

DEVELOPMENT OF CREATIVE ACTIVITIES THROUGH BATIK DECORATIVE ART VARIETY TO IMPROVE KINDERGARTEN TEACHERS' CREATIVITY

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ABSTRACT

This paper reviews the development of Al-Muna Kindergarten teachers' activities to improve the teachers' creativity through Batik decorative designs. The research method uses qualitative methods with an interdisciplinary approach. The research data were collected by observation, interview, and documentation techniques. Checking the data validity uses source triangulation. Subsequently, it is analyzed through flow reduction, presentation, and data verification. The results indicate that the development of Batik's decorative design of creative activities had an impact on the improvement of teachers' ability in the art of creativity. Through Batik's decorative designs, the teacher's creativity was formed by definition, namely the formation of one's personality with a positive side to find out new things by creating prases (systems) and products. The product produced is the making of Batik motif paintings with decorative designs on glass media, where the activity development period is for two weeks with two activity stages. Al-Muna Kindergarten teachers' involvement was 10 teachers with a basic understanding of art that has almost the same assumption survey, which states that teacher's creativity art has not developed yet as expected in terms of professional competency development for PAUD teachers with cheerful and flexible principles. Thus, the research results indicate a good impact on Al-Muna Kindergarten teachers' development.

Keywords: *creativity, kindergarten teacher, Batik decorative design*

PENGEMBANGAN KEGIATAN KREATIF MELALUI RAGAM SENI RAGAM HIAS BATIK UNTUK MENINGKATKAN KREATIVITAS GURU TAMAN KANAK-KANAK

ABSTRAK

Tulisan ini mengkaji pengembangan kegiatan guru TK Al-Muna untuk meningkatkan kemampuan kreativitas para guru melalui batik desain ragam hias. Metode penelitian menggunakan metode kualitatif dengan pendekatan interdisiplin. Data penelitian dikumpulkan dengan teknik observasi, wawancara, dan dokumentasi. Pemeriksaan keabsahan data menggunakan triangulasi sumber, kemudian dianalisis menggunakan alur reduksi, penyajian, dan verifikasi data. Hasil penelitian menunjukkan bahwa pengembangan kegiatan kreatif batik desain ragam hias memberikan dampak pada peningkatan kemampuan guru dalam seni kreativitas. Melalui batik desain ragam hias kreativitas guru terbentuk dengan definisi yaitu pembentukan kepribadian seseorang dengan sisi positif untuk menemukan hal yang baru dengan menciptakan prases (sistem) dan produk. Produk yang dihasilkan adalah pembuatan lukisan motif batik desain ragam hias pada media kaca, dimana jangka waktu pengembangan kegiatan adalah 2 minggu dengan dua tahap kegiatan. Keterlibatan guru TK Al-Muna berjumlah 10 orang dengan pemahaman dasar mengenai seni memiliki survey asumsi yang hampir sama, yang menyebutkan bahwa seni kreativitas guru belum berkembang sesuai harapan dari sisi pengembangan kompetensi profesional yang dimiliki guru PAUD dengan prinsip ceria dan luwes. Maka, hasil penelitian memberikan dampak yang baik bagi perkembangan peserta didik Guru TK Al-Muna.

Kata Kunci: *kreatifitas, guru taman kanak kanak, batik desain ragam hias*

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INTRODUCTION

The art of painting batik with decorative designs can have a good influence on supporting the creativity of teachers and students at Al-Muna Kindergarten. In future expectations and future problems, art is part of learning that invites

children to have fun. However, from the development side, the teacher still lacks ideas in implementing teaching materials that contain fine art. From this problem side, the solution can be done by giving one example of physical motor

activity to teachers based on two-dimensional art, namely batik painting with archipelago motifs, This Development Program is intended for Kindergarten Teachers at Al-Muna Kindergarten in its mission to increase the creativity of Al-Muna Kindergarten teachers by create batik decorative design motifs to produce innovative work, this research moving from this noble mission we speculate by many written journal one of them from Mulyati and Friends (2013) interprets that teachers who are creative with art will provide a pleasant learning feel for children, second opinion that support these research Susanto, Abdi (2020) reinforces that the development of creativity in learning at a young age is by creating art and spirituality in the child's learning environment, of the two foundations of this opinion provide a strong assumption that the embodiment of innovation departs from fun activities for Teachers. Creative activities in the art of batik are the key to this research in order to provide a sense of feeling for fun activities. This understanding is inseparable from the problem where the teacher at TK Al-Muna has several problems, namely a lack of knowledge about working in the field of fine arts, where one of the developments in the field of fine arts is the existence of pure art which belongs to two-dimensional art, one of which is painting, With the problems that are being faced, what researchers think we can practice in the field is by displaying decorative batik designs as a forum for developing teachers' creative abilities.

the use of batik in decorative designs is usually used in development by visual artists in designing rooms or paintings, this is strengthened by Hendiana, dkk. (2020) which reveals that batik is the art of the deepest human feelings which aesthetically provides education on the values of life, by trying decorative designs on teacher development material at Al-Muna Kindergarten will support the development of early childhood learning according to the author's intent Sari Y (2018).

According to the Elmatara and teams (2010) batik art from Indonesia, especially the island of Java, has been recognized as a world cultural heritage by UNESCO. The art of batik on the island of Java is thousands of years old. Its

history can be observed from the batik motifs themselves, including paintings of plants, animals and ancient stories. To use the batik technique, we must first know several ways of dyeing.

Janna and Aisha (2022) said that writes about efforts to encourage the creativity of the younger generation to create new designs and foster a love of batik. This art criticism aims to criticize the winning design works, in the form of a critical study of the form and meaning of the design work and its application to the batik-making process. This study can be used to improve batik designs before they are produced.

The art of painting batik is a means of loving Indonesian culture, these conclusion This expression is reinforced by the national foundation of Indonesian culture according to the expression of wardani te al (2013) by demonstrating batik activities to teachers it is hoped that the teacher's horizons will be wider regarding ideas for teaching materials and tools. So in line with this, the development of creative play activities through the art of decorative motif batik is a new activity for teachers at Al-Muna Kindergarten and has a meaning that is in line with the vision objectives of IGTK Bireuen Regency where in the interpretation that with an increase in teacher creativity it certainly has a big influence on the development of the alpha generation, especially in Al-Muna Kindergarten until finally the teacher's minimal understanding of the world of play and fine arts can support innovative learning strategies for Al-Muna Kindergarten

By Soedarwanto et al, 2016 wrote an article said that cultivating entrepreneurial attitudes in students majoring in welfare discussing the use of decoration in Betawi culture into batik motif designs is one of the creativity that can be developed into a creative endeavor. On the other hand, batik with this decoration can support tourism development in Indonesia, support tourism and at the same time as an identity for the Betawi tribe.

In this study it is more burdensome for decorative design batik and uses glass media, its application uses glass media with materials used using oil paints, brushes, permanent markers, thinners to design batik motifs for decorative

designs and provide attractive colors according to the motifs used these technique is according to Fardhani (2017).

This research is also related Research urgency through the website <https://pauddikdasmen.kemdikbud.go.id/media-berita/kurikulum-prototipe> Utamakan Pembelajaran-berbasis-project, departing from the words of the Ministry of Education team, Supriyatno said, one of the characteristics of the prototype curriculum was implementing project-based learning to support character development in accordance with the profile of Pancasila students. It is for this reason that this research has the right objective that related to the next PAUD Teacher Education Study Program (PG PAUD), by examining the field regarding the problem of the lack of teacher development at Al-Muna. In this discussion, the goal that needs to be underlined is that with efforts to develop teacher creativity in TK Al-Muna, a continuity program will emerge with PAUD courses in the MBKM curriculum, through art education courses for students of PAUD PG Study Program.

The results of the research later have the goal that with batik painting activities decorative designs are not simple activities, but will open up the learning experience of Al-Muna teachers as research objects. Then of course utilizing teaching materials to produce a simple work of art that can stimulate children's interest in learning, therefore teachers must play an important role in developing project-based learning, one of which is through the development of their creativity. The importance of creative soft skills for PAUD teachers will have a positive impact which can make it easier for teachers to form good interaction relationships with students on an ongoing basis, this is in line with the opinion of Heri Hidayat et al (2021) who said Teaching creativity refers to the use of teaching techniques that can make class fun and interesting through the research title Fauziyyah Increases Teacher Creativity in Early Childhood Learning in the Digital Age and this research is carried out on the basis of the problems that occur, namely the lack of ideas and creativity of teachers in providing an interesting, fun and in favor of the nature of children at

kindergarten age . The belief that is developed in this thinking is expected that with the existence of batik art activities, decorative designs can build creative activities through that all which will have a good developmental impact on the soft skills of kindergarten teacher especially Al-Muna.

LITERATURE REVIEW

Fardhani (2017) that she wrote There are PAUD institutions, especially in kindergartens, the drawing method is a method that is always there to train imagination, creativity and self-confidence in children. Therefore, children's drawings actually contain information on the ideas and expressions of the child through their drawing style. According to Sunarto 2018 the description of children aged 4-6 years has a certain identical style of depiction. Meanwhile, according to Maimunah S (2017) , the objects contained in the description will have identical compositions. Processing of children's drawings to be used as motifs with printed and written batik techniques. And the powerfull witten from Doriska and Zaini (2014) The batik technique was chosen in addition to providing authentic value to a craft product but also having market opportunities among urban parents. Besides that, this product is expected to be able to create a feeling of loving batik to children through their pictures as batik motifs

Wicaksono and Chrysanti Angge, M.Sn. (2015) through his journal told that batik decoration is naturalistic and influenced by various cultures. The colors used look brighter when compared to other areas of Java. The resulting motifs are inspired by nature. In this study identified the visual elements of shape and color of East Java and Central Java decorations with the boundaries of these two regions. The results of the study are the basic shapes and colors that are characteristic of the Javanese Ragam motifs of Kediri and Pekalongan. The colors that often appear are: brownish red, purple, orange yellow. That most of the motifs from Central Java are flora and fauna motifs. Forms that often appear are: Flowers, Butterflies, Peacocks. Herdiana, et al (2020) wrote the results of the research in outline showing that the decorative

motifs on Ciamis batik have many which are the result of a combination and influence from other cultures. The Ciamisan batik color originally had two types of colors namely, Soga brown and black with a white base. However, along with its development, Ciamis batik appears in various colors. In terms of style, Ciamisan batik is influenced by the natural environment around Ciamis. While the philosophical value of the batik appears with the soul of the Ciamis people who are calm, friendly and not volatile. Meanwhile, in terms of philosophical values, the patterns and motifs are inspired by plants, animals that are around Ciamis, culture and those related to the history of Ciamis or the history of Galuh, such as Ciungwanara Motif, Onom Motif, Lapan Butterfly Motif, and RerengTaleus Motif.

Based on the various literature reviews above, it can be emphasized that this research has its own distinct position, so that it appears originality and novelty, because this research is the only research that analyzes the design of decorative batik on glass media to hone the creativity of PAUD teachers which has an impact on creativity. students, namely the Alpha generation as a medium for learning and developing fine arts in the world of early childhood. By utilizing the results of these research findings, both from the theoretical and empirical aspects, it is hoped that the study of this problem will be sharper, stronger, and academically justifiable.

REASERCH METHOD

The research studied used a qualitative approach focusing on field research methods, therefore the data obtained is sourced from field research results. Basri (2017) in her article argues that this research used qualitative approach as the research methodology that focused on field research method because the data obtained from was the result of field research. The data was taken from observation, interview and documentation. The researcher used triangulation as a technique of data validation. Triangulation is not only used to check the validity of the data but also to enrich the data. Triangulation techniques which were used in this research are triangulation of data, triangulation of sources, and triangulation

method (Ratna, 2010) . The process of analysis was applied simultaneously from data gathering, data presentation and data verification. From the description above, data was taken by observation, interview and documentation methods. Researchers use triangulation as a data validation technique. Triangulation is not only used to check the correctness of the data, but also to enrich the data. The triangulation techniques used in this study were data triangulation, source triangulation and method triangulation.

Sugiyono. 2006 said that this analysis process is applied simultaneously starting from data collection, data presentation, and data verification. The research was conducted at Al-Muna Kindergarten, Meunasah Dayah Bireuen Village, while the research subjects focused on Al-Muna PAUD teachers, Meunasah Dayah Bireuen Village. Likewise, there are practical reasons that this is for the sake of providing new repertoire for teachers of teaching materials on child development. In its implementation, the researcher will arrange the practice scenarios of working in learning while the teacher runs according to the practice scenarios that have been made. In this study there are two types of research data sources, namely: Primary Data Sources: is the main data source. The source of this data is the main subject of the research, in this case the teachers of PAUD TK Al-Muna, Meunasah Dayah Bireuen Village. Secondary data sources: supporting data, or also known as secondary data after primary data. Secondary sources in this study are literature materials, additional documents. The tools and materials used in making decorative batik designs on glass media require glass that has been cut to size, namely 20x20 cm, markers for painting motifs on glass media, oil paints using primary colors (red, yellow, blue), brushes for painting, pallets for paint containers, don't forget to use thinners to remove if there are errors during the work process and to mix/lubricate when mixing paint, as well as rags. Supported by observations, which relate to the creative development of decorative arts.

RESULTS AND DISCUSSION

a. Decorative Design Batik

Batik art activities where the understanding of batik is a type of two-dimensional art, batik is also classified as painting and can be said to be a form of expression of one's aesthetic experience which is poured into a two-dimensional field using the visual medium, namely line, color, and texture. Decorative designs are included in batik motifs and types of painting art where we can paint batik motifs as decorative designs on paper, glass and walls. Just as the existence of decoration at the Mantingan Mosque was created with the beauty of its motifs in the form of symbols to express an Islamic teaching Wahyu and Pradana (2019) in his proceedings explains four functions of decoration in Islamic aesthetics, namely: a) patterns of beauty are reminiscent of monotheism (faith); b) their beauty emphasizes abstraction or denaturalization in choosing and using the theme to be displayed; c) covering or reducing the impression of basic forms on the viewer; and) their beauty is an expression of truth and wisdom. Supriyenti (2013) in his journal argues that the ability of children to redesign simple drawings at PAUD Aisyiyah Lansano Pesisir Selatan is quite low. Children are not yet able to create new results, more interesting and more beautiful than before, such as rearranging pictures of flowers with taro leaf midribs, or with other natural materials such as banana leaf midribs, cotton leaves.

The urgency of this problem is (1) the partner's lack of knowledge of fine arts due to the lack of competency of Al-Muna Kindergarten teachers (2) Art is a basic knowledge possessed

by partners so that there is a need to expand motor skills because PAUD teachers not only have singing skills but also teaching and creating (3) the monotonous nature of learning by partners has an impact on reducing the interest and creativity of kindergarten children in the alpha generation in the city of JuangBireuen (4) the lack of understanding of teachers in creative conceptualized play activities so that the emotional connection of children to the teacher is reduced, of course it also has an impact on creativity children in Kindergarten (5) lack of innovation and development of media with art nuances to be able to explore the teacher's creative abilities. With the results of this study it is hoped that Al-Muna kindergarten teachers can solve some of the problems related to the IGTKI mission, namely creative and innovative learning, add a literature review from Fauziatulhalim's research. Because teachers who are members of IGTK Kota Juang Bireuen agree that art is something that very important in the teaching and learning process to foster fun, excitement, a sense of comfort in children so that it can influence creativity in the Alpha generation. In the process of working on the practice of making decorative batik designs on glass media, it can be seen that the first Al-Muna Kindergarten teacher experienced difficulties in terms of painting motif designs on glass media, the two teachers did not know how to mix colors, the third teacher did not know how to paint colors after the motif design was formed on glass media and the fourth, the teachers did not know how to make the final result when making the background after the batik motif had been painted.



Figure 1. Practice of Making Decorative Design Batik

Furthermore, as shown above, after doing the practice of working on decorative batik designs on glass media with the Al-Muna Kindergarten teacher using the tools and materials provided, namely using glass, markers, oil paint, thinner, brush, pallet, and cloth for wiping. PraditaRatnaArianti and Indah ChrysantiAngge in their journal argue that art learning in schools can be carried out with creative, innovative and appreciative learning. Innovative learning needs to be done to hone the abilities of teachers and students. One application of innovative learning is carried out on two-dimensional art materials, using a new medium, namely aluminum plate. Students who drew plant objects were 7 people, geometric objects were 1 student, and objects that combined plants and animals were 2 students. In the process of creating, 8 out of 10 students finished their work without hurting the aluminum. It was concluded that by being given one theme, students explored more new knowledge regarding work techniques and motifs in regional decoration in Indonesia, especially in East Java.

SindyDoriska and Imam Zaini have a positive and significant relationship of 0.85 between drawing ornaments and making ceramic decorations using stick techniques. This means that the average value of making ceramic decorations after being given the task of drawing ornaments is 72.55%. Determined by the value of drawing ornaments given through the regression

equation $\hat{Y} = 1.043 + 1.008X$. The remaining 27.45% is determined by other factors.

Based on the article above, the first step taken to make decorative designs on glass media is to wipe the glass using thinner, then wash the glass using running water, then dry it. The next activity is the dry glass and then taking the decorative design motifs and then starting to paint on the glass the batik motifs for the decorative designs. After painting the batik design motifs, the next step is to mix the paint according to the color desired by the teacher who made it. The paint that has been mixed and got the desired color, then the glass that has been painted with batik motifs for decorative designs should not be reversed, but directly overwritten or painted using a brush over the motifs that have been painted. Motifs that have been painted and painted using oil paint that already has the desired color, are painted by following the flow of batik motifs, decorative designs that have been painted on glass media. The next step after painting all the batik motifs is the decorative design, then wait for it to dry completely. The decorative design batik that has been painted and colored will then be painted using a background brush from the decorative design batik artwork. The way to do this is to brush it directly and overwrite it on top of the decorative design batik motifs that have been painted before.

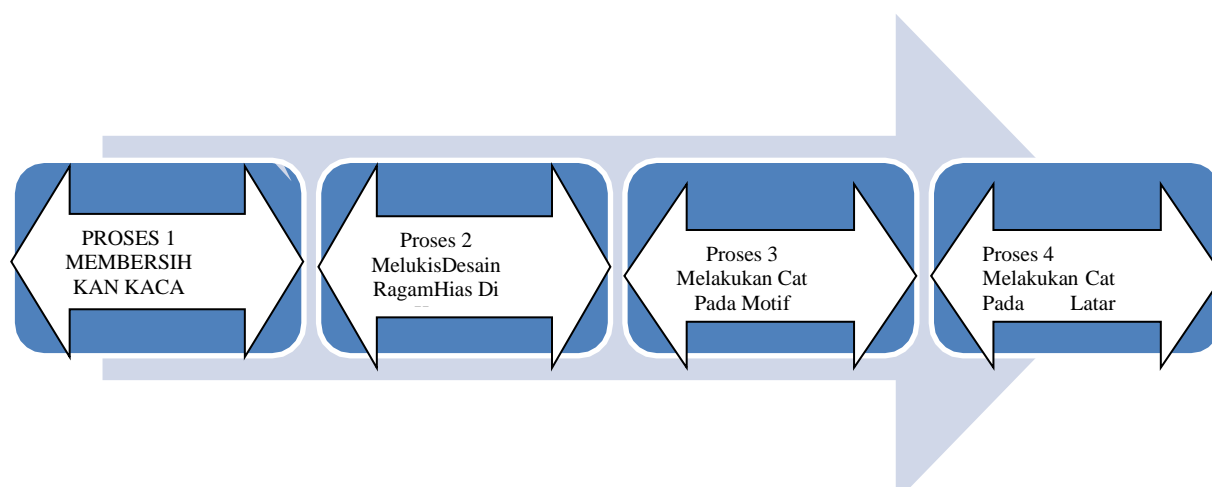


Figure 2. research flow: stages of the practice of decorative design batik



Figure 3. Results of Batik Motif Decorative Design of Glass Media

Janah, et al in an article entitled "study of the application of batik decoration to the design of the Hyatt Regency Bali Hotel" writes about the application of batik decoration apart from being a supporting element from an aesthetic point of view, this is also applied as a means of education for visitors. In designing interior designs, batik decoration can provide a certain concept that describes the atmosphere in the area, this concept can then be combined with contemporary concepts. The concept can be broken down into 5 sub-concepts, namely shape concept, color concept, material concept, furniture concept, and lighting concept.

Wardani et al (2013) in their article explained that traditional batik motifs have survived to this day, and are a source of ideas for the creation of new motifs with raw materials that are affordable to the people's economy. There is continuity and continuity of traditional cultural values. The artisans have been able to survive in the field of written batik art until now because they are the inheritors of their expertise. They create collaborations of old and new values, even with new media. Various forms of motifs found in

the field are proven to have unique and aesthetic styles and shapes. The variety of traditional written batik motifs can be applied to interior elements and exterior spaces that can be enjoyed by the public, both in space-forming elements, space-filling elements, aesthetic elements and furniture products.

From the picture above and its relation to the article, it can be seen that the two-dimensional art of decorative design batik is applied as a means of education both for teachers in the world of education as well as for visitors to the world of tourism. Decorative design batik provides certain concepts that have their own characteristics and are able to make special interest in making works and when someone sees the results of these works. For teachers in the world of two-dimensional art education, namely batik with decorative designs on glass media, it makes learning media interesting so that it fosters a sense of love for the homeland through fine arts.

a. The Impact of Teacher Creativity on Early Childhood Learning Development

Sunarto (2018) in his journal argues that Freud explained that the creative process is an unconscious attempt to realize that ideas that are unpleasant to others can be immediately turned into creative productivity by letting go of the defenses of old ideas. Mulyati and Sukmawijaya in their journal argue that creativity is an important thing in life, especially in early childhood because it can make humans more productive. Besides that, it also improves the quality of life and makes it easier to find a way out of a problem. Children must be given creative abilities from a young age, so that they can have special skills. According to Is, M Jakfar et al (2014) The Concept of Learning by Creative Play in Efforts to Improve Beginning Reading and Numeracy Skills in Early Childhood that creative play can lead to fun so focus on honing new skills. By Sari et al (2020) Development of Creativity and Self-Concept of Elementary Children. The Scientific Journal of Basic Education confirms that the development of creativity and self-concept of elementary school-age children will be honed more starting from an early age. Skills are made not only from new items, here children will be taught to cultivate creativity from used materials, this synergizes with articles from Susanto, Abdi (2020) Developing the creativity of early childhood that one of the tips he does in developing creative activities starts with the creation of used materials and processes them into something interesting, according to Sari, et al (2018). Profile of Teacher Creativity in Developing Learning Media, with teachers who have improvised in developing learning media by using unused items that one indicator of creativity ability in designing learning media is with items that are around us therefore items that are not used can be processed again into new goods with new functions.

Referring to the research article above that every human being involved in art and creativity will make changes to himself to please his senses, by Idrus, Y. (2013). The Development of an Decorative Design Learning Model to Increase the Creativity of Fashion Design Students states that Art in fashion is in taste.

Decorative design is a human pleasure in choosing colors that will give peace to the senses so that it will provide a broad perspective in creating beautiful clothes, through this Fauzah and Halim (2020) that witten sewing activity will make children creative with colors that are collaborated in activities sewing with this process we assume that early childhood who have teachers who understand creativity will certainly provide fun and colorful learning in every teaching activity with TK Al-Muna children, Decorative Design on batik decorative designs according to Salim, S., et al (2020). PAUD Teacher Creativity Development Training Through Handicrafts With Decoupage Techniques Handicraft activities for teacher creativity, one of which is foam training with batik decorative designs. In the development of creativity carried out by the researcher, the researcher said that creativity activities had to be a little more forced so that the way of thinking with art could be related, in the development of the teacher the teacher was asked to mix colors so that they could get inspiration for other colors that were more attractive so that the teacher's creativity could be seen in the documentation that had been carried out.

In the practice of making decorative design batik on glass media, the Al-Muna Kindergarten teacher in Juang Bireuen City was very enthusiastic and very excited while working on the practice of making. Thus making this decorative batik design applicable to learning at school with students and making learning interesting, fun and still in favor of students. It can be seen from the results that the Al-Muna Kindergarten teacher was able to make batik with decorative designs on glass media.

Sari et al (2018) in their journal argue that the development of creativity and self-concept of elementary school children in the world of creativity education is very important, that's why the development of creativity should be carried out from elementary school age. Creativity is an experience in expressing and actualizing individual identity in an integrated form both in relation to oneself, to nature and to other people. Creativity is closely related to self-concept. Self-concept, namely an assessment of personal self-worth expressed in the form of attitudes about

himself. Teachers must understand the components that can form and develop self-concept and creativity in children so that their development can run optimally, of course this cannot escape the influence of the family, school and community environment.

Based on the opinion above from Supriyenti (2013) also provide that creative activities are not only carried out at the age of PAUD and Kindergarten, but must continue at the age of elementary school children so that the development of children's imagination and abilities continues to be explored and honed. With the teacher understanding that creativity develops, the ability of teachers and children will develop more. In relation to working on decorative designs on glass media, children at elementary school age also hone their creativity so that art activities in the fine arts field will have a fun impact and there will be new knowledge by recognizing various types of colors through the child's creativity when doing practice. Thus, teachers who develop amka need creativity to support interesting and fun learning activities

CONCLUSIONS AND RECOMMENDATION

The results of this qualitative research are that teachers have new experience in getting to know art, especially about color because in art activities decorative design materials in teaching related to teacher art will make teachers develop more on their creative side so that the impact of learning for early childhood is maximized by imagination better child, another conclusion, Is the results of this study from the interview we do show that teacher create art of creative activities from fun and colors from this decorative batik design and they know for sure that can be implemented in learning and used as teaching media in the world of early childhood education. From these research on the development of creative activities for Al-Muna Kindergarten teachers where these activities went well.

this research can be applied in schools with students while the teaching and learning process is in favor of students and enjoyable. In this case, the authors suggest that in the future decorative batik designs can be applied in schools and in non-formal education environments in

order to foster a sense of love for the homeland by knowing the motifs of archipelago decorative batik designs. Decorative design batik is capable of being a teaching medium in the world of early childhood education and decorative design batik is a means of conveying the message of loving the archipelago through art in the world of education

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