Ishel
International Seminar on Humanity, Education, and Language
Universitas Negeri Jakarta | Online Conference |
eISSN 3124-9396
Volume 2 , July 2026

EMPOWERING PKK WOMEN AS ENVIRONMENTAL COMMUNICATORS THROUGH MIND MAPPING-BASED PUBLIC SPEAKING

Hestiyani Parai[1], Endry Boeriswati[2], Fathiaty Murtadho[3], Reni Nur Eriyani[4], Yan Yafi'ah Rosyidah[5], Nadya Salsabila Alfairuz[6], Afifah Aulia Urahman[7]
Universitas Negeri Jakarta
Email: hestiyaniparai@unj.ac.id

ABSTRACT

This community service program aimed to empower PKK women in Bahagia Village, Bekasi, as environmental communicators through public speaking training supported by mind mapping. The training was conducted on 20 June 2026 with 19 participants using a participatory approach that included a trigger discussion, material presentation, group work, poster development, and oral presentations. The material introduced three roles for PKK cadres—as educators, motivators, and agents of change—and practical steps for turning household waste into useful products. The training outcomes were examined qualitatively through the group poster "How to Make Compost," implementation notes, and participants' statements. The poster contained a definition, benefits, container options, preparation steps, and a practical tip. Its information was organized and accessible, although it did not include an explicit call to action. During the presentation practice, participants explained the poster to the forum and reported that mind mapping helped them organize and communicate information. The activity indicates a shift in participants' roles from receiving outreach to delivering environmental messages. Its impact on residents, however, requires further observation through follow-up community outreach.

Keywords: *PKK empowerment; public speaking; mind mapping; environmental communication; compost*

INTRODUCTION

Households are a major source of domestic waste, and most decisions to sort, process, or dispose of waste are made at the family level (Ismail & Wolok, 2019). Environmental education therefore needs to reach families directly. PKK groups have this channel through routine meetings, posyandu, and environmental cleanliness activities (Utami & Godjali, 2020).

In practice, PKK women are more often placed as participants in counselling sessions. Empowerment demands a shift in role: from receiving information to being able to convey it to other residents. That shift requires skills in speaking in public. Training in *public speaking* for PKK women has been carried out in several regions using simulation, practice, and feedback methods (Maulana et al., 2025; Rahayu et al., 2025).

In Bahagia Village, Babelan District, Bekasi Regency, observations and discussions with the partners showed that PKK women are already active in social activities. However, the delivery of waste management information is still informal and

© 2026 Hestiyani Parai, Endry Boeriswati, Fathiaty Murtadho, Reni Nur Eriyani, Yan Yafi'ah Rosyidah, Nadya Salsabila Alfairuz, Afifah Aulia Urahman. Published by Universitas Negeri Jakarta. This work is licensed under a Creative Commons Attribution 4.0 International License

DOI: https://doi.org/10.21009/ishel.v2i1.73756

unstructured. Some members also lack confidence when speaking before a forum. In the same area, previous community service activities developed community empowerment through digital advertising training for MSME actors (Eriyani et al., 2023), as well as training in developing teaching materials based on digital media and multimodal literacy for early childhood teachers (Murtadho et al., 2025; Eriyani et al., 2025). Both activities show the use of participatory training in strengthening community capacity, even though the targets and competencies developed differ. This article focuses specifically on empowering PKK women as environmental communicators.

This training combines *public speaking* with *mind mapping*. Lucas (2019) stresses the importance of organising the main ideas before speaking, and Buzan and Buzan (2006) offer the mind map as a visual way to organise those ideas. Household waste management, particularly composting, was chosen as the message content because it is close to everyday kitchen activities (Mappau & Islam, 2022). This article aims to (1) describe the empowerment material that positions PKK as environmental communicators and (2) examine the group poster and presentation practice as a manifestation of that role.

METHOD

Partners and participants

The training was held at the Bahagia Village Hall on Saturday, 20 June 2026, with the Bahagia Village Office as the partner. There were 19 PKK women of Bahagia Village as participants. The implementers consisted of four lecturers and three students of the Indonesian Language and Literature Education Study Program, Universitas Negeri Jakarta. The training was jointly organised by three community service programs with the same participants.

Approach and stages

The training used a participatory approach with adult learning principles. Participants did not only listen to the material but also discussed experiences, worked in groups, and spoke before the forum. The stages are as follows.

1. A trigger discussion with the questions “What do you see?” and “Why does this happen?” on images of waste conditions.
2. Presentation of material on the types and impacts of household waste, the role of PKK, and steps for turning waste into benefits.
3. Group work to determine the main idea, identify supporting information, and arrange it in a *mind map*.
4. Development of the *mind map* into an educational poster.
5. Poster presentations by each group with attention to voice clarity, articulation, intonation, eye contact, and coherence.

Data analysis

Data came from the material slides, documented posters, implementation notes, and participants' statements. The Group 1 poster was reviewed qualitatively for completeness of content, coherence, practicality, and the presence of a call to action. The presentation was described from implementation notes. The training did not use a *post-test* or a scored rubric.

RESULTS AND DISCUSSION

Empowerment material: from recipient to message deliverer

The material titled “Dare to Speak, Care for the Environment” opens with a case study of a river-cleaning movement by a youth group that went viral on social media.

Ishel
International Seminar on Humanity, Education, and Language
Universitas Negeri Jakarta | Online Conference |
eISSN 3124-9396
Volume 2 , July 2026

Participants were invited to judge whether the movement was merely a sensation or a real movement, then answer two trigger questions. This opening positions participants as assessors and speakers from the start, not merely listeners. The rest of the material is summarised in Table 1.

Table 1. Content of the material "Dare to Speak, Care for the Environment"

Material section	Main content
Waste conditions	Pictures of final disposal sites and piles of waste
Types of household waste	Organic, inorganic, B3, residue, domestic liquid, and gas
Impact of accumulated waste	Bad odour, disease breeding grounds, flooding, and economic losses
Reasons for the PKK role	PKK is close to the community, making it strategic for spreading information and changing behaviour
PKK roles	Educator, motivator, and agent of change
Five PKK steps	Recognising the problem, engaging residents with appropriate communication, managing activities in a planned way, mobilising joint participation, and keeping the program running

The three roles in the material illustrate a ladder of empowerment. As educators, cadres convey knowledge. As motivators, cadres encourage residents to start acting. As agents of change, cadres ensure that action continues. The five PKK steps translate these three roles into a work sequence. The second step, engaging residents with appropriate communication, becomes the point of convergence with training in *public speaking*



DOI: https://doi.org/10.21009/ishel.v2i1.73756



[Figure 1. Material presentation to PKK women]

Poster "How to Make Compost"

Group 1 developed the *mind map* into the poster "How to Make Compost" with the subtitle "Leftover Household Waste". The review results are presented in Table 2.

Table 2. Review of the Group 1 poster

Poster section	Content	Review notes
Definition	Compost is a natural fertiliser resulting from the decomposition of organic matter	Concise and accurate; there is a typo, "penbusukan"
Benefits	Fertilises the soil, retains water for longer, reduces waste piles	Connects compost with benefits for the home and the environment
Tools and containers	Used paint buckets, plastic barrels or drums, *composting bag*, wood, cement tubs	Offers choices from easily obtained items around the home
Steps	Preparing tools and materials, perforating the container, chopping the waste, putting the pieces into the container, sprinkling a little rice-washing water or sugar water, stirring periodically then closing tightly	Six numbered, sequential steps, each accompanied by a picture
Tips	Maintaining the balance of materials and moisture so the pile does not smell	Anticipates the complaints most likely to arise from residents
Call to action	No explicit call-to-action sentence	A closing needs to be added, for example an invitation to start with kitchen scraps today

Ishel
eISSN 3124-9396
Volume 2 , July 2026
International Seminar on Humanity, Education, and Language
Universitas Negeri Jakarta | Online Conference |



[Figure 2. Poster "How to Make Compost" by Group 1]

This poster shows good organisation of ideas. The sequence moves from what, why, with what, how, to tips. This pattern mirrors the branches of a *mind map* developed from one main topic. The choice of containers from used items and local materials shows that participants adapted the message to the capabilities of households in their environment. The use of verbal and visual elements in the poster can also be understood within the framework of multimodal literacy, namely meaning-making built through more than one mode of communication (Eriyani et al., 2025). In this activity, the mind map helped participants organise ideas, while the poster became the visual form for conveying information to residents.

The poster's weakness lies in its closing. The poster gives complete information but does not end the message with a call to action. Within the framework of the PKK role, this poster already fulfils the educator function but does not yet fully fulfil the motivator function. Lucas (2019) positions the closing as the part that reaffirms the main idea and, in persuasive speeches, urges the audience to act. Adding one call-to-action sentence would complete this message.

Presentation practice

Each group presented its poster with the *mind map* as a guide. Participants were directed to pay attention to voice clarity, articulation, intonation, eye contact, and coherence, then close with a call-to-action message to the audience. In this session participants changed position from listeners to speakers for fellow PKK members.

DOI: https://doi.org/10.21009/ishel.v2i1.73756

One participant said, “So far we have often attended counselling sessions, but this is the first time we have been taught how to deliver material to others with more confidence. The *mind mapping* technique makes it easier for us to understand and re-explain the information we receive.” This statement illustrates the shift in role that is the aim of empowerment. The same participant mentioned a waste bank in the area that can accept plastic, used bottles, and used cooking oil. The existence of this facility can become a concrete destination for the call to action in cadres' outreach.



[Figure 3. Group presentation practice]

This finding is in line with *public speaking* training for PKK groups elsewhere. Rahayu et al. (2025) reported that participants became more confident and better prepared to lead resident activities after practising with feedback. The activity in Bahagia Village adds *mind mapping* and posters as a bridge between the material received and the message delivered.

CONCLUSION

The training empowered PKK women of Bahagia Village as environmental communicators through material that positions PKK as educators, motivators, and agents of change, accompanied by *mind mapping* practice, poster making, and presentations. The poster “How to Make Compost” presents a coherent, complete message suited to household capabilities, but it is not yet closed with a call to action. In the presentations, participants acted as message deliverers and judged that *mind mapping* made it easier for them to re-explain information.

The suggested follow-up is to complete the poster with a call-to-action sentence, to accompany cadres in delivering compost material at RT or dasawisma meetings, and to link the call to action with the existing waste bank. The impact of empowerment on residents can be observed through the number of households that start composting after that outreach.

ACKNOWLEDGMENT

This activity was funded by the PNBP of the Faculty of Languages and Arts, Universitas Negeri Jakarta, through the Faculty-Assisted Regions Community Service (PPM-WBF) scheme in 2026, under contract number 436/UN39.9.FBS/PM/2026. The team thanks the Village Head of Bahagia Village, Khoirul Anwar, S.STP., M.Si., and his staff, as well as all PKK women of Bahagia Village for their active participation.

eISSN 3124-9396
Volume 2 , July 2026

BIBLIOGRAPHY

Buzan, T., & Buzan, B. (2006). The mind map book. BBC Active.

Eriyani, R. N., Murtadho, F., Anwar, M., Utami, S. R., Haikal, M. S., Azmuna, N. F., & Ayu, D. P. (2023). Pemberdayaan advertensi digital produk UMKM berbasis media sosial di Kelurahan Bahagia, Babelan, Bekasi [Empowerment of social media-based digital advertising for MSME products in Bahagia Village, Babelan, Bekasi]. Jurnal ABDINUS: Jurnal Pengabdian Nusantara, 7(1), 271–280. https://doi.org/10.29407/ja.v7i1.18435

Eriyani, R. N., Murtadho, F., Boeriswati, E., Parai, H., Irawan, D., & Satria, R. (2025). Empowering early childhood teachers in the development of multimodal literacy-based teaching materials in Bahagia Village, Babelan District, Bekasi Regency. Proceeding of International Seminar on Humanity, Education, and Language, 1(1), 1571–1575. https://doi.org/10.21009/ishel.v1i1.62506

Ismail, Y., & Wolok, T. (2019). Pemberdayaan perempuan dalam memanfaatkan limbah sampah rumah tangga menjadi barang kerajinan bernilai ekonomi untuk meningkatkan pendapatan keluarga [Women's empowerment in utilising household waste as economically valuable crafts to increase family income]. Jurnal Ilmiah Pangabdhi, 5(2), 119–130.

Lucas, S. E. (2019). The art of public speaking (13th ed.). McGraw-Hill Education.

Mappau, Z., & Islam, F. (2022). Pelatihan pengelolaan sampah rumah tangga dengan metode komposting Takakura [Household waste management training using the Takakura composting method]. Poltekita: Jurnal Pengabdian Masyarakat, 3(2), 258–267.

Maulana, R., Gusma, A. Y. T., & Elvan, F. (2025). Pelatihan public speaking untuk ibu-ibu Pemberdayaan dan Kesejahteraan Sosial (PKK) di Kedaung Wetan, Kota Tangerang [Public speaking training for Social Empowerment and Welfare (PKK) women in Kedaung Wetan, Tangerang City]. Abdimas Galuh, 7(2), 1816–1822. https://doi.org/10.25157/ag.v7i2.21062

Murtadho, F., Eriyani, R. N., Boeriswati, E., Parai, H., Irawan, D., Shandi, G. T., Maryulisa, N., Satria, R., & Wardhani, S. K. (2025). Empowering early childhood teachers in the development of digital media-based teaching materials in Bahagia Village, Babelan District, Bekasi Regency. Proceeding of International Seminar on Humanity, Education, and Language, 1(1), 1453–1459. https://doi.org/10.21009/ishel.v1i1.57469

Rahayu, E. P., Khilda, I. N., Amanah, K., Adji, M. A., Aisah, N., Haanie, N. R. A., Fatimah, U., & Prayogi, A. (2025). Penguatan kapasitas komunikasi publik ibu-ibu PKK Desa Kemplong Pekalongan melalui pelatihan public speaking [Strengthening the public communication capacity of PKK women in Kemplong Village, Pekalongan through public speaking training]. Jurnal Abdimas Nusantara, 2(02), 57–66. https://doi.org/10.70294/je17b728

Utami, W. K., & Godjali, M. R. (2020). The role of women in empowerment and improvement of community literation through waste management. Journal of Governance, 5(2), 164–178.