



Implementation of Ecoprint Activities in Developing Creativity Among Fourth-Grade Elementary School Students

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Abstract

Creativity is one of the skills that needs to be developed in elementary school students through learning experiences that provide opportunities to explore and produce creative works. One activity that can provide such an experience is ecoprinting, which utilizes natural materials from the surrounding environment. This study aims to describe the implementation of ecoprinting activities in developing the creativity of fourth-grade elementary school students. This study employs a qualitative, descriptive approach. The research subjects consisted of 37 fourth-grade students. Research data were collected through observation, interviews, and documentation. Data were analyzed through the stages of data reduction, data presentation, and drawing conclusions, while data validity was ensured through triangulation of sources and techniques. The results of the study indicate that the implementation of ecoprint activities provides students with the opportunity to explore natural materials, determine arrangements and patterns, and produce works with varied forms and compositions. Throughout the activity, students demonstrated active engagement in selecting materials, arranging patterns, printing, and refining their artwork. These findings indicate that ecoprint activities can serve as an alternative form of environment-based learning that fosters students' creativity through hands-on learning experiences, as evidenced by the variety of their artwork, their active participation, and their ability to explore.

Keywords: Ecoprint; Creativity; Elementary School Learning.

INTRODUCTION

Basic education plays a highly strategic role in optimally developing students' potential, including in the area of creativity, which is one of the key competencies of the 21st century. Creativity is not only understood as ability in the arts but also encompasses the ability to think flexibly, generate new ideas, and find innovative solutions to problems (Hidayah, Wicaksono, & Sarafuddin, 2025). In the context of learning, creativity needs to be developed through learning experiences that provide students with opportunities to explore, experiment, and freely express their ideas. This aligns with research findings showing that practice-based activities such as ecoprinting can encourage students to develop creative ideas through the direct use of natural materials (Sabiela & Wijayanto,

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2024). Furthermore, project-based learning integrated with creative activities has also been shown to have a positive impact on enhancing students' creativity because it involves active participation and real-world experiences in the learning process (Hidayah et al., 2025).

Conditions in the field indicate that the development of students' creativity in elementary schools is still not optimal. The learning process remains dominated by a teacher-centered approach, in which the teacher serves as the primary source of information, while students tend to be passive in receiving the material. This results in students having fewer opportunities to develop ideas, explore, and express their creativity to the fullest. Several studies indicate that students often merely imitate their peers' work or follow the teacher's instructions without developing their own ideas (Fatimah, Setiawan, Irmade, & Riyadi, 2024). Furthermore, the lack of innovative and environment-based learning media also hinders the development of students' creativity. In fact, the use of media such as ecoprint which utilizes natural materials has been proven to enhance creativity while instilling environmental awareness in elementary school students (Yusuf, Amelya, Shakira, & Wahyuni, 2024). Therefore, educational innovations are needed to transform learning patterns into a more student-centered approach, enabling students to be active, creative, and directly engaged in the learning process.

Efforts that can be made to enhance students' creativity include implementing practice-based learning and hands-on experiences that provide students with opportunities to actively engage in the learning process. This approach enables students to build knowledge through real-world experiences, thereby stimulating their creative and imaginative thinking skills. One relevant form of learning is the ecoprint activity, a technique for printing patterns using natural materials such as leaves and flowers on specific media, resulting in unique and non-uniform works of art (Nursya et al., 2025). This activity provides students with the space to explore ideas, combine various shapes and colors, and freely express their ideas through the resulting works. Research shows that arts-based learning and hands-on practices such as ecoprinting can enhance students' creativity because they involve processes of exploration, experimentation, and reflection in learning activities (Shofiyah, Ali, & Sujana, 2024).

Based on previous research, arts-based learning contributes to student engagement and creativity (Sari, Mayar, & Desyandri, 2023). Arts education provides students with a space to express their ideas and concepts, and can boost their self-confidence and motivation to learn. Project-based learning integrated with the arts has also been shown to significantly enhance student creativity (Hidayah et al., 2025). The use of natural ecoprint media as a form of innovative and contextual learning can also increase student engagement and encourage creative exploration (Sabiela & Wijayanto, 2024).

Ecoprint activities not only serve as a medium for art education but can also function as a tool for environment-based learning. Learning that utilizes the environment as a resource can enhance students' creativity and ecological awareness (Fitriani, Sahputra, & Lestari, 2022). Ecoprint provides a meaningful learning experience because it engages students' cognitive, affective, and psychomotor aspects (Ratno, Siregar, Sinaga,

& Sinaga, 2025). Nevertheless, the application of ecoprint activities as an environment-based learning approach to foster creativity among elementary school students still requires further study, particularly regarding the direct implementation of these activities in the classroom. Therefore, this study was conducted to describe the implementation of ecoprint activities in fostering creativity among fourth-grade elementary school students.

METHOD

This study employed a qualitative approach with a descriptive research design. The qualitative approach was chosen because the study focused on gaining a deep understanding and providing a detailed description of the implementation of ecoprint activities as well as the forms of creativity demonstrated by students during the activities. A descriptive study was used to depict the learning process as it naturally unfolds without applying experimental treatments or conducting quantitative measurements of creativity. The research focus was directed toward students' activities during the ecoprint activities, their engagement in the learning process, their ability to explore materials and create patterns, as well as the forms of creativity evident through the process and the final works produced by the students.

The study was conducted with fourth-grade elementary school students, with a total of 37 participants. The selection of participants was based on the involvement of all fourth-grade students in the ecoprint activities that were the focus of the study. All students participated in a series of activities, ranging from an introduction to the activity, the selection of natural materials, the preparation of materials, the printing process, to the observation of the final works. During the data collection process, the researcher also involved the classroom teacher as an informant to obtain information regarding the implementation of the activity and the students' responses during the learning process. In addition to the teacher, interviews were also conducted with several students to gather information about their experiences during the ecoprint activity, the choice of materials used, the process of determining patterns, and the difficulties they encountered.

The research focus is the implementation of ecoprint activities as a learning activity that provides students with the opportunity to utilize natural materials from their surroundings to create artwork. The materials used in the activity consist of natural elements, particularly leaves and plant materials available in the local environment. The use of these natural materials is a crucial part of the activity because students are not only guided to create artwork but are also given the opportunity to observe the characteristics of the materials, select those they deem appropriate, arrange the materials based on their own ideas, and examine the resulting prints. Thus, the activity process serves as a data source for assessing student engagement and forms of creativity.

The data sources in this study consist of primary data and supporting data. Primary data were obtained through observations of students during the ecoprinting activity as well as interviews with the teacher and several students. Observations were conducted directly during the activity to gather information regarding student activities,

engagement in learning, ability to explore materials, the process of determining patterns, and students' efforts to refine their artwork. Interviews with the teacher were used to gather information regarding the overall implementation of the activity, student responses, and challenges encountered during the activity. Meanwhile, interviews with several students were used to understand the students' experiences from their own perspectives. Supporting data were obtained through documentation in the form of photographs of the activity and students' artwork.

Data collection techniques in this study included observation, interviews, and documentation. Observations were conducted throughout the ecoprint activity. The researcher observed student activities from the preparation stage until the activity was completed. The aspects observed included student engagement in selecting materials, their ability to determine arrangements patterns, willingness to try various combinations, their precision in carrying out the printing process, and their efforts to improve results that did not meet their expectations. Observations were also used to examine the nature of student interactions during the activity, both when working independently and when interacting with peers.

Interviews were conducted using a semi-structured approach. Interviews with the teacher focused on the student responses to the activity, observable forms of creativity, and challenges that arose during the learning process. Interviews with several students were conducted to understand their experiences participating in the activity, their reasons for choosing specific materials or patterns, which parts of the activity they found easy or difficult, and how they resolved any problems they encountered. Interviews were conducted using a set of guiding questions to ensure that the information obtained remained aligned with the research focus, though the researcher was still able to develop follow-up questions based on the informants' responses.

Documentation was used to corroborate the data from observations and interviews. Photographic documentation was used to record the activity process, student activities when selecting and arranging materials, the printing process, and the resulting ecoprint works. The students' works were also used as supporting data to examine the variations in patterns, shapes, and compositions produced. Documentation was not used as the sole basis for drawing conclusions but was integrated with the results of observations and interviews so that the information obtained could be understood more comprehensively.

In a qualitative approach, the researcher serves as the primary instrument. In the implementation, the researcher used supporting instruments in the form of observation sheets, semi-structured interview guidelines, and documentation. Observation sheets were used to help the researcher record students' activities and engagement during the activities. Interview guidelines were used to ensure that the questions posed to teachers and students remained relevant to the research focus. Documentation was used to record the process and results of the activities as supporting evidence for the research.

The research procedure was carried out in several stages. The first stage was preparation, which involved determining the research focus, preparing data collection instruments, and preparing the materials needed for the ecoprint activity. The second

stage was the implementation of the activity, which involved introducing ecoprint, guiding students to identify and select natural materials, arranging the materials according to their individual ideas, and then carrying out the printing process. During this process, the researcher observed the students' activities and creativity. The third stage involved data collection through interviews with the teacher and several students, as well as documentation of the process and the resulting artwork. The fourth stage involved data analysis based on the results of the observations, interviews, and documentation obtained.

Data analysis was conducted interactively through three stages data reduction, data presentation, and drawing conclusions. In the data reduction stage, the researcher selected, focused on, and simplified data related to the implementation of the ecoprint activity and the forms of student creativity. Data not directly related to the research focus was not used as the primary basis for discussion. Next, the data were presented in the form of descriptive narratives that illustrated the activity process, student activities, student responses, and the variety of works produced. The final stage involved drawing conclusions based on patterns and findings emerging from the data as a whole.

Data validity was ensured through source triangulation and methodological triangulation. Source triangulation was conducted by comparing information obtained from the teacher's with information obtained from several students. Methodological triangulation was conducted by comparing the results of observations, interviews, and documentation. For example, information regarding student engagement during the activities was compared across the researcher's observations, statements from the teacher and students, and documentation of the activities carried out. Triangulation is used to enhance the reliability of the data and ensure that the research findings are not based solely on a single source or a single data collection technique. Through these steps, the study is expected to provide a systematic overview of the implementation of ecoprint activities and the development of creativity among fourth-grade elementary school students.

RESULTS AND DISCUSSION

Research findings

Student engagement was evident when they were given the opportunity to select natural materials to use in creating ecoprints. The materials used were primarily leaves and plant-based items available in the surrounding environment. Students could observe the characteristics of these materials, determine which ones were suitable, and then arrange them based on their own ideas. This selection process provided students with the opportunity to make simple decisions during the learning activity. Students did not merely receive materials predetermined by the teacher but were given the freedom to consider which materials to use in creating their artwork. This situation indicates a process of exploration that can support the development of students' creativity (Nirmayani, Putu, & Prastya, 2021). Therefore, ecoprinting can be positioned as an

effective learning medium for simultaneously developing cognitive aspects and creativity.

Exploration is also evident in the pattern-design process. After selecting materials, students determine how those materials will be placed and arranged to produce specific patterns. Each student has the opportunity to arrange the materials based on their own ideas, so the resulting works are not entirely uniform. Differences in the arrangement of materials, pattern shapes, and composition demonstrate that students have the freedom to develop ideas and express them through their work. This process is crucial in creativity-based learning because students are not merely required to follow given examples but are also given the opportunity to experiment with creating forms that align with their own ideas.

The ecoprint activity also demonstrates that a learning process that provides hands-on experiences can open opportunities for students to develop their creativity through activities they carry out themselves. During the activity, students had the opportunity to observe materials, make choices, design patterns, and produce works based on their own ideas. This process allowed students to act not only as recipients of information but also as active participants in the learning process. Learning activities that involve hands-on activities and experiences can provide students with opportunities to develop their creative abilities. In this study, these opportunities were evident in the students' willingness to experiment with various material arrangements and patterns, as well as in the diversity of the resulting artworks. With the freedom to explore, students became more open to expressing their ideas and more enthusiastic about creating artworks (Saputri, Sukarmin, & Suwano, 2024).

In addition to providing students with space to develop their ideas, the ecoprint activity also demonstrated the students' engagement throughout the learning process. Students appeared more enthusiastic when given the opportunity to practice and create works directly. These activities provide a different learning experience because students do not merely listen to the teacher's explanations but are actively involved in selecting materials, arranging patterns, and creating their own works. The enthusiasm displayed during the activities indicates that ecoprinting can foster a more engaging learning environment for students. This interest plays a crucial role in the development of creativity, as it motivates students to participate, experiment, and express their ideas through the works they create.

Findings from interviews with teachers further reinforce these observations. Teachers noted that ecoprint activities effectively motivate students to develop their creativity. Hands-on activities make students more eager to follow the process and produce their own works. This statement demonstrates that ecoprint activities not only provide students with opportunities to be creative but also possess an appeal that encourages their engagement in learning. The motivation that emerges during these activities serves as a key factor in supporting students to dare to experiment and develop their ideas.

Learning activities that actively involve students can support their motivation and participation in the learning process. In ecoprint activities, this engagement is evident in students' participation from the moment they select materials, design patterns, carry out the printing process, to observing the finished artwork. Students have the opportunity to engage directly in the activities, making the learning process more active and not solely centered on the teacher's explanations. The opportunity to create artwork also encourages students to participate in the activities with greater enthusiasm. Thus, student engagement in ecoprint activities is not only related to the process of creating artwork but also reflects a learning experience that can boost students' motivation to participate and develop their creativity (Lestari, Fita, Untari, & Fajriyah, 2022). Therefore, ecoprint activities not only support the development of creativity but also create a more interactive and enjoyable learning environment.

Ecoprint activities also provide students with hands-on experience in developing skills throughout the practical process. Students must follow several sequential steps, starting from selecting materials, arranging leaves, determining patterns, to carrying out the printing process. Each step requires precision so that the arranged materials can produce the desired motifs. These activities give students the opportunity to learn how to carry out a task step by step and to observe the results of each process they perform. Thus, ecoprint activities not only provide a space for students to be creative but also offer experience in honing their attention to detail and skills through hands-on practice.

The ecoprinting process also gives students the chance to deal with results that do not meet their expectations and to make adjustments as the activity progresses. When the arrangement of materials or the print results do not match the initial concept, students can try again and correct the parts they deem unsatisfactory. This experience demonstrates that students are not merely focused on completing tasks but also learn to navigate processes and outcomes that do not always align with their plans. The opportunity to try again can encourage students to be more daring in exploring ideas because mistakes that arise during the process can be incorporated into the learning experience. The implementation of Project-Based Learning can foster students' courage to take risks, enhance their independence, and instill patience and perseverance throughout the learning process. In the ecoprint activity, these attitudes are evident through students' opportunities to experiment with various arrangements of materials, observe the results obtained, and make adjustments to works that do not yet align with their initial ideas (Musa & Kamal, 2024).

The ecoprint activity in this study also exhibits characteristics of project-based learning because students are involved in the process of creating a piece of work through several stages of activity. Students begin by selecting the materials to be used, arranging the materials into patterns, carrying out the printing process, and finally observing the resulting artwork. This sequence of activities provides students with the experience of completing a task through a step-by-step process that involves decisions made by the students themselves. This process allows students to develop their creativity while learning to take responsibility for the work they create (Musa & Kamal, 2024). The

implementation of Project-Based Learning among elementary school students can foster imagination, curiosity, the courage to take risks, independence, patience, and perseverance in the learning process. These findings are relevant to the ecoprint activities in this study because students have the opportunity to experiment with various materials and patterns and make adjustments when the results do not match their initial ideas. Thus, the ecoprint creation process can provide a learning experience that is not only focused on the final product but also on the students' process of developing and refining their ideas into a finished work.

These research findings are further supported by studies showing that the integration of ecoprint with Project-Based Learning provides elementary school students with opportunities to develop creativity through direct engagement with natural materials. Student creativity is evident through their ability to produce works that demonstrate originality, flexibility, and elaboration, as well as their motivation and engagement throughout the learning process (Sinto & Santi, 2025). These findings are relevant to the results of this study because students had the opportunity to select materials, determine patterns, and develop ideas in creating ecoprint works. Direct involvement in this process allows students to explore various possibilities and express their ideas according to their individual choices. The similarity of these findings indicates that ecoprint can serve as a learning activity that provides contextual experiences while also offering students space to develop their creativity.

The use of natural materials in ecoprint activities also provides a learning experience related to the students' surrounding environment. Leaves and plant materials available in the environment are utilized as materials to create patterns on the students' artwork. The use of these materials helps students recognize that their surroundings can serve as both a source of learning and a source of materials for creative activities. Students also have the opportunity to observe the characteristics of the materials before deciding which ones to use in the creative process. Learning that utilizes the surrounding environment can provide a more contextual experience because students interact directly with objects that are close to their daily lives (Fitriani et al., 2022). This experience demonstrates that ecoprinting is not only about creating art but can also connect learning activities with the utilization of the surrounding environment.

The ecoprinting process also engages students' skills in carrying out activities meticulously and step-by-step. Students must pay attention to material selection, leaf placement, and pattern arrangement before beginning the printing process. Precision is essential to ensure that the arranged materials produce patterns consistent with the planned design. This activity provides students with the experience of paying attention to every stage of creating a piece, ensuring that the learning process is not solely focused on the final result. Student involvement in hands-on activities also provides an opportunity to develop skills through direct experience, as students carry out the steps of creating a piece themselves and can observe the results of their actions. Project-based learning gives students the opportunity to engage in a learning process that requires independence, patience, and perseverance in completing an activity. These conditions are

closely related to the ecoprint activity because students must follow the activity steps in sequence and complete the process until a final piece is produced.

The teacher's role in ecoprint activities is evident through the guidance and support provided while students carry out each step of the activity. The teacher explains the necessary steps and assists students when they encounter difficulties in selecting materials, designing patterns, or performing the printing process. This guidance allows students to continue working independently without losing direction during the learning process. The teacher also observes student engagement during the activity and notes their enthusiasm when given the opportunity to create their own artwork. This demonstrates that the teacher acts as a facilitator who helps create a learning environment that gives students the opportunity to explore ideas and develop their creativity through hands-on activities.

The exploratory process students engage in during ecoprint activities also provides an opportunity to develop creative thinking skills through activities that connect ideas with hands-on experiences. Students not only select the materials to be used but also consider the arrangement and patterns to produce works that reflect their ideas. This process demonstrates students' active involvement in transforming an idea into a tangible work of art that can be directly observed. The use of ecoprint techniques in project-based learning also provides students with the experience of developing creativity through practical and contextual activities (Irdalisa, Paidi, Panigrahi, & Hanum, 2024). In the activities conducted in this study, this experience was evident when students explored various natural materials, arranged patterns, and developed their works based on their individual choices. Thus, ecoprint activities can provide students with the opportunity to connect the creative thinking process with direct experience in producing a work of art.

The ecoprinting process also gives students the opportunity to navigate various challenges while creating their work. Students must select appropriate materials, arrange them properly, and adjust the patterns to ensure the final result aligns with their initial concept. When the print does not turn out as planned, students can reevaluate the arrangement of materials and experiment to achieve different outcomes. This process demonstrates that hands-on activities can provide students with the experience of finding solutions through their own actions. Project-based learning offers students the opportunity to develop creative thinking skills while solving problems through the hands-on process of completing tasks (Ndiung & Menggo, 2024). In ecoprint activities, this process is evident when students adjust materials and patterns to produce artwork that aligns with their ideas.

The freedom to choose materials and patterns also gives students the opportunity to make decisions during the creative process. Students can consider which materials to use and determine the arrangement that best fits their ideas. This environment provides students with the space to learn to take responsibility for the choices they make throughout the activity. Independence in the learning process can develop when students are given the opportunity to be involved in determining the steps and completing the

tasks for which they are responsible. Project-based learning activities provide students with the opportunity to actively participate in determining the process and completing the products they create, thereby supporting the development of their creativity and independence (Pangestu, Malagola, Robbaniyah, & Rahajeng, 2024). The ecoprint activity offers a similar experience because students are directly involved in selecting materials, developing patterns, and completing their works based on their own ideas.

The freedom to determine the form of their artwork gives students the opportunity to express their ideas through the choices they make during the ecoprint activity. Students can decide on the arrangement of materials and patterns without having to produce work identical to that of their peers. This difference provides space for students to showcase the unique characteristics of their ideas through the resulting artwork. Freedom of expression in art activities is a crucial component in providing students with opportunities to develop their creativity, as they can translate their ideas into artwork based on their own experiences and understanding (Aryani et al., 2024). The ecoprint activity in this study shares similar characteristics, as students are given the opportunity to develop patterns and compositions based on their own choices. This process ensures that the learning activity is not merely task-oriented but also provides students with the space to express their ideas and creativity through their artwork.

This series of activities demonstrates that the ecoprint learning process can provide an experience that allows students to actively engage in creating works. Activities such as selecting materials, designing patterns, determining compositions, and printing are all part of a process that gives students the opportunity to develop their ideas directly. This experience also shows that students' creativity can emerge through simple processes when they are given the opportunity to make choices and develop works according to their own ideas. Activities that provide space for exploration can make students more open to expressing their ideas because they are not merely following predetermined outcomes but have the opportunity to produce works with their own unique characteristics. These conditions serve as a foundation for further examining how ecoprint activities are implemented and how student engagement and creativity manifest during the learning process.

The research findings indicate that ecoprint activities provide hands-on experiences that make students more open to developing their creativity. This openness is evident in students' involvement in selecting materials, arranging them, and developing patterns based on their own ideas. Students do not merely follow predetermined patterns but are given the opportunity to explore the shapes and arrangements of materials in creating their works. This freedom results in a variety of student works, both in terms of patterns and the arrangement of materials used.

The ecoprint activity also demonstrates growth in students' confidence to translate their ideas into artworks. Students have the opportunity to try various material arrangements and observe the results of the choices they make. This process provides students with the freedom to experiment in determining shapes and patterns. The differences in the resulting artworks show that students each have their own unique

approach to developing their ideas throughout the activity. Creativity in this activity is evident in the students' ability to produce a variety of works based on their own choices and ideas.

The students' enthusiasm was also evident during the ecoprint activity. They showed interest when given the opportunity to practice and create their own works directly. Activities that directly involve students make them more enthusiastic about participating in the ecoprinting process. Students were involved in the activity from selecting materials and arranging patterns to viewing the finished works. This involvement indicates that ecoprinting can capture students' attention and provide a learning experience distinct from traditional lessons that focus solely on conveying content.

Interviews with teachers reinforced the findings regarding students' interest during the activity. Teachers noted that ecoprint activities can motivate students to develop their creativity. According to the teachers, students become more enthusiastic about creating when given the opportunity to produce works directly. This observation reinforces the finding that ecoprint activities attract students to engage in the learning process. Student motivation is evident in their enthusiasm for participating in the activities and their desire to produce works through a process they carry out themselves.

The research findings also indicate that students can develop patterns and arrangements of materials according to their individual creativity. Each student has the opportunity to make choices during the creative process, so not all resulting works take the same form. These differences are one of the findings demonstrating that ecoprint activities provide students with space for self-expression. Students can develop ideas based on available materials and transform them into patterns or shapes of their choosing.

Overall, ecoprint activities demonstrate student engagement in the creative process through hands-on practice. Students become more open to exploring materials, developing patterns, and producing works with diverse variations. These activities are also met with enthusiasm from students, evident throughout the learning process. Findings from teacher interviews further reinforce that ecoprint can motivate students to cultivate their creativity and make them more enthusiastic about creating.

As an art activity, ecoprinting provides students with the space to develop their creativity through the hands-on process of creating artworks. Learning that involves pattern-making gives students the opportunity to develop ideas, imagination, and the ability to express their concepts through their work. This experience is particularly important for elementary school students because the creative process allows them to explore various possibilities based on their existing understanding and experiences. The activity of creating ecoprint batik motifs can be used to provide students with the experience of developing creativity through the hands-on process of creating artwork (Sabiela & Wijayanto, 2024). This is closely related to ecoprint activities, which give students the opportunity to select materials, arrange compositions, and develop patterns according to their own ideas. This process allows students to not only focus on the final result but also to engage in the process of discovering artwork forms that align with their

ideas. The diversity in the resulting patterns and arrangements demonstrates that students have the opportunity to express their ideas individually. Thus, ecoprinting can serve as a form of artistic activity that provides students with the experience of developing creativity through the process of exploration, expression, and the direct creation of artwork. These findings indicate that students' engagement in ecoprint activities is evident not only in the process of producing artwork but also in their enthusiasm for exploring ideas and developing creativity throughout the activity.

CONCLUSION

Based on the findings of the research, it can be concluded that ecoprint activities provide meaningful opportunities for fourth-grade elementary school students to develop their creativity through direct and practical learning experiences. The activity allows students to become actively involved throughout the learning process, beginning with selecting natural materials, arranging leaves and other plant materials, determining patterns and compositions, carrying out the printing process, and observing and improving the results of their work. These activities provide students with opportunities to make their own choices and express their ideas rather than simply following predetermined examples. The variations in patterns, arrangements, shapes, and compositions found in the students' works indicate that students were able to explore and develop their ideas according to their individual creativity.

The implementation of ecoprint also encouraged students to participate actively and showed their enthusiasm during the learning process. Students appeared more interested and motivated when they were given the opportunity to practice directly and produce their own works. Their involvement could be seen from the beginning of the activity until the completion of their ecoprint products. The teacher's interview also supported these findings, indicating that ecoprint activities could attract students' motivation and encourage them to practice their creativity. Therefore, ecoprint can create a more interactive and enjoyable learning environment in which students are not merely recipients of information but active participants in the learning process.

Furthermore, ecoprint activities provide students with experiences that support the development of other skills related to creativity. Students learn to work carefully and systematically because they need to select suitable materials, arrange the materials properly, determine patterns, and follow the printing process step by step. When the results do not match their initial expectations, students have the opportunity to try again, make adjustments, and improve their work. This process gives students valuable experience in experimenting, solving problems, making decisions, and developing persistence during the completion of their work. The activity also provides opportunities for students to work independently while receiving guidance and assistance from the teacher when necessary.

In addition, the use of natural materials from the surrounding environment makes ecoprint a contextual learning activity. Students can directly observe and utilize leaves and other plant materials available around them, allowing the environment to become

both a learning resource and a source of creative materials. This experience connects artistic activities with students' immediate surroundings and provides a more concrete learning experience.

Overall, the findings indicate that ecoprint activities can serve as an alternative learning activity for developing creativity among fourth-grade elementary school students. Through exploration, experimentation, decision-making, self-expression, and direct creation, students are given sufficient space to develop and communicate their ideas through their own works. Therefore, ecoprint can support a learning process that emphasizes active student participation, creativity, practical experience, and meaningful interaction with the surrounding environment.

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