

CII Education: An Offering Concept for Indonesian Education (Study on SMK KITA and EF-ILC)

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ABSTRACT: Indonesia's goal to achieve the vision of “Indonesia Emas 2045” requires the role of the education sector. However, the current education system faces several critical challenges, such as corruption, discrimination, declining nationalism, and ineffective governance, which can hinder sustainable development. This research proposes the Contextualized Inclusive and Integrative Education (CII Education) model as an innovative framework to address these issues. The main objective of this research is to analyze and integrate three key educational concepts, namely Contextual Teaching and Learning (CTL), Inclusive Education, and Integration Education, into a comprehensive educational approach that aligns with national development goals. Using a qualitative research methodology, this study employs literature reviews, field observations, and empirical data collection from two institutions: SMK KITA and EF-ILC. CTL improves student engagement and critical thinking, while Inclusive Education ensures accessibility without discrimination. Moreover, TIE strengthens long-term knowledge retention by linking students’ cognitive, emotional, and social learning processes. Data findings from observed classrooms suggest that the CII model enhances students' academic performance and social adaptability. The study concludes that CII Education provides a structured and adaptable solution for improving Indonesia’s education system. Its implications in the future will include policy recommendations for national education reforms, teacher training programs, and industry-academic collaborations. Further research is required to explore the scalability of this model across different socio-economic and educational settings to ensure sustainable educational development in Indonesia.

Keywords: Education, Concept, Contextual Teaching and Learning, Inclusive, Integrated.



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INTRODUCTION

The agenda *Indonesia Emas 2045* identifies education as a cornerstone for sustainable development. Recognizing persistent challenges, the Indonesian government has reevaluated its current educational reform strategies and subsequently introduced new policies aimed at promoting educational equity ([Lutfi, 2019](#)). However, the effectiveness of these reforms continues to be hindered by systemic issues, most notably corruption. Long regarded as a major impediment to progress, corruption has significantly impacted various sectors, including education, and has eroded public confidence in governance ([Putra & Linda, 2022](#)). Consequently, Indonesia faces a dual dilemma: grappling with the historical legacy of institutional failures while simultaneously striving to navigate an uncertain future. In this context, education is envisioned as a tool for knowledge transmission and a beacon—a *light in the darkness*—guiding the nation toward a more just and sustainable society.

There is substantial evidence indicating a strong correlation between good governance and economic performance, particularly in terms of long-term development benefits ([Zahoor & Saleem, 2014](#)). Nevertheless, Indonesia's contemporary political climate often reflects a dissonance between national development objectives and vested political interests. This misalignment not only compromises public trust but also undermines national unity. In particular, corrupt practices in governance and the diminishing sense of nationalism among youth are critical barriers to realizing the vision of *Indonesia Emas 2045*, which aspires to cultivate a prosperous, equitable, and well-educated society.

Indonesia's complex political history, marked by frequent changes in leadership and policy direction, raises legitimate concerns regarding the continuity of national development. Despite these challenges, the vision articulated by the nation's founders—"Abadi Jaya Selama-lamanya" (Eternal Glory Forever)—remains a sacred mandate. This vision encompasses the enduring preservation of the state, its constitution, and its natural and human resources. It demands sustained collective commitment, irrespective of political transitions. As such, education plays a pivotal role in fostering national unity and cultivating future generations who contribute meaningfully to societal advancement. As articulated in national discourse, "*Through education, students can understand the importance of national unity and solidarity, as well as become contributors to development who make a positive impact on society and the nation*"

[Dault \(2012\)](#) warns of the potential for state failure driven by political instability, environmental degradation, and declining civic engagement among youth. In light of this, identifying systemic weaknesses and implementing innovative educational strategies are critical to national resilience. Addressing these challenges requires reimagining educational models that are inclusive, contextually relevant, and capable of empowering learners as active participants in nation-building.

Recent scholarly contributions have underscored the critical role of innovative pedagogical approaches in advancing inclusive and practical education, particularly in the Indonesian context. One such approach is Contextual Teaching and Learning (CTL), which has been shown to significantly improve student engagement and academic performance. When integrated with inclusive education practices, CTL effectively enhances learning outcomes and fosters active student participation, especially in the context of teaching national values such as *Bhinneka Tunggal Ika*. Similarly, [Mansak \(2023\)](#) found that when integrated with inclusive education practices, CTL

effectively enhances learning outcomes and fosters active student participation, especially in teaching national values such as *Bhinneka Tunggal Ika*. Similarly, [Mansur \(2018\)](#) emphasized the role of CTLs in creating inclusive learning environments by linking academic content to students' real-life experiences, thereby meeting diverse learning needs and increasing the practical relevance of classroom instruction. Complementing these findings, [Frick, \(2023\)](#) proposed the Theory of Totally Integrated Education (TIE), which offers a comprehensive educational framework that merges cognitive knowledge, skills, emotions, and intentions. According to Frick, such integration cultivates robust mental structures in learners, making educational experiences more meaningful and less susceptible to being forgotten. Collectively, these studies highlight the potential of CTL and TIE to serve as foundational strategies in addressing educational inequities and enhancing the quality of education as Indonesia progresses toward its *Emas 2045* vision.

This study employs a qualitative methodology to evaluate the effectiveness of teaching strategies that merge constructivist principles with practical educational theories across multiple educational levels, including case studies at SMK KITA and English Flash ILC (EF-ILC). As noted by [\(Nasution & Yusnaldi, \(2024\)](#) Integrating the Contextual Teaching and Learning (CTL) approach at the university level presents significant opportunities and distinct challenges for improving educational outcomes. However, [Wulandary & Harsiwi \(2024\)](#) emphasize that further enhancements are needed, particularly in teacher training, developing innovative and inclusive learning resources, and improving infrastructure that promotes equal student access. These findings reflect broader structural issues in Indonesia's education system, where resource management must balance efficiency and equity. In this context, the study echoes a perspective of balanced capitalism—advocating for effective resource distribution without undermining individual potential—aligned with Einstein's assertion that "It is impossible to judge a fish by its ability to fly or to swim." Historically, Indonesia's educational philosophy has been grounded in the 1945 Constitution and Pancasila, particularly Article 31, which laid the foundation for education policy [\(Kurnia & Hudaidah, 2021\)](#).

Responding to the need for reform, this study introduces a novel educational framework: Contextual Inclusive and Integration Education (CII Education). This integrative model combines three foundational approaches—CTL, Inclusive Education, and Totally Integrated Education (TIE)—to offer a dynamic and policy-aligned educational solution that supports the national vision of *Indonesia Emas 2045*. The research is guided by three central questions: how can the integration of CTL, Inclusive Education, and TIE enhance educational outcomes in Indonesia? How does the implementation of CII Education influence inclusive classroom practices? How can CII Education serve as an innovative model that aligns with Indonesia's long-term development goals? To address these questions, the study sets three objectives: (1) to analyze the existing challenges within Indonesia's education system and evaluate how CII Education may address them; (2) to assess the impact of CII Education implementation in inclusive settings such as SMK KITA and EF-ILC; and (3) to propose CII Education as a transformative model for improving national education policy. By clearly articulating its research questions and objectives, this study provides a focused and innovative framework to explore the potential of CII Education in overcoming Indonesia's educational challenges.

METHOD

The study conducted a qualitative research approach ([Hennink et al., 2020](#)), with literature study as the primary data collection technique. Qualitative research produces descriptive information in the form of words, writing, and the behavior of the people being observed (Nugrahani, 2014) This study aimed to explore and offer the Contextual Inclusive and Integration Education (CII Education) conceptual framework and its potential as a cutting-edge model for Indonesian educational models. A thorough analysis of the theoretical stances, policy discussions, and different educational models related to CII Education was made possible using the qualitative approach.

This study was carried out independently, allowing for continuous observation and analysis of student learning outcomes and behavioral changes in inclusive classroom settings. By integrating insights from three major educational models, CTL, Inclusive Education, and TIE, and findings from firsthand classroom research, the researcher hypothetically proposes CII Education as a new educational concept. This model is a comprehensive framework incorporating contextual learning, inclusivity, and total educational integration into a structured and holistic system to address challenges in Indonesian education.

Field observation and empirical data collecting were used to gather data. Students in inclusive classroom environments were directly observed, emphasizing their behavioral adaptation and academic development. Data on the educational progress and behavioral adaptation of grade XI students at SMK KITA, grade X, XI, and XII high school students who took the course at EF-ILC in inclusive classroom settings, as well as grade 4, 5, and 6 elementary school students, were gathered through direct observations. Using a three-stage scoring tool, the researcher tracked students' learning outcomes and behavioral changes over two semesters to chart their development and gauge their success.

The data was analyzed using a descriptive qualitative technique. The processes involve gathering, classifying, and structuring the data based on recurring themes and patterns. The results will be interpreted, and the implications and significance of the research questions will be explained ([Hardiyanto et al., 2025](#)). Followed by the author summarising the principal results and drawing conclusions based on descriptive analysis ([Kim et al., 2017](#)) This research offers CII Education a new model that bridges the gap between theory and practice to improve student learning outcomes and align educational strategies with Indonesia's long-term development goals. It combines academic literature, empirical observations, and real-world classroom experiences.

RESULT AND DISCUSSION

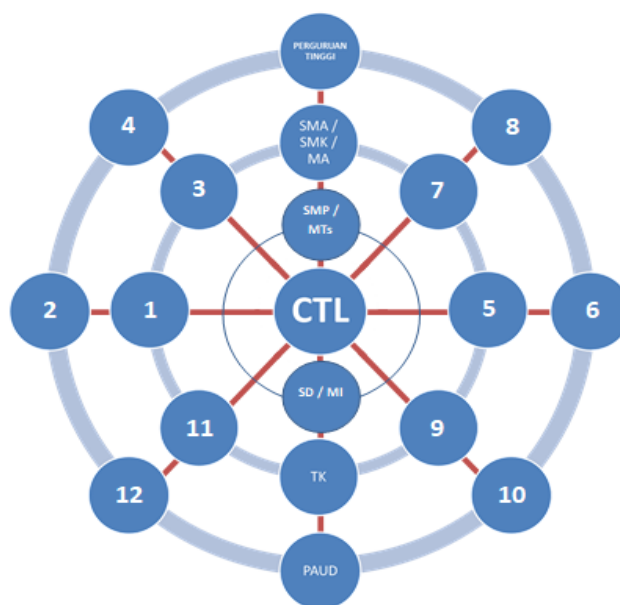
The proposed "Contextual Inclusive and Integration Education" (CII Education) model combines three existing educational theories, CTL, Inclusive Education, and TIE Theory, into a unified concept. The author highlights the harmony and continuity among these theories. If the nation wanted to progress, the government had to ensure every citizen had access to high-quality educational services. ([Setiawan et al., 2024](#)).

Currently, these concepts operate independently, which risks underutilizing their potential. By integrating them, the CII Education model seeks to maximize their collective impact on education.

Integrated learning offers a holistic approach that incorporates various subjects and allows students to connect concepts from different fields of study. ([Sunaryati et al., 2024](#))

However, implementing this new concept requires testing to evaluate its material and factual applicability. A critical question arises: Can CII Education be practically applied to yield accountable and measurable results? To address this, the author offers CII Education as an innovative model, supported by a visual representation for further exploration and application;

Figure 1. Model Concept of CII Education



Information :

1. Red Lines: CTL
2. Blue Lines : TIE
3. Blue Circles : Inclusive Education

The CII Education concept integrated three educational models and theories, with CTL at its core, as depicted in Figure 1. CTL was the foundation of teaching and learning methods, represented by red lines connecting various educational approaches encapsulated in blue circles. This central role enabled CTL to guide the educational process by emphasizing linking learning with real-life contexts, fostering meaningful learning.

Key features of the CTL approach in this model included:

1. Addition or insertion of different subjects;
2. Practice of teaching and learning process by linking related subjects (linked course);
3. Integrated subjects;
4. Combining school and work;

CTL was a holistic learning process aimed at helping students understand the meaning of learning material by relating it to their everyday lives (personal, social, and cultural contexts).([Mulia et al., 2023](#))

The blue circles, arranged vertically, represented the classification of education by age levels, from early childhood to higher education, with assessments tailored to students' abilities, interests, and talents. In Indonesia, these levels are aligned with formal education systems, governed by regulations, legislation, curriculum, and content determined by the state as the ultimate authority.

Meanwhile, the Horizontal and Diagonal Blue Circles showed several models, including:

- | | |
|--|----------------------------------|
| 1. Special Needs Education. | 7. Extracurricular Education. |
| 2. Home Schooling Education. | 8. Internship Education. |
| 3. Education Courses and
Private Tuition. | 9. Military Education. |
| 4. Accelerated Education. | 10. Intelligence education. |
| 5. Religious Model Education. | 11. Sexuality education. |
| 6. Arts, Culture and Customs Education. | 12. Family and social education. |

The CII Education concept incorporated formal, non-formal, and informal education, overseen and guided by the government to ensure alignment with national goals. Horizontal Blue Circles represented formal, non-formal, and informal education managed by the government or private sector under a standardized curriculum, with state-backed legality. Diagonal Blue Circles represented similar models but included self-taught and community-structured education governed by applicable laws. Military and intelligence education remained exclusively under state authority.

In Indonesia, regarding military and intelligence, for that time, the most relevant model was the semi-military education model for students, and it was important for national resilience. *"Implementing semi-military education was crucial for character building among Indonesia's youth, considering that global situations could influence them at any time, especially with social media that was freely accessible to all groups."*

The Blue Line outlined the government's role in supervising, coaching, and controlling all educational methods and models, ensuring they contributed to sustainable development goals. "Educational governance theory emphasized the government's responsibility in setting policies, allocating resources, and ensuring the overall effectiveness of the education system" ([Ilham et al., 2023](#))

Under CII Education, *Bhinneka Tunggal Ika* encouraged tolerance and inclusivity toward existing differences. ([Santoso et al., 2023](#)). Education is a very important factor in human life, so the process of developing human resources must be carried out by increasing knowledge, skills, attitudes, and values so that they can adapt to their environment ([Widiansyah et al., 2018](#)), driving long-term national development and increasing investments in infrastructure, research, and company contributions.

Harmonization in CII Education emerged from three key perspectives:

1. CTLs emphasize meaningful learning by connecting theoretical education knowledge to real-world applications.
2. Inclusive Education ensured anti-discriminatory practices, making education accessible to all regardless of physical, mental, social, or economic differences.

3. TIE comprehensively integrated all methods, models, and levels of education, with the government playing a pivotal role in bridging formal, non-formal, and informal education systems.

Through these principles, CII Education promoted equitable, quality education that was aligned with Indonesia's national vision. In this section, we discussed the conceptual model of CII Education, including the following:

Application of Contextual Teaching and Learning (CTL)

As reported by CNBC Indonesia, it was recorded that 1,200 Google employees were affected by Termination of Employment (PHK) on Monday, 04-24-2023 12.10 WIB. It was also recorded that the entertainment giant Disney terminated the employment of around 7,000 employees, as reported by Liputan 6 on March 28, 2023, at 18.00 WIB. A similar large-scale layoff incident in 2023 occurred at META, which is Facebook's parent company, as reported by CNN on Tuesday, March 14, 2023 - 11.25 WIB; it was recorded that 10,000 employees were affected by PHK.

Table 1. Processed Data on Layoffs of Employees of Large Companies in the World
(Throughout the 1st Quarter of 2023)

Date	Companies	Employees laid off
March 14, 2023	Google	1,200 laid off
March 28, 2023	Disney	7,000 laid off
April 24, 2023	META	10,000 laid off

The massive layoffs in major companies impacted Indonesia's economy, particularly affecting the golden generation (the younger), including those with higher education. Many universities aimed to produce job-providing graduates, but the reality often saw them burdened by societal expectations or unemployment. Universities seemed to neglect their role post-graduation, leaving graduates to struggle under societal stigma. Indonesia Emas 2045 was a grand vision that was expected to make Indonesia a developed country with a strong economy, quality human resources, and a just and prosperous social life (Soleh & Rahman, 2024). The golden generation for Indonesia Emas 2045 was caught in a dilemma: their knowledge of conspiracy, monopoly, and monetary traps, combined with economic challenges, caused hesitation in fulfilling their role as 'Agents of Change.' These challenges included high education costs, a rigid system, and financial stress, which could demotivate students or force them to abandon their studies. This pressure interfered with students' ability to meet their basic needs, ultimately affecting their ability to concentrate on their studies and academic performance (Dwiasti & Sipayung, 2024).

To address these systemic issues, education needed to act as a solution. The author proposed CTL as a key method to reshape Indonesia's education system. CTL emphasized connecting academic subjects to daily life, promoting meaningful connections, collaborative learning, critical thinking, and authentic assessments. CTL is an active learning approach in which students acquire information and actively manage it by applying it to real-life situations to develop new knowledge (Renaldi et al., 2022).

CTL is a platform for active leaning that strives to assist students in connecting their prior information with new knowledge so that they can get new knowledge from the analysis process while learning ([Renaldi et al., 2022](#)). CTL interrelated teaching, learning, instruction, and curriculum, providing a foundation for a dynamic, meaningful, and future-ready education system.

1. Teaching reflects the teacher's personality system that acts professionally.
2. Learning reflects the student's personality system that shows behavior related to the tasks given.
3. Instrucion is a social system where teaching and learning take place.
4. Curriculum is a social system that culminates in a teaching plan. ([Johnson, 2010](#))

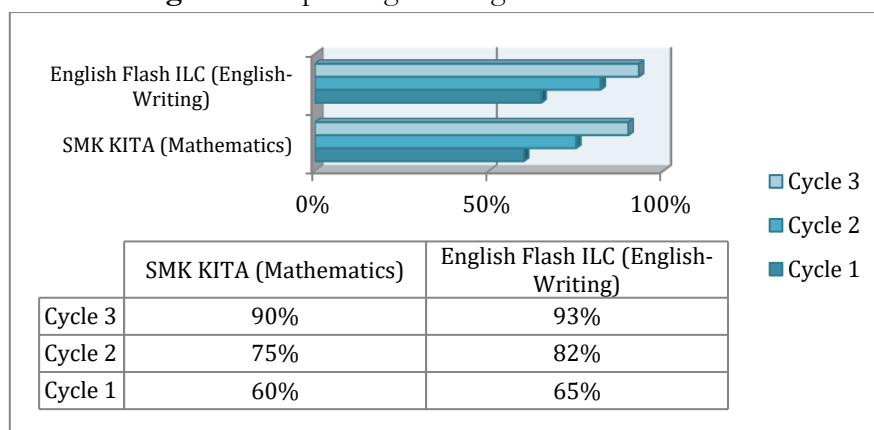
The CTL method was introduced in the teaching and learning process following a long-term implementation of the textbook-based teaching method ([Yasin et al., 2023](#)). In short, CTL emphasized an educational process that enabled students to live independently while discovering meaning, significance, and purpose. "Curiosity is such a basic component of our natures that we are almost oblivious to its pervasiveness in our lives". ([Kidd & Hayden, 2015](#))

CTL offers a contextual learning method as an understanding of meaning that emphasizes the quality of material given to students. "...quality meaning is contextual, which involves connecting the learning material with personal and social environments. Contextual means experienced by the students, among other things." ([Johnson, 2010](#))

Observations and Findings from SMK KITA and English Flash ILC

Specifically for CTL, the sample of this study was taken from SMK KITA and the EF-ILC course institution, which were observed over two semesters between 2021 and 2022. The study focused on applying the CTL method in cycle-based learning to improve student learning outcomes, which was conducted independently and personally by the author.

Figure 2. Improving learning outcomes with CTL



Data showed that at SMK KITA, with Mathematics lessons, the focus of learning was mastering statistics in authentic contexts, such as survey data processing and graphic analysis. In Cycle I, 60% of students had difficulty understanding basic statistical concepts, such as data distribution at the initial stage, and learning activities were still limited to theory in the classroom. In the second cycle, 75% of students began to understand the application of statistical concepts by conducting simple surveys in the school environment, where assignments were given based on projects. In the third

cycle, with teacher guidance, students completed more complex data analysis projects, such as processing entrepreneurship data and analyzing tourism potential around Bojonegoro.

Meanwhile, the conditions at EF-ILC focused on writing skills with a contextual approach through local themes, such as descriptions of Bojonegoro's local culture. In Cycle 1, 65% of students faced challenges composing coherent paragraphs and using appropriate vocabulary, and their writing results were still simple. In the second cycle, 82% of students showed improvement through practical activities, such as writing articles about their daily experiences, with teachers providing detailed feedback. By the third cycle, 93% of students could produce quality descriptive essays, such as writing about Bojonegoro's tourism potential in English. The writing results were more structured and used a richer vocabulary.

One of the key strategies in CTL was problem-based teaching, where students were presented with complex issues to solve, encouraging them to think critically and creatively. Another critical aspect of CTL was the use of contextual diversity. *"The CTL approach concerned the development of intellectual achievement derived from active participation and meaningful experiences"* ([Wahyuningtyas & Wuryadi, 2018](#)). This allowed students to understand the content in physical and social contexts, rather than just through textbooks.

Given Indonesia's pluralistic society, CTL also stressed the significance of considering student diversity. In this context, learning became an opportunity for students to develop respect for diversity, which was essential in a country with diverse SARA. *"...the difference between individual and social aspects should have been seen as a driving force for learning to respect each other and build tolerance to achieve interpersonal skills."* ([Johnson, 2010](#))

CTL further empowered students by encouraging independent learning. This model aims to enhance student engagement, critical thinking skills, and problem-solving abilities by making learning more relevant and meaningful. Collaborative learning was another crucial element, where students worked together in groups, although the method acknowledged that not all students learned the same way. Some found it challenging to adapt to group work, especially those with more introverted or independent learning styles. In such cases, teachers played a vital role as facilitators, ensuring that all students were supported in a way that helped them thrive.

A key aspect of CTL was the implementation of authentic assessment, which acknowledged the unique qualities of each student. Teachers could ensure that each student's learning journey was meaningful and rewarding by assessing their strengths and the specific skills they brought to the learning process. As stated, *"...contextual was almost synonymous with individual, as it recognized the uniqueness and breadth in learning, teaching material, and the achievements of students"* ([Johnson, 2010](#)). The CTL encouraged setting high standards for students. These standards helped students build confidence and prepared them for challenges in the workforce and society, ultimately fostering a sense of purpose and motivation to achieve excellence. The principle of self-regulation emphasized the importance of students taking responsibility for their learning, with the ultimate goal: "The main goal of CTL was to help students achieve academic excellence, acquire career skills, and develop character by connecting school tasks with their personal experiences and knowledge." ([Johnson, 2010](#)).

The principles of CTL were in harmony with how the universe operated, emphasizing interdependence, differentiation, and self-regulation. The principle of interdependence taught that everything in life was connected, and this idea was reflected in the educational system, where teachers, students, and society relied on one another. *"Being means being connected, because connection is the essence of existence ...there is nothing without something else."* ([Johnson, 2010](#)) The principle of differentiation celebrated diversity, encouraging students to embrace their unique qualities and learning styles. As noted, "Two different entities came together to form a third, unique entity. The interaction between hydrogen and oxygen molecules resulted in water, and organisms that reproduced sexually produced unique offspring." ([Johnson, 2010](#)).

In conclusion, CTL offered a comprehensive framework that helped students find meaning in their education. CTL equipped students with the skills and confidence they needed to succeed in education and the workforce by combining theory with practice, individual learning with collaboration, and focusing on authentic assessments. Ultimately, it played a role in fostering the growth of a more skilled and knowledgeable society.

Student Progress in Inclusive Education

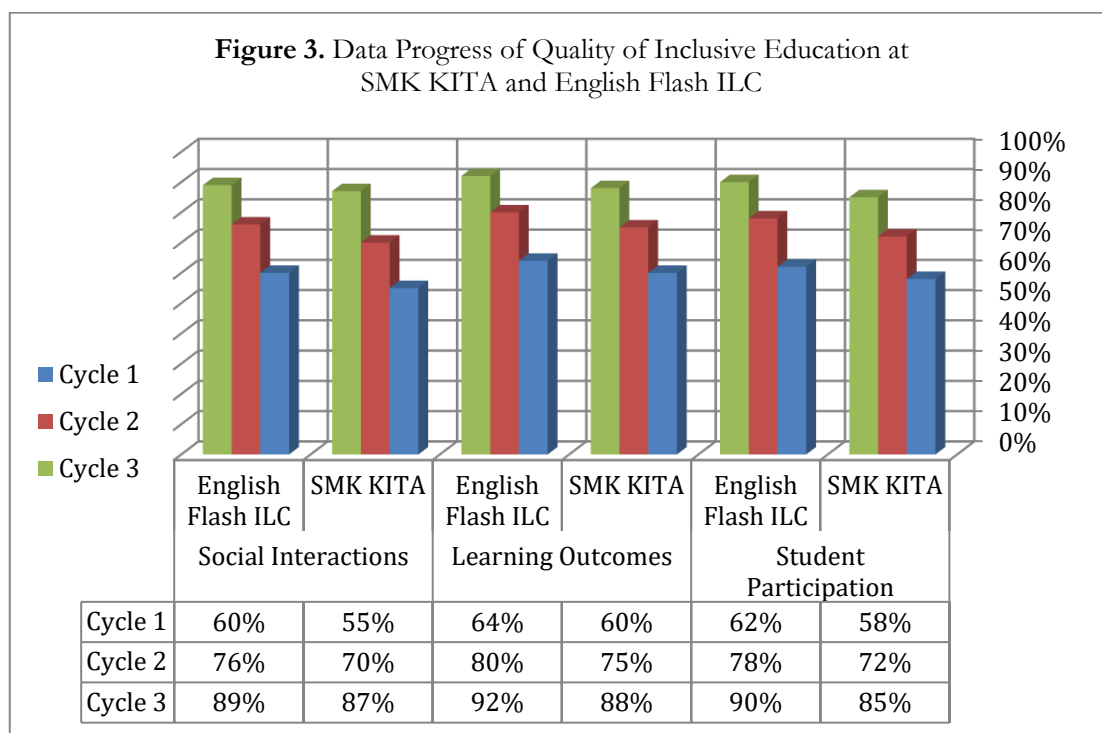
The discussion about inclusive education emphasized the need to recognize and support each child's diverse characteristics, abilities, interests, and talents. It argued that education should not view students' shortcomings as negatives but as part of their journey to find meaning and develop their identities. "Without guidance, students would have difficulty dealing with their development" ([Syafuruddin & Komalasari, 2022](#)). Students had to be encouraged to overcome negative behaviors or self-destructive tendencies, growing into intellectually qualified and civilized individuals. "Training was highly effective in improving the competence of inclusive school teachers in understanding children with special needs"

Inclusive education was described as an effort to meet the educational needs of all children, particularly those at risk of marginalization. It ensured that education was truly accessible for every child, without exceptions. Schools had to embrace diversity, offering education that respected students' unique backgrounds, whether in terms of physical, emotional, social, religious, or economic differences. As stated, "...all schools had to embrace the diversity of each student, regardless of differences in physical, emotional, social, religious, economic aspects, and so on" ([Mansur, 2022](#)).

Inclusive education aligned with the Pancasila (the Indonesian state philosophy) and the Bhinneka Tunggal Ika principle, highlighting unity in diversity. The legal foundation of inclusive education in Indonesia was rooted in several key laws and regulations, such as the 1945 Constitution, Law No. 23/2002 on Child Protection, and Law No. 20/2003 on the National Education System. These laws ensured the right to education for all children, including those with disabilities, and called for the establishment of inclusive educational practices. In conclusion, it was argued that inclusive education promoted mutual understanding and cooperation by fostering interaction among students from diverse backgrounds. It encouraged the development of positive social behaviors such as compassion, tolerance, and mutual support, ultimately contributing to a more

inclusive and harmonious society. Inclusive education, therefore, was about improving school quality, enhancing human rights awareness, and eliminating discrimination.

In this study, during my teaching in these two institutions, the researchers made observations without the knowledge of students and other teachers. The data recorded showed that in inclusive education, the focus could be observed on patterns of increased student participation, learning outcomes, and social interactions in an inclusive school environment.



The data showed that in the first cycle at SMK KITA, these figures reflected the initial challenges in adapting inclusive education practices. Meanwhile, at EF-ILC, the slightly higher initial results reflected a relatively more inclusive framework than SMK KITA. However, in the second cycle, the data showed an increase in the effectiveness of targeted interventions and student adaptation to inclusive education. At EF-ILC, as a course institution, it increasingly showed the strengthening of the adaptation process and practical implementation strategies for inclusive education.

Student interaction and adaptation were found to have significantly improved in inclusive classes. Where students showed more empathy and teamwork while strengthening their collaborative skills. Flexible and adaptive teaching strategies provide more fair learning experiences for students with various educational requirements.

In the last cycle, the results showed the success of integrating inclusive education, which encouraged academic and interpersonal growth at SMK KITA. Meanwhile, at EF-ILC, the results further highlighted the institution's commitment to inclusivity and its alignment with global standards for inclusive education, as this course institution began to collaborate with guest teachers from several foreign countries, such as Australia and Romania.

Based on the research findings, it was analyzed that inclusive education has several challenges. In the first cycle, challenges existed in the initial adaptation process of the inclusive model related to

facilities and teacher availability. The second cycle experienced a need to improve learning strategies that were more adaptive and flexible to students' needs. In the third cycle, the challenge lies in developing a continuation of the success that has been achieved. Hypothetically, the author considers that if the inclusive model can be applied, it can certainly be a reference offer in CII Education for developing education in Indonesia.

Integrated Education (TIE)

The concept of TIE was based on earlier models such as CTL and Inclusive Education, offering a more integrated and systematic approach to education. Developed by Theodore W. Frick, TIE theory sought to transform education by prioritizing deep and meaningful learning, encouraging students not merely to memorize information but to comprehend, internalize, and apply it to their own lives. The theory emphasized the role of emotion in learning, recognizing that emotional experiences had a significant impact on long-term memory and mental structures. According to Frick, emotional engagement during learning strengthened the cognitive framework that guided individuals throughout their lives. Frick stated, "Many people remember highly emotional experiences. They can usually tell you in great detail about a particularly thrilling, highly stressful, or frightening experience – even if it occurred long ago." ([Frick, 2023](#))

Frick also stated, "Human emotion while engaging in an activity or while interacting with another person creates the architecture of that person's mental structure. The dual coding of sensations and emotions from those experiences organizes one's mental structure" ([Frick, 2023](#)) Frick found that many students felt bored in school because they did not perceive value or meaning in what they were learning. Thus, TIE sought to make learning more engaging and meaningful by linking the educational process to students' emotions, intentions, and cognitive comprehension.

The observation findings at SMK KITA show that students are more enthusiastic about learning when the material is presented as practical projects that can bridge theory and practice; students prefer to do activities outside the classroom. Meanwhile, in EF-ILC, students improved the quality of their writing materials when the topics were directly related to their personal experiences or local culture.

Frick emphasized that *"Not just parrot other people's words, but to understand deeply and to be grounded in what I knew"*. ([Frick, 2023](#)) TIE theory aimed for students to truly understand and assign meaning to what they learned, not just follow what was taught without a deep understanding. Frick stated, "Mental structures were strongest when students' willing, feeling, and thinking worked in concert as they engaged in the learning task" ([Frick, 2023](#)) This theory proposed that each learning process was connected and integrated to enhance the stability of long-term memory.

The practical implication of the TIE approach is that it offers an alternative education model that promotes an integrated learning environment, engages emotions in the learning process, and is sustainable. Governments and educational institutions can facilitate more flexible experiential programs, such as internships, community projects, or research-based learning that recognize student diversity as future preparation for the challenges of a connected world.

Implications of CII Education's

The author's viewpoint significantly impacts CII Education, particularly in teacher preparation, policy change, and cooperation with parties outside the educational system.

First, on the creation of policies. Policymakers can use CII Education's adaptable framework in national education plans to maintain contextual, inclusive, and integrated learning. This strategy supports raising the standard and accessibility of education and is in line with Indonesia Emas 2045's objectives. To educate students about the demands of the workforce of the future, curriculum reforms that integrate real-world learning experiences can be implemented.

Second, professional development and educator readiness training for teachers should be carried out. Based on the study's findings, teacher preparation programs should prioritize interdisciplinary integration, inclusion tactics, and contextual learning approaches. Educators must engage in ongoing professional development to adopt student-centered, flexible, and adaptive teaching strategies.

Third, cooperation should be established with external parties, such as the business and industrial worlds. In Indonesian education, the author suggests that universities and vocational schools can use the principles of CII Education to ensure that their graduates have academic knowledge and skills that can be applied in the world of work. Students can be better prepared to meet the needs of the global workforce by participating in practical learning opportunities made possible by partnerships between educational institutions and industry.

CONCLUSION

This research explores the integration of Contextual Teaching and Learning (CTL), Inclusive Education, and Integrated Education (TIE) in the Contextual Inclusive and Integrated Education (CII) model as an innovative approach to improving the education system in Indonesia. The research findings show that CII Education can respond with a comprehensive approach to existing challenges by promoting meaningful learning experiences, increasing inclusivity or accessibility flexibility, and creating a well-integrated education system. Meanwhile, the vertical and horizontal classification in CII Education provides a systematic framework to connect different models and levels of education, ensuring accessibility, flexibility, and quality. In addition, the government is expected to play an essential role in overseeing and managing this model, aligning it with national sustainable development goals.

Despite the valuable insights offered, this study acknowledges several limitations to consider when interpreting its findings. First, implementing the Contextual Inclusive and Integration (CII) Education model was limited to specific educational institutions—namely SMK KITA and EF-ILC—which restricts the generalizability of the results to broader educational contexts. Second, the study primarily employed qualitative methods without integrating extensive quantitative data, limiting the ability to measure the long-term impact of CII Education on student academic performance and learning outcomes. Third, external variables such as socio-economic disparities, regional inequalities in educational infrastructure, and variations in policy implementation were

not thoroughly examined, potentially affecting the model's broader applicability. Given these limitations, future studies are encouraged to build upon this research by expanding the scope and methodological rigor.

Further research should aim to test the scalability and adaptability of the CII Education model across diverse educational environments, including rural, remote, and socio-economically disadvantaged areas. Such studies could provide a more comprehensive understanding of the model's effectiveness in various demographic and geographic settings. Additionally, future research should incorporate longitudinal and mixed method approaches to evaluate the long-term outcomes of CII Education in terms of student achievement, employability, and its influence on national education policy. It is also critical to assess the applicability of the CII model beyond traditional classroom settings—exploring its integration into vocational education, higher education institutions, distance learning platforms, and adult education programs—to assess its potential within a lifelong learning framework.

Ultimately, the insights derived from this study suggest that the CII Education model has the potential to serve as a transformative reference point for educational reform in Indonesia. By bridging theoretical foundations with practical application, CII Education offers a comprehensive and adaptable approach that can address systemic challenges and contribute meaningfully to developing a sustainable, inclusive, and future-oriented national education system aligned with the *Indonesia Emas 2045* vision.

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