



ISSN 2964-3902 (Online)

**SUJANA: Journal of Education and Learning Review**

<https://journal.jfpublisher.com/index.php/sujana>

Vol. 3, Issue. 4, (2025)

[doi.org/10.56943/sujana.v3i4.774](https://doi.org/10.56943/sujana.v3i4.774)

## **Cultivating Student Creativity Through Crafts from Used Goods: Implementation of Creative Dimensions in P5**

**Nur Ali Yasin<sup>1\*</sup>, Mohammad Nurul Yaqin<sup>2</sup>, Febby Eka Elsalina<sup>3</sup>**

<sup>1</sup>[nuraliyasin17@gmail.com](mailto:nuraliyasin17@gmail.com), <sup>2</sup>[ny4591972@gmail.com](mailto:ny4591972@gmail.com), <sup>3</sup>[febbyekaelsalina@gmail.com](mailto:febbyekaelsalina@gmail.com)

<sup>1</sup>Institut Agama Islam Ibrahimy Genteng, Banyuwangi, <sup>2</sup>Universitas Islam Negeri Sunan Kalijaga, Yogyakarta, <sup>3</sup>SD Negeri 2 Kalipuro, Banyuwangi

\*Corresponding Author: Nur Ali Yasin

Email: [nuraliyasin17@gmail.com](mailto:nuraliyasin17@gmail.com)

### **ABSTRACT**

*The untidy school environment, especially the presence of scattered used goods such as cardboard, plastic bottles, and paper, is a problem that is often encountered at SDN 2 Kalipuro. This problem is not only related to cleanliness, but also shows the need for learning that builds students' awareness and creativity. This study aims to describe how the activity of utilizing used goods through making crafts can foster students' creativity as an implementation of the creative dimension in the Pancasila Student Profile Strengthening Project (P5). This study uses a qualitative approach with a case study method. Data were collected through observation, interviews, and documentation, then analyzed descriptively. The results of the study showed that the activity was carried out through several stages, namely collecting materials, planning designs, making works, and exhibiting the results. The exhibition of works was held to coincide with the distribution of report cards and was attended by parents, which was a form of appreciation for the students' work. This activity succeeded in fostering students' creativity in the form of original ideas, technical skills, and the ability to collaborate. In addition, this activity has a positive impact on character formation, such as responsibility, concern for the environment, and self-confidence. Thus, craft activities from used goods have proven to be effective as a contextual learning strategy that supports the strengthening of the creative dimension in P5.*

**Keywords:** Character, Creativity, Goods, P5 Project, Used

## INTRODUCTION

Schools as a place where the educational process takes place not only play a role in transferring knowledge, but are also responsible for creating a supportive, comfortable, and healthy learning environment. A well-maintained environment is born from the awareness of those who occupy it, in the context of schools it means a shared responsibility between teachers, students and all members of the school community.

One form of this responsibility is to build a culture of clean living and caring for the environment among students. The environment acts as the third teacher for children. From the environment, they learn about cleanliness, neatness, discipline, independence, an unyielding spirit, and many other aspects (Putri, 2024). A clean and tidy school environment not only reflects the behavior of disciplined school residents, but also becomes an important foundation in fostering positive character, including caring, responsibility, and creativity of students.

The challenges of the future that are always changing and the increasingly tight competition require educational output that is not only skilled in a field but also creative in developing the field being studied. This needs to be manifested in every subject in school, including economics. Creativity is very important to be developed in learning for students, especially in economics learning. With an appropriate learning model, student creativity can be increased (Titu, 2015) and currently it can be applied through project-based programs at P5.

One of the challenges faced by many schools today, including the one in this research location, namely SDN 2 Kalipuro, is waste management, especially that which comes from used goods such as cardboard, plastic bottles, bottle caps, cans, and unused paper. Unmanaged and piled up waste in schools can cause pollution to the school environment and then reduce the level of comfort in the teaching and learning process. These items are often scattered in the corners of classrooms, schoolyards, and temporary disposal sites, creating a dirty impression and disrupting the comfort of the learning environment. Therefore, this problem needs to be solved, and one way to measure creative thinking skills is to use open-ended problems, namely problems that have various solution or resolution strategy (Umar & Abdullah, 2020). In this context, it means solving the problem of garbage and used goods scattered around the school.

In fact, if managed properly, used goods have great potential to be transformed into works of art and craft products that are not only aesthetically beautiful, but also functional and economically valuable. In addition, used goods can be used as learning aids because in the environment around students' lives there are still many unused used materials that can be used as learning resources (Widiyasari et al., 2022). This is an important opportunity to instill environmental awareness while building student creativity.

As part of the implementation of the Independent Curriculum, the Pancasila Student Profile Strengthening Project (P5) is present as a space for students to express themselves to develop 21st-century character and competencies through a contextual and cross-disciplinary approach. One of the important dimensions in P5 is the creative dimension, which encourages students to produce original ideas, be able to solve problems innovatively, and create new products from their own thoughts. In this dimension, creative students are required to be able to modify and produce something original, meaningful, useful, and impactful. The key elements of creativity consist of producing original ideas and producing original works and actions and having the flexibility of thinking in finding alternative solutions to problems (Kemendikbudristek, 2022). In this context, the activity of making crafts from used goods is a relevant and effective means of bringing this creative dimension to life.

Through this activity, students are trained to see waste not as mere trash, but as a basic material to create something new and valuable. This process encourages high-level thinking skills, from observing, designing, selecting materials, to executing ideas in the form of real products. Moreover, this activity also instills concern for the environment, forms a sense of responsibility, and develops the ability to collaborate in groups. Thus, the use of used goods as a craft medium is not only a solution to school environmental problems, but also a real practice of character education and student creativity as mandated in the Pancasila Student Profile.

## **LITERATURE REVIEW**

Creativity is a person's ability to produce a new and previously unknown composition, product, or idea. In addition, creativity also reflects differences in thinking patterns, namely the ability to provide various alternative answers (Saputra, 2020). Creativity is related to three main components, namely: creative thinking skills, expertise (technical, procedural, and intellectual knowledge), and motivation. It is also related to the knowledge possessed by a person that is relevant to the creative idea or effort proposed (Wigati & Wiyani, 2024). The characteristics of creativity can generally be divided into two, namely cognitive characteristics (aptitude) and non-cognitive characteristics (non-aptitude) related to attitudes or feelings. Cognitive characteristics include aspects such as originality, flexibility, fluency, and elaboration. Meanwhile, non-cognitive characteristics include motivation, personality, and creative attitudes. Both types of characteristics are important potentials that need to be nurtured and developed sustainably in each individual (Muqodas, 2015).

Used goods are goods that are no longer used or no longer needed, but used goods still have utility value if they are properly reprocessed (Jazariyah et al., 2021). Making learning media use goods used can minimize expenditure costs, because part big materials used originate from easy waste obtained in the environment

around . In addition, the media from goods used capable help student more easy understand material learning, because they get description direct and concrete from what is explained by the teacher. You can also use this media increase motivation Study students, at the same time push they For know things new related with utilization goods used creatively and educationally (Pambudi et al., 2019).

Several previous studies have discussed the utilization of used goods in the context of the Pancasila Student Profile Strengthening Project (P5), both at elementary and secondary school levels. Research by Abidah et al. (2023) shows how the process of utilizing used goods is applied in P5 activities at MIN 03 Kepahiang, including the planning stages to evaluation and identification of the materials used. The main emphasis of this study is on the process and types of goods used, as well as their advantages and disadvantages, not on aspects of developing creativity in depth. This study focuses on the structure of P5 activities and the characteristics of used goods, but has not specifically described the impact of activities on the creative dimensions of students.

Another study by Oktasari & Baryanto (2024) also examined the use of used media in the implementation of P5 at MIS GUPPI No. 12 Lubuk Kembang. The main focus is on the technical implementation and types of materials that can be reused, as well as how used goods can be used as media in project-based learning. This study emphasizes the process of activity continuity and material safety, but has not explicitly discussed how these activities foster student creativity in terms of originality, flexibility, or fluency of thinking.

Meanwhile, Zakaria et al. (2024) focused more on measuring students' creativity in processing recycled waste in the context of P5 at the high school level. Although this study is relevant in terms of strengthening the creative dimension, the research object and educational context used are at the secondary education level, with a quantitative instrument in the form of a creativity assessment rubric. This is certainly different in terms of the approach and characteristics of students when compared to elementary school students.

In addition, research conducted by Sobakhah & Izzati (2018) at SDN Sukalela Bawean highlighted the importance of training in handicrafts from used goods as a means of developing creativity in elementary school students. Through training activities guided by KKN students, students became more active and skilled in their work, with the results being pencil cases, flowers from used bottles, and decorations from egg holders. This study shows that with the right direction, students are able to express their creativity through handicrafts from used materials. However, the approach used is more of an incidental training, has not been systematically integrated into the curriculum and has not been directly linked to the implementation of the creative dimension in the Pancasila Student Profile. Therefore, this study presents an update by integrating similar activities in their entirety in the context of the P5 Project and linking them directly to character building and involvement of the school ecosystem.

Based on the review, there is an important gap that needs to be filled through this study, namely strengthening the creative dimension of elementary school students through craft activities from used goods in P5, with a special focus on the process of making works and exhibitions of results as a form of creative expression of students at SDN 2 Kalipuro. This study not only examines the technical implementation, but also highlights the active involvement of students in the creative thinking process and its impact on character. The uniqueness of this study lies in the combination of environmental aspects, artistic expression, creative dimensions of P5, and parental involvement through exhibition activities, which have not been widely discussed in previous studies.

## **RESEARCH METHODOLOGY**

This study uses a qualitative approach with a case study method, which focuses on the implementation of the Pancasila Student Profile Strengthening Project (P5) at SDN 2 Kalipuro, especially in the activity of making crafts from used goods as an implementation of the creative dimension. This qualitative approach is used because qualitative research examines the depth of facts or events, so that it is local and not in the context of generalizing empirical findings as general events (Firmansyah et al., 2021). Data were collected through direct observation of the activity process, interviews with teachers and students, and documentation of work results and exhibition implementation. Data analysis techniques were carried out descriptively, by examining the process, interactions, and impacts of activities on students' character and creativity. This study aims to describe in depth how used goods-based activities can be a contextual learning medium as well as a means of forming students' character.

## **RESULT AND DISCUSSION**

### **Utilization of Used Goods and Strengthening Creative Dimensions at SDN 2 Kalipuro**

A clean and tidy school environment is an important requirement in creating a comfortable and conducive learning atmosphere. However, in reality at SDN 2 Kalipuro, as in many other schools, piles of used goods such as cardboard, plastic bottles, paper, and other household waste are still found scattered in the corners of the school. These items are generally considered as useless waste, so they are left without proper management. This condition not only disrupts the cleanliness of the school environment, but also reflects the need to instill a culture of clean living and environmental awareness from an early age among students.

Seeing this problem, teachers at SDN 2 Kalipuro then made it an opportunity for learning through the Pancasila Student Profile Strengthening Project (P5) activity, especially in the creative dimension. The creative dimension in P5 emphasizes students' ability to produce original ideas, solve problems innovatively,

and create real works from their own thinking and exploration processes. Creative students produce original works and actions in the form of complex representations, images, designs, appearances, digital outputs, virtual reality, and so on. They produce works and take actions driven by their interests and preferences for something, the emotions they feel, to considering their impact on the surrounding environment (Kemendikbudristek, 2022). Therefore, used goods that were originally just garbage are used as learning media and basic materials for making handicrafts. Students are invited to think critically and creatively, making waste the main material in creating works of art that have utility and aesthetic value. Utilizing used goods as a learning medium can produce new ideas or work concepts. (Safariah & Fajriati, 2023).

The utilization of used goods used in this process uses the Recycle principle, which is to maximize the reuse of materials with recycling technology through non-formal industries and household industries that utilize waste into other goods that can be used further (Setiorini, 2018). In this context, changing used goods into works of art and miniatures of various forms as an implementation of the creative dimension in P5.

This initiative not only aims to develop students' motor skills and imagination, but also instills values of environmental concern, social responsibility, and a spirit of creativity. Through this approach, learning becomes more meaningful because students not only receive material theoretically, but also experience it directly through contextual and applicable activities. In other words, this activity of utilizing used goods is the right place to develop students' creative dimensions while building environmental awareness in their daily lives.

### **The Process of Making Crafts by Students: From Trash to Works**

Utilizing used goods can be used as educational props, making learning easier at home and at school for children and reducing waste from used goods (Kencono & Winarsih, 2021). In the school, it was applied through the P5 project. The implementation of the P5 Project activities at SDN 2 Kalipuro was carried out in stages and involved all students in an active and creative process. After the teacher explained the purpose of the activity and the importance of utilizing used goods, students were invited to identify various types of waste available in the school environment and at home. The items collected included used cardboard, plastic bottles, cans, paper, and bottle caps. Students were then grouped and asked to discuss ideas for craft products that would be made from these materials.

Various creative works were successfully produced by students of SDN 2 Kalipuro through this used goods craft activity. From simple materials such as cardboard, plastic bottles, straws, students were able to create various forms of unique and functional crafts. Several groups made miniature transportation tools such as cars and ships, from cardboard and bottle caps. There are also students who make puppets from used paper decorated with attractive colors. Other products that



stand out are tissue boxes made from used cardboard, houses made from used ice cream sticks and cardboard, and various other works made from used straws. Each work reflects the diverse imagination and creativity of students, and shows that with the right guidance, seemingly simple waste can be transformed into objects of artistic and functional value. For each child's work, teachers need to give praise and appreciation, with the hope that the child's self-confidence will increase, the child's creativity will also develop and the child will be increasingly challenged to improve their talents and abilities (Marwiyati, 2021).

This process provides space for students to learn collaboratively, share tasks, and solve problems they encounter during the creative process. In project-based learning, students' creative skills are essential to support the success of implementing planned projects (Ramadhan & Hindun, 2023). It is not uncommon for them to have to try several times until the final result is as expected. Students' creativity is very visible in how they combine materials, color them, add decorations, and arrange components aesthetically. Utilization of used goods is a human effort or activity that utilizes objects or goods that are no longer used as new goods with higher value (Nisa & Ain, 2023). This activity is not only manual skills, but also hones students' creativity and solution-oriented thinking skills.

The activity of making this work took place over several days in special lesson hours allocated for Project P5. In addition to student involvement, teachers and principals also provided full support so that the activity ran smoothly and provided a deep learning experience for students. In the end, this process became concrete evidence that used goods that were initially considered useless can be processed into interesting, useful, and meaningful works.

### **Exhibition of Works as an Appreciation and Reflection of Creative Learning**

As the closing of the P5 Project series of activities at SDN 2 Kalipuro, all of the students' craftworks from used goods were exhibited in an activity entitled the Student Creative Work Exhibition. This exhibition is not only a place to show off results, but also a form of appreciation for the learning process that has been gone through by students actively and enthusiastically. The exhibition of works acts as a form of celebration of the learning process and also as a summative assessment (Nurmala et al., 2024). So that this exhibition was held at the same time as the semester report card distribution moment, so that the parents were also present and witnessed firsthand the results of their children's creativity while participating in the project.

The exhibition is neatly arranged on the front porch of each class, displaying various types of crafts made from waste such as used bottles, cardboard, cans, and plastic wrap. Each work is labeled with the name of the student and the group who made it, complete with a brief description of the materials used and the function of the product. Students take turns accompanying their parents to explain the process of making the work and the ideas behind the products they produce. This moment

is a source of pride for students, because they can show the real results of their creativity and hard work at school.



**Figure 1.** Exhibition of Crafts Made from Used Goods  
Source: Documentation of Researchers (2025)

An exhibition is an activity carried out to convey an idea or concept to the wider community through the media of artwork from students (Maarende et al., 2022). This exhibition of works not only shows the final results of a creative process, but also becomes a means of learning reflection, both for students, teachers, and parents. This program aims to provide appreciation for students' work through student work exhibition activities (Nurmayanti et al., 2023). Teachers can see the extent to which students' creative thinking abilities have developed, students can learn to appreciate the process and results of their own work, while parents can understand that learning in schools does not only focus on academic aspects, but also character development and 21st century skills such as creativity, collaboration, and social responsibility.

With this exhibition, the values in the Pancasila Student Profile are truly realized in concrete terms, especially in the creative dimension. The exhibition is a meaningful ending to a learning journey that not only forms products, but also forms individuals. It is hoped that activities like this can continue to be carried out sustainably as part of a learning culture that is fun, meaningful, and has a broad impact on all school residents.

### **Implications of Creativity in Utilizing Used Goods for Character Formation**

Used goods processing activities are part of Environmental Education, an effort to increase a person's understanding, awareness, values, and character towards cleanliness in their surrounding environment (Jelita & Adri, 2024). This activity becomes a creative work that not only provides space for the development of students' cognitive and aesthetic skills, but also has a positive impact on character formation. In this creative process, students are trained to think openly about various possibilities, solve problems independently or in groups, and show



perseverance in completing work from start to finish. Values such as responsibility, discipline, cooperation, and pride in one's own work naturally grow during the process.

Concern for the environment needs to be instilled from an early age, including from elementary school age (Novianti, 2022). Students who have an environmentally conscious character will have an impact on future environmental conditions. The portrait of elementary school students' concern for the environment needs attention to prepare a superior generation in the future (Naziyah et al., 2021). Through this activity, it encourages the growth of concern for the environment, because students learn to see used goods not as trash, but as resources that can still be utilized. This awareness fosters an attitude of thrift, wise use of goods, and environmentally friendly behavior in everyday life. The creative, caring, resilient, and independent characters built through this activity are in line with the values in the Pancasila Student Profile, which is the main goal of 21st century education in Indonesia.

Thus, creativity in utilizing used goods is not just a technical ability in making crafts, but a means of concrete and meaningful character education. Students not only produce products, but also form a personality that is more responsible, innovative, and cares about the environment.

## CONCLUSION

The activity of utilizing used goods in the form of crafts at SDN 2 Kalipuro has become one of the real forms of the implementation of the Pancasila Student Profile Strengthening Project, especially in the creative dimension. Through the process of processing waste into works of art, students are not only trained to think creatively and provide solutions, but are also instilled with character values such as responsibility, cooperation, concern for the environment, and self-confidence. The process of making works that starts from collecting materials, designing, to exhibiting the results of the work involving parents, becomes a series of contextual, fun, and meaningful learning. This activity proves that students' creativity can develop optimally when they are given space to express themselves and create from simple things around them.

As a suggestion, similar activities should be made into an annual routine program or even a thematic program per semester, so that it can involve more dimensions in the Pancasila Student Profile. Teachers are expected to continue to develop project-based learning ideas that are relevant to the local context and students' needs. In addition, support from the principal, parents, and the surrounding environment is also very important so that this activity can run sustainably.

## RECOMMENDATIONS

Based on the results of the Pancasila Student Profile Strengthening Project (P5) through the utilization of used goods at SDN 2 Kalipuro, there are several important things that can be used as recommendations to strengthen the implementation of similar activities in the future. This recommendation is addressed to various parties who play a role in the world of education, both at the school level, the community, and policy makers.

To increase appreciation for students' creativity, schools are advised to provide a special space as a mini gallery that exhibits various works from used goods permanently or in rotation. This gallery can be an educational medium that not only makes students proud, but also inspires other classes to also be creative. With the existence of an appreciation space, students' work is not only a momentary display during the exhibition, but also becomes part of the school's identity and creative culture.

Craft activities from used goods can be further developed into part of a school-based entrepreneurship program. Students' work that has high utility and aesthetic value can be sold in school bazaar activities or exhibitions outside the school. In this way, students not only learn to create, but also learn about the production process, marketing, and management of business results in a simple way. This is a provision of life skills that are useful in developing independent and creative characters.

Parental participation is very important in supporting the success of creativity-based projects. Schools are advised to collaborate more closely with school committees and parents to provide recycled materials, assist in the guidance process, and support exhibition activities. By involving them, this activity will not only be a school program, but also become part of a joint movement in educating children's character through the home and school environment.

In order for this kind of activity to be sustainable and widespread, there needs to be support from the regional government and education office in the form of regulations, teacher training facilitation, and provision of activity funds. The government can also initiate used goods creativity competitions at the district or city level as a form of appreciation and encouragement for schools that are active in fostering creativity and environmental awareness.

Schools are advised to document the entire process of activities, starting from collecting materials, making works, to exhibitions and student reflections. This documentation can be published through school social media, bulletins, or school websites as a form of dissemination of best practices. By sharing inspiration, other schools can adopt and develop similar activities according to their respective contexts.

## REFERENCES

- Firmansyah, M., Masrun, M., & Yudha S, I. D. K. (2021). Esensi Perbedaan Metode Kualitatif dan Kuantitatif. *Elastisitas : Jurnal Ekonomi Pembangunan*, 3(2 SE-Articles), 156–159.
- Jazariyah, J., Latifah, E., & Atifah, N. Z. (2021). Persepsi Orangtua terhadap Pemanfaatan Barang Bekas sebagai Alat Permainan Edukatif Anak Usia Dini. *Kiddo: Jurnal Pendidikan Islam Anak Usia Dini*, 2(2), 180–190. <https://doi.org/https://doi.org/10.19105/kiddo.v2i2.5038>
- Jelita, J., & Adri, H. T. (2024). Upaya Meningkatkan Karakter Kepedulian Terhadap Kebersihan Lingkungan Sekolah Melalui Pendidikan Lingkungan Hidup Di SD Negeri 4 Merapi Barat. *Didaktik Global: Jurnal Ilmu Kependidikan*, 1(2), 114–127.
- Kemendikbudristek. (2022). Dimensi, Elemen, dan Subelemen Profil Pelajar Pancasila pada Kurikulum Merdeka. In *Kemendikbudristek* (pp. 1–37). <https://doi.org/https://doi.org/10.59001/pjier.v2i2.187>
- Kencono, D. S., & Winarsih, A. S. (2021). Pemanfaatan Barang Bekas sebagai Alat Peraga Edukasi Ramah Lingkungan Sekolah PAUD di Kota Yogyakarta: Utilization of Used Goods as Environmental Friendly Educational Teaching Tools for Early Childhood Schools in Yogyakarta. *PengabdianMu: Jurnal Ilmiah Pengabdian Kepada Masyarakat*, 6(3 SE-Articles), 291–297. <https://doi.org/10.33084/pengabdianmu.v6i3.2082>
- Maarende, J., Masinambouw, D., & Siwi, K. (2022). Upaya Meningkatkan Motivasi Belajar Seni Rupa Melalui Pameran Karya Seni Siswa Kelas X SMA. *Freire Elementary Education Journal*, 1(01), 1–6.
- Marwiyati, S. (2021). Pembelajaran Saintifik pada Anak Usia Dini dalam Pengembangan Kreativitas di Taman Kanak-Kanak. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5, 135–149.
- Muqodas, I. (2015). Mengembangkan kreativitas siswa sekolah dasar. *Metodik Didaktik*, 9(2), 25–33.
- Naziyah, S., Akhwani, A., Nafiah, N., & Hartatik, S. (2021). Implementasi pendidikan karakter peduli lingkungan di sekolah dasar. *Jurnal Basicedu*, 5(5), 3482–3489.
- Nisa, K., & Ain, S. Q. (2023). Pemanfaatan Barang Bekas Pada Pembelajaran Seni Rupa Untuk Menunjang Kreativitas Siswa Kelas IV A SDN 115 Pekanbaru. *Innovative: Journal Of Social Science Research*, 3(3 SE-Articles), 3021–3028.
- Novianti, R. (2022). MODEL PEMBELAJARAN UNTUK MENUMBUHKAN KARAKTER PEDULI LINGKUNGAN MATA PELAJARAN IPA. *JPB - Jurnal Pendidikan Biologi*, 2(2 SE-Articles), 16–23. <https://doi.org/https://doi.org/10.55719/jpb.v2i2.550>
- Nurmala, A. F., Bariyah, I. Q., & Wibawa, S. (2024). INOVASI DOMPET DARI KRESEK BEKAS UNTUK MENINGKATKAN DIMENSI KREATIF DAN GOTONG ROYONG SISWA SD. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 9(03), 483–492. <https://doi.org/https://doi.org/10.23969/jp.v9i03.17873>
- Nurmayanti, A., Ismail, M., Sawaludin, S., & Yuliatin, Y. (2023). Implementasi Program Sabtu Budaya Sebagai Penguatan Civic Disposition di SMP Negeri 15 Mataram. *Jurnal Ilmiah Profesi Pendidikan*, 8(1b SE-Articles), 602–612.

- <https://doi.org/10.29303/jipp.v8i1b.1260>
- Oktasari, M., & Baryanto, B. (2024). *Pemanfaatan Media Barang Bekas Dalam P5 Kurikulum Merdeka Pada Siswa Kelas Iv Mis Guppi No 12 Lubuk Kembang*. Institut Agama Islam Negeri Curup.
- Pambudi, B., Efendi, R. B., Novianti, L. A., Novitasari, D., & Ngazizah, N. (2019). Pengembangan alat peraga IPA dari barang bekas untuk meningkatkan motivasi belajar dan pemahaman siswa sekolah dasar. *Indonesian Journal of Primary Education*, 2(2), 28.
- Putri, H. A. (2024). Menciptakan Lingkungan Belajar Aman dan Nyaman di Lembaga Pendidikan Anak Usia Dini. *Kiddo: Jurnal Pendidikan Islam Anak Usia Dini*, 754–767. <https://doi.org/https://doi.org/10.19105/kiddo.v1i1.14536>
- Ramadhan, E. H., & Hindun, H. (2023). Penerapan model pembelajaran berbasis proyek untuk membantu siswa berpikir kreatif. *Protasis: Jurnal Bahasa, Sastra, Budaya, Dan Pengajarannya*, 2(2), 43–54. <https://doi.org/https://doi.org/10.55606/protasis.v2i2.98>
- Safariah, S., & Fajriati, R. (2023). Peningkatan Kreativitas Siswa Kelas V Sekolah Dasar dalam Memanfaatkan Barang Bekas pada Mata Pelajaran SBdP. *JURNAL PENGABDIAN KEPADA MASYARAKAT BIDANG PENDIDIKAN*, 5(2), 60–68.
- Saputra, W. (2020). Pengaruh kreativitas siswa terhadap hasil belajar matematika siswa kelas xi. *Vol, 1*, 13–16.
- Setiorini, I. L. (2018). Pemanfaatan Barang Bekas Menjadi Kerajinan Tangan Guna Meningkatkan Kreativitas Masyarakat Desa Paowan. *Integritas*, 2(1), 53–61. <https://doi.org/https://doi.org/10.36841/integritas.v2i1.212>
- Sobakhah, L. B., & Izzati, Z. A. (2018). Pelatihan seni kerajinan tangan dari barang bekas di SDN Sukalela Bawean. *JTIEE (Journal of Teaching in Elementary Education)*, 1(2), 44–50. <https://doi.org/https://doi.org/10.30587/jtiee.v1i2.271>
- Titu, M. A. (2015). Penerapan model pembelajaran project based learning (PjBL) untuk meningkatkan kreativitas siswa pada materi konsep masalah ekonomi. *Prosiding Seminar Nasional*, 9(1), 176–186.
- Umar, W., & Abdullah, S. (2020). Mengukur Kemampuan Berpikir Kreatif Matematis Disertai Penerapannya. *PEDAGOGIK*, 7(2).
- Widiyasari, R., Sundi, V. H., Sriminarti, N., Saraswati, E., & Bellantie, M. P. (2022). Pemanfaatan Barang Bekas Sebagai Alat Peraga Edukatif Dalam Proses Pembelajaran Matematika Siswa Sekolah Dasar. *Prosiding Seminar Nasional Pengabdian Masyarakat LPPM UMJ*, 1(1).
- Wigati, M., & Wiyani, N. A. (2024). Kreativitas Guru Dalam Membuat Alat Permainan Edukatif Dari Barang Bekas. *As-Sibyan: Jurnal Pendidikan Anak Usia Dini*, 5(1 SE-Articles), 43–56. <https://doi.org/10.32678/assibyan.v5i1.10561>
- Zakaria, A. Y., Luzyawati, L., & Senja, D. (2024). PROFIL KREATIVITAS PESERTA DIDIK DALAM PENGOLAHAN LIMBAH DAUR ULANG. *Prosiding Seminar Nasional Matematika Dan Sains*, 6(1), 246–251.