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Ecoprint Analysis of Pounding Technique as an Aesthetic Synergy for Art, Culture, and Craft Learning

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Abstract
Ecoprint is an art technique that uses natural materials to print patterns or images on media such as fabric or paper, and has recently become increasingly popular in the art world due to its uniqueness and ability to create works connected to nature. This study aims to analyze the application of the ecoprint technique using pounding in visual arts learning for 4th-grade elementary school students. Ecoprint, a technique that utilizes natural materials to imprint patterns on fabric, is gaining popularity in the art world due to its unique and aesthetic results. Visual arts education in 4th-grade elementary school aims to foster creativity in students and introduce art concepts that can be integrated with their surrounding environment. The research used an experimental method with a qualitative approach, where the ecoprint pounding technique is applied to several 4th-grade students. Data was collected through observations and interviews with teachers and students, as well as documentation of the art creation process. The analysis evaluated the effectiveness of this technique in supporting visual arts education while promoting students' aesthetic development. The results show that the application of the ecoprint pounding technique successfully enhances students' interest and skills in visual arts. This technique also introduces aesthetic values that connect art with nature, aligning with the goals of visual arts education in elementary schools. In conclusion, ecoprint with the pounding technique can be an effective alternative in visual arts learning in elementary schools, particularly in fostering creativity and students' aesthetic understanding in 4th-grade classes.

Keywords: Ecoprint, pounding, beauty

INTRODUCTION

This study focuses on the application of the ecoprint technique using the pounding method in visual arts education at the elementary school level, specifically in 4th grade. Ecoprint is an art technique that uses natural materials to imprint patterns or images onto media such as fabric or paper. Recently, it has gained popularity in the art world due to its uniqueness and ability to create works connected to nature. Ecoprint is a method that can imply the shape and color of plants directly on fabric (Wirawan & Alvin, 2019). Ecoprint can also be called the process of transferring colors to fabric through several techniques. Ecoprint techniques can be done with several techniques, such as boiling techniques, steaming techniques, and pounding techniques (Nurliana et al., 2021). The materials used in the ecoprint technique from plants are roots, stems, leaves, and flowers. Materials in making ecoprints have several types, different colors and shapes as well as traces that are certainly different. The ecoprint technique is very important for developing children's fine motor skills because through this activity children will learn and find unique and interesting things (Fatmala & Hartati, 2020).Through the activity of making a work using the eco print technique, children will create an interesting work (Wahyuningrum & Watini, 2022). This activity aims to help students learn more about eco-printing and how to utilize plants around the school environment.

Arts, Culture, and Artwork (*Seni Budaya dan Prakarya/SBdP*) learning at the basic education level aims to develop an awareness of art and beauty in a general sense, both in the domains of conception, appreciation, creation, and presentation, as well as psychological-educative goals for the positive development of students' personalities. SBdP learning activities have many activities to hone students' creativity in learning. It is not uncommon for SBdP learning to be limited to drawing only but students also need to practice or make a product that is of value and has an attractive appearance through the activity of making eco-print pounding tote bag bags. In the process of making this eco print use a beater to hit the leaves, katuk, moringa, and papaya leaves that have been placed on primetime fiber and calico tote bag covered with plastic to extract color pigments. The result is a unique and attractive tote bag with a variety of leaf motifs (Octariza & Mutmainah, 2021). In the process of making it also goes through stage by stage until the color can appear on the surface of the fabric, the difference in workmanship also depends on the leaves used older or younger so that the color pigments released can come out immediately and there is a long time in the process (Musdalifah et al., 2022). The beauty of the art produced from this eco-print tote bag combines natural colors and designs made by students. So as to be able to visualize the work in a form that is real and useful in everyday life. The uniqueness of the motifs designed by students is an idea and innovation in expressing themselves through works of art. Making the beauty of works of art as a form gives clues to works of art. because works of art and knowledge are associated with the concept of aesthetics which is a collection of beauty into a pattern of the beauty of art (Wiratno, 2022).

The research at SDN 01 Pendem was conducted due to issues found during the observation process. The study revealed that in the teaching and learning process, students require hands-on practice in crafting to sharpen their ideas and innovations, as well as to develop their skills through creating artworks. In arts and culture education, students tend to focus solely on drawing, with no innovation to create works that could be useful in daily life. Teachers must also possess skills and innovation in transforming students' learning methods to create capable and excellent human resources in the future (Suryana & Desmila, 2022).

METHOD

This study used a descriptive qualitative research method. Data collection was carried out through direct observation of the learning activities, interviews with the subject teacher, and documentation of students' work. The research was conducted directly during the arts and culture lessons when students began working on the eco-print pounding technique project. After the data was collected, the information was reduced to highlight key elements related to students' creativity. The reduced information was then presented in a structured narrative form so that the research results could be easily understood by the readers. To determine the effectiveness of the eco-print technique in enhancing students' creativity, data interpretation was conducted. The subjects of this study were 34 students enrolled in 4th grade at SDN 01 Pendem, Batu City. The data were then analyzed by describing the collected data as part of the field research conducted. This study was carried out in November-December 2024 at SDN 01 Pendem, Batu City. Data collection activities, including interviews, were conducted with the homeroom teacher of class IV C at SDN 01 Pendem, Batu City, aiming to obtain data regarding students' creativity during the arts and culture lessons. Additionally, direct observations were made during the arts and culture lessons.

FINDINGS AND DISCUSSION

The Pounding Technique Method in Making Ecoprints for SBdP Learning in Class IV SDN 01 Pendem Batu City

An innovative and environmentally friendly method for SBdP learning in schools is the ecoprint technique. This method not only teaches students about the creative process and visual arts but also develops the importance of environmental conservation. The results of interviews with class teachers show that when students are directly involved in making eco prints, they become more enthusiastic and motivated. The eco-print method in art learning offers a new and sustainable approach to creating artistic motifs on fabrics using natural materials such as leaves and flowers. Stated that involvement in art enhances creativity, creativeness, and the ability to think creatively in everyday life. Students are not only taught about the importance of preserving the environment, but this practice also stimulates their creativity by teaching them about the various colors and textures that exist in nature. This was also explained by previous researchers (Nahak et al., 2024) with the title Ecoprint Exploration for Elementary School Children at SDN Ponteh 1 Galis Pamekasan, conveying the activity of creating artworks with ecoprint techniques is a valuable practice to convey new knowledge and skills to students, as well as maximizing local potential by utilizing plants around the school environment.

The technique of making eco prints using the pounding technique is a very simple technique that is easily applied by students in the process of making eco prints. The tools needed can be found around the environment, namely using stones to pound leaves, and flowers on the surface of plain cloth so that the colors of the leaves, and flowers can release their colors on the fabric through the pounding technique. As well as making patterns similar to the shape of the leaves and flowers that have been placed on the surface of the fabric.

Student Creativity in Applying the Pounding Technuque in Making Eco Prints

Question 1 about Arts and Culture Learning Topic

Researcher**:** "What is the main goal you want to achieve during the learning process?"
Teacher : "The goal is for students to achieve excellent results and have a good mastery of the material."
Researcher : "Should students learn individually or in groups during arts lessons?
Teacher : "There are two types of learning approaches, both individual and group. It depends on the material being taught, so that students can focus and understand the content well. It's better in groups, as they can discuss with their peers."
Researcher : "What themes are relevant for 4th-grade students?
Teacher : "The theme depends on the material being taught, but it often tends to be drawing and singing."
Researcher : "How do you introduce to students that they can create art without limiting their creativity?"
Teacher : "By allowing students to express all of their ideas and appreciating their creations."

Arts education in elementary schools provides a platform for students to explore and express their ideas, helping them recognize their individual potential. During lessons, students tend to prefer group work because it allows them to interact with their peers and exchange ideas and opinions.

Question 2about the Topic of Aesthetic Art in Creating Artwork

Researcher : 'How do you teach students to recognize beauty in creating art?"
Teacher : "By telling them that art is beautiful and can be enjoyed visually."
Researcher : "How do students understand that aesthetics in art is not just about beauty, but also has its own meaning?"
Teacher : "Students can understand when they create artwork through a process, because through this process, they learn how art comes to life."

Aesthetics or beauty in art is important for children to recognize from an early age so that they can understand the meaning of the beauty in art, as well as the values it holds, whether abstract or not. Artwork is created from beauty, which is why all art pieces have uniqueness and meaning.

Question 3 about the Topic of Creativity in Artwork Design

Researcher : "What approach do you use to teach creativity to students?"
Teacher : "Through direct discussions and open communication with students."
Researcher : "What do you do if students have difficulty finding ideas for their artwork?"
Teacher : "It's the teacher's responsibility to help students by providing encouragement, motivation, and offering a few ideas that might assist them in finding their own creative concepts."
Researcher : "What media is effective when teaching art design to students?"

Teacher : "Showing examples of artwork directly, so that students can see and observe them."
Researcher : "How do you encourage students to avoid copying or imitating others' work when creating their own?"
Teacher : "The initial step is to have them imitate first, then students can explore and create their own artwork."

Creativity in artwork design during the teaching and learning process involves several stages until the students understand. This begins with introduction, providing examples, explaining the creation process, and finishing with the final artwork. The essence of creativity in design here is that students are able to create artwork individually based on their own ideas, meaning they do not fully copy someone else's work.

Question 4 about Topic-Ecoprint

Researcher : "How do teachers integrate learning with the surrounding environment?"
Teacher : "By planting."
Researcher : "If you make ecoprint, would the teacher recommend it?"
Teacher : "I highly recommend it because in arts and culture lessons, students rarely create art; they tend to focus more on drawing."
Researcher : "Do you think it would work well if applied to arts, culture, and craft lessons?
Teacher : "I strongly agree because it can make students more active in creating."

Making ecoprint in elementary school is highly recommended because it uses environmentally friendly materials that are easy to find around the community or school. It can also help improve children's motor skills, and train their focus and perseverance in creating art.

Question 5 about Topic-Pounding Technique

Researcher : "Have you ever heard of the pounding technique in making ecoprint?"
Teacher : "I've heard of it, but I haven't applied it with 4th-grade students."
Researcher : "Is the pounding technique highly recommended?"
Teacher : "It's fine because it's a simple technique that's easy for children to do and doesn't pose any danger as long as it's done correctly."
Researcher : "Would you be interested in applying it in arts, culture, and crafts lessons with the 4th-grade students?"
Teacher : "I highly recommend it because it gives the children new experiences and insights in learning to create art."

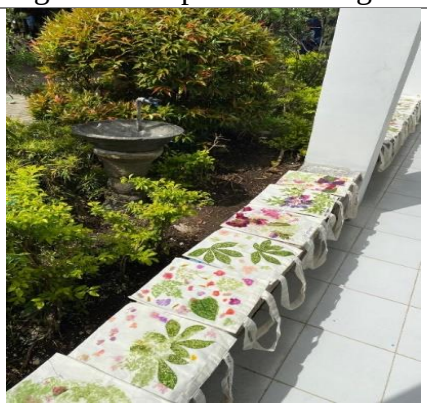
The pounding technique is one of the simplest ways to make ecoprint because it doesn't take a lot of time and is very flexible in fitting into students' class schedules. Additionally, this technique helps students be more meticulous when pressing plants onto fabric surfaces.

Stages and Results of the Ecoprint Product Creation by 4th-Grade Students Using the Pounding Technique

The results of making ecoprint products using the pounding technique of students of class IV C SDN 01 Pendem Batu City after going through the stages carried out in a coherent manner so as to produce an ecoprint pounding bag. The following stages are carried out in its manufacture:

No	Stages and Images	Description of the Stages in the Images
1.	 Figure 1. Drying Process after Soaking in Alum Water	This stage aims to open the pores of the fabric so that the motif can be printed perfectly. Also, to maintain the motif, the color of the fabric. Because alum is environmentally friendly, the remaining alum can be used to clean the bathroom, so it does not pollute the environment (Artini et al., 2021). The basic materials used for eco print techniques often use silk, blancu, cotton, and linen fabrics. Because these fabrics use natural elements, the results can provide optimal results, because the materials used come from fibers (Wirawan & Alvin, 2019). Fabric properties have advantages including being easy to absorb liquids and can be used as clothing materials (Zulikah & Adriani, 2019). This practice uses a tote bag bag made from blancu fabric. The use of alum is better done before the process of making eco-print pounding so that the color can absorb more easily on the fabric. It can also be done after the manufacturing process but the color may fade and the trace is not perfect.
2.	 Figure 2. Prepare Tools and Materials	The next stage is to prepare materials such as leaves, and flowers around the school environment. What students get includes cassava leaves, papaya leaves, flowers, and others. Ecoprint uses leaves flowers and other plant parts that have dyes to form patterns on the desired fabric surface without using chemical mixtures (Andayani et al., 2022). In determining the plants to be used, it should be noted that when choosing leaves, look for leaves that contain water and chlorophyll or have

		a natural green leaf substance color, leaves that contain water and chlorophyll are able to print or transfer colors with bright and beautiful traces. As for the selection of flower types, it is also necessary to pay attention to flowers that have sufficient water content so that the color of the flower can come out on the surface of the fabric, as for flowers that have a very bright color but have low water content, it will be a little difficult to transfer color to the fabric that will be made eco print with pounding technique. The selection of leaves and flowers must be in a fresh condition in the sense that they are not withered because in a fresh state, the pounding process will be easy and the colors will come out more perfectly on the surface of the fabric. Before laying the leaves and flowers, clean them first so as not to contaminate the fabric that will be used.
3.	 Figure 3. Designing Plants on Totebag Fabric	The stage of designing or arranging the leaves and flowers that have been obtained on the fabric in the bag has been coated with plastic so that when the color accumulation does not penetrate the back of the bag. In this stage, students are able to create their ideas by pouring them into the design of leaves or flowers on the surface of the fabric. So student creativity is very much supported in this case. And can train their own independence because the project is done individually so students are responsible for themselves and the work they will create.

4.	 Figure 4. Practicing the pounding technique	The stage of hitting or pounding the leaves on the surface of the fabric is called the pounding technique, before pounding the surface of the bag is also coated with plastic so that there is no direct contact between the stone and the fabric because it can damage the fabric layer. Pounding is done slowly and not too hard (Simanungkalit & Syamwil, 2020) Stated that the simplest method of making ecoprints in the manufacturing process is pounding. The shape and color of the plant are transferred to the fabric when the plant is pounded on the fabric which is placed flat on the surface of the fabric.
5.	 Figure 5. Ecoprint Pounding Work	The next stage is to remove the plastic from the surface of the bag fabric so that in the drying process it is not blocked by plastic covering the surface of the fabric so that the heat of the sun can reach the fabric. After that, the leaves and flowers are left attached because they are still wet from the liquid from the leaves and flowers after being pounded and cleaned when they are dry. Direct assessment is carried out by observing the work of students who have been arranged in the order of their respective absences.
6.	 Figure 6. Drying Process	The final stage of making eco print pounding is by drying it under the hot sun to dry the leaves and flowers that have been pounded, when drying it is required in a clean place and avoiding excessive dust so that no dirt sticks to the design that has been made. After drying the rest of the leaves and flowers are cleaned so that only the color of the tracing remains. The plastic on the inner layer of the bag is taken and discarded and all traces of manufacture such as materials are cleaned by students as a form of classroom hygiene responsibility and to determine the level of student discipline in the classroom.

Ecoprint Pounding Assessment Result

The results of the assessment are carried out individually by paying attention to the assessment aspects and observing the work that has been done.

Table 1. Assessment Instrument/Rubric.

No	Assessment aspects	Nilai			
		1 (less)	2 (fair)	3 (good)	4 (excellent)
1.	Aesthetic quality: The visual appeal of the final product, including brightness of color and uniqueness of pattern.	Unattractive pattern, the overall product is less aesthetically pleasing and appealing.	Colors are fairly bright but lack harmony, patterns are not well integrated, visual appeal of the product is limited	The bright colors, and attractive, and harmonious patterns are quite unique, giving the product a good aesthetic character and quite appealing.	Colors are very vibrant and alluring, with pattern impressions that are unique and attractive, providing excellent aesthetic outward visual appeal.
2.	Consistency of technique: The student's level of consistency in applying the pounding technique to the making of the product.	Inconsistent, with uneven pressure and random-looking results, the application of techniques often deviates from correct procedures.	The pounding technique is quite consistent, but there are still significant variations in pressure; the results are not uniform and sometimes deviate from the proper procedure.	The pounding technique is done consistently, with fairly even pressure the result is quite uniform and in accordance with the correct procedure.	The pounding technique is very consistent, with even pressure across the entire area; the result is very uniform, neat, and fully compliant with the correct procedure.
3.	Neatness: Overall presentation of the finished work	The work looks messy, with many disorganized or poorly finished parts the overall presentation is untidy and unappealing	The work is quite neat but there are still parts that lack attention; some details are not well finished, so the overall presentation is not optimal.	The work is neat, with good attention to detail; there are only minor irregularities that are not distracting, so the overall presentation looks good.	The work is very neat, with full attention to every detail; there are no irregularities, so the overall presentation looks perfect and very attractive.

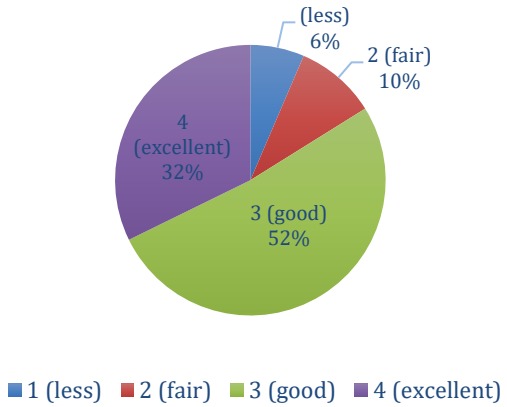
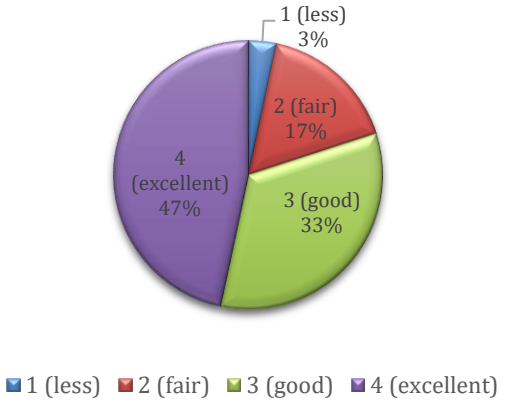
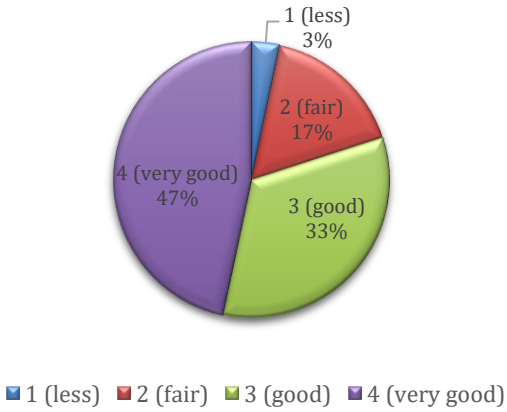
An assessment instrument for assessing the final results of making ecoprint as an indication of whether ecoprint is effective in learning arts and culture or not. So the assessment instrument has 3 points: aesthetic quality, technical consistency, and neatness. In aesthetic quality, the visual appeal of the final product, including brightness of color and uniqueness of pattern. In technical consistency of technique, the student's level of consistency in applying the pounding technique to the making of the product. In neatness, overall presentation of the finished work.

Table 2. Student Assessment Results on Making Ecoprint Products

No	Name	Sex	Aesthetic Quality				Consistency				Neatness			
			1	2	3	4	1	2	3	4	1	2	3	4
1	AWA	L			✓					✓			✓	
2	ASY	L			✓				✓					✓
3	APH	L			✓			✓				✓		
4	AKN	P				✓				✓				✓
5	AAJNH	L												
6	AMNF	P				✓				✓				✓
7	AHM	L			✓				✓				✓	
8	ARA	L				✓			✓				✓	
9	ANT	P			✓			✓						✓
10	AHS	P				✓				✓				✓
11	AJZ	P				✓				✓				✓
12	AKY	P			✓				✓				✓	
13	CRAM	P				✓			✓					✓
14	DAA	L		✓					✓			✓		
15	EAKW	P			✓			✓					✓	
16	FHP	L		✓				✓				✓		
17	HKF	L	✓				✓				✓			
18	JPY	P			✓				✓					✓
19	JUA	P			✓				✓				✓	
20	LAK	P			✓				✓					✓
21	MAYP	L			✓			✓					✓	
22	MALS	L				✓				✓				✓
23	MHA	L				✓		✓						✓
24	MRA	L			✓			✓					✓	
25	RPR	L			✓				✓					✓
26	REF	P			✓			✓				✓		
27	RCE	P		✓					✓				✓	
28	RSAB	P			✓				✓				✓	
29	SAA	L				✓			✓					✓
30	ULS	P				✓		✓					✓	
31	ZEE	P			✓				✓					
32	APQ	P			✓				✓				✓	
33	ROG	L	✓						✓			✓		
34	FHA	L			✓					✓				✓

The table above contains student score points that are adjusted to the product assessment criteria in Table 1. There are 1-4 pounds and the assessment has details of 1 (less), 2 (enough), 3 (good), and 4 (very good). These results were obtained from a direct assessment of 34 students of class IV C SDN 01 Pendem Batu City. As for those who scored below due to lack of mastery of techniques in hitting so that the manufacturing process is less than optimal, among them there are students who have maximized in making it by applying the technique properly and correctly so that the work becomes perfect and the style is very firm on the tote bag fabric.

Table 3. Percentage of Ecoprint Pounding Project Results

No	Aspect	Percentage
1.	Aesthetic Quality	
2.	Technical Consistency	
3.	Neatness	

Based on the diagram above, shows that the average of the research results has a percentage value that is said to be quite good in several aspects of the assessment. In obtaining information about student learning achievement, it must be from the learning process of students in accordance with the predetermined objectives, so an assessment of learning outcomes is needed (Destiana et al., 2020). The results achieved by students show that the beauty of art in making ecoprint pounding has its own uniqueness from the patterns produced in the coloring process which uses natural dyes from plants directly and is able to provide education to students that in making ecoprint ponding techniques they have reduced environmental pollution. Research on the ecoprint technique using the pounding technique produces unique and interesting works of art, such as tote bags with various leaf motifs. It is in line with the findings of Octariza & Mutmainah (2021). The process of making ecoprints through stages produces colors that appear on the surface of the fabric influenced by the age of the leaves used, whether they are younger or older. According to Musdalifah et al. (2022), differences in leaf age affect the speed of color pigment release, which then lengthens or shortens the duration of this process. The beauty of this ecoprint bag work combines natural colors and designs produced by students, which not only presents aesthetic work but also provides practical benefits in everyday life. These works reflect students' innovation in expressing themselves, supported by Wiratno (2022) view that works of art are the result of arranging beauty in artistic patterns.

Based on the results presented, it can be concluded that the ecoprint pounding technique can be applied to elementary school students and developed into an activity within the learning module. This, in turn, has the potential to update this research compared to previous studies.

CONCLUSION

The integration of eco-friendly art techniques into elementary school curricula presents a unique opportunity to enhance both artistic expression and environmental awareness among young learners. One such technique is ecoprinting, particularly using the pounding technique, which has shown promise in fostering creativity and an appreciation for nature (Nurcahyanti & Septiana 2018). This study examines the application of the pounding technique in Art, Culture, and Craft lessons for 4th-grade students, focusing on its aesthetic value and its ability to create a harmonious synergy between students, art, and the environment. The pounding technique is one of the simplest and most accessible methods in eco-printing. It involves placing leaves, flowers, or other natural materials on fabric, then using a hammer or mallet to transfer the plant’s pigment and texture onto the fabric. The process is relatively quick and does not require complicated tools or materials, making it ideal for elementary school settings. Furthermore, the materials used—such as leaves, flowers, and other plant-based elements—are readily available in the students’ surroundings, making the technique environmentally sustainable and cost-effective. One of the key advantages of using the pounding technique in a classroom setting is that it aligns with the growing emphasis on environmental education. As students engage in this process, they are not only learning an artistic skill but also gaining an appreciation for the natural world around them. The use of eco-friendly materials ties into broader educational goals of promoting sustainability and environmental stewardship. By working directly with plants and learning to use them as a medium for art, students develop a deeper connection to nature and a better understanding of the role it plays in our lives. In terms of aesthetic value, the

pounding technique encourages creativity in how students approach the materials and design their prints. Each print is unique, with variations in color, texture, and pattern depending on the plants used and the pressure applied during the pounding process. This inherent unpredictability can be particularly appealing in an educational setting, as it fosters experimentation and individual expression. The technique also provides an opportunity for students to explore concepts such as symmetry, pattern, and texture, which are key elements of visual art education.

Beyond its aesthetic benefits, the pounding technique also offers significant developmental advantages for students. The process requires focus and precision, helping to improve motor skills as students carefully place and hammer the plants onto the fabric. Additionally, it promotes patience and perseverance, as students must carefully execute each step of the process to achieve their desired result. These skills not only support artistic development but also contribute to broader cognitive and emotional growth. Teachers have expressed strong support for incorporating the pounding technique into their arts curriculum. Many have noted that it makes the learning process more engaging and interactive, as students become actively involved in creating their artwork. Furthermore, it serves as a valuable tool for teaching interdisciplinary concepts, linking art with science and environmental studies. The tactile, hands-on nature of the pounding technique makes it accessible for students with varying learning styles, particularly those who benefit from kinaesthetic learning. In conclusion, the ecoprint pounding technique represents an excellent tool for integrating art, culture, and environmental education in 4th-grade classrooms. Its simplicity, accessibility, and aesthetic appeal make it a perfect fit for young learners, fostering creativity while simultaneously promoting environmental awareness. By incorporating such innovative techniques into the curriculum, educators can create a more holistic and engaging learning experience that not only nurtures students' artistic talents but also helps them develop a deeper connection to the natural world around them.

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