

Developing a Training Management Model for Multicultural History Teaching Materials

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Article Info

Article history:

Received 2026-09-19

Revised 2026-09-30

Accepted 2026-10-26

Keywords:

Educational development

Inclusive curriculum

Indonesia

Instructional coherence

Professional learning

ABSTRACT

History teachers need structured support to translate multicultural principles into teaching materials, yet training may lack needs-based planning, product assessment, and follow-up. This study developed a training management model⁶ linking these functions to multicultural history-material design. A research and development approach adapted from Borg and Gall combined needs analysis, model development, expert review, and staged trials in Kudus Regency, Indonesia. The preliminary survey and limited trial each involved 35 high school history teachers; three experts assessed the model. Questionnaires, interviews, observation, documentation, and teaching-material tasks provided data for descriptive analysis. Teachers reported weaknesses in existing training management. Expert assessment yielded an overall mean of 2.97 on a four-point scale. After the limited trial, 32 of 35 participants (91.43%) received good or very good teaching-material performance ratings. These findings support model feasibility and promising post-training performance, but do not establish causal effectiveness. The model contributes a coherent framework connecting teacher needs, multicultural content, guided material development, evaluation, and follow-up. Schools and teacher associations can use this framework to organize further implementation and broader testing.

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1. INTRODUCTION

History teachers select the narratives, sources, and learning activities through which students encounter cultural diversity. Multicultural history education therefore depends partly on teachers' capacity to design materials that represent different groups and support critical engagement with¹⁰ historical perspectives. Indonesian research has examined alternative narratives and the integration of multicultural values into history teaching [1], [2]. International research has also connected history teaching with intercultural competence

[3] and the inclusion of minority and Indigenous histories [4]. These studies establish the importance of content and pedagogical choices. They do not, by themselves, provide a management procedure for supporting teachers through the preparation, assessment, and subsequent use of multicultural teaching materials.

The practical problem in this study concerned the organization of professional learning for high school history teachers in Kudus Regency, Central Java. A preliminary survey of 35 teachers indicated weaknesses in training planning, organization, implementation, and evaluation. Interview evidence described repetitive materials, changing schedules, participant selection insufficiently linked to competence needs, and limited follow-up. Teachers therefore needed more than an additional presentation on multicultural education. They needed a training process that connected diagnosed needs with instructional objectives, appropriate expertise, guided material development, and assessment of the resulting products.

Professional-development research offers a basis for addressing this problem. Desimone identifies content focus, active learning, coherence, duration, and collective participation as central features of teacher development [5]. Sims and Fletcher-Wood caution that identifying program characteristics is insufficient without examining how they support teacher learning [6]. Popova and colleagues document a gap between evidence-informed training and actual professional-development provision across countries [7]. Together, these perspectives suggest that training management matters because it determines whether relevant content, teacher participation, opportunities for practice, and feedback operate as a connected process.

Multicultural education adds a specific content requirement to this management problem. Teachers must decide whose experiences enter historical narratives and how learning tasks address differences in culture, religion, language, ethnicity, gender, social background, and region. Research on teachers' understanding of multicultural education [8], multicultural history-material development [9], [10], and culture-based history materials [11] shows that this work requires explicit design support. A training model should consequently link multicultural principles to a professional task that teachers can complete and that facilitators can assess. General endorsement of diversity does not demonstrate that a teaching resource integrates those principles.

The literature also distinguishes individual teacher learning from the organizational conditions that sustain it. Borko treats professional development as a system involving participants, facilitators, programs, and context [12]. Garet and colleagues examine relationships between professional-development features and reported changes in teacher knowledge and practice [13]. Avalos highlights the varied processes through which teachers learn professionally [14], while Opfer and Pedder conceptualize professional learning through interactions among teachers, schools, and learning activities [15]. These contributions support an integrated management approach, but the local problem requires a more specific connection between that approach and multicultural history-material production.

The gap addressed here is thus a design and implementation gap within a particular professional-learning context. Existing work explains desirable professional-development

features and the educational value of multicultural history content. The present study brings those strands together in a needs-based management sequence for high school history teachers. Its contribution lies in aligning management functions with a defined professional product and embedding evaluation and follow-up in that sequence. It does not claim that needs analysis, active learning, or multicultural education are individually new concepts. The study had three objectives: to describe existing training management and teachers' reported needs; to develop a training management model for preparing multicultural history teaching materials; and to examine expert-rated feasibility, participant responses in staged trials, and post-training material performance. These objectives define the limits of the analysis. The reported evidence concerns development and descriptive evaluation rather than a controlled estimate of training effectiveness.

8

2. METHOD

2.1. Research design and development procedure

The study used research and development adapted from Borg and Gall [16]. The reported procedure comprised three broad phases: preliminary study, model development, and product testing. Research and information gathering informed the preliminary study. Planning and preparation of an initial product informed model development. Expert review, revision, and progressively larger teacher trials informed product testing. The final output comprised a training management model, a training manual, and participant guidance.

Table 1 maps the reported activities onto the development logic. This mapping clarifies how the procedure condensed research, design, testing, and revision; it does not imply that every step of the full Borg and Gall framework was implemented as a separate empirical stage. Wider operational field testing and large-scale dissemination were not evaluated. Dissemination and follow-up remained components of the proposed implementation model, rather than demonstrated outcomes of a national rollout.

Table 1. Adaptation of the development procedure

Phase	Reported activities	Development function
Preliminary study	Literature review; survey and interviews on existing training; identification of teacher needs.	Research and information gathering.
Model development	Specification of objectives, content, instructors, methods, media, organization, evaluation, and follow-up; expert review and focus-group discussion.	Planning, initial product preparation, and formative review.
Product testing	Individual trial with 5 teachers; group trial with 10 teachers; limited trial with 35 teachers; revision and finalization.	Staged field testing and product refinement.
Scope boundary	No reported multi-site operational trial or evaluated large-scale dissemination.	These elements require subsequent evaluation.

2.2. Setting and participants

The setting was high school history education in Kudus Regency, Central Java, Indonesia. Teachers were selected purposively because they taught history and their professional responsibilities included preparing instructional materials. The preliminary survey and limited trial each involved 35 teachers. Five teachers participated in the individual trial and ten in the group trial. These counts describe development stages; they

should not be added to infer a unique total sample because overlap among stages was not documented.

Three experts or practitioners reviewed the model from the perspectives of teaching-material development, education and training management, and multicultural or history education. Their roles provided complementary judgments about model structure and implementation. The analysis does not treat expert ratings as representative of a wider expert population. The participant description supports interpretation within the reported setting; it does not support subgroup comparisons by teaching experience, school type, qualification, age, or gender.

2.3. Data sources and measures

Data collection combined unstructured interviews, closed and open questionnaires, documentation, observation, focus-group discussion, expert assessment, and teaching-material performance tasks. The preliminary instruments addressed the condition of training and the importance of training needs. The trial instruments addressed planning, organization, implementation, instructor quality, facilities, and evaluation. Expert assessment addressed model form, usefulness, practicality, and feasibility. Teacher performance concerned the preparation of history materials containing multicultural values. Table 2 separates these sources so that their evidential roles remain clear.

Table 2. Measures and their analytical roles

Source or measure	Focus	Reported output
Preliminary survey	Existing management functions and perceived training needs.	Response percentages.
Interviews and supporting documents	Training arrangements, perceived weaknesses, and design requirements.	Descriptive accounts informing model design.
Expert assessment	Model form, usefulness, practicality, and feasibility.	Mean scores on a four-point scale.
Individual and group trial questionnaires	Participant judgments of training components.	Available component means.
Teaching-material task	End-of-training professional product.	Frequencies in four reported performance categories.

The reported instrument-validity coefficients ranged from 0.661 to 0.676 across six principal domains, while reported reliability coefficients ranged from 0.662 to 0.769. The original analysis used 0.60 as its reliability criterion. These values provide limited information about measurement quality because the coefficient types, item counts, validation sample, and calculation procedures were not specified in the reported results. The study therefore does not interpret them as complete evidence of construct validity or sufficient reliability for every application. In particular, the lower coefficients warrant caution when interpreting small differences between component means.

Expert and trial means are reproduced as reported. Expert means use a four-point scale, and the expert results were categorized as good in the original analysis. Teacher products were classified as very good, good, poor, or very poor. The numerical thresholds

underlying these categories and the performance-scoring rubric were not reported in the available results. Consequently, the performance distribution describes the reported classification outcome; it does not establish an independently reproducible benchmark of competence. Expert judgment, participant response, and teacher-product performance are analyzed separately.

2.4. Analysis and interpretation

Quantitative analysis used frequencies, percentages, and mean scores. Percentages were calculated as the relevant frequency divided by the stage-specific number of participants, multiplied by 100. The combined proportion of good and very good performance was calculated from the two corresponding frequencies in the limited trial. Because item-level observations and respondent-level scores were unavailable for this analysis, standard deviations, confidence intervals, paired tests, and effect sizes were not estimated from the aggregate means or categories.

Qualitative evidence informed a descriptive synthesis of existing training arrangements and development requirements. The synthesis grouped the reported concerns under planning, organization, implementation, and evaluation, then linked those concerns to the model components they informed. This article presents these grouped accounts without assigning unreported code frequencies or creating participant quotations. The reported evidence does not establish a transcript-level coding protocol, independent coding agreement, or a formal member-checking procedure.

Initial and final material-preparation tasks formed part of the proposed training sequence. However, matched pre-training and post-training scores were not reported alongside the limited-trial outcome distribution. The present analysis therefore treats the trial as descriptive product testing with a post-training performance endpoint. It does not describe the evidence as a demonstrated one-group pretest–posttest effect, and it does not infer improvement or causal effectiveness from a high post-training proportion alone.

3. RESULTS AND DISCUSSION

Sections 3.1–3.5 present findings in the order of the study objectives. Sections 3.6–3.8 interpret their implications and limitations. The findings distinguish the condition of existing training, the proposed model, expert-rated feasibility, participant response, and post-training material performance.

3.1. Existing training management and reported needs

The preliminary survey identified weaknesses across the four training-management functions. Table 3 presents the reported dominant response in each domain. These percentages represent teacher judgments about training conditions, rather than direct measures of teacher competence. Evaluation used the response label infrequent, so it should not be treated as numerically equivalent to the poor category used in the other domains.

Table 3. Reported condition of existing training among 35 teachers

Function	Dominant response	Percent	Reported concern
Planning	Poor	60.00%	Schedules, materials, guidance, and evaluation lacked consistent alignment with needs.
Organization	Poor	51.43%	Competence grouping, preparation, financing, and training stages lacked clarity.
Implementation	Poor	57.15%	Delivery, content, methods, and guidance were considered insufficient.
Evaluation	Infrequent	54.29%	Program evaluation and follow-up were rarely conducted.

Interview accounts described changing schedules, repetitive training content, participant selection insufficiently linked to competence needs, and reliance on senior teachers whose expertise did not always match the targeted training content. The accounts also indicated limited systematic follow-up. These findings located the problem across the management sequence rather than in a single instructional topic. The evidence was descriptive; it did not quantify the prevalence of each interview theme.

The needs analysis identified strong demand for guidance and organization. Training guidelines were rated very important by 74.29% of teachers, while training organization received that rating from 62.86%. Table 4 presents these two reported indicators. They support attention to procedural clarity, but they do not constitute a complete ranking of all training needs. The findings also identified a need for clear objectives, appropriate instructors, suitable methods and media, and evaluation connected to teachers' professional tasks.

Table 4. Reported training-needs indicators

Indicator	Response	Percentage
Training guidelines	Very important	74.29%
Training organization	Very important	62.86%

The developed model connected needs analysis, planning, organization, implementation, evaluation, and follow-up. Its professional target was the preparation of history materials containing multicultural values, planning specified objectives, materials, instructors, methods, media, and evaluation in relation to that target. Organization addressed participants, schedules, financing, facilities, and school coordination. Implementation combined competence-focused input with guided preparation of teaching materials. Evaluation addressed both training processes and teacher products, while follow-up concerned application and dissemination.

Table 5 summarizes how the developed model addressed the reported training pattern. The comparison describes design changes; it does not imply that each component produced a separately measured effect. The model, training manual, and participant guidance formed a supporting package intended to make the sequence usable by organizers, facilitators, and teachers.

Table 5. Existing training pattern and developed model

Dimension	Existing pattern	Developed model
Starting point	Externally determined programs and annual plans.	Teacher needs and targeted competence.
Participation	School nomination with limited competence alignment.	Participant arrangements connected to training objectives.
Content and expertise	Predetermined content; variable match between instructors and needs.	Multicultural material design supported by relevant expertise.
Learning activity	Limited independent professional tasks.	Guided preparation of a history teaching-material product.
Evaluation	Limited diagnosis and follow-up.	Process evaluation and product assessment within the management sequence.
Continuation	Follow-up was inconsistent.	Monitoring and follow-up included in the implementation design.

Figure 1 clarifies the intended direction of implementation. The main arrows show the sequence from needs analysis to follow-up. The feedback arrow returns evaluation and follow-up information to needs analysis and planning. Professional competence and multicultural integration define the content of the implementation task, rather than a separate stage after evaluation. The diagram represents the model's intended logic; it does not report a tested causal pathway.

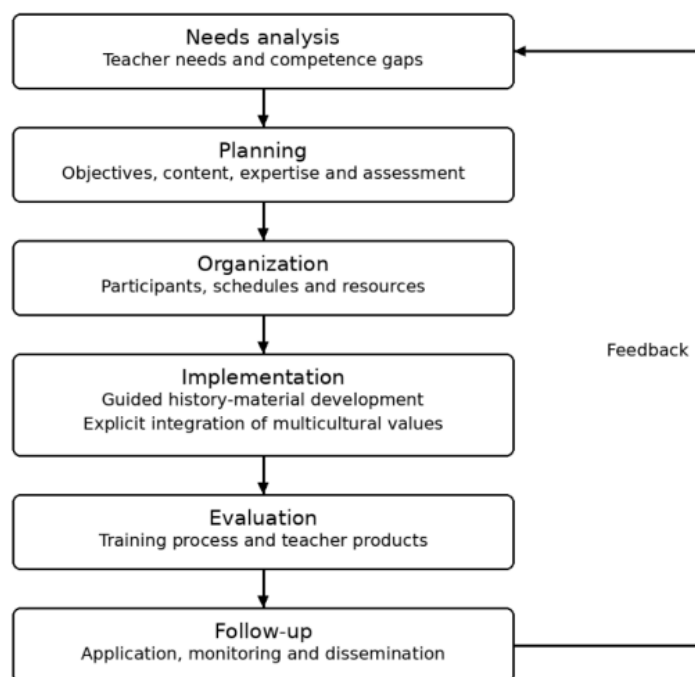


Figure 1. Implementation sequence and feedback in the developed model

3.3. Expert assessment

Three experts or practitioners rated the model as good across model form, usefulness, practicality, and feasibility. The overall reported mean was 2.97 on the four-point scale. Table 6 presents the component means. Model form received the highest reported rating, while usefulness received the lowest. The small differences between these aggregate means should not be interpreted as statistically established differences.

Table 6. Expert assessment on a four-point scale

Aspect	Mean	Reported category
Model form	3.07	Good
Usefulness	2.89	Good
Practicality	3.00	Good
Feasibility	2.90	Good
Overall reported mean	2.97	Good

Expert review and focus-group discussion preceded revision and teacher trials. The findings support a favorable expert appraisal of the proposed management design. They do not demonstrate that teachers used the model consistently or that its follow-up component improved classroom practice. The reported account also does not provide a detailed audit trail connecting individual expert comments with specific version changes.

3.4. Participant response in individual and group trials

The individual and group trials provided formative participant ratings. Table 7 brings together all component means specified in the reported trial narrative. The label Not reported indicates that the corresponding mean was unavailable; it does not indicate a zero score. The table avoids treating selected high ratings as a complete profile of every component or as evidence of a statistically significant difference between trial stages.

Table 7. Available component means in the staged trials

Component	Individual trial n = 5	Group trial n = 10
Planning	3.80	Not reported
Organization	3.80	Not reported
Implementation	3.90	3.95
Instructor quality	3.90	3.95
Facilities	Not reported	3.83
Overall training evaluation	3.73	Not reported

The reported values indicate favorable participant responses to the assessed training components. They provide evidence about perceived usability and acceptability during development. The individual trial, group trial, and limited trial served as successive opportunities to examine the model, but the available reporting does not specify the exact changes made after each stage. Higher group-trial means therefore cannot be attributed to a particular revision or interpreted as a longitudinal improvement in the same participants.

3.5. Post-training material performance in the limited trial

In the limited trial, 32 of 35 teachers received good or very good ratings for their multicultural history teaching materials. Three received poor ratings, and none received very poor ratings. Table 8 presents the full distribution. The combined favorable proportion was 91.43%, calculated as $(6 + 26)/35 \times 100$. The distribution answers the performance objective at the reported post-training endpoint; it does not provide a baseline comparison.

Table 8. Post-training teaching-material performance

Reported category	Frequency	Percentage
Very good	6	17.14%
Good	26	74.29%
Poor	3	8.57%
Very poor	0	0.00%
Total	35	100.00%

Taken together, the results identify a management problem, describe a model addressing that problem, and provide favorable expert and participant appraisals alongside a predominantly favorable product distribution. These are complementary findings, but they concern different outcomes. Expert-rated feasibility, participant response, and teacher-product performance should not be combined into a single claim of effectiveness.

3.6. Interpretation and conceptual contribution

The principal contribution is the alignment of a training-management sequence with a specific professional product. Needs analysis informs planning; planning informs participant and resource organization; implementation focuses on material production; and evaluation and follow-up provide information for further planning. This structure gives training management an instructional role. It connects the decisions made by organizers with the work teachers are expected to perform, rather than treating scheduling and participant selection as isolated administrative activities.

This interpretation is consistent with professional-development research on coherence and active learning [5], [13]. It also reflects Kennedy's concern with how professional development connects learning opportunities to teaching practice [17]. The model does not establish a new general theory of teacher learning. It offers a context-specific operational arrangement for coordinating familiar professional-learning principles around multicultural history-material design. The distinction matters because favorable ratings of a locally developed model do not prove that its management sequence is superior to every conventional training approach.

The results suggest plausible reasons for favorable participant responses. Clear guidance may reduce uncertainty about the expected product, while guided practice may make the content more directly relevant to teachers' work. These are interpretive explanations, not tested mediating mechanisms. Nguyen and colleagues' study of professional-development needs in response to curriculum reform [18] supports the importance of contextual diagnosis. Research on teachers' social construction of history learning in Indonesia [19] further indicates that instructional decisions occur within particular curricular settings. Future analysis should directly observe whether guidance, practice, or facilitator expertise explains differences in product quality.

Multicultural education provides the model's substantive orientation. Banks' framework emphasizes dimensions of multicultural educational practice rather than the simple addition of diverse content [20]. Indonesian studies of multicultural values in history education [21], Nusantara multiculturalism [22], and multicultural history learning [23] reinforce the relevance of purposeful integration. Within the proposed model, material production gives teachers a concrete task through which they can consider representation,

source selection, historical perspectives, and learning activities. The present trial does not establish the quality of each of those dimensions separately, because dimension-level rubric scores were not reported.

Additional Indonesian research situates competence development within educator empowerment, teacher training, and self-efficacy [24], [25], [26]. These strands widen the conceptual basis for examining training arrangements. Their participants and subject areas differ from those of the present study, so they do not independently validate this history-teacher model.

Parekh's discussion of cultural diversity provides a broader theoretical context for the recognition of different perspectives [27]. Work on multiliteracy-based Islamic cultural history materials [28], community literacy learning [29], character-oriented learning [30], and electronic IPAS materials [31] also illustrates distinct settings for connecting educational purposes with learning resources. Tutorial-based teaching-book development [32] offers a further comparison for the participant guidance included in this model. Such comparisons concern resource design; they do not demonstrate equivalent outcomes across subjects.

3.7. International relevance and practical implications

The management problem has relevance beyond Kudus, although the specific model requires contextual adaptation. In Cyprus, Hajisoteriou and colleagues identified teachers' emphasis on interdisciplinary approaches, historical sources, and collaborative learning for intercultural competence [3]. Those findings concern pedagogical practice, whereas the present model concerns how training can organize support for developing related teaching resources. In Finland, Kohvakka found that institutional support and time constraints shaped teachers' efforts to diversify history content [4]. The comparison highlights a shared need to connect teachers' intentions with workable professional-learning conditions; it does not imply that these national contexts are equivalent.

For schools and teacher associations, the model provides a sequence for coordinating training objectives, facilitator expertise, participant arrangements, material-development tasks, and assessment. The local needs indicators suggest that a written guide and a clear allocation of responsibilities deserve attention. Training organizers can use the model as a planning framework for further implementation, while treating the reported ratings as preliminary evidence. Decisions about resources, workshop duration, and follow-up schedules still require local assessment.

Evaluation should retain separate indicators for feasibility, participant response, and performance. Guskey's account of professional development and teacher change [33] helps explain why immediate training judgments cannot substitute for evidence about later practice. Research on multidimensional teacher competencies [34] also cautions against reducing professional competence to a single rating. A subsequent implementation could assess the completed materials, their classroom use, and the support teachers need after training, without assuming that attendance or satisfaction establishes successful transfer.

Follow-up is an important component of the design, but its outcomes were not measured in the reported trial. Reviews of skill development and knowledge sharing in learning communities [35], [36] suggest possible forms of continuing professional support.

A systematic review of university teacher development [37] offers additional comparative insight, although its institutional setting differs from high school history teaching. These sources inform options for future support; they do not supply evidence that the follow-up component of this model was sustained in practice.

Indonesian studies of graphic-design training management [38] and equivalency-program evaluation [39] provide related contexts for examining how organizers coordinate provision and assessment. Research on hybrid equivalency learning [40], educators' information-technology ability [41], E-PKBM readiness [42], and curriculum-transition challenges [43] also identifies areas that training organizers should consider when adapting delivery arrangements. The present trial did not separately measure these technological and curricular conditions.

Project-based TPACK learning design [44] and multimodal technopreneurship learning [45] offer comparative approaches for organizing professional tasks through multiple resources and modes. Research on educator pedagogical competence and learners' critical thinking [46] addresses a further dimension of instructional quality. These studies motivate examination of task design and educator support in subsequent implementation. They do not establish that a digital or multimodal extension would improve the outcomes of the present training model.

3.8. Limitations and future research

The study involved purposively selected teachers in one regency. The staged trials were small, and the reporting did not establish participant overlap across stages or detailed demographic and professional profiles. Transferability to other districts, school systems, or subject areas therefore remains uncertain. The model also requires coordination of teacher schedules, facilitators, facilities, and follow-up resources. Its feasibility under different organizational and financial conditions needs direct evaluation.

Measurement and reporting limitations restrict interpretation. Instrument item counts, coefficient types, scale anchors, category thresholds, and the teaching-material scoring rubric were not fully specified. Aggregate trial means lacked measures of variability. Without raw scores, matched baseline data, or a comparison group, the analysis cannot estimate learning gains or causal effects. Favorable product ratings could reflect prior competence, participation conditions, assessor judgment, or other factors as well as the training itself. The reasons for the three poor performance ratings cannot be determined from the category totals.

Further research should prioritize a documented assessment protocol, multi-site implementation, comparative designs, and longer-term follow-up. It should report participant characteristics, stage-specific revisions, assessor procedures, and score variability. Classroom observations and analysis of actual material use would help determine whether the professional products support inclusive history instruction. Student outcomes, including historical understanding and intercultural attitudes, remain separate questions requiring their own measures and research designs.

4. CONCLUSION

This study developed a training management model connecting high school history teachers' needs with multicultural material design, guided practice, evaluation, and follow-up. Its contribution is a coherent management framework organized around an observable professional product. Expert assessment supported feasibility, and the limited trial showed predominantly good or very good post-training material ratings. These findings do not establish causal effectiveness. The model is a feasible framework for further implementation and broader testing. Schools, teacher associations, and educational authorities can use it to coordinate professional learning, while future studies should examine multi-site implementation, comparative outcomes, and sustained classroom application.

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