Implementation of the Contextual Teaching and Learning (CTL) Model in Tie Dye Reborn Batik Art Learning at Salakbrojo Kedungwuni Elementary School, Pekalongan

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Abstract

The importance of contextual and creative learning lies in developing students' skills and creativity in Arts, Culture, and Skills (SBK) subjects. One learning innovation that can be implemented is Tie-Dye Reborn batik art using the Contextual Teaching and Learning (CTL) method. This study aims to analyze the process of integrating Tie Dye art into learning at Salakbrojo Public Elementary School, describe the implementation of the Contextual Teaching and Learning (CTL) model for Tie Dye Reborn batik art, analyze the impact of Tie Dye on the development of students' creativity and skills, and determine teacher and student responses to its use in the learning process. This study used a qualitative, descriptive-exploratory approach. Data were obtained through in-depth interviews, participant observation, and documentation studies with teachers and fifth-grade students at Salakbrojo Public Elementary School. Data analysis was conducted interactively using the Miles and Huberman model, encompassing data reduction, data presentation, and conclusion drawing. Data validity was strengthened through triangulation of sources and methods. The results of the study indicate that the integration of Tie Dye Reborn art into learning was achieved through the use of recycled fabric as a learning medium linked to students' daily lives. The CTL model for the Tie Dye Reborn batik art material was implemented through constructivism, inquiry, questioning, learning communities, modeling, reflection, and authentic assessment, creating active and meaningful learning. Tie Dye Reborn had a positive impact on the development of creativity, motor skills, collaboration skills, and student self-confidence. Teachers and students responded positively to the learning, finding it engaging, enjoyable, and able to increase learning motivation. Based on the results of the study, it can be concluded that the application of the Contextual Teaching and Learning (CTL) model to the Tie Dye Reborn batik art material at Salakbrojo Kedungwuni Elementary School was effective in creating contextual learning, enhancing student creativity and skills, and providing meaningful learning experiences.

***Keywords*:** Contextual Teaching and Learning (CTL), Tie Dye Reborn, Arts, Culture, and Skills.

Introduction

Education is a process designed to develop students' overall potential so that they acquire the intellectual abilities, skills, character, and attitudes needed to respond to the demands of a changing world (Wulandari, 2025). In its implementation, education should not focus solely on cognitive mastery but should also foster students' skills, creativity, critical thinking, and character development (Yuliandri, 2017).

Arts and Culture and Skills (Seni Budaya dan Keterampilan/SBK) plays an important role in developing students' creativity, aesthetic appreciation, artistic abilities, and life skills (Rosila & Mahmudah, 2025). One form of creative batik learning that can be integrated into elementary education is Tie Dye Reborn. This learning activity involves transforming used fabrics or other materials into new products with aesthetic and economic value (Rukmi & Mutiah, 2019). Through this activity, students not only learn fabric-dyeing techniques but also develop environmental awareness through the principle of reuse (Rukmi & Mutiah, 2019). The activity is particularly suitable for elementary school students because it can be conducted through simple, safe, creative, and enjoyable learning processes. Students are actively involved in designing, experimenting, and producing personalized works, thereby providing opportunities for creativity and self-expression (Rosila & Mahmudah, 2025).

The implementation of CTL in Tie Dye Reborn learning is also relevant to the cultural and environmental context of Pekalongan. Pekalongan is widely recognized as a batik city and therefore has considerable potential to serve as a source of local culture-based learning. SD Negeri Salakbrojo, Kedungwuni, Pekalongan, has utilized this local potential through the implementation of CTL-based Tie Dye Reborn learning (Riska, 2026). Through group activities, students design motifs, carry out the coloring process, present their work, and reflect on their learning experiences (Cardova et al., 2025). Such activities are expected to support the development of students' creativity, practical skills, critical thinking, communication, collaboration, and environmental awareness (Nababan & Sipayung, 2023).

This local context provides opportunities for schools to connect classroom learning with students' everyday environment. However, based on initial observations, the potential of the local environment has not yet been systematically integrated into SBK learning.

Initial observations at SD Negeri Salakbrojo, Kedungwuni, indicate that SBK learning remains relatively teacher-centered, with limited opportunities for students to actively participate in the learning process. Teachers tend to explain the learning materials orally and subsequently assign individual tasks. Classroom interaction is therefore dominated by instructions and task completion, while opportunities for students to explore ideas, engage in discussion, and connect learning materials with their everyday experiences remain limited.

The selection of CTL in this study is based on its compatibility with the characteristics of SBK learning at the elementary school level. CTL emphasizes the relationship between learning materials and students' real-life contexts, allowing learning to move beyond conceptual mastery toward meaningful learning experiences (Johnson, 2024). In SBK learning, students are expected to observe, experiment, explore, and produce creative works. Therefore, an approach that provides opportunities for direct experience is particularly important. Through CTL, students can connect learning materials with their everyday experiences, making the learning process more relevant, engaging, and understandable. The approach also has a strong connection with Tie Dye Reborn because batik activities enable students to learn directly about

colors, patterns, dyeing techniques, and the cultural and economic potential of their local environment (Sanjaya, 2018).

The integration of contextual learning with local batik activities provides students with opportunities to engage in direct experiences, collaborate, explore ideas, and produce creative works. Through these learning activities, students are expected to develop creativity, batik skills, critical thinking, collaboration, and environmental awareness, while gaining more meaningful learning experiences.

Furthermore, the application of CTL is consistent with the principles of the Merdeka Curriculum, which emphasizes student-centered learning, creativity, critical thinking, collaboration, and contextual and meaningful learning. CTL therefore provides an opportunity to optimize the local potential of Kedungwuni as a learning resource while simultaneously supporting the development of students' artistic and practical abilities.

Based on these considerations, the implementation of CTL in Tie Dye Reborn learning is important to investigate in order to understand how contextual learning can create more active, creative, and relevant learning experiences for elementary school students (Susanto, 2018).

Methods

Research Design

This study employed a qualitative approach using a descriptive-exploratory research design. This approach was selected because the study aimed to explore and describe in depth the implementation process of the Contextual Teaching and Learning (CTL) model using Tie Dye Reborn batik art activities in Arts and Culture and Skills (SBK) learning at the elementary school level (Umam et al., 2024).

Research Setting

The research was conducted at SD Negeri Salakbrojo, Kedungwuni District, Pekalongan Regency, Indonesia.

Data and Data Sources

Primary data refer to the main information collected directly through interactions at the research site (Sulung & Muspawi, 2024). In this study, primary data were obtained through a series of in-depth interviews, classroom observations, and examinations of students' creative works. The key informants and primary data sources consisted of the Grade 5 teachers and Grade 5 students at SD Negeri Salakbrojo. The teachers who served as informants were as follows.

a. Albetoni, Principal of SD Negeri Salakbrojo;
b. Wina Nurdiyanti, Grade 5 teacher for Arts and Culture and Skills;
c. Harisatul Hasanah, Grade 5 teacher; and
d. Nurul Afidah, Grade 5 teacher.

Table 1. Participants

No	Full Name	Preferred Name
1	M. Khoirul Anam	Anam
2	Riski Mardiyanto	Riski
3	Shafa Nur Aini	Shafa
4	Syifa Hadewi Anggrean	Syifa
5	Dafa Ahmad Gibran	Gibran
6	M. Riki Ardiansyah	Riki
7	Naili Sa'adah	Naili
8	Nur Cahaya	Caca
9	Faishal Imamul Hakim	Faisal
10	M. Askhabul Kahfi	Aska
11	Nova Isnaini	Nova
12	Nur Kamilah	Mila
13	M. Alby Lutfi Fahri	Alby
14	M. Raihan Saputra	Raihan
15	Sahir Noferi	Feri
16	Zihzih Diandra Alexia Putri	Zihzi

Data Collection Technique

Interviews

The interviews in this study were conducted using a semi-structured interview approach. The researcher also used additional probing questions to obtain more detailed and in-depth information (Thalib, 2022).

Observation

Observation was defined as a systematic process of closely monitoring activities at the research site to collect data based on actual field conditions (Jailani, 2023). In this study, direct observations were conducted to examine the implementation of the CTL model and the students' responses while practicing the "Simponi Modern Warna-warni" technique. The purpose was to obtain authentic data regarding students' behavior, accuracy, and enthusiasm throughout the learning process (M. H. Rahman, 2025).

Documentation

The researcher collected various forms of documentation, including photographs of practical activities, audio recordings of interviews, leftover fabric from students' dyeing activities, and learning modules. These documents were used to strengthen the empirical evidence concerning the development of students' creativity at SD Negeri Salakbrojo.

Data Analysis Technique

Data analysis is a crucial stage in the research process. It involves systematically searching for, organizing, and interpreting the collected data (Miles et al., 2014). The data analyzed in this study were obtained from interviews, observations, and relevant documents related to the research (Matthew et al., 2009).

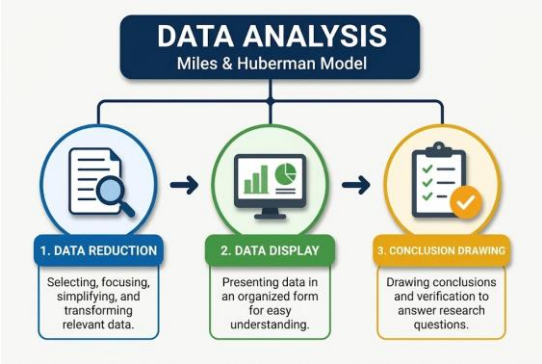


Figure 1. Data Analysis Model on Miles and Huberman

Data Condensation or Data Reduction

The researcher selected the most relevant information concerning the implementation of the CTL model and excluded details that were not related to the research focus among Grade 5 students.

a. Data Display

Data display refers to the process of organizing, integrating, and presenting information in a structured manner to facilitate interpretation and conclusion drawing (Miles et al., 2014).

b. Conclusion Drawing

Conclusion drawing involved developing interpretations based on the collected data and relevant theoretical perspectives while addressing the research questions (Miles et al.,

2014). Initial conclusions were subsequently validated against field evidence to ensure that the findings concerning the integration of Tie Dye art activities at SD Negeri Salakbrojo were accurate and adequately supported by the data.

Data Trustworthiness

a. Source Triangulation

Source triangulation was conducted by comparing information provided by classroom teachers with statements from students to identify consistency in the data concerning the implications of Tie Dye art activities for students' learning interest (M. H. Rahman, 2025).

b. Technique Triangulation

Technique triangulation was employed to verify the authenticity and consistency of the data obtained through different data collection techniques (Creswell & Poth, 2018).

c. Member Checking

Member checking was conducted by reconfirming the results of the interviews with the respective informants to ensure the accuracy and credibility of the information obtained (Miles et al., 2014).

Results

Integration of Tie Dye Reborn Batik Art in through Contextual Teaching and Learning at SD Negeri Salakbrojo

The findings from observations, interviews, and documentation indicate that the integration of Tie Dye Reborn batik art into Arts and Culture and Skills (SBK) learning at SD Negeri Salakbrojo was implemented systematically through the stages of planning, implementation, and evaluation. The teacher did not merely provide theoretical explanations of batik techniques but designed learning activities that enabled students to gain direct experience by using used fabrics as creative media.

The planning stage demonstrated the teacher's effort to adapt the learning activities to students' characteristics, the surrounding environment, and the intended learning objectives. The teacher incorporated Tie Dye Reborn into the learning materials and selected materials that were easily accessible to students, including used T-shirts, used fabrics, rubber bands, raffia strings, and simple textile dyes.

The learning activities were subsequently developed around direct practice or learning by doing. Students were given the opportunity to carry out each stage of the Tie Dye Reborn process, beginning with determining motifs, folding and tying the fabric, applying dyes, and evaluating the resulting products.

The implementation of CTL became particularly evident when the teacher connected the learning material with situations that students encountered in their daily lives. At the beginning of the lesson, the teacher asked students about clothes or fabrics at home that were no longer frequently used but were still suitable for reuse. Through this question-and-answer activity, students were encouraged to identify used materials that could be transformed into products with functional and aesthetic value.

The contextualization process helped students understand the learning objectives more concretely. Students began to view used fabric not simply as discarded material but as a medium that could be transformed into creative artwork.

The teacher's demonstration also played an important role in the learning process. By providing examples of finished products and demonstrating the Tie Dye Reborn procedure, the teacher provided students with a concrete model before they began their own practice.



Figure 2. Teacher Demonstration and Guidance during the Tie Dye Reborn Activity

The practical stage provided further evidence of students' active involvement. Students used prepared used fabrics and were given freedom to determine the techniques, motifs, and color combinations they wished to apply. Observations showed that students experimented with different color combinations and tying techniques while discussing their results with their peers. These activities demonstrate that students were not merely following predetermined instructions but were actively exploring possibilities and making decisions throughout the creative process.



Figure 3. Students' Collaborative Group Work during the Tie Dye Reborn Activity

The findings indicate that practice-based learning encouraged greater student participation and provided deeper learning experiences than purely theoretical instruction. The teacher's role in this process was primarily that of a learning facilitator rather than the sole source of knowledge. The teacher provided examples, directions, and demonstrations, while students developed their understanding through exploration and practical activities.

The students' freedom to determine motifs, techniques, and color combinations is also consistent with Jerome Bruner's Discovery Learning theory. Bruner argues that opportunities for learners to discover concepts independently can promote deeper understanding.

The implementation of the learning activities can be further understood through the seven major components of Contextual Teaching and Learning (CTL) proposed by Johnson. First, constructivism was reflected in students' construction of knowledge through direct batik practice. Second, inquiry was demonstrated through experimentation with different folding,

tying, and color-combination techniques. Third, questioning occurred when the teacher connected the lesson with students' experiences concerning unused clothing at home. Fourth, learning community was demonstrated through discussion, cooperation, and mutual assistance. Fifth, modeling was implemented through the teacher's demonstration and presentation of sample products. Sixth, reflection occurred when students presented their work and shared their learning experiences. Finally, authentic assessment was reflected in the assessment of the creative process, creativity, collaboration, and quality of the products produced. After completing the practical activity, students were given opportunities to present their finished products in front of the class.

Implementation of the Contextual Teaching and Learning Model in Tie Dye Reborn Batik Learning at SD Negeri Salakbrojo

The findings indicate that the implementation of the Contextual Teaching and Learning (CTL) model in Tie Dye Reborn batik learning at SD Negeri Salakbrojo was carried out systematically through seven main components of CTL: constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment. The learning process was designed to connect batik art materials with students' real-life experiences through the use of used fabrics as creative media. As a result, students were not only introduced to Tie Dye Reborn techniques but were also actively involved in exploring materials, developing creative ideas, working collaboratively, producing artworks, and reflecting on their learning experiences.

The implementation involved 16 Grade 5 students who were divided into four groups, with each group consisting of four students. Each group was assigned to produce one tablecloth from used fabric and one white T-shirt using the Tie Dye Reborn technique. Throughout the learning process, the teacher functioned primarily as a facilitator who provided guidance and support while allowing students to participate actively in the learning activities.

The first component, constructivism, was implemented by introducing students to examples of Tie Dye Reborn products. Students observed the motifs and colors displayed in the examples and related them to objects and experiences in their surrounding environment.

The second component, inquiry, was implemented by providing students with opportunities to observe a video demonstrating the Tie Dye Reborn process. Students identified the tools and materials used and attempted to determine the sequence of production steps independently.

The third component, questioning, was demonstrated when the teacher provided introductory questions concerning the function of used fabrics and the possibility of transforming them into products with functional and aesthetic value. Students responded based on their own experiences and understanding. This activity encouraged them to connect the learning material with situations encountered in everyday life while also stimulating their critical thinking.

The fourth component, learning community, was implemented through group-based practical activities. The students worked collaboratively to prepare the necessary materials and carry out the Tie Dye Reborn process. During the activity, they discussed motifs, exchanged ideas about color combinations, helped one another when difficulties occurred, and provided feedback on their peers' work. These interactions indicate that learning occurred not only through individual experiences but also through social interaction.

The fifth component, modeling, was implemented through direct demonstrations by the teacher. The teacher demonstrated how to fold the fabric, tie it using rubber bands, and apply color to the fabric. The teacher also provided examples of finished Tie Dye Reborn products. These demonstrations gave students a concrete reference before they conducted the practical activities independently.

The sixth component, reflection, was implemented by asking students to describe their learning experiences, the difficulties they encountered, and the products they had created. Reflection provided students with an opportunity to evaluate their own learning processes and recognize the knowledge and skills they had developed. It also allowed students to communicate their experiences and consider the strengths and challenges encountered during the Tie Dye Reborn activity.

The final component, authentic assessment, involved evaluating students comprehensively in terms of knowledge, attitudes, and skills. The assessment of practical skills included the creativity of motifs, neatness of the ties, dyeing techniques, final product, and adherence to the prescribed procedures. This form of assessment is consistent with the characteristics of contextual learning because students were assessed based not only on their theoretical understanding but also on the process and products resulting from authentic learning activities.

Overall, the findings demonstrate that the seven components of CTL were interconnected throughout the Tie Dye Reborn learning process. Constructivism provided the foundation by activating students' prior knowledge and allowing them to construct new understanding through experience. Inquiry encouraged exploration and experimentation, while questioning stimulated students to connect the learning material with their everyday experiences.

The Implications of Tie Dye Reborn Learning for Students' Creativity and Character Development

Based on observations, interviews, and documentation, the implementation of Tie Dye Reborn learning at SD Negeri Salubrious demonstrated implications that extended beyond the development of students' batik and artistic skills. The learning activities also served as a medium for developing educational and character values, particularly creativity, independence, responsibility, and environmental awareness. These values emerged naturally throughout the process of designing, folding, tying, dyeing, and completing the Tie Dye Reborn products.

a. Creativity

   Creativity was one of the most prominent values identified in the learning process. The teacher provided students with opportunities to determine their own motifs, select color combinations, and develop the form of their products according to their individual ideas and imagination.

b. Independence

   The second value identified in the learning process was independence. Students were given responsibility for completing the stages of creating their Tie Dye Reborn products, beginning with determining the design, folding and tying the fabric, applying the dyes, and completing the final product.

c. Independence in this context does not mean that students worked without assistance. Rather, it refers to students' ability to take responsibility for their assigned tasks while utilizing available guidance and resources.

The third value identified was responsibility. Students were responsible not only for the final products they created but also for the tools and materials used throughout the activity. The teacher provided guidance concerning the importance of maintaining a clean working area, using tools carefully, and completing the assigned tasks according to the established procedures.

d. Environmental Awareness

The fourth value identified was environmental awareness. One of the most significant characteristics of Tie Dye Reborn learning was the use of used fabrics or clothing as the primary material. This approach introduced students to the concept of reusing materials and reducing textile waste.

e. Integration of Creativity, Independence, Responsibility, and Environmental Awareness

The four values identified in the findings were not developed separately. Instead, they were interconnected throughout the Tie Dye Reborn learning process. When students selected motifs and color combinations, they exercised creativity. When they carried out the production stages themselves, they developed independence.

These findings are consistent with the principles of Contextual Teaching and Learning (CTL) because the learning process connects academic content with students' real-life experiences.

Overall, the findings demonstrate that Tie Dye Reborn learning at SD Negeri Salakbrojo functions as more than an artistic activity. It provides a contextual learning experience through which students can develop creativity, independence, responsibility, and environmental awareness simultaneously. The transformation of used fabrics into creative products gives students a meaningful context for learning while encouraging them to recognize their own creative potential and their responsibility toward the environment.

Students' and Teachers' Responses to Tie Dye Reborn Learning

The findings from observations, interviews, and documentation indicate that both students and teachers responded positively to the implementation of Tie Dye Reborn learning using the Contextual Teaching and Learning (CTL) model in Arts and Culture and Skills (SBK) at SD Negeri Salakbrojo. The positive responses were reflected in students' enthusiasm, active participation, creativity, and involvement throughout the learning process. Teachers also perceived the learning activities as more active, creative, innovative, and meaningful because students were directly involved in practical activities rather than merely receiving theoretical explanations.

a. Students' Responses and Learning Experiences

The students generally perceived Tie Dye Reborn as a new and interesting learning experience. They expressed enjoyment because they were able to learn while directly creating artwork using used fabrics and transforming them into products with aesthetic value.

b. Teachers' Responses and Changes in Classroom Learning

Teachers also expressed very positive responses toward the use of Tie Dye Reborn as a learning medium in SBK. According to the teacher's perspective, the CTL model made the classroom atmosphere more dynamic because students were actively involved in each stage of the learning process.

c. Character Development and Reflection

The findings further demonstrate that Tie Dye Reborn learning contributed to students' character development. During the activities, students learned to take responsibility for the tools and materials they used, cooperate with group members, appreciate their peers' work, follow procedures, maintain discipline, and clean the learning environment after completing the practical activity. These character values emerged naturally through students' direct experiences rather than through verbal instruction alone.

Discussion

The overall findings indicate that Tie Dye Reborn learning generated positive responses because it provided students with a learning experience that was concrete, contextual, creative, and participatory. The students' enthusiasm was closely related to their direct involvement in producing an artwork, while the teacher's positive response was associated with the increased level of student participation and the broader range of competencies developed during the learning process.

The findings support the central principle of Contextual Teaching and Learning, namely that learning becomes more meaningful when students can connect the material with situations and experiences that are relevant to their lives. In this study, the use of used fabrics created a direct connection between art education, students' everyday experiences, creativity, and environmental awareness.

The practical nature of the activity also supports the constructivist perspective. Students understood the Tie Dye Reborn process more effectively because they experienced the stages themselves rather than merely receiving verbal explanations. Their understanding developed through observing, trying, making mistakes, discussing solutions, producing artworks, and reflecting on their experiences. This supports the constructivist view that learning is an active process in which students construct knowledge through meaningful experiences.

The findings also suggest that CTL can facilitate a transition from teacher-centered learning to student-centered learning. In the observed learning process, the teacher functioned primarily as a facilitator who provided demonstrations, guidance, and feedback, while students took a more active role in exploring techniques, making decisions, working collaboratively, and presenting their work. This transformation was also reflected in the teacher's observation that students who were previously less active became more willing to ask questions, express opinions, and participate in group activities.

Overall, the findings demonstrate that Tie Dye Reborn learning using the CTL model can create a learning environment that is more active, creative, collaborative, contextual, and meaningful. The activity provides students with opportunities to learn through direct experience while simultaneously developing artistic, social, emotional, and environmental competencies. Thus, Tie Dye Reborn can function not only as a medium for teaching batik techniques but also as a contextual educational activity that supports the broader development of elementary school students.

Conclusion

Based on the findings obtained from field research, in-depth interviews, and an analysis of the CTL learning module using Tie Dye Reborn at SD Negeri Salakbrojo, Kedungwuni, several conclusions can be drawn as follows.

a. Integration of Tie Dye Reborn Batik Art in Learning

The integration of Tie Dye Reborn batik art into learning was carried out by incorporating visual arts and craft skills into students' everyday experiences. The learning activities utilized used fabrics that were readily available in the surrounding environment as a medium for creative expression. Through these activities, students not only learned fabric-dyeing techniques but also developed an understanding of creativity, the reuse of materials, and environmental preservation. The integration of Tie Dye Reborn into Arts and Culture and Skills (SBK) learning made the learning process more contextual, engaging, and relevant to the characteristics of the Salakbrojo community, which has potential in the garment and home-based industries.

b. Implementation of the CTL Model in Tie Dye Reborn Batik Learning

The Contextual Teaching and Learning (CTL) model in Tie Dye Reborn batik learning was implemented through seven main components: constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment. The teacher acted as a facilitator who guided students in connecting new knowledge with their previous experiences. Students were actively involved in observing examples of artwork, participating in discussions, asking questions, working collaboratively in groups, practicing Tie Dye Reborn techniques, reflecting on their learning experiences, and presenting their completed work. The implementation of CTL created an active, creative, and meaningful learning environment because students learned through direct experiences.

c. Development of Students' Creativity and Skills

The implementation of Tie Dye Reborn batik activities had positive implications for the development of students' creativity and skills. Students' creativity developed through the processes of designing motifs, selecting color combinations, and producing unique artworks. In addition, students' fine motor skills were developed through activities involving folding, tying, dyeing, and completing Tie Dye Reborn products. The learning activities also encouraged students to develop collaboration, communication, accuracy, responsibility, and self-confidence when presenting their completed works.

d. Students' and Teachers' Responses to Tie Dye Reborn Learning

The findings indicate that students responded positively to the use of Tie Dye Reborn in SBK learning. Students felt happier, more enthusiastic, and more motivated because they were able to learn through direct practical activities. The Tie Dye Reborn activity was considered engaging because it provided students with freedom to express their creativity according to their own imagination. Meanwhile, teachers perceived the use of Tie Dye Reborn as a learning medium as capable of increasing student participation, facilitating students' understanding of practical skills, and supporting student-centered learning. Teachers also considered the CTL model appropriate for arts education because it enables learning materials to be connected with students' real-life experiences.

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