

## Japanese Flower Arrangement (Ikebana) Training by Utilizing Local Flower Potential for School Students

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### Abstract

This service aims to provide training on flower arrangement using Ikebana technique for students' self-development by utilizing the potential of local plants. This training involved 32 high school students at SMAN 2 Malang, including materials on the history of Ikebana, basic principles, and arrangement practices. The service method used is the preparation, implementation, and evaluation stages. The results showed a significant increase in creativity, self-confidence, and appreciation of natural beauty after attending the training. This indicates that Ikebana training can be an effective tool to develop teenagers' potential.

**Keywords:** flower, Ikebana, students, training

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## INTRODUCTION

Learning that aims to develop students' hand skills has become essential in educational research and practice. One up-and-coming area for hand skill enhancement lies in flower arranging. Flower arranging can improve students' skills because while arranging flowers, students will develop a deeper understanding of aesthetics, creativity, and attention to detail (Allchin & Zemplén, 2020). In addition, for students to gain more experience, they can analyze the pattern and structure of the flower itself rather than just following instructions. In addition, using materials with high plasticity, as opposed to expensive floriculture supplies, can enrich the creative process and improve students' spatial abilities, improving the overall quality of their flower arrangements (Kusdiyanti et al., 2024; Tunjungsari et al., 2022).

One of the activities that can be used to improve hand skills is the Ikebana flower arrangement technique. The Ikebana flower arrangement technique is a very effective way to develop these skills, as it requires a deep understanding of floral design's formal and symbolic elements (Kartini et al., 2022). Ikebana is the traditional Japanese art of flower arranging, which dates back to the 15th century when flowers were offered at Buddhist altars. This early practice evolved into a structured art form, with early styles emphasizing the simplicity and natural beauty of seasonally blooming flowers. From the 15th century to the 20th century, Ikebana design continued to evolve. Ikebana continues to evolve today, blending traditional elements

with contemporary styles, making it a dynamic form of artistic expression that resonates both in Japan and worldwide.

This Ikebana flower arrangement training is very suitable for school students around Malang City and Batu City. This is because the Bumiaji District area has natural resources in the form of abundant flower production (Sukma et al., 2024). The natural conditions in this district are very suitable for developing certain flower varieties. This potential can be utilized to create distinctive flower products with high selling value and to profile an area. To support the potential of local plants so that the training conducted for school students at SMAN 2 Malang utilizes plants originating from Bumi Aji District. Utilizing local natural resources is a form of appreciation for the natural wealth owned by Bumiaji District. By processing and developing local potential, it is hoped that students can participate in preserving cultural heritage and local wisdom (Untari et al., 2024). Products produced from local resources are expected to have high aesthetic value and quality to compete in the global market. In addition, by supporting local products, we also contribute to preserving the environment and reducing waste.

## **METHOD**

This program begins with a survey and observations at the location that will be used as a place to purchase flowers and conduct services. After preparing materials and materials, the program continued implementing activities and training (Ergashevich & Mado, 2024).

### **Location and Time**

It purchased flowers for Ikebana materials in Bumiaji District while the training was conducted at SMAN 2 Malang. This activity was carried out on Bumiaji on October 3, 2024, and it was carried out for 4 hours.

### **Target and Output**

The target of this activity is that students have the skills to arrange flowers, which can be used as additional knowledge and skills. After participating in this community service program, it is hoped that the participants will have additional skills to use as investment opportunities and for self-development

## **RESULTS AND DISCUSSION**

In this activity, there are several stages of service, namely the preparation, implementation, and presentation stages. The students who participated in this activity followed different majors, so the groups formed were very heterogeneous. How to arrange flowers with the Ikebana technique is done in the following stages

### **Preparation:**

In this preparation stage, the service team prepared to collect various flowers from Bumiaji District. In addition, for this service activity, the service team also prepared tools, such as scissors, cutters, flower baskets, oasis (flower sponge), and floral tape.

### **Implementation:**

The oasis is cut according to the size of the tier that has been provided so that

the oasis can be put into the basket. The function of the oasis is as a medium for sticking flowers and plants that will be assembled. Then, the oasis is given water until it is wet. The function of water is to keep the flowers and plants that are stuck can continue to live, not wither. After preparing the media used, the next step is to cut the flowers obliquely, then stick them one by one with a size that matches the basket's shape. The basic principle of Ikebana is to highlight each flower and plant that is assembled so that in the process of assembling, one flower does not cover another flower. At the time of implementation, the service team provided several suggestions for the appearance of Ikebana, such as how to make it more blooming, how to cut flower stalks, and how to choose good flowers.

#### **Presentation:**

After the flowers and plants have been assembled, the Ikebana can be given a ribbon to enhance its appearance. Students are thrilled to arrange flowers from the activities that have been carried out. They also worked together and together with their groups competed with other groups to make the best flower arrangement. In this activity, two groups had all-male members, but they also made beautiful flower arrangements. This service activity also received a positive response from the subject teacher because, from this activity, students can collaborate even though they are from different majors (Bieri et al., 2022).

#### **CONCLUSION**

The community service of Japanese Flower Arrangement (Ikebana) Training for school students in Malang City and Batu City highlights several significant conclusions regarding the educational and cultural benefits of integrating local resources into skill development programs. The Ikebana training program serves as a model for integrating traditional arts into modern education, highlighting its multifaceted benefits. It not only enhances practical skills and fosters collaboration among students but also promotes cultural preservation and local economic development. By leveraging local resources, such initiatives can create a sustainable framework for educational enrichment that respects both cultural heritage and environmental stewardship.

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