



The Existence of Sarimukti TPA and Its Influence on the Social Environment in Elementary Schools

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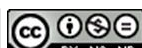
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ABSTRACT

This study aims to examine the impact of the Sarimukti Final Disposal Site (TPA) on the social environment in three elementary schools located around the site, as well as the perceptions of students, teachers, and parents regarding its impact. The Sarimukti TPA raises concerns about air, soil, and water pollution that can affect the health and well-being of the surrounding community, especially elementary school students. The research uses a qualitative descriptive method with a case study design, involving three school principals, six teachers, twenty students, and three parents as research subjects. Data was collected through interviews, observations, and documentation. The results of the study show that the existence of the Sarimukti landfill has the potential to cause negative impacts on children's health and the social environment of the school and the surrounding community. These impacts affect not only physical conditions but also the social aspects and welfare of students, teachers, and parents. In addition to interactions in the teaching and learning process at school, students' interactions with the surrounding social environment, including physical environmental conditions, also determine the quality of education in primary schools. Thus, the existence of the landfill has a significant impact on the social environment and education in the area.



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INTRODUCTION

The Sarimukti Landfill was initially only used as an emergency waste management site following the Leuwigajah Landfill disaster on February 25, 2005, but it has subsequently been operational as a regional landfill since May 2006. The Sarimukti Landfill's existence can raise concerns not only about the environmental impact it has on the health and welfare of the surrounding community (Harman et al., 2020) but also about the educational environment, particularly for elementary school students who live near the landfill. Education in elementary schools is determined not only by individual student efforts or by student-teacher interaction in the teaching and learning process but also by students' interactions with their social environment both inside and outside of school (Aeti, & Purnamasari, 2024). The primary objective of educational institutions is to teach character, ethics, mutual compromise, and personal interests (Sam, 2021). This is used in everyday life in the social environment, including family, school, and community settings. Djamaluddin (2014) defines education as the process of shaping one's personality to align with societal and cultural standards. A good social environment at school enables students to interact effectively with citizens, students with students, teachers with

students, teachers with their teachers, and so on (Maherah, 2020). The social environment encompasses the family, school, and community environments (Ummah & Fitri, 2020).

Humans can interact effectively in this social context, including students with students, students with teachers, students with parents, teachers with teachers, and so on. Kurniawan, D., and Wustqa (2014) found that students' motivation to learn can also be influenced by their social surroundings. Sarimukti Landfill is an important waste management infrastructure with a substantial environmental impact (Kurniawati et al., 2024). Elementary schools are sometimes located near the Sarimukti Landfill region due to limited space and the necessity for children to be able to study. However, the existence of the Sarimukti Landfill near elementary schools can have major consequences for the social environment, health, and welfare of kids, teachers, and parents/community members.

According to field observations, the Sarimukti Landfill has an impact not only on health and social issues but also on education, particularly in schools near the landfill. An intriguing sight at the Sarimukti Landfill is that, in addition to parents who work as scavengers, there are children who do the same (Hilda, 2017). This is quite bad since youngsters who should have the right to grow and develop their creativity must work hard to supplement the family income. These child scavengers bear a dual responsibility: as children, they have the right to attend school to gain knowledge, as well as the right to play and develop their creativity (Hilda, 2017). However, these children are also responsible for contributing to the family income by working as scavengers at Sarimukti Landfill. This is what piques scholars' interest in researching this topic. This study sought to ascertain how the presence of the Sarimukti Landfill affected the social climate in elementary schools, as well as how students, instructors, and parents in the neighborhood felt about the landfill's presence and the measures taken to lessen its negative effects.

This study aims to examine how the Sarimukti TPA's presence has affected the social and environmental circumstances surrounding elementary schools in the impacted areas. It also investigates how teachers, students, and parents of students perceive the TPA's impact on social interactions, health, and school comfort. This study has the advantage of offering a more thorough comprehension of the ways in which TPA Sarimukti's presence impacts social interactions and educational activities.

RESEARCH METHOD

In this study, the researcher used a descriptive case study design and a qualitative methodology. This qualitative study makes use of a range of established methodologies and a natural environment to examine the phenomena that take place (Satori & Komariah, 2010). With a case study, this study employs a qualitative methodology. The case study was chosen to provide an in-depth and contextual description of the impact of the Sarimukti Final Disposal Site (TPA) on the social environment of the surrounding elementary school. The descriptive qualitative research design aims to reveal social phenomena comprehensively through interviews, observations, and documentation. This approach allows researchers to explore the experiences, perceptions, and real conditions of school residents (teachers, students, and principals) and the surrounding community. Respondents in this study were selected using purposive sampling techniques consisting of three principals, six teachers, twenty students, and three parents from three elementary schools. Documentation, observation sheets, and interviews were the research tools and methods of data collection employed. The Miles and Huberman approach of data reduction, data presentation, and conclusion formulation was applied in the data analysis.

RESULTS AND DISCUSSION

The Effect of the Sarimukti Landfill on Social Environmental Activities in the Surrounding Elementary School Environment.

Based on observations and teacher, student, and parent interviews, researchers concluded that social activities in the vicinity of the nearby elementary school were significantly impacted by the Sarimukti Landfill. This may alter how they engage with peers from other locations. The



statement was made in a study by ChildHope, which describes that children who live or work near landfills often experience social discrimination, the stigma of being a "trash child," and feelings of shame or fear of being rejected by the wider community. They also perceive a "negative label" that can impact social interactions, including friendships with children from other neighborhoods. (Ullah et al., 2024). Children who attend school near Sarimukti Landfill frequently experience stigma from the outside world. Dealing with odors, waste, or animal disturbances from the Sarimukti Landfill often fosters solidarity among students, parents, and teachers. Research (Retnasari, 2024) in the Waskita journal shows that collaboration between school staff, parents, and the surrounding community to address environmental issues can strengthen social networks and foster a caring attitude toward the environment. A similar concept is found in strengthening community-based environmental programs that emphasize the role of schools as catalysts for community collaboration (Oliwia, 2024).

On the other hand, because they experience similar issues, such as odor or animal disturbances from Sarimukti Landfill, this circumstance can potentially develop relationships between children and parents in the school setting. Several studies have identified negative impacts from the landfill, such as odor, scattered waste, and animal disturbances. Research on the community surrounding the Sumompo Landfill in Manado noted low levels of education and a predominance of informal employment due to environmental factors. However, residents also acknowledged the need for educational approaches and community engagement to ensure positive social and economic growth (Njoku et al., 2019).

The odor, pollution, and health dangers associated with the Sarimukti dump may diminish the frequency of activities outside of the classroom, such as sports or extracurricular activities. Research at several landfill sites, such as in Aura (2024), shows that the pungent odor from landfills can disrupt public comfort and health, causing students to feel less comfortable studying and reducing outdoor activities such as sports or extracurricular activities. This is also confirmed by several studies that note an increased risk of respiratory disorders in children around landfills, as well as impaired learning focus due to air pollution and unpleasant odors (Kompas.com, 2023).

The Sarimukti landfill may motivate schools to undertake social activities that promote environmental cleanliness, such as community service, recycling initiatives, or trash management campaigns (Fauzi, 2024). Waste management campaign activities (such as 3R: Reduce, Reuse, Recycle) in schools have become a form of social solution involving students, teachers, parents, and the surrounding community (Mufida, 2025). Waste management campaigns and training, both in the form of education and practical activities, have been documented as effective in increasing environmental awareness and creating a healthy and collaborative school culture in addressing environmental challenges (Rezeki, 2024). The positive domino effect is not only felt at school but also spreads to the surrounding community because it also educates students' families and neighbors (Muslim, 2024).

Some parents may work as scavengers or other workers near the Sarimukti landfill, leaving little time for active participation in school activities (Handayani, 2024). Parents who work as scavengers often experience limited time to be actively involved in school activities due to the heavy and time-consuming demands of their work (Yustika, 2023). Children of scavengers usually have to divide their time between school and helping their parents with their work, which can make it difficult for parents to regularly attend school meetings or activities (Zulfikar, 2017). However, their role remains crucial in supporting children's education, such as providing school needs and providing motivation to learn, even though they cannot always carry out direct supervision every day (Ayudia, 2021). Parents can get involved in school waste management programs, which allows them to support their children's environmental education (Maryuni, 2024).

In research (Sabatyasno, 2023), it is explained that health problems such as respiratory infections or skin diseases can reduce student participation in social activities at school, both in and outside the classroom. If the school environment is significantly affected by the Sarimukti landfill, students may be absent more often, affecting their social activities with their friends.



Furthermore, indeed, health issues, including skin conditions and respiratory infections brought on by pollution and odors from the Sarimukti dump, can lower students' involvement in school social activities (Zero Waste Indonesia Alliance, 2023). As explained in the book (Agustin, 2019), the environmental conditions significantly affected by this landfill pose health risks to students who live or attend school in the surrounding area. For example, a fire at the Sarimukti landfill produced smoke and pollution that affected nearby residential areas and schools, forcing several schools to close to avoid adverse health effects, particularly for children who are more susceptible to respiratory problems (Mulia, 2023).

According to (Wendra, 2024), some pupils miss school frequently because of health issues like sore throats, shortness of breath, and skin or eye irritation brought on by exposure to smoke and unpleasant aromas from fires and landfill operations. The absence of these students significantly impacts their social activities, both inside and outside the classroom, due to reduced opportunities to interact with peers and participate in extracurricular activities. Schools around the Sarimukti landfill temporarily implemented online learning as an effort to protect students' health from exposure to harmful smoke (Pradana, 2023). In addition, the environmental conditions polluted by odors and landfill pollution also put psychological pressure on students, which can interfere with their concentration and social engagement (Kusmayandi, 2023). Air pollution and the risk of repeated health infections can dampen children's enthusiasm for actively participating in social activities that foster relationships with friends and teachers. This impact is physical and affects the quality of their social interactions and involvement in the school community. Thus, in line with (Supriatna, 2025), health problems related to the conditions at the Sarimukti landfill can hinder students' social participation directly through increased absenteeism and indirectly through a decline in the quality of social interaction due to health problems and unfavorable environmental conditions.

The existence of Sarimukti Landfill has a dual impact on the social environment of students at nearby elementary schools (Pratama, 2015). Although there are obstacles such as stigma and potential confrontation, the Sarimukti Landfill can also serve as an opportunity to strengthen solidarity, raise social awareness, and build larger networks. Strategic actions, including schools, parents, and communities, must reduce negative consequences while maximizing favorable chances (Nasir, 2023). By encouraging the school community to take part in collaborative initiatives like cleanup or greening projects, Sarimukti Landfill can enhance the social relationships between students, teachers, and the community. Students learn to be concerned about environmental issues, which might boost their social sensitivity to community issues (Arifin, 2024).

The Impact of the Existence of Sarimukti TPA on Surrounding Elementary Schools

Positive Impact

The existence of landfills frequently generates work opportunities (Nuryana et al., 2023), whether as trash managers, recyclables collectors, or other associated services, which can benefit the local economy. This encourages students, teachers, and the community to be more concerned about waste management concerns and the value of recycling, raising awareness about the need for environmental protection (Budiman, 2024). The existence of landfills can be used to educate students and instructors about waste management, recycling, and environmental implications, all of which are related to the education curriculum (Elvarisna et al., 2024). Field trips to landfills provide students with firsthand experience of the waste management process, from sorting and collection to transportation. Until the final processing, in line with the research by Kadaria (2025), this activity can develop students' critical thinking skills, responsibility, and independence, as well as increase their awareness of environmental issues from an early age to support the vision of sustainable human resource development. Not only that, schools can also serve as mini "landfills" (Junaedi, 2025) that teach waste management directly in the school environment through a waste management curriculum that includes theory and practice (Ika Mahardika, 2020). Facilities like distinct trash cans, composting, and recycling initiatives allow kids to



participate in hands-on waste management and sorting exercises in addition to learning theoretically (Wardana, 2024).

Teachers, students, and the local community work together to decrease waste and encourage recycling creativity as part of this activity, which creates a green and environmentally responsible school culture (Akhir, 2025). Teachers and students are better equipped to maintain the hygiene and well-being of the school environment thanks to integrated waste management and recycling education programs (Zuriatni, 2024). Initiatives like the creation of waste banks successfully encourage students to take responsibility, be innovative, and participate actively through environmental campaigns and creative competitions that use recycled materials (Wardana, 2024).

Negative Impact

The stench from rotting waste might interfere with students' and teachers' focus and make the learning environment uncomfortable (Astuti, 2022). The strong odor can make students feel nauseated or ill. The operational operations of the Sarimukti landfill, including garbage trucks, heavy machinery, and waste processing machines, might generate noise (Widyasworo, 2024). The school's teaching and learning process may be hampered by this cacophony. Students who live close to the Sarimukti landfill can face social shame from their classmates. Students' self-esteem may suffer greatly as a result, and they may feel embarrassed or uneasy in their present living circumstances.

Children may experience anxiety or worry because they are concerned about the health consequences of living near the Sarimukti landfill. Children who live close to landfills or waste management sites typically have higher levels of tension, anxiety, and emotional discomfort than children who reside farther away, according to a study by Dumcke (2020). Children's mental health suffers when they live in an environment where garbage and pollution are prevalent, leaving them uncertain about their health and future (Siddiqua, 2022). This study also connects environmental exposures, like smells and landfill waste, to children's emotional and behavioral issues. They can also be concerned about their future in a trash-filled atmosphere (Damayanti, 2024).

If there is an additional requirement to address the health or hygienic issues produced by the Sarimukti dump, the school may be required to allocate funds for this purpose. This may reduce financing for educational activities or other facility enhancements (Hendra, 2024). The funding for educational initiatives or other facility upgrades may be cut as a result. Schools in locations where landfills are physically present frequently have to set aside a portion of their budget to handle the hygienic and health concerns associated with these environmental effects (Vrijheid, 2000). This funding can be utilized to purchase special education programs, student health services, and hygienic facilities to lower the health hazards associated with pollution (Suhartinah, 2025). This reallocation of finances may result in less money being allocated to educational activities or other facility upgrades, which would lower the standard of education as a whole (Rini, 2025).

Impact of the Sarimukti Landfill Fire

The dense smoke and disagreeable smell from the Sarimukti dump fire reached nearby schools (Sunarsih, 2018). At least seven schools were forced to temporarily close in the Jabar Tribune in order to prevent negative health effects, including respiratory issues among instructors and pupils (Kamaludin, 2023). To safeguard the health of their pupils, some schools even started offering online courses throughout the fire season. The smoke from these fires is a pollutant that disrupts comfort and significantly affects teaching and learning activities (Hasanah, 2024). Beginning on August 19, 2023, the fire caused operational disruptions at the Sarimukti dump. The landfill's rubbish pile, which covered more than 11 hectares, had almost 15 million tons of waste from the Greater Bandung region. The limited transportation and disposal of rubbish during the fires resulted in an enormous buildup of waste in multiple regions. Cities that use the



Sarimukti dump had a waste management problem as a result of the trash transport fleet's inability to function normally (Firmansyah, 2023).

A waste emergency was proclaimed for the Greater Bandung area by West Java Governor Ridwan Kamil from August 24 to September 24, 2023, in response to the continuous fires and their extensive effects. A waste emergency was proclaimed for the Greater Bandung area by West Java Governor Ridwan Kamil from August 24 to September 24, 2023, in response to the continuous fires and their extensive effects (Iqbal, 2023). Responding to the waste management crisis brought on by the Sarimukti landfill fire, this decision attempts to integrate trash management across many regions, including Cimahi City, Bandung City, Bandung Regency, and West Bandung Regency (Winursita, 2024). These areas must handle their waste on their own during this emergency period in order to lessen their reliance on the Sarimukti dump. In addition, the government is urging the community to actively participate in waste reduction and management at the household level (Ivakdalam, 2022). Air pollution from the Sarimukti landfill fire has also been substantial (Zultaqawa & Firdaus, 2023). Significant air pollution was another effect of the Sarimukti dump fire. Students may have health issues like sore throats and dyspnea due to the smoke, which might interfere with their ability to learn comfortably. The environmental conditions around the Sarimukti dump have been impacted by the quantity of trash and badly treated garbage. Both the comfort of the area around the school and the standard of living in the neighborhood may be impacted by this. According to Thani (2023), the Sarimukti landfill's presence has generally had a detrimental effect on the elementary schools nearby, especially in terms of air pollution and health risks.

Perception of Students, Teachers, and Parents Around Elementary Schools Regarding the Existence of Sarimukti TPA

Following observations and interviews, researchers gathered information from children, teachers, and parents at the Elementary School on the Sarimukti Landfill. These views may differ depending on their experience, expertise, and the direct influence they feel. The following are perceptions that may arise:

Table 1. Perceptions of students, teachers and parents regarding the existence of TPA Sarimukti

No	Perceptions	Positive	Negative
1	Students	a) Some students can view the Sarimukti TPA as a resource for education regarding the significance of environmental preservation and trash management. b) TPA Sarimukti can be a real example for classroom discussions about environmental issues.	a) Students may feel uncomfortable with the unpleasant odor coming from the Sarimukti landfill. b) They feel disturbed while studying because of pollution or noise from Sarimukti TPA activities. c) Health concerns, such as respiratory or skin conditions.
2	Teachers	a) Some teachers may see the existence of the Sarimukti Landfill as an opportunity to provide environmental education to students, including recycling and waste management practices. b) Teachers can use this issue to encourage students to care more about their environment.	a) Teachers may consider Sarimukti TPA as an obstacle to the teaching and learning process due to the unpleasant odor or other disturbances. b) There are concerns about students' health which may affect their attendance and performance at school. c) Sarimukti TPA can lower the school's image in public.
3	Parents/Community members	a) Some people may enjoy the Sarimukti Landfill's existence as a	a) The community often feels disturbed by air pollution,



No	Perceptions	Positive	Negative
		source of employment or income, particularly those working in the waste management industry.	odors, and the potential for a decrease in quality of life due to the existence of the Sarimukti TPA.
		b) Some people may believe that the Sarimukti Landfill promotes the community to be more involved in maintaining the cleanliness of the surrounding area.	b) There is a social stigma associated with the area near to the Sarimukti landfill. c) Concerns about declining property values and the health of school children and their environment.

Students, teachers, parents, and people of the surrounding community have varying perspectives on the existence of Sarimukti Landfill, depending on their experiences with its beneficial or negative effects. To create a more positive view, a comprehensive approach is required, such as better management of Sarimukti Landfill, education, and community participation in environmental protection.

Efforts Made to Reduce the Impact of the Existence of Sarimukti Landfill on the Social Environment in Elementary Schools.

Efforts to decrease the harmful impact of the Sarimukti Landfill on the social environment in elementary schools might involve different parties, including the Sarimukti Landfill management, schools, and parents of students/nearby communities, such as:

- Schools incorporate environmental education into their curricula to help pupils understand how important it is to keep the environment clean.
- Holding activities such as recycling competitions, cleanup actions, or greening the school environment.
- Schools can collaborate with the Sarimukti Landfill management to obtain information or support for environmental impact mitigation programs.
- Planting trees or other plants reduces air pollution and creates a more comfortable environment for students and teachers.
- Communities around the Sarimukti Landfill can be involved in recycling or waste management programs that provide economic benefits while reducing the volume of waste at the Sarimukti Landfill.

Parents of students and the surrounding community

CONCLUSION

The existence of Sarimukti Landfill considerably impacts social and environmental activities in the elementary school setting. Environmental disruptions, such as unpleasant odors, air pollution, and increased traffic of garbage transport vehicles, might disrupt elementary school kids' and the surrounding community's social and environmental activities. However, social-environmental interactions demonstrate adaptation in dealing with such challenges. The presence of the Sarimukti Landfill can raise environmental awareness among the community and schools about garbage management. Several environmental education programs centered on waste management in elementary schools arose as local efforts. Odor and waste pollution from Sarimukti Landfill decreases comfort, impairs kids' learning concentration, and endangers the health of the local population. Students, teachers, and parents of students often have negative attitudes regarding the Sarimukti Landfill because it produces more issues than immediate advantages. However, numerous community groups applaud the government's and landfill management's attempts to mitigate its harmful effects. Efforts to green the landfill, environmental education, and more systematic trash management have begun to yield favorable outcomes.



However, these efforts are deemed suboptimal, particularly in terms of odor and liquid waste control.

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