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Development of History Textbooks Using a Multicultural Teaching Method to Foster a Sense of Nationalism Among High School Students in Mataram City

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ABSTRACT

This study aims to develop a valid, practical, and effective multicultural-based history textbook to enhance a sense of nationalism among high school students in Mataram City and to support the development of contextual, inclusive, and national unity-oriented history teaching materials. The study employed a quantitative approach using the Research and Development (R&D) method, which adapts the ADDIE model comprising Analysis, Design, Development, Implementation, and Evaluation. The field test subjects consisted of 64 10th-grade high school students in Mataram City, with 32 students in the experimental group and 32 in the control group. Research instruments included an expert validation sheet, teacher and student response questionnaires, interviews, observations, a history comprehension test, and an inclusive nationalism scale. Data were analyzed using descriptive statistics, N-gain, paired-samples t-tests, independent-samples t-tests, Cohen's d, and ANCOVA after conducting tests for normality and homogeneity of variance. The results showed that the product achieved an average validity of 92.80%, categorized as "highly valid," and a practicality score of 92.00% based on teacher responses and 92.53% based on student responses, both categorized as "highly practical." Effectiveness tests showed a higher improvement in the experimental group compared to the control group, with a main effect $p < 0.001$ and a very large effect size ($d = 1.585–2.778$). The ANCOVA results indicated a strong effect on historical understanding ($\eta p^2 = 0.757$). Consequently, textbooks that integrate local history, multiple perspectives, source criticism, inquiry, and history projects can serve as effective supplementary teaching materials for strengthening students' understanding of history as well as fostering inclusive nationalism.

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1. INTRODUCTION

Cultural, ethnic, religious, linguistic, and social diversity are key characteristics of contemporary society that present challenges for the education system in fostering an inclusive and harmonious social life [1]. Schools play a strategic role in shaping how students understand, appreciate, and interact with individuals from different cultural backgrounds [2]. Multicultural education has become an important approach because the educational process is not only oriented toward academic achievement but also seeks to foster openness, appreciation for differences, tolerance, and the ability to live together in a pluralistic society [3]. A learning environment that accommodates cultural diversity can help students build positive social relationships and develop a sense of belonging to the broader community [4].

In the context of Indonesian education, there is a need for learning that values ethnic, religious, and cultural diversity, as well as the historical experiences that collectively shape national identity in a complex manner [3]. History education holds a strategic position in this context because historical content not only conveys facts about the past but also shapes how students understand national identity, diversity, unity, and nationalism [5]. History education requires instructional materials that not only convey the national narrative but also represent the diversity of the Indonesian people's historical experiences in a balanced and educational manner [6]. History textbooks not only present information regarding chronology and historical figures but also shape how students interpret diversity, struggles, unity, and national identity through the selection of content and the perspectives employed. In history education, a multicultural approach can be used to broaden the understanding of the historical experiences of society by featuring various groups, cultures, and perspectives that have shaped the nation's journey [7]. This process is linked to the development of a sense of nationalism, as nationalism is not only about love for one's nation but also encompasses an awareness of a shared identity, appreciation for diversity, a commitment to unity, and a sense of responsibility as part of the Indonesian nation [8].

A number of studies have shown that history textbooks can serve as an important medium for integrating the values of multiculturalism into learning. Saripudin & Komalasari [7] developed a multicultural-based Indonesian history textbook through R&D research at several high schools in West Java involving 207 students as part of an evaluation of their understanding of the material and the development of multicultural values; the evaluation results showed that, on average, 56.20% of students' assessments fell into the *"very good"* category for material comprehension, while 23.60% fell into the "good" category. Syahriman & Mulyana [9] found that the 11th-grade high school history textbook under the 2013 Curriculum incorporated the values of tolerance, equality, and democracy through critical discourse analysis. Tricahyono et al. [10] found that high school history textbooks incorporate discourses on multicultural education and values education through three stages of critical discourse analysis: text analysis, discursive practices, and social praxis. Santosa et al. [11] found that the value of multiculturalism has appeared in the 10th-, 11th-, and 12th-grade history textbooks under the Merdeka

Curriculum, but teachers still need additional contextual examples to optimize the internalization of these values.

Research on the implementation of multicultural education also provides evidence that a multicultural approach can shape students' attitudes, although most studies have not specifically examined nationalism as a primary outcome. Kim et al., [12] implemented a six-week multicultural education program comprising 12 sessions with 25 students in the experimental group and compared them with 25 students in the control group; the test results showed significant differences between the two groups in overall multicultural attitudes and all subcomponents, with $p < .001$. Agustia et al. [13] tested a multicultural e-module using a quasi-experimental design and found a difference in pretest-posttest scores with $p = .040$, Cohen's $d = 0.507$, and a mean difference of 3.26. Dewantara & Nurgiansah [14] found through a qualitative study that multicultural education courses can foster tolerance among students through individual and group learning activities and assessments. Hakim and Darojat [15] found through a literature review that multicultural education can be integrated into various subjects to build a character of tolerance and appreciation for diversity.

The relationship between history education and nationalism has also been supported by a number of quantitative studies. Saputri et al. [16] used an ex post facto design with regression analysis on 11th-grade social studies students at Muhammadiyah 1 High School in Karanganyar and found that history education contributed 15% to students' nationalist attitudes, while the remaining 85% stemmed from other factors. Setiawan et al. [17] analyzed 126 students at public high schools in Ngaglik District, Yogyakarta, and found a positive and significant relationship between understanding of Indonesian history, interest in studying history, national awareness, and nationalistic attitudes. Basri et al. [18] studied 126 public high school students in Yogyakarta and found a positive and significant relationship between understanding of Indonesian history, multiculturalism, historical awareness, and nationalistic attitudes. Salsabila & Aman [19] analyzed 132 students using Pearson's correlation and multiple correlation tests, and found a positive and significant relationship between understanding of Indonesian national history, interest in studying history, historical awareness, and nationalistic attitudes.

A synthesis of previous research indicates that multicultural values have been identified in history textbooks and history education, while multicultural education also has the potential to strengthen students' tolerance and sense of national identity. However, previous research remains limited in integrating the development of history textbooks based on a multicultural learning approach with assessments of the enhancement of high school students' sense of nationalism in the context of local diversity. Therefore, this study aims to develop a valid, practical, and effective history textbook through a multicultural learning approach to enhance the sense of nationalism among high school students in Mataram City and to contribute to the development of history teaching materials that are contextual, inclusive, and oriented toward national unity.

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2. METHOD

This study employs a quantitative approach using a research and development (R&D) methodology that adapts the ADDIE model: *Analysis, Design, Development, Implementation, and Evaluation* [20]. The analysis phase involved analyzing the needs, curriculum, textbooks, teachers, students, and the context of history learning in high school, while the design phase involved developing a conceptual design and blueprint for a multicultural-based history textbook. The development stage involved product development, expert validation, one-on-one testing, small-group testing, and product revision; the implementation stage involved the use of the product in history instruction; and the evaluation stage was conducted to assess the product's validity, practicality, and effectiveness. The study was conducted in 10th-grade history classes at senior high schools (SMA) and Islamic senior high schools (MA) in Mataram City with a field test sample of 64 students, consisting of 32 students in the experimental group and 32 students in the control group; the experimental group used a multicultural-based history textbook, while the control group used a conventional history textbook. The research instruments included an expert validation form, teacher and student response questionnaires, an interview guide, observation sheet, a history comprehension test, and an inclusive nationalism scale. Data were collected through questionnaires, interviews, observations, documentation, document analysis, as well as tests and scales during the field test phase. The research procedures used are shown in Figure 1.

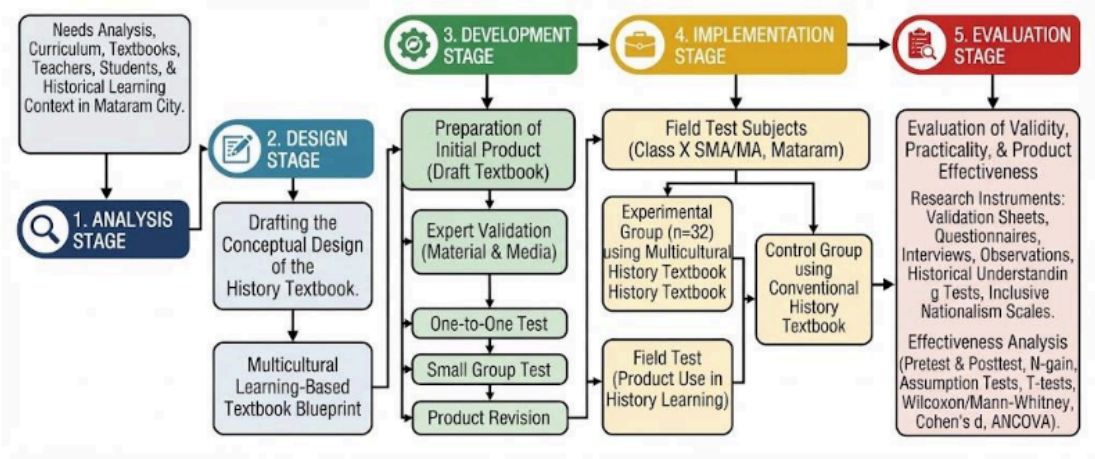


Figure 1. Research Procedure Used

Figure 1 illustrates that data analysis was conducted in stages by separating the analysis of product development, validity, practicality, and effectiveness. Expert validation data and responses from teachers and students were analyzed descriptively using achievement scores, percentages, means, and product suitability categories. Effectiveness data were analyzed using descriptive statistics, including the number of subjects, mean, standard deviation, minimum value, maximum value, score changes, and N-gain for pretest and posttest data. Assumption testing was conducted using the Shapiro–Wilk test for normality and Levene's test for homogeneity of variances. Changes in scores within

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groups were analyzed using a paired-samples t-test, while differences in results between the experimental and control groups were analyzed using an independent-sample t-test. The study used the Wilcoxon or Mann–Whitney test as an alternative analysis if the data did not meet the assumptions of parametric tests. The study also used Cohen's d to determine the effect size so that the interpretation of effectiveness would not depend solely on statistical significance. The analysis of effectiveness was reinforced with an ANCOVA using the scores.

3. RESULTS AND DISCUSSION

a. Analysis Phase: Identification of Development Needs

Research findings indicate that the developed product is a supplementary history textbook in the form of thematic teaching modules for 10th-grade high school students in Mataram City. The product is not intended to replace the main textbook but serves as supplementary teaching material that integrates the local history of Mataram and Lombok with multicultural education, historical thinking skills, inquiry-based activities, projects, and assessments of inclusive nationalism. The product development resulted in six learning units organized in a sequential manner, ranging from an introduction to the city as a living archive, the Sasak-Balinese encounter, Islamic networks and local adaptations, Ampenan in trade and colonialism, modern Mataram and diversity, to a multicultural history gallery project. The needs analysis also indicated that development needs extend beyond simply adding local history content. Students need instructional materials that provide historical sources, source criticism procedures, analytical questions, comparative perspectives, and assessments that can measure knowledge, skills, and attitudes. A summary of the findings from the analysis and development response phases is presented in Table 1.

A preliminary analysis of the History textbook for 10th-grade high school/MA students by Fajri et al. (2023) indicates that the textbook provides a chronology and information on national history, including topics such as Islamization, acculturation, colonialism, and the integration of the Nusantara, but does not yet dedicate specific space to the local history of Mataram as a focus of learning. Based on Banks' five dimensions of multicultural education, the review also indicates that local sources have not been systematically organized for comparison. At the same time, learning activities do not yet provide structured procedures for source criticism, examining the language of power, and multiperspective dialogue. Furthermore, differentiation tools, media options, protocols for discussing sensitive topics, and ethics rubrics are not yet available in a structured manner. An analysis of student characteristics and the curriculum indicates that Phase E history learning requires the ability to understand concepts, use primary and secondary sources, analyze events within local, national, and global contexts, conduct local historical research, and communicate the results [22].

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Table 1. Summary of Findings from the Analysis Phase and Development Responses

Needs Assessment/Audit Findings	Risks if Left Unaddressed	Product Response
Local content on Mataram and Lombok is not yet structured	History feels distant from students' lives	Six units based on space, sites, trade, religion, power, and urban development
There are no explicit assignments that compare more than one perspective	Generalizations across groups are not tested using comparative sources	Comparison of sources, perspectives, and the 4K Source Critique
Multicultural values have not yet been linked to historical skills	Tolerance remains merely a slogan	Equality and anti-discrimination are addressed through source criticism and dialogue
Activities in the textbook under review primarily consist of reading the material and answering questions	Evidence-based inquiry and argumentation exercises have not yet been organized into a sequence of activities	Inquiry and project-based learning position students as researchers of local history
There is currently no multi-tiered assessment system that integrates tests, projects, reflections, and observations	Changes in knowledge, skills, and attitudes are not documented through multiple types of evidence	Tests, project rubrics, reflections, scales, and behavioral observations
Sensitive topics such as identity and conflict	Discussions devolve into group labeling	Rules for dialogue, protocols for sensitive topics, source consent, and data protection
There is currently no specialized unit that focuses on the local history of Mataram	The relationship between local history and the Indonesian narrative has not yet been established as a separate learning objective	Mataram's history is situated within a local-national-global network
There are no explicit procedures for comparing sources and perspectives	Students are not provided with a set of steps to examine differences in claims	Two lenses, claim-evidence cards, and cross-checking sources
There is no sequence of tasks that explicitly assesses causality, context, and evaluation of evidence	Advanced historical explanation skills have not been documented as a progression of tasks	Tasks C4–C5, annotated timelines, and mini-historiography
Differentiation and sensitivity protocols are not yet structured	Some students have difficulty participating, and discussions carry risks	Remedial instruction, enrichment, media selection, and ethical protocols

b. Design Phase: Product Design

The results of the Design phase show that the findings from the Analysis phase were translated into the design of a multicultural-based supplementary history textbook. The product was designed as a thematic supplementary module for six sessions, not as a replacement for the main textbook for a full academic year. The design took into account the results of the needs analysis, Phase E Learning Outcomes, historical thinking skills, the characteristics of local Mataram history, and the goal of strengthening inclusive nationalism. The product design consists of six learning units, each with a different focus and learning outcomes. The sequence of units is progressive, ranging from basic skills in reading sources to the ability to analyze perspectives, change and continuity, causality, and diversity, culminating in the creation of public historical works. The design map for the six learning units is presented in Table 2

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Table 2. Design Plans for Each Unit

Unit	Conceptual Focus	Learning Outcomes	Contribution to Nationalism
1	Historical Context, Sources, Facts, and Interpretations	Map of the City's Historical Evidence	Honesty Toward Evidence and Responsibility Toward Shared History
2	Heritage, Power Relations, and Multiple Perspectives	Analysis of Two Perspectives	Valuing heritage without silencing criticism of injustice
3	Change, Sustainability, and Adaptation	Source Criticism Cards	Respecting religious history and local traditions based on evidence
4	Causality, Trade, and Colonialism	Annotated Timeline	Building historical awareness without perpetuating hatred
5	Urban Transformation, Diversity, and Citizenship	Historical-Civic Statements	Connecting local identity, civic equality, and unity
6	Research, Collaboration, and Public Communication	Multicultural History Gallery	Preserving heritage and working across differences as an act of national unity

The learning sequence is designed in three stages introduction, core, and conclusion, following a micro-question pattern involving evidence, interpretation, and reflection to develop critical thinking and multicultural attitudes. The introduction elicits prior knowledge; the core stage guides students in analyzing sources and comparing perspectives; and the conclusion emphasizes shifts in understanding, the limitations of evidence, and the meaning of nationality. Assessment is conducted in layers through diagnostic and formative assessments, including worksheets, comprehension checks, feedback, and reflection, as well as summative assessments consisting of 15 stimulus-based multiple-choice questions, 5 essay questions, and a history gallery project. Assessment measures not only conceptual mastery but also analytical and reasoning skills, as well as the development of inclusive nationalism through reflection and observation. The design/media validation result of 94.00% indicates a "highly valid" category, meaning the visual design is deemed suitable for use with refinements based on expert input.

c. Development Phase: Product Development and Validation

The Development Phase resulted in a prototype of a multicultural-based history companion textbook. The product includes a cover, a foreword, user guides for teachers and students, a map of the six units, general information, learning outcomes and objectives, diagnostic assessments, six learning units, summative assessments, answer keys, project rubrics, reflections on inclusive nationalism, observation sheets, differentiation, remediation, enrichment, notes on sensitive dialogue, a glossary, a bibliography, and validation record sheets. The product's identity, objectives, unit maps, and general information are shown in Figure 2.

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Figure 2. Product Identity, Objectives, Unit Map, and General Information

Figure 2 shows a product design that uses images of a harbor, architecture, gates, maps, and textile motifs to represent Mataram as a space of encounter, while the inside cover lists the target audience (10th grade, Phase E), the number of sessions, and the authors' identities. The product consists of six units arranged progressively from source introduction to a public history project, with learning products including evidence maps, perspective analysis, source critique cards, annotated timelines, historical-civic statements, and a history gallery. The general information section links the product's objectives to the Phase E History Learning Outcomes, a multicultural approach, historical inquiry, and project-based learning, and includes learning objectives, resources, time allocation, and usage adaptations. The design was subsequently validated by design/media experts to ensure readability, proportions, and inter-community representation. The sources used are as shown in Figure 3.

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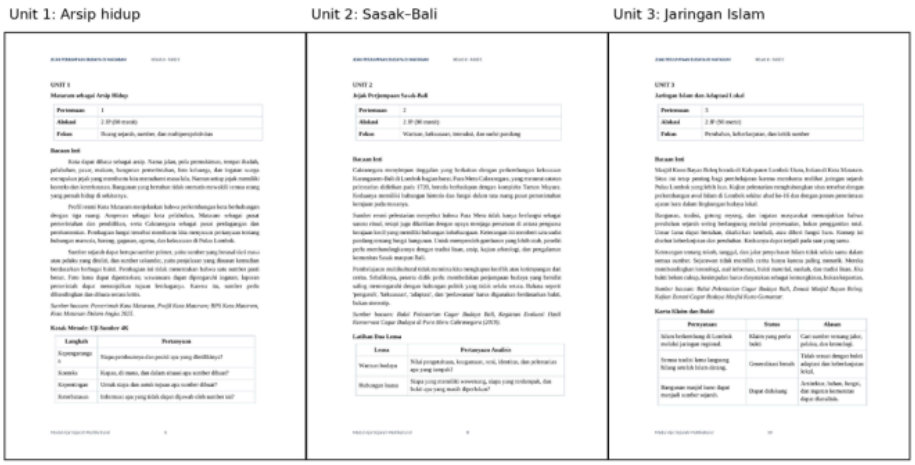


Figure 3. Excerpts from Units 1–3: Sources, Multiple Perspectives, and Change and Sustainability

Figure 3 illustrates Units 1–3 as stages in the development of historical inquiry. Unit 1 introduces the city as an archive and the 4K Source Test; Unit 2 compares heritage and power relations through two lenses; and Unit 3 trains students in analyzing change and continuity using evidence claim cards. These three units build the skills and discipline needed to use sources as a foundation before students move on to causal analysis and more complex history projects. The integration process is illustrated in Figure 4.

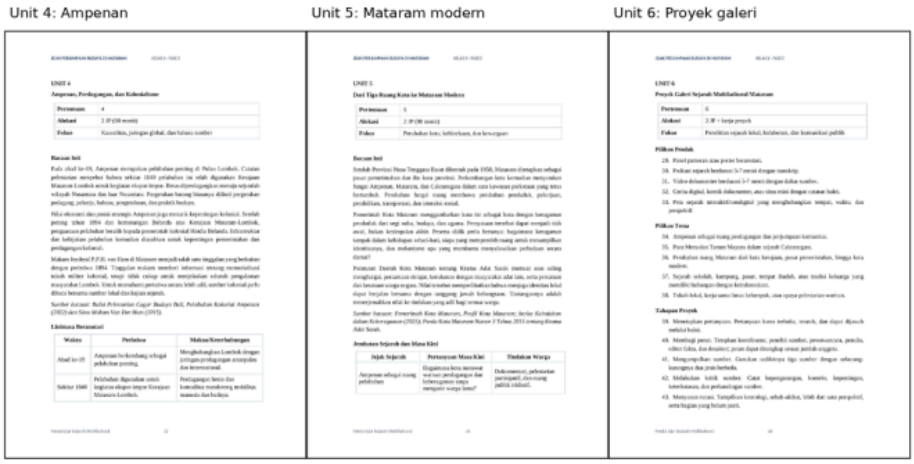


Figure 4. Excerpts from Units 4–6: Colonialism, Diversity, and the Gallery Project

Figure 4 represents Units 4–6 as a stage of development and integration. Unit 4 uses Ampenan, trade, and colonialism to teach chronology and causality; Unit 5 connects urban change with diversity and citizenship; while Unit 6 integrates sources, perspectives, ethics, collaboration, and communication through a history gallery project. The structure of the textbook's content is outlined in Table 4.

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Table 3. Content Structure of the Companion Textbook

Unit	Title/Theme	Focus of Content and Key Activities	Learning Outcomes
1	Mataram as a Living Archive	The city's historical context, sources, facts, and interpretations. Students apply the 4K Source Critique and map the city's historical evidence.	Map of the city's historical evidence
2	Traces of the Sasak-Balinese Encounter	Heritage, power relations, and multiple perspectives. Students compare sources and interpret events from two perspectives.	Two-perspective analysis
3	Islamic Networks and Local Adaptation	Change, continuity, and adaptation. Students formulate claims and evidence and assess the reliability of sources.	Source Criticism Cards
4	Ampenan, Trade, and Colonialism	Causality, trade, colonialism, and mobility. Students construct a chronology and explain cause-and-effect relationships using evidence.	Annotated Timeline
5	Modern Mataram and Diversity	Urban change, diversity, and citizenship. Students connect historical facts to issues of diversity and acts of citizenship.	Historical-Civic Statements
6	Multicultural History Gallery	Historical research, collaboration, ethics, and public communication. Students integrate sources, critical analysis, chronology, perspectives, and ethics into their projects.	Multicultural History Gallery

Table 3 shows that each unit has a different focus in terms of content, activities, and learning outcomes. Nevertheless, they form a progression from source-based work, perspectives, and change-sustainability in Units 1–3, through causality analysis and citizenship in Units 4–5, to a public history project in Unit 6. Learning equity is implemented through remedial support in the form of summaries, analytical models, or media options, as well as enrichment through the expansion of sources and communication, reinforced by reflection to connect knowledge and shifts in perspective. Multicultural content is realized through representations of the diversity of the Sasak people, Bali, local Islam, inter-island trade, colonialism, and the modern city; critical reading through source comparison and testing of generalizations; and learning dialogues that prevent identity labeling and emphasize the use of evidence. Validation and revision sheets provide a record of product improvements, while visual documentation through four composites selectively displays identity, unit structure, activities, and assessment systems based on the functions of its instructional design.

Expert validation was conducted across five domains representing the product's main components. The available scores indicate that all validators rated the text as "highly valid." The lowest percentage was in the language domain at 90.00 percent, while the highest percentage was in the multicultural education domain at 96.00 percent. The results of the expert validity test for the developed textbook are presented in Table 5.

Table 5. Results of Expert Validation of the Textbook Prototype

Validator Field	Score Obtained	Maximum Score	Percentage	Category
Subject Matter Experts	46	50	92.00%	Highly Valid
Multicultural Education Experts	48	50	96.00%	Highly Valid
Language Experts	45	50	90.00%	Highly Valid
Design and Media Experts	47	50	94.00%	Highly Valid
Evaluation/Assessment Experts	46	50	92.00%	Highly Valid
Average			92.80%	Highly Valid

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The average validity of 92.80 percent indicates that, overall, the product falls into the "highly valid" category. This result is significant because validity is not derived from a single perspective. History scored 92.00 percent, multicultural education 96.00 percent, language 90.00 percent, design and media 94.00 percent, and evaluation/assessment 92.00 percent. The relatively consistent scoring pattern indicates that no single major component fell into the low category. A summary of the validators is presented in Appendix 15, the expert instruments in Appendices 3–5, and the review follow-up matrix in Appendix 30.

d. Implementation Phase: User Testing and Field Testing

The implementation phase involved the use of the product by the target users and testing on an experimental group. The research data recorded two history teachers and fifteen students in the practicality assessment. In the effectiveness test, 64 students were evenly divided into 32 students in the experimental group and 32 students in the control group. The experimental group received instruction using a multicultural-based supplementary history textbook organized into six units and six sessions. The control group followed instruction using a conventional history textbook. Both groups were assessed before and after instruction in two domains: historical understanding and inclusive nationalism.

Results of the Pilot Study

The pilot study utilized pretest and posttest data from ten students during the initial phase of using the supplementary textbook. The variables recorded were historical understanding and inclusive nationalism. These data were used to identify initial trends and ensure that the assessment instruments and implementation procedures could be applied before conducting the main effectiveness analysis on the entire experimental and control groups. The results of the pilot study on the multicultural-based history textbook are presented in Table 6.

Table 6. Results of the Pilot Study on the Multicultural-Based History Textbook

No	ID	Pretest Understanding	Posttest Understanding	Pretest Nationalism	Posttest Nationalism
1	E-1	50	79	66	95
2	E-2	50	82	53	85
3	E-3	50	72	65	92
4	E-4	47	67	55	85
5	E-5	34	65	66	85
6	E-6	62	87	60	85
7	E-7	61	82	59	75
8	E-8	42	65	55	75
9	E-9	51	73	59	89
10	E-10	49	77	65	88
Total		496	749	603	854
Average		49.60	74.90	60.30	85.40

The average score for historical understanding increased from 49.60 on the pretest to 74.90 on the posttest. The average score for inclusive nationalism increased from 60.30 to 85.40. The direction of these changes indicates that the product can proceed to a broader

testing phase, while conclusions regarding its effectiveness will still be determined through analysis of the main field test. The results regarding the product's practicality based on user responses are shown in Table 7.

Table 7. Results on the Product's Practicality Based on User Responses

Respondent Group	N	Percentage / Average	Range	Category
History teachers	2	92.00%	90,00-94,00%	Very Practical
Students	15	92.53%	84.00-100.00%	Very Practical

The results regarding the product's practicality in Table 7 show that user responses fell into the "very practical" category. Two history teachers gave an average practicality score of 92.00%, with a score range of 90.00–94.00%, while 15 students gave an average of 92.53%, with a standard deviation of 5.37 and a range of 84.00–100.00%. The high percentages in both groups indicate that the product was rated as easy to use, aligned with learning needs, and effectively applicable in history learning activities. Variation in student responses was relatively low, as evidenced by the small standard deviation, suggesting that practicality ratings were generally consistent. The results of the Field Test Sample Composition and Treatment Design tests are presented in Table 8.

Table 8. Field Test Sample Composition and Treatment Design

Group	N	Pretest	Treatment	Posttest
Experimental	32	Pretest on knowledge and attitudes	Multicultural history supplementary textbook	Posttest on knowledge and attitudes
Control	32	Pretest on knowledge and attitudes	Conventional history textbook	Posttest on knowledge and attitudes

Table 8 shows that the field test involved 64 students, consisting of 32 students in the experimental group and 32 students in the control group. Both groups took a pretest on knowledge and attitudes as a baseline measurement; subsequently, the experimental group received the intervention in the form of a multicultural-based supplementary history textbook, while the control group used a conventional history textbook. After the intervention, both groups took a posttest on knowledge and attitudes as a final assessment.

e. Evaluation Phase: Results of the Effectiveness Evaluation

Effectiveness was analyzed based on data from 32 students in the experimental group and 32 students in the control group. The initial conditions of the two groups were relatively comparable. The results of the evaluation are presented in Table 9.

Table 9. Descriptive Statistics for the Pretest, Posttest, and N-gain

Variables	Group	N	Pretest Mean ± SD	Posttest Mean ± SD	N-gain (Category)
Understanding History	Experiment	32	53,31 ± 9,06	80,47 ± 8,61	0,601 (Moderate)
Understanding History	Control	32	54,81 ± 7,35	66,31 ± 9,24	0,263 (Low)
Inclusive Nationalism	Experiment	32	62,59 ± 6,64	87,81 ± 8,15	0,695 (Moderate)
Inclusive Nationalism	Control	32	63,00 ± 6,01	71,72 ± 7,63	0,239 (Low)

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After the instruction, the average knowledge score for the experimental group increased to 80.47, while that of the control group rose to 66.31. The experimental group's N-gain for knowledge, at 0.601, fell into the moderate category, while the control group's N-gain, at 0.263, fell into the low category. In the domain of inclusive nationalism, the experimental group's average score increased from 62.59 to 87.81, while the control group's score increased from 63.00 to 71.72. The experimental group's N-gain for nationalism, at 0.695, fell into the moderate category and approached the threshold for the high category, whereas the control group's N-gain, at 0.239, fell into the low category. In accordance with the effectiveness analysis procedures established in Chapter III, Section D.3, the Shapiro-Wilk test was used to check the normality of the data prior to the difference test. The results showed that most distributions met the assumption of normality; the posttest nationalism score for the experimental group yielded a p-value of 0.031, and the change in knowledge for the experimental group also deviated from normality. These findings justified the use of nonparametric sensitivity analysis for these two measures. The Levene test was used to examine the homogeneity of variances across groups and showed that the pretest, posttest, and main N-gain variances were homogeneous, with all p-values > 0.05. Because there were deviations from normality in two distributions, the Wilcoxon and Mann-Whitney tests were used solely as sensitivity analyses to examine whether the direction of the conclusions changes when the parametric assumptions are not fully met. The results of the sensitivity analysis still showed $p < 0.001$ and were consistent with the t-test. Thus, the purpose of the assumption tests and nonparametric tests in this section is to test the robustness of the conclusions, not to add statistical procedures without an analytical purpose. The results of the product test are shown in Table 10.

Table 10. Product Effectiveness Test Results

Analysis	Test Results	Effect Size	Conclusion
Pretest equivalence in knowledge	t = -0.727; p = 0.470	d = -0.182	Not significant
Pretest equivalence in nationalism	t = -0.257; p = 0.798	d = -0.064	Not significant
Posttest knowledge between groups	t = 6.341; p = <0.001	d = 1.585	Significant
N-gain in knowledge between groups	t = 10.593; p = <0.001	d = 2.648	Significant
Posttest on intergroup nationalism	t = 8.153; p = <0.001	d = 2.038	Significant
N-gain on intergroup nationalism	t = 11.112; p = <0.001	d = 2.778	Significant
Change in knowledge in the experimental group	t berpasangan = 33.910; p = <0.001	dz = 5.994	Significantly increased
Change in knowledge in the control group	t berpasangan = 14.641; p = <0.001	dz = 2.588	Significantly increased
Change in nationalism in the experimental group	t berpasangan = 30.427; p = <0.001	dz = 5.379	Significantly increased
Change in nationalism in the control group	t berpasangan = 8.935; p = <0.001	dz = 1.580	Significantly increased
ANCOVA on posttest comprehension (pretest covariates)	F(1,61) = 190,261; p = <0,001	$\eta p^2 = 0,757$	Experimental group's adjusted mean 81.17 > control group's 65.61
ANCOVA on posttest nationalism (pretest covariates)	F(1,61) = 163,465; p = <0,001	$\eta p^2 = 0,728$	Experimental group's adjusted mean 88.01 > control group's 71.53
Statistical power of the observed posttest effects	Power > 0,99; p = -	d = 1,585 and 2,038	Sufficient for a large effect; does not prove generalizability to the population

Based on Table 10, the test results show that the experimental and control groups had comparable baseline levels, both in terms of knowledge and nationalism, as indicated by the non-significant pretest results ($p = 0.470$ and $p = 0.798$). After the intervention, there were significant differences between the two groups on the posttest and in the N-gain for both knowledge and nationalism (all $p < 0.001$), with very large effect sizes ($d = 1.585–2.778$), while both groups also showed significant improvements from the pretest to the posttest. The ANCOVA results further reinforced the product's effectiveness after controlling for pretest scores, with significant differences in comprehension, $F(1,61) = 190.261$; $p < 0.001$; $\eta p^2 = 0.757$, and nationalism, $F(1,61) = 163.465$; $p < 0.001$; $\eta p^2 = 0.728$, with the experiment group's adjusted means of 81.17 and 88.01, respectively, higher than those of the control group at 65.61 and 71.53. These findings indicate that the use of multicultural-based supplementary history textbooks has a very strong effect on improving students' knowledge and nationalism compared to conventional textbooks. In contrast, a power value > 0.99 indicates sufficient statistical power to detect large effects, although this cannot yet be used as evidence for generalization to a broader population.

The research results show that the multicultural-based supplementary history textbook developed has high feasibility, practicality, and effectiveness. Validation by five experts yielded an average score of 92.80%, falling into the "highly valid" category, while teacher responses of 92.00% and student responses of 92.53% indicated the "highly practical" category. Substantively, the product's strengths lie in the integration of the local histories of Mataram and Lombok, multiple perspectives, source criticism, project-based learning, and assessments focused on historical understanding and inclusive nationalism. These findings align with Hastuti et al. (2021), who assert that history learning based on historical thinking can foster intellectual independence, critical thinking, and tolerance through an approach that embraces diversity, rather than merely replacing one narrative with another. These findings are further supported by international research on history and heritage education, which indicates that multiple perspectives, cultural reflection, and inclusive practices can foster the development of democratic citizenship. Furthermore, a meta-analysis by Chen & Yang (2019) indicates that Project-Based Learning has a moderate to large positive effect on students' academic achievement ($d = 0.71$); Thus, the use of projects in the developed textbook has a strong empirical foundation. Consequently, the product's primary contribution is not only to produce technically valid instructional materials but also to build a history learning ecosystem that connects sources, perspectives, collaborative activities, and reflections on national identity.

The effectiveness of the product is further evident from the results of a field test involving 64 students. The experimental group demonstrated significantly higher increases in knowledge and nationalism than the control group ($p < 0.001$), with very large effect sizes for knowledge ($d = 2.648$) and nationalism ($d = 2.778$); ANCOVA results also indicated strong effects after controlling for pretest scores ($\eta p^2 = 0.757$ for understanding and $\eta p^2 = 0.728$ for nationalism). These findings indicate that local history, when integrated with a multicultural approach and active learning, can serve as a means to strengthen both historical understanding and national identity [25]. This evidence aligns with research on local history education in Indonesia, which shows that the use of local

history helps students connect the past with their daily lives, enhances historical awareness, and strengthens identity and nationalism. Internationally, this principle is also consistent with studies on history education that position historical thinking as a means to develop tolerance and the ability to critically engage with diversity.

4. CONCLUSION

Based on the entire development process, it can be concluded that the multicultural-based supplementary history textbook for 10th-grade high school and Islamic high school students in Mataram City was successfully developed systematically using the ADDIE model, from needs analysis, design, development, implementation, to evaluation; this approach enabled student needs, curriculum characteristics, and the weaknesses of the initial teaching materials to be translated into a structured product oriented toward evidence-based history learning. The resulting product consists of six units that integrate the local history of Mataram and Lombok, multiple perspectives, source criticism, historical inquiry, project-based learning, and inclusive nationalism. Validation results from five experts showed an average of 92.80% (highly valid), while practicality, based on teacher responses, was 92.00% and, based on student responses, 92.53% (highly practical). An effectiveness test on 64 students also showed that the experimental group experienced a greater increase compared to the control group both in historical understanding and inclusive nationalism, with all main differences at $p < 0.001$ and very large effect sizes ($d = 1.585–2.778$); the ANCOVA results further reinforce these findings, with $\eta p^2 = 0.757$ for historical understanding and $\eta p^2 = 0.728$ for nationalism. Thus, the developed product not only meets the criteria of validity and practicality but also demonstrates strong effectiveness as a supplementary teaching material in linking local history, historical thinking skills, multicultural education, and the formation of inclusive nationalism. However, the findings regarding effectiveness must be understood within the constraints of the context, the quasi-experimental design, and the characteristics of the research sample.

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