

Ecoprint as an Educational Medium for Developing Children's Creativity in Tambongwetan Village

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Abstract: The utilization of natural resources as a medium for educational and creative activities provides an opportunity to introduce children to the potential of their local environment. In Tambongwetan Village, various leaves and other natural materials available in the surrounding environment can be utilized as materials for creative activities. An initial observation involving 25 children participating in the Al-Furqon TPA program indicated that only approximately 3–6 participants were familiar with ecoprint techniques prior to the activity. This community service activity aimed to introduce ecoprint as an educational medium and provide children with direct experience in utilizing natural materials to create simple craft products. The activity was conducted outside the formal school setting on Sunday, July 26, 2026, using a participatory approach combining educational sessions, demonstrations, and hands-on practice. Participants were introduced to the concept of ecoprint, the materials and tools required, and the basic technique of arranging natural leaves to create patterns on tote bags. The results showed that the participants actively engaged in selecting, arranging, and applying natural materials during the activity. All participants were able to complete an ecoprint tote bag following the basic technique demonstrated by the facilitators. The completed products provided an observable indication that participants were able to apply the basic ecoprinting process introduced during the activity. In addition to producing creative products, the activity provided children with direct learning experiences in exploring natural materials and recognizing the potential of local environmental resources as educational and creative media. Therefore, ecoprint-based activities can be utilized as a contextual learning medium to introduce children to creative practices based on natural materials available in their surroundings.

Keywords: ecoprint; children's creativity; natural materials; educational activities; Tambongwetan Village

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INTRODUCTION

Tambongwetan Village is one of the villages in Kalikotes Subdistrict, Klaten Regency, with natural resources and community potential that can be developed through educational and empowerment activities. The village environment contains various types of plants, particularly leaves, which can be utilized as natural materials for creative activities. The use of local natural resources in ecoprint activities provides an opportunity to introduce children to environmentally based creative practices while encouraging them to explore the potential of their surroundings (Setiawan *et al.*, 2024). Activities involving natural materials can also provide children with direct learning experiences in recognizing and utilizing materials available in their environment as learning resources (Putri & Mustakimah, 2025).

An initial observation was conducted prior to the activity to identify the participants' familiarity with ecoprint and their previous experience with creative activities using natural materials. The activity was conducted outside the formal school setting on Sunday, July 26, 2026, and involved 25 children from Tambongwetan Village. The initial observation showed that only a small number of participants, approximately 3–6 children, were already familiar with ecoprint, while the majority had not previously known about the technique. The observation also indicated that the participants had limited opportunities to engage in creative activities that utilized leaves and other natural materials available in their surroundings. This condition indicated an opportunity to introduce ecoprint as an informal educational activity that could connect the utilization of local natural resources with children's creative development.

Based on these initial conditions, an ecoprint activity was designed as a hands-on educational experience for children in Tambongwetan Village. The activity introduced participants to the basic concept and process of ecoprinting and provided opportunities for them to explore leaves as natural materials for creating simple creative works. Through direct practice, the activity aimed to encourage children's creativity while introducing them to environmentally oriented creative activities and the potential use of natural resources available in their surroundings.

Limited knowledge and skills in processing natural materials are among the issues that need to be addressed in fostering community creativity. The use of natural materials as a medium for creative activities can provide a simple, accessible learning alternative that aligns with the potential of the surrounding environment (Firdaus *et al.*, 2024). Empowerment activities through training can also help communities acquire new knowledge and skills that they can develop independently (Salma *et al.*, 2024). Therefore, activities are needed that not only provide theoretical knowledge but also give communities the opportunity to be directly involved in the process of creating works. One activity that can be implemented is the use of the ecoprint technique as a medium for creativity based on natural materials.

Ecoprint is a technique for creating patterns on fabric by using plant parts—such as leaves, flowers, and other plant components—as sources of natural color and patterns. The use of these plant materials produces patterns with distinct characteristics based on the shape, texture, and natural pigments of the plants used (Setiawan *et al.*, 2024). Ecoprint can also serve as an alternative creative activity because the process allows participants to utilize materials available in their immediate surroundings (Salma *et al.*, 2024). In addition to producing works of aesthetic value, the ecoprint technique can introduce the use of natural materials as part of creative activities related to environmental stewardship.

Using ecoprint as an educational activity gives participants the opportunity to be directly involved in every stage of the creative process. Participants can select materials, determine the placement of leaves, arrange the composition, and observe the resulting patterns formed on the fabric. This process provides participants with the freedom to experiment and

express their ideas based on their individual creativity. Batik activities using natural materials with the ecoprint technique have been shown to enhance participants' creativity through hands-on activities (Ngadifah & Rokhman, 2024). Other studies have also shown that ecoprinting activities can influence the development of creativity through the process of exploring materials and creating artworks (Anggely & Saridewi, 2024). Thus, ecoprinting can serve as a learning medium that combines hands-on experience, exploration of natural materials, and the development of creativity.

In addition to serving as a medium for creativity, ecoprinting can be used to highlight the potential of natural materials found in the surrounding environment. Leaves, flowers, and other plant parts—which were previously viewed merely as part of the environment—can be utilized to create works that possess both aesthetic and functional value. The use of natural materials through ecoprinting can also enhance participants' knowledge of how to transform available environmental resources into creative products (Putri & Mustakimah, 2025). Ecoprint training activities that utilize the surrounding natural environment have also demonstrated an increase in participants' knowledge and skills following hands-on practice (Sitepu *et al.*, 2024). Therefore, ecoprint should not only be viewed as a technique for creating patterns on fabric but also as an educational tool for introducing the creative utilization of environmental resources.

Ecoprint activities are also relevant to community empowerment efforts through the development of skills based on local potential. Ecoprint training for the community can serve as a means to enhance creativity while providing new skills in utilizing materials available in the surrounding environment (Salma *et al.*, 2024). The utilization of natural resources through ecoprinting can also be developed as part of empowerment activities that encourage communities to recognize and develop the assets found in their environment (Annurrohman *et al.*, 2024). With these skills, community members not only gain experience in creating works of art but also acquire foundational knowledge about transforming natural materials into creative products with the potential for further development.

In the context of Tambongwetan Village, ecoprinting was chosen as one of the educational activities because it can be adapted to the community's environmental conditions and potential. The activity was carried out by utilizing leaves and natural materials available in the surrounding area as materials for creating patterns on fabric. Participants were not only given an explanation of the concept of ecoprinting but were also directly involved in the process of selecting materials, arranging leaves, and creating their own works. This hands-on approach provided participants with the opportunity to learn through experience and produce works based on their individual creativity. A similar approach in ecoprint training demonstrates that direct participant involvement can help enhance skills and creativity in utilizing natural materials (Sitepu *et al.*, 2024). Ecoprint activities conducted through a combination of education and hands-on practice can also provide participants with new experiences in recognizing the potential of their surrounding environment (Firdaus *et al.*, 2024).

The issue addressed by this community service initiative was the limited familiarity of children in Tambongwetan Village with ecoprinting and the limited opportunities to utilize natural materials from their surroundings as materials for creative activities. This issue was identified through an initial observation involving 25 children who participated in the activity conducted outside the formal school setting on Sunday, July 26, 2026. The observation indicated that only a small number of participants, approximately 3–6 children, were already familiar with ecoprint, while the majority had not previously known about the technique. Therefore, the program was designed as an informal educational activity that introduced ecoprinting through explanation, demonstration, and hands-on practice using leaves and other natural materials available in the local environment.

The activity consisted of an introduction to the concept of ecoprinting, an explanation of the materials and tools, a demonstration of the technique, the selection and arrangement of leaves, and hands-on practice of creating ecoprint designs on tote bags. The hands-on approach was selected to enable participants to directly apply the information provided during the activity. Previous ecoprint training has shown that hands-on activities can improve participants' knowledge and skills in carrying out the ecoprinting process independently (Sitepu *et al.*, 2024). In addition, the use of natural materials in ecoprint activities can encourage creativity through exploration and artwork creation (Ngadifah & Rokhman, 2024).

The objective of the activity was to introduce children to ecoprinting and provide them with direct experience in utilizing natural materials as creative media. The success of the activity was indicated by participants' ability to create an ecoprint design on a tote bag using leaves and other natural materials provided during the activity. This indicator was observed through participants' direct involvement in selecting and arranging leaves and applying the demonstrated ecoprinting technique to their tote bags. Thus, the activity was expected to provide children with practical experience in ecoprinting while encouraging them to recognize natural materials in their surroundings as resources for creative expression.

Given these circumstances, this community service activity was carried out with the aim of introducing ecoprinting to children participating in the Al-Furqon TPA program and providing them with direct experience in utilizing natural materials as a medium for creative activities. The activity was implemented through educational sessions, demonstrations, hands-on practice, and guidance in the ecoprint-making process. The expected outcome was that participants would be able to identify suitable natural materials, understand the basic steps of ecoprinting, and create an ecoprint design on a tote bag. Thus, the activity aimed to connect local environmental potential with creative educational activities for children in Tambongwetan Village.

METHOD

The community service activity was conducted in Tambongwetan Village, Kalikotes Subdistrict, Klaten Regency, and involved 25 children participating in the Al-Furqon TPA program. The activity was conducted outside the formal school setting on Sunday, July 26, 2026. A participatory approach was employed through educational activities and hands-on practice in creating ecoprint designs on tote bags. This approach was selected to enable participants not only to gain an understanding of ecoprinting but also to actively participate in selecting, arranging, and utilizing natural materials as creative media.

The planning phase began with an observation of the surrounding environment and coordination with the Al-Furqon TPA management. The observation was conducted to identify natural materials that could be used in the activity, while the coordination process was carried out to determine the participants, activity schedule, objectives, and preparation of the required tools and materials. Leaves available in the surrounding environment were selected as the primary natural materials for creating ecoprint designs on tote bags. The activity was designed to introduce participants to the use of natural materials as creative and educational media.

The implementation consisted of several stages. First, participants were introduced to the concept of ecoprinting and the materials and tools required. Second, the facilitator demonstrated the process of selecting and arranging leaves on the tote bag and explained the steps for transferring the natural leaf patterns onto the fabric. Third, participants carried out the ecoprinting process directly under the guidance of the facilitators. Finally, participants observed and presented their completed ecoprint tote bags. The hands-on approach allowed

participants to directly apply the techniques demonstrated during the activity while exploring different leaf shapes and arrangements according to their creative ideas.

The success of the activity was observed through participants' ability to complete an ecoprint design on a tote bag using the natural materials provided. Participants' involvement in selecting and arranging leaves and applying the demonstrated technique served as observable indicators of their participation and practical experience in the ecoprinting process.

The event began with a presentation on the definition, benefits, materials, and basic techniques of ecoprinting. Next, the team demonstrated how to select and arrange leaves on fabric, after which the participants engaged in hands-on practice under guidance. Participants were given the opportunity to select and arrange leaves according to their own creativity, allowing them to produce works with unique patterns.

The evaluation was conducted through observations of participants' engagement, their ability to follow the steps in the ecoprinting process, and the resulting artwork. A question-and-answer session was also held to identify participants' understanding after completing the activity. The evaluation focused on participants' involvement in selecting and arranging leaves, their ability to apply the demonstrated ecoprinting technique, and their completion of an ecoprint design on a tote bag. These observations were used to assess the extent to which the activity objectives were achieved.

RESULTS AND DISCUSSION

Results

Implementation of the Ecoprint Activity

The ecoprint activity was conducted on Sunday, July 26, 2026, in Tambongwetan Village, Kalikotes Subdistrict, Klaten Regency. The activity involved 25 children participating in the Al-Furqon TPA program and was conducted outside the formal school setting. The activity used a participatory approach combining explanation, demonstration, hands-on practice, and guidance. Before the activity, an initial observation showed that approximately 3–6 participants were already familiar with ecoprint, while the majority had not previously known about the technique.

The activity began with an introduction to the concept of ecoprinting, including the use of natural materials, followed by an explanation of the tools and materials required. The facilitator then demonstrated how to select and arrange leaves before applying the ecoprinting technique to the tote bag. Participants subsequently practiced the process directly by selecting leaves, arranging them according to their preferences, and creating ecoprint designs on tote bags with guidance from the facilitators.

After the demonstration, participants directly practiced the ecoprint technique under the guidance of the service team. Participants were given the freedom to select and arrange leaves based on their own ideas and creativity. This process allowed each participant to experiment with different arrangements and produce patterns with different shapes and characteristics. The resulting products demonstrated that natural materials available around the activity location could be utilized as materials for creative works.

Table 1. Stages of the Ecoprint Community Service Activity

Activity Stage	Implementation	Expected Output
Introduction	Explanation of the concept, benefits, materials, and basic techniques of ecoprinting	Participants understand the basic concept of ecoprinting
Demonstration	Demonstration of leaf selection and arrangement on fabric	Participants understand the basic process of making ecoprints

Activity Stage	Implementation	Expected Output
Hands-on Practice	Participants select and arrange leaves according to their creativity	Ecoprint works with unique natural patterns
Assistance	Guidance from the service team during the practice process	Participants are able to follow the ecoprint-making process
Evaluation	Observation, question-and-answer session, and assessment of the resulting works.	Information about participants' understanding, involvement, and ability to apply the basic ecoprinting technique

Community Participation and Involvement

The participants were actively involved throughout the activity. Their involvement was observed during the selection and arrangement of leaves and the application of the demonstrated ecoprinting technique. Participants were given the opportunity to determine the arrangement of leaves according to their own preferences, resulting in different patterns on the tote bags. The hands-on process provided participants with direct experience in using natural materials as creative media.

The hands-on practice was an important component of the activity because it provided participants with direct experience in applying the information presented during the introductory session. The participants' involvement also created opportunities for them to explore different arrangements and express their individual creativity. The level of difficulty of the activity was relatively manageable for the participants because the materials were simple and could be obtained from the surrounding environment. However, guidance was still required, particularly during the process of arranging the leaves and following the technical steps of ecoprinting.

The combination of explanation, demonstration, practice, and assistance enabled participants to learn through direct experience. This participatory process also encouraged interaction between participants and the service team, creating a learning environment in which participants could ask questions and receive immediate guidance when encountering difficulties.

Outputs and Expected Changes

The main output of the activity was the creation of ecoprint designs on tote bags by the 25 participants. During the activity, participants were involved in selecting suitable leaves, arranging the During the activity, participants were involved in selecting suitable leaves, arranging the leaves on the tote bags, and applying the ecoprinting technique demonstrated by the facilitators. The completion of ecoprint tote bags served as an observable indicator of the participants' ability to follow and apply the basic ecoprinting process. The different arrangements of leaves and patterns produced on the tote bags also reflected participants' exploration of natural materials in creating their works.

The activity provided participants with direct experience in utilizing leaves and other natural materials as creative media. Through the educational explanation, demonstration, and hands-on practice, participants were introduced to a simple process of transforming natural materials into creative products. This experience also encouraged participants to explore the potential of natural materials available in their surroundings.

The observation conducted during the activity indicated that participants were involved in selecting materials, arranging leaves, and creating their own works. The question-and-answer session further provided an opportunity to identify participants' understanding of the

activity. The hands-on approach provided participants with opportunities to arrange leaves according to their own preferences and explore different patterns during the creation of their tote bags.

These outcomes illustrate participants' exposure to the utilization of environmental resources as materials for creative activities. The activity introduced leaves and other natural materials from the surrounding environment as potential materials for creative activities. Thus, the activity contributed not only to the production of ecoprint works but also to the introduction of environmentally based creative activities.

Documentation of Activities and Products

The documentation of the activity presents the process of introducing ecoprinting, demonstrating the technique, participants' hands-on practice, and the resulting ecoprint products. The documentation serves as evidence of the participants' direct involvement in the community service program.



Figure 1. Introduction and explanation of the basic concept of ecoprinting to participants.



Figure 2. Participants arranging natural leaves on fabric according to their creativity.



Figure 3. Participants practicing the ecoprint technique with guidance from the service team.



Figure 4. Ecoprint products produced by participants using natural leaves.

The documentation shows that the activity involved participants in both the learning and production processes. The photographs also illustrate the transition from the introduction of the ecoprint concept to the practical creation of ecoprint works.

Strengths and Limitations of the Program

The main strength of the ecoprint activity was its suitability for the environmental potential of Tambongwetan Village. The use of leaves available in the surrounding area made the activity closely related to the participants' everyday environment. The materials were also relatively accessible, allowing participants to understand the connection between natural resources and creative activities.

Another strength was the participatory learning approach. Rather than relying solely on theoretical explanations, the activity combined explanation, demonstration, practice, and assistance. This approach enabled participants to gain direct experience and provided opportunities to explore different arrangements of natural materials through hands-on practice.

However, the activity also had limitations. The resulting patterns may vary depending on the type, shape, texture, and condition of the leaves used. Participants also required guidance to follow the technical process correctly. Furthermore, because the activity was conducted as a community service program within a limited period, the development of participants' ecoprint

skills could not be observed over a long period. Therefore, continued practice and follow-up activities would be beneficial to support the development of these skills.

Discussion

The implementation of the ecoprint activity demonstrates that community empowerment can be conducted by connecting local environmental resources with educational and creative activities. The participants were positioned not merely as recipients of information but as active participants who selected materials, arranged leaves, practiced the technique, and produced their own works. This participatory process allowed children to gain direct experience through involvement in the activity.

The results of the activity indicate that ecoprint can be used as an educational medium for introducing children to creative activities based on natural materials. The hands-on process allowed participants to directly experience the selection and arrangement of leaves and the application of ecoprint techniques to tote bags. This finding is in line with Sitepu et al. (2024), who reported that hands-on ecoprint activities provide participants with direct experience in carrying out the ecoprinting process.

The use of leaves as natural materials also provided opportunities for participants to explore different shapes, sizes, and arrangements in creating patterns on their tote bags. The variation in the resulting patterns demonstrates that participants were given space to express their ideas through the arrangement of natural materials. This is consistent with Ngadifah and Rokhman (2024), who stated that ecoprint activities using natural materials can provide opportunities for creative exploration through the process of producing artwork.

Furthermore, the activity introduced children to the potential use of natural materials available in their surroundings as creative resources. Rather than being viewed only as elements of the natural environment, leaves were introduced as materials that could be transformed into creative products. This finding supports Putri and Mustakimah (2025), who emphasized that the use of natural materials in learning activities can provide participants with direct experience in recognizing and utilizing their surrounding environment as a learning resource.

The activity also reflects the importance of a combination of education and practice in community service programs. The introductory explanation provided participants with basic knowledge, while the demonstration helped them understand the technical process. The subsequent hands-on practice allowed participants to apply the knowledge directly. This sequence provided participants with an opportunity to understand the basic concept of ecoprinting and apply the demonstrated technique through direct practice. Sitepu et al. (2024) similarly reported that hands-on ecoprint training provides participants with direct experience in applying ecoprinting techniques and utilizing natural materials.

From the perspective of community empowerment, the activity represents an initial stage in developing participants' capacity to utilize local environmental resources. The participants' involvement in creating their own works provided opportunities to explore natural materials and arrange leaves according to their own preferences. Although the activity was relatively simple and conducted within a limited period, it introduced participants to a practical ecoprinting process that can be further explored through continued activities.

The program also has potential for broader social and educational development. Ecoprinting can be continued as a creative learning activity by introducing other plant materials, different fabric media, or more varied product forms. Such follow-up activities could strengthen participants' skills while encouraging greater awareness of responsible environmental utilization. Therefore, the ecoprint program in Tambongwetan Village can be viewed as an initial effort to integrate local environmental potential, creative education, and community empowerment.

Overall, the results indicate that ecoprinting can function not only as a technique for producing patterns on fabric but also as an educational medium based on natural materials. Through direct participation, participants gained experience in identifying natural materials, arranging leaves, applying the demonstrated ecoprinting technique, and transforming environmental resources into creative works. This approach is relevant to the objectives of the community service program because it connects local environmental potential with creative educational activities and provides children with direct experience in utilizing natural materials.

CONCLUSION

The ecoprint educational activity in Tambongwetan Village provided 25 children participating in the Al-Furqon TPA program with direct experience in utilizing natural materials as creative media. Conducted outside the formal school setting, the activity introduced participants to the basic concept and process of ecoprinting through explanation, demonstration, and hands-on practice. The activity showed that participants were able to select and arrange leaves and apply the demonstrated technique to create ecoprint designs on tote bags. The completion of ecoprint tote bags served as an observable indicator of participants' ability to apply the basic technique introduced during the activity.

The activity also provided an opportunity for children to explore natural materials from their surroundings through a simple and engaging creative process. Although the activity was conducted within a limited period and did not involve formal measurement of changes in creativity or skills, it provided practical experience in ecoprinting and introduced participants to the potential use of local natural resources as creative materials. Future activities may involve follow-up training, more structured evaluation, and the exploration of various natural materials and product forms to provide broader opportunities for children's creative development.

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