



## **Introduction of Batik Jumputan for The Growth of Creative Thinking in Rural Preschools in Indonesia**

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### **Abstrak**

Penelitian ini bertujuan untuk mengetahui: (1) Implementasi penumbuhan berpikir kreatif melalui pengenalan batik jumputan pada kelompok A PAUD Roudlatul Bunayya di desa Toyomerto Kabupaten Serang (PAUDRB). (2) Faktor pendukung dan penghambat dalam penumbuhan berpikir kreatif lewat pengenalan batik jumputan pada kelompok A PAUDRB. Penelitian ini merupakan jenis kualitatif yang bersifat deskriptif. Pengumpulan data diperoleh menggunakan metode observasi, wawancara, dan dokumentasi. Teknis analisis data yang digunakan ialah reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan: (1) Implementasi pengenalan batik jumputan dilakukan sesuai dengan RRPB yang dibuat yang berisikan perencanaan dan pelaksanaan. Pengenalan batik jumputan yang dikenalkan pada kelompok A yaitu batik cap dan jumputan. Pengenalan batik jumputan ini memberikan dampak positif terhadap proses pembelajaran anak dan anak diberikan kesempatan maupun kebebasan untuk berekspresi sehingga anak dapat menuangkan ide dan gagasannya. (2) faktor pendukung meliputi: peserta didik antusias terhadap pengenalan batik jumputan, mudahnya media yang didapat dan ramah lingkungan, dan guru yang kreatif. Sedangkan faktor penghambatnya yakni anak kurang konsentrasi dan tidak percaya diri, sarana dan prasarana kurang memadai, orang tua menuntut anak. Temuan ini dapat memberikan panduan bagi institusi pendidikan dan para pendidik dalam merancang strategi pembelajaran yang lebih inklusif dan efektif untuk memfasilitasi pengembangan berpikir kreatif anak-anak.

Kata Kunci: anak usia dini, berpikir kreatif, pengenalan batik jumputan,

### **Abstract**

This research aims to determine: (1) Implementation of the development of creative thinking through the introduction of jumputan batik in group A PAUD Roudlatul Bunayya in Toyomerto village, Serang Regency (PAUDRB). (2) Supporting and inhibiting factors in the development of creative thinking through the introduction of jumputan batik in group A PAUDRB. This research is a descriptive qualitative type of research. Data collection was obtained using observation, interviews and documentation methods. The data analysis techniques used are data reduction, data presentation, and drawing conclusions. The research results show: (1) The implementation of the introduction of jumputan batik was carried out in accordance with the RRPB that was created which contained planning and implementation. The introduction to jumputan batik that was introduced to group A was stamped and jumputan batik. The introduction of Jumputan batik has had a positive impact on children's learning processes and children are given the opportunity and freedom to express themselves so that children can express their thoughts and ideas. (2) supporting factors include: students are enthusiastic about the introduction of jumputan batik, the media is easy to obtain and environmentally friendly, and creative teachers. Meanwhile, the inhibiting factors are children's lack of concentration and lack of self-confidence, inadequate facilities and infrastructure, parents demanding of children. These findings can provide guidance for educational institutions and educators in designing more inclusive and effective learning strategies to facilitate the development of children's creative thinking

Keywords: early childhood, creative thinking, batik activity

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## A. Introduction

It is very important to develop creative thinking from an early age because by thinking creatively, children are able to express their own thoughts and ideas, so that they are trained to solve problems from various points of view. Developing the potential for intelligence and creative thinking is one of the goals of education (Fatimatuzzahro et al. 2024). In current reality, it is often found that children's creative thinking in schools is lacking, because children's interest in developing creative thinking is still lacking. Based on the opinion above, it can be seen that the nation's competitiveness in the present and future will greatly depend on the innovations produced by the country. Meanwhile, according to research results by the Global Creativity Index (GCI) in 2015, Indonesia was ranked 115th out of 139 countries. This shows that the creative thinking of Indonesian children is still very low. Therefore, action is needed that can improve creative thinking.

One effort that can foster creative thinking is through the introduction of jumputan batik. Batik is the cultural heritage of the Indonesian people, this is the reason that brings us to a sense of responsibility so that children need to know how to make batik. Masyhudi (2019) and Pertiwi et al. (2022) stated that the introduction of batik is useful for children's cognitive, effective and psychomotor development. Apart from honing children's creative thinking, they will also get to know one of their nation's cultural heritages at an early age.

The word batik comes from the Javanese word "ambatik" which consists of the words "amba" which means writing and "tik" which means small, dripping or making dots. So, batik is writing or painting dots. Batik is a technique of holding color with wax repeatedly on cloth. Night wax is used as a barrier to prevent the color from absorbing into the fabric fibers in unwanted areas. If we look at the origin of the word, it can be understood that batik is a work of art in the form of writing or drawings made by writing or painting dots on cloth using a canting tool filled with wax, done repeatedly (Tjahjani 2013).

As a nation, Indonesia has a sense of responsibility to inherit batik skills from one generation to the next, namely by introducing batik to children. The following are the benefits of batik for children. Preserving Batik Culture. Not just theory, but also practice. This must be a conscious effort so that batik as a national culture remains sustainable by introducing it to children. School education or formal education can be the right path to preserving batik culture. Five year old children can be taught to make batik. Last, Balancing the Left and Right Brain. The human brain is the crown of all systems. The brain engineers all the other systems in the human body in amazing ways. The brain is the center of intelligence. The potential intelligence stored in the brain needs to be developed and improved. Good brain cell development in children aged five years. Learning to make batik will train children to be consistent, patient in practicing, and keep doing it repeatedly until they appreciate the process rather than instant things (Sari 2013).

Based on observations from group A at PAUDRB, it was found that children's creative thinking was still less than optimal. This can be proven by some children who have not been able to complete their creative activities, such as drawing and coloring. Haven't tried it but have said they can't, some children don't understand colors, children are still doubtful, afraid and not confident, so that when in class most children still need the teacher's help when completing their assignments. Apart from that, there is a lack of facilities and infrastructure to support children's creative thinking, such as learning media that is not yet optimal and children's play equipment is not updated so it is less interesting to play. The introduction of jumputan batik can be used as an alternative for learning creative thinking for young children. With the introduction of jumputan batik, it is hoped that students will be able to hone their own creative thinking, gain new experiences in making works of art and be able to get to know the culture of the Indonesian nation.

In this research, the introduction of jumptan batik which was introduced to group A PAUDRB was a simple introduction of jumptan batik, namely using simple and safe media for children. The media that will be used is media that is similar in nature but simpler. When making batik at an early age, you can use brushes, natural materials, objects around the child for stamping techniques and you can also use hand-knotting techniques. In this activity, children can explore and think creatively through things that children only know about.

## **B. Literature Review**

Research on the use of batik in early childhood education in Indonesia is dominated by its use in fine motor development (Hida et al. 2022; Pertiwi et al. 2022; Purnamasari et al. 2023; Rochmah dan Hasibuan 2020; Santi Tawulo dan Anhusadar 2022). Kamil (2023) also concluded that it has benefits for developing children's eye and hand coordination. Wisma et al. (2022) researched it for the development of children's sense of fine arts. Others research it for children's social emotional development (Puri dan Rohmalina 2023).

Apart from all of this research, this research wants to look at it from the perspective of developing creative thinking in early childhood, especially in children aged 5 years in PAUD. A good period for the development of creative thinking is in the age range in kindergarten which is the foundation for basic level education. In this way, this research can complement the research of Nuryati & Yuniawati (2019) which studied early elementary school students.

As stated by Munandar (2014), creative thinking allows humans to improve the quality of their lives. In this era of development, it cannot be denied that the prosperity and glory of society and the country depend on creative contributions, in the form of new ideas, new discoveries and new technology from members of society. To achieve this, it is necessary to foster creative attitudes and behavior from an early age, so that in the future students will not only become consumers of new knowledge and job seekers, but will be able to create new jobs (entrepreneurship).

Creativity is a person's ability to give birth to something new in the form of ideas or real work that is relatively different from what has existed before (Imroatun et al. 2021; Sarnoto dan Budiyananti 2021). Something new here is not something a discovery that no one has ever known before, but something that is new to themselves and not to others. The natural creativity of an early child can be seen from their great curiosity and self-generated motivation, thus encouraging creative thinking, and this will take place in certain mental conditions (Catron, C.E. & Allen 1999). Gallagher in Rachmawati & Kurniati (2010) stated that creative thinking is a mental process carried out by individuals in the form of new ideas or products, or combining the two which will ultimately stick with them.

Children's creative thinking is then a child's mental process or ability to create a new idea or new product based on previous ideas, discoveries, and through imaginative skills to create new, useful work. Therefore, creative attitudes and behavior need to be instilled from an early age, so that students will be able to think creatively and produce something new to solve the problems they face. Cultivating creative thinking in early childhood means we hone it so that children are able to think fluency, flexibility, originality, and think in detail (elaboration) (Pangestu 2021).

According to Sit et al. (2016), the characteristics of creative thinking that can be identified through observing children's behavior can be identified as follows. 1) Enjoy exploring the environment; 2) Observing and holding everything; expansive and excessive exploration; 3) He has great curiosity, likes to ask questions incessantly. 4) Spontaneously

expresses thoughts and feelings. 5) Likes adventure; always want to gain new experiences. 6) Likes to do experiments; taking things apart and trying things out. 7) Rarely feel bored; there are just things you want to do. 8) Have high imagination.

According to Guilford in Susanto (2011), there are five traits that characterize the ability to think creatively. a. Fluency is the ability to generate many ideas. Flexibility is the ability to propose various solutions or approaches to problems. Authenticity is the ability to solve ideas in ways that are original, not cliché. Elaboration is the ability to explain something in detail, clearly and at length. Lastly, reformulation (redefinition), is the ability to review a problem based on a perspective that is different from what is known by many people.

Early childhood's creative thinking can be seen from their great curiosity, this can be seen from the many questions they ask their parents or teachers about something they see. Apart from that, children also enjoy observing, holding, taking apart and trying out various new things. However, there are things that must be emphasized in its growth. Children's creativity can be realized because there is encouragement within the individual (internal) and the environment (external). Internal factors are factors that originate from the individual, such as physical condition and psychological condition. Physical conditions are related to health and body condition, while psychological conditions are factors related to intelligence, attention, interest, talent, maturity and readiness. Meanwhile, external factors are divided into 3 groups, namely family, school and community. The most important environmental factor is an environment that provides support for security and freedom for individuals.

According to Rachmawati & Kurniati (2010), there are four things that support the growth of creative thinking. Provide mental stimulation both in cognitive aspects and personality as well as psychological atmosphere. Creating a conducive environment that will make it easier for children to access everything they see, hold, hear and play to develop their creative thinking. Mental stimulation and a conducive environment can go hand in hand, just like the simultaneous work of the left brain and right brain. The role of teachers in developing creative thinking, meaning that when we want children to be creative, we also need teachers who are creative and able to provide appropriate stimulation to children. The role of parents in fostering creative thinking.

So it is very important for teachers to create a sense of security at school, including a sense of security against disturbances and pressure, as well as psychological safety. Because children who gain a sense of security will start all activities with a feeling of spaciousness and fun. Likewise, Hurlock (2018) stated that conditions that can improve children's creative thinking. Time. Creative children need time to express ideas, concepts and try them in new and original forms. The opportunity to be alone. Children need time and opportunities to be alone to develop their imagination. Encouragement. Regardless of how far children's learning outcomes meet adult standards, they need encouragement or motivation to be creative, free from ridicule and criticism that is often leveled at children who are not creative. Means. To stimulate the urge for experimentation and exploration, play facilities need to be provided. Stimulating environment. The home and school environment should stimulate creative thinking. This should be done as early as possible from infancy and continued through school by making creative thinking an enjoyable and valued experience. The relationship between children and parents is not possessive. Such parents encourage children to be independent. How to educate children. Educating children democratically and permissively at home and at school increases creative thinking, while

authoritarian ways of educating extinguish it. Opportunity to gain knowledge. Creativity does not arise in a vacuum. The more knowledge a child acquires the better the foundations for achieving creative results.

Based on the opinions of several experts, it can be seen that the psychological state of children greatly influences the development process of children's creative thinking. As explained at the beginning, psychological freedom and safety are important conditions in the development of creative thinking. In carrying out the process of developing creative thinking in children, of course the role of teachers and parents cannot be separated.

### C. Method

This descriptive qualitative research took subjects consisting of school principals, educators, parents and 8 students from group A. The method used in this research was descriptive qualitative, namely research that aims to provide an explanation of phenomena that occur in the present and is adapted to the objectives. what you want to achieve. Researchers try to describe objects according to what they are. Researchers took data sources at PAUDRB, including: School principals, educators and PAUDRB students. Data collection in this research is by conducting interviews to obtain information directly from the source. Interviews were conducted with the principal regarding the school profile, general conditions related to teacher strategies in developing creative thinking in PAUDRB. Interviews were also conducted with the class accompanying teachers regarding the description of the teaching and learning process which includes objectives, materials, methods, media and evaluation, as well as the achievements or successes achieved by children regarding the development of creative thinking through the introduction of jumptan batik. Next, the researcher made observations to present a realistic picture of behavior or events, to measure children's creative thinking related to fluency in the process of making batik, to observe children's ability to express their creative thinking, to help understand children's behavior, and for evaluation. Because what does not appear in the interview can be seen when observed. Researchers also collected data in the form of documentation in the form of a general description such as the PAUDRB profile, vision, mission, teacher and student data, infrastructure, and organizational structure as well as photos of activities related to creative thinking at PAUDRB. Researchers use different data collection techniques to obtain data from the same source.

### D. Result and Discussion

In the result section, summarize the collected data and the analysis performed on those data relevant to the issue that is to follow. The result should be clear and concise. It should be written objectively and factually, and without expressing personal opinion. It includes numbers, tables, and figures (e.g., charts and graphs). Number tables and figures consecutively in accordance with their appearance in the text.

Table 1. first Observation

No	Name	Indicator					Total
		1	2	3	4	5	
1	ARP	BSH	MB	MB	BSH	BSH	BSH
2	AA	BSH	MB	MB	BSH	BSH	BSH
3	BC	BSH	MB	MB	BSH	BSH	BSH
4	CAP	BB	BB	MB	MB	MB	MB
5	MANK	MB	MB	MB	MB	MB	MB
6	MF	MB	MB	MB	BSH	BSH	MB
7	NN	MB	MB	MB	BSH	BSH	MB
8	SFJ	BB	BB	MB	MB	MB	MB

data 1) The child's ability to come up with new ideas; 2) New ideas or products; 3) New combinations based on existing data; 4) Idealists in their work are not the same as the results of their friends; 5) Showing an attitude of independence in table 1 shows that there are 3 children developing according to expectations, and 5 children are starting to develop. All children have their own creative thinking, but the level of creative thinking is different, teachers need to stimulate children's creative thinking so that it can develop well. The introduction of jumputan batik as an example of an activity that can foster creative thinking in group A at PAUDRB.

The following are the stages in developing creative thinking through batik making, namely the first stage is preparation, before teaching and learning activities the teacher prepares all the media that will be used so that the teacher is better prepared to provide material during learning so that the introduction of jumputan batik can run well. The second stage is the implementation of the introduction of jumputan batik at PAUDRB which consists of initial activities, core activities and closing activities.

Tabel 2. Second Observation

No	Name	Indicators					Total
		1	2	3	4	5	
1	ARP	BSB	BSB	BSH	BSB	BSB	BSB
2	AA	BSB	BSB	BSB	BSH	BSB	BSB
3	BC	MB	MB	BSB	BSB	BSB	BSB
4	CAP	BSH	MB	BSH	BSH	BSH	BSH
5	MANK	MB	MB	BSH	BSH	BSH	BSH
6	MF	BSB	BSB	MB	BSH	BSB	BSB
7	NN	BSH	BSB	BSB	BSH	BSB	BSB
8	SFJ	MB	BSH	BSH	BSH	BSH	BSH

The final research observed the follow-up results from the first observation which included 5 elements as in the first research. Children can introduce jumputan stamp batik. Children can choose color combinations. Children can fold tissue simply in 1-4 folds. Children can dip tissue into dye. Children can create unique motifs. Based on the table above, it shows that 5 children are developing very well, and 3 children are developing as expected. So it can be concluded that the development of creative thinking through the introduction of jumputan batik in group A PAUDRB has gone very well with optimal and satisfactory results.

The introduction of Jumputan batik at PAUDRB is something new for children because it has never been implemented before. Children can develop their creative thinking abilities through the introduction of jumputan batik. The introduction of jumputan batik is different from batik in general, batik for children can be applied with simpler tools and materials so that children can understand it.

This is in line with Suratno's statement (Suratno 2005) that creative thinking is an idea or human thought that is innovative, effective and understandable, so that the results of new children's thoughts are a form of creative thinking from individual children. Children initially have the mental readiness to carry out batik techniques and find ideas during the activity process. In everyday reality, socially and emotionally, children need strong enough stimulation and motivation to complete their tasks during learning.

This is related to Wallas' theory (Imroatun et al. 2021), he states that the creative process includes four stages, namely 1) Preparation, a person prepares himself to solve a problem by learning to think, looking for answers, asking other people, and so on. 2) Incubation, namely the stage where the individual seems to temporarily escape from the problem. This means that the inspiration process which is the starting point for a new discovery or creation comes from the pre-conscious area or arises in a state of complete unconsciousness. 3) Illumination, namely the emergence of inspiration and new ideas. 4)

verification, namely new ideas or creations must be tested against reality. Creative thinking must be followed by critical thinking.

This research also shows that a lesson must be truly prepared by the teacher in terms of tools, materials, media as well as the teacher's readiness in terms of understanding the learning steps which are very crucial in the smoothness of the learning process. Batik is a cultural product of the Indonesian nation, we as the nation's successors have a sense of responsibility to inherit batik skills from one generation to the next, namely by introducing batik to children. Apart from being an introduction to culture, introducing jumputan batik for children can also balance the child's left brain and right brain, one of which is helping train the child's concentration.

This can be related to the theory of the right and left hemispheres of the brain. Munandar (2014) believes that the right hemisphere of the brain is related to physical functions, resulting in dichotomania, dividing all mental functions into functions of the right and left hemispheres. Children have a golden age for the development of their brain cells, namely five years old. Learning to make batik will train children to be consistent, patient in practicing, and keep doing it repeatedly until they appreciate the process rather than instant things. Based on the research results, it can be concluded that the growth of creative thinking in group A PAUDRB can be developed through the introduction of jumputan batik. The development of children's creative thinking can be seen from a significant increase in development, namely that there are 5 children developing very well and 3 other children developing as expected. The development of children's creative thinking can be marked by children being able to follow the process of stamping and stamping batik and combining colors with various existing media.

Through the introduction of stamped jumputan batik, children can recognize the shapes of circles and crescents from the patterns produced by stamping banana leaf midribs and papaya leaf midribs. Apart from that, children can recognize colors, and practice perseverance and patience in carrying out stamped batik techniques to produce interesting work as Aninditto et al. (2023) concluded. Some children are already able to fold tissue as shown by the teacher, and some others are still folding tissue carelessly, so their folds are different from the others. But the teacher was not blamed for this, because the children were able to fold the tissue in their own way. Then children can create jumputan batik motifs by dipping tissue in color. Children can determine and dye colors according to their own ideas, thereby developing creative thinking when introducing jumputan batik. So the motifs and colors produced are unique and varied. This is because the different folds and colors that children choose, the resulting motifs will also be different.

Supporting factors for the growth of creative thinking through the introduction of Jumputan batik in Group A at PAUDRB are (1) Students are enthusiastic about the introduction of jumputan batik. The psychological state of children greatly influences the development process of children's creative thinking. The children's enthusiasm for introducing jumputan batik also supports the learning process, especially in the development of creative thinking. (2) Easy to obtain media and environmentally friendly. The media is easy to obtain and environmentally friendly because it uses plants or natural materials such as banana leaf fronds and papaya leaf fronds, which can be found around the village. (3) Creative teacher. Students will be more enthusiastic about participating in activities when what is conveyed to children attracts their attention. Even though the teachers here are still high school graduates, a teacher must still be able to innovate and create new things so that learning continues according to its goals. So that children do not feel bored with the activities designed by the teacher.

Factors Inhibiting the Growth of Creative Thinking Through the Introduction of Jumputan Batik in Group A at PAUDRB: (1) Children lack concentration and lack self-

confidence. Learning will not run smoothly if the child is not feeling well. So children lack concentration and are not confident. (2) Facilities and infrastructure are inadequate. The learning media for developing creative thinking are incomplete, and the space is limited, so it is not optimal in fostering creative thinking. Apart from that, there are no facilities such as toilets. (3) Parents sue children. Often parents pay little attention to the development of their children's creative thinking, because for them what is important is that their children can read and write. So teachers must be more extra in developing creative thinking in their students.

## E. Conclusion

The results of the introduction of jumputan batik in fostering creative thinking through the introduction of jumputan batik in group A PAUDRB have gone very well. This can be seen from the significant increase in development, namely that there are 5 children developing very well and 3 other children developing as expected. The development of children's creative thinking can be marked by children being able to follow the process of stamping and stamping batik and combining colors with various existing media. Supporting factors for the growth of creative thinking through the introduction of jumputan batik in group A at PAUDRB include: students are enthusiastic about the introduction of jumputan batik, the media is easy to obtain and environmentally friendly, and creative teachers. Meanwhile, inhibiting factors include: children lacking concentration and self-confidence, inadequate facilities and infrastructure, and parents demanding of children. Teachers are expected to be able to vary methods to teach creativity, but what needs to be remembered is that whatever method, including batik, will be used should be in accordance with the needs and characteristics of the child. Batik activities can be an alternative to foster children's creative thinking, especially in developing children's imagination. Schools need to facilitate learning, especially adequate media and learning resources to support the teaching and learning process, so that children can be creative and can express their thoughts and ideas. Creativity can be fostered using different media and learning resources so that it can provide new findings and insights regarding learning in Early Childhood Education.

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