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ECOPRINT TRAINING AS AN INNOVATION IN INCREASING THE CREATIVITY OF WACHID HASYIM ELEMENTARY SCHOOL STUDENTS IN THE CITY OF SURABAYA

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ABSTRACT

Art education often receives less attention than other academic fields. Art is an activity that can increase creativity and become a means of self-expression for students. Based on these conditions, students strive to raise awareness of art in elementary school students by holding training on making Batik Ecoprint using Tote Bag media. Ecoprinting is a technique for printing batik motifs using natural materials without chemicals such as leaves, flowers, and plants. Ecoprinting activities are included in art activities because they require creativity in doing so. This training activity is one of the activities of KKN-T Defending the Country of UPN "Veteran" East Java Students. The target of this activity is elementary school students in Grades 5A and 5B of Wachid Hasyim 2 Elementary School Surabaya. The results of the activity showed that 80% of SD Wachid Hasyim students were able to increase creativity, be able to understand the ecoprint process using natural materials and increase students awareness of the importance of protecting the environment. The skills of students who can explore art in eco-print batik design provide business opportunities for students to awaken the entrepreneurial spirit from an early age through their independent works.

1. INTRODUCTION

1.1. Research Background

Real Work Lectures (KKN) are opportunities for students to apply the knowledge they have learned, explore new knowledge, and contribute directly to solving community problems. Through KKN, students can devote themselves to the community by applying the theories learned in college to real conditions. In addition, they also have the opportunity to gain insight and work experience while interacting directly with local residents.

Involvement in community development has a significant positive impact on students, namely the formation of strong character, increased knowledge and skills, and a deeper understanding of social problems. In addition, this activity can also strengthen the positive image of higher education in the eyes of the community.[1] [2].

KKN-T batch 21 UPN Veteran East Java group 3 wave 2 which was held in Menur Pumpungan Village, Surabaya City aims to develop school children's education related to art involves a comprehensive approach to stimulate creativity, self-expression, and cultural understanding through various art forms such as drawing, painting, and working with digital media. This



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art program aims to develop artistic, critical, and aesthetic skills by providing freedom for children to express their ideas and feelings [3][4].

Art activities improve fine motor skills, support problem-solving, and introduce them to the diversity of art cultures and histories. Additionally, art helps children express and understand their emotions, as well as teaches social skills through collaboration. Overall, art education focuses not only on technique but also on character building and broader cultural understanding, preparing children to become creative and empathetic individuals in the future. [5][6]

The school environment is the environment of students' daily lives. If the school environment can be arranged and managed properly, it will be an effective vehicle for the formation of environmentally conscious behavior. Education that focuses on being environmentally friendly aims to provide children with knowledge, skills, and attitudes that support environmental preservation and sustainability. The program includes basic teaching about the environment such as ecosystems and the impact of pollution, as well as the application of sustainable practices such as recycling, waste reduction, and energy conservation. [7][8][9]

The training on making batik motifs with *ecoprinting* techniques using *totebags* as a medium for elementary school students is expected to increase the creativity of elementary school students and increase their knowledge of how to preserve the environment.

Ecoprint is a textile dyeing technique that uses natural materials, such as leaves, flowers, twigs, and tree bark, to create unique patterns on fabrics. Another meaning states that *Ecoprint* is a way of processing fabrics by utilizing various plants that can produce natural dyes. This ecoprint technique was introduced by a person named India Flint in 2006. The distinctive feature of this ecoprint is in the manufacturing process which directly uses leaves or flowers, then is attached to the fabric and processed with a certain technique. The process involves direct contact between plant color pigment materials and the fabric used as a medium. The leaves, flowers, and stems of the plant are arranged on the cloth and then pressed on it with the aim that the natural patterns and motifs of the plant can be clearly printed [10][11][12][13]

The *ecoprinting process* involves arranging these natural materials on the fabric, then the fabric is soaked with alum water so that the color results of the leaves and flowers can be maximized. The end result is a pattern that is transferred directly from the shape and color of the natural material to the fabric. The various methods that can be used in making eco-prints include the pounding technique and the steaming technique. In this ecoprint activity, the researcher chose the pounding technique because the process is simpler and the leaf footprint is more clearly visible than the steam technique. The pounding technique is a method of hitting or pounding leaves or flowers on a cloth using a hammer. Simply put, print a leaf motif on the fabric. Researchers chose to use stones to make it easier and safer than using a hammer. [14]

2. MATERIALS AND METHODS

This community service uses the ABCD method (*Asset-Based Community Development*), a paradigm built by John McKnight and Jody Kretzmann. The ABCD method is a community development approach based on local assets in an area that later the development of these assets can solve existing problems. This method has a focus on identifying,

mobilizing, and utilizing resources and assets that exist in the environment around Wachid Hasjim II Elementary School, Menur Pumpungan District, The city of Surabaya is used as a starting point in the development and empowerment process. Procedures that can be implemented, namely: [15][16]

1. **Asset Identification:** Identifying local assets that can be used in the ecoprint process, such as plants that contain color pigments. Plants that can be used are cassava leaves, guava leaves, papaya leaves, hibiscus flowers, frangipani flowers, pandanus, paper flowers, and telang flowers. However, a variety of flora can produce natural dyes such as turmeric, pandan leaves, dragon fruit, and other species.
2. **Partnership Formation:** Before carrying out this ecoprint activity, it is necessary to obtain permission from the school and the local community to support the implementation and continuation of this ecoprint program. The Principal of SD Wachid Hasjim II and the teachers welcomed the arrival of KKN-T group 3 wave 2 students who will hold this ecoprint activity.
3. **Education and Training:** The assets that have been identified will be used for the implementation of ecoprint education and training to 5th-grade students of SD Wachid Hasjim II. The assets used include white totebags, alum water, ulekan, clear plastic, and leaves or flowers that can be found in the environment around schools and community settlements. The practice of illustration and color collaboration on this tote bag is one of the methods to provide a platform that supports creative capacity building and facilitates communication for children. While training is an activity that can support students in strengthening their abilities and skills effectively, this training can also help students in discovering their interests and talents.
4. **Application and Practice:** The students can apply what they have learned in class, then they can make practical works through ecoprint activities carried out by KKN-T group 3 batch 2 students. The application of learning methods in practice has an impact on learning motivation and learning outcomes of students.
5. **Evaluation:** Evaluation of activities that have been carried out can be through a review of the work that has been created by students to see their skills. The evaluation showed that the understanding and skills in the application of ecoprint varied among students. Therefore, additional assistance is needed so that students can better appreciate the surrounding environment and take advantage of the natural resources around them.

This ecoprint activity is located at Wachid Hasjim II Elementary School, Menur Pumpungan District, Surabaya City, involving several teachers and a number of students which was carried out in grade 5. Participants came from class 5A with a total of 22 students and class 5B with a total of 28 students, which will be divided into several groups.

This ecoprint activity is under the responsibility of the Principal of SD Wachid Hasjim II and KKN-T students of group 3 wave 2 of the National Development University "Veteran" of East Java in 2024 who are on duty in Menur Pumpungan Village, Surabaya City.

3. RESULT AND DISCUSSION

The implementation of community service activities in the field of Education, carried out by KKN-T students of group 3 wave 2, the ecoprint program which was carried out at Wachid Hasjim II Elementary School, Menur Pumpungan District, Surabaya City, on:

Day/date : Friday, August 16, 2024
 Time : 09.00 a.m. to Finish
 Place : SD Wachid Hasjim II Menur Pumpungan Village, District Sukolilo, Surabaya City, East Java Province
 Agenda : Socialization of the implementation of the ecoprint program and the implementation of the program ecoprint for elementary school children.



Figure 1. Licensing Process with the Principal

The *ecoprint* program began by asking permission from the principal of SD Wachid Hasjim II Menur Pumpungan Village, where KKN-T students of group 3 wave 2 were looking for the right time that could be used in the ecoprint program. This ecoprint activity was attended by students of SD Wachid Hasjim II, each level has 2 classes, namely A and B. KKN-T students of group 3 wave 2 focus on grade 5 students. For class A there are 22 students and for class B there are 28 students. Classes A and B are divided into 5 and 7 groups. The equipment needed to make ecoprints is ulegan for *pounding*, cloth (in this case the fabric used is a totebag size 40×30 cm), and leaves with various shapes and types and bright colors.

Teaching as an effort to serve the students of SD Wachid Hasjim II, Menur Pumpungan Village, began with a demonstration of making ecoprints carried out by KKN-T students of Group 03 wave 2 of the “National” Development University of East Java. After the demonstration, the students were given equipment to make ecoprints. The use of printing materials for ecoprints is adjusted to the creativity of students where the students bring the desired leaves or flowers. The leaves and flowers brought by the students of SD Wachid Hasjim II Menur Pumpungan Village include papaya leaves, pandanus, betel, paper flowers, frangipani flowers, telang flowers, and shoe flowers. The practice was carried out by a group of SD Wachid Hasjim II students accompanied by KKN-T students.

The creation of *ecoprints* is divided into three stages, namely:

1. Mordan:

This stage is the stage of soaking the totebag cloth with alum water for 6 hours and then drying for 3 hours. Here is the documentation of the drying stage



Figure 2. Totebag Drying Process

2. Pounding :

Pounding is the beating of organic matter using a tool such as a hammer or stone to infuse the pigment into the fabric [17]. This stage begins with the presentation of the totebag cloth on a flat surface then leaves or flowers are placed on the totebag. Totebags are coated with plastic on the inside and top of the leaves. This is intended so that the color of the leaves or flowers does not penetrate on the other side of the totebag. Beat the leaves or flowers until the natural color of the two ingredients sticks to the tote bag. Leaves or flowers that are still attached to the totebag are cleaned. The following is the documentation.



Figure 3. Pounding Process & Hitting the Leaf Surface

3. Fixation:

This stage is the drying of totebags that have been printed for 2 hours by drying.



Figure 4. Ecoprint Results of Wachid Hasjim II Elementary School Students

The work of ecoprint batik totebags made by the children of SD Wachid Hasjim II Menur in this activity organized by KKN students is very amazing. With the guidance of the students, the children succeeded in creating beautiful batik using natural materials from the surrounding environment. This activity aims to develop the character of the students, especially in terms of creativity, cooperation and precision. This activity not only honed their creativity but also instilled a love for local culture from an early age.

4. CONCLUSION

Based on the discussion above, it can be concluded as follows: First, this study succeeded in introducing and promoting the ecoprint technique to students at SD Wachid Hasjim 2 Surabaya, as an environmentally friendly and creative method. These students were successfully involved in the process of making Eco-prints by utilizing existing local resources. Second, at first, the students at SD Wachid Hasjim 2 had never heard of or known the ecoprint technique. Thus, this activity is a valuable opportunity to impart new knowledge and skills to participants, while maximizing local potential by utilizing plants around the school environment. This activity is also expected to help them appreciate and preserve the environment as well as promote local art and creativity. Third, in addition, this program With the support and participation of the school, teachers, and parents of students, this ecoprint introduction activity can run smoothly and successfully and have a positive impact on students.

This can be reviewed from the entire series of processes carried out in making the ecoprint. It can be made with simple equipment around. The percentage of 80% of SD Wachid Hasyim students can increase their creativity, be able to understand the ecoprint process using natural materials and increase students awareness of the importance of protecting the environment. The skills of students who can explore art in *ecoprint* batik *design* provide business opportunities for students to awaken the entrepreneurial spirit from an early age through their independent works.

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