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Development of a local history module about the cultuurstelsel period based on an inclusive approach for high school students

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ABSTRACT

In the Merdeka curriculum, local history is one of the essential materials. One of the most critical periods in local history in Malang is the cultuurstelsel period, but currently, there are no teaching materials about this period. HIMO is a printed local history module about the cultuurstelsel period with media integration that allows students to various conditions (regular and inclusive). This study aimed to measure the effectiveness of HIMO in improving local history understanding and learning motivation. This research method is R&D using the ADDIE model. In the analysis stage, the researcher analyzed student needs and the curriculum, which was continued with the design stage. In the development stage, HIMO was declared very feasible by material experts (average score of 98%) and teaching materials experts (average score of 89%) with several revisions. Furthermore, the implementation stage was carried out in an inclusive school in Malang (101 students as subjects) with research instruments in the form of comprehension tests and learning motivation questionnaires. Based on the implementation results, it was found that HIMO can improve understanding (94% of students) and learning motivation (average score 77%). Based on these results, at the evaluation stage, HIMO was declared suitable as local history teaching material for inclusive schools.

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Introduction

Many people, when studying history, are more interested in their local history because they have an emotional connection to it. This interest is because they can better understand how their environment was formed. Studying local history is very important because it allows students to understand better the political, social, economic, and cultural origins that shape their environment and develop their thinking skills and character (Ernst, 2024; Ofianto, Ningsih, Mulyani, Fitrisia, & Erniwati, 2023).

One of the essential local historical materials in Malang is the period of the implementation of the cultuurstelsel, which was the turning point for Malang from an area that was ignored by the Dutch to one of the big cities in Java. Cultuurstelsel is an export crop cultivation system in 1830-1870 initiated by Johannes van den Bosch. At that time, Malang was one of the regentschap in the Pasuruan residency. Before the implementation of this system, Malang was an area that produced coffee, so during the implementation of the cultuurstelsel, Malang became one of the good coffee producers. When this system was implemented, forest land in Malang was converted into coffee plantations, rice fields, and dry fields. With the increasing development of coffee plantations, Malang experienced an economic revival because Malang became one of the largest coffee-producing bases in Java and turned Malang into a developed and multicultural area (Abubakar et al., 2020).

Although the cultuurstelsel period has had a significant impact on the Malang region, many students in Malang do not yet understand its history. This lack of understanding can be seen in a survey conducted at SMAN 9 Malang, where out of 37 students, 80% of them did not know about that period because they had never read or studied it in class. If analyzed further, until now, there has been no specific research on this material. The latest research that explains the history of Malang during the colonial period with the material of colonialism in Malang in the 19th to 20th centuries is research from Hudiyanto (2015). However, this research only discusses a little about the cultuurstelsel period in Malang and is not in-depth, causing history teachers to have difficulty explaining this period to students.

This is very unfortunate because, in the Merdeka Curriculum, local history material during the colonial era is highly emphasized in the Capaian Pembelajaran (Learning Outcomes) of History Learning in Phase F. The absence of teaching materials is one of the factors why local history about the cultuurstelsel period in Malang is not taught in schools. The selection of appropriate teaching materials is one of the problems in local history-based history learning (Saripudin, Insan, & Nugraha, 2022). Therefore, the researcher provides a solution in the form of teaching materials with local history material about the cultuurstelsel period in Malang. Teaching materials are tools to help students learn, gain knowledge, and develop their abilities and skills, so it is necessary to choose the right teaching materials for various conditions in the classroom (Carrete-Marín et al., 2024; Yao et al., 2022). The teaching materials selected by the researcher are teaching materials in the form of modules. The selection of teaching materials in the form of modules is because modules provide a place for independent learning (Sopacua, Fadli, & Rochmat, 2020).

Although the module is independent, not all students can learn it. This is supported by a survey conducted by Smyrnova-Trybulska et al. (2022), finding that many students lack personalization in meeting their learning needs, one of which is teaching materials. Therefore, teachers must understand the diverse needs of students to develop their potential (Rosmadi et al., 2023; Utomo & Thaibah, 2021). If the selection and development of the type of teaching materials are wrong, then the objectives of learning local history about the cultuurstelsel period in Malang will not be achieved, so innovation is needed based on analysis of student needs and curriculum. This is very important because a quality module will have an impact on motivation, interest, and creativity, which will improve student learning outcomes (Dewanti, Nopembri, Widiyanto, & Hartanto, 2024; Dewi & Ramadan, 2021).

There are several previous research studies, such as research from Saripudin et al. (2022) and Nurhikmah et al. (2022), which both developed personalized local history modules in the form of digital modules that can be accessed via devices. This shows that no one has created a printed local history module that is personalized and uses an inclusive approach. Most of the history modules are personalized, and using an inclusive approach is a digital module that can contain various media (adjusting to the needs of students) where accessing the teaching materials requires a device. Moreover, not every student necessarily has the device. This is a problem of fulfilling the learning needs of students in history learning.

HIMO (Historical Integrated Module) about the Cultuurstelsel Period in Malang is a printed module that not only contains materials in the form of text and images but is also equipped with learning videos, audio, and images that can be set to HD (High Definition) so that it makes it easy for students to choose what media they want to use in learning in this module. Audio on HIMO can be accessed on every page so that students who have limited vision or students who enjoy learning by listening can

listen to audio that reads the material on every page of HIMO. This product is indeed designed so that all students with various conditions can learn local history. With the QR code in this module, students can access the media they need. Moreover, based on previous research, the use of QR codes makes it easy for students to access materials to deepen their understanding and motivate them to learn more about history because of its relatively easy access (Mahardika, Zulaeha, & Purwati, 2024; Nela, 2020).

Based on the characteristics of the developed module, this research was conducted at SMAN 9 Malang. This was done because the school is the only inclusive state high school in Malang City. The purpose of developing an integrated module with local history material about the cultuurstelsel period in Malang is to improve the understanding of local history and the learning motivation of students in Malang. By increasing the understanding of their local history, students who are the next generation of the nation can easily understand national history (Syahputra, Sariyatun, & Ardianto, 2020). This is the basis for building a country in the present and the future. In addition, the existence of printed modules that have an inclusive approach (personalization) will make it easier for students with all conditions to learn about local history and motivate their learning.

Method

This study uses the ADDIE research and development model. The ADDIE model is comprehensive and system-oriented in producing good teaching module designs (Suratnu, 2023). The selection of this ADDIE model is because the model is dynamic, where researchers can design learning that, in the process, can be *set* in various settings because the structure of this model is generally compared to other models (Risal, Hakim, & Abdullah, 2022). In addition, researchers can make revisions at each stage to ensure that the resulting product is in accordance with the development objectives. Unlike other models whose steps are detailed, this ADDIE model has five main steps that can be further developed by researchers, namely, *Analyze, Design, Develop, Implement, and Evaluate*.

In this study, the analysis stage was carried out by analyzing the curriculum, namely the Merdeka Curriculum, where in the History Learning Outcome Phase F, students must be able to explore their local history. The next step is to analyze the problems and needs of students by surveying and distributing questionnaires about local history, especially the cultuurstelsel period, at an inclusive high school in Malang, namely SMAN 9 Malang. At the design stage, the researcher studied previous research on local history modules. At this stage, the researcher also began writing local history about the cultuurstelsel period in Malang using historical research methods with reliable sources (such as contemporary archives). The next stage is development, where the researcher begins to develop the HIMO design and begins to validate it with material experts and teaching material experts. After validating and making improvements, the researcher carried out the implementation stage. This stage was carried out at SMAN 9 Malang, which is the only inclusive high school with state status. The data in this study are sample data taken from the population using the purposive sampling technique. In class XI at SMAN 9 Malang, there are 11 classes with various class characteristics. The researcher took three classes (101 students) as samples in this study. The selection of these three classes was based on the level of diversity of conditions and characteristics of their students, according to the direction of the history teacher at the research location. The last stage is evaluation, where the researcher evaluates all stages of this study.

The data collection technique in this study used a comprehension test and a motivation questionnaire that had been tested for validity and reliability. According to Kuper and Kuper, a questionnaire is a series of structured and standardized questions given to research respondents. (Chowdhury, Oakkas, & Ahmmed, 2022). The questionnaire in this study consists of 3 types, namely the material expert validator questionnaire, the teaching material expert validator questionnaire, and the questionnaire to measure student learning motivation. Data processing in the form of a questionnaire was carried out using the percentage analysis formula.

Determining the meaning of the results of the product trial data analysis and effectiveness tests in increasing student motivation, analyzed using the percentage calculation of each component determined based on the criteria in Table 1. Criteria for the Eligibility and Effectiveness of Teaching Materials (Arikunto, 2018).

The data collection technique is in the form of a comprehension test with an instrument of comprehension question sheets to measure students' understanding of local history. The researcher will compare the pretest and posttest scores, whether there is an increase or not. In addition, the researcher will also conduct a paired T-test to test the significance of the differences that occur after being given HIMO.

Table 1. Criteria for the Eligibility and Effectiveness of Teaching Materials

Percentage (%)	Criteria
30-39	Not feasible/Not effective
40-55	Less feasible/Less effective
56-65	Quite decent/Quite effective
66-79	Eligible/Effective
80-100	Very Worthy/Very Effective

Table 2. One-Group Pretest-Postest Design

Pretest	Treatment	Posttest
0_1	X	0_2

Results and Discussions

Results and Analysis of HIMO about The Cultuurstelsel Period in Malang

HIMO (Historical Integrated Module) about the *cultuurstelsel* period in Malang is an integration module that contains local history materials in printed form and not only contains materials in the form of text and images but is also equipped with learning videos, explanatory audio, and images that can be set to HD (High Definition) so that it gives students the freedom to choose what media they want to use in learning in this module. The development of materials in this HIMO is local history material about the *cultuurstelsel* period in Malang, which is based on the *Capaian Pembelajaran* (Learning Achievements) of the History Subject Phase E of the Merdeka Curriculum.

Figure 1 Results of HIMO (Historical Integrated Module)

The module structure in HIMO is the title, foreword, table of contents, background, brief description, learning outcomes, concept map, benefits, learning objectives, module usage instructions, learning outcomes, primary material, material description, summary, exercises or assignments, comprehension tests, follow-up, expectations, glossary, bibliography, and answer keys. In the module, a QR code is provided on each media so that students can access it according to their needs (see Figure 1). After completing the product design, the researcher finally made a HIMO product that had been validated by material and teaching material experts with the following results.

Table 3. Results of Validation of Materials and Teaching Materials

Validation Test	Validators	$\bar{x}$(%)	$\bar{x}$ Maximum (%)	Information
Material	Nur'aeni Marta M. Japar	98	100	Very feasible
Teaching materials		89	100	Very feasible

Based on the table above (Table 3), it can be seen that the HIMO (Historical Integrated Module) teaching material product on local history material about the *cultuurstelsel* period in Malang was declared very feasible by material experts (average score of 98%) and teaching material experts (average score 89%). Although the results of the material validation stated that the material in HIMO was very feasible, the researcher still needs to make some improvements or revisions according to the comments and suggestions from the validator. The material expert has provided comments and suggestions to the researcher, namely the need for a more in-depth explanation of the objectives of implementing the *cultuurstelsel* in Malang and adding illustrations and explanations to the map (see Figure 1). The validator or teaching material expert also provided comments and suggestions for several revisions, namely improving the writing of learning objectives based on writing rules and improving writing style, such as typos. Comments and suggestions are the basis for researchers to make revisions or improvements before implementation or trials are carried out on students.

Results and Analysis of the Implementation Stage Of HIMO about the Cultuurtstelsel Period in Malang

The researcher conducted the implementation or trial phase of the HIMO product, which is a local history module with the material of the cultuurstelsel period in Malang, which was implemented in 3 classes at the XI level of phase F of SMAN 9 Malang, namely classes XI-5, XI-6, and XI-8. The number of students in each class, namely class XI-5, as many as 35 people (1 person was absent, so there were only 34 students); class XI-6, as many as 36 people; and XI-8, as many as 32 people (1 person was absent, so there were only 31 students). In class XI-5, there is one student who has low vision.

This study aims to develop teaching materials that can improve students' understanding of local history and learning motivation. In the first stage, the researcher tested the effectiveness of HIMO in enhancing students' understanding. This understanding test was conducted using a pretest and posttest to determine changes in scores or values after reading and studying HIMO. This understanding test used Quizziz media to make it easier for researchers to collect and analyze scores or values. The results of the understanding test are the results of the pretest and posttest of students from each class, as follows.

Table 4. Average Results Data of Comprehension Test in 3 Implementation Classes

Class	Pretest	Post Test	Information
XI-5	52	84	**Increase**
XI-6	56	93	**Increase**
XI-8	62	89	**Increase**

After getting the results of the comprehension test, the researcher conducted a paired T-test to see the level of significance of the increase from the pretest and posttest. The results of the paired T-test from the HIMO comprehension test data are as follows.

Table 5. Paired T-Test Results

	Mean	N	Std. Deviation	Std. Error Mean
Before	56,58	101	17,333	1,725
After	88,72	101	12,364	1,230

Table 6. Paired T-Test Result 2

Paired Differences							Significance	
Mean	Std. Deviation	Std. Error Mean	95% Confidence Internal of the Difference Lower	Upper	t	df	One-Sided p	Two-Sided p
-32,139	20,106	2,001	-36,108	-28,169	-16,065	100	<0,001	<0,001

Based on the results of the comprehension test (pretest and posttest) of three grade XI classes at SMAN 9 Malang (Table 4), the average score results were obtained in grade XI-5 with a pretest result of 52 and a posttest result of 84, in grade XI-6 the pretest result was received at 56 and a posttest result

of 93, and in grade XI-8 the pretest result was obtained at 62 and a posttest result of 89. When viewed from the results of the average scores of the three classes, it can be seen that there was an increase in understanding after reading the HIMO teaching materials on the implementation of *the cultuurstelsel period* in Malang. This is also proven in the results of the paired T-test (Table 5), which showed a significant difference between the pretest results (M = 56.6, SD = 17.3) and the posttest results (M = 88.7, SD = 12.4), namely the results obtained that p <0.001 (less than 0.05).

In addition to the comprehension test, the researcher also tested the effectiveness of HIMO in increasing students' learning motivation. The researcher distributed a motivation questionnaire to each student to find out their learning motivation after reading and studying HIMO about the *cultuurstelsel* period in Malang. The results of the student learning motivation questionnaire after studying HIMO about the *cultuurstelsel* period in Malang are as follows.

Table 6. Average Percentage of Learning Motivation Data Results for Each Student

Class	Score (%) Motivation $\bar{x}$	Maximum Score (%) Motivation	Information
XI-5	78	100	Effective
XI-6	76	100	Effective
XI-8	77	100	Effective

The results of the validity and reliability test of the learning motivation questionnaire after reading and studying HIMO are as follows.

Table 7. Results of Validity of Learning Motivation Instrument

Statement	R count	R table	Sig. (2-tailed)	Caption
P1	0,516	0.1956	0,000	Valid
P2	0,577	0.1956	0,000	Valid
P3	0,413	0.1956	0,000	Valid
P4	0,675	0.1956	0,000	Valid
P5	0,593	0.1956	0,000	Valid
P6	0,647	0.1956	0,000	Valid
P7	0,714	0.1956	0,000	Valid
P8	0,514	0.1956	0,000	Valid
P9	0,521	0.1956	0,000	Valid
P10	0,614	0.1956	0,000	Valid
P11	0,606	0.1956	0,000	Valid
P12	0,639	0.1956	0,000	Valid
P13	0,558	0.1956	0,000	Valid
P14	0,629	0.1956	0,000	Valid
P15	0,655	0.1956	0,000	Valid
P16	0,703	0.1956	0,000	Valid
P17	0,704	0.1956	0,000	Valid
P18	0,634	0.1956	0,000	Valid
P19	0,689	0.1956	0,000	Valid
P20	0,557	0.1956	0,000	Valid
P21	0,514	0.1956	0,000	Valid
P22	0,650	0.1956	0,000	Valid
P23	0,600	0.1956	0,000	Valid
P24	0,744	0.1956	0,000	Valid
P25	0,697	0.1956	0,000	Valid
P26	0,687	0.1956	0,000	Valid
P27	0,749	0.1956	0,000	Valid
P28	0,465	0.1956	0,000	Valid
P29	0,623	0.1956	0,000	Valid
P30	0,621	0.1956	0,000	Valid

Table 8. Results of the Reliability Test of the Learning Motivation Instrument

Cronbach's Alpha	N of Items	Information
0,944	30	High Reliability

Table 9. Average Percentage of Learning Motivation Data Results for Each Assessment Item

Assessment Indicators	XI-5		XI-6		XI-8	
	$\bar{x}$ (%)	$\bar{x}$ 1 (%)	$\bar{x}$ (%)	$\bar{x}$ 1 (%)	$\bar{x}$ (%)	$\bar{x}$ 1 (%)
Self-efficacy	78	100	77	100	78	100
Active learning strategies	79	100	75	100	75	100
Historical Learning Value	80	100	77	100	78	100
Performance Goal	75	100	77	100	78	100
Achievement Goal	84	100	79	100	79	100
Learning Environment Stimulation	72	100	72	100	73	100
$\bar{x}$	78	100	76	100	77	100

After obtaining the results of the questionnaire data, the researcher conducted a validity and reliability test to determine the validation and reliability of the instrument. Based on the results of the validity and reliability of the instrument (Tables 7 & 8), it can be stated that the instrument for measuring the effectiveness of HIMO in increasing learning motivation is valid and very reliable, and therefore the researcher can analyze the questionnaire results further. The results of the learning motivation questionnaire data after reading and studying HIMO during the *cultuurstelsel period* in Malang above show the average percentage results in class XI-5 at 78%, class XI-6 at 76%, and class XI-8 at 77% (Tables 6 & 9). The average percentage values show that after reading and studying HIMO, students in the three classes experienced an increase in learning motivation (effective in increasing learning motivation). If Table 9 is reviewed again, it can be seen that the similarities in the three classes are that the average value of *Capaian Pembelajaran* (Achievement Objectives) has the highest scores.

Based on the results of interviews with low-vision students in grades XI-5, students felt helped by the audio and video media available on HIMO. Students also added that they were more motivated to learn history after studying HIMO teaching materials. In addition, based on the data from the comprehension test results, students also experienced an increase in understanding from a pretest score of 40 to 60 during the posttest.

Discussion

History learning is learning to understand the journey of a nation, where in the learning process, students are required to think critically, internalize, and be able to understand the past for the present and the future (Jamiludin & Darnawati, 2022). In the Capaian Pembelajaran (Learning Outcomes) of History Learning of the Merdeka Curriculum Phase F, it is explained that students are expected to be able to analyze and relate various events in the history of colonialism in Indonesia in the local, national, and global scopes. This shows that the position of local history in the Merdeka Curriculum is a necessity. This is also emphasized by Kurniawan et al. (2023), who said that local history learning must indeed be presented because, in the Merdeka Curriculum, history subjects are required to be multidimensional. This is because of the need for an understanding of the Indonesian nation, which is a heterogeneous nation.

The importance of teaching local history is explained by Anggraeni et al. (2022), the fact that local history can provide a real picture of history and is easier to understand because the events that occur are in their surroundings. To teach local history, local history materials are needed that are written scientifically so that the historical facts that will be conveyed to students are not wrong. Therefore, the writing of historical materials must follow the rules of historical research, and the writing must be adjusted to the development of students so that it is easy to understand, stimulates students to think critically, and motivates students to be able to solve problems based on past experiences.

Learning local history is very important so that students can feel close to their environment (Soeharso, Sodiq, & Wardayanti, 2022). Therefore, learning local history is very important, so the local history material written by researchers must use historical research methods. The use of this research method must be done so that students can benefit from studying local history that has been written

scientifically. Researchers wrote local history material on the cultuurstelsel period in Malang so that students understand their local history. This material was chosen because this period is one of the most critical periods in Malang that no one has written about in depth (based on previous studies).

Based on validation data from material experts (See Table 3), it can be seen that of the 12 existing assessment elements, 11 material assessment elements obtained a score of 5 (very feasible), namely on the assessment items of material completeness, material depth, conceptual accuracy, scientific truth, factual accuracy, originality, contemporary science, packaging, developing learning abilities, stimulating chronological thinking and bibliographic accuracy. In addition, the validator also gave a score of 4 (feasible) on one other assessment item, namely the breadth of the material. The results of the total percentage calculation obtained a score of 98%, which indicates that the material on the cultuurstelsel period in Malang is very suitable for use as local history material in the classroom by considering the notes from the material expert validator.

After the materials had been created and validated by material experts, researchers began to develop teaching materials according to the design that had been made based on curriculum and student analysis. In packaging local history, teachers need something creative and innovative in order to introduce local history in an interesting way (Fikri, Syahza, & Putra, 2023). Based on the results of the analysis stage, it was found that many students in Malang did not know about the cultuurstelsel period in Malang because their teachers did not teach it, and there were no teaching materials about that period. This should not happen because, in the Capaian Pembelajaran (Learning Outcomes) of History Learning in Phase F of the Merdeka Curriculum, it is stated that students are expected to be able to analyze and relate the history of the colonial period from the national, local and global scopes. Therefore, researchers developed teaching materials for this material.

Quality teaching materials will have an impact on motivation, interest, and creativity, which will improve student learning outcomes (Dewi & Ramadan, 2021). To realize quality teaching materials, researchers develop teaching materials in the form of modules so that students can learn independently. A module is a form of teaching material that is systematically arranged, interesting, and easy to learn independently or with the guidance of a teacher/educator (Marta, Abdurakhman, & Djunaidi, 2023). Modules as teaching materials must be able to attract interest and motivate students, modules must have a clear point of view, and modules must appreciate the personal differences of students (Kosasih, 2021). Therefore, researchers developed HIMO (Historical Integrated Module), which is a printed local history module based on the inclusion or appreciation of the various conditions of students. This HIMO is packaged so that students can understand their local history and increase student learning motivation.

The interesting thing about HIMO is that even though it is in printed form, this module has a feature of integrating text, image, video, and audio media that is usually only found in e-modules. The media can be accessed by scanning the available QR code, making it easier for students to access according to their needs (see Figure 2). QR codes on teaching materials provide many conveniences and free and fast access. Several studies have shown that QR codes on teaching materials can increase motivation and understanding (Misnawati, Yusriadi, & Tahir, 2023). HIMO is also friendly for students with special conditions such as low vision because the images in this module can be resized, and students can listen to the contents of the module from the audio provided on each page so that the students are as if the contents of the module are read on each page they want to read.

Figure 2 Students are studying HIMO

After the researcher finished developing HIMO based on the design obtained from the results of the curriculum analysis and student needs, the researcher validated the teaching materials to the teaching materials expert. Based on the design validation data by the teaching materials expert (See Table 3), it can be seen that the teaching materials product developed has an average value of 98%. HIMO (Historical Integrated Module) obtained an average value of 89% from the teaching materials expert, which means that the teaching materials developed by the researcher are very feasible to implement as local history teaching materials with notes that must be improved during validation. After making improvements, HIMO is ready to be implemented,

The researcher conducted the implementation or trial phase on three classes (101 students) at SMAN 9 Malang (inclusive school) in grade XI Phase F, where the material on the cultuurstelsel period in Malang was following the semester that was still being taken. At this stage, the researcher conducted a test of the effectiveness of HIMO in improving students' understanding of local history and learning motivation. According to Rusmanto & Rukun (2020), the module can make students learn independently, so the module must meet the requirements of good teaching materials so that students who study it get benefits in the form of increased understanding and learning motivation.

To test the effectiveness of HIMO in improving the understanding of local history, researchers conducted a test of students' understanding by giving a pretest and posttest after studying the HIMO about the cultuurstelsel period in Malang. The understanding test conducted by researchers used 15 questions about the cultuurstelsel period in Malang in the form of multiple-choice tests using the Quizziz media.

Based on the data of the comprehension test results (pretest and posttest) in grades XI-5, XI-6, and XI-8, there was an increase in scores from the pretest to the posttest. This shows that HIMO is effective in improving students' understanding of local history. This is supported by statistical calculations, namely paired T-Test, which shows a p-value <0.001, which means that there is indeed a significant difference between the pretest and posttest. In grade XI-5, out of 34 students, 31 students experienced an increase in scores from pretest to posttest, and three students whose scores did not increase (pretest and posttest scores were the same). In grade XI-6, out of 36 students, 33 students experienced an increase in scores, one student experienced a decrease in scores, and two students whose pretest and posttest scores were the same. In grades XI-8, there were 31 students, and all of them experienced an increase in scores from the pretest to the posttest. The data shows that out of 101 students tested, 95 students, or equivalent to 94% of students, experienced an increase in understanding.

As for the five students who did not experience an increase in understanding, there are probably several underlying factors. Several factors that influence students in academics include economic conditions, characteristics, behavior, educational environment, and the community around the students (Suleiman, Okunade, Dada, & Ezeanya, 2024). If analyzed further, the lack of an increase in understanding after reading HIMO can be explained in several analyses. The first analysis is the problem of students who are not interested in learning history. According to Himawan et al. (2021), the awareness and interest of the Indonesian people are still in the low category. This is also supported by the results of research by Cairns & Garrard (2024) that many young people consider history to be irrelevant to their future. Based on the researcher's observations during the study, it was indeed seen that during the implementation process, some students were not interested in reading or even interested in touching HIMO as a local history module. When taking the comprehension test, they also seemed not as serious as their friends, perhaps because the researcher was not their original teacher (their grades were not affected).

The second analysis is that they are not interested in HIMO as a teaching material. Because HIMO is in printed form, they may be too lazy to read and even watch videos. It is known that now there are many interactive teaching materials, such as games based on AI (Artificial Intelligence), which HIMO does not own. According to Wartella et al. in Asmianto et al. (2022), children today really like interactive media, so they cannot live without gadgets. The study by Toharudin et al. (2021) also showed that learning using games makes students feel awake and more active in learning. This is the basis for developing HIMO further in order to create media to reach more diverse conditions and characteristics of students.

The following analysis is for students who cannot concentrate because the two classes that did not experience the most improvement were classes that were in the hour before the break, so when after reading HIMO and approaching the break time, they rushed to do the posttest to end the class immediately. The existence of students who did not experience an increase in understanding is the basis for the researcher's evaluation to improve HIMO in the future so that it becomes a good local history module and effectively improves students' understanding of local history.

After conducting a comprehension test, the researcher distributed a questionnaire to determine whether there was an increase in students' learning motivation after studying HIMO. The integration of media such as visuals (text and images), audiovisuals (videos), and audio accessed using QR Codes on printed HIMO makes it easier for students to learn their local history. This is supported by research from Sianturi (2025), that students are more interested and motivated to learn local history using technology-based media such as videos and other digital products.

Based on the motivation questionnaire data, in class XI-5, 14 students had an average percentage of learning motivation scores between 80-100% (very effective in motivating), and 20 students had an average percentage of learning motivation scores above 66-79% (effective in motivating) after studying HIMO about the cultuurstelsel period in Malang. In class XI-6, 15 students had an average percentage of learning motivation scores between 80-100% (very effective in motivating), 17 students had an average percentage of learning motivation scores above 66-79% (effective in motivating), and four students had an average percentage of learning motivation scores above 56-65% (quite effective in motivating) after studying HIMO about the cultuurstelsel period in Malang. In class XI-8, as many as 12 students have an average percentage of learning motivation scores between 80-100% (very effective in motivating), 13 students have an average score of learning motivation above 66-79% (effective in motivating), and six students who have an average score of learning motivation above 56-65% (quite effective in motivating) after participating in HIMO about the cultuurstelsel period in Malang. In conclusion, of the 101 students who have participated in HIMO about the cultuurstelsel period in Malang, as many as 40.6% are very motivated, 49.5% are motivated, and 9.9% are quite motivated by HIMO.

In addition, when analyzed based on the data of the average percentage results of each assessment item, it can be seen that all assessment items have an average percentage above 70%, which indicates that HIMO is effective in increasing student learning motivation. In class XI-5, two assessment items obtained an average score above 80% (very effective), and four assessment items obtained an average score above 70% (effective). In class XI-6 and class XI-8, all assessment items obtained an average score above 70-79%, which indicates that HIMO is effective in increasing learning motivation. The results of the learning motivation questionnaire after studying HIMO have also been declared valid and reliable based on statistical tests.

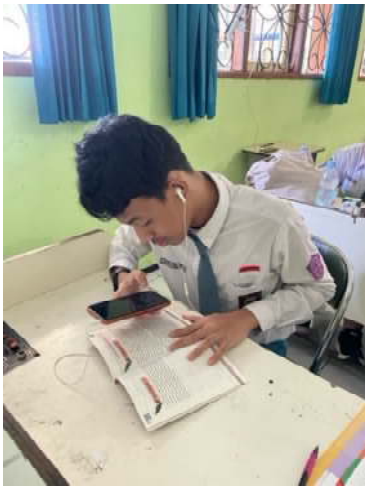

Figure 3 Students with low vision use QR codes to play audio on HIMO.

Another thing in this study is the presence of one low-vision student in class XI-5. When studying HIMO, the student utilized the audio feature on each HIMO page (see Figure 3). When viewed from the

motivation questionnaire data, the student had an average percentage score of 73%, which means that the student was motivated by HIMO. In the comprehension test, the student also got an increase in score/value from 40 in the pretest and 60 in the posttest, which means that his understanding increased.

In addition, during the interview, this participant explained that he was happy with the existence of the HIMO about the cultuurstelsel period in Malang. This student argued that HIMO was not as thick as other history textbooks, so he was not lazy to study it. This student also explained that he felt helped by the audio and video media available on HIMO for students with the same conditions as the student. According to Vaughn et al. (2023), to support students with special conditions such as low vision, teachers or educators need to provide extraordinary facilities such as attention to curriculum access, one of which is providing teaching materials that are easy to learn by students with special conditions such as low vision. HIMO was developed to facilitate students with special conditions without feeling isolated. Many students with special conditions in regular schools want to be treated equally without being isolated. To meet students' learning needs, teachers need to adjust teaching materials, teaching materials, media, evaluations, and so on to suit students' needs and support each student's academic development (Lindner & Schwab, 2020).

Based on the results of low vision student data, it can be shown that HIMO can indeed be used as a teaching material that can be used by inclusive students to improve their understanding of local history and learning motivation. However, this also needs to be tested further on other students with the same conditions or students with special needs other than low vision so that researchers can determine the effectiveness of HIMO as a teaching material with a more in-depth and comprehensive inclusive approach.

The final stage of this research is evaluation. In the implementation or trial stage of HIMO (Historical Integrated Module) about the cultuurstelsel period in Malang as a teaching material, it finally provided information that this teaching material product is suitable for use as a teaching material and is effective in improving the understanding of local history and learning motivation of students in Malang. The shortcomings found during the research will be the basis for further development of HIMO so that HIMO teaching materials are better at improving the understanding of local history and student learning motivation that is friendly to all student conditions.

Conclusions

HIMO (Historical Integrated Module) about the cultuurstelsel period in Malang is a local history teaching material based on inclusion in the form of a printed module with media integration. This media integration allows regular students and students with special needs (such as low vision) to study this local history teaching material easily and enjoyably. The development of this local history teaching material was motivated by the large number of students in Malang who did not understand their local history during the colonial period, which should not have happened because, in the Merdeka Curriculum Phase E, students are expected to be able to analyze and relate national, local and global history. This is because there is no local history teaching material on the material. HIMO about the cultuurstelsel period in Malang was developed to improve the understanding of local history and learning motivation of students in various conditions and characteristics of students (regular and inclusive).

In the process of developing HIMO about the cultuurstelsel period in Malang, the HIMO teaching materials were rated very appropriate in terms of material (score 98%) by material experts and teaching materials (89%) by teaching materials experts. After validation and revision or improvement, the researcher implemented or tested the HIMO product at SMAN 9 Malang with 101 test subjects (3 classes, namely class XI-5, XI-6, and XI-8). Based on the results of the understanding test (pretest compared to posttest) showed that 94% of students experienced an increase in understanding. This indicates that the HIMO teaching materials are also effective in improving students' understanding of local history. This is also reinforced by the paired T-test, which shows p> 0.001, which indicates that there is indeed a significant difference in the pretest and posttest scores. For the 6% of students who did not experience an increase in understanding, the researcher needs to investigate the reasons

behind these students further. The 6% of students who did not experience any improvement is evaluation material regarding the shortcomings of HIMO, which has not reached all media desired or needed by students.

In addition to testing the understanding of local history, researchers also obtained data from the results of the learning motivation questionnaire from the three classes. The results of the learning motivation questionnaire have been declared statistically valid and reliable. The data from the learning motivation questionnaire obtained showed that the HIMO about the cultuurstelsel period in Malang was effective in increasing students' learning motivation (average percentage of 77%). At this implementation stage, data was also obtained on low-vision students who studied the HIMO teaching materials. Based on the data from the motivation questionnaire, comprehension test, and interview, it was obtained that HIMO was effective in increasing students' learning motivation and understanding of local history. With the results above, it can be concluded that this product is suitable for use as teaching materials. HIMO about the cultuurstelsel period in Malang is effective in increasing students' learning motivation and understanding of the history of Malang.

Although HIMO is not yet completely perfect because there are still students who have not shown an increase in understanding of local history, this will be an evaluation for researchers to be able to develop HIMO further and conduct trials with a broader range of inclusive students. In addition, it is hoped that HIMO can also be used as a reference for the development of inclusive-based teaching materials, especially for developers of local history teaching materials.

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