



IMPLEMENTATION OF CONTEXTUAL TEACHING AND LEARNING THROUGH THE EXPLORATION OF MUSEUM MPU PURWA AS A SOCIAL STUDIES LEARNING RESOURCE

Nely Zulfatin Ni'amah¹, Mardhatillah², Asyih Witayati³

^{1,2}Universitas Negeri Malang, ³SMPN 18 Malang

¹nelyzulfatin@gmail.com*, ²mardhatillah@gmail.com

Abstract

Social studies education should link historical ideas with students' social and cultural backgrounds. Yet, teaching often focuses on textbooks and doesn't fully use resources near schools. This study examines how Contextual Teaching and Learning (CTL) is applied by using the Mpu Purwa Museum as a learning tool for seventh graders at SMPN 18 Malang. The study used a descriptive qualitative method, involving one social studies teacher, 31 students, and a museum guide. Data were gathered through participatory observation, in-depth interviews, document analysis, and learning materials like lesson plans, student worksheets, field notes, and student presentations. Data analysis included data condensation, thematic coding, data display, and drawing conclusions, with credibility ensured through source triangulation, technique triangulation, and member checking. The findings revealed that CTL was implemented in three integrated stages: planning, museum-based activities, and authentic assessment with reflection. The planning stage incorporated seven CTL components into the lesson design. The implementation stage included orientation, guide explanation, group observation, inquiry-based worksheet completion, presentation, and reflection. The evaluation stage used authentic assessment focusing on observation accuracy, artifact interpretation, collaborative discussion, presentation, and reflective meaning-making. The study concludes that the Mpu Purwa Museum can serve as a contextual, concrete, and culturally meaningful learning resource when museum exploration is intentionally aligned with CTL principles, curriculum goals, student inquiry, and reflective assessment.

Keywords: Contextual Teaching and Learning; Museum Learning; Social Studies; Local History; Authentic Assessment

* *Corresponding author*



Creative Commons Attribution-ShareAlike 4.0
International License

Published by Teunuleh Research Center

A. Introduction

Social Studies (IPS) learning at the junior high school level needs to be designed as a learning space that helps students understand the relationships between past events, social life, culture, and community identity. In the context of the Merdeka Curriculum, Social Studies learning must go beyond mastering factual concepts to encouraging students to develop historical reasoning, cultural literacy, questioning skills, and awareness of their social environment. Learning that relies solely on textbooks and teacher explanations risks causing students to perceive Social Studies content as memorization rather than as living knowledge within their social space (Prastuti et al., 2020; Nyoman et al., 2022; Putri, 2026).

One persistent challenge in Social Studies learning is the limited utilization of contextual learning resources. Teachers have used digital media and various classroom activities; however, the connection between learning content and the school's surrounding environment has not always been explicitly established. This causes students' learning experiences to be less meaningful, as social, cultural, and historical objects that are actually close to their daily lives have not been incorporated as primary learning resources. Studies of contextual learning have indicated that student engagement increases when content is connected to real situations, concrete objects, and direct experiences (Sakina et al., 2026; Puspitasari et al., 2024; Ramdani & Ruhayat, 2025).

Contextual Teaching and Learning (*CTL*) offers a relevant approach to address this challenge. *CTL* positions knowledge as the product of students' active construction through experience, inquiry, dialogue, modeling, reflection, and authentic assessment. Within the *CTL* framework, teachers do not merely deliver concepts but also design learning situations that enable students to find academic meaning through personal, social, and cultural contexts. The seven components of *CTL* are constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment. It provides a strong pedagogical foundation for transforming Social Studies learning from passive information reception into active knowledge construction (Johnson, 2002; Nababan & Sipayung, 2023; Mutmainnah et al., 2025).

Recent developments in international scholarship indicate that contextual learning is no longer understood merely as an effort to connect content with students' real lives (Thamrin et al., 2024) but also as a learning process that situates students in contextual experiences within real communities and cultural environments. Various studies have confirmed that context-based learning experiences significantly enhance student engagement, critical thinking skills, and more meaningful knowledge construction compared to instruction centered solely on classroom information delivery. From this perspective, the social environment, local communities, and cultural heritage are

regarded as essential components of learning resources that enable students to build understanding through direct interaction with real objects and phenomena (Akcan, 2026).

Museums represent one of the most promising learning resources for supporting CTL-based Social Studies learning. Museum collections present artifacts, inscriptions, statues, reliefs, and historical narratives that students can directly observe. Through museums, students do not merely read descriptions of historical events but also interact with material evidence representing the social, religious, technological, artistic, and political life of specific historical periods. The literature on museum-based learning demonstrates that museums can strengthen historical understanding, cultural awareness, nationalism, and social literacy when visit activities are designed in a structured manner rather than as mere educational tourism (Putra et al., 2023; Kurniawan, 2024; Simanjuntak, 2025; Hassya & Ganda, 2025).

Beyond serving as information providers, museums are considered informal learning environments that promote observation, dialogue, reflection, and meaning construction through authentic experiences. This perspective expands the function of museums from mere storage spaces for collections to pedagogical spaces that support contextual learning (Abd & Wareath, 2022). In recent years, museums have been increasingly recognized as learning spaces that support experiential learning and heritage education. International literature indicates that direct interaction with cultural artifacts enables students to develop historical thinking, cultural awareness, and the ability to interpret historical evidence more deeply.

The city of Malang holds significant potential for developing Social Studies learning based on local learning resources. Museum Mpu Purwa houses a diverse collection of historical and cultural artifacts, particularly relics from the Hindu-Buddhist period, which are directly relevant to the Social Studies curriculum on the development of Hindu-Buddhist kingdoms in Indonesia. The museum is also geographically very close to SMPN 18 Malang, at approximately 240 m. This makes it practically accessible as a social and cultural laboratory for students. This geographical proximity represents an underutilized pedagogical opportunity in school-based Social Studies learning (Satriyani et al., 2025; Vebriantana et al., 2025).

Based on preliminary observations and interviews with the Social Studies teacher of grade VII at SMPN 18 Malang, Social Studies learning has been conducted in a conducive manner and has begun incorporating interactive media, such as Quizizz. However, learning has not yet fully connected content to the real context of the school's surrounding environment. Students have also never been systematically guided to explore learning resources outside the classroom, including Museum Mpu Purwa, which is located in close proximity to the school. This situation reveals a gap between the

potential of the surrounding environment as a contextual learning resource and the predominantly classroom-based practice of Social Studies learning.

Previous studies have examined the Museum Mpu Purwa as a learning resource. Satriyani et al. (2025) demonstrated that utilizing Museum Mpu Purwa can facilitate contextual and meaningful Social Studies learning grounded in local wisdom. Vebriantana et al. (2025) further emphasized the museum's significance as a resource for local history learning through artifacts and inscriptions. However, prior studies have tended to focus on the general potential and impact of museum utilization, while studies that specifically analyze the *CTL* implementation process, encompassing planning, execution, evaluation, and reflection, for grade VII junior high school students remain limited.

Although research on both Contextual Teaching and Learning (*CTL*) and museum-based learning has been conducted extensively, the majority of studies still treat them as independent approaches. *CTL* research generally focuses on improving learning outcomes and student engagement by connecting content to real-life experiences in the surrounding environment. Museum-based learning research tends to highlight museums primarily as resources for history and cultural learning. Studies that explain how *CTL* principles are systematically operationalized within museum environments as contextual learning resources remain scarce, particularly in the context of grade VII Social Studies at the junior high school level.

Furthermore, previous studies have tended to emphasize the benefits of museums as learning resources without elaborating on the pedagogical mechanisms that connect museum exploration experiences to students' knowledge-construction processes. Consequently, a knowledge gap remains regarding how museums can serve as a medium for *CTL* implementation that integrates the seven *CTL* components of constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment in an integrated manner.

The novelty of this study lies in three aspects. *First*, this study integrates two frameworks that have previously been studied separately, *CTL* and museum-based learning, into a single systematic implementation analysis, encompassing the stages of planning, execution, evaluation, and reflection as a unified whole. *Second*, rather than merely describing museums as learning resources, this study analyzed the pedagogical mechanisms that connect the seven *CTL* components to concrete museum exploration experiences. *Third*, this study introduces the concept of *local heritage-based contextual learning* as a new conceptual framework that positions local cultural artifacts as a medium for constructing social and historical knowledge in Social Studies learning. Thus, this study contributes not only at the practical level but also to the theoretical development of context-based and local cultural heritage-based Social Studies learning.

B. Method

This study employed a qualitative approach with a descriptive design. The qualitative approach was selected to gain an in-depth understanding of the *CTL* implementation process in Social Studies learning in a natural and contextual manner, without focusing on hypothesis testing. A descriptive design was used to systematically describe the learning phenomenon based on observational data, interviews, and documentation (Creswell & Creswell, 2023; Merriam & Tisdell, 2016).

The study was conducted at SMPN 18 Malang and Museum of Mpu Purwa, Malang City, from April to May 2026. This study focuses on the implementation of *CTL* through Museum Mpu Purwa exploration in grade VII Social Studies learning at SMPN 18 Malang. The research site was selected based on the geographical proximity of the museum to the school and the relevance of the museum's collection to the grade VII Social Studies curriculum on the development of Indonesian society during the Hindu-Buddhist period. Research subjects were selected purposively because of their direct involvement in the phenomenon under study. The subjects consisted of one grade VII Social Studies teacher, 31 grade VII students, and one Museum Mpu Purwa guide.

Data were collected using four techniques. *First*, participatory observation was conducted during the learning process before the visit, throughout the museum exploration period, and after the reflection activities. *Second*, in-depth interviews were conducted with the Social Studies teacher, selected students, and museum guide to explore their experiences, challenges, and perceptions of the learning process. *Third*, documentation was collected from the lesson plans and teaching modules, student worksheets, activity photographs, field notes, and student presentation products. *Fourth*, learning artifact analysis was conducted on completed student worksheets and group reports to examine the relationship between museum observation findings and Social Studies content comprehension.

The research instruments included observation guidelines, interview guidelines, documentation guides, and a document analysis matrix. The researcher served as the primary instrument to conduct the observation, recording, interpretation, and validation of the findings. Data analysis was conducted through the stages of data condensation, thematic coding, data presentation, and conclusion drawing. Initial codes were developed based on the seven *CTL* components and then refined according to field findings, including museum coordination, inquiry activities, the guide's role, challenges in student management, and reflection on learning experiences (Miles et al., 2014; Saldaña, 2021).

Data trustworthiness was ensured through source triangulation, technical triangulation, member checking, and persistent observation. Source triangulation was conducted by comparing data from the teacher, students, and museum guide, while

technique triangulation was performed through observations, interviews, documentation, and learning artifact analysis. Member checking was carried out by confirming the findings with key informants to ensure data accuracy. The analytical process was also systematically documented through an audit trail to maintain the traceability of data interpretation. To fulfill the trustworthiness criteria established by Lincoln and Guba (1985), this study addressed *credibility* through prolonged engagement and triangulation, *transferability* through a thick description of the research context and setting, *dependability* through the systematic audit trail, and *confirmability* through continuous reflexivity and peer debriefing.

Table 1. Research Focus, Data Sources, and Analysis Techniques

Research Focus	Data Sources	Data Collection Technique	Analysis Technique
CTL Planning	Lesson plans/teaching modules, student worksheets, teacher interviews	Document analysis and interviews	Identification of CTL component integration, content alignment, and learning resource readiness
Museum Exploration Implementation	Activity observations, interviews with teacher, students, and guide	Participatory observation, interviews, documentation	Coding of student activities, teacher role, guide role, and learning dynamics
Evaluation and Reflection	Student worksheets, presentations, visit reports, student reflections	Learning artifact analysis and interviews	Analysis of authentic assessment, meaning reflection, and artifact-to-IPS concept connections

Source: Adapted from research design, 2026

To further enhance research credibility, the researcher applied methodological rigor by systematically documenting the entire research process, thereby forming a comprehensive audit trail. The researcher also engaged in continuous reflexivity to minimize the subjective bias inherent in serving as the primary research instrument and conducted repeated data collection until consistent patterns were obtained to ensure the dependability and credibility of the findings.

This study carries a potential bias, given the researcher's dual role as a participant observer, which may have influenced data interpretation, particularly during observation and interview activities. Additionally, the study was limited to one school and one classroom, making the research context and findings site-specific. Data triangulation, member checking, and continuous reflection were conducted throughout the research process to minimize bias.

C. Finding and Discussion

1. Finding

The research findings indicate that *CTL* implementation through Museum Mpu Purwa exploration took place in three main stages: planning, implementation, and evaluation and reflection. These three stages are interrelated, as the success of museum-based learning is not solely determined by the visit activity itself, but also by the readiness of the learning design, clarity of inquiry tasks, and quality of reflection after students interact with the museum's collection.

During the planning stage, the teacher developed the learning design by connecting grade VII Social Studies content on the development of Indonesian society during the Hindu-Buddhist period with the collection of Museum Mpu Purwa. The teacher selected artifacts, inscriptions, statues, reliefs, and other collections that were relevant to learning competencies. Planning also encompassed the development of student worksheets, group assignments, coordination with museum staff, technical arrangements for visits, and preparation of authentic assessment instruments. The teacher stated that the lesson plan was adjusted to align with museum activities so that learning would be more contextual and not merely theoretical.

The integration of *CTL* components was evident in the learning design. *Constructivism* was built through the activation of students' prior knowledge of Hindu-Buddhist kingdoms. *Inquiry* was designed through artifact observation tasks and the identification of the meaning of collections. *Questioning* was facilitated by guiding the questions posed before and during observation. *The learning community* was realized through group work. *Modeling* emerged through explanations provided by the teacher and museum guide on how to read and interpret artifacts. *Reflection* was conducted through discussions of the learning experiences. *Authentic assessment* was conducted by evaluating student worksheets, presentations, discussions, and visit reports.

During the implementation stage, learning proceeded through five activity sequences: an initial briefing, guide explanation, group observation, presentation, and reflection. The teacher began the activity by providing orientation regarding the learning objectives, visit rules, and tasks to be completed by the students. The museum guide then explained the historical context of the collections, including the function of inscriptions, statues, and artifacts, as evidence of the development of religion, culture, art, and governance during the Hindu Buddhist period. The guide's explanation helped students understand that museum artifacts are not merely static objects but rather sources of historical information.

Student activities during the visit demonstrated a higher level of learning engagement than regular classroom instruction. Students observed the collections,

recorded information, photographed specific objects as documentation, discussed findings with group members, and connected the collections to Social Studies content. Several students raised questions about the function of statues, the origin of inscriptions, and the relationship between artifacts and Hindu Buddhist kingdoms. These activities indicate the emergence of a basic inquiry process encompassing observing, questioning, recording, comparing, and drawing conclusions.

The primary challenges encountered were student management outside the classroom and limited exploration time. Some students required repeated guidance to remain focused on their worksheet tasks, rather than simply viewing collections in general. The teacher addressed these challenges through the formation of small groups, establishment of visit rules, close supervision during observation, and reinforcement of instructions at each stage of the activity. Accordingly, museum-based learning requires more intensive classroom management, as the learning environment is more open and learning stimuli are more diverse.

During the evaluation stage, the teacher employed authentic assessment, encompassing process observation, student worksheet completion, group discussion, presentation, photo documentation, and visit reports. Assessment was not limited to correct or incorrect answers, but also addressed students' ability to observe collections, describe the visual characteristics of artifacts, explain the function or meaning of artifacts, and connect museum findings to Social Studies concepts. The teacher emphasized that authentic assessment allows students' abilities to be more accurately captured, as students demonstrate understanding through learning products and activities.

Reflection was conducted after the completion of the exploration activity. Students were invited to share their learning experiences, the most engaging aspects, difficulties encountered, and the connection between their observation findings and Social Studies content. Reflection revealed that students found it easier to understand Hindu-Buddhist relics when directly observing artifacts. They also began to recognize that the local history of Malang City was connected to the content studied in the classroom. These findings confirm that *CTL* implementation through Museum Mpu Purwa produced concrete, collaborative, and meaningful learning experiences.

Table 2. Matrix of CTL Implementation Findings through Museum Mpu Purwa

Stage	Primary Empirical Data	CTL Components Identified	Significance of Findings
Planning	Lesson plans/teaching modules connecting Hindu-Buddhist content to museum collections; student worksheets and authentic instruments prepared	Constructivism, inquiry, authentic assessment	The museum visit is not positioned as an additional activity but as an integral part of the learning design
Implementation	Students observed inscriptions, statues, reliefs, and artifacts; guide explained collection context; teacher facilitated questioning	Inquiry, questioning, modeling, learning community	The museum functions as a concrete learning space that encourages students to connect Social Studies concepts with historical evidence
Evaluation	Assessment conducted through student worksheets, discussion, presentation, documentation, and visit reports	Authentic assessment, reflection	Student understanding is assessed through performance, products, and reflection rather than written tests alone
Reflection	Students shared experiences, difficulties, and meaning derived from museum artifacts	Reflection	Reflection assists students in transforming the visit experience into conceptual understanding

Source: Results of observation, interviews, documentation, and student worksheet analysis, 2026

2. Discussion

The research findings indicate that the effectiveness of CTL implementation in Museum Mpu Purwa-based learning was not solely attributable to the use of the museum as a learning resource, but was more significantly influenced by the teacher's pedagogical engineering in constructing structured learning experiences (Johnson, 2002; Prastuti et al., 2020). This suggests that the observed success may not have originated from the museum context itself but rather from the quality of the learning design that directed students' interactions with artifacts.

Learning planning has emerged as a key factor in the success of museum-based learning. The findings demonstrate that the teacher prepared student worksheets, selected relevant content, organized groups, and coordinated the visit with the museum staff. This process is critical because museum visits without a clear pedagogical design risk become tourist activities rather than meaningful learning experiences. Studies by

Putra et al. (2023), Kurniawan (2024), and Simanjuntak (2025) affirmed that museums function effectively as learning resources when their collections are mapped to curriculum objectives, observation tasks, and student reflection activities.

The integration of the seven *CTL* components in the learning process demonstrates that this approach can be concretely operationalized in Social Studies instruction. However, the integration of *CTL* components did not occur uniformly across all students. Observational data indicate that only a portion of students genuinely engaged in independent knowledge construction, while others remained dependent on guidance from the teacher and museum. These findings suggest that *CTL* effectiveness is not universal but is heavily influenced by students' cognitive readiness and the intensity of scaffolding provided. Consequently, the learning success observed may also be understood as a product of external support rather than solely the result of *CTL* implementation (Nababan & Sipayung, 2023; Mutmainnah et al., 2025).

Museum Mpu Purwa functioned as a contextual learning resource because its collections were closely aligned with the content on the development of Indonesian society during the Hindu-Buddhist period. This alignment enabled students to gain visual and spatial experiences that could not be fully replicated through textbooks. When students directly observed statues, inscriptions, and artifacts, they not only learned definitions, but also examined the form, symbols, materials, dimensions, and historical narratives embedded in each object. These findings are consistent with those of Satriyani et al. (2025) and Vebriantana et al. (2025), who positioned Museum Mpu Purwa as a local history-learning resource capable of strengthening students' understanding of cultural heritage.

The involvement of the museum guide represents an important aspect of the learning process. The guide served as a knowledge mediator who helped students understand the narratives behind the artifacts. In museum-based learning, artifacts do not automatically convey meaning to students without adequate interpretation. The guide's explanations helped students understand the function, origin, and historical context of the collections, while the teacher assisted in connecting these explanations to Social Studies learning outcomes. This collaboration between the teacher and the guide reinforced the concept of *a learning community*, as knowledge sources extended beyond the teacher to include other educational actors within the social environment (Puspitasari et al., 2024; Ramdani & Ruhayat, 2025).

Findings regarding increased student engagement further indicate that museum-based learning can strengthen learning participation through observation, discussion, and presentations. However, this increase may also have been influenced by situational factors, such as the novelty effect of learning outside the classroom, which naturally heightens student enthusiasm. Accordingly, the observed engagement cannot be

entirely attributed to the effectiveness of the *CTL* approach, but must also be considered in relation to the characteristics of a learning environment that differs markedly from conventional classroom settings (Ayu, 2025; Sakina et al., 2026; Tourist Destinations as Learning Resources, 2026).

Nevertheless, *CTL* implementation in museums also demanded strong instructional management. Time constraints and student management outside the classroom presented predictable challenges, as the museum environment offered numerous visual and social stimuli. This indicates that teachers must develop concise activity sequences, assign group tasks clearly, identify priority objects for observation, and provide written instructions that are easy to follow. In other words, contextual learning requires a strong structural framework to prevent direct experience from becoming fragmented and pedagogically unproductive.

The authentic assessment employed by the teacher demonstrated strong alignment with *CTL* principles. Assessment extended beyond measuring students' recall to encompass the processes of observing, describing, interpreting, connecting, and communicating learning outcomes. This aspect is particularly important in Social Studies instruction, which demands social and historical thinking skills rather than mere memorization of kingdom names or cultural relics. Authentic assessment enables teachers to capture the quality of students' understanding through the performance and learning artifacts produced during museum activities (Johnson, 2002; Prastuti et al., 2020; Widodo et al., 2024).

Reflection serves as a bridge between field experience and conceptual understanding. Without reflection, students might retain the visit only as an enjoyable experience without necessarily understanding its connection to Social Studies concepts. In this study, reflection assisted students in restating what they observed, what they understood, and how museum collections related to Hindu-Buddhist content. Such reflection is essential in *CTL* because learning meaning is constructed when students are able to connect concrete experiences to academic ideas (Nababan & Sipayung, 2023; Hassya & Ganda, 2025).

Theoretically, this study reinforces the argument that *CTL* and museum-based learning share a strong conceptual intersection. *CTL* provides a pedagogical framework for connecting content to real-world contexts, whereas museums provide context, objects, and narratives that can be directly observed. The combination of both produces more meaningful Social Studies learning, as students learn through concrete experiences, social discussion, and reflection (Uppin & Timoštšuk, 2022). Practically, these findings not only provide a replicable implementation model but also demonstrate that the utilization of contextual learning resources does not automatically produce

meaningful learning. Without a structured pedagogical design, museums use risks that fail to produce a significant impact on students' conceptual understanding.

These implications also carry structural challenges, particularly regarding teachers' readiness to design context-based learning and the constraints of curriculum time, which often lack flexibility for out-of-classroom activities. Thus, *CTL* implementation in museum settings represents not only a pedagogical innovation but also requires systemic support from school policy and curriculum management.

Table 3. Analysis of *CTL* Component Linkages, Student Activities, and Learning Evidence

CTL Component	Activities in Museum-Based Learning	Learning Evidence Analyzed
<i>Constructivism</i>	Connecting prior knowledge about Hindu-Buddhist kingdoms to museum collections	Students' initial responses and introductory discussions
<i>Inquiry</i>	Observing artifacts, inscriptions, statues, and reliefs; recording key findings	Observation worksheets and group notes
<i>Questioning</i>	Responding to guiding questions and posing questions to the teacher/guide	Interview transcripts and observation notes
<i>Learning community</i>	Working in small groups to complete museum tasks	Group discussion outcomes and role assignments
<i>Modeling</i>	Observing the guide's demonstrations in explaining artifact functions and meanings	Student notes and activity documentation
<i>Reflection</i>	Sharing experiences, difficulties, and new understandings	Reflection sheets and closing discussions
<i>Authentic assessment</i>	Compiling reports, presentations, documentation, and artifact interpretations	Worksheet, presentation, and report assessment rubrics

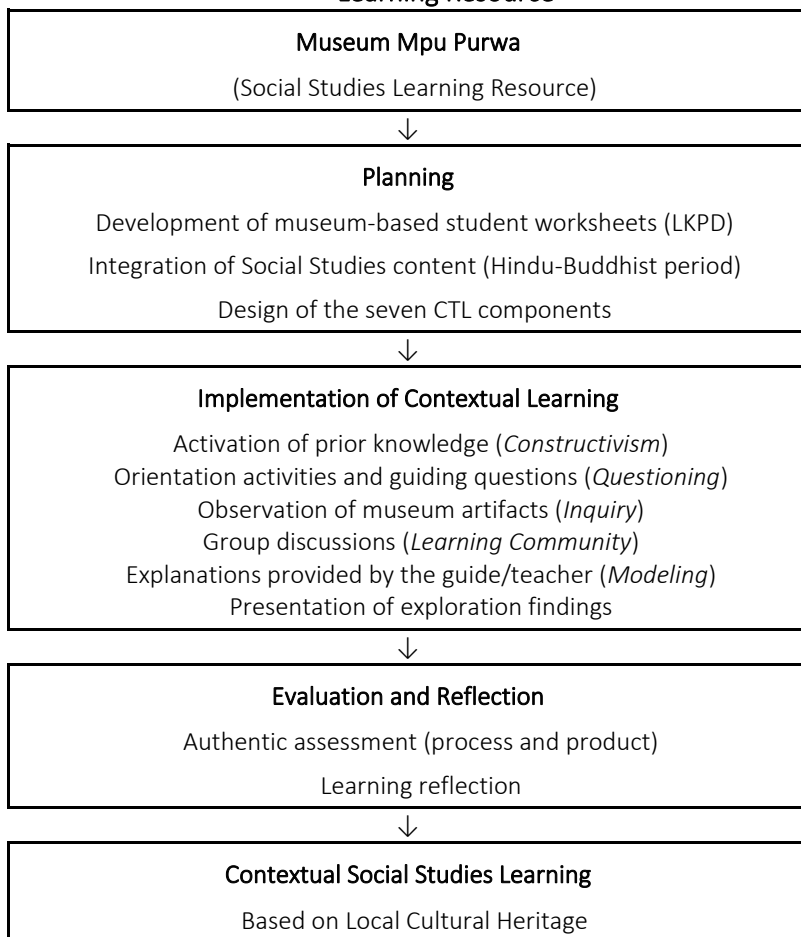
Source: *Results of thematic analysis, 2026*

Based on Table 3, all seven components of Contextual Teaching and Learning (*CTL*) were identified across the various learning activities carried out by students during their exploration of Museum Mpu Purwa. *Constructivism, inquiry, questioning, the learning community, modeling, reflection, and authentic assessment* were mutually integrated throughout the learning process, from artifact observation and group discussion to the presentation of findings and reflections on learning experiences. These findings indicate that *CTL* implementation in museum-based learning occurred systematically and was not confined to a single activity.

The interrelationship among *CTL* components, learning activities, and learning evidence was subsequently synthesized into a *CTL* implementation framework through

Museum Mpu Purwa exploration as a Social Studies learning resource, as presented in Table 4.

Table 4. Framework for the Implementation of Contextual Teaching and Learning (CTL) through the Exploration of Mpu Purwa Museum as a Social Studies Learning Resource



Source: Thematic analysis results, 2026.

Based on this analysis, CTL implementation through Museum Mpu Purwa exploration proceeded in three interrelated stages: planning, implementation, and evaluation and reflection. These three stages demonstrate how local cultural heritage-based learning resources can be integrated with the seven CTL components to produce contextual and meaningful Social Studies learning experiences for students.

This study expands CTL scholarship by demonstrating that the learning context need not be constructed solely through in-classroom activities but can be realized through direct interaction with the local cultural heritage available in the school's surrounding environment. This finding points toward the concept of *local heritage-based*

contextual learning as a form of contextual learning that utilizes cultural artifacts as a medium for constructing social and historical knowledge.

Furthermore, the findings demonstrate that Museum Mpu Purwa functions not only as a learning resource but also as a medium for implementing the CTL approach through the integrated application of *constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment*. These findings complement existing museum-based learning scholarship, which has predominantly emphasized the benefits of museums rather than the pedagogical mechanisms at work during the learning process.

Based on these findings and discussions, this study also has practical implications for multiple stakeholders. For teachers, utilizing museums as learning resources requires structured pedagogical planning, including the development of inquiry-based student worksheets, provision of clear pre-visit instructions, and implementation of post-visit reflection activities. Teachers also need to coordinate activities with museum staff to ensure that the learning sequence, selection of objects, and guide's role effectively support the achievement of learning objectives.

For schools, these findings affirm the importance of institutional support in the form of outdoor learning policies, scheduling flexibility, and facilitating partnerships with external institutions, such as museums. Such support is necessary to ensure that context-based learning is not incidental, but systematically integrated into the school's learning program.

This study highlights the need for policymakers to strengthen policies that encourage the integration of local learning resources into the curriculum, including the provision of implementation guidelines for context-based learning and professional development opportunities for teachers. Thus, museum utilization can transcend its status as a supplementary activity and become an integral component of a systematic learning strategy.

D. Conclusion

The implementation of the Contextual Teaching and Learning (CTL) approach through the exploration of the Mpu Purwa Museum as a social studies learning resource for seventh-grade students at SMPN 18 Malang was carried out systematically through the planning, implementation, evaluation, and reflection stages. During the planning stage, the teacher integrated Hindu-Buddhist development materials with museum collections, prepared student worksheets, organized student groups, coordinated with museum staff, and developed authentic assessment instruments. During the implementation stage, students participated in orientation activities, guide explanations, group observations, discussions, presentations, and reflections. In the evaluation stage,

the teacher employed authentic assessments to evaluate students' learning processes, products, and interpretations of their learning experiences.

These findings indicate that the MPU Purwa Museum can serve as a concrete, contextual, and meaningful social studies learning resource when its utilization is designed based on CTL principles. The museum helps students understand the relationship between social studies concepts and local historical evidence, while CTL assists teachers in structuring museum experiences into learning processes that incorporate inquiry, collaboration, modeling, reflection, and authentic assessment. The challenges encountered were primarily related to classroom management and limited instructional time, suggesting that teachers must provide clearer instructions, tasks, and activity sequences.

This study contributes to the development of social studies learning based on local learning resources by demonstrating that museums located near schools can be optimized as effective learning spaces. Future research may employ mixed-method designs to measure the impact of museum-based CTL learning on students' conceptual understanding, learning motivation, historical awareness, and cultural literacy in a more comprehensive and measurable manner.

This study had several limitations. First, the research was conducted in a single school and one class, meaning that the findings represent the specific context of SMPN 18 Malang. Second, the implementation of CTL was examined through the utilization of the Mpu Purwa Museum, which possesses characteristics in terms of collections, location, and institutional support that may differ from those of other museums. Therefore, the findings are not intended to be statistically generalized to all learning contexts in social studies. Nevertheless, the in-depth description of the CTL implementation process provided by this study may serve as a conceptual reference for other schools seeking to develop museum-based and local-resource-based learning. Future studies should be conducted across different schools, educational levels, and regions to examine the transferability of these findings in more diverse contexts.

Bibliography

Abdulkarim, A., Supriatna, N., & Komalasari, K. (2025). Pemanfaatan sumber belajar kontekstual bermuatan sejarah lokal pada pembelajaran IPS. *Jurnal Pendidikan Ilmu Sosial*, 17(2), 478–489.

Abd, O., & Wareath, E. (2022). *The role of educational museums in the development of education*. 5(1), 36–48.

Akcan, L. (2026). *Museum-based learning for cultural heritage : Examining primary*

- students' awareness and perceptions.* May.
<https://doi.org/10.3389/fpsyg.2026.1836754>
- Ayu, W. A. (2025). Cultural heritage objects as social studies learning resources in Indonesia. *The Indonesian Journal of Social Studies*, 8(1), 1–12.
- Creswell, J. W., & Creswell, J. D. (2023). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). SAGE Publications.
- Fikri, A., & Sari, R. P. (2026). Digital museums as learning platforms: Assessing their contribution to history learning. *Jurnal Pendidikan Humaniora*, 14(1), 45–58.
- Hassya, H. A. H., & Ganda, G. F. K. (2025). Museum-based history learning: Relics of the pre-literacy period in Indonesia in northern Java as a learning resource. *Santhet: Jurnal Sejarah, Pendidikan dan Humaniora*, 9(4), 1283–1296.
<https://doi.org/10.36526/santhet.v9i4.5646>
- Islamiyah, Z., & Segara, N. B. (2026). Analisis kawasan cagar budaya Trowulan sebagai potensi sumber belajar IPS dalam Kurikulum Merdeka. *Jurnal Pendidikan Sosial Indonesia*, 5(1), 24–31.
- Johnson, E. B. (2002). *Contextual teaching and learning: What it is and why it is here to stay*. Corwin Press.
- Kurniawan, A. B. (2024). Social construction and education values based on the study on Sangiran Museum. *Humaniora*, 15(2), 121–130.
<https://doi.org/10.21512/humaniora.v15i2.11870>
- Lutfi, M., Rahmawati, Y., & Pratama, D. (2025). Utilization of virtual tour media in elementary social studies learning. *Proceedings of the International Conference on Education*, 1(1), 77–86.
- Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). Jossey-Bass.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). SAGE Publications.
- Mutmainnah, Afryaningsih, Y., & Hartati, E. (2025). Deskripsi model pembelajaran Contextual Teaching and Learning (CTL) pada pelajaran IPS di kelas tinggi. *Jurnal Pendidikan Dasar Nusantara*, 11(2), 260–275.
- Nababan, D., & Sipayung, C. A. (2023). Pemahaman model pembelajaran kontekstual dalam model pembelajaran CTL. *Jurnal Pendidikan dan Konseling*, 2(2), 825–837.
- Nyoman, N., Kristanti, D., & Sujana, I. W. (2022). Media pembelajaran interaktif berbasis pembelajaran kontekstual muatan IPS pada materi kenampakan alam. *Jurnal Edutech Undiksha*, 10(2), 202–213.
- Prastuti, A. E., Suyatno, & Wasino. (2020). Implementation of contextual teaching and learning in social studies learning to improve student motivation and learning achievement. *The Indonesian Journal of Social Studies*, 3(2), 62–72.

- Puspitasari, A. D., Hidayat, R., & Suryandari, N. (2024). Integration of cultural literacy of the Sumenep Palace Museum in social studies learning. *Widyagogik: Jurnal Pendidikan dan Pembelajaran Sekolah Dasar*, 12(1), 35–47.
- Putra, P. P., Sari, R., & Andriani, D. (2023). Utilization of the Adityawarman Museum as a source of historical learning. *Journal of Education, Teaching and Learning*, 8(2), 114–124.
- Putri, S. K. (2026). Technology-based interactive learning innovation in junior high school social studies. *Lectura: Jurnal Pendidikan*, 17(1), 40–52.
- Ramdani, R. A., & Ruhayat, Y. (2025). Utilization of Museum Galunggung as a source for local history learning. *Jurnal Artefak: Jurnal Pendidikan dan Sejarah*, 12(1), 55–66.
- Sakina, D., Nashrullah, N., Muslim, A. R., Gagaramusu, Y. B. M., Mas'adi, M., & Wilade, S. (2026). Enhancing conceptual understanding and participation in integrated science–social studies through Contextual Teaching and Learning. *Journal of Innovation and Research in Primary Education*, 5(2), 273–285. <https://doi.org/10.56916/jirpe.v5i2.3623>
- Saldaña, J. (2021). *The coding manual for qualitative researchers* (4th ed.). SAGE Publications.
- Satriyani, D. Y., Alrianingrum, S., & Khotimah, K. (2025). Utilization of the Mpu Purwa Museum as a source of social studies learning based on local wisdom. *Harmoni Sosial: Jurnal Pendidikan IPS*, 12(2), 191–199.
- Simanjuntak, A. D., Manurung, R., & Siregar, H. (2025). Educational potential of border museums in Indonesia for history learning and nationalism. *Indonesian Journal of Educational Development*, 6(2), 323–339.
- Thamrin, L., Gustian, U., Zhongfulin, W., & Suryadi, D. (2024). *The Implementation of Contextual Learning Strategies to Stimulate Students' Critical Thinking Skills La aplicación de estrategias de aprendizaje contextual para estimular la capacidad de pensamiento crítico de los estudiantes*. 52–57.
- Uppin, H., & Timoštšuk, I. (2022). Teaching in a natural history museum : what can we learn from Estonian elementary school teachers ? In *Cultural Studies of Science Education* (Issue 0123456789). Springer Netherlands. <https://doi.org/10.1007/s11422-022-10138-z>
- Ginting, A. M. A. (2025). Fungsi Museum Simalungun sebagai sumber media pembelajaran IPS bagi siswa kelas VIII. *Jurnal Ilmu Sosial dan Pendidikan*, 3(2), 37–51.
- Vebriantana, N. P., Faizah, N. A., & Qalbiyah, S. (2025). Potensi pemanfaatan Museum Mpu Purwa sebagai sumber pembelajaran sejarah berbasis outdoor learning peserta didik SMK Negeri 5 Kota Malang. *Jurnal Daya Nasional*, 3(1), 15–22. <https://doi.org/10.26418/jdn.v3i1.79700>

Widodo, S., Wulandari, D., & Priyanto, A. (2024). Authentic assessment in contextual social studies learning: A classroom-based analysis. *Jurnal Pendidikan Ilmu Sosial*, 34(2), 145–158.