



## The Development of Ecoprint Media in Stimulating Creativity in Early Childhood

**Ayunisa<sup>1</sup>✉, Shofiyanti Nur Zuama<sup>2</sup>, Amrullah<sup>3</sup>, Andi Agusniatih<sup>4</sup>**

Pendidikan Guru Pendidikan Anak Usia Dini Universitas Tadulako, Indonesia<sup>(1,2,3,4)</sup>

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### Abstrak

This study aims to develop ecoprint media to stimulate creativity in kindergarten. The method used in this study is Sugianto's R&D, which has been modified to produce specific products and test their effectiveness, as well as using the ADDIE development method, because this development model has advantages in its systematic process stages. Each phase is evaluated and revised from the stages that have been passed so that the resulting product is a valid product. In addition, the ADDIE model is very simple but its implementation is systematic. Data is collected through observation, surveys accompanied by interviews. Data is collected through observation, interviews, and expert validators. Media validation is carried out by media and material experts. Media effectiveness is measured through independent sample t-tests in media design. Data analysis uses qualitative and quantitative methods. The research results show that ecoprint media can stimulate children's creativity. This media is also considered to help teachers in helping children think creatively in solving problems and optimizing their potential. The innovation of ecoprint media is expected to help make the learning process more diverse and less monotonous for children.

**Keywords:** *Ecoprint Media, Creativity in Early Childhood, Kindergarten*

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✉ Corresponding author: Ayunisa

Email Address: nisaayu539@gmail.com (Palu, Indonesia)

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### Introduction

Education is a process of influencing students to be able to adapt to their environment, thereby enabling them to function effectively in society (Hidayat et al., 2022) Meanwhile, according to (Sokhibah & Komalasari, 2020), Early Childhood Education (PAUD) is a level of education prior to primary education, which is an effort aimed at children from birth to six years of age through the provision of educational stimuli to assist in their physical and spiritual growth and development so that they are prepared to enter further education, which is organized through formal, non-formal, and informal channels. Early childhood has a different age phase from other children, with distinctive characteristics that set it apart. The first characteristic of early childhood is a great sense of curiosity, meaning that during this period children will seek to find out about everything around them, just as babies will put their fingers in their mouths. The second characteristic of early childhood is that children have unique personalities. Even if they are twins and have similar upbringings, they still have differences in interests, learning styles, and family backgrounds. The third characteristic of early childhood is that children love to fantasize and imagine. With their broad fantasies and imaginations, young children are often considered liars by adults because they cannot yet distinguish between reality and fantasy (Annisa et al., 2020).

Based on the Minister of Education and Culture Regulation Number 146 of 2014 Article 5 concerning the PAUD curriculum structure, which includes development programs covering religious and moral values, physical motor skills, cognitive skills, language, social-emotional skills, and arts. This study focuses on the aspect of children's arts, namely their creativity (Pertama Wati & Maemunah, 2021). Creativity is a very important requirement in education and life, especially for children. Creativity itself is an individual's ability to use their imagination to discover or create something amazing that has never been thought of before, but it does not always have to come from new things. Some ideas come from old ideas that have been innovated to create new models, new ideas, or something that has different qualities from before (Rahmawati, 2025).

Creativity is also one of the potentials of children that must be developed from birth. This potential is very important because it can be the foundation for children to innovate and solve problems in the future. One of the main components of creativity is originality, which is the ability to produce ideas or solutions that are original and have never existed before (Tarich Yuandana, 2024). This potential is very important because it can become the foundation for children to innovate and solve problems in the future. In the context of child development, attention to creative thinking capacity is crucial, especially through play activities that allow children to stimulate their ideas, creativity, and imagination, both in school and at home. According to Nursito (Khotimah et al., 2023), one important aspect in efforts to develop creativity is knowing the characteristics of creative children. There are several types of creative behaviors that children must have, namely: Fluency, which is the ability to generate ideas to solve existing problems; Flexibility, which is the ability to come up with various alternatives to solve a problem; Originality, which is the ability to produce unique responses that are the result of one's own thinking; Elaboration, which is the ability to expand on an idea in detail so that it can be realized; and Sensitivity, which is the ability to perceive and create problems in response to certain conditions. Meanwhile, (Khotimah et al., 2023) explain that "early stimulation is very important to stimulate aspects of child development. Stimulation given to early childhood influences the development of one aspect and the development of other aspects controlled by the brain."

However, in reality, there is a lack of optimal learning in the development of children's creativity. This is because the learning process is still teacher-centered and the learning methods are not varied enough, so they are not maximally effective in enhancing children's creativity (Ningrum et al., 2023). This is in line with the results of the author's research in group B of the Harapan Mulia Kindergarten in Palu City, which found that children's creativity has not developed as expected. This can be seen from the fact that most children are still passive, tend to follow their teacher's instructions without wanting to explore various tasks, such as when designing pictures, children are monotonous in using only one or two colors, and it can also be seen from the teacher-dominated learning process, which limits children's space to be creative. Children tend to imitate, lack confidence in their own work, and are afraid to try new things. In addition, teachers only use methods and media such as magazines and books that are not very interesting, causing children to quickly become bored. The lack of opportunities given to children to freely create according to their wishes also causes them to be fixated on the rules given by the teacher. Through the findings and analysis of the above problems, it is evident that a structured approach is needed to stimulate the development of art or creativity in children in Group B of the Harapan Mulia Birobuli Utara Kindergarten in Palu City. Creative efforts are needed so that early childhood can grow optimally in a pleasant situation. This problem can be seen from the children who are still lacking in exploring their creative ideas. If this problem is not addressed, it will be difficult to achieve maximum learning. Seeing this condition, the author attempts to analyze the need to stimulate children's creativity by choosing ecoprint media. Ecoprint media was chosen as the medium used to stimulate children's artistic development or creativity because using this medium can help children think creatively in solving problems and optimize their potential.

This section will discuss the definition of ecoprint media development. According (Hidayat et al., 2022), "ecoprint gives children the freedom to express their ideas and thoughts without restrictions, thereby creating a fun and meaningful learning experience." In addition, states that

"the ecoprint process also involves direct interaction with nature, which can increase children's awareness of their surroundings." The analysis of the potential found in this research process is the openness and cooperation of the school in carrying out various activities that can stimulate children's creativity with interesting and enjoyable media options, namely ecoprint media. Through ecoprint media, children can hone their creativity while learning to appreciate nature and the environment. Ecoprint media is not just an art activity, but also a means to shape a creative and sustainable generation. The effectiveness of learning is influenced by the selection of appropriate learning media. The selection of appropriate media will have a significant impact on the success of the learning process in achieving learning objectives. Furthermore, according to (Rahmawati, 2025) "ecoprinting is a form of art that uses natural materials as its main ingredients. The ecoprint technique is defined as a process of transferring colors and shapes onto fabric through direct contact." Meanwhile, (Hidayah 2020,) states that: The ecoprint technique has become a trend today because it is in line with the rising issue of environmentally friendly production by utilizing leaves and natural dyes. The plants used are those that are highly sensitive to heat, as this is an important factor in extracting color pigments. Meanwhile, (Ningrum et al., 2023) states that ecoprinting for early childhood has several objectives, namely: Children can create unique works of art from natural materials such as leaves and flowers. Ecoprint also serves as a means to learn about the environment. Ecoprint activities can be done independently or in groups, and in this study, ecoprint activities were modified according to the children's ages. The activities were carried out with adult supervision to ensure safety.

Based on findings at Harapan Mulia Kindergarten, children's creativity has not developed as expected. This can be seen from the fact that most children are still passive, tend to follow their teachers' instructions without trying to explore various tasks, such as when designing pictures, children tend to use only one or two colors, and learning is dominated by teachers, limiting children's space to be creative. Children tend to imitate, lack confidence in their own work, and are afraid to try new things. In addition, teachers only use methods and media such as magazines and books that are not very interesting, so children quickly become bored. The lack of opportunities given to children so that they are not free to work according to their wishes, children are also only fixated on the rules given by the teacher. Through the findings and analysis of the above problems, it shows the need for a structured approach that can stimulate the development of children's art or creativity. Creative efforts are needed so that early childhood can grow optimally in a pleasant situation. This problem can be seen in children who still lack the ability to explore their creative ideas. If this problem is not resolved, it will be difficult to achieve maximum learning. This research and development was conducted based on the needs of the school and children who require a structured approach that can stimulate the development of art or creativity in Group B of the Harapan Mulia Birobuli Utara Kindergarten in Palu City. Creative efforts are needed so that early childhood can grow optimally in a pleasant situation. This problem can be seen from children who are still lacking in exploring their creative ideas. If this problem is not resolved, it will be difficult to obtain maximum learning. Seeing this condition, researchers sought to analyze the need to stimulate children's creativity by choosing ecoprint media. Ecoprint media was chosen as the medium used to stimulate children's artistic development or creativity because it can help children think creatively in solving problems and optimize their potential. Children are encouraged to develop three aspects, namely exploration of form, exploration of color, and children's work. Based on the background described above, the purpose of this study is to develop children's creativity through ecoprint media, which is expected to assist teachers in the learning process, especially in relation to children's art or creativity. This is in line with previous research conducted by (Wening, 2023), which states that using ecoprint media can help increase children's creativity at Ar-Rozaq Lampung. The same thing was also conveyed by researcher (Khotimah et al., 2023) who stated that batik activities using the ecoprint technique have a significant effect on children in increasing their creativity.

## Methodology

This study uses Research and Development (R&D) with the ADDIE development model, which consists of five main stages, namely Analyze, Design, Development, Implementation, and Evaluation. This model was chosen because it provides a systematic flow in designing, developing, and testing learning products to suit user needs. According to Sugiyono (2011:297), the R&D method is used to produce specific products and test their effectiveness so that they can be applied practically in the field. In this study, the ADDIE model was used as the basis for developing ecoprint media to stimulate children's creativity. This research was conducted at Group B of Harapan Mulia Kindergarten, Jalan Basuki Rahmat 1, Number 20, Birobuli Utara District, Palu City, Central Sulawesi, with a total of 7 female and 8 male subjects. In addition to the students, this research also involved two expert validators, namely material experts and media experts, who played a role in assessing the suitability of the content and appearance of the developed media products. The study in this research is the development of ecoprint media to stimulate children's creativity. Media as a learning tool is part of the planning process in early childhood education management (Juliandini et al., 2022). According to (Waruwu, 2024) this model is commonly used in the context of developing performance-based learning products. The image of the ADDIE model stages can be seen in the following figure:

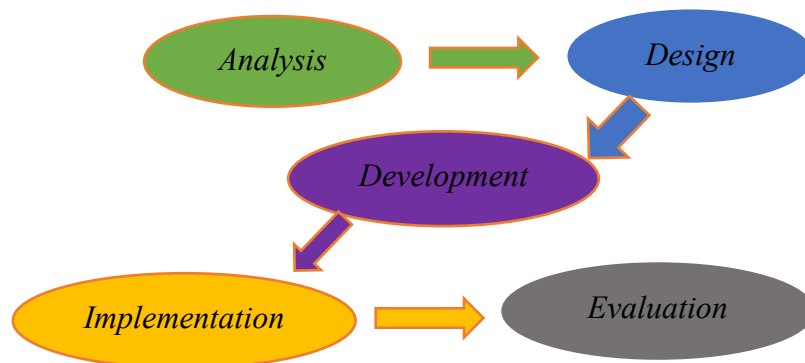


Figure 1. ADDIE Model Chart

In accordance with the ADDIE model, the researcher will explain the stages of this development research plan as follows: 1) Analysis; This analysis stage collects information about learning needs in the classroom related to creativity issues. The learning objective is to increase creativity through the provision of ecoprint media, and the characteristics of the students are children in group B at Harapan Mulia Kindergarten. The results of this analysis stage help the author understand the learning needed in the classroom and the challenges faced by children, so that they can enjoy the learning process more and find it more entertaining. 2) Design; After gathering information, the next step is for the author to design the product to be created, such as determining the types of materials to be assembled to form the ecoprint media. This stage consists of frameworks before developing the product. In addition, clarification of the learning product being designed is needed so that the product can achieve the expected learning objectives related to enhancing children's creativity. 3) Development stage: Development includes: Product manufacturing. This stage involves printing the product based on the design created in the design stage. All components that have been designed and prepared are assembled into a single ecoprint media product component. Next is Validation. The validation design and media usage testing in this study went through an assessment stage conducted by one media expert (lecturer) and one subject matter expert or academic expert (lecturer). The results of this stage were critiques, suggestions, and comments that could be used as a basis for conducting the first stage of revision of the developed media. The product will be revised based on the comments and suggestions from the validators. After making initial revisions, the product is resubmitted to media experts, subject matter experts, and practitioners for final validation. Once it is deemed suitable for testing, the next step is to test the media with users. 4)

Implementation: At this stage, the ecoprint media product will be tested on early childhood students in Group B at Harapan Mulia Kindergarten. This stage will determine whether revisions to the product are necessary to improve it. The implementation stage is often linked to the implementation of the learning program itself. 5) The final evaluation stage is carried out by reviewing the impact of learning with the products that have been developed and the achievement of product development objectives. This stage is carried out to determine the improvements that need to be made to the learning media developed. The evaluation stage also aims to analyze the validity, practicality of the media, and creativity after using the ecoprint media developed in the implementation stage.

Data collection in this study was conducted using several techniques, namely observation, interviews, documentation, expert validation, teacher and child response questionnaires, as well as pretest and posttest. Observation was used to identify initial needs and record children's activities during the learning process. Interviews were conducted with teachers to obtain information about the implementation of learning and the obstacles encountered in introducing sex education. Documentation was used to collect supporting data such as photos, field notes, and children's work. Expert validation sheets were used to assess the suitability of the product in terms of content, appearance, and language. Meanwhile, teacher and child response questionnaires were used to assess the practicality of the media, while pre- and post-tests were used to determine the media's effectiveness in improving children's understanding. The validation instrument grid was developed based on several key indicators covering aspects of media quality, media function, and media appearance and usability. The assessment was carried out using a four-level rating scale, consisting of the categories "unsuitable," "less suitable," "suitable," and "very suitable."

**Table 1. Media expert instruments**

NO	STATEMENT POINTS	ASSESSMENT			
		1	2	3	4
A.	Ecoprint Media Quality Aspects				
1	The materials used are durable				
2	The materials are easy to use as ecoprint media.				
3	Suitability of materials selected in ecoprint media				
4	Suitability of leaf materials consisting of (papaya leaves, srikaya leaves, moringa leaves, asoka flowers, dessy flowers) as materials in ecoprint media				
5	Suitability of clear plastic as a material in ecoprint media				
6	Suitability of calico fabric as a material for tote bags in ecoprint media				
7	Suitability of striking materials as materials in ecoprint media				
B.	Functional Aspects of Ecoprint M				
8	Ecoprint media can encourage children to be active in stimulating their creativity.				
9	Ecoprint media can help children explore ecoprint colors and patterns.				
10	Ecoprint media can help children explore the shapes of leaves.				
11	Ecoprint media that attracts interest and enthusiasm among Early Childhood Education (ECE) students				
12	The ecoprint media created can inspire Early Childhood Education (ECE)				

**Table 2. Subject Matter Expert Instruments**

No	Statement Point	Assessment			
		1	2	3	4
A	KEY MATERIAL ASPECTS				
1	The suitability of materials in ecoprint media for learning objectives and aspects of creativity development in early childhood.				
2	Suitability of materials used in ecoprint media in developing the creativity of early childhood.				
3	Accuracy in the use of materials in ecoprint media.				
B	SUPPORTING INFORMATION ASPECTS				
4	The materials and media used are non-toxic and safe for young children.				

5	The materials and media displayed attract children's interest.
6	The materials used are natural materials that are easily found in the surrounding environment.
C	DISPLAY ASPECTS
7	The suitability of the media displayed in ecoprint media.
8	The ecoprint media displayed attracted the children's attention.
9	Compatibility of materials in ecoprint media.
10	The materials for ecoprinting are readily available.
D	ADDITIONAL MATERIALS
11	Developing children's creativity (in exploring various shapes of leaves).
12	Developing children's creativity (by exploring various colors and leaf patterns).
13	Developing children's imagination and self-expression.
14	Increasing knowledge about the environment surrounding children.

The steps used in testing the feasibility of ecoprint media products are adjusted to the ADDIE model development procedure. The ecoprint media feasibility research instruments analyzed by experts are arranged according to a rating scale calculation formula from Sugiyono (2011), as follows:

$$P = \frac{f}{N} \times 100 \%$$

Explanation:

- P = Persentase of change
- f = Frequency of scores obtained by children
- N = Number of children

**Table 3. Feasibility Assessment Percentage**

AVERAGE SCORE %	CATEGORY
0-25	not suitable
26-50	Unsuitable
51-75	eligible
76-100	Highly recommended

Products developed that are considered suitable for use in learning are those that have a rating percentage of 51% to 100% or are categorized as Very Suitable or Very Good for application to users, in this case, the early childhood education children studied. Before being applied to the learning process, the developed learning media must first undergo a practicality test to determine the ease of use of the media. (Annisa et al., 2020) explain the purpose of the practicality test, which is to test whether the developed product is practical and easy to use by users.

To determine the practicality of ecoprint media, the author conducted a trial. It is considered very practical if the media is easy to use as a learning medium to enhance children's creativity. An overview of children's responses after being given ecoprint media to stimulate their creativity can be seen from the use of the Guttman scale, according to Sugiyono. (2011), "This type of measurement scale will yield definitive answers, namely Yes - No; True - False; Ever - Never; Positive - Negative. Furthermore, Sugiyono (2011) explains, "In addition to being made in the form of multiple choice questions, it can also be made in the form of a checklist. Answers can be scored from a high of one to a low of zero." The table 4 illustrates this:

**Table 4. Guttman Scale Categories in the Children's Response Questionnaire**

SYMBOL	RESPONSE	SCORE
☺	Agree	1
☹	disagree	0

The data obtained was tabulated and the percentages were calculated and then analyzed. Calculations using the formula:

$$P = \frac{\sum R}{N} \times 100\% N$$

Description:

P = Persentase

Skor  $\sum R$  = Number of validator scores

N = Total maximum score

This research data consists of qualitative and quantitative data. Qualitative data was obtained from observations, interviews, and input from validators and analyzed descriptively to explain the product development and revision process. Meanwhile, quantitative data came from expert validation and media effectiveness tests, which were analyzed using (Okpatrioka, 2023) percentage feasibility formula to determine the product's feasibility level, as well as a paired sample t-test to determine the difference in children's learning outcomes before and after using educational animated video media. Products are categorized as "Suitable" if they obtain a suitability score between 51% and 100% with an interpretation of Suitable to Very Suitable. Products developed that are considered suitable for use in learning are those that have a score of 51% to 100% or are categorized as Very Suitable or Very Good when applied to users, in this case, the early childhood education children being studied. To determine the practicality of the ecoprint media, the author conducted a trial. The ecoprint media developed by the author is said to be very practical if it is easy to use as a learning medium to stimulate children's creativity.

## Results And Discussion

### *Analyze*

The analysis stage is conducted to identify problems that occur during the learning process. The results of the analysis will be used as a reference in developing the model. The analysis consists of an analysis of student needs, an analysis of the material, and an analysis of the media.

### *Design*

After the researchers collected data through site surveys, observations, and interviews, the next step was to create ecoprint media to stimulate children's creativity. The researchers began designing ecoprint media and preparing leaves and flowers suitable for children to use. here, researchers use a technique of striking leaves or flowers onto cloth using a hammer (Octariza & Mutmainah, 2021).



Figure 2. Selecting fabric and leaves



Figure 3. Printing process



Figure 4. Children's lunch



Children's tissue holder craft

After product creation, there is a validation stage by media and material experts. The assessment results are in Table 5.

Table 5. Validator assessment results

Validator	Shoes maximum	Score obtained	presentase	criteria
Subject Matter Expert	100	89	89%	Appropriate
Media Expert	100	90	90%	Media Expert
Average	200	189	94,5%	Highly Recommended

Based on the validation results conducted by experts, data on the suitability of learning media was obtained from two validators, namely subject matter experts and media experts. The validation results from subject matter experts showed that the media obtained a score of 189% of the maximum score of 100, with a percentage of 94.5%. This percentage falls into the "Highly Suitable" category, meaning that the media is considered appropriate in terms of the suitability of the material to the objectives, the accuracy of the concepts, the depth and breadth of the material, and its usefulness. This percentage falls into the "Highly Suitable" category, which means that the learning media has met the aspects of visual appearance, design quality, ease of use, and consistency of presentation..

On average, the validation results from both experts (subject matter expert and media expert) obtained a percentage score of 94%. Based on the feasibility assessment criteria, this percentage falls into the "Highly Feasible" category. Thus, the developed learning media can be used as a supporting tool in the learning process, with the note that minor improvements are needed in accordance with the validators' suggestions to enhance the quality of the media for optimal results.

### Implementation

At this stage, ecoprint media products were tested on early childhood students at Harapan Mulia Kindergarten in Birobuli Utara District, Palu City. This stage followed the implementation steps outlined in the learning program. The following is a summary of the child's development based on three observed aspects, as shown in Table 6.

Based on Table 6, it can be seen that the results of the recapitulation of the stimulation of children's creativity before and after being given stimuli in the form of ecoprint media, from the first aspect, namely exploration in choosing shapes, for the BSB category from 0% to 60%, the BSH category increased from 13% to 40%, the MB category decreased from 67% to 0%, and the BB category decreased from 20% to 0%. Meanwhile, in the second aspect, namely exploration in choosing colors, for the BSB category, it increased from 0% to 27%, the BSH category increased from 13% to 53%, the MB category decreased from 80% to 20%, and the BB category decreased from 7% to 0%. The last aspect is the creation of ecoprint works, for category BSB from 0% to 33%, category BSH from 7% to 60%, category MB from 80% to 7%, and category BB from 13% to 0%. Therefore, it can be seen that there is a significant increase in children's creativity before and after exposure to ecoprint media. Hypothesis Test Results can be seen in Table 7.

The results of the data analysis from this media show that the application of ecoprint media can be used to stimulate children's creativity. This is in line with (Wening, 2023) research, entitled "The Application of Ecoprint Media to Increase the Creativity of Early Childhood Children in Group B of AR-Rozaq 1 Kindergarten, Sabah Balau, South Lampung." Given the lack of interest among children in participating in learning activities to develop their creativity, innovation in the learning process is needed. For this reason, the researcher took the initiative to use ecoprint media as a medium to enhance children's creativity. A similar opinion was also expressed by (Niken Farida et al., 2023), entitled "The Effect of Batik Activities Using Ecoprint Techniques to Enhance the Creativity of 5-6 Year Old Children". The results show that the average posttest score of the experimental group (27.375) was higher than that of the control group (16.5625), with a significance value of  $0.000 < 0.05$ , indicating a significant effect of ecoprint batik activities on children's creativity. Other research results were also presented by (Nasrullah, Al Fikri, 2024) entitled "The Use of Ecoprint Techniques Using Leaves as Media on the Creativity of Early Childhood Children." This study aimed to determine the use of ecoprint techniques using leaves as media on children's creativity. The method used was descriptive with a qualitative approach. The results of the study show that the ecoprint technique can enhance children's creativity, as evidenced by their ability to produce works with unique and diverse motifs.

**Table 6. Results After and Before Observation**

Kategori	Before being given stimulation						After being stimulated					
	Exploration in choosing a form		Exploration in choosing colors		Ecoprint creations		Exploration in choosing a form		Exploration in choosing colors		Ecoprint creations	
	F	%	F	%	F	%	F	%	F	%	F	%
Developing Very Well (BSB)	0	0	0	0	0	0	9	60	4	27	5	33
Developing as Expected (BSH)	2	13	2	13	1	7	13	40	11	53	12	60
Starting to Grow (MB)	10	67	12	80	12	80	2	0	4	20	3	7
Not yet developed (BB)	3	20	1	7	2	13	0	0	0	0	0	0

Learning in early childhood education is designed for children to develop their skills and creativity, because creativity needs to be nurtured from an early age as can be seen from the indicators of artistic development achievements as outlined in Permendikbud Number 137 of 2014, several indicators of early childhood art are that children are able to enjoy a variety of songs and are interested in artistic activities (Putri et al., 2023). In addition, arts and creativity learning emphasizes the aspects of exploration, expression, and appreciation, as stated by (Hasmiati et al., 2023) that: Creativity is a very important requirement in education and life, especially for children. Creativity itself is an individual's ability to use their imagination to discover or create something amazing that has never been thought of before, but it does not always have to come from new things. Some ideas come from old ideas that have been innovated to create new models, new ideas, or something that has a different quality from the previous situation.

**Table 7. T-test results**

Paired Samples Test		Paired Differences					Significance			
		Mea	Std.	Std. Error	95% Confidence Interval of the Difference		t	d	One-Sided p	Two-Sided p
		n	Deviation	Mean	Lower	Upper				
Pa	Pretest -	-	1.76743	.45635	-5.84544	-3.88790	-	1	<.001	<.001
ir	Posttest	4.866					10.6	4		
1		67					64			

There are many things that can be done to stimulate children's creativity, one of which is by using ecoprint media, as stated by (Hasanah & Hambali, 2025) that ecoprint for early childhood has several objectives, namely: Children can create unique works from natural materials such as leaves and flowers. Ecoprint also serves as a means to learn about the environment. Ecoprint activities can be done independently or in groups, and in this study, ecoprint activities were modified according to the children's ages. This is similar to what (Simanungkalit & Syamwil, 2020) stated, that Ecoprint batik activities are also enjoyable for children because they give children the freedom to express their ideas and thoughts without restrictions, thereby impacting their development. Based on the above opinions, it can be concluded that ecoprint media can help children develop their creativity, train their focus, and teach them to utilize natural materials around them.

## Conclusion

Based on the results of data analysis and a review of relevant previous studies, it can be concluded that the use of ecoprint media is an effective learning innovation for stimulating and enhancing creativity in early childhood. Various research findings indicate that ecoprint activities not only increase children's interest and participation in learning but also encourage them to express ideas, imagination, and individuality through diverse artistic creations. The implementation of ecoprint provides meaningful learning experiences by actively involving children in processes of exploration, experimentation, and creation. Children are given the freedom to select, combine, and utilize natural materials such as leaves and flowers, allowing creativity to emerge in an authentic and contextual manner. This aligns with early childhood art development indicators, which emphasize interest in artistic activities and the ability to express oneself creatively. In addition to fostering creativity, ecoprint activities contribute to the development of children's concentration, patience, and fine motor skills. Ecoprint also introduces environmental awareness from an early age, as children learn to recognize, appreciate, and utilize natural resources responsibly. The enjoyable, flexible, and open-ended nature of ecoprint activities creates a learning environment that does not restrict children's ideas, thereby supporting holistic development. Therefore, ecoprint can be considered a creative, innovative, and environmentally friendly learning medium in early childhood education. Its application is expected to create a more engaging learning atmosphere and support the optimal and sustainable development of children's creativity.

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