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Identifying Batik Motifs in Early Childhood Art Learning: Developing Creativity and Cultural Awareness

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Abstract

Batik is one of Indonesia's most renowned traditional art forms, crafted by hand and rich in cultural significance. Introducing batik to children early is essential for preserving local heritage and fostering creativity, imagination, and motor skill development. This study aims to explore the identification of batik motifs in art education at PPBI Batik Kindergarten Yogyakarta and its role in enhancing creativity and cultural awareness in early childhood. Employing a qualitative descriptive approach, data were collected through interviews, observations, and documentation. The research subjects included the principal and teachers of the kindergarten. Data analysis involved reduction, presentation, and conclusion drawing. The findings revealed that several traditional batik motifs are incorporated into art learning, including *kawung*, *parang*, *lereng* (slope), *truntum*, and *semen* motifs, alongside modernized variations created by the children. The study demonstrated that identifying and learning batik motifs enhanced children's artistic skills and deepened their cultural awareness. Through the use of visual and qualitative analysis methods, children were able to understand and appreciate the symbolic meanings of various motifs. Their participation in the creative process—from motif introduction, drawing, and canting to coloring—enhanced their creativity and art skills. This research concludes that art education involving batik at PPBI Batik Kindergarten Yogyakarta fosters children's creativity, artistic abilities, and cultural awareness while contributing to the broader preservation of Indonesia's cultural heritage.

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Introduction

Since 2009, UNESCO has recognized batik as an essential part of Indonesia's cultural heritage. Batik holds significant philosophical meaning and high aesthetic value as a traditional art form. Produced in various regions of Indonesia, batik showcases diverse patterns and motifs that reflect the rich cultural heritage and local wisdom of each area (N. Susanti et al., 2020). Yogyakarta, renowned as a center of Indonesian culture, is particularly famous for its wide array of batik motifs, each rich in symbols and stories. Art has long been integral to early childhood education, fostering creativity, imagination, and motor skills development. Batik motifs hold particular educational value among the many art forms that can be explored.

Art is a creative expression that engages cognitive processes, physical skills, and the ability to convey ideas through various forms or movements. It provides a medium for seeking identity, offers healing potential, and reflects the diversity and beauty of the human experience rooted in nature (T. Susanti & Pamungkas, 2023). For early childhood, art represents an approach to learning that allows preschool-aged children to explore, express, and interact with various artistic media, including painting, batik, coloring, music composition, and drama. Through these activities, children develop creativity and enhance fine motor skills, coordination, and understanding of the world. Furthermore, art is a powerful tool for children to express their emotions, thoughts, and ideas freely. Introducing simple batik-making techniques, for instance, can significantly contribute

to developing children's fine motor skills and creativity. Creating batik motifs encourages imagination and innovation, supporting children's physical and mental development (Roostin, 2020).

Art education is a crucial element of early childhood learning, providing a platform for creative expression and the preservation of cultural values. In an era of rapid modernization, safeguarding and promoting cultural heritage has become increasingly important. Batik motifs are among the most meaningful and historical cultural expressions (Rufi & Prasetya, 2023). These motifs are distinctive patterns created through traditional wax-resist dyeing techniques. Often inspired by nature, cultural symbols, or traditional designs, batik motifs carry profound stories and philosophies that are deeply intertwined with the cultural heritage of their region of origin. Engaging children in batik-making activities has been shown to nurture creativity and preserve cultural heritage (Astini et al., 2021). Introducing batik education to young learners fosters creativity and instills an appreciation for cultural values and traditions (Aninditto et al., 2023).

Batik production involves applying wax to fabric to create intricate patterns that resist dye penetration, a process repeated to achieve the final design (Widiastuti & Kristanto, 2015). Integrating art education, including batik, into early childhood curricula enhances children's intelligence, creativity, productivity, and aesthetic awareness (Etnawati & Pamungkas, 2022). Teaching batik in kindergarten, as seen in the PPBI Yogyakarta Batik Kindergarten program, not only imparts cultural knowledge but also develops practical skills. Introducing batik motifs is a key part of this process, encompassing both historical and cultural narratives as well as visual and aesthetic dimensions. Using natural materials for batik activities aligns with child safety considerations while encouraging the utilization of local resources (Munawarah, 2023).

To preserve batik as a cultural artifact, it is essential to maintain its connection to its historical roots while promoting cultural literacy. Efforts to educate the younger generation about batik often involve interactive learning experiences in settings like textile museums, where children can explore natural dyes and batik-making techniques appropriate for their developmental stages (Damayanti et al., 2023).

As part of Indonesia's cultural heritage, Batik showcases a wide range of unique motifs and patterns that reflect the way of life and values of the communities where it originates (Fauzia & Na'am, 2020). Research indicates that batik activities for young children should be introduced progressively, starting with foundational concepts, types of batik, and techniques, followed by hands-on practice suited to their developmental abilities (Hida et al., 2022). Each batik motif carries distinct philosophical and cultural significance, contributing to its value as an economic resource (Wowiling et al., 2021). As a traditional art form, batik has evolved through various techniques, materials, and designs, showcasing the diverse cultural identity of Indonesia (Fajrin & Khoyimah, 2020).

In kindergartens across Yogyakarta, the introduction of batik is often limited to jumputan (tie-dye) and ecoprint methods, favored for their simplicity and efficiency. However, these methods do not convey traditional batik motifs' deep cultural and philosophical values. Observations at PPBI Yogyakarta Batik Kindergarten reveal a more holistic approach, emphasizing the development of creativity and skills alongside an appreciation for the rich meanings and philosophies of handwritten batik motifs. By incorporating these deeper cultural elements, the program enriches children's creative experiences and nurtures their understanding of Indonesia's heritage.

Identifying batik motifs is crucial for understanding Indonesian culture and history while fostering awareness and appreciation of the nation's cultural heritage. According to the theory of batik motif identification, this process involves visual and historical analysis of the various forms found in local culture, recognizing the influences of local and external sources such as Chinese and Dutch cultures (Yuliati, 2010). Traditional batik motifs, including *kawung*, *parang*, and *truntum*, hold significant meanings related to life, growth, and preservation. These motifs are often featured in ceremonies and events, symbolizing various aspects of Indonesian cultural identity. The evolution of batik motifs, driven by diverse inspirations and creative expression, helps sustain its

relevance and appeal in Indonesia, where batik serves both functional and decorative purposes, such as in-room adornment (Widiastuti & Kristanto, 2015). Research by Suliyati and Yuliati (2019) further highlights the role of batik motifs in strengthening local cultural identity, focusing on how these motifs represent local culture and symbols.

Despite its cultural significance, implementing batik activities, mainly handwritten batik presents several challenges in early childhood education. Young children often struggle to focus during the batik-making process, which demands patience and persistence. Their underdeveloped fine motor skills can hinder their ability to use the canting tool and control wax flow. This aligns with findings by Ingkir et al. (2020), which emphasize the need for creative activities like batik to stimulate fine motor development effectively. Additionally, children's understanding of the symbolism within batik motifs is often limited, requiring teachers to guide them without diminishing the cultural values embedded in the designs. Other obstacles include minimal parental involvement in supporting art activities at home, safety concerns related to the use of hot wax, and insufficient classroom time to complete the intricate batik-making process.

Overcoming these challenges requires innovative strategies to ensure effective and safe batik learning for children. Teachers must provide close supervision during batik activities and adapt the learning process to align with children's developmental stages. As a visual art, batik expresses creativity and is a powerful symbol of the Indonesian people's cultural and social identity. Batik motifs reflect local history, beliefs, and values, with UNESCO's recognition underscoring the importance of preserving this cultural heritage (Trixie, 2020). Applying Roland Barthes' semiotic theory, the denotative and connotative meanings of batik motifs reveal their role as representations of culture, history, and identity. These motifs act as a medium of cultural communication, embodying local wisdom and social traditions (Saraswati et al., 2019).

This study aims to identify the batik motifs introduced at PPBI Yogyakarta Batik Kindergarten and analyze how teaching these motifs contributes to arts education in early childhood. Using a qualitative research approach, the study explores the process of teaching batik motifs, children's responses to these lessons, and the impact of learning batik art on their cognitive and affective development. By examining these elements, this research seeks to advance a culturally grounded and practical approach to arts education in kindergarten, fostering a deeper appreciation for Indonesia's rich cultural heritage among young learners.

Methods

This research employs a descriptive qualitative method to identify batik motifs in art learning at Batik PPBI Kindergarten Yogyakarta. This location was selected due to its strong alignment with batik art education, providing authentic data on the phenomenon under study: identifying batik motifs to enhance creativity and cultural awareness in early childhood. The research sample comprises one principal, one class teacher, and 14 children aged 5–6 years from Group B3 actively engaged in batik art learning.

Data collection was conducted over three weeks using three primary methods: observation, interviews, and documentation. Observations focused on the learning activities, including introducing batik motifs, children's interactions with tools such as *canting*, wax, and coloring materials, and their responses to the creative process, which demands precision and patience. Semi-structured interviews were conducted with the principal, class teacher, and an accompanying teacher to gather insights on how batik motifs are integrated into the art curriculum, the identification of motifs, the batik-making process, challenges and benefits of this approach, and its contribution to developing children's creativity and cultural awareness. Documentation—including photographs, videos, and children's batik creations—was also collected to supplement the data.

The data analysis followed the process outlined by Sugiyono (2019), consisting of data reduction, data presentation, and conclusion. During data reduction, observations, interviews, and documentation were distilled to focus on information relevant to the research objectives. The reduced data was presented in a descriptive narrative illustrating the batik learning process. Based

on the analysis, the study concludes that learning batik significantly contributes to developing children's fine motor skills, creativity, and cultural awareness from an early age.

A data triangulation methodology was employed to ensure the validity of findings by cross-verifying information from various sources. Research instruments were designed based on a structured framework aligned with the research questions, allowing for systematic analysis and the derivation of consistent and valid conclusions. This study underscores the value of integrating batik art into early childhood education to foster artistic and cultural development.

Result

Based on the research findings, fostering imagination, creativity, and artistic skills is vital in early childhood education, mainly through arts education. Incorporating batik motifs into art lessons has proven to be a practical approach to achieving this goal. As a traditional Indonesian art form, batik enhances children's artistic abilities and cultivates their awareness and appreciation of Indonesian culture and heritage. The key findings from the research conducted at Yogyakarta PPBI Batik Kindergarten are as follows:

Batik motifs are integrated into the art learning curriculum at PPBI Yogyakarta Batik Kindergarten.

Batik PPBI Yogyakarta Kindergarten is an educational institution emphasizing the development of arts and culture, as outlined in its curriculum. The school incorporates batik motifs into its learning program to enhance children's skills and awareness of art and culture. This approach aims to integrate cultural practices like batik into educational programs, ensuring their preservation for future generations. Additionally, this method aligns with broader sustainable development goals by blending artistic traditions with contemporary education methods, maintaining cultural relevance in modern society (Sukadari & Huda, 2021).

Batik PPBI Yogyakarta Kindergarten teachers use batik motifs as engaging and interactive teaching materials to foster children's interest and enthusiasm for learning. According to Mrs. WY, the principal of the school:

"The children are very enthusiastic when we introduce them to batik motifs. This allows them to experiment with new patterns and colors, honing their artistic skills while fostering a connection to their cultural roots. Batik is now part of our curriculum, enabling structured and progressive learning. The children retain and apply knowledge from each stage of the batik activity, resulting in various modernized batik motifs created from their creativity."

The batik art learning program at Batik PPBI Yogyakarta Kindergarten holds significant potential for improving children's skills. Teachers employ various approaches to enhance students' visual, creative, and communication skills. FN further elaborates on the program's impact:

"We see remarkable improvement in the children's fine motor skills, especially when they use traditional batik tools like the canting. The process teaches patience and precision. Witnessing how creative the children become when given the freedom to design their batik is also inspiring. This boosts their confidence and encourages creative expression."

Additionally, art learning at the kindergarten adopts a fun and engaging approach. Children actively participate in painting, coloring, and creating artwork with batik motifs. These activities enhance their artistic and creative skills and deepen their awareness and appreciation of Indonesian art and culture. The program increases children's interest and involvement in learning while fostering better communication and visual skills.

FN highlights another benefit:

"Children are more engaged when they actively participate in the creation process. They enjoy mixing colors and designing their patterns, making learning more enjoyable. Many

children now recognize specific batik patterns and can associate them with their regions of origin—something they were unaware of before."

Identify batik motifs in art learning at Yogyakarta PPBI Batik Kindergarten:

Several traditional batik motifs are introduced at Yogyakarta PPBI Batik Kindergarten to enrich children's understanding of art and culture. The **kawung motif**, characterized by small intersecting circles forming a geometric pattern, is a favorite for teaching due to its simplicity and ease of replication. The **parang motif**, with its interlocking curved lines symbolizing strength and courage, helps children grasp the deeper meanings and symbolism inherent in batik art. The **truntum motif**, a design of repeating star-shaped flowers representing love and fidelity, holds significant cultural value, particularly in Javanese weddings. It is shared with children to enhance their cultural education. The **lereng (slope) motif**, featuring diagonal ladder-like patterns, symbolizes life's journey and is often naturally drawn by children, providing a meaningful way to discuss the importance of effort and perseverance. Finally, the **semen motif**, inspired by the texture of stone, reflects the natural beauty of the environment and is used to inspire creativity and foster appreciation for nature's aesthetics. These motifs introduce children to batik's rich symbolism and artistry while encouraging creative expression and cultural awareness.

FN, a teacher at the kindergarten, shared:

"The kawung motif is perfect for children because it is simple and easy to grasp. By introducing the parang motif, we help children understand batik's symbolism, especially its representation of power. We also teach the truntum motif as a symbol of love and devotion within Javanese culture, even though children less commonly create it. Interestingly, children often doodle slope motifs, which emphasize the value of effort and perseverance. As for the semen motif, it conveys the natural beauty of batik art."

The following documentation showcases children's handwritten batik creations at PPBI Yogyakarta Batik Kindergarten:

Figure 1. Children's work in making written batik at the Yogyakarta PPBI Batik Kindergarten



Figure 1 (a): Completed artwork combining modified *parang* and *truntum* motifs, reflecting the children's imagination.



Figure 1(b): Unfinished artwork showcasing the knowing, slope and *semen* motifs creatively adapted by the children.

FN added:

"The final results of the children's batik creations always impress parents and boost the children's confidence. At the end of each thematic unit, the school holds exhibitions of the children's work, including handwritten batik, jumputan batik, and ecoprint batik. These exhibitions often feature crafts like wallets, bags, fans, wall art, and sandals. Parents frequently purchase these items, motivating teachers to innovate and organize such events continuously."

In addition to handwritten batik, children at PPBI Yogyakarta Batik Kindergarten are also introduced to **jumputan batik** and **ecoprint batik**. These types of batik are taught according to a scheduled curriculum, and unfinished projects are continued in subsequent semesters.

Figure 2. Types of batik introduced at the Yogyakarta PPBI Batik Kindergarten



Figure 2 (a): Example of *jumputan* batik created by the children.



Figure 2 (b): Example of ecoprint batik created by the children.

The finished products—whether handwritten, *jumputan*, or ecoprint batik—are turned into crafts such as wallets, sandals, fans, and more. At the end of the semester, these creations are displayed in classroom exhibitions for parents, showcasing the children's progress and achievements.

The process of making written batik at PPBI Yogyakarta Batik Kindergarten:

Art learning at PPBI Yogyakarta Batik Kindergarten is designed to give young children a comprehensive understanding of batik. Creating batik motifs enhances teacher creativity, introduces children to batik motifs, encourages them to paint batik patterns on glass, and applies decorative arts knowledge. This approach significantly boosts teacher innovation and helps children engage with new teaching methods while fostering core educational principles (Basri et al., 2023). The process consists of three main stages:

Stage 1: Introduction to Batik Motifs

In this initial stage, children are introduced to various batik motifs across Indonesia, focusing on Yogyakarta's motifs. They learn to recognize these motifs and understand their meanings and symbolism. The introduction includes videos from YouTube, images of original batik fabrics, and the creation of concept maps on a whiteboard. By observing pictures and authentic batik cloth, children learn to identify patterns and distinguish motifs, including those from their region of origin.

FN shared:

*"We start by showing pictures and videos, then ask children to recognize motifs like **parang** and **kawung**. Next, they learn about the philosophy behind each motif and reflect on where they have seen it before. This activity develops their cognitive, language, social-emotional, and fine motor skills. By creating concept maps, children's ideas are appreciated, and they actively engage in discussions about batik methods, such as *handwritten*, *jumputan*, and *ecoprint*."*

Teachers also explain the meanings behind each motif. For instance, the **parang motif** symbolizes strength and courage, while the **truntum motif** represents love and affection.

Stage 2: Learning Batik Skills

In this stage, children are introduced to batik-making basics, from selecting tools and materials to mastering fundamental techniques. They start by creating simple patterns on white cloth using wax or candles and then proceed to color their designs as they wish. After familiarizing themselves with basic motifs, children are encouraged to create their designs, fostering creativity and self-expression.

They also learn to use traditional batik tools, such as the **canting** and wax, gaining an understanding of the entire batik-making process. FN observed:

*"The children were very excited to try using the **canting** for the first time, carefully applying wax onto the white cloth."*

Stage 3: Independent Creation

In the final stage, children can experiment with and combine the motifs they have learned. They paint and draw their batik patterns, applying colors creatively. Once completed, the artwork is left to dry in a sunny area.

WY and FN emphasized:

"This is when children's creativity truly shines—they are free to design patterns and select colors they love."

The process of creating handwritten batik at PPBI Yogyakarta Batik Kindergarten is illustrated below:

Figure 3. The process of making written batik



Figure 3 (a): Drawing a batik pattern with a pencil.



Figure 3 (b): Using a canting to apply wax.

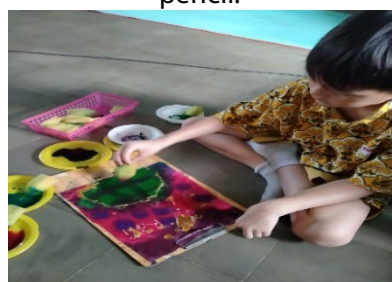


Figure 3 (c): Coloring the patterns using the dabbing technique.



Figure 3 (d): Completed artwork by the children.

This structured approach nurtures children's artistic and creative skills and helps them develop a deeper appreciation for batik, an integral part of Indonesia's cultural heritage.

Factors and Benefits of learning art using batik motifs for young children:

Learning art through batik motifs at Batik PPBI Yogyakarta Kindergarten provides numerous benefits for early childhood development. WY and FN highlighted several advantages:

"Children develop cognitive skills by critically thinking about identifying and selecting appropriate batik motifs. This learning fosters an understanding and appreciation of Indonesia's cultural diversity, instilling a sense of love and pride in their cultural heritage. Additionally, art activities using batik motifs enhance fine motor skills through tasks such as painting and writing."

Several factors determine how batik art learning impacts students' abilities at Batik PPBI Kindergarten. FN shared:

"By introducing batik motifs from various cultures and traditions, children better understand them in their cultural and historical contexts. This program supports children's growth in visual, creative, and communication skills. By discussing art and culture, children become better at expressing their ideas and understanding artistic concepts. Furthermore, children learn to appreciate and understand Indonesian art and culture, enabling them to identify and create batik designs."

In addition to these factors, the success of batik education depends on the availability of learning materials, active participation of parents and teachers, the integration of batik education into formal and non-formal education, and its connection to local traditions and culture. This program nurtures creativity, motor skills, cultural understanding, multidisciplinary

learning, socialization, and personal growth. Addressing these factors allows education to help children develop holistically while fostering cultural appreciation (Sukadari & Huda, 2021). Batik education enhances cognitive, creative, fine motor, and language skills while encouraging children to understand the symbolism and philosophy behind batik motifs and express themselves artistically.

Challenges in the batik learning process at PPBI Yogyakarta Batik Kindergarten

Despite its benefits, batik learning at PPBI Yogyakarta Batik Kindergarten faces several challenges that must be addressed to ensure the program's effectiveness. According to Maslow's theory, self-actualization is achieved through creativity, which can be hindered without adequate support. This lack of support may result in children losing confidence and resorting to imitation instead of creativity (Sinaga et al., 2024). Therefore, the support of both parents and teachers is crucial in fostering creativity and shaping productive individuals capable of solving future challenges. WY and FN shared,

"There are several challenges we face in teaching batik to young children. First, young children often have short attention spans, making it difficult to focus during batik activities requiring accuracy, patience, and perseverance. Second, fine motor skills, such as handling a canting and controlling wax flow, are still developing at this stage, so intensive guidance is necessary. Third, batik motifs carry profound meanings and symbolism that can be complex for young children to grasp, so simplifying these concepts without losing their cultural essence is challenging. Fourth, parental involvement is crucial for early childhood education. However, some parents do not understand or share an interest in the importance of batik learning, making it harder to secure their participation. Lastly, ensuring children's safety during batik activities is vital. This includes providing constant supervision, using aprons, and having medical supplies to prevent potential hazards."

These challenges can be overcome through specialized teacher training, child-safe tools, and consistent supervision. With the right approach, children can learn batik safely, engagingly, and meaningfully, allowing them to develop a deeper appreciation of their cultural heritage.

Discussion

This research examines the integration of batik motifs into art education for young children, emphasizing its role in fostering creativity and cultural awareness. Findings indicate that interest in studying batik processes and techniques among younger generations remains relatively low, highlighting the necessity of technical guidance as a foundational step to nurture children's interest and talent in this field. School programs, such as those implemented at PPBI Yogyakarta Batik Kindergarten, provide a valuable platform for promoting local culture while achieving advancements in art education—particularly by instilling a love for regional batik. Art education programs utilizing batik motifs cultivate aesthetic values, skills, creativity, and perseverance in young children, making these values applicable across various artistic endeavors (Ningsih & Mayar, 2019). Additionally, batik is introduced using child-friendly, safe, and engaging methods (Ni Putu Laras Purnamasari et al., 2023).

At PPBI Yogyakarta Batik Kindergarten, children can explore batik motifs creatively. While basic motifs are introduced, the children's unique and aesthetically pleasing creations demonstrate their imaginative capabilities. These findings align with earlier research, underscoring the importance of allowing children autonomy in the creative process to foster their artistic expression (Prayitno et al., 2021). Batik motifs, which often combine geometric, animal, and human elements, hold cultural significance and are traditionally passed down through generations, reflecting social status and heritage (Sunarwan et al., 2023).

Observations revealed that PPBI Yogyakarta Batik Kindergarten teachers encourage children to develop their motifs rather than replicate traditional ones such as *kawung*, *parang*, *truntum*, slope, or *semen*. This approach nurtures individuality and fosters aesthetic appreciation, resulting in motifs that capture the imagination of teachers and researchers alike.

Actively participating in cultural crafts like batik strengthens emotional connections and facilitates the transmission of authentic cultural values (Rofiqoh, 2024). Additionally, batik activities improve interpersonal intelligence by promoting collaboration and idea-sharing (Estianti & Sukendro, 2024). Teachers play an essential role in fostering creativity by ensuring children's emotional readiness and emphasizing patience, perseverance, and precision, which are crucial to the artistic process.

These findings align with Indonesia's independent curriculum goals, emphasizing integrating cultural elements into educational media that promote local wisdom and utilize natural resources (Yuniar et al., 2022). Written batik is highlighted as an effective, developmentally appropriate educational tool for early childhood (Cahyati & Wulandary, 2022). Teachers at PPBI employ innovative methods to enhance various developmental aspects, including cognitive, social-emotional, motor, and language skills. Repeated batik-making activities enhance creativity, concentration, intelligence, patience, and perseverance while preserving cultural heritage (Damayanti, 2018).

The study emphasizes prioritizing the creative process over outcomes, aligning with the independent curriculum's principles of granting children creative freedom to explore, express, and engage in holistic learning. At PPBI Yogyakarta Batik Kindergarten, children create practical items such as fans, sandals, and wallets from their batik work, which are exhibited at the semester's end to showcase their achievements to parents. Previous research highlights the significance of teaching batik production techniques—including material selection, process execution, and motif arrangement—to produce quality products and foster cultural appreciation (Yulimarni et al., 2022). Fragmented batik techniques blend children's drawings with manual skills and add artistic, emotional, and cultural value by reflecting their stories and imagination (Puryati & Chandra, 2023).

Resource-based learning has enhanced creativity by engaging students in developing Yogyakarta batik motifs, encouraging them to experiment with artistic skills and cultural heritage (Indrayana et al., 2016). Educational programs and exhibitions offer valuable platforms for introducing the meanings and symbolism behind batik motifs, deepening appreciation and commitment to cultural preservation (Krisnawati et al., 2019). Creative development in batik motif-making also raises awareness of biodiversity and strengthens community involvement in preserving local culture (Sobandi & Santosa, 2019). Incorporating higher-order thinking skills (HOTS) into the batik curriculum encourages students to explore unique ideas, collaborate effectively, and overcome creative challenges (Tresnadi & Agus, 2015).

This research highlights the essential role of batik-based art education in early childhood development. Teaching batik enriches children's imagination and aesthetic understanding while fostering pride and awareness of Indonesia's cultural heritage. The findings advocate for an integrated educational approach that combines cognitive, affective, and motoric development, and they support curriculum design that incorporates traditional arts. Furthermore, the study emphasizes the importance of parental involvement and child-safe art tools in fostering creativity. This research contributes to holistic, culture-based art education, offering insights into preserving cultural heritage while developing young children's creative potential.

Conclusion

The research highlights the importance of fostering creativity, imagination, and artistic skills in early childhood education. This study aims to explore the integration of batik motifs in art education to enhance children's artistic abilities and cultural awareness from a young age. Children are taught to understand and appreciate the cultural significance behind various batik motifs by incorporating visual and qualitative analysis methods. Key motifs introduced in the art curriculum include *kawung*, *parang*, *lereng*, *truntum*, and *semen*, along with modernized variations designed by the children themselves. Children develop their artistic skills and creativity through active participation in the batik-making process—encompassing motif

recognition, drawing, canting (using a traditional wax pen), and coloring. Despite challenges such as maintaining attention spans, ensuring the safe use of tools and materials, and requiring parental support, this approach offers significant benefits for a child's holistic development. Future research should explore innovative methods to address these challenges and integrate local cultural elements into early childhood education curricula. This could enrich children's learning experiences while fostering a deep appreciation for their cultural heritage. In conclusion, teaching batik art at Batik PPBI Yogyakarta Kindergarten enhances children's creativity, artistic skills, and cultural awareness and contributes to the broader preservation of local traditions. Integrating art and cultural education lays a strong foundation for holistic development and cultural appreciation in young learners.

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