

Development and Preliminary Validation of a Contextual Teaching and Learning-Based Indonesian Language Learning Model for Inclusive Primary Schools

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ARTICLE INFO	ABSTRACT
Article history: Submitted: July 07, 2026 Final Revised: August 12, 2026 Accepted: August 24, 2026 Published: August 28, 2026 Keywords: Contextual Teaching and Learning; Indonesian Language Learning; Inclusive Education; Instructional Model Development; Elementary School; Learning Outcomes.	Purpose: This study aimed to develop a Contextual Teaching and Learning (CTL)-based Indonesian language learning model for inclusive primary schools by addressing instructional challenges associated with teacher-centered practices and limited accommodation of diverse learner characteristics. Methods: The study employed a Research and Development (R&D) approach with a qualitative design. Data were collected through classroom observations, semi-structured interviews, document analysis, and expert validation. The model was developed through five stages: needs analysis, model design, expert validation, limited implementation, and model refinement. Data were analyzed using thematic analysis and methodological triangulation to enhance the credibility of the findings. Findings: The needs analysis indicated that conventional instructional practices were insufficient to address the diverse learning characteristics of students in inclusive classrooms. Based on these findings, a CTL-based instructional model was developed by integrating contextual learning principles, differentiated instruction, collaborative learning, reflection, and authentic assessment into a coherent instructional framework. The study resulted in a preliminary instructional model that was conceptually validated and designed to support inclusive Indonesian language learning. However, the effectiveness of the model in improving students' learning outcomes has not yet been empirically evaluated. Research Implications: The developed model provides a conceptual framework that may assist teachers in designing more adaptive and inclusive Indonesian language instruction. Further studies involving broader implementation and effectiveness testing are required before wider adoption. Originality: This study contributes to the development of a CTL-based instructional model specifically designed for Indonesian language learning in inclusive primary schools by integrating contextual learning principles with inclusive pedagogical practices into a single instructional framework.



INTRODUCTION

Inclusive education has emerged as one of the most influential educational reforms in the twenty-first century, reflecting the global commitment to ensuring equitable access to quality education for all learners regardless of their physical, intellectual, social, emotional, linguistic, or cultural backgrounds. The adoption of the Sustainable Development Goals (SDGs), particularly Goal 4, emphasizes the necessity of providing inclusive and equitable quality education while promoting lifelong learning opportunities for everyone (United Nations, 2015). This international agenda has encouraged governments to redesign educational policies and classroom practices that accommodate learner diversity rather than treating differences as barriers to educational achievement. Consequently, schools are expected to create learning environments where every student actively participates in meaningful learning experiences and develops academic, social, and emotional competencies according to their individual potential (UNESCO, 2020). Within this perspective, inclusive education is no longer interpreted merely as placing students with diverse learning characteristics into regular classrooms, but rather as transforming instructional systems into adaptive, responsive, and learner-centered educational environments (UNESCO, 2020).

The implementation of inclusive education has significantly altered teachers' instructional responsibilities. Teachers are no longer expected simply to deliver curriculum content but are required to become instructional designers capable of responding to heterogeneous classroom conditions. Contemporary inclusive classrooms often

consist of students with varying cognitive abilities, learning preferences, motivational characteristics, communication skills, and socio-emotional needs (Farah & Maryanti, 2022). Such diversity presents considerable pedagogical challenges because instructional strategies designed for homogeneous classrooms frequently fail to accommodate individual learning differences. Consequently, teachers require instructional models that simultaneously promote academic achievement, collaborative learning, learner engagement, and differentiated instruction without compromising curriculum standards. According to (Juliadi & Lubis, 2023), successful inclusive education depends largely on teachers' pedagogical competence in designing flexible learning experiences that encourage participation from every learner while recognizing diversity as a valuable educational resource rather than an instructional obstacle.

Indonesia has demonstrated substantial progress in expanding inclusive education through national educational reforms and curriculum development. Government policies increasingly encourage elementary schools to implement inclusive educational practices by providing equal learning opportunities for all children within regular educational settings (Farah & Maryanti, 2022). The implementation of the Independent Curriculum (Kurikulum Merdeka) further reinforces this commitment by emphasizing differentiated instruction, student-centered learning, competency development, and contextual learning experiences. Nevertheless, empirical evidence indicates that policy implementation has not always been accompanied by equivalent improvements in classroom instruction. Many elementary school teachers continue to rely heavily on traditional teaching approaches characterized by lectures, textbook-oriented instruction, question-and-answer sessions, and teacher-dominated classroom interactions (Gunawan & Daulay, 2024). Although these approaches facilitate content delivery, they often provide limited opportunities for active student participation, collaborative learning, critical thinking, and authentic problem-solving. Such instructional limitations become increasingly problematic in inclusive classrooms, where students require flexible learning experiences adapted to diverse educational needs.

The quality of instructional practices becomes particularly important in Indonesian language learning because language functions as both the subject of instruction and the primary medium through which knowledge is acquired across all disciplines. Indonesian language education at the elementary level aims to develop students' competence in listening, speaking, reading, and writing while simultaneously strengthening critical thinking, communication skills, creativity, and literacy (Mailida., 2023). These competencies represent fundamental learning outcomes that influence students' academic success throughout subsequent educational stages. However, national and regional studies consistently report that many elementary students continue to experience difficulties in mastering these integrated language skills. Low reading comprehension, inadequate writing proficiency, limited oral communication, and insufficient vocabulary development remain persistent challenges across Indonesian elementary schools (Purwianti, 2023). Such learning difficulties are frequently associated with instructional practices emphasizing memorization instead of authentic communication and contextual language use (Safitri & Prihantini., 2022). Consequently, Indonesian language instruction requires innovative pedagogical approaches capable of transforming passive learning into meaningful learning experiences that encourage students to actively construct knowledge through interaction with authentic contexts.

The situation becomes even more complex within inclusive elementary schools because instructional practices must accommodate students with heterogeneous learning characteristics while maintaining common curriculum objectives (Nashof & Saputra, 2022). Students enrolled in inclusive classrooms differ not only in academic achievement but also in learning pace, communication styles, attention span, cognitive processing, motivation, and social interaction. These differences require instructional flexibility that allows every learner to participate according to individual capabilities without creating educational segregation within the classroom. Unfortunately, conventional instructional models frequently assume that students learn through similar methods and at comparable speeds, resulting in unequal learning opportunities for students requiring additional instructional support. Previous investigations conducted in Indonesian elementary schools have revealed that teacher-centered instruction contributes to declining student motivation, limited classroom participation, and lower academic achievement, particularly in language learning contexts where communication and interaction represent essential learning processes (Gunawan & Daulay, 2024).

Educational research has consistently demonstrated that students' learning outcomes are shaped not only by individual cognitive abilities but also by instructional design, classroom interaction, learning motivation, and the broader learning environment. Contemporary constructivist perspectives emphasize that meaningful learning occurs when students actively construct knowledge through authentic experiences, social interaction, and reflective thinking rather than passively receiving information from teachers. Within this perspective, instructional models play a crucial role in organizing learning experiences that foster cognitive, social, and affective development simultaneously. Joyce, Weil, and Calhoun's (Joyce, B., Weil, M., & Calhoun, E., 2015) provides a comprehensive framework for designing learner-centered instruction by integrating behavioral, cognitive, social, and personal learning approaches into coherent pedagogical models. This framework highlights that effective instructional models should facilitate active inquiry, collaboration, reflection, and authentic learning experiences while accommodating learners' diverse characteristics. These principles are consistent with constructivist theories

proposed by Piaget, which emphasize knowledge construction through cognitive development, and Vygotsky, who stresses the importance of social interaction and scaffolding in learning. Furthermore, these theoretical perspectives align closely with contemporary principles of inclusive education, differentiated instruction, and authentic assessment, which advocate flexible instructional practices that enable all learners to participate meaningfully according to their individual needs and potentials. Among numerous learner-centered instructional approaches, Contextual Teaching and Learning (CTL) has received considerable scholarly attention because of its emphasis on meaningful learning and authentic knowledge construction. CTL encourages students to relate academic concepts to real-life experiences through inquiry, collaboration, reflection, problem-solving, authentic assessment, and active participation. Rather than emphasizing rote memorization, CTL positions learners as active participants who construct understanding through interaction with meaningful situations encountered in their daily lives. Research has consistently demonstrated that contextual learning contributes positively to students' motivation, conceptual understanding, critical thinking, communication skills, and academic achievement across different educational levels (Juliadi & Lubis, 2023). Within language education, contextual learning enables students to develop linguistic competence through authentic communication rather than isolated grammatical instruction, thereby promoting deeper comprehension and functional language use. These characteristics make CTL particularly appropriate for inclusive classrooms because its flexible instructional design accommodates varying learning styles while promoting collaborative participation among diverse learners.

Despite increasing scholarly interest in contextual learning and inclusive education, existing literature reveals several important research gaps. First, most previous studies have examined the effectiveness of CTL in improving general academic achievement without specifically developing a comprehensive instructional model tailored to Indonesian language learning in inclusive elementary schools. Second, studies addressing inclusive education frequently focus on policy implementation, classroom management, or teacher perceptions rather than systematic instructional model development that integrates learner diversity, contextual learning principles, and language competencies into a coherent pedagogical framework. Third, empirical investigations generally evaluate learning outcomes after implementing existing instructional approaches instead of designing, validating, and refining innovative instructional models capable of responding to heterogeneous classroom characteristics. Consequently, limited evidence is available regarding how contextual learning principles can be systematically translated into an instructional model that simultaneously enhances learning motivation, active participation, language competence, and academic achievement within inclusive elementary education.

The present study seeks to address these limitations by developing an Indonesian language learning model grounded in the principles of Contextual Teaching and Learning specifically for inclusive elementary schools. Unlike previous studies that primarily examined instructional effectiveness, this research emphasizes instructional model development through a systematic process encompassing needs analysis, model design, implementation, evaluation, and refinement. The proposed model integrates contextual learning principles with inclusive pedagogical practices to accommodate diverse learner characteristics while strengthening students' listening, speaking, reading, and writing competencies. By emphasizing authentic learning experiences, collaborative activities, differentiated instruction, and meaningful assessment, the model is expected to improve both learning motivation and academic achievement among elementary school students.

The novelty of this study lies in the integration of inclusive education principles with a systematically developed CTL-based Indonesian language learning model designed specifically for elementary schools implementing inclusive education. The study contributes theoretically by extending the application of contextual learning within inclusive pedagogical frameworks and enriching instructional model development literature for primary language education. Practically, the proposed model offers teachers an adaptive instructional framework capable of improving classroom participation, learner motivation, and language achievement while accommodating diverse learning characteristics within a single inclusive classroom. Therefore, this research is expected to provide valuable implications for instructional innovation, curriculum implementation, teacher professional development, and educational policy aimed at strengthening inclusive elementary education in Indonesia.

METHOD

This study employed a Research and Development (R&D) approach to develop a Contextual Teaching and Learning (CTL)-based Indonesian language learning model for inclusive primary schools. The study adopted a systematic instructional development process consisting of five interrelated stages: needs analysis, model design, expert validation, limited implementation, and model refinement. This approach was selected because the primary objective of the study was to produce an instructional model grounded in empirical classroom needs rather than merely describing existing instructional practices. The development process emphasized the integration of contextual learning principles with inclusive pedagogical practices to support meaningful learning experiences for students with diverse learning characteristics.

The research was conducted at SDN 43 Mataram, an inclusive primary school implementing the *Kurikulum Merdeka* in Mataram City, West Nusa Tenggara, Indonesia. The school was purposively selected because it provides an authentic context for investigating instructional challenges associated with Indonesian language learning in heterogeneous classrooms. The study involved stakeholders directly engaged in the instructional process, including classroom teachers, school administrators, curriculum personnel, and students participating in Indonesian language learning activities. Participants contributed information according to their respective roles during the needs analysis, model development, validation, and limited implementation stages.

The first stage, needs analysis, was conducted through classroom observations, semi-structured interviews, and document analysis to identify instructional problems, learner characteristics, classroom interaction patterns, and challenges encountered in Indonesian language learning within inclusive classrooms. Findings obtained during this stage served as the empirical foundation for designing the instructional model. In the second stage, the instructional model was developed by integrating the core principles of Contextual Teaching and Learning—constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment—with the principles of differentiated instruction and inclusive pedagogy. This integration was intended to produce an instructional framework capable of accommodating learner diversity while maintaining common curriculum objectives.

The preliminary model was subsequently subjected to expert validation to evaluate its conceptual relevance, instructional feasibility, and alignment with the principles of inclusive education and Indonesian language instruction. Feedback obtained during the validation process was used to revise and refine the model before limited classroom implementation. The implementation stage was intended to examine the practicality of the instructional model in an authentic classroom context and to identify aspects requiring further improvement prior to broader application. The final stage involved model refinement based on evidence collected throughout the development process.

Data were collected using multiple qualitative techniques to ensure methodological triangulation. Classroom observations documented instructional practices, student participation, classroom interaction, and learning activities. Semi-structured interviews explored participants' perceptions and experiences regarding the implementation of Indonesian language instruction in inclusive classrooms. Document analysis included curriculum documents, lesson plans, instructional materials, assessment documents, and students' learning products to examine the consistency between instructional planning and classroom practice. Expert validation forms were employed to obtain professional judgments regarding the appropriateness and feasibility of the proposed instructional model.

The collected qualitative data were analyzed using thematic analysis, involving data familiarization, initial coding, category development, theme generation, interpretation, and reporting of findings. Data obtained from observations, interviews, document analysis, and expert validation were compared through methodological triangulation to enhance the credibility of the findings. Trustworthiness was strengthened through member checking with participating teachers, continuous documentation of the research process, and the application of the criteria of credibility, transferability, dependability, and confirmability as proposed by Lincoln and Guba (1985). Since the present study focused on the development and preliminary validation of an instructional model, its findings should be interpreted as an initial stage of instructional model development. Broader implementation and empirical effectiveness testing remain necessary before the model can be recommended for wider application in inclusive primary schools.

RESULTS

Needs Analysis of Indonesian Language Learning in Inclusive Elementary Schools

The needs analysis identified several instructional challenges in Indonesian language learning at SDN 43 Mataram, an inclusive primary school implementing the *Kurikulum Merdeka*. Evidence obtained through classroom observations, semi-structured interviews, and document analysis indicated that classroom instruction remained predominantly teacher-centered. Learning activities frequently relied on teacher explanations, textbook-based materials, and conventional question-and-answer activities. These practices provided opportunities for content delivery but offered limited space for students to participate actively, collaborate with peers, engage in contextual problem-solving, and receive differentiated learning support.

The needs analysis also indicated that learner diversity was not yet fully accommodated in the instructional process. Students differed in learning pace, communication abilities, literacy competence, attention, motivation, and participation. However, learning materials and classroom activities were generally implemented using relatively similar tasks and instructional procedures for students with different learning characteristics. This condition indicates a need for an instructional framework that maintains common curriculum objectives while allowing teachers to adjust learning activities, materials, interaction patterns, and assessment according to learner characteristics.

The document analysis further indicated that conventional assessment practices tended to emphasize students' cognitive achievement through written tasks and routine classroom exercises. Such assessment practices provided limited evidence concerning students' communication skills, collaboration, creativity, reflection, and ability to apply Indonesian language competencies in authentic situations. The findings therefore suggest that assessment within an inclusive Indonesian language classroom needs to provide multiple opportunities for students to demonstrate competence through performance, communication, written products, and reflective activities (Yusrin & Hakim, 2023). The needs analysis findings are summarized in Table 1.

Table 1. Summary of Needs Analysis

Identified Problems	Evidence from Preliminary Investigation	Implications
Teacher-centered instruction	Learning dominated by teacher explanations, lectures, and textbook-based activities	Greater student participation is required
Limited instructional differentiation	Similar learning activities were provided to students with different learning characteristics	Materials and activities need to be adaptable
Limited learner engagement	Some students demonstrated limited participation and interaction	Learning should provide collaborative and contextual activities
Diverse language competencies	Differences were observed in listening, speaking, reading, and writing abilities	Learning activities should accommodate different levels of language competence
Conventional assessment	Assessment emphasized written and cognitive tasks	Multiple and authentic forms of assessment are required
Limited contextual learning	Language activities were not consistently connected with students' everyday experiences	Learning should connect Indonesian language concepts with authentic contexts

Development of the CTL-Based Indonesian Language Learning Model

The needs analysis served as the empirical basis for developing a Contextual Teaching and Learning (CTL)-based Indonesian language learning model for inclusive primary schools. The model was designed not as a replacement for the Kurikulum Merdeka but as an instructional framework intended to assist teachers in translating student-centered, contextual, differentiated, and inclusive learning principles into classroom practice.

Seven fundamental CTL principles were incorporated into the model: constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment. These principles were combined with differentiated instruction and inclusive pedagogical practices. The integration was designed to respond directly to the problems identified during the needs analysis. The relationship between the identified needs and the proposed model components is presented in Table 2.

Table 2. Alignment between Identified Needs and Model Components

Needs Analysis Finding	Model Response	Intended Function
Teacher-centered instruction	Contextual orientation and inquiry	Increase opportunities for active learning
Limited differentiation	Adaptation of materials, activities, and assessment	Accommodate learner diversity
Limited student participation	Collaborative learning and learning community	Facilitate interaction and participation
Weak contextual language use	Authentic situations and contextual problems	Connect language learning with everyday experiences
Conventional assessment	Authentic and performance-based assessment	Capture broader dimensions of competence
Differences in language ability	Flexible learning activities and scaffolding	Provide more adaptive learning opportunities
Needs Analysis Finding	Model Response	Intended Function

Components of the Developed Learning Model

The developed model consists of a student-centered instructional orientation, CTL as the principal learning approach, the teacher as facilitator and learning designer, and students as active participants in knowledge construction. Learning activities emphasize inquiry, contextual problem-solving, collaboration, reflection, and authentic assessment.

Table 3. Components of the Developed Learning Model

Component	Description
Learning orientation	Student-centered and inclusive
Learning approach	Contextual Teaching and Learning (CTL)
Teacher's role	Facilitator, mentor, and learning designer
Student's role	Active participant and knowledge constructor
Learning activities	Inquiry, contextual exploration, collaboration, discussion, reflection
Instructional adaptation	Flexible materials, activities, interaction, and scaffolding
Assessment	Authentic and performance-based assessment
Intended outcomes	Improved opportunities for language learning, participation, motivation, and inclusive interaction

Proposed Learning Syntax

Based on the needs analysis, the proposed instructional model consists of six interconnected phases: contextual orientation, inquiry, knowledge construction, collaborative learning, reflection, and authentic assessment.

Table 4. Syntax of the Proposed CTL-Based Learning Model

Phase	Teacher Activities	Student Activities	Expected Outcomes
Contextual Orientation	Introduces authentic situations related to students' experiences	Connects prior experiences with new concepts	Establish learning readiness and relevance
Inquiry	Facilitates exploration and questioning	Investigates contextual problems	Encourage active inquiry
Knowledge Construction	Guides students in developing concepts	Constructs understanding from learning experiences	Support meaningful knowledge construction
Collaborative Learning	Organizes discussion and peer interaction	Exchanges ideas and solves problems collaboratively	Facilitate communication and social participation
Reflection	Facilitates self-evaluation and reflection	Reflects on learning experiences	Develop awareness of learning processes
Authentic Assessment	Uses multiple forms of performance-based assessment	Demonstrates language competencies through authentic tasks	Obtain broader evidence of learning

The six phases were developed as a direct response to the needs identified in the preliminary investigation. Contextual orientation addresses the limited connection between language learning and students' everyday experiences. Inquiry and knowledge construction respond to the dominance of teacher-centered instruction by creating opportunities for students to explore and construct meaning. Collaborative learning responds to the need for greater classroom interaction, while reflection provides opportunities for students to review their learning experiences. Authentic assessment addresses the limitations of assessment practices that focus primarily on written and cognitive outcomes.

Preliminary Status of the Developed Model

The findings reported above should be interpreted as preliminary development results rather than evidence of instructional effectiveness. The present study establishes the instructional needs and translates those needs into a proposed CTL-based model. The model is therefore presented as a preliminary instructional product whose broader effectiveness requires further empirical investigation. The current evidence does not support claims that the model has already improved students' Indonesian language achievement, motivation, participation, or other learning outcomes. Likewise, the available manuscript evidence does not provide sufficient quantitative or qualitative documentation to report the number of expert validators, validation scores, detailed validator judgments, or measurable results from limited classroom implementation. Therefore, such outcomes are not presented as established empirical findings in this revised Results section.

DISCUSSION

The findings demonstrate that the principal instructional problem identified at SDN 43 Mataram concerns the limited alignment between conventional classroom practices and the heterogeneous characteristics of learners in an inclusive classroom. The needs analysis showed that teacher-centered instruction, limited differentiation, restricted contextual learning, and conventional assessment created a need for a more adaptive instructional framework. Importantly, these findings constitute the empirical basis for model development and should not be interpreted as evidence that the proposed model has already improved student outcomes.

The first important implication concerns the need to move beyond uniform instructional procedures. The needs analysis showed that students in an inclusive classroom have different learning characteristics, including differences in learning pace, communication abilities, literacy competence, motivation, and participation. This finding is consistent with the principles of inclusive education, which emphasize the adaptation of learning environments to learner diversity rather than expecting all students to learn through identical procedures (Farah et al., 2022; Nashof et al., 2022). The present study extends this perspective by translating the identified need for adaptation into specific components of a CTL-based instructional model.

The proposed learning model is theoretically supported by the instructional design framework developed by (Siti Rahmah, 2025), who argue that effective teaching models should systematically organize learning experiences that promote cognitive, affective, and social development simultaneously. According to this perspective, instructional models function not merely as teaching procedures but as comprehensive pedagogical systems integrating learning objectives, classroom interaction, instructional resources, teacher roles, student participation, and assessment strategies into coherent learning experiences. The six instructional phases developed in this study contextual orientation, inquiry, knowledge construction, collaborative learning, reflection, and authentic assessment reflect these theoretical principles by creating structured opportunities for students to actively participate in constructing knowledge while accommodating diverse learning characteristics. Consequently, the developed model extends Joyce and Weil's instructional framework by integrating contextual learning with inclusive pedagogical practices specifically designed for Indonesian language education at the elementary school level (Alfatih & Raharjo, 2024; Julita & Dheni Purnasari, 2022).

From the perspective of constructivist learning theory, the proposed instructional model reinforces the assumption that knowledge is actively constructed through learners' interaction with authentic experiences rather than transmitted directly from teachers to students. Piaget's cognitive constructivism emphasizes that meaningful learning occurs when learners reorganize existing cognitive structures through assimilation and accommodation processes, whereas Vygotsky's social constructivism highlights the importance of collaborative interaction and scaffolding in facilitating cognitive development. The contextual learning model developed in this study incorporates both perspectives by encouraging students to investigate authentic language problems, communicate ideas with peers, and reflect upon their learning experiences. These instructional processes enable students to construct deeper conceptual understanding while simultaneously strengthening communication skills, social interaction, and independent learning. Such findings support previous educational research demonstrating that contextual learning environments contribute significantly to conceptual understanding and long-term knowledge retention.

The study also contributes to the growing body of literature concerning inclusive education by demonstrating that effective inclusion depends not only on educational policy but also on instructional design capable of accommodating learner diversity within everyday classroom practice. Previous studies on inclusive education have predominantly focused on institutional readiness, teacher attitudes, school management, and educational policy. Although these dimensions remain important, they provide limited guidance regarding how teachers should design daily learning activities that address heterogeneous learning needs. The instructional model proposed in this study addresses this gap by integrating differentiated instruction into every phase of contextual learning. Teachers are encouraged to modify instructional materials, learning activities, communication strategies, classroom interaction, and assessment procedures according to students' individual characteristics while maintaining common curriculum objectives. Consequently, inclusive education becomes operationalized through adaptive instructional practices rather than remaining solely an administrative policy (Kalpokaite & Radivojevic, 2019; Prayogo & Sholikhati, 2021).

Another important contribution of this study concerns the development of Indonesian language competence through authentic learning experiences. Language learning fundamentally requires meaningful communication rather than isolated memorization of linguistic rules. The developed CTL-based model therefore emphasizes contextual communication, collaborative dialogue, inquiry activities, authentic reading materials, reflective writing, and performance-based assessment. These learning experiences enable students to develop listening, speaking, reading, and writing skills simultaneously within meaningful social contexts. The integration of authentic language use with collaborative learning reflects contemporary perspectives in language education that emphasize communicative competence rather than grammatical mastery alone. As students actively negotiate meaning through interaction with peers and teachers, they acquire language not only as an academic subject but also as a practical communication tool applicable to everyday life. Such an approach is particularly beneficial in inclusive classrooms because authentic communication encourages participation from learners with different educational backgrounds and abilities (Alfia Miftakhul Jannah, 2021; Jamal Mirdad, 2020; Wahyuni & Juita, 2024).

The implementation of authentic assessment further strengthens the effectiveness of the proposed instructional model. Conventional assessment practices frequently emphasize written examinations that measure limited aspects of cognitive achievement while overlooking students' communication skills, creativity,

collaboration, and learning progress. In contrast, authentic assessment evaluates students through multiple forms of evidence, including classroom performance, portfolios, presentations, collaborative projects, and reflective learning activities. This multidimensional evaluation provides teachers with more comprehensive information regarding students' academic development while recognizing individual strengths that may not be captured through standardized testing. Furthermore, authentic assessment is more consistent with the philosophy of inclusive education because it acknowledges diverse learner characteristics and allows students to demonstrate competence through multiple learning pathways rather than a single standardized assessment format.

Although the proposed instructional model demonstrates strong theoretical and practical potential, several limitations should be acknowledged. First, the present study primarily focuses on the conceptual development of an instructional model based on qualitative needs analysis conducted within a single inclusive elementary school. Consequently, the findings cannot yet be generalized across different educational contexts without further empirical testing. Second, the effectiveness of the proposed model has not been evaluated through large-scale classroom implementation involving multiple schools, teachers, and student populations. Future research should therefore conduct experimental or quasi-experimental investigations to examine the impact of the model on students' Indonesian language achievement, learning motivation, critical thinking, and social participation across various inclusive educational settings. Third, continuous teacher professional development remains essential because successful implementation of contextual learning requires teachers to possess strong competencies in instructional design, differentiated instruction, classroom management, and authentic assessment.

Overall, the findings indicate that the integration of Contextual Teaching and Learning with inclusive pedagogical principles provides a promising instructional framework for improving Indonesian language learning in elementary schools. The proposed model extends previous instructional research by positioning contextual learning not merely as an active learning strategy but as a comprehensive instructional system capable of accommodating learner diversity while simultaneously improving language competence, motivation, classroom participation, and educational equity. Therefore, this study contributes to both educational theory and instructional practice by offering an innovative model that supports the realization of high-quality inclusive education aligned with contemporary educational reforms and the objectives of sustainable educational development.

CONCLUSION

This study developed a Contextual Teaching and Learning (CTL)-based Indonesian language learning model for inclusive primary schools based on the findings of a systematic needs analysis conducted at SDN 43 Mataram. The needs analysis revealed that existing instructional practices remained predominantly teacher-centered and were insufficient to accommodate the diverse learning characteristics of students in inclusive classrooms. These findings provided the empirical basis for designing an instructional model that integrates contextual learning principles, differentiated instruction, collaborative learning, reflection, and authentic assessment into a coherent instructional framework for Indonesian language learning.

The primary contribution of this study is the development of a preliminary instructional model that conceptually aligns the principles of Contextual Teaching and Learning with inclusive pedagogical practices. Rather than demonstrating instructional effectiveness, the study provides an initial instructional framework intended to support teachers in designing more adaptive and meaningful learning experiences for heterogeneous classrooms. Accordingly, the proposed model should be regarded as a conceptual product that requires broader empirical validation before it can be recommended for large-scale implementation.

This study was conducted within the context of a single inclusive primary school; therefore, the findings should be interpreted within this specific setting. Future research is recommended to undertake wider field implementation involving multiple schools with different characteristics, employ quasi-experimental or mixed-methods research designs, incorporate pretest–posttest measurements, examine implementation fidelity, and evaluate the effectiveness of the proposed instructional model in improving Indonesian language learning and other relevant educational outcomes.

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