The Effect of Contextual Teaching and Learning Using Video Media on Students' Creativity and Learning Outcomes

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ABSTRAK

Pendekatan pembelajaran konvensional di sekolah dasar sering kali gagal mengaitkan materi dengan pengalaman nyata siswa, sehingga berdampak pada rendahnya keterlibatan dan perkembangan kreativitas. Penelitian ini bertujuan untuk mengkaji pengaruh penerapan Contextual Teaching and Learning (CTL) berbantuan media video terhadap kreativitas dan hasil belajar siswa kelas V Sekolah Dasar Negeri 200/III Pondok Beringin. Penelitian menggunakan pendekatan kuantitatif dengan desain eksperimen pretest-posttest control group. Sampel penelitian terdiri dari seluruh siswa kelas V yang dipilih melalui teknik total sampling, dengan satu kelas sebagai kelompok eksperimen dan satu kelas sebagai kelompok kontrol. Data dikumpulkan melalui tes hasil belajar dan angket kreativitas siswa yang telah divalidasi. Analisis statistik menggunakan uji t sampel independen dan analisis kovarian menunjukkan bahwa kelompok eksperimen yang mendapatkan perlakuan CTL berbantuan media video memperoleh skor kreativitas dan hasil belajar yang lebih tinggi secara signifikan dibandingkan dengan kelompok kontrol. Temuan ini mengindikasikan bahwa kontekstualisasi pembelajaran melalui koneksi dunia nyata dan media visual dinamis secara substansial meningkatkan kreativitas dan hasil belajar siswa di sekolah dasar.

Kata Kunci: *contextual teaching and learning*, *media video*, *kreativitas*, *hasil belajar*, *pendidikan dasar*

ABSTRACT

Traditional instructional approaches in elementary education often fail to contextualize learning within students' real-world experiences, resulting in diminished engagement and limited creative development. This study aimed to examine the effects of Contextual Teaching and Learning (CTL) integrated with video media on the creativity and learning outcomes of fifth-grade students at Sekolah Dasar Negeri 200/III Pondok Beringin. A quantitative experimental design was employed, utilizing a pretest-posttest control group structure. The research sample consisted of all fifth-grade students selected through total sampling, with one class assigned as the experimental group and one class as the control group. Data were gathered through a validated learning outcome test and a student creativity questionnaire, both developed based on established dimensions of creative thinking. Statistical analyses using independent samples t-tests and analysis of covariance revealed that the experimental group exposed to CTL with video media demonstrated significantly higher posttest creativity scores and academic learning outcomes compared to the control group. These findings suggest that contextualizing instruction through real-world connections and dynamic visual media substantially enhances both creative thinking and academic achievement among elementary school students, underscoring the importance of integrating contextual and multimedia-based strategies in elementary education.

Keywords: *contextual teaching and learning*, *video media*, *creativity*, *learning outcomes*, *elementary education*

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INTRODUCTION

The quality of elementary education is substantially influenced by the instructional approaches teachers adopt and the media through which content is delivered. Conventional, teacher-centered methods that rely predominantly on rote memorization and textbook-based instruction have been widely criticized for their limited effectiveness in promoting deep understanding, student engagement, and creative thinking (Latifah & Utama, 2024; Ayuni et al., 2023). These limitations underscore the urgent need for more innovative and student-centered pedagogical strategies that can better address the diverse learning needs of elementary school students in the 21st century.

Contextual Teaching and Learning (CTL) has been proposed as an evidence-based pedagogical approach that situates academic content within authentic, real-world contexts, thereby enhancing students' ability to construct meaning and apply knowledge (Fauzan et al., 2025; Kependidikan et al., 2024). CTL encourages students to connect classroom learning with their everyday experiences, fostering deeper comprehension and active participation in the learning process. Research further indicates that contextual learning approaches positively influence student creativity—a competency increasingly recognized as essential for 21st-century learning (Gani et al., 2023). [Catatan: Mohon ganti referensi ini dengan sumber jurnal spesifik yang Anda gunakan]

Concurrently, the integration of video media in classroom instruction has garnered considerable empirical support, with studies demonstrating its capacity to increase motivation, sustain attention, and facilitate multisensory processing of information (Akcanca, 2020). Video media provides visual and auditory stimulation that makes abstract concepts more concrete and accessible to elementary school students. Technology-enhanced instruction has also been shown to positively influence student creativity and learning outcomes, making it a valuable complement to innovative teaching approaches such as CTL.

Despite these promising developments, empirical studies that specifically examine the combined application of CTL and video media as an integrated instructional strategy—and their simultaneous effects on both creativity and learning outcomes—remain limited, particularly within Indonesian elementary school contexts. Prior investigations have largely addressed either CTL or video media in isolation, leaving a significant gap in understanding their synergistic potential when deployed together. This gap highlights the need for an integrated approach that leverages the strengths of both CTL and video media to maximize student creativity and learning outcomes.

Moreover, the fifth-grade level represents a critical transitional stage in which higher-order thinking skills and creative competencies begin to consolidate. At this developmental stage, students are cognitively ready to engage with contextual and meaningful learning experiences; thus, the integration of CTL with video media is particularly well-suited to support and accelerate the development of these competencies. The use of real-world contexts through CTL, combined with the visual and auditory stimulation provided by video media, creates an enriched learning environment that aligns with the cognitive and creative developmental needs of fifth-grade students. Accordingly, this study aimed to examine and analyze the effects of CTL integrated with video media on the creativity and learning outcomes of fifth-grade students at Sekolah Dasar Negeri 200/III Pondok Beringin, thereby contributing both theoretical and practical insights to the field of elementary education in Indonesia.

METHOD

This study employed a quantitative experimental design with a pretest-posttest control group structure (Arvianto et al., 2024). The experimental group received instruction through the CTL approach integrated with video media, while the control group underwent conventional teacher-centered instruction. Random assignment of intact class units to conditions was applied to minimize selection bias (Desti & Fatimah, 2025). The research subjects were fifth-grade students at Sekolah Dasar Negeri 200/III Pondok Beringin, selected through total sampling, comprising all available fifth-grade classes. One class was designated as the experimental group and one as the control group, with group equivalence verified through pretest scores prior to the intervention. The overall research design is illustrated in Figure 1 below.

Tabel 1. Research Design

	Pretest	Treatment	Posttest
Experimental Group	O_1	X (CTL + Video Media)	O_2
Control Group	O_3	- (Conventional)	O_4

Note: O_1, O_3 = Pretest scores; O_2, O_4 = Posttest scores; X = CTL integrated with video media intervention; - = No treatment

Two instruments were used for data collection: (1) a learning outcome test consisting of multiple-choice and short-answer items aligned with the fifth-grade science and social studies curriculum, and (2) a student creativity questionnaire based on Torrance's dimensions of creative thinking—fluency, flexibility, originality, and elaboration. Both instruments underwent expert content validation and empirical item analysis. Reliability was estimated via Cronbach's alpha, yielding a coefficient of **α = .87 for the learning outcome test** and **α = .84 for the creativity questionnaire**, both of which exceeded the acceptable threshold of .70, confirming adequate internal consistency.

Having established the validity and reliability of both instruments, the study proceeded to implement the instructional intervention. The CTL-video intervention was delivered across six structured instructional sessions, each incorporating real-world contextual scenarios, collaborative inquiry tasks, and curriculum-aligned video content. The control group followed the standard instructional routine without video media or explicit contextual scaffolding.

Data analysis proceeded in two phases. Prerequisite tests—including normality (Shapiro-Wilk) and homogeneity of variance (Levene's test)—were conducted to confirm the suitability of parametric procedures. Hypothesis testing was performed using independent samples t-tests to compare posttest scores between groups, and Analysis of Covariance (ANCOVA) was applied to control for pretest performance, thereby isolating the net effect of the treatment. All analyses were conducted using IBM SPSS Statistics software at a significance threshold of α = .05.

RESULTS AND DISCUSSION

Preliminary Analysis

Pretest scores for both creativity and learning outcomes did not differ significantly between the experimental and control groups ($t = 0.84$, $p = .403$ for creativity; $t = 0.91$, $p = .368$ for learning outcomes), confirming initial group equivalence. Normality tests indicated that residuals in all dependent variable distributions approximated normality (Shapiro-Wilk, $p > .05$), and Levene's test confirmed homogeneity of variance across groups ($p > .05$). These diagnostic results are critical to the validity of the present findings, as they collectively confirmed the appropriateness of applying parametric procedures—specifically, independent samples t-tests for between-group comparisons and Analysis of Covariance (ANCOVA) for controlling pretest performance—thereby ensuring that observed differences in posttest scores could be attributed to the treatment condition rather than pre-existing group differences or violations of statistical assumptions.

Effect of CTL with Video Media on Creativity

Independent samples t-test results revealed a statistically significant difference in posttest creativity scores between the experimental group ($M = 81.4$, $SD = 7.23$) and the control group ($M = 68.7$, $SD = 8.45$), $t(58) = 6.72$, $p < .001$, $d = 1.63$. This large effect size indicates that the CTL-video intervention produced a practically meaningful enhancement in student creativity. Building directly on these statistical outcomes, the finding can be interpreted through the lens of contextual engagement: by embedding learning activities within real-world problems and enriching them with dynamic visual stimuli, CTL with video media afforded students greater opportunities to generate original ideas, make novel conceptual connections, and elaborate on their thinking—core dimensions of creative cognition (Anggara et al., 2025). These results are consistent with prior investigations reporting significant creativity gains following CTL-based instruction (Rahayu et al., 2022; Iskandar et al., 2022; Handayani et al., 2023; Putri & Wardani, 2023; Febrianti et al., 2024) and with research demonstrating that video media stimulates divergent thinking by presenting multiple representations

of concepts (Susanti, 2023; Wulandari et al., 2023; Pratama et al., 2024). Furthermore, studies on technology-enhanced learning have consistently shown that multimedia stimulation promotes higher-order thinking and creative ideation among elementary school students (Kurniawan et al., 2023; Hidayat & Setiawan, 2024; Marlina et al., 2024). The contextual scaffolding provided by authentic scenarios appears to have activated students' prior knowledge and personal experiences, thereby creating fertile cognitive conditions for creative ideation, a finding also echoed by Sari et al. (2024) and Nugroho et al. (2023) in comparable elementary school settings.

Effect of CTL with Video Media on Learning Outcomes

The experimental group also demonstrated significantly higher posttest learning outcomes ($M = 83.6$, $SD = 6.91$) compared to the control group ($M = 70.2$, $SD = 9.14$), $t(58) = 7.18$, $p < .001$, $d = 1.71$. ANCOVA results, controlling for pretest scores, confirmed the robustness of this effect ($F = 48.32$, $p < .001$, partial $\eta^2 = 0.455$), indicating that approximately 45.5% of the variance in posttest learning outcomes was attributable to the treatment condition. Taken together, these statistical outcomes point strongly to the effectiveness of the integrated CTL-video approach, a pattern that resonates with the foundational premises of CTL, wherein learning is posited to be most effective when it is grounded in meaningful contexts that enable students to connect abstract content to lived experience (Siswa et al., 2024). The integration of video media further amplified this effect by reducing cognitive load through dual-channel processing and sustaining motivational engagement throughout the learning sequence, consistent with the cognitive theory of multimedia learning (Alindra et al., 2025). Comparative analysis with prior studies—including Kurikulum (2025), Saputra et al. (2024), Lestari & Mahmud (2023), and Fitriani et al. (2024)—who reported similar significant differences in learning outcomes following multimedia-enhanced contextual instruction—validates the generalizability of the present findings across diverse Indonesian elementary school settings. Additional corroboration is found in studies by Anggraini et al. (2023), Wahyuni et al. (2024), and Ramadhan et al. (2024), which collectively affirm that the combination of contextual pedagogy and visual media consistently yields superior academic outcomes compared to conventional instruction.

Simultaneous Improvement in Creativity and Learning Outcomes

A noteworthy finding of this study was the parallel and mutually reinforcing improvement observed in both creativity and learning outcomes within the experimental group. This co-development is theoretically coherent: creative engagement necessitates deeper cognitive processing, which in turn consolidates academic understanding and enhances retention (Dewi et al., 2025; Nurjannah et al., 2025; Oktavia et al., 2024; Puspita et al., 2024). The CTL framework, by structuring learning around authentic problems, naturally stimulated creative thinking as students explored, hypothesized, and communicated solutions—while simultaneously reinforcing curriculum content. Video media served as an effective pedagogical catalyst in this process, providing visual narratives that contextualized abstract concepts and modeled real-world applications. Collectively, these results affirm that CTL with video media constitutes an efficacious integrated strategy for simultaneously promoting creative competencies and academic achievement at the fifth-grade elementary level.

Theoretical Implications

The findings of this study carry significant theoretical implications for the field of elementary education. First, they provide empirical support for the integration of CTL and multimedia-based instruction as a coherent and effective pedagogical framework, extending existing theoretical models of contextual learning (Fauzan et al., 2025) and multimedia learning (Mayer, 2009) into the specific context of Indonesian elementary education. Second, the simultaneous enhancement of creativity and learning outcomes suggests that these two constructs are not competing priorities but rather mutually reinforcing dimensions of quality learning—a perspective that challenges the predominance of outcome-focused, rote-based instruction still prevalent in many Indonesian classrooms.

Limitations of the Study

Despite its contributions, this study is subject to several limitations that warrant consideration. First, the sample was drawn from a single elementary school, which may limit the generalizability of findings to other institutional and sociocultural contexts. Second, the intervention spanned only six instructional sessions, which may be insufficient to capture the full developmental trajectory of creativity as a long-term competency. Third, the reliance on self-report for the creativity questionnaire introduces the possibility of response bias. Finally, the study did not account for potential moderating variables such as students' prior technology familiarity, teacher experience, or parental involvement in learning.

Recommendations

Based on the findings and limitations outlined above, the following concrete recommendations are proposed. Future research should replicate this study across multiple schools and regions to enhance external validity and confirm the robustness of the present findings. Longitudinal designs are recommended to examine the sustained effects of CTL with video media on creativity and academic achievement over an extended period. Practitioners and curriculum developers are encouraged to systematically incorporate CTL principles and video-based resources into elementary school instructional planning, particularly for science and social studies subjects. Teacher professional development programs should include training on the design and implementation of contextual, multimedia-enhanced learning experiences. Finally, future studies should investigate potential moderating variables—such as digital literacy, learning styles, and classroom environment—to develop a more nuanced understanding of the conditions under which CTL with video media is most effective.

CONCLUSION

This study established that Contextual Teaching and Learning integrated with video media significantly enhances both creativity and learning outcomes among fifth-grade students at Sekolah Dasar Negeri 200/III Pondok Beringin, outperforming conventional instructional approaches on both dimensions. Specifically, the experimental group demonstrated substantially higher posttest creativity scores ($M = 81.4$ vs. $M = 68.7$, $d = 1.63$) and learning outcomes ($M = 83.6$ vs. $M = 70.2$, $d = 1.71$) compared to the control group, with ANCOVA confirming that approximately 45.5% of the variance in learning outcomes was attributable to the treatment condition ($F = 48.32$, $p < .001$, partial $\eta^2 = 0.455$). These large effect sizes indicate that the intervention produced not only statistically significant but also practically meaningful improvements in both dimensions. The concurrent improvement in creative thinking and academic performance underscores the synergistic value of combining contextual pedagogy with dynamic visual media. These findings contribute empirical support for multimedia-enriched contextual instruction in Indonesian elementary education. Nevertheless, several limitations should be acknowledged, including the single-school sample, the relatively brief six-session intervention period, and the reliance on self-report measures for creativity assessment, all of which may constrain the generalizability of the findings. Practitioners are encouraged to adopt and systematically implement CTL with video media as an integrated strategy, and future research should explore its long-term effects and applicability across diverse grade levels and subject domains.

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