


Contribution of the Integrated Batik Learning Model of the Leadership Project in Improving the Competency of PPG Arts and Culture Students

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ABSTRACT

This study aims to examine the contribution of the integrated batik learning model of leadership projects to the competency development of students in the Teacher Professional Education Program (PPG) for Cultural Arts within the implementation of the Independent Curriculum. This model is designed to cultivate students' practical skills in managing art projects while embedding leadership within a cultural context. Employing a case study method with a qualitative approach, data were collected through interviews, observations, and document analysis. The findings indicate that integrating batik learning with leadership projects enhances students' creativity, collaboration, and ability to manage artistic productions. Additionally, students demonstrate significant improvements in leadership capabilities, particularly in organizing and managing art-related projects. This learning model aligns with the core principles of the Independent Curriculum, which emphasize a project-based approach and character development. The study recommends further development to broaden the implementation of this model in the field of cultural arts education.

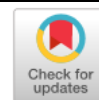
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INTRODUCTION

Teacher Professional Education (PPG) in Indonesia is one of the strategic instruments in preparing prospective educators who are professional, reflective, and adaptive to the dynamics of national education policies. In the context of the implementation of the Independent Curriculum, educators are required not only to master pedagogic and professional competencies, but also to be able to develop learning leadership that is contextual, collaborative, and rooted in the potential of local culture.

The PPG Cultural Arts Study Program has its own challenges in bridging the demands of academic competence with strengthening culture-based character. Technical skills in the field of art, such as batik, need to be integrated with a learning approach that encourages the development of leadership values, cross-disciplinary collaboration, and reflective and communicative skills. However, in practice, there are still limitations in providing a learning model that is able to simultaneously develop cognitive, affective, and psychomotor aspects holistically and contextually.

Cultural arts education in Indonesia plays an important role in preserving and introducing the nation's cultural values to the younger generation. Art, as one of the cultural elements that contains social, aesthetic, and creative values, has become an inseparable part of human life (Iriaji et al., 2023) In the context of education, cultural arts not only serve as a means

to develop students' technical skills in the arts, but also as a tool to introduce local cultural values, develop character, and build a sense of appreciation for the arts (Aprilia & Rugaiyah, 2023) Therefore, cultural arts education needs to be designed with an approach that not only pays attention to technical aspects, but also provides space for the development of entrepreneurial and leadership competencies for students.

The Education of the Teacher Professional Education Program (PPG) of Cultural Arts has a very important role in preparing art teachers who are competent and ready to teach art to students (Prasetyo et al., 2024) One of the great challenges in cultural arts education is how to integrate the learning of art skills with the development of entrepreneurial and leadership competencies, which are relevant to the current needs of the art world (Andriyanto & ..., 2024) In the professional art world, technical skills are not enough, as an artist or art educator must also have the ability to manage art projects, lead teams, as well as strategize and plan art-related activities.

One approach that can answer these challenges is a project-based learning model (Amelia, 2024) especially leadership projects that can be integrated in art teaching, such as batik learning (Indah, 2025; Septi et al., 2024) Batik learning integrated with leadership projects allows students to not only learn batik techniques, but also learn how to manage art projects, plan exhibitions, and devise marketing strategies for their artworks. This integration of technical skills in the arts and entrepreneurial and leadership competencies is expected to provide a more holistic learning experience for students.

The implementation of the Independent Curriculum, introduced by the Indonesian government, provides a huge opportunity to develop a project-based approach in various disciplines, including cultural arts (Poncowati & Haryati, n.d.). The Merdeka curriculum emphasizes freedom of learning, which allows students to choose a learning path that suits their interests and talents (Handayani & Mustofa, 2025) With a project-based approach, students are given the freedom to explore artistic skills, but also equipped with entrepreneurial and leadership competencies that are essential in facing the challenges of the growing art world.

However, although the project-based approach is gaining attention, the big challenge that still faces is how to integrate entrepreneurial and leadership competencies in the context of cultural arts education. Many art education programs focus only on technical skills and art theory, such as drawing, painting, or sculpting, without paying enough attention to how students can manage art projects professionally (Kurniawan et al., 2024; Wahyuriani et al., 2024). Therefore, a learning model that integrates art and entrepreneurship is needed, as can be done with integrated batik learning leadership projects.

Batik, as one of Indonesia's cultural heritages that has been recognized by the international world, has great potential to become a learning medium that not only teaches art skills, but can also facilitate the development of entrepreneurial competencies and student leadership (Ratnawati et al., 2024) Batik learning, which is based on creative processes and cultural traditions, has more value because it can introduce students to culture-based entrepreneurship. Students can learn how to manage batik art projects, from design, manufacturing, to marketing ready-to-sell batik products.

In addition, by integrating leadership in learning batik, students can develop managerial skills, such as planning projects, organizing art activities, leading teams, and strategizing their art products. All these skills are essential to face the increasingly competitive world of art, where competition is not only focused on the quality of the artwork, but also on the ability to manage and market the work.

The Merdeka Curriculum, which emphasizes a project-based approach, opens up opportunities to combine batik learning with leadership competencies relevant to the current needs of the art industry (Aruna, 2022) The learning model that integrates guidance in batik-making and leadership projects allows students to not only master the technical skills in making batik, but also learn how to lead an art project that involves many people, both on a

small scale such as an art exhibition in a school, and on a larger scale such as a batik exhibition involving the wider art community.

In addition, it is important to integrate digital technology in batik learning, which can help students design batik products digitally, promote their work on social media, or even market their work through digital platforms such as NFTs (Non-Fungible Tokens) or e-commerce (Iriaji et al., 2022). The integration of technical skills in art, leadership, and digital entrepreneurship will provide students with more comprehensive provisions to face the art world that is increasingly leading to digitalization and globalization.

Through a project-based learning approach, especially those integrated with leadership projects in the context of batik, it is hoped that students can understand more deeply about the creative process in art, as well as develop managerial and leadership skills that will be very useful in the world of professional art. This real-life experience-based learning will strengthen students' entrepreneurial competencies (Oktavia & Saputro, 2024) preparing them to become arts leaders who not only have technical skills, but also the ability to manage and develop art projects that can be sustainable and have a positive impact on society.

By integrating a learning model that combines art skills with entrepreneurship and leadership, it is hoped that cultural arts education in Indonesia can become more relevant to the demands of the times and the needs of the global art industry. This leadership project-integrated batik learning program will not only develop students' art technical skills, but also provide hands-on experience in managing art projects, which is a very important skill in the professional art world.

Through the implementation of this learning model, it is hoped that PPG Arts and Culture students can prepare themselves to become art educators who not only have technical skills, but also leadership competencies that can help them in managing art projects and preparing students to face an increasingly competitive art world. This cultural arts education based on real experience and leadership will pave the way for students to become innovative, creative, and well-equipped arts leaders to face the challenges of the ever-evolving art industry.

METHOD

This study uses a qualitative approach to analyze the implications of the integrated batik learning model of leadership projects in improving the competence of PPG Arts and Culture students in the implementation of the Independent Curriculum. The qualitative approach was chosen because it allows researchers to explore a deeper understanding of the experiences and perceptions of students involved in project-based learning programs (Sudarmin, 2021; Sutianah, 2022) which integrates batik learning with leadership projects.

This research is a qualitative descriptive research, which aims to describe and analyze the phenomena that occur related to the application of the integrated batik learning model of leadership projects in the context of the Independent Curriculum. This research aims to explore students' experiences, especially about how they develop leadership and entrepreneurial skills through a project-based batik learning process. With a qualitative approach, this research will provide a deeper understanding of how PPG Arts and Culture students apply batik learning that is integrated with leadership projects in the context of the art world.

The subjects in this study are PPG Arts and Culture students who participated in the integrated batik learning program of leadership projects implemented in the Independent Curriculum. The selection of subjects is carried out by purposive sampling, which is selecting subjects based on certain criteria, namely students who take part in project-based batik learning and have experience in managing art projects. In addition, the researcher also involves lecturers in the course, art practitioners, and mentors involved in learning to gain a broader perspective on the application of this learning model.

Data was collected through several techniques, which were designed to explore information related to students' experiences and perceptions of the integrated batik learning

model of the leadership project. The techniques used in this study include in-depth interviews, participatory observations, and document analysis.

In-Depth Interviews

In-depth interviews were conducted with PPG Arts and Culture students who participated in the integrated batik learning program of the leadership project. This interview aims to explore students' understanding of their experiences in participating in the program, as well as the changes that have occurred in their entrepreneurial and leadership competencies. Interviews were also conducted with teaching lecturers and art practitioners to gain additional perspectives on their assessment of student competency development in project-based batik learning.

Participatory Observation

Observation is carried out by directly observing the learning process and art projects that students follow. Researchers will observe how students manage art projects, collaborate in groups, apply leadership skills, and lead the creation of artworks in the context of art exhibitions. These observations also include observations on how students integrate theory and practice in the context of art, as well as how they manage time and resources in the projects they work on.

Document Analysis

In addition to interviews and observations, the researcher will also analyze various documents related to the integrated batik learning program of the leadership project. The documents analyzed include lesson plans, teaching materials, project reports, and evaluation of exhibitions involving students. This document will provide more information regarding the learning objectives, program structure, and expected outcomes of this learning model.

Once the data has been collected through interviews, observations, and document analysis, the next step is to conduct thematic analysis to identify the themes that emerge in the data. This analysis process is carried out in several stages as follows:

Code and Category Compilation

The interview and observation data that has been collected will be broken down into smaller data units, such as keywords, phrases, or sentences related to entrepreneurship, leadership, and project-based batik learning competencies. The researcher will code the relevant pieces of data to facilitate the process of grouping themes.

Theme Grouping

Once the data is encoded, the researcher will group the main themes that emerge from the data. These themes will include changes in entrepreneurial competencies, improvement of leadership skills, and practical experience in art projects. This thematic grouping will make it easier for researchers to explore the impact of project-based learning on student competence.

Data Interpretation

Once the themes are identified, the researcher will interpret the data to explore the meaning and relationships between themes. The data that has been analyzed will be linked to related theories, such as project-based approaches and entrepreneurial development in arts education. In this way, researchers can draw conclusions about how this learning model affects students' competencies in managing art projects and developing leadership skills.

To ensure the validity of the data, this study uses a triangulation technique. Triangulation is carried out by comparing the results of interviews, observations, and document analysis to see the suitability and consistency of findings. In addition, member checking is also carried out by asking for feedback from informants (students, lecturers, art practitioners) about the research findings to ensure that the data obtained depicts an accurate perspective and relevance of the findings to the context being studied.

This research involves PPG Arts and Culture students who participate in the integrated batik learning program leadership project at several art education institutions in Indonesia. Research locations will include universities and art galleries that have residency programs in collaboration with arts education institutions, as well as schools that implement these programs. The researcher will also engage the teaching lecturers and art practitioners involved

in the program to gain more in-depth insights into the management of gallery residencies and their role in guiding students.

FINDINGS AND DISCUSSION

Findings

This study aims to evaluate the implications of the application of the integrated batik learning model of leadership projects on the entrepreneurial competence and leadership of PPG Arts and Culture students in the context of the Independent Curriculum. This learning model aims to integrate art skills with managerial and leadership competencies, which are urgently needed to prepare students for the professional art world. Based on the results of data collection through in-depth interviews, participatory observations, and document analysis, the following findings reveal how this learning model has a positive impact on student competence, both in the management of art projects and in leadership development.

Project-based learning (PBL) integrated with entrepreneurship and leadership provides students with hands-on experience in managing art projects, collaborating in teams, and leading multi-stakeholder art projects. In addition, this learning also introduces students to art entrepreneurship, which involves making batik, marketing art products, and building an art portfolio that can be promoted to the wider community.

The following is a further explanation of the impact of the integrated batik learning model of leadership projects on the entrepreneurial competence and leadership of students in PPG Arts and Culture.

Student Leadership Competency Development

One of the most significant findings in this study is the change in student leadership competencies after following the integrated batik learning model of the leadership project. Before following this model, many students only had technical skills in art, such as making batik, without having a deep understanding of how to lead an art project or collaborate with a team. However, after participating in project-based learning, students develop leadership skills, which are essential for managing art projects.

Students involved in batik making as part of an art project are not only focused on technique, but also on project management that involves planning, coordination, delegation of tasks, and time management. They learn how to lead a team, organize tasks, and strategize to achieve project goals. One real example is when students are asked to lead a team in a batik-making project for an art exhibition held on campus or an art community. Students not only learn how to make batik, but also manage the entire project process, including compiling work schedules, organizing resources, and completing assigned tasks.

Table 1. Comparison of Student Leadership Competencies Before and After Following the Learning Model

Leadership Aspects	Before Taking the Learning Model	After Following the Learning Model
Ability to organize teams	Limited, more focused on individual art skills	Students learn to manage teams, delegate tasks, and plan projects
Time Management Ability	Not taught specifically in art learning	Students learn to set schedules and develop work plans in art projects
Managerial Skills	Focus on art technical skills without project management	Students develop managerial skills in art projects, resource management, and logistics
Ability to Motivate Team Members	Limited to individuals	Students learn to motivate team members and communicate effectively in art projects

This project-based learning allows students to learn how to lead complex art projects by involving various parties (Budiasih et al., 2025; Latip, n.d.). In each project, students not only play the role of the creator of the artwork, but also as the leader responsible for ensuring that the project runs well, according to plan, and achieves the set goals.

Improvement of Entrepreneurial Skills

In addition to leadership competencies, this learning program also has a significant impact on students' entrepreneurial skills. Before following this model, many students only

considered art as a form of personal expression that focused more on creativity without paying attention to the business aspect behind the art. They don't have enough understanding of how to bring their artwork to market or how to manage a sustainable art business.

After participating in this project-based learning, students begin to understand that art is not only about creative work, but also about value creation through marketing and commercialization. The program teaches them how to design art products (such as batik), promote products through digital platforms, and build personal brands that can expand their art market. With an entrepreneurial approach, students learn to market art products, either through art galleries, exhibitions, and e-commerce.

Table 2. Improving Students' Entrepreneurial Skills

Entrepreneurial Aspects	Before Taking the Learning Model	After Following the Learning Model
Art Product Marketing	No understanding of art marketing	Students study digital marketing, artwork promotion, and online portfolio creation
Art Project Management	Only focus on artwork-making techniques	Students learn to manage art projects by designing, managing time, and building art brands
Art Business Strategy	No understanding of the art business	Students develop art business strategies, manage costs, and sell art products professionally
Innovation in Packaging	Not taught in art learning	Students learn product design and creative packaging to introduce artwork to the market

In the batik project, students are given the opportunity to design batik products that can be marketed to a wider audience. They learn how to use social media to promote their products and utilize digital platforms to build art brands that people can recognize. With an entrepreneurial approach, students not only learn to make artwork, but also how to bring the artwork to market in a professional and innovative way.

Collaborative Learning and Interaction with Visitors

This project-based learning not only improves leadership and entrepreneurial competencies, but also emphasizes the importance of collaborative work in the management of art projects. One of the key findings of the study is that students become more actively involved in teams, by collaborating to complete art project assignments. Before joining the program, students focused more on individual tasks, but after following the project-based learning model, they learned how to work together in teams to achieve the same goals.

Interaction with visitors to art exhibitions is also an important component of this model. Students learn how to communicate their artwork in a more structured, contextual, and informative way. They not only design artwork, but also learn to present artwork to audiences, receive feedback, and use the feedback for improvements. This experience helps students develop communication skills that are very important, both in the context of art exhibitions and in the marketing of artworks in the professional world.

Practical Experience in the Making and Exhibition of Artworks

Through project-based learning, students are given the opportunity to create and exhibit their artwork in art exhibitions. This process gives them hands-on experience in organizing exhibitions (Purwanto, 2023) choosing artworks to be exhibited (Aruna et al., 2024) crafting exhibition themes, and interacting with visitors. They not only work in a classroom context, but also apply their practical skills in real art exhibitions, which involve space management, structuring works, and promoting art events.

This experience is invaluable for students as they learn how to organize art projects, lead teams, and interact with audiences to ensure that their artwork is well received. In addition, they also learn about managing art events professionally, which includes logistics, team coordination, and budget management.

Overall, the integrated batik learning model of leadership projects implemented in the Independent Curriculum has a very positive impact on the entrepreneurial competence and leadership of students in the Cultural Arts PPG. The program has equipped students with competencies that are highly relevant to the needs of the professional art world, including art project management, art marketing, and leadership in the context of art. In addition, the

program also introduces students to art entrepreneurship, which gives them the insight to manage their artworks in a more professional and sustainable way. This project-based learning model provides students with a more holistic experience, preparing them to become art leaders who are not only skilled in making art, but also in managing and marketing art in the professional world.

Discussion

The application of the integrated batik learning model based on *leadership project* in the context of the Independent Curriculum shows a significant contribution to strengthening the leadership and entrepreneurial competence of PPG Arts and Culture students. This model synergizes art practice with an applicative managerial and leadership approach, providing a more holistic and contextual learning space for aspiring arts educators in the 21st century.

The findings from in-depth interviews, participatory observations, and document analysis revealed that through project-based learning, students not only gained technical skills in batik, but also experienced a transformation in the management aspect of art projects. The projects designed involve planning activities, division of roles, team coordination, and presentation of works in public forums such as art exhibitions. This condition stimulates students to develop organizational skills, decision-making, communication, and motivation for team members—competencies that are essential in the context of arts-based education leadership.

Furthermore, this learning also has an impact on improving students' entrepreneurial competence. Initially, most students viewed art activities as purely personal expressions, without considering the dimension of economic added value. But after engaging in learning projects, students begin to understand the importance of professionally commercializing art products. They learned the process of designing batik products that are marketable, social media-based promotion strategies, and the preparation of digital portfolios to expand market reach. This approach not only strengthens the entrepreneurial orientation, but also fosters students' innovative power in managing art products as creative business entities.

The collaborative aspect is also an important part of this learning transformation. Students are encouraged to work in teams across interests and backgrounds, manage projects together, and build synergy in achieving project goals. Increased interaction between students, including communication with visitors to art exhibitions, indicates an increase in interpersonal skills relevant to the world of work and the professional art community.

No less important, students' real experience in organizing art exhibitions provides practical provisions that were previously not obtained through conventional learning methods. Activities such as showroom arrangement, logistics management, and activity scheduling put students in a position as organizers who have full responsibility for the success of the program. This is in line with the principle of *experiential learning* which emphasizes learning through hands-on experience in authentic situations.

Thus, the project-based integrated batik learning model not only improves artistic skills technically, but also shapes the character of students as leaders and art entrepreneurs who are adaptive, reflective, and responsive to the demands of the times. This model has great potential to be replicated in other art education contexts as part of a systematic effort to align art learning with 21st-century competency reinforcement.

CONCLUSIONS

The application of the integrated batik learning model of leadership projects in the Independent Curriculum significantly improves the entrepreneurial competence and leadership of PPG Arts and Culture students. Project-based learning allows students to develop artistic skills as well as managerial and leadership, preparing them to professionally manage art projects and art marketing. This model is in line with the competency needs of the 21st century and makes an important contribution to the development of cultural arts education that is more relevant to the contemporary art world. This study contributes to developing an integrated batik learning model based on leadership projects that is able to

improve the entrepreneurial competence and leadership of PPG Arts and Culture students. Through a project-based approach, students are not only skilled in art engineering, but also able to manage art projects, build teamwork, and market creative products. This model is relevant to the demands of the Independent Curriculum and the needs of an adaptive and competitive world of art education.

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