



## **Development of a Module for the Preparation of Multiculturalism-Integrated History Teaching Materials Based on Historical Empathy for History Education Students**

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**Abstract:** This study aims to develop a module on preparing multiculturalism-integrated history teaching materials based on historical empathy for History Education students. The development employed the ADDIE model, which consists of five stages: analysis, design, development, implementation, and evaluation. The research subjects involved 10 students in a small-scale trial and 26 students in implementation trial. Data were collected through observation, interviews, expert validation questionnaires, and student learning outcome tests. The results showed that the developed module received a material expert validation score of 88.88% (very feasible category) and a media expert validation score of 84.88% (very feasible category). The small-scale trial indicated an improvement in student learning outcomes, with average scores increasing from 59.5 to 77.5, achieving an N-Gain of 0.45 (medium category). Meanwhile, the large-scale field trial showed an increase from 65.19 to 87.69, with an N-Gain of 0.51 (medium to high category). The module was declared effective and practical in enhancing students' ability to develop history teaching materials that integrate multiculturalism and historical empathy. This product is expected to be used as an alternative self-study material in higher education history courses to foster national and humanitarian awareness.

**Keywords:** history learning materials; historical empathy; multiculturalism

**Abstrak:** Penelitian ini bertujuan untuk mengembangkan modul penyusunan bahan ajar sejarah terintegrasi multikulturalisme berbasis historical empathy bagi mahasiswa Pendidikan Sejarah. Pengembangan dilakukan menggunakan model ADDIE yang terdiri atas lima tahap, yaitu analisis, desain, pengembangan, implementasi, dan evaluasi. Subjek penelitian terdiri atas 10 mahasiswa pada uji coba terbatas dan 26 mahasiswa pada uji coba implementasi. Pengumpulan data dilakukan melalui observasi, wawancara, angket validasi ahli, serta tes hasil belajar mahasiswa. Hasil penelitian menunjukkan bahwa modul yang dikembangkan memperoleh skor validasi ahli materi sebesar 88,88% (kategori sangat layak) dan validasi ahli media sebesar 84,88% (kategori sangat layak). Uji coba terbatas menunjukkan peningkatan hasil belajar mahasiswa dari nilai rata-rata 59,5 menjadi 77,5 dengan N-Gain sebesar 0,45 (kategori sedang), sedangkan uji coba lapangan luas menunjukkan peningkatan dari 65,19 menjadi 87,69 dengan N-Gain sebesar 0,51 (kategori sedang ke tinggi). Hasil uji t berpasangan menunjukkan perbedaan signifikan antara nilai pretest dan posttest pada kedua tahap. Modul dinyatakan efektif dan praktis dalam meningkatkan kemampuan mahasiswa menyusun bahan ajar sejarah yang mengintegrasikan nilai-nilai multikulturalisme dan *historical empathy*. Produk ini diharapkan dapat digunakan sebagai alternatif bahan ajar mandiri dalam pembelajaran sejarah di perguruan tinggi guna menumbuhkan kesadaran kebangsaan dan kemanusiaan.

**Kata Kunci:** bahan ajar sejarah; historical empathy; multikulturalisme



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## Introduction

History education is a discipline that plays a pivotal role in constructing historical consciousness, strengthening national identity, and instilling humanitarian values and diversity in students. Amidst the dynamics of a multicultural society like Indonesia, history learning in higher education functions not merely as a means of transmitting factual knowledge about the past, but also as a medium for character building that respects differences and fosters empathy toward the historical experiences of various societal groups. This necessitates the integration of multicultural values into history learning as an urgent requirement (Banks, 2015; Saripudin & Komalasari, 2016; Setiyonugroho et al., 2022). Multiculturalism in the context of history serves as an ideological framework that emphasizes equality, recognition, and respect for cultural plurality, while preventing the domination of one cultural narrative over another (Luturmas, 2020; Sohabudin & Darmawan, 2023; Tanjung & Darmawan, 2022). This approach also aims to instill values of democracy, humanism, pluralism, and tolerance in students.

In the context of higher education, students of the History Education Study Program are expected not only to master substantial knowledge regarding historical events and figures but also to possess pedagogical competence in developing teaching materials that reflect multicultural values and historical empathy. Historical empathy is an essential capability in history learning as it enables students to understand and evaluate human actions in the past based on the social and moral context of their time (Endacott & Brooks, 2018; Wineburg, 2006). Through historical empathy, prospective teachers can assist students in going beyond rote memorization of facts to understanding the humanitarian significance of every historical event (Karn, 2023; Utami, 2019).

However, a needs analysis conducted on History Education students indicates that the learning process for preparing teaching materials still faces various obstacles. The majority of students do not yet possess a comprehensive understanding of the principles of integrating multicultural values and historical empathy in the development of teaching materials. Based on needs assessment data, 82% of students stated that the teaching materials currently in use are predominantly informative and do not provide sufficient space for reflection on humanitarian values and cultural diversity. Furthermore, students expressed a need for teaching materials that are systematic, conducive to independent study, and equipped with applicable examples within the context of history learning in schools.

This condition illustrates a gap between ideal competency demands and the reality in the field. Several prior studies have attempted to develop history teaching materials, yet they often focus on partial aspects. Some studies (Br Manalu et al., 2024; Kurniawan, 2020; Setiyonugroho et al., 2022) focused on developing multiculturalism-based teaching materials to foster tolerance, while others (Endacott et al., 2024; Gómez-Carrasco et al., 2020; Savenije & de Bruijn, 2017) focused on the use of historical empathy for character deepening. However, research that systematically integrates these two elements into a single guide module intended for the preparation of teaching materials by students remains very limited.

The development model employed is the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model, which has been proven effective in producing learning products that are systematically tested in terms of feasibility, practicality, and effectiveness (Abrar et al., 2025; Rivasintha Marjito & Hidayat, 2024). Through this model, the research is expected to produce a module that is not only feasible in content and presentation but also

effective in improving students' ability to compile history teaching materials based on multiculturalism and historical empathy.

This module is designed as an innovative instructional resource that not only elucidates theoretical concepts regarding history teaching materials but also provides practical guidance for designing history instruction aimed at fostering tolerance, respect for diversity, and historical empathy toward past events. The study employed the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model, a framework proven effective in producing instructional products that are systematically evaluated for feasibility, practicality, and effectiveness (Abrar et al., 2025; Rivasintha Marjito & Hidayat, 2024). Through this framework, the research aims to produce a module that is not only valid in terms of content and presentation but also effective in enhancing students' competency in developing history teaching materials based on multiculturalism and historical empathy.

Accordingly, this study seeks to contribute to the development of history education in higher education, particularly in preparing prospective history teachers capable of integrating multicultural values into instructional practices. Furthermore, the findings are expected to enrich learning resources, support the implementation of historical empathy-based instruction, and reinforce the role of history education in fostering an inclusive and civilized national character.

## Research Methods

This study employed a Research and Development (R&D) approach utilizing the ADDIE model, which encompasses five primary stages: analysis, design, development, implementation, and evaluation. The study is classified as developmental research incorporating both descriptive quantitative and evaluative approaches. The quantitative approach was utilized to assess product effectiveness through student learning outcomes, whereas the descriptive approach was employed to delineate the product development process and analyze expert feedback regarding the developed module.

The population of this study comprised all 516 students of the History Education Study Program. The research sample consisted of 36 students enrolled in the "Multiculturalism in History Learning" course during the academic year in which the study was conducted. The sample was determined using purposive sampling, involving the selection of research subjects based on specific objectives and characteristics relevant to the product development. Additionally, the study involved two experts who evaluated product feasibility based on material and media expert validation instruments. Data collection was conducted through observations, questionnaires, document analysis, and assessments of learning outcomes.

The expert validation instruments were developed using a 4-point Likert scale, with assessment criteria encompassing four feasibility aspects: content feasibility, linguistic feasibility, presentation feasibility, and graphical feasibility. Content feasibility pertains to the alignment of the material with learning objectives, specifically regarding the accuracy of concepts and factual information. Linguistic feasibility encompasses the use of clear, student-friendly, and easily comprehensible language. Presentation feasibility involves the systematic and coherent organization of the material, incorporating supporting visuals such as images or maps. Graphical feasibility addresses the appropriateness of the layout and design, including typography selection and color usage. The formula employed to assess product validity is as follows:

$$P = \frac{F}{N} \times 100\%$$

Where:

F = Obtained score

N = Maximum score

To determine product feasibility, the criteria proposed by Arikunto (2018) were utilized, as follows:

**Table 1.** Feasibility Criteria

Achievement Level (%)	Category	Description
76-100	Very Feasible/Very Good	No Revision
56-75	Feasible/Good	Minor Revision
40-55	Moderately Feasible/Fair	Major Revision
0-39	Not Feasible/Poor	Major Revision

Source: Arikunto, 2018

In addition to product feasibility, quantitative data analysis was conducted to assess module effectiveness through the evaluation of student learning outcomes. Prior to data analysis, the product was tested utilizing a one-group pretest-posttest design. Subsequently, the trial results were analyzed using the N-Gain test and t-test to determine the level of effectiveness in enhancing learning outcomes.

## Result

This study aims to produce an instructional module titled Development of a Module for the Preparation of Multiculturalism-Integrated History Teaching Materials Based on Historical Empathy for History Education Students. The module development was executed through the five stages of the ADDIE model: analysis, design, development, implementation, and evaluation. Each stage yielded interrelated empirical findings, thereby collectively illustrating a systematic and validated product development process.

## Analyze

The initial phase served as the foundational step in this developmental research. This phase aimed to identify module development needs, analyze curriculum alignment, comprehend student characteristics, and examine the instructional context and supporting resources. A needs analysis was conducted to identify gaps between actual instructional conditions and the ideal outcomes anticipated in the 'Multiculturalism in History Learning' course. Data collection during this stage was conducted via questionnaires and classroom observations, aimed at eliciting student responses regarding the urgent necessity of a guide module for developing teaching materials, the significance of multicultural integration, interest in historical empathy, and desired module features.

The questionnaire results obtained from 29 students indicated that the majority require structured guidance regarding the compilation of teaching materials. In terms of the urgent need for a guide module, the data revealed that 100% of respondents considered it essential to possess a guide for developing history teaching materials. This finding is reinforced by the fact that 28 respondents (93.33%) reported experiencing difficulties in compiling history teaching materials in the absence of clear guidelines. In the second section, the data indicated a high consensus regarding the importance of integrating multicultural values into history teaching materials,

with an average agreement rate of 96.6%. The third section demonstrated that respondents were not only interested in the historical empathy approach but also expressed confidence in its pedagogical effectiveness, evidenced by an average consensus of 96.57%. Furthermore, regarding the expected module features in the fourth section, 100% of respondents anticipated a module that provides examples, accompanied by rubrics and contextual case studies within the scope of Indonesian history.

The questionnaire findings were corroborated by lecturer observations regarding students' comprehension of integrating multicultural values into history instruction and their fundamental competency in developing history teaching materials. It was observed that the understanding of multicultural integration remained primarily at a conceptual level, accompanied by a lack of fundamental knowledge regarding teaching materials. Consequently, the need for an instructional guide in the form of a self-directed learning module emerged as a primary urgency. This resource is essential to enable students to deepen their understanding of teaching material concepts and multiculturalism, the integration of these elements into history materials, and the procedural stages of material development. This requirement aligns with the professional expectations for students as prospective history teachers, who are required to possess the capability to independently design and develop instructional materials.

In addition to the needs analysis conducted via questionnaires and observations, this phase involved an analysis of the curriculum and learning outcomes through a review of the Semester Lesson Plan (RPS) for the Multiculturalism in History Learning course, which was designed in accordance with Outcome-Based Education (OBE) principles. The curriculum review revealed that the development of teaching materials serves as a key course output, reflecting the implementation of Project-Based Learning (PjBL). This requirement is evident in the Graduate Learning Outcomes (CPL) and Course Learning Outcomes (CPMK), which mandate the creation of innovative history-based projects that embody multicultural values. Consequently, it is expected that by the conclusion of the course, students will produce history teaching materials that effectively integrate multicultural perspectives.

## **Design**

The design phase serves as a continuation of the needs analysis, aimed at structuring the framework, components, and instructional strategies of the developed module. In this phase, the learning objectives, content outline, evaluation strategies, and the media design and format were established. Based on the analysis of the curriculum and student needs, the learning objectives to be achieved through this module are: 1) to comprehend the concepts, forms, types, and principles of developing teaching materials; 2) to analyze the concepts of multiculturalism and historical empathy within the context of history education; 3) to apply multicultural and historical empathy approaches in the preparation of history teaching materials; and 4) to develop integrative history teaching materials that combine multicultural principles and historical empathy in a creative and applicable manner. The module structure is designed into several learning units that integrate theoretical aspects, reflection, and instructional practice. The module utilizes a constructivist approach, aligning with the principles of self-directed learning. It is structured to emphasize independent knowledge construction through concepts, procedural steps, and self-development activities. Each chapter is equipped with evaluations in the form of independent assignments and formative tests to assess material comprehension. The assignments provided are practical tasks designed as structured exercises to reinforce students' understanding of the studied concepts. The module design employs a digitally accessible format utilizing a flipbook application (Heyzine), available via a hyperlink accessible through various devices, including smartphones, computers, and laptops.

## Development

The development phase constitutes a core component of the research and development process. The module design established during the design phase was subsequently realized into a tangible product amenable to empirical testing. This phase encompassed the processes of drafting, expert validation, and limited trials to ensure the developed product adhered to academic, pedagogical, and functional standards prior to full-scale implementation. The first aspect involved content development, which was executed systematically and structurally to align with predetermined objectives. The second aspect entailed media development, with a primary focus on facilitating access and navigation, supported by visual interfaces and multimedia elements. The third aspect involved the development of instructional activities and evaluations designed to support the attainment of learning objectives grounded in a constructivist approach. Subsequently, expert validation and limited trials were conducted to assess the feasibility and effectiveness of the module prior to implementation. The expert validation process comprised assessments by material and media experts; the results of the material expert validation are presented as follows:

**Table 2.** Material Expert Validation Results

No.	Aspect of Feasibility	Mean Score	Score (%)	Category	Interpretation
1.	Relevance to Curriculum	3.50	<b>87.5</b>	Very Feasible	No revision
2.	Accuracy and Completeness of Material	3.33	<b>83.3</b>	Very Feasible	No revision
3.	Depth of Material	4.00	<b>100</b>	Very Feasible	No revision
4.	Historical and Multicultural Context	4.00	<b>100</b>	Very Feasible	No revision
5.	Focus on Historical Empathy	3.50	<b>87.5</b>	Very Feasible	No revision
6.	Follow-up Activities	3.00	<b>75.0</b>	Feasible	Minor revision

Source: Research Data, 2025

Based on the material expert validation results presented in the table above, an average score of 3.58 was obtained, corresponding to a score of 88.88%, which falls within the “Very Feasible” category. These results indicate that the module is generally considered valid and does not require significant revision, as it meets the standards of material feasibility according to the expert assessment. The module received excellent ratings regarding the depth of content, historical and multicultural contexts, and its focus on the development of historical empathy. Consequently, the material expert validation confirms that the module is feasible for use without major revisions and is ready for implementation in the instructional process following minor refinements based on the validator’s feedback. Furthermore, the results of the media expert validation are presented in the following table:

**Table 3.** Media Expert Validation Results

No.	Aspect of Feasibility	Mean Score	Score (%)	Category	Interpretation
1.	Logical Sequencing	3.5	87.5	Very Feasible	No revision
2.	Instructional Presentation	3.33	83.3	Very Feasible	No revision
3.	Interactivity	3.00	75.0	Feasible	Minor revision

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4.	Linguistic Appropriateness	3.50	87.5	Very Feasible	No revision
5.	Grammatical Accuracy	3.00	75.0	Feasible	Minor revision
6.	Design and Layout	3.50	87.5	Very Feasible	No revision
7.	Readability	4.00	100	Very Feasible	No revision
8.	Illustrations and Images	3.33	83.3	Very Feasible	No revision

Source: Research Data, 2025

Based on the results of the media expert validation, an overall average score of 84.4 was obtained, placing the module within the “Very Feasible” category with a recommendation for minor revisions. Consequently, the validation results confirm that the module is feasible for implementation, subject to minor revisions (particularly regarding interactivity and linguistic presentation) to optimize the quality of instructional delivery.

In addition to the aforementioned material and media expert validations, a limited group trial was conducted to assess the effectiveness of the module. This trial involved ten students, the results of which are presented in the following table:

**Table 4.** Results of the Limited Trial

Total Respondents	Mean		Gain Score	N-Gain	Highest Score		Lowest Score	
	Pretest	Posttest			Pretest	Posttest	Pretest	Posttest
10	59,5	77,5	18,0	0,45	64	82	55	74

Source: Research Data, 2025

The results of this trial indicate an improvement in student learning outcomes following the utilization of the module. The students’ mean score increased from 59.50 to 77.50, representing an average improvement of 18 points. Furthermore, the calculation results yielded an N-Gain of 0.45, falling within the medium category, which implies that the instructional process utilizing the developed module is moderately effective in enhancing students’ comprehension of the material.

To further evaluate the effectiveness of the module, a t-test was performed. The results of the t-test calculations are presented as follows:

**Table 5.** Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre test	59.50	10	3.03	0.96
	Post test	77.50	10	2.56	0.81

Source: Research Data, 2025

**Table 6.** Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Pre test-Post test	10	0.624	0.055

**Table 7.** Paired Samples Test

	Mean	Std. Deviation	Paired Differences	
			Std. Error Mean	95% Confidence Interval of the Difference

					<b>Lower</b>	<b>Upper</b>
Pair 1	Pre test - Post test	-18.00	2.70	1.04	-20.36	-15.64

Source: Research Data, 2025

		<b>Paired Differences</b>					
		<b>95% Confidence</b>					
		<b>Lower</b>	<b>Upper</b>	<b>t</b>	<b>df</b>	<b>Sig. (2-tailed)</b>	
Pair 1	Pre test - Post test	-20.36	-15.64	-17.59	9	0.0002	

Source: Research Data, 2025

Based on the results of the paired sample t-test, the difference between the pre-test and post-test scores for the small-group trial was highly significant. This is evidenced by the t-statistic of -17.59 with a p-value of 0.0002, which is well below the standard significance level ( $\alpha$ ) of 0.05 ( $p < 0.05$ ). Consequently, it can be concluded that the developed module significantly improves students' learning outcomes.

### Implementation

Following the development phase, which included expert validation and small-group trials, the module was revised based on the feedback and results obtained. It was then implemented on a larger scale involving 26 students to evaluate its use within an authentic learning context. This stage aimed to demonstrate the module's effectiveness after undergoing the prior validation and testing processes. The implementation was carried out in the Multiculturalism in History Education course, utilizing pre-test and post-test instruments for evaluation. The results of the effectiveness test following the implementation are as follows:

**Table 8.** Implementation Trial Results

<b>Total Respondents</b>	<b>Mean</b>		<b>Gain Score</b>	<b>N-Gain</b>	<b>Highest Score</b>		<b>Lowest Score</b>	
	<b>Pretest</b>	<b>Posttest</b>			<b>Pretest</b>	<b>Posttest</b>	<b>Pretest</b>	<b>Posttest</b>
26	65.19	87.69	22.50	0.51	95	100	25	50

Source: Research Data, 2025

Based on the calculations presented in the table, the N-gain score was found to be 0.51, which falls into the "moderate" category. This indicates that the developed module is sufficiently effective in assisting students to understand the material and enhancing their ability to develop history teaching materials using multiculturalism and historical empathy perspectives. In addition to testing effectiveness through N-gain, a paired-sample t-test was also conducted to determine the difference between the students' pre-test and post-test results. The results of the test are as follows:

**Table 9.** Paired Samples Statistics

		<b>Mean</b>	<b>N</b>	<b>Std. Deviation</b>	<b>Std. Error Mean</b>
Pair 1	Pre test	65.19	26	17.05	3.34
	Post test	87.69	26	13.58	2.66

Source: Research Data, 2025

**Table 10.** Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Pre test-Post test	26	0.54	0.004

Source: Research Data, 2025

**Table 11.** Paired Samples Test

		Paired Differences				
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference	
					Lower	Upper
Pair 1	Pre test - Post test	22.50	17.30	3.49	15.3	29.7

Source: Research Data, 2025

		Paired Differences					Sig. (2-tailed)
		95% Confidence Interval		t	df	Sig. (2-tailed)	
		Lower	Upper	t	df	Sig. (2-tailed)	
Pair 1	Pre test - Post test	15.3	29.7	6.45	25	0.0000009	

Source: Research Data, 2025

The calculated t-value was 6.45 with a p-value of 0.0000009 ( $p < 0.05$ ), indicating a significant difference between the pre-test and post-test scores. This result demonstrates that the use of the module has a significant impact on improving students' abilities. Consequently, the module is proven to be effective and feasible for use as a learning resource in the Multiculturalism in History Education course.

## Evaluation

This final stage of the ADDIE model aims to assess the effectiveness of the instructional module that has been designed and implemented. The evaluation types employed in this phase consist of both formative and summative evaluations. This process encompasses the analysis of learning outcomes, feedback from experts and users, and reflections on the module's implementation. Formative evaluation was conducted at each stage of development, starting from the design phase, to ensure that every element aligned with the learning requirements and the planned design. Expert validation indicated that the developed module is consistent with the curriculum, providing comprehensive and accurate material. The module is presented systematically and supports instructional interactivity as a guide for developing teaching materials. Furthermore, the language utilized meets the criteria for supporting the students' learning experience, despite requiring minor revisions regarding linguistics and orthography. Trial results demonstrated a significant increase in post-test scores compared to pre-test scores. Based on the effectiveness analysis and t-test results, a significant difference was observed ( $p < 0.05$ ), indicating that the use of the module has successfully enhanced the users' learning outcomes.

Summative evaluation was conducted following the implementation of the module in an authentic learning environment. This process involved 26 students enrolled in the “Multiculturalism in History Education” course. A comparison between pre-test and post-test scores revealed a significant increase of 22.50 points. Correlation analysis further indicated that the improvement in understanding resulting from the module’s use occurred consistently. The results of the effectiveness test demonstrate that the module effectively enhances students’ comprehension.

## Discussions

The research findings demonstrate that the development of the “History Teaching Material Module Integrated with Multiculturalism based on Historical Empathy” significantly enhances the learning outcomes of history education students. This is evidenced by the increase in mean scores from pre-test to post-test in both the small-group trial (from 59.5 to 77.5; N-Gain = 0.45) and the implementation phase (from 65.19 to 87.69; N-Gain = 0.51). These N-Gain values fall within the ‘moderate’ category according to Hake’s (1999) classification, indicating a robust instructional effectiveness. The results of the paired-sample t-test ( $p < 0.05$ ) further substantiate that the use of the module has a significant impact on improving student understanding. This significant improvement provides an empirical foundation to analyze how the module’s components, both conceptually and pedagogically, contribute to these achievements.

Conceptually, this improvement in learning outcomes demonstrates the successful application of the constructivist approach in history education. According to constructivist theory, knowledge is built through meaningful learning experiences, where learners actively construct their understanding through reflection and contextual activities (Efgivia et al., 2021; Mugambi, 2018; Prakash Chand, 2023) The module developed in this study provides students with opportunities to comprehend teaching material concepts, integrate multicultural values, and apply historical empathy through analysis, reflection, and the development of teaching materials based on Indonesian historical cases. Consequently, students do not only acquire conceptual knowledge but also internalize social and humanitarian values.

The integration of multicultural values within the module has proven relevant to the demands of 21st-century education. In the context of history education, multiculturalism functions as an ideological framework that emphasizes equality and the recognition of cultural plurality within historical narratives (Basri et al., 2022; Ruslan et al., 2024; Smets, 2024; Sohabudin & Darmawan, 2023; Tanjung & Darmawan, 2022). Meanwhile, the application of a historical empathy approach in the module provides affective and reflective dimensions. Historical empathy guides students to understand the actions and decisions of historical figures within the context of their time, avoiding the use of modern judgments or presentism (Endacott & Brooks, 2013). Activities such as writing letters from the perspectives of historical figures help students build emotional connectivity and develop a deeper understanding. This improvement in learning outcomes indicates that historical empathy-based learning is effective in fostering a more meaningful understanding of history.

This empirical effectiveness is supported by expert validation from both subject matter and media specialists, who categorized the module as “Very Feasible”. Aspects such as material depth, contextual integration, and the application of historical empathy received the highest scores, indicating that the module successfully balances cognitive, affective, and pedagogical skill dimensions. This aligns with Wineburg’s (2006) view that effective history education must engage students in complex historical thinking processes.

These findings have profound practical implications for Teacher Education Institutions (Lembaga Pendidikan Tenaga Kependidikan/LPTK). First, the module can be adopted as a

concrete model in courses such as “History Teaching Material Development” or “History Learning Strategies”. It demonstrates a method for translating often abstract affective (empathy) and social (multicultural) concepts into practical and measurable instructional products. Second, the success of this module reinforces the urgency for teacher education institutions to explicitly integrate multicultural education and historical empathy into the preparatory curriculum for prospective teachers not merely as theoretical courses, but as mandatory pedagogical competencies to be practiced.

Nevertheless, the author acknowledges several limitations in this study. First, the subjects involved in the large-scale field trial were limited to 26 students from a single study program at one university. Consequently, the generalization of these results should be approached with caution when applied to other higher education contexts that may possess different student characteristics or curricular designs. Second, this study focuses on measuring the module’s effectiveness in enhancing students’ ability to develop teaching materials. It does not yet evaluate the long-term impact specifically, the effectiveness of the teaching materials developed by these students in improving historical empathy and multicultural understanding among their future secondary school students. This aspect represents a crucial agenda for subsequent research.

## Conclusions

The research findings demonstrate that the developed module meets the “Very Feasible” criteria and is supported by results from both small-scale and large-scale field trials, which indicate that the module is effective and practical for instructional use. Consequently, this module serves as a viable alternative learning resource for History Education students in understanding and applying the principles of developing history teaching materials that instill multicultural values and foster historical empathy. The utilization of this module is expected to strengthen the character of students as prospective history educators who are capable of cultivating humanitarian awareness, respecting diversity, and thinking reflectively about the past.

This research recommends that the module be continuously refined through interactive digital development and implemented across various other courses related to history pedagogy. Furthermore, subsequent research should investigate the long-term impact of the module’s utilization on students’ ability to implement history learning based on multicultural values and historical empathy within secondary school classrooms.

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