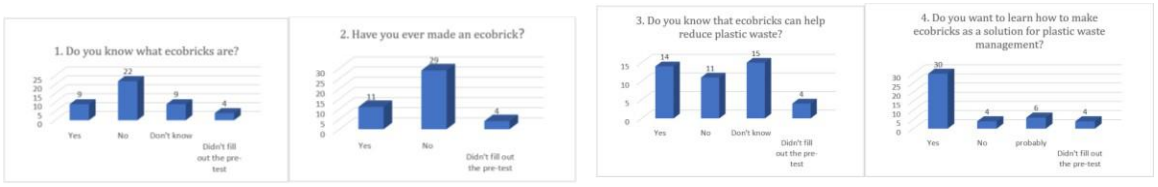

Chart 3. Participant *Pre Test* Answer Results

The results of this *pre-test* evaluation showed that most of the participants did not know about *ecobricks* and had never made them. Nonetheless, the interest in learning is quite high.

After the training and practice are completed, we provide *a post-test* with the following questions:

1. Do you now know how to make ecobricks?
2. Do you enjoy making ecobricks?
3. Will you start to keep the environment cleaner?
4. Do you feel proud of your ecobrick work?
5. Was today's activity helpful to you?
6. Will you make ecobricks again in the future?

The results of the post-test answers from the participants are shown in the graph below:

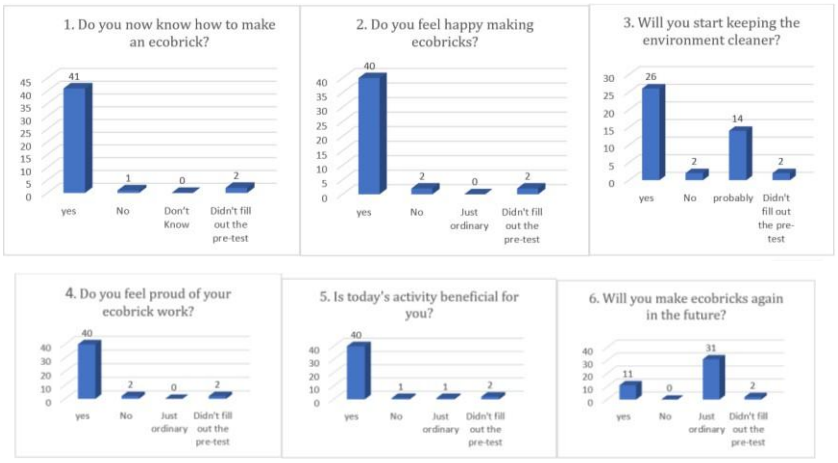

Chart 4. Participant's *Post Test* Answer Results

The results of the post-test showed a significant increase in the knowledge and skills of the participants, where almost all of them were able to explain and practice the making of *ecobricks* well. Participants also felt happy, proud, and considered this activity useful. Overall, this activity succeeded in increasing participants' understanding and awareness of plastic waste management through *ecobricks*.

iv. CONCLUSION

The implementation of *Ecobrick* activities at SDN Tatah Layap 2 has succeeded in increasing students' knowledge, skills, and concern for plastic waste management.

Students not only understand the negative impact of plastic waste on the environment, but are also able to practice the process of making sofas from *ecobricks* firsthand.

The resulting sofa is then given to the school. This sofa is an environmentally friendly product solution to reduce plastic waste that is difficult to decompose, which is in line with environmental conservation efforts. The school can save on furniture procurement costs because there is no longer a need to buy a sofa that is relatively expensive sofa.

This activity builds awareness of the importance of managing plastic waste into something useful as a form of responsibility for the environment, honing creativity in utilizing waste, and teamwork. With cooperation, collaboration, and careful preparation, the process of working on an *ecobrick* sofa can be completed more effectively.

It is hoped that this activity can become a sustainable program and be an inspiration for other schools to apply a similar concept, so that efforts to reduce plastic waste can be carried out massively and sustainably**.**

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