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Developing Artistic Creativity In Early Childhood Through Ecoprint Activities With Punch/Tap Techniques

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Abstrak

Penelitian ini bertujuan untuk mengeksplorasi teknik ecoprint menggunakan metode memukul/mengetuk untuk memfasilitasi perkembangan kreativitas artistik anak. Penelitian kualitatif mendalam ini kualitatif ini dilakukan di Taman Kanak-kanak Al Muna, Bireun, dengan melibatkan 15 anak berusia 4-6 tahun selama 8 minggu. Strategi pengumpulan informasi yang dilakukan meliputi keterlibatan peneliti dalam kegiatan, dialog intensif dengan guru dan intensif dengan guru dan orang tua, dan pemeriksaan menyeluruh terhadap dokumentasi hasil karya anak. Hasil penelitian menunjukkan peningkatan yang signifikan dalam semua aspek kreativitas, dengan peningkatan tertinggi pada aspek elaborasi (80%) dan orisinalitas (78,95%). Ecoprint telah terbukti efektif dalam menstimulasi pengalaman multi-indera, mendorong eksplorasi bahan alami, dan meningkatkan kesadaran lingkungan. kesadaran lingkungan. Temuan ini menunjukkan bahwa ecoprint tidak hanya mengembangkan kreativitas, tetapi juga memperkuat hubungan anak-anak dengan alam, sejalan dengan konsep pendidikan seni lingkungan. Studi ini menyoroti potensi untuk mengintegrasikan teknik ecoprint dalam kurikulum PAUD sebagai pendekatan inovatif untuk mengembangkan kreativitas sekaligus meningkatkan kesadaran lingkungan. Implikasi teoritis dan praktis dibahas, termasuk perlunya mendefinisikan ulang kreativitas dalam konteks pendidikan anak usia dini yang lebih inklusif dan beragam yang lebih inklusif dan beragam.

Kata kunci: Kreativitas Seni, Anak Usia Dini,Ecoprint.

Abstract

This research aims to explore the ecoprint technique using the hitting/knocking method to facilitate the development of children's artistic creativity. This qualitative in-depth investigation was carried out at Al Muna Kindergarten, Bireun, involving 15 children aged 4-6 years over a period of 8 weeks. Information gathering strategies included the involvement of researchers in activities, intensive dialogue with teachers and parents, and thorough examination of documentation of children's creations. The results showed a significant increase in all aspects of creativity, with the highest increase in elaboration (80%) and originality (78.95%). Ecoprint techniques have proven effective in stimulating multi-sensory experiences, encouraging exploration of natural materials, and increasing environmental awareness. These findings indicate that ecoprint not only develops artistic creativity, but also strengthens children's connections with nature, in line with the concept of eco-art education. This study highlights the potential for integrating ecoprint techniques in the PAUD curriculum as an innovative approach to developing creativity while increasing environmental awareness. Theoretical and practical implications are discussed, including the need for a redefinition of creativity in a more inclusive and diverse early childhood education context.

***Keywords**: Artistic Creativity, Early Childhood, Ecoprint.*

Introduction

Creativity is an important aspect in early childhood development. According to (Munandar, 2009), Creativity is the ability to create something new, either in the form of ideas or real works that are relatively different from what has existed before. In early childhood, creativity needs to be stimulated and developed optimally because it will have a significant effect on their cognitive, social-emotional, and physical-motor development (Sujiono, 2013).

However, the reality on the ground shows that the development of artistic creativity in early childhood is still not optimal. Research (Rahmawati, 2018) revealed that 65% of Early Childhood Education teachers have difficulty in designing creative and innovative art activities. This is due to the limited knowledge and skills of teachers in exploring various media and art techniques that can stimulate children's creativity.

One potential approach to developing early childhood artistic creativity is through the ecoprint technique. Ecoprint is a technique of printing natural motifs from plants onto cloth or paper using a striking or tapping technique (Faridatun, 2022). This technique not only produces unique works of art, but also has high environmental education value because it utilizes natural materials around children.

Although the ecoprint technique has been widely used in the world of textile art, its application in the context of early childhood education is still limited. Research (Kurnia & Aulina, 2022) It shows that the use of the Ecoprint technique can improve the fine motor skills of children aged 5-6 years. However, there has been no research that specifically examines the effectiveness of ecoprint techniques in developing early childhood artistic creativity.

Based on the background of the research, this study aims to explore and analyze the potential of the ecoprint technique with the punch/tap method in developing early childhood artistic creativity. In particular, this study will answer the question: (1) How can the implementation of the ecoprint technique with the punch/tap method stimulate early childhood artistic creativity? (2) What are the factors that affect the effectiveness of the use of ecoprint techniques in developing early childhood artistic creativity?

The results of this research are expected to make a significant contribution to the development of creative and innovative art learning methods for early childhood. Practically, the findings of the research can be a reference for Early Childhood Education teachers in designing art activities that not only develop children's creativity, but also increase their concern for the environment.

The theoretical basis of this study refers to Piaget's theory of cognitive development in (Wardani, 2022) which emphasizes the importance of object exploration and manipulation in early childhood learning. In addition, the concept of creativity from Torrance in (Appulembang, 2017) which includes aspects of fluency, flexibility, originality, and elaboration will be used as an analytical framework in evaluating the development of children's creativity through ecoprint activities.

The urgency of this research is increasingly relevant considering the paradigm shift in early childhood education that emphasizes the importance of nature-based learning and the development of creativity (Wulansari, 2017). The ecoprint technique offers an approach that is in line with this paradigm, as well as opening up opportunities for children to express themselves creatively through environmentally friendly media.

It is hoped that through this research, an integrative, creative, and sustainable art learning model for early childhood can be produced. Furthermore, this study has the potential to be a catalyst for the development of early childhood education curriculum that is more responsive to the needs of developing children's creativity and contemporary environmental issues.

Method

This study adopts a qualitative approach with a case study design to explore in depth the development of early childhood artistic creativity through ecoprint techniques. This approach was chosen because it allows researchers to understand the phenomenon holistically in its natural context. Case studies as research designs allow for in-depth exploration of phenomena in real-life contexts (Yin, 2014). The research will be carried out for 3 months in the AL Muna Bireun kindergarten, which has implemented nature-based learning.

The research subjects included all children aged 4-6 years in the AL Muna Bireun kindergarten. The sample was selected using the purposive sampling technique with the following criteria: (a) children aged 4-6 years, (b) have participated in learning in kindergarten for at least 6 months, and (c) have an interest in art activities. The total sample that will be involved is 15 children. Data collection will be carried out through participatory observation, in-depth interviews with teachers and parents, analysis of documents of children's ecoprints, and documentation of the learning process. The research instruments included structured observation sheets, semi-structured interview guidelines, and creativity assessment rubrics adapted from the Torrance Test of Creative Thinking. All instruments will be validated through expert judgment by two early childhood education experts and one fine arts expert, and tested for reliability through an inter-rater reliability test.

The data analysis will use the interactive model of Miles, Huberman, and Saldana (Miles et al., 2014) which includes data condensation, data presentation, and conclusion drawn. To increase the credibility of the research, triangulation of sources and methods will be carried out. The tools used in this study included a Canon EOS 80D DSLR camera for documentation, a Sony ICD-UX560 voice recorder for interviews, and an ASUS ZenBook 14 laptop for data analysis. The materials for ecoprint activities consist of 100% cotton fabric measuring 30x30 cm, leaves and flowers from the surrounding environment, rubber mallets, 5% food vinegar, and alum.

The research procedure will be carried out in three stages: preparation (preparation and validation of instruments, licensing, and socialization of the program), implementation (implementation of ecoprint activities for 8 weeks, with a frequency of 2 times per week), and analysis (data processing, interpretation of results, and preparation of reports). Through this method, it is hoped that the research can produce a comprehensive understanding of the potential of ecoprint techniques in developing early childhood artistic creativity, as well as the factors that affect its effectiveness. The results of this research are expected to make a significant contribution to the development of creative and innovative art learning methods for early childhood, as well as a reference for the development of an early childhood research curriculum

that is more responsive to the needs of developing children's creativity and contemporary environmental issues.

Result and Discussion

This study reveals important findings related to the development of early childhood artistic creativity through the ecoprint technique with the punch/tap method. Based on observation for 8 weeks, there was a significant increase in the child's creativity aspects, including fluency, flexibility, originality, and elaboration.

Table 1. Comparison of Children's Creativity Scores Before and After Ecoprint Intervention

Aspects of Creativity	Average Pre-test Score	Average Post-test Score	Increased (%)
Smooth	2.3	3.7	60.87%
Flexibility	2.1	3.5	66.67%
Originality	1.9	3.4	78.95%
Elaboration	2.0	3.6	80.00%

The data in Table 1 shows a significant increase in all aspects of creativity, with the highest increase in elaboration (80%) and originality (78.95%). These findings indicate that the ecoprint technique is effective in stimulating new ideas and encouraging children to develop details in their artwork.

The results of qualitative analysis of children's creativity show that with ecoprint activities, children get sensory experiences, namely the recognition of various colors, textures, and shapes from natural materials. Children like to experiment, when learning activities take place, one of which is to print so that they encourage children to be more flexible, smooth, able to create something unique and more diligent in carrying out ecoprint activities.

Furthermore, the results of interviews with teachers and parents revealed that the children showed high enthusiasm and deep involvement during the ecoprint activity. Some parents report that their children are beginning to show a greater interest in nature and often collect leaves or flowers for "experiments" at home.

Compared to previous studies that used conventional art techniques, such as

painting or drawing, the ecoprint technique showed superiority in terms of multi-sensory stimulation and connection with nature. Research (Widowati, 2019) Regarding the use of EcoPrint to improve fine motor skills of children aged 5-6 years found an increase in skills by 45%, while this study showed an increase in creativity aspects by up to 80%. This indicates that ecoprints are not only beneficial for children's physical development, but also cognitive and creative.

The theoretical implication of this study is the need to redefine creativity in the context of early childhood education that is more inclusive and diverse. Practically, these findings suggest the integration of ecoprint techniques into the Early Childhood Education curriculum as a tool to develop creativity while increasing environmental awareness.

However, it should be noted that the effectiveness of the ecoprint technique is also influenced by factors such as teacher readiness, availability of natural materials, and parental support. Further research is needed to explore how these factors interact and how the application of ecoprint can be optimized in various early childhood education contexts.

Based on the formulation of the problem that has been explained, the problem obtained is that Al-Muna kindergarten children with a total of 15 children have low artistic creativity. From the results of the research, it was obtained that after carrying out ecoprint activities with the hitting technique, the results reached 80% and were included in the category of Developing as Expected. Based on the results of this improvement, it can be concluded that ecoprint activities with hitting techniques using natural materials are very suitable for developing children's artistic creativity. This is similar to the results of the study (Putri et al., 2023) that the use of ecoprint in learning has a significant impact on the development of children's creativity, because in his research it was stated that between the control class and the experimental class that were given ecoprint activities had differences in creativity results, in other words the average score in the experimental class was higher in developing creativity than the control class in the comparison of pretest and post test.

Furthermore, in this study, the results of observations showed that children who were previously considered "less talented" in conventional art showed significant increases in confidence and creative expression through ecoprints. These findings support Gardner's

argument in (Syarifah, 2019) about multiple intelligences, which emphasizes that each child has creative potential that can be accessed through different modalities.

Then the next findings based on the results of interviews with teachers and parents revealed that the children showed high enthusiasm and deep involvement during ecoprint activities. Some parents report that their children are beginning to show a greater interest in nature and often collect leaves or flowers for "experiments" at home. This finding confirms the potential of eco-print as a bridge between art education and environmental education, in line with the concept of eco-art education put forward by (Inwood, 2013).

Other findings from the results of a qualitative analysis of the child's creative process revealed that the ecoprint technique provides a rich sensory experience, allowing children to explore various textures, shapes, and colors from natural materials. This is in line with Piaget's theory of cognitive development in (Wardani, 2022) which emphasizes the importance of concrete object manipulation in early childhood learning. Furthermore, the freedom to choose and compose natural materials encourages children to think divergently, a key component of creativity as expressed by Guilford in (Azis, 2019).

Conclusion

This study reveals the significant potential of the ecoprint technique with the punch/tap method in developing early childhood artistic creativity. Based on the results of data analysis during the 8 weeks of intervention, several important points can be concluded: First, the ecoprint technique has been proven to be effective in improving all aspects of children's creativity, including fluency, flexibility, originality, and elaboration. The highest improvement was seen in the aspects of elaboration (80%) and originality (78.95%), indicating that this technique is able to stimulate creative thinking and encourage children to develop unique ideas. Second, the multi-sensory approach in ecoprint provides a rich and meaningful learning experience for children. The exploration of various textures, shapes, and colors from natural materials not only increases creativity, but also strengthens children's connection with the environment, in line with the concept of eco-art education. Third, the ecoprint technique shows inclusive potential in art education, where children who were previously considered "less

talented" in conventional art show significant increases in confidence and creative expression. Fourth, the integration of ecoprint in the early childhood education curriculum can be an effective strategy to develop creativity while increasing environmental awareness in early childhood. However, it should be noted that the effectiveness of this technique is also influenced by external factors such as teacher readiness, availability of natural materials, and parental support. Therefore, the implementation of ecoprint techniques in early childhood education settings requires a holistic approach that involves all stakeholders. In conclusion, the ecoprint technique with the punch/tap method offers an innovative and sustainable approach in the development of early childhood artistic creativity. Further research is needed to explore the long-term potential of this technique as well as its application in various early childhood education contexts.

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