

Eco Print Training as a Medium for Environmental Education and Strengthening the Entrepreneurial Spirit of Students

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Manuscript received : 10-05-2025; revised : 14-06-2025; accepted : 21-06-2025. Date of publication : 17-07-2025

Abstract-This community service activity was carried out by Group 50 of the Thematic Community Service Program (KKN) from UIN Raden Intan Lampung. The activity aimed to introduce the eco print technique as a medium for environmental education and to foster an entrepreneurial spirit among elementary school students. The participants were 25 sixth-grade students of MIS MMA IV Sukabumi, Bandar Lampung. The training was conducted using a participatory approach, in which the students were actively involved throughout the entire process. The activity began with an introduction to the concept of eco printing and the use of natural materials such as leaves, followed by hands-on practice in creating pouches from fabric printed with the eco print technique. The results showed a high level of enthusiasm from the students, as well as a basic understanding of environmental awareness and the potential of eco-friendly products to become marketable items. This activity was expected to serve as an initial step in developing creative skills and entrepreneurial values among madrasah students..

Keywords: Eco Print; Environmental Education; Entrepreneurial Spirit; Madrasah Students; Thematic Community Service

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I. INTRODUCTION

Environmental issues have now become a global issue that requires collective attention, including from the younger generation. Educating children about the importance of environmental protection must begin at an early age to build awareness and concern for natural sustainability (Kharishma & Septiana, 2020). Through hands-on approaches, such as ecoprinting techniques, students can learn about biodiversity while exploring their creativity. Ecoprinting techniques use natural materials such as leaves and flowers to print patterns on fabric, educating students about the potential of the natural world around them and empowering them with practical skills that can have a positive economic impact (Kifti et al., 2022; Laili et al., 2024; Trisianawati et al., 2022).

In addition to focusing on environmental education, it is also important to introduce entrepreneurial values to students. Entrepreneurship instilled from an early age can foster the independence and innovation needed to face future challenges (Kusuma & Rahayu, 2025). This integrated educational program not only teaches ecoprinting techniques but also provides students with insights into how they can develop economically valuable products from their work, supporting the development of young entrepreneurs (Sinaga, Siagian, & Manik, 2022; Srimulyani, Paulus, Rustiyaningsih, & Hermanto, 2024). This ecoprinting training also emphasizes the importance of sustainability and innovation to participants in addressing increasingly complex environmental issues (Natadjaja, Waluyanto, & Wijayanti, 2021).

Implementing this program in elementary schools can engage students in creative projects that not only produce artwork but also equip them with essential knowledge about sustainability and

entrepreneurship, encourage critical thinking, and contribute significantly to environmental protection (Kifti, Rahayu, & Risnawati, 2022; Trisianawati et al., 2022). Through collaboration between schools and the community, students can learn not only about ecoprinting but also about the importance of building sustainable communities and effectively utilizing local resources (Pancapalaga et al., 2022).

This activity is part of the UIN Raden Intan Lampung Thematic Community Service Program (KKN) implemented by Group 50 at MIS MMA IV Sukabumi, Bandar Lampung. Through the eco-print training, students are not only invited to understand the creative process of making environmentally friendly products but also trained to see the potential sales value of these products, namely pouches made from eco-printed fabric.

Madrasah Masyariqul Anwar (MIMA) IV Sukabumi is an educational institution at the elementary/middle school level, established on September 27, 1957, on a waqf land of +3,726 M² based on the initiative and motivation of the local community, who wanted to create or establish a Madrasah as a formal educational institution, which was then given the name Madrasah Masyariqul Anwar/MMA IV, which is located in the Sukabumi sub-district, which is now known as "MIMA IV Sukabumi." And has had a Deed of Establishment number 26/kpt/pb.MMA/A.III/1970, with a building permit number: 38/KD/1985. And it followed the first accreditation level in 1992, and since then, MMA IV Sukabumi's status has been recognized until now.

As mentioned above, MMA IV Sukabumi was founded on September 27, 1957, on 3,726 m² of land designated for a Madrasah. The land was donated by Mr. Syaridin, an elder of the Sukabumi Village community. The pioneers of the madrasah's founding, in addition to Mr. Syaridin, were also assisted by religious and community leaders, including 1. Mr. Syamsuri, 2. Mr. Samaun, 3. Mr. Arsyad, 4. Mr. Misad.

II. METHOD

This community service activity was carried out by the Thematic KKN students of UIN Raden Intan Lampung Group 50 on July 28, 2025, at MIS MMA IV Sukabumi, Bandar Lampung. The method of implementation used a participatory and educational approach, emphasizing active student involvement in every stage of the activity. The preparation phase began with initial site observations and coordination with the school to ensure that the program could run effectively. The students also prepared the necessary tools and materials for the ecoprint training. In addition, they arranged introductory materials about the concept of ecoprinting and basic entrepreneurship, which were presented in a simple and interactive way so that sixth-grade students could easily understand. During the training, the participants were introduced to various tools and materials, such as canvas cloth, fresh leaves of different types, wooden hammers, cutting boards, clear plastic, kur rope, scissors, rulers, water, and cloth. Some protective items such as gloves and aprons were also provided to support safety during the activity. The ecoprint process was carried out step by step with direct student involvement. First, the fabric was cleaned to allow it to absorb color more effectively. Then, the students selected and arranged leaves on the fabric according to their desired pattern. The underside of the leaves was placed facing the fabric, as it contains more pigment. After the arrangement, the fabric was covered with clear plastic and the students struck it with wooden hammers until the pigment and leaf shapes transferred to the fabric. Once the leaves were removed, the cloth was left to dry before being transformed into a simple pouch. The dried eco-printed fabric was folded, sewn or glued on the edges, and completed with a kur rope as a pouch fastener.

After completing the creations, the students were invited to reflect on their work and discuss the outcomes together. The KKN participants guided them to see the value of their products beyond just creative expression, introducing them to the idea that their eco-printed pouches could potentially become marketable items. Through this discussion, basic concepts of entrepreneurship were also introduced in a way that was easy to understand and inspiring for young learners. The activity concluded with an evaluation that was carried out qualitatively. Observations were made on student participation, the quality of the final products, and the responses of both students and teachers. Feedback from teachers indicated that the activity was relevant, useful, and motivating for the students. Overall, the program not only succeeded in providing creative skills through ecoprinting but also instilled an early awareness of entrepreneurship and the importance of valuing local resources.

III. RESULT AND DISCUSSION

The ecoprint training conducted by the Thematic Community Service Program (KKN) students of UIN Raden Intan Lampung, Group 50, on July 28, 2025, went smoothly and received a very positive response from the sixth-grade students of MIS MMA IV Sukabumi. This training not only introduced

environmentally friendly creative techniques but also succeeded in fostering students' enthusiasm for simple entrepreneurial activities.

Student Enthusiasm and Participation

A total of 25 students actively participated in the activity. They showed enthusiasm when selecting leaves, arranging patterns on the fabric, and hitting the fabric with a hammer to transfer the color and shape of the leaves. This process provided a fun learning experience that was different from everyday classroom activities. Students also showed a high level of curiosity about the techniques used and asked questions about how the color could transfer from the leaves to the fabric. As stated by Lei and Wei (2023), characteristics of high student interest, including enthusiasm, can strengthen the learning process and make the learning experience more meaningful. Furthermore, active student



participation, evident in various activities such as selecting leaves and hitting the fabric, created a fun learning atmosphere where students felt more involved in the educational activities. This is in line with the achievement of higher education goals, where students not only learn theoretical knowledge but also practical skills.

Figure 1. introducing about ecoprint

Creativity in Work

Each student group successfully produced an eco-print pouch with various motifs and colors, depending on the type of leaf and the pattern they chose. This work reflects the students' level of creativity and demonstrates that the eco-print method can be applied simply with attractive results. The students' creativity is evident in the final results, namely eco-print pouches with various motifs and colors. This work demonstrates how the application of eco-print techniques can stimulate innovation and self-expression. As explained by Natadjaja et al., (2021), the creative process in teaching can shape students to be more adaptive and innovative in using existing resources. Furthermore, from an arts education perspective, this work reflects students' abilities.



Figure 2. making eco print

Instilling Environmental Education Values

Through this activity, students gain a better understanding that natural materials can be utilized without harming the environment. They begin to understand the concept of "eco-friendliness" and the importance of maintaining cleanliness and the presence of plants around them. This is a good start in developing environmental awareness from an early age. Environmental education is also an integral aspect of this activity. Students are encouraged to understand the importance of protecting the environment through the responsible use of natural materials. This occurs in line with the importance of instilling environmental values in the education curriculum from an early age. According to research conducted by Laili et al., (2024), the application of eco-printing techniques helps students recognize the environmental benefits of natural resources and simultaneously appreciate the existence of the ecosystem around them. This awareness is expected to form the basis for environmentally friendly behavior in the future.



Figure 3. process ecoprint

Basic Understanding of Entrepreneurship

In the final session, the KKN students engaged in a discussion about the possibility of selling their artwork to parents, teachers, or at a school bazaar. Many students expressed interest in this idea, and some even mentioned wanting to try making it again at home. This demonstrates that the activity successfully touched on aspects of entrepreneurship in a simple yet lasting way. In the final stage of the activity, students were also introduced to the concept of entrepreneurship by discussing the possibility of selling the products they created. This strategy not only provided an understanding of the economic value of artwork but also fostered a vital entrepreneurial spirit. In this context, Gunasagaran et al., (2019) emphasized that student involvement in community initiatives involves aspects of entrepreneurship, where students learn not only to create but also to think about marketing and sales aspects. The students' interest in this idea demonstrates that the program successfully implemented project-based education that was relevant and engaging for them.

Teacher's Response

The accompanying teacher stated that this activity was very beneficial because it combined aspects of art, the environment, and life skills into one enjoyable activity. The school also commended the KKN students for bringing innovative and applicable learning methods.



Figure 4. the result of ecoprint

IV. CONCLUSION

The eco-print training activity carried out by the Thematic Community Service Program (KKN) students of UIN Raden Intan Lampung Group 50 at MIS MMA IV Sukabumi, Bandar Lampung, proved effective as a medium for environmental education and a means of strengthening the entrepreneurial spirit in madrasah students. Through a participatory approach, students not only gained an understanding of the importance of protecting the environment by utilizing natural materials but also gained direct experience in creating a useful product, namely an eco-printed pouch. The enthusiasm and active participation of students showed that this activity succeeded in attracting interest and fostering their creativity. In addition, the introduction of entrepreneurial aspects from an early age through simple discussions had a positive impact on students' mindsets regarding the economic value of their work.

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