GREEN PRACTICES ON PERMAI IN PINANG ISLAND

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ABSTRACT

A lack of support from the government or policies that are not friendly to green practices can also be a hindrance. Without clear policies or incentives for green practices, PERMAI Pinang members may find it difficult to take a step further. Infrastructure that supports the implementation of green practices, such as efficient waste management systems or adequate recycling facilities, may still be limited. Without adequate infrastructure, it is difficult for people to adopt new habits that are environmentally friendly. Creative solutions and collaborating with universities such as Universitas Mercu Buana can be one way to overcome this problem. For this reason, community service by lecturers through counselling activities or community-based projects aims to increase awareness and adoption of green practices in their environment. The output of this community service for foreign cooperation is the increase of knowledge and skills of the Permai Community in green management practices.

Keywords: Green Management Practice, Permai, Penang Island, Malaysia

1. INTRODUCTION

PERTUBUHAN MASYARAKAT INDONESIA (PERMAI) PULAU PINANG, like many other communities, it faces various challenges in implementing green or sustainability practices (SETIYAWATI et al., 2024). Some of the problems that may be faced include: Limited Knowledge and Resources where some members may lack education or training on effective green practices. Without enough knowledge on how to reduce your carbon footprint, manage waste, or use renewable energy, implementing green practices becomes more difficult. Limited access to environmentally friendly technologies or materials can also hamper these efforts. The next issue is Financial Limitations, although green practices are often more cost-effective in the long run, many communities or members may not have enough funds to invest in environmentally friendly solutions, such as stormwater management systems or the use of renewable energy (Nusraningrum et al., 2024). Meanwhile, habits and Mentality Change is one of the main challenges is changing the habits and mindset of the local community, who may have become accustomed to a way of life that does not pay attention to the environment. Encouraging them to switch to more environmentally friendly alternatives can take considerable time and effort.

Sometimes, a lack of support from the government or policies that are not friendly to green practices can also be a hindrance. Without clear policies or incentives for green practices, PERMAI Penang members may find it difficult to take a step further. Infrastructure that supports the implementation of green practices, such as efficient waste management systems or adequate recycling facilities, may still be limited. Without adequate infrastructure, it is difficult for people to adopt new habits that are environmentally friendly.

The purpose of MBKM (Independent Learning – Independent Campus) related to green practices in the problems faced by members PERTUBUHAN MASYARAKAT INDONESIA (PERMAI) Pulau Pinang:

1) Increase the Capacity of lecturers in Implementing Sustainable Green Practices in the Community to educate on ways to reduce carbon footprint, manage waste efficiently, and promote the use of renewable energy. This is in line with MBKM's goal to equip students with practical skills that are applicable in the field.
2) Facilitate Collaboration between Universities, Communities, and Governments to Create Environmentally Friendly Policies and Infrastructure. Students can work with lecturers to design solutions together with the community in terms of waste management, alternative energy use, or the development of more efficient green infrastructure.
3) Developing Social Research and Innovation that Supports the Implementation of Green Practices in the Community. This research could include solutions for waste management, organic farming, or environmentally friendly technologies.
4) Empowering the Community through Education and Training in Green Practices to Improve Social and Economic Welfare. develop MBKM-based education and training programs that help PERMAI Penang members understand how to implement green practices in their daily lives, which in turn can improve their quality of life.
5) Integrating Green Practices in Curriculum and Integrated Learning Based on Community Problems.

2. METHOD

The method of implementing community service carried out through the following stages:

1) For Partners who are engaged in the productive economy and lead to a productive economy, the method of implementing activities is related to the stages in at least 2 (two) different problem areas that are handled by the partner.
   - Problems in the field of production; providing training on how to improve the quality of green products in the midst of fierce competition (Nuryakin & Maryati, 2020; Nusraningrum, Sugiyono, et al., 2023).
   - Problems in the field of management; Provide management training starting from planning, managing, directing, and evaluating green practices in accordance with established quality standards (Nusraningrum et al., 2021).
2) For Partners who are not economically/socially productive in at least 2 (two) problem areas, the steps to implement service are as follows:
   - Conduct a pre-survey at the community service location by means of interviews to obtain data related to the understanding, skills, and behaviour of the target community towards green practices.
   - Prepare green practice literacy training materials in accordance with the specified time agreement.
   - Providing pre-tests to the community participating in the training.
   - Providing green practice training materials by way of lectures, practices, and questions and answers.
   - The process of developing skills for a specific job or task.
   - Conduct a post-test to measure the training that has been given.

3) Partners' participation in the implementation of the program is by participating in training seriously so that they can understand green practice literacy, then be able to apply it in their daily lives (Nusraningrum, 2018).

4) Evaluation of the implementation of the program is carried out since the program is implemented, and the sustainability of the program in the field after the activity is completed.

3. RESULTS AND DISCUSSION

This activity was attended by as many as 37 migrant workers from Indonesia with characteristics seen in table 1.

Table 1. Characteristics of respondents

Gender	**Frequency**	**%**
Male	7	19
Female	30	81
Age		
<30	11	43
>30	16	47
Education		
Primary School	5	13.5
Junior High School	7	19
Senior High School	20	54
University	5	13.5
Job		
Migran worker	24	65
Business	4	11
College Student	2	5
House wife	7	19
Social position		
Committee	19	51

Member	18	49
Organizational Experience		
Yes	26	70
No	11	30

Based on the data table, the majority of respondents were women (81%) and most were over 30 years old (47%) and under 30 years old (43%), indicating a relatively balanced age distribution. The level of education is dominated by high school graduates (54%), followed by junior high school graduates (19%), elementary school (13.5%), and tertiary education (13.5%). The main occupations of respondents were migrant workers (65%), followed by housewives (19%), business actors (11%), and students (5%). In the structure of social organizations, more than half of the respondents served as committees/committees (51%) and the rest as ordinary members (49%). As many as 70% of respondents have organizational experience, indicating a fairly high level of social engagement in their communities.

The data is very relevant as the basis for planning green management practice training because it reflects the profile of the participants to be involved, so that the material and approach can be adjusted. The majority of participants were women (81%) and migrant workers (65%) with a secondary education background (high school, 54%), indicating that training should be designed in a practical and applicative way, not too theoretical, and use language that is easy to understand. Most have organizational experience (70%) and serve on committees (51%), which means they have the potential to be agents of change in implementing and disseminating green management practices in their communities. With a mature age and high social experience, this training can be focused on waste management, renewable energy, and green entrepreneurship based on households or working communities, in order to have a direct impact on the circular economy and environmental sustainability.

Table 2. Post test result

No.	Statement	Measurement values	Not important (1)	Quite important (2)	Important (3)	Very important (4)
1	The material of service activities is in accordance with the problems that exist in the community.	Expectations (interests)	5	3	16	12
		Performance (Satisfaction)	2	9	9	11
2	The community service method used is appropriate with the theme and purpose of the community service program.	Expectations (interests)	1	9	11	11
		Performance (Satisfaction)	1	6	12	9
3	Facilities and infrastructure to support community service activities, such as places or buildings for community service activities, tools and materials, and other supporting facilities, are adequate.	Expectations (interests)	3	5	18	9
		Performance (Satisfaction)	1	4	13	10
4	The implementation team of the service program looks compact in carrying out activities.	Expectations (interests)		6	9	15
		Performance (Satisfaction)	2	5	9	17
5	The implementation team of the service program has competence with the material provided.	Expectations (interests)	1	6	14	11
		Performance (Satisfaction)	4	5	13	10
6	The implementation team is very interesting in packaging the service program.	Expectations (interests)	1	6	11	13
		Performance (Satisfaction)	2	5	14	9
7	The community enthusiastically participated in the service activities.	Expectations (interests)	2	7	16	10
		Performance (Satisfaction)	1	6	11	9

8	The community really benefits from the service program provided.	Expectations (interests)	3	7	11	14
		Performance (Satisfaction)		6	8	12
9	The community is very interested and enthusiastic about service activities.	Expectations (interests)	3	10	8	14
		Performance (Satisfaction)		9	5	13
10	The community as a whole is satisfied with the community service programs carried out.	Expectations (interests)	2	7	10	14
		Performance (Satisfaction)	2	5	13	10
11	The service program is in accordance with the expectations of the community.	Expectations (interests)	2	8	9	14
		Performance (Satisfaction)		5	14	13
12	The duration of the service program is in accordance with the expectations of the community.	Expectations (interests)		6	15	12
		Performance (Satisfaction)	2	6	10	13

The following is an analysis of the evaluation of **Green Management training** which was attended by 37 participants, based on 12 statements regarding **expectations** and **satisfaction**, with an assessment scale of 1 (Not important) to 4 (Very important). The average score is calculated from the total weighted score divided by the number of respondents for each statement:

Table 3. Average Participant Expectations and Satisfaction Scores

No	Statement	Average Expectations	Average Satisfaction
1	Suitability of the material to societal problems	3.00	2.86
2	Method of service according to theme and purpose	2.97	2.78
3	Adequate facilities and infrastructure	2.97	2.84
4	Cohesiveness of the implementation team	3.24	3.22
5	Competence of the implementation team	3.08	2.86
6	The appeal of the program packaging	3.14	3.00
7	Enthusiastic participation from the community	2.97	2.84
8	Benefits of the program for the community	3.03	3.16
9	Public interest in activities	2.97	3.11
10	Public satisfaction in general	3.08	3.03
11	Programs according to community expectations	3.08	3.22
12	The duration of the program is as expected	3.16	3.08

In general, the average value of participants' expectations ranged from **2.97 to 3.24**, indicating that participants had high expectations for Green Management training. Meanwhile, the average satisfaction score of participants was in the range **of 2.78 to 3.22**, indicating a fairly high level of satisfaction, although slightly below expectations.
The statement with **the largest difference between expectation and satisfaction** is in:

1) **Implementation team competencies (No. 5):** Expectations = 3.08, Satisfaction = 2.86
2) **Material suitability (No. 1):** Expectation = 3.00, Satisfaction = 2.86

Meanwhile, **statements with satisfaction beyond expectations** include:

1) **Benefits of the program to the community (No. 8)** and
2) **Interest in activities (No. 9)**

The next development program can be focused on community-based follow-up mentoring through the formation of green champions or environmental cadres from participants who have demonstrated commitment and capacity during the initial training. These activities can include advanced training on green entrepreneurship, digitization of environmentally friendly product promotions, and strengthening community institutions to run sustainability programs

independently (Chang, 2019; Nusraningrum, Sugiyono, et al., 2023; Zaid et al., 2018). In addition, it is necessary to establish strategic partnerships with government agencies, the private sector, and universities to provide access to financing, appropriate technology, and green business incubation. Long-term impact evaluation through participatory monitoring is also important to ensure behavior change (Nusraningrum, Mekar, et al., 2023) and program sustainability at the grassroots level.

The outputs of the community service program resulting from foreign cooperation with Permai, which involved respondents with the majority of women, migrant workers, secondary education, and experience in organizations, were in the form of the formation of community-based green management training modules that are applicable and in simple language, capacity building of female environmental cadres as agents of change, and the birth of local initiatives such as waste banks, urban gardens, or recycled products with economic potential. In addition, cross-border best practices documentation, digital learning videos, and international collaborative networks that strengthen green community development advocacy at the grassroots level are also produced. This output is expected to be a replication model for empowering other migrant communities on sustainability issues.

The managerial implications of the analysis show the importance of designing green management training that is contextual and responsive to the characteristics of participants. Training should be focused on a participatory and practice-based approach, considering that the majority of participants are migrant women with high secondary education and organizational experience. Program managers or trainers need to develop applicable modules such as household waste management, simple renewable energy utilization, and small-scale green business development. In addition, as many participants serve as committees, training strategies (Nusraningrum, 2022) should also include the formation of environmental cadres who can pass on knowledge and become local leaders in community sustainability initiatives.

Figure 1. Participant

4. CONCLUSION

Community Service Overseas cooperation with PERMAI has been carried out by Universitas Mercu Buana since 2024 and has had a positive impact on Indonesian people looking for work in Malaysia. This Indonesian citizen gained in-depth knowledge on how to practice green management for himself and his social environment. So that its existence in Malaysia has received serious attention from the local government to be used as a green management model for Indonesian workers' groups. This Green Management training generally meets the expectations of participants, especially in terms of team cohesiveness, real benefits to the community, and the suitability of duration. However, improvements are still needed in terms of material delivery and team competency improvement to more optimally respond to community needs.

The limitation of this community service program lies in the diversity of education levels and work backgrounds of participants, which can affect the speed of understanding and application of green management materials equally. In

addition, the high proportion of participants who are migrant workers and housewives causes limited time and commitment in participating in the entire series of activities intensively and sustainably. Other limitations include the availability of supporting resources such as access to environmentally friendly technology and adequate training facilities. The program also faces challenges in measuring the long-term impact of green behavior change in communities due to limited mentoring and monitoring time after training.

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