

IMPLEMENTATION OF THE ECO-PRINT TECHNIQUE IN IMPROVING THE EARLY CHILDHOOD NATURALIST INTELLIGENCE

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Abstract: This study focuses on improving childhood naturalist intelligence in understanding living organisms, particularly plants, and fostering creative activities. The study utilizes eco-print technique activities to facilitate this improvement. It also assesses the effectiveness of the eco-print technique in enhancing naturalist intelligence among children. It explores eco-printing techniques to boost the naturalist intelligence of 4-6-year-old children at SPS Taam Al-Hidayah, Bandung. The study involves 15 children aged 4-6 years as participants. Following the Kemmis and McTaggart model, the study employed the Classroom Action Research method, involving pre-cycle, cycle 1, and cycle 2 phases, each with planning, action, observation, and reflection stages. The qualitative data is complemented by percentage values from each cycle, reflecting the progress in children's naturalist intelligence enhancement using the eco-print technique. The results include presentations of five indicators: pre-cycle, cycle I, and the final action in cycle II, showing values of 40.33%, 60.33%, and 84.33%, respectively.

Keywords: Ecoprint technique, naturalist intelligence, early childhood.

INTRODUCTION

Early childhood is a period of rapid growth and development. Young children need play activities that involve them directly with natural objects of knowledge that are introduced to make understanding more meaningful and accessible for children to remember. In addition, play activities that are liked in

early childhood are those related to beauty.

Also related to the game tools children use must have an element of beauty and is an aesthetic requirement (Astini, 2017). Not only that, the beauty of playing can also increase intelligence in early childhood. According to Thomas Armstrong (Ardiana, 2022), intelligence itself gives the sense that.

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Intelligence is the ability to perceive new situations and learn from past experiences.

Every parent wants their child to grow optimally so that they become intelligent children. However, according to Howard Gardner (Machali, 1970), intelligence can be developed into multiple intelligences where humans have much intelligence. According to Howard Gardner, multiple intelligences consist of linguistic intelligence, logical-mathematical intelligence, naturalist intelligence, visual-spatial intelligence, kinesthetic intelligence, musical intelligence, interpersonal intelligence, and intrapersonal intelligence (Peking et al., 2020).

According to Ngalim Purwanto (Peking et al., 2020), the different intelligences possessed by each child are factors of innateness; innateness is determined by the traits and characteristics that are innate. Furthermore, influenced by Maturity, every organ in the human body experiences growth and development. Each organ (physical and psychological) can be said to have matured if it can carry out its respective functions. Formation is also a factor. Formation is all circumstances outside of a person that affect intelligence development.

Distinguished in the formation of intentional as done in schools and the formation of unintentional as the influence of the environment. Distinctive interests and traits are also a factor in different intelligences in children. Interests and innate direct action toward a goal are the impetus for that action and freedom; humans can choose specific problem-solving methods.

Every intelligence in early childhood must be stimulated appropriately. Naturalist intelligence is one of the intelligence that must be stimulated from an early age. Naturalist intelligence can be stimulated by activating a child's imagination or creativity.

Naturalist intelligence (Neuheun & Aceh, 2016) recognizes, distinguishes, expresses, and categorizes what is found in nature and the environment.

Furthermore, naturalist intelligence is the ability to recognize, distinguish, express, and classify various things in nature and their environment, such as flora and fauna (Utami, 2020).

The statement is supported by (Saripudin, 2017), who defines naturalist intelligence as expertise in classifying and identifying many species,

plants, and fauna in an individual's environment. It can be concluded that Naturalist Intelligence is the ability of a child to actively interact with animals and plants so that there is a desire to own, care for, and collect a sense of care for living things (Firdausyi & Marlisa, 2022).

The eco-print technique in early childhood education is no stranger; the eco-print technique is usually used for young children to stimulate creativity, fine motor skills, and simple science skills. Researchers took the eco-print technique to improve the ability of early childhood naturalist intelligence. The eco-print technique has an extraordinary impact on children; apart from honing children's creativity in work, it can also introduce directly related shapes, types, and colors of various plants to children.

Research that raises titles related to the eco-print technique includes Improving Early Childhood Creativity through Eco-print Techniques (Wilda et al., 2023). Children are curious based on the research results presented, including the first finding. The second finding is that children want to try new things. The third finding is that children like to experiment when learning activities are carried out by children, one of which is

printing. Based on this fact, researchers provide a new solution for increasing children's creativity through the eco-print technique.

The difference between this research and the two previous studies above is that the researcher used the eco-print technique in this study. The media used various leaves, flowers, and white fiber cloth and stones in this study. Various leaves and flowers are placed on the cloth according to the children's creations; then, the cloth covers each other in half so the leaves and flowers are inside the cloth.

Furthermore, the research subject in this study was also different from the two previous studies. In this study, the subject has received stimulation to increase naturalist intelligence but has not shown significant results or prioritized children's creativity. Using the eco-print technique stimulates children to get to know various plants based on the leaves' type, color, and shape using the senses of sight, touch, and smell. Children get a direct learning experience using native media. Apart from that, in learning the independent learning curriculum, children are required to be creative so that with the eco-print technique, children are allowed to be creative from various

plants that were introduced before so that when they make the eco-print technique, children return to observing the various plants so that children's understanding will increase because they have observed it for the umpteenth time. Moreover, from the eco-print technique activities, the child will think about the shape and color that will be produced so that the child will form the eco-print technique according to the shape that the child cooks based on the knowledge the child has acquired.

This research aims to improve children's naturalist intelligence with more fun activities and increase children's creativity, namely eco-print—knowing the eco-print technique process in increasing naturalist intelligence and the success rate of the eco-print technique.

METHOD

This study uses a class action research method with the Kemmis and Mc. Models. Taggart has four stages, namely the planning stage (plan), the action stage (act), the observation stage (observe), and the reflection stage (reflect) (Juniarti, 2015). The subjects of this study were children aged 4-6 years at SPS Taam Al-Hidayah Bandung.

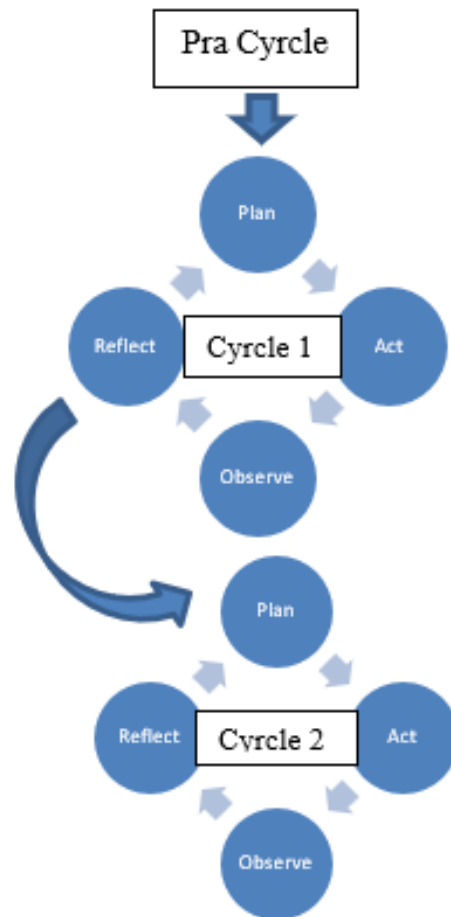


Figure 1. Learning strategy.

Based on Figure 1, the researchers used the eco-print technique to increase the stimulation of naturalist intelligence in early childhood with the following observation instrument grids in Table 1.

Data processing in this study uses two types of qualitative and quantitative data. Qualitative data analysis uses the results of observations with descriptive narratives by the five indicators of naturalist intelligence in children aged 5-6 years six at SPS Taam Al-Hidayah Bandung.

Table 1. Grid Instrument

Variable	Indicator	Observation Statement Items
Naturalist Intelligence	Pay attention to patterns and rhythms of the environment quickly, starting from observing, differentiating, and finding similarities or oddities of the observed patterns.	Children know the texture, shape, size, and color of leaves and flowers. (1) Children can recognize the parts of leaves and flowers. (2) Children can recognize the types of plants from leaves and flowers. (3)
	Keep a collection that comes from observations or practice of nature.	Creating imaginative works to produce eco prints using leaves and flowers for children to save. (4)
	Able to classify objects according to the characteristics of the object.	Children can classify the types of leaves based on the shape of the leaf bones (pinnate, parallel, and finger) and the types of flowers based on the shape of the flower crown. (5)

The criteria for the assessment results used BB (Not Developed), MB (Starting to Develop), BSH (Developing According to Expectations, and BSB (Very Well Developed). This research also used quantitative data using simple statistical data that described scores of children's intelligence in the form of tables and graphs, using the following formula:

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

with P as the percentage, F as the frequency, and N as the maximum score total. Research data were collected through observation, documentation, and interview techniques. The data validation has criteria including credibility, transferability, dependability, and confirmability.

RESULTS AND DISCUSSION

The eco-print technique in improving children's naturalist intelligence can

have a positive impact on children, especially in increasing naturalist intelligence, as in research that raises titles related to eco-print techniques, including research entitled Improving Early Childhood Creativity through Eco-print Techniques (Wilda et al., 2023). Based on the research results presented, including The first finding, children are curious. The second finding is that children want to try new things. The third finding is that children like to experiment when learning activities are carried out by children, one of which is printing. Based on this fact, researchers provide a new solution for increasing children's creativity through the eco-print technique. In addition, there is research conducted by (Suharsono et al., 2022) entitled The Effect of The Eco-print Learning Approach Based on Natu-

ral Materials on the Improvement of Naturalist Intelligence of Kindergarten Students.

This study has three results and discussions: pre-cycle, cycle I, and cycle II. Pre-cycle results or initial observations are data taken while still using conventional methods. The conventional method is characterized by lectures, explanations, and division of tasks and exercises. Conventional learning often uses the lecture, question and answer, discussion, and assignment methods (Devita & Budiyanto, 2022). In this stage, the researcher uses media pictures showing various types of plants related to leaves, plants, and flower colors. Through the oral communication dialogue, the educator explains one by one to the children and then gives the task of classifying flowers based on color, leaves based on their shape, and various plants based on their types through pictures. At this stage, children still do not understand the classification of plants based on type, shape, and color. Of the three classification tasks, children for color classification activities were observed to have started to develop. However, in the other two activities, it was observed that children still tended to be underdeveloped, so based on the results of

this pre-cycle, the researcher drew conclusions to take other strategies related to skills-related activities. Learning, according to cognitive theory, is a process or effort that involves mental activity that occurs in humans as a result of the process of active interaction with their environment to obtain a change in the form of knowledge, understanding, behavior, skills, values, and attitudes that are relative and trace (Sutarto, 2017). The Eco-print technique facilitates children's learning, involving the surrounding environment, by utilizing original media in recognition and skills activities to produce valuable and memorable work for children. In simple quantitative research, results can be seen in Table 2.

The research results at the pre-cycle stage showed that children's naturalist intelligence on BB criteria obtained a percentage of 76.67% and MB 23.33% of the results of each assessment indicator with a sample of 15 children. The total class percentage for children's naturalist intelligence before using the eco-print technique was 40.33%. Therefore, researchers designed eco-print technique activities to improve the naturalist intelligence of children aged 4-6 years at SPS Taam Al-Hidayah. Based on these results, the research continued to the cycle I stage.

Table 2. Pre-cycle results.

Assessment Criteria	Total	Percentage
BB	46	76,67%
MB	14	23,33%
BSH	0	0
BSB	0	0

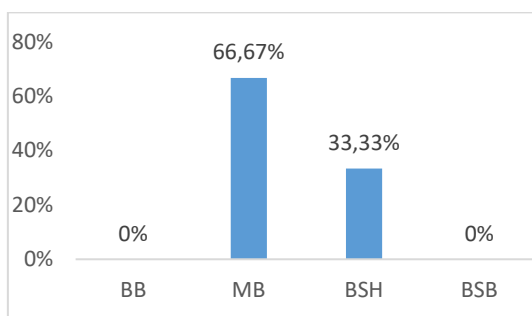


Figure 2. Pre-cycle percentage.

The strategy is given in a cycle, using the eco-print technique. The Eco-print technique is a coloring technique using raw materials from nature; the absorbed colors blend tightly with those on the fabric. Eco-print has three types, namely: (1) Pounding technique, (2) Boiling technique, (3) Steaming technique (Wilda et al., 2023) in this study, using hitting or pounding techniques. In this first cycle, researchers use native media to facilitate children's recognition of various plants based on shape, color, and type. In the shape category, children were presented with various leaves of parallel, finger, curved, and pinnate leaf veins accompanied by an understanding of the types of plants, whether fruit or ornamental, from

the various forms presented. Color recognition uses a variety of ornamental plant flowers in purple, red, and yellow colors. Surrounding environment media is used by teachers in learning activities by utilizing the surrounding environment, namely media from the natural environment (Suardani, 2021). With this natural environment media, the child's interest in learning will be better than the interest in learning in conventional methods in the pre-cycle.

After the introduction, then enter the eco-print technique. Researchers provide a variety of various leaves and flowers introduced one by one by placing parallel, curved, finger-shaped, and pinnate on a white cloth folded and beaten so that the child can see the shape of the leaf attached to the white cloth. So that the child's experience in collecting information related to shapes is even more profound. Likewise, with the color suppression of flowers. In the eco-print technique activities, children not only see but can feel by touching the various shapes and flowers that are introduced so that at the stage of observing, they not only use the five senses of sight but also touching and hearing from the oral dialogue conveyed by the educator related to this recognition.

After that, the child is tasked with classifying the various leaves provided to make eco-prints and can mention the type orally and in writing. Moreover, it was observed that in this first cycle, the children had begun to understand better the shapes and colors of the various plants provided by the researchers. The value criteria resulting from simple quantitative research can be seen in Table 3.

Table 3. Cycle I results.

Assessment Criteria	Total	Percentage
BB	0	0
MB	40	66,67%
BSH	20	33,33%
BSB	0	0

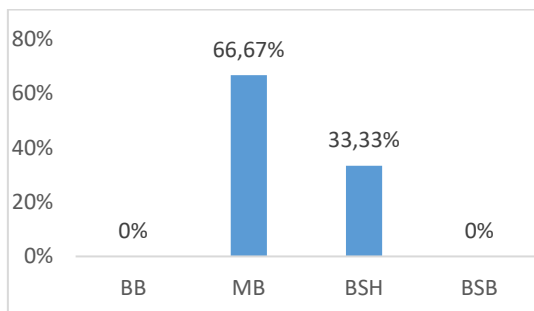


Figure 3. Cycle I percentage.

Based on Figure 3, children's naturalist intelligence on MB criteria obtained a percentage of 66.67% and BSH 33.33% of the results of each assessment indicator with a sample of 15 children. The total class percentage of children's naturalist intelligence before using the eco-print technique was 60.33%. These results still need to be carried back to the next cycle

because the results still have yet to reach the action success criterion of 75%, then proceed to cycle II.

Table 4. Cycle II results.

Assessment Criteria	Total	Percentage
BB	0	0
MB	0	0
BSH	47	78,33%
BSB	23	21,67%

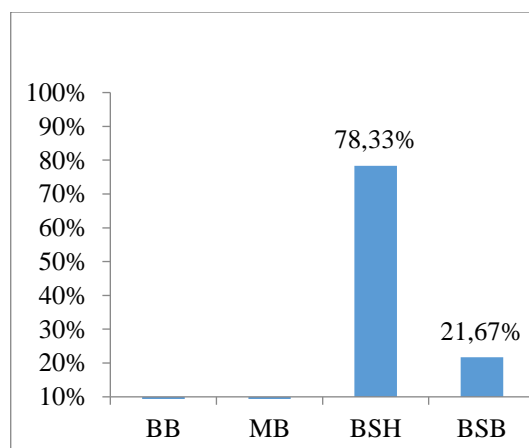


Figure 4. Cycle II percentage.

In cycle II, children are facilitated with the same activities as in cycle I. However, there is a difference when after children get to know various colors and shapes, children are given the freedom to work using various leaves and flowers that educators introduced in cycle I. At the stage of cycle II, This child gets the freedom to work according to his wishes using various leaves and flowers that educators have provided. This was followed by presenting the shape of the

leaves and the color of the flowers depicted on the fabric from the eco-print technique. So, in this cycle, the child's ability to recognize plant shapes, flower colors and types is already at the developing stage according to expectations. More details can be found in the research results in Table 4.

Based on Figure 4, children's naturalist intelligence on BSH criteria obtained a percentage of 78.33% and BSB 21.67% of the results of each assessment indicator with a sample of 15 children. The total class percentage of children's naturalist intelligence before using the eco-print technique was 84.33%. From the presentation results, the action was terminated because the results had passed the action success criteria of 75%, so the research stopped in cycle II. The eco-print technique can be an alternative to increasing children's naturalist intelligence, especially in identifying plants based on color, type, and shape, so that early childhood will have a fun learning experience while providing opportunities for children to create.

Cognitive domains in Bloom's taxonomy include understanding, remembering, classifying, analyzing, evaluating, and creating. In this study, children are expected to reach the final stage, namely

creating with the eco-print technique; children can create works with various plants that have been introduced to children so that children can understand, classify, analyze, and evaluate works that will be created by children based on color, shape, and type. Plants that will be used for work so that cognitive stimulation in children is not only limited to knowledge and classification related to children's naturalist intelligence but also to produce a work of analysis and evaluation related to the various plants that are facilitated.

The characteristics of Naturalist Intelligence are that Children will be familiar with pets, children enjoy walking in nature, children are sensitive to natural forms, children like gardening or being near gardens, children enjoy aquariums, herbariums, terrariums, or systems of other life, children like a clean and healthy environment believe that animals have their rights.

Children with naturalist intelligence have sensitivity, connection, and love for nature and the environment, indicating that they enjoy raising animals, caring for plants, observing natural phenomena, enjoying outdoor activities, and studying and protecting plants and animals (Rahmawati et al., 2021).

Furthermore, according to Firdausyi & Marlisa (2022), the characteristics of children who have Naturalist intelligence are as follows: 1) Children like animals and plants, 2) Children love animals and plants around them, children love animals and plants caring for and maintaining it to emerge.

According to (Rahmatunnisa Halimah, 2018), developing multiple intelligences consists of observing nature, studying natural phenomena, observing the beauty of nature, studying the world of animals and plants, and caring for the environment.

At SPS Taam Al-Hidayah Bandung, children are stimulated to increase naturalist intelligence using visual media, audiovisuals, and direct zoo visits. This is already good. However, the results are still lacking for children in these institutions, so researchers are interested in using the eco-print technique to improve children's naturalist intelligence, especially in introducing various types of plants in early childhood.

The eco-print technique facilitates children to get to know various plants, such as types of leaves, flowers, and stems, which then use the children's creativity to work freely. Children can choose

various plants to make eco-prints for children according to their imagination and produce their works freely using tools and materials so that children's independence in learning is well facilitated through the eco-print technique in increasing children's naturalist intelligence in recognizing plants.

According to (Suharsono et al., 2022), Eco-print is the art of printing and coloring nature by attaching the original shape of plants (leaves/flowers) to the fabric's surface. This method is simple, does not use machines, and is environmentally friendly. Natural materials used in eco-print come from plants, including various types of leaves, flowers, wood, or other plants with distinctive colors and patterns. Every plant can be used for eco-print motifs, but not all plants produce color. In its manufacture, from the initial process to the final result, it uses natural materials to protect the environment.

The eco-print technique is a process of transferring colors and shapes directly to the fabric. The characteristics of Eco-print can be seen in its motifs and coloring techniques. The shape and texture of the motifs are very similar to the original printed material (plants) with natural and soft color results, according to the content of the plant material itself. This coloring

technique is environmentally friendly, easy to work on, and unique (steamed/steamed) (Maharani, 2018).

The eco-print technique in this study used various leaf and flower media, stones, and white fiber cloth and stones. Various leaves and flowers are placed on the cloth according to the children's creations; then, the cloth covers each other in half so the leaves and flowers are inside the cloth. Once sufficient, the cloth can be opened to become beautiful, full of colors and shapes from the plants and flowers selected in the eco-print. Leaves and flowers that can be used as media in eco-prints should have color, a flexible shape, and a distinctive shape like a leaf, namely teak leaves, pouring leaves, cassava leaves, hena leaves, kelor leaves, suji leaves, while flowers such as shoe flowers, paper flowers, butterfly pea flowers, and other beautiful ornamental flowers.

This eco-print activity can introduce children directly to the types of leaves and flowers by observing and touching them to create a masterpiece. The herbarium is one of the characteristics of children's naturalist intelligence, where children like to group various plants, flowers, and leaves. Children's naturalist intelligence can be simulated

through the eco-print technique, which allows children to create works using their creativity so that they are not only familiar with various types of leaves and flowers children are invited to be creative in producing eco-print works that are beautiful and have economic value.

CONCLUSION

The conclusion of this study states that the eco-print technique can improve the naturalist intelligence of children aged 4-6 years at Taam Al-Hidayah Bandung. Children's naturalist intelligence is stimulated using the eco-print technique to learn to use natural materials, namely plants, around the child's environment. Through the eco-print technique, children can get to know the type, shape, and color of each plant firsthand so that children can recognize the type of plant based on the characteristics of the plant. In addition, children can also learn the various types of leaves and flowers. The results of this study experienced an increase from the pre-cycle, cycle I, and finally, the action in cycle II with a presentation value of 40.33%, 60.33%, and 84.33%. The results in cycle II have shown the achievement of the success criteria of the action because it is worth 75%.

After conducting this research, educators are expected to use the eco-print technique as an alternative to children's play activities in increasing naturalist intelligence, especially in identifying plants based on leaf characteristics and recognizing the types of leaves and flowers. Educators can design children's play activities with various tools and materials from the surrounding environment so that children

can learn from what they know in everyday life. Educators are expected to design play activities for children to reach the stage of creating or working so that children's ideas and imaginations continue to be adequately stimulated. Educators can involve parents in designing play activities for children as resource persons in children's classes and skill activities that inspire children to work.

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