International Journal of Multidisciplinary Research of Higher Education (IJMURHICA)
http://ijmurhica.ppj.unp.ac.id/index.php/ijmurhica

Improving Children's Creativity Through Activities Ecoprint Batik Based on Local Wisdom

Elvi Helmi Saputri[1], Asdi Wirman[1], Indra Yeni[1], Vivi Anggraini[1]
[1]Universitas Negeri Padang, Indonesia
elvihelmisaputri@gmail.com *

Article Information:
Received February 24, 2025
Revised March 17, 2025
Accepted April 17, 2025

Keywords: *Ecoprint batik, local wisdom, creativity, kindergarten*

Abstract

Early childhood creativity is crucial to discuss because it can increase children's self-confidence and explore the various potentials that exist in children, especially during the golden age. One way for children's creativity to increase and develop, it is necessary to have activities so that they can show their creativity. There are various activities to make children's creative power increase, one of which is with ecoprint batik activities. This study aims to analyze the effect of ecoprint batik activities on children's creativity. This study used a quantitative approach using a Pre-Experimental design, specifically the "One-Group Pretest-Posttest Design." The findings indicated that the originality of children in class B2, using ecoprint batik activities, ranged from a maximum score of 31 to a minimum score of 20, yielding an average score of 26.1. The 2-tailed significance value derived from the B1 class post-test t-test is 0.00, which is less than 0.05, indicating statistical significance. Consequently, the hypothesis (Ha) of this research is affirmed, indicating that batik activities influence children's creative capacities via the execution of experimental ecoprint batik activities rooted on local knowledge.

INTRODUCTION

Early childhood creativity is crucial to discuss because it can increase children's self-confidence and explore the various potentials that exist in children, especially during the golden age which is the child's initial foundation (Astuti & Aziz, 2019; Bonita et al., 2022; Hairiyah & Mukhlis, 2019; Husna Handayani, 2017; Maulana & Mayar, 2019; Trenggonowati & Kulsum, 2018). The significance of fostering children's creativity from a young age enhances their confidence and ingenuity while also habituating them to generate original ideas and engage in creative endeavors. The early developmental stage is an excellent chance for educators to cultivate children's personalities and explore their potential, since this period significantly influences their future. Early childhood refers to the developmental stage of a kid aged 0 to 6 years, during which growth occurs and inherent potential must be nurtured.

How to cite: Saputri, E. H., Wirman, A., Yeni, I., Anggraini, V. (2025). Improving Children's Creativity Through Activities Ecoprint Batik Based on Local Wisdom. *International Journal of Multidisciplinary of Higher Education (IJMURHICA)*, *8*(2), 241-250.

E-ISSN: 2622-741x
Published by: Islamic Studies and Development Center Universitas Negeri Padang

Consequently, early childhood education is essential to enhance the potential of children from birth. Learning activities in early childhood education inside kindergarten serve to educate children by providing stimulation, care, and instruction that enhance their potential in alignment with developmental elements (Hijriati, 2021; Nurhasanah, 2022; Sa'ida, 2023; Sinaga et al., 2021).

The significance of early childhood education is also grounded in Law No. 20 of 2003. National education asserts that "early childhood education is a developmental initiative aimed at children from birth to 6 years old, achieved through the provision of educational stimuli." Fundamentally, each kid has uniqueness, potential, and intellect (Isnaningsih & Rohman, 2019; Lovisia, 2018; Ngadifah & Rokhman, 2023; Kurnia, 2023). Children exhibit growth and development patterns in physical, cognitive, socio-emotional, creative, linguistic, and communication domains, precisely aligned with their developmental phases. The potential in early infancy may be cultivated via several facets, one of which is creativity.

Creativity is an ability that is not carried from birth, but can be learned and developed, so this ability can be developed early. This is because early childhood is the golden age, which is the foundation of the next age stage (Mustakim et al., 2020; Prasetiawan, 2019). Creativity is also defined as an individual's skill in making new things, in terms of ideas and real work, and not similar to existing ones. It can be understood that creativity is needed because creativity is the ability to create new things, be it an idea or a work, which has not existed before in thinking and the ability to combine ideas. It does not mean that it has to be completely new, but it can combine various ideas that have existed before.

The study findings indicate that fostering creativity is crucial throughout early childhood development. Creativity must be cultivated as it may enhance academic performance. Creativity is seen as a significant element that enhances human capabilities by amalgamating intellectual, emotional, and motivational powers. The traits of creative children manifest when they are deeply engaged in various activities, exhibit curiosity via individual endeavors, and approach new concepts or ideas with originality and initiative. Imaginative youngsters like envisioning possibilities, since creation allows them to realize and articulate their identities. Engaging children in stimulating activities, such as crafting their own projects, fosters the development of their imagination and creativity (Desi & Jaya, 2021).

Early childhood education facilities provide educational services for children from birth to six years, coordinated by both governmental and non-governmental groups. A primary objective of early childhood education is to foster creativity and innovation while cultivating essential life skills in children. Early childhood education is the first step in fostering children from birth to six years old. This education aims to stimulate children's development in various aspects, one of which is through the utilization of all their senses.

In creativity theory, there are five kinds of creativity indicators: i) fluency, namely fluency in making line patterns spontaneously, ii) flexibility, namely, flexibility in changing line patterns into imaginative images, iii) originality, namely originality in making drawings that are different from their friends, iv) elaboration skills, namely elaboration in making detailed drawings according to the theme, v) evaluation skills, namely drawings made according to the theme. Early childhood, basically can pour their thoughts in their own way. The process of pouring ideas becomes irregular when children are trapped in a model of pouring ideas that is less effective so that creativity does not arise. but teachers

must be able to make a way that can find and motivate the direction of children's creativity so that learning objectives can be achieved in accordance with predetermined indicators. Thus, teachers need to hone the potential of children's creativity with various methods or media that can be applied in learning.

Prior research indicated that children's creativity may be cultivated via several activities, including ecoprint batik. Utilizing natural materials and ecoprint processes in batik production might enhance children's creativity. Ecoprint batik enhances children's fine motor abilities, stimulates creativity, reinforces cultural identity, and promotes environmental consciousness. Ecoprint exercises may enhance creativity in youngsters aged 4 to 5 years. The implementation of ecoprint substantially influences the creative creativity and autonomy of children aged 5 to 6 years (Aslamiyah et al., 2024).

So, to increase children's creativity, it is necessary to have an activity that aims to show their creativity. There are various activities to make children's creative power increase, one of which is with ecoprint batik activities (Setiawan et al., 2022). Batik is an activity to increase children's creativity. Batik is part of painting learning. Batik is a word that originated from the Javanese language, namely "ambatik" which is divided into two words namely "amba" which means writing and "tik" which means a small dot. Batik is the activity of writing or painting dots. Today the word batik is a noun meaning a piece of batik cloth and is no longer a verb. So batik is a technique of holding liquid night repeatedly on the cloth so that it becomes a form of dots that overlap or become lines (Pertiwi et al., 2022).

Meanwhile, ecoprint comes from the words eco and print. Eco is a fragment of the word ecology or ecosystem, which has been used by several people since environmental awareness has increased, to show the relationship between an activity and environmental safety (Halimatul Mu'minah et al., 2023). The definition of ecoprint refers to an environmentally friendly printing method that utilizes natural coloring agents (Nurliana & Ulya, 2021). So that the results of ecoprint works can show the originality of the work of the artist or designer. Ecoprint techniques can be combined with batik techniques that are already known to the public to create new creations (Sedjati & Sari, 2019). Ecoprint has added value because it has beautiful and diverse patterns because the printing of this product pattern uses plants such as leaves, stems, and flowers. The ecoprint technique uses plant media (leaves and flowers) as the basic material for giving colors and motifs to the fabric.

Ecoprint batik activities have many benefits for children because they can provide opportunities for children to be able to choose and design themselves by utilizing various original shapes and colors of various types of flowers and leaves, this has the potential to stimulate children's imagination and creativity (Kurnia et al., 2023; Fatmala & Hartati, 2020; Putri et al., 2023; Tinggi et al., 2023). Ecoprint batik activities can increase children's confidence in creating other creative ideas. introducing local wisdom-based culture in school learning is very important, especially in early childhood. So that later, children can become the next generation of young people who can preserve culture in Indonesia well. Diverse local cultures can be raised into several parts of the theme in each region, ranging from regional characteristics, special foods, special drinks, traditional games, historical attractions, dances, typical batik and so on.

Arts and crafts can help young children develop their creativity and imagination. Art can also help children express themselves, explore their unique potential, and improve life skills. local culture is starting to be replaced by foreign cultures that are slowly present. Some of the younger generation do

not understand the culture of their own region, some are even ashamed if they do not follow the times because they are considered stupid. One of these regional cultures is about traditional regional clothing such as batik.

In this study, researchers assume that batik activities with ecoprint techniques to produce creative products can increase early childhood creativity. Through this activity, children will be given real and direct examples in the activities carried out. In early childhood, batik activities use simple tools and materials and pay attention to safety in their implementation. The use of safe materials, one of which is using natural materials. Besides being safe, natural materials are also close and easy to find around children. The utilization of the surrounding nature can support learning for children such as in ecoprint batik activities, in ecoprint batik the materials used are natural materials such as flowers and leaves.

In developing children's creativity at school, teachers tend to do monotonous activities as evidenced by learning activities that produce works such as collage or others tend to have no variation and the ideas used have not been fully released by children, and the activities used by teachers are less varied as evidenced only by using picture books or student worksheets. pencils and crayons only, the media used are less varied so that children are not interested and feel bored quickly. In doing activities, teachers also rely more on ready-made materials that are more practical, such as paper or plastic props, due to limited knowledge about the benefits of natural materials in stimulating early childhood creativity. Therefore, it is important to create awareness and more intensive training for educators about the benefits and ways of using natural materials in early childhood learning activities.

Based on these problems, researchers are interested in conducting research related to activities that produce an item, namely handicrafts "ecoprint batik". West Sumatra has 3 popular batik, one of which is batik based on local wisdom. I modified the composition by using the primary ingredients: betel leaves, fern leaves, cassava leaves, castor leaves, and other flowers. In alignment with the designation of locally inspired batik, children engage in direct printing with the method of stamping, with the motifs determined by the children's own imagination.

METHODS

This study employs quantitative methodologies using a Pre-Experimental research design, specifically the "One-Group Pretest-Posttest Design." specifically in this design using a single group pre-treatment and post-treatment (Engkizar et al., 2023; Sari et al., 2021; Zafirah et al., 2018). Consequently, the treatment outcomes may be assessed with more precision, since they can be compared to the pre-treatment condition. The participants in this research were students at the Ulul Ilmi Kindergarten in Padang. The sample studied was group B as many as 10 children. While the object in this study is the effect of ecoprint batik activities based on local wisdom on creativity in Kindergarten Ulul Ilmi Padang.

This research used an observation sheet to assess children's creativity levels before to and during the intervention. The collected data were then examined using descriptive statistical approaches and a paired sample t-test to ascertain any significant variations in children's creativity after their participation in local wisdom-based ecoprint batik activities. This project aims to advance new, locally-informed learning methodologies within the early childhood education context.

RESULT AND DISCUSSION

This study investigated the impact of ecoprint batik activities based on local wisdom on creativity at Ulul Ilmi Kindergarten Padang. The research was conducted over 5 sessions in the experimental class, including 1 pre-test, 3 treatments, and 1 post-test. Pre-test and post-test data were analyzed using a value comparison test with SPSS 26.

Table 1. Comparison of Statistical Test of Pre-test and Post-test of Experimental Class

Descriptive Statistics					
	N	Min-	Max	Mean	Std. Deviation
Pretest	10	13,00	25,00	17,1000	4,09471
Postest	10	20,00	31,00	26,1000	3,10734
Valid N (listwise)	10				

Table 1 shows the comparison of pre-test and post-test statistics in the experimental class. The pre-test had a minimum value of 13, a maximum of 25, a mean of 17.10, and a standard deviation of 4.09471. The post-test had a minimum of 20, a maximum of 31, a mean of 26.10, and a standard deviation of 3.10734. Data analysis was performed using hypothesis testing (t-test), with normality and homogeneity tests conducted first using SPSS 26.

The normality test assesses whether the two data groups have a normal distribution among the population (Lovisia, 2018). This research used the Shapiro-Wilk normality test to assess normalcy. The Shapiro-Wilk normality test assesses the distribution of random data within a sample size not exceeding 50 observations. The criterion for decision-making in the normality test is that if the significance value is less than 0.05, the population is deemed not normally distributed; conversely, if the significance value exceeds 0.05, the population distribution is considered normal. The following findings pertain to the normalcy test of the experimental group, which was evaluated using SPSS in this research.

Table 2. Shapiro Wilk Normality Test

Tests of Normality			
	Shapiro-Wilk		
	Statistic	Df	Sig.
Pretest	,786	10	,010
Postest	,977	10	,946
*. This is a lower bound of the true significance.			
a. Lilliefors Significance Correction			

Table 2 shows the normality test using the Shapiro-Wilk test, as the sample size is less than 30. The experimental class pre-test data yielded a significant value of 0.010 > 0.05, indicating that the data distribution is normal. Afterward, a homogeneity test using the Levene test was conducted. If the significant value is <0.05, the variance is not homogeneous; if >0.05, the variance is homogeneous. As explained in the data below.

Table 3. Homogeneity test

Levene Statistic			df1	df2	Sig.
Pretest Postest	Based on Mean	,403	1	18	,534
	Based on Median	,103	1	18	,751
	Based on Median and with adjusted df	,103	1	14,532	,752
	Based on trimmed mean	**,293**	**1**	**18**	**,595**

Table 4. Homogeneity test

Levene Statistic			df1	df2	Sig.
Pretest Postest	Based on Mean	,403	1	18	,534
	Based on Median	,103	1	18	,751
	Based on Median and with adjusted df	,103	1	14,532	,752
	Based on trimmed mean	**,293**	**1**	**18**	**,595**

Table 3 shows a significant value (Sig.) of 0.534 > 0.05, indicating that the averages are significantly different. Therefore, H0 is rejected, meaning that ecoprint batik based on local wisdom affects early childhood creativity. After confirming data homogeneity, the Paired Samples T-test was used for hypothesis testing, as the data is normal and homogeneous. The criteria for the hypothesis test are: If Sig > 0.05, H0 is accepted; if Sig < 0.05, Ha is accepted. The following are the t-test results.

Table 5. Hypothesis testing (t-test)

Paired Samples Test

		Paired Differences							
			Std. Devit Ion	Std. Error Mean	95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean			Lower	Upper	t	df	
Pair 1	Pretest - pos test	-9,00000	3,52769	1,11555	-11,52354	-6,47646	-8,068	9	,000

Based on table 5, the hypothesis test shows a significant value of 0.000 <0.05, meaning H0 is rejected and Ha is accepted. This indicates a significant effect of ecoprint batik activities on children's creativity. The post-test scores show an increase in creativity, as the use of engaging ecoprint batik activities based on local wisdom contributed to this improvement at Ulul Ilmi Kindergarten Padang.

Ecoprint batik activities have an effect in developing children's creativity with moving hands doing ecoprint activities, these cognitive abilities can make children choose various forms of leaf and flower patterns, know colors and can analyze their ideas so that children can organize them into works of art that have value, train the patience of children and their friends in the process of making ecoprints In addition, research conducted by with the title "Improving Children's Creativity through Ecoprint Activities with Pounding Techniques in Group B early childhood education Islam Integral Darul Fikri Bengkulu City" can be concluded that the results of this study state that

ecoprint activities with pounding techniques can increase children's creativity from an average cycle I of 3.16 with a sufficient category to an average cycle II of 4.19 with a good category.

It is advised that educators include ecoprint activities using pounding methods in their instruction, and that school administrators encourage collaboration among teachers to provide learning media resources for these ecoprint activities. Acquiring ecoprint skills for printing is an educational advancement in early childhood, particularly for children aged 4-6 years, grounded on local knowledge to enhance several facets of early development. Natural materials accessible to children may serve as inspiration and educational tools for early childhood art creation, along with this study's findings that local wisdom-based ecoprint activities positively affect children's creative capacities.

The findings from many research indicate a significant impact of ecoprint batik activities on the creative capacities of children at Ulul Ilmi Kindergarten Padang. The analysis and discussion of the research findings indicate that the study on children's creative talents in class B2, using ecoprint batik activities, yielded a maximum score of 31 and a minimum score of 20. The mean value is 26.1. Based on the acquired significance value in the sig column (2-tailed) for the B1 class post-test t-test, $0.00 < 0.05$, it is deemed significant. Consequently, researchers may ascertain that the hypothesis (Ha) in this study is validated, indicating that batik activities influence children's creative talents via the execution of experimental ecoprint batik activities rooted on local knowledge.

In light of the research findings presented, it is recommended that educators enhance their creativity to foster engaging and meaningful learning experiences for children. Additionally, it is essential to motivate teachers in their instructional practices. To ensure the continuity of this research, it is anticipated that subsequent researchers will explore and articulate methodologies that enhance children's creative abilities, thereby serving as a source of inspiration for future investigations.

Consequently, it is anticipated that educators would provide engaging activities to facilitate the learning process and enhance many facets of child development, particularly in fostering children's creative capacities. Subsequent researchers may use the findings of this study as a reference for reading and as a source of innovative ideas for engaging activities in children's learning processes.

CONCLUSION

One of the keys to the success of children so that their creativity can increase and develop, it is necessary to have activities in order to show their creativity. The formation of creativity is certainly through a long process and must be influenced by various aspects, including by doing ecoprint batik activities. This study has succeeded in proving that the regulatory aspects and self-efficacy of a learner have an influence on batik activities on children's creativity abilities by implementing experimental ecoprint batik activities based on local wisdom. This means that various activities can be carried out such as ecoprint batik which must continue to be trained so as to hone children's creativity.

REFERENCES

Aam Kurnia, Nano Nurdiansah, & Kiki Kilma Rihani. (2023). Kegiatan Membatik Ecoprint Untuk Perkembangan Seni Anak Usia Dini. *Kreasi: Jurnal Pengabdian Masyarakat*, *3*(1), 20–32. https://doi.org/10.51529/kjpm.v3i1.497

Aslamiyah, A., Fitri, R., & Hasibuan, R. (2024). Pengaruh Contextual Teaching and Learning (CTL) pada Kegiatan Ecoprint terhadap Kreativitas Seni dan Kemandirian Anak. *Aulad: Journal on Early Childhood*, *7*(2), 455–465. https://doi.org/10.31004/aulad.v7i2.726

Astuti, R., & Aziz, T. (2019). Integrasi Pengembangan Kreativitas Anak Usia Dini di TK Kanisius Sorowajan Yogyakarta. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, *3*(2), 294. https://doi.org/10.31004/obsesi.v3i2.99

Bonita, E., Suryana, E., Hamdani, M. I., & Harto, K. (2022). The Golden Age : Perkembangan Anak Usia Dini dan Implikasinya Terhadap Pendidikan Islam. *Tarbawiyah : Jurnal Ilmiah Pendidikan*, *6*(2), 218. https://doi.org/10.32332/tarbawiyah.v6i2.5537

Desi, S., & Jaya, I. (2021). Pengembangan Kreativitas Anak Melalui Kegiatan Membentuk Tanah Liat Di Taman Kanak-kanak. In *Jurnal Kajian Anak (J-Sanak)* (Vol. 2, Issue 02, pp. 76–88). https://doi.org/10.24127/j-sanak.v2i02.816

Engkizar, E., Jaafar, A., Taufan, M., Rahman, I., Oktavia, G., & Guspita, R. (2023). Quran Teacher: Future Profession or Devotion to the Ummah? *International Journal of Multidisciplinary Research of Higher Education (IJMURHICA*, *6*(4), 196–210. https://doi.org/10.24036/ijmurhica.v6i4.321

Fatmala, Y., & Hartati, S. (2020). Pengaruh Membatik Ecoprint terhadap Perkembangan Kreativitas Seni Anak di Taman Kanak-Kanak. *Jurnal Pendidikan Tambusari*, *4*(2), 1143–1155. https://doi.org/10.31004/jptam.v4i2.577

Hairiyah, S., & Mukhlis. (2019). Pengembangan Kreativitas Anak Usia Dini Melalui Permainan Edukatif. *Jurnal Kariman*, *7*(2), 265–282. https://doi.org/10.52185/kariman.v7i2.118

Halimatul Mu'minah, I., Kurnia Sugandi, M., & Arif Gaffar, A. (2023). Pelatihan Pembuatan Ecoprint Pada Tote Bag Di Lingkungan Sekolah SATAQU Majalengka. *BERNAS: Jurnal Pengabdian Kepada Masyarakat*, *4*(3), 1957–1968. https://doi.org/10.31949/jb.v4i3.5369

Hijriati, P. R. (2021). Proses Belajar Anak Usia 0 Sampai 12 Tahun Berdasarkan Karakteristik Perkembangannya. *Bunayya : Jurnal Pendidikan Anak*, *7*(1), 152. https://doi.org/10.22373/bunayya.v7i1.9295

Husna Handayani, P. (2017). Pengembangan Kreativitas Anak Usia Dini Dalam Keluarga. *Jurnal Keluarga Sehat Sejahtera*, *15*(2), 46–56. https://doi.org/10.24114/jkss.v15i2.8774

Isnaningsih, A., & Rohman, A. (2019). Participation of Mothers Who Work in Religious Activities Towards Child Behavior. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, *3*(1), 199. https://doi.org/10.31004/obsesi.v3i1.157

Lovisia, E. (2018). Pengaruh Model Pembelajaran Inkuiri Terbimbing terhadap Hasil Belajar. *Science and Physics Education Journal (SPEJ)*, *2*(1), 1–10. https://doi.org/10.31539/spej.v2i1.333

Maulana, I., & Mayar, F. (2019). Pengembangan Kreativitas Anak Usia Dini di Era Revolusi Industri 4.0. *Jurnal Pendidikan Tambusai*, *3*(5), 1141–1149. https://doi.org/10.31004/jptam.v3i3.333

Mustakim, M., Fauziyah, N., Rahim, A. R., & Sukaris, S. (2020). Seminar Mengoptimalkan Golden Age Anak. *DedikasiMU(Journal of Community Service)*, *2*(4), 607. https://doi.org/10.30587/dedikasimu.v2i4.2059

Ngadifah, D. N. A., & Rokhman, N. M. (2023). Meningkatkan Kreativitas Anak Melalui Kegiatan Membatikdari Bahan Alam Menggunakan Teknik Ecoprint di Kelompok B. *Jurnal Pembelajaran, Bimbingan, Dan Pengelolaan Pendidikan*, *4*(1), 22–29. https://doi.org/10.17977/um065v4i12024p22-29

Nurhasanah, D. (2022). Upaya Meningkatkan Kreativitas Anak Melalui Teknik Usap Abur Pada Anak Kelompok A. *CERIA (Cerdas Energik Responsif Inovatif Adaptif)*, *5*(4), 430–436. https://doi.org/10.22460/ceria.v5i4.11020

Nurliana, N., & Ulya, M. (2021). Pendidikan Anak Perspektif Psikologi. *Al-Liqo: Jurnal Pendidikan Islam*, *6*(1), 56–67. https://doi.org/10.46963/alliqo.v6i1.313

Pertiwi, A. D., Wahyuningsih, T., Layly, A. N., & Pertiwi, F. D. (2022). Implementasi Pembelajaran Membatik Berbasis Budaya pada Anak Usia Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, *6*(6), 6225–6236. https://doi.org/10.31004/obsesi.v6i6.3298

Prasetiawan, A. Y. (2019). Perkembangan Golden Age Dalam Perspektif Pendidikan Islam. *Terampil : Jurnal Pendidikan Dan Pembelajaran Dasar*, *6*(1), 100–114. https://doi.org/10.24042/terampil.v6i1.3829

Putri, S. W. D., Heldanita, Marlisa, W., Arifin, Z., Nurhayati, Sariah, & Suryanti, D. S. (2023). Meningkatkan Kreativitas Anak Usia Dini melalui Teknik Ecoprint. *PAUD Lectura: Journal of Early Childhood Education*, *6*(2), 82–91. https://doi.org/10.31849/paud-lectura.v6i02.13518

Rahmatia Suci Eka Kurnia, H. (2023). Peran Guru Dalam Mengembangkan Motorik Anak Usia Dini. *Jurnal DZURRIYAT Jurnal Pendidikan Islam Anak Usia Dini*, *1*(2), 91–98. https://doi.org/10.61104/jd.v1i2.27

Sa'ida, N. (2023). Implementasi Pembelajaran Berdiferensiasi untuk Meningkatkan Kreativitas Anak. *Kiddo: Jurnal Pendidikan Islam Anak Usia Dini*, *4*(2), 101–110. https://doi.org/10.19105/kiddo.v4i2.9400

Sari, W., Anwar, F., Wirdati, W., & Engkizar, E. (2021). Metode Diskusi Guru Pendidikan Agama Islam dalam Meningkatkan Kepercayaan Diri Peserta Didik. *Jurnal Pendidikan Tambusai*, *5*(3), 8904–8909. https://doi.org/10.31004/jptam.v5i3.2398

Sedjati, D. P., & Sari, V. T. (2019). Mix Teknik Ecoprint Dan Teknik Batik Berbahan Warna Tumbuhan Dalam Penciptaan Karya Seni Tekstil. *Corak*, *8*(1), 1–11. https://doi.org/10.24821/corak.v8i1.2686

Setiawan, D., Hardiyani, I. K., Aulia, A., & Hidayat, A. (2022). Memaknai Kecerdasan melalui Aktivitas Seni: Analisis Kualitatif Pengembangan Kreativitas pada Anak Usia Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, *6*(5), 4507–4518. https://doi.org/10.31004/obsesi.v6i5.2521

Sinaga, P. N. F., Suyanti Damanik, N., Youli Ginting, I., Lumbantobing, N., & Pertiwi, I. (2021). Pemantauan Perkembangan Anak Usia Dini. In *Prosiding Konferensi Nasional Pengabdian Kepada Masyarakat dan Corporate Social Responsibility (PKM-CSR)* (Vol. 4, pp. 369–373). https://doi.org/10.37695/pkmcsr.v4i0.1324

Tinggi, S., Islam, A., & Bengkalis, N. (2023). Meningkatkan Kreativitas melalui Kegiatan Membatik Ecoprint Anak Usia 5-6 Tahun Arika , Siti Munawarah. *Journal of Early Childhood Education*, *6*(2), 11–21. https://doi.org/10.31849/paud-lectura.v6i02.11287

Trenggonowati, D. L., & Kulsum, K. (2018). Analisis Faktor Optimalisasi

Golden Age Anak Usia Dini Studi Kasus Di Kota Cilegon. *Journal Industrial Services*, *4*(1). https://doi.org/10.36055/jiss.v4i1.4088

Zafirah, A., Agusti, F. A., Engkizar, E., Anwar, F., Alvi, A. F., & Ernawati, E. (2018). Penanaman nilai-nilai karakter terhadap peserta didik Melalui permainan congkak sebagai media pembelajaran. *Jurnal Pendidikan Karakter*, *9*(1). https://doi.org/10.21831/jpk.v8i1.21678