Training History Teachers for Inclusive Learning in Malaka Regency

Malkisedek Taneo[1], Susilo Setyo Utomo[2], Aleksius Madu[3*], Silvanus Jefrino Mali[4], Nino Mailani[5]

[1,2,3,4,5]   Universitas Nusa Cendana, Indonesia
* Correspondence e-mail; leksi_madu@staf.undana.ac.id

Article history	
Abstract	This service activity was motivated by insufficient training and resources supporting inclusive school learning. The aim is to equip teachers in the Malacca district to implement inclusive learning models. We used the methods of planning, this stage begins with intensive coordination with the Education and Culture Office and schools in Malaka Regency; action this stage included a series of interactive activities, beginning with a presentation from the Community Service Team on the inclusive learning model; observation an evaluation where oobservation activities are carried out directly by the implementation team to monitor the process and results of the participants' (partner teachers) work, including in training, mentoring, learning simulations, and presentations; and reflection, the final stage is joint reflection between the implementation team and participants. The stages began with coordination with the Malaka District Education and Culture Office, socialization with high school teachers, and program development based on situation and needs analysis. Teachers received training and mentoring in this activity and conducted inclusive learning simulations. The results show that 94.5% of teachers have adequate skills in implementing inclusive learning models in the classroom. This indicates a positive impact, where teachers become more creative in helping students according to their abilities.
Keywords	Inclusive Learning; Learning Model; Mentoring; Training

1. INTRODUCTION

Inclusive education is an essential approach that promotes equality and accessibility for all learners, including those with special needs (Amahoru & Ahyani, 2023). In history education, teachers must adopt a learning model that focuses on academic aspects and pays attention to students' social and psychological dimensions.

Inclusive education aims to provide equal opportunities for all students, including those with special needs, to learn together in a regular school environment. Its main principle is to respect diversity and ensure no discrimination in access to education. Inclusive education not only covers children with disabilities (Hornby & Kauffman, 2024), but also students with exceptional intellectual potential, low socioeconomic backgrounds, and cultural differences. This concept emphasizes that schools must adapt their learning systems, teaching methods, and learning environments to suit students' needs. The goal is to create a friendly, fair, and equitable learning environment so that every child has the opportunity to develop according to their potential (Killen & Rutland, 2022). Inclusive education is based on human rights and the principle of equality in education, which is guaranteed by various national and international regulations.

Teachers play a key role in the success of inclusive education. They not only function as conveyors of material but also as facilitators, motivators, and mentors who can understand student diversity. Teachers are required to have the ability to differentiate learning, that is, to adjust teaching methods and strategies according to individual needs (Goyibova et al., 2025; Langelaan et al., 2024; van Geel et al., 2023). In addition, teachers need to master the skills to create a conducive and inclusive classroom environment through flexible classroom management, varied learning media, and empathetic interactions. Teachers also play a role in establishing good communication with parents and support staff, including special assistant teachers, to meet students' learning needs.

History teachers play a strategic role because history is closely related to values, identity, and understanding of diversity. Through history lessons, teachers can instill tolerance, unity, and respect for differences. History teachers who apply an inclusive approach can integrate stories about the struggles of minority groups, cultural diversity, and figures with disabilities into their teaching materials (Ashrafova, 2024; Barsch, 2025).

In addition, history teachers need to tailor their teaching strategies to the needs of their students, for example, by using concept maps, visual media, or storytelling methods to help students who have difficulty reading long texts. In this way, students

with different abilities can still actively participate in understanding the material. The role of history teachers is not only to teach about past events, but also to equip students with an inclusive and appreciative attitude towards diversity in the present.

Although inclusive education has been regulated normatively, practices in the field still face several obstacles. *First*, limited teacher competence. Many regular teachers have not received special training on inclusive learning (M. Masongsong et al., 2023). Strategies, making it difficult to accommodate the diverse needs of students. *Second*, inadequate school facilities. Many schools still lack physical accessibility, such as ramps, disability-friendly classrooms, or adaptive learning media. This makes it difficult for students with physical limitations to participate fully. *Third*, there is a lack of special assistants. Ideally, inclusive schools should have assistant teachers who help regular teachers in dealing with students with special needs. However, in reality, many schools cannot provide such personnel. *Fourth*, the discriminatory attitudes of the community and the school environment. Children with special needs should be sent to special schools rather than conventional ones, according to some parents and even educators. This stigma undermines efforts to implement inclusive education.

Thus, inclusive education is a noble and important approach to achieving educational equality. Teachers play a major role in creating a learning environment that is friendly to all children, while history teachers can instill values of tolerance through their teaching materials. However, there is still a gap between theory and practice in the field, which can only be bridged through teacher training, the provision of infrastructure, and changes in the mindset of society.

In Malaka Regency, implementing inclusive education at the senior high school level still faces several fundamental challenges. *First*, teachers' low understanding of inclusive education, especially in teaching history. Most teachers still use conventional approaches focusing on lecture methods, so they cannot accommodate the needs of students with diverse academic and non-academic abilities. *Second*, adequate training on strategies for implementing inclusive learning models is lacking. Teachers often find it difficult to adapt history materials to be relevant, contextual, and understandable for students with different learning abilities. *Third*, limited supporting facilities in schools, such as adaptive learning media, also hinder the implementation of inclusion. Another problem is some school community members' low awareness of the importance of equal opportunities for all students. This situation creates a gap between national policies on inclusive education and actual practices in the field.

A service concept based on the inclusive learning model is proposed to address the above issues. This concept is derived from the theory of inclusive education,

according to Ainscow, Booth & Dyson (2006), which emphasizes the importance of removing barriers to learning and creating an environment that is friendly to all students. Specifically in history learning, this approach prioritizes: (1) Universal Design for Learning (UDL) with the principle that learning must be flexible, with various ways of presenting material, student involvement, and forms of assessment; (2) Differentiated Instruction by adjusting learning methods and media to the individual needs of students; and (3) Collaborative Learning: building cooperation among students through discussions, group projects, and reflective activities so that all students are actively involved (Kourkoutas, 2017).

The Community Service program takes the form of training and mentoring for history teachers, focusing on improving inclusive pedagogical capacity. The training is conducted through workshops covering inclusion theory, developing inclusion-based lesson plans, and strategies for differentiating history material. After the training, teachers will receive ongoing support through mentoring activities, classroom observation, and reflective discussions.

Nationally, several similar service programs have been developed, for example: (1) The Inclusive School Program initiated by the Ministry of Education and Culture since 2009, which encourages regular schools to accept students with special needs; (2) Inclusive Education Training for Teachers by the Center for Curriculum and Textbooks which emphasizes adaptive learning design; and (3) In East Nusa Tenggara, several educational NGOs have also assisted teachers in border schools with a focus on strengthening multicultural and inclusive learning strategies. However, these activities are still limited and rarely touch specifically on history subjects. Therefore, this Community Service program is an important and strategic step to fill this gap.

The objectives of this service include: (1) providing history teachers with a comprehensive understanding of the concept of inclusive education and its urgency in history learning; (2) training teachers in developing history lesson plans based on the inclusion model, by applying the principles of UDL and differentiation; (3) equipping teachers with practical skills in implementing history learning that accommodates the diverse needs of students; (4) providing ongoing assistance so that teachers can independently reflect on, evaluate, and develop inclusive learning practices; and (5) supporting the creation of a friendly, fair, and equitable school environment for all students in Malaka Regency.

2. METHODS

The implementation method for this community service activity is designed comprehensively, including training, guidance, discussion, and evaluation. The implementation of this activity (Taneo et al., 2024) specifically adopts the Service Learning (SL) model. Service Learning is a learning approach that emphasizes practical aspects, based on the concept of Experiential Learning (Choi et al., 2023). This concept enables the application of academic knowledge in the community while facilitating direct interaction and real contributions in finding solutions to various community problems. This approach effectively integrates the roles of students and campus institutions in the implementation of community service (Abo-Khalil, 2024; Mustaqim & Wahjoedi, 2024).

The Service-Learning method in this activity refers to systematic stages, including: (1) Planning. This stage begins with intensive coordination with the Education and Culture Office and schools in Malaka Regency. Next, the community service activity is socialized to the schools and teachers who will be involved. Based on the results of situation analysis, participant (teacher) needs analysis, and relevant material analysis (Taneo et al., 2024). A structured community service program was developed (Nazri et al., 2025). (2) Implementation of Actions. This stage included a series of interactive activities, beginning with a presentation from the Community Service Team on the inclusive learning model. An active discussion session was held to discuss the material presented, allowing participants to ask questions and express their opinions. The highlight of this stage is a learning simulation using the inclusive learning model, followed by presentations from participant groups and constructive feedback from the Community Service Team. (3) Observation and Evaluation. The implementation team conducts observation activities to monitor the process and results of the participants' (partner teachers) work, including training, mentoring, learning simulations, and presentations. The evaluation process is carried out continuously to identify shortcomings and obstacles that may arise during the implementation of community service activities (Balmer et al., 2021; Vigfússon et al., 2021). (4) Reflection. The final stage is joint reflection between the implementation team and participants (partner teachers). This reflection session aims to review the entire process of implementing the activity, as well as to collect input and feedback from teachers and the Community Service team for future improvements (Anggraini et al., 2023).

3. FINDINGS AND DISCUSSION

3.1. Findings

3.1.1. Planning

Thorough preparation is the key to success because it determines the smooth running of all subsequent activities. At this stage, the implementation team ensures that all administrative, technical, or academic requirements have been well planned. Coordinating with school partners: The Community Service Team communicates with the Malaka District Education Office and the principals of the target high schools to agree on the implementation's schedule, location, and technical details, and identifies participants to determine the number of history teachers who will participate. Participants are expected to represent high schools throughout Malaka Regency to distribute the impact more evenly. Conducting training module development activities, where the Team develops modules covering inclusive education concepts, Universal Design for Learning (UDL)-based history learning strategies, differentiation, and inclusive assessment—providing suggestions for activities through learning media, teaching materials, and evaluation instruments.

3.1.2. Action and Observation Implementation

This activity was held over two days from June 10 to 11, 2025. The event was opened by the Dean of FKIP, the head of the community service team, and continued with a presentation on the basic concepts, objectives, and characteristics of inclusive learning methods, principles, innovations in learning, and learning steps using inclusive learning methods. On the second day, the event began with developing learning tools using inclusive learning methods, principles, and techniques for developing learning tools using inclusive learning methods. There were 60 participants in this activity, consisting of junior high school social studies teachers and high school history teachers from Malaka Regency. Although this training activity was conducted over two days, assistance will continue to be provided to teachers who want to implement learning with an inclusive learning approach, which will be conducted online by the community service team.

Figure 1. Opening remarks by the dean, who also presented the first topic

The content covered in this first exercise included learning steps employing inclusive learning methods, learning principles and innovations, and the fundamental ideas, goals, and traits of inclusive learning approaches. Participants were eager to share their experiences, voice their ideas, and ask questions during the first day of the activity's discussion session. Given that the participants included both high school history and junior high school social studies instructors, the approach taken to present the content was customized to meet the demands of the educators.

Figure 2. Presentation of material by the Community Service team related to the inclusive learning approach

On the second day, the main focus shifted to assisting teachers in developing inclusive learning tools, including the principles and techniques for their development. As a result, the teachers successfully created learning tools that were ready for use in the classroom. The teachers were grouped based on subject areas, considering that participants included social studies and history teachers, and teachers

of other subjects. During the mentoring process, teachers showed high proactivity in creating learning media, with some even acting as peer tutors thanks to their proficiency in using learning applications. This greatly helped the Community Service team guide teachers who still had difficulties creating media.

Figure 3. The community service team and one of the teachers are conducting a learning simulation in the classroom.

The second day of the training was also used to conduct classroom learning simulations using learning tools previously developed by teachers. Students were enthusiastic about participating in classroom learning and were very active in learning activities.

3.1.3. Evaluation and Reflection on the Service Community

Teachers received a questionnaire with statements about the execution of service community activities before the event's conclusion. The results of the questionnaire can be seen in Table 1 below.

Table 1. Questionnaire Analysis Results

N0	Questions	Percentage
1	These training and mentoring activities can assist teachers in the classroom learning process	100%
2	Teachers feel confident in conducting classroom learning to help build student motivation	85%
3	The use of inclusive learning tools in the classroom can improve student understanding and motivation	90%
4	Educators believe they require specialized training to enhance their capacity to apply learning through an inclusive approach and using relevant learning materials.	90%
5	These mentoring and training programs can encourage educators and learners to participate actively in their education.	95%

6	Students' favourable attitudes toward the principles embodied in the curriculum can be fostered with training and direction on inclusive learning strategies.	100%
7	There are no barriers to developing and implementing educational resources in the classroom.	100%
8	This instructional exercise can boost students' participation in class discussions or interactive exercises.	100%
9	This instruction can enhance students' social skills outside of the classroom	85%
10	More help or direction is required to optimize learning opportunities in forming students' motivation and character.	100%
	Average	94,5 %

3.2. Discussion

The results of community service in the form of training and mentoring for history teachers in Malaka Regency showed a significant improvement in teachers' understanding and skills in applying inclusive learning models. Based on the theory of Universal Design for Learning (UDL) and differentiated learning described in the introduction, teachers can develop adaptive history lesson plans, use varied learning media, and develop inclusive assessments that provide opportunities for participation for all students, including those with special needs. These results align with the findings of Kourkoutas (2017) that inclusion can be achieved when teachers can overcome learning barriers through flexible strategies. Compared to previous studies in East Nusa Tenggara that emphasized a multicultural approach to learning, this activity is unique because it focuses on history and the application of inclusive principles.

These results show how important it is for teachers to participate in training and mentoring conducted by the outreach team to improve motivation and learning effectiveness in the classroom using an inclusive learning approach. Training and mentoring using historical websites by teachers is a strategic step in building student character at the junior high and high school levels. This approach is particularly important in educational development in Malaka Regency. This learning approach is not only oriented towards improving student abilities but also towards the heterogeneous needs of students, so that students with different backgrounds and abilities can be accommodated properly (Dada et al., 2022; Ningtyas et al., 2024).

The importance of training and mentoring for teachers in using an inclusive learning approach lies in its great potential to develop student understanding. In this way, students not only understand facts but are also able to relate them to moral and ethical values. Teachers need to have sufficient skills and understanding to guide students in exploring information, extracting information, and formulating a deeper understanding.

This training may cover technical aspects of using learning tools by applying an inclusive approach, such as teaching modules, student worksheets, and testing and non-testing instruments (Rao, 2021). Furthermore, teachers can better incorporate curriculum-based learning materials in a way that is engaging and pertinent to students when they receive direct support during the learning process. Students' critical, analytical, and interpretative abilities will grow.

The application of an inclusive learning approach can also broaden students' understanding of the world and enrich their learning experiences (Dewi, 2024). In the context of globalization, understanding content is no longer limited to the local or national level (Taneo et al., 2024). Through inclusive learning, students can connect with events from around the world, opening their minds to cultural diversity and different perspectives.

Additionally, this training might positively increase pupils' motivation to learn. Learning can be more engaging and fun by using resources from historical websites. Teachers can create engaging and difficult exercises like cooperative projects, online forums, or instructional games. This improves a sense of community within the learning process and raises student motivation. An inclusive learning strategy can teach values like integrity, accountability, and tolerance in the context of character development. Teachers can choose inspiring content to be used as learning material for students. Thus, the inclusive approach becomes a learning material to shape strong personalities and characters.

The implication of this activity is the formation of an inclusive history teacher network in Malacca, which has the potential to become a role model for implementing inclusive education in border areas, while also making a practical contribution to the realization of equitable and socially just education policies.

4. CONCLUSION

Implementing the Training and Mentoring Program for History Teachers in Applying the Inclusive Learning Model in Senior High Schools throughout Malaka Regency has increased teachers' capacity to understand and implement the principles of inclusive learning. Participating history teachers could develop lesson plans based

on Universal Design for Learning (UDL), apply differentiation strategies, and develop more adaptive history learning media. In addition, the mentoring provided after the training allowed teachers to reflect on their teaching practices, leading to innovations in accommodating differences in student abilities in the classroom. This activity also strengthened the collective awareness that history education should not only focus on the transfer of knowledge, but also on strengthening the values of togetherness, justice, and appreciation of diversity.

The results of this activity have important implications for schools and education policy in border areas. First, this program can serve as a role model for implementing inclusive learning in other subjects, not limited to history. Second, forming an inclusive history teacher community in Malacca opens space for exchanging best practices and continuous professional development. Third, in the long term, implementing inclusive learning can create a more friendly and fair school environment and reduce discrimination against students with special needs. Thus, the results are recommendations for teachers to be able to integrate the principles of inclusion in their daily lesson planning and teaching practices and to be active in communities that share best practices; for schools to provide inclusive learning facilities, including adaptive media and flexible learning spaces; and for the Education Office to expand similar training programs to other subjects and make them a regular part of teacher competency improvement.

This activity still has several limitations. First, the number of participating teachers is relatively limited, so the direct impact is only felt by some schools. Second, face-to-face mentoring is still constrained by distance and transportation access in border areas. Third, not all schools have inclusive learning support facilities, so implementing the trained model still faces technical obstacles. These limitations indicate the need for program sustainability and broader collaboration with education stakeholders at the regional level.

REFERENCES

Abo-Khalil, A. G. (2024). Integrating sustainability into higher education: challenges and opportunities for universities worldwide. *Heliyon*, *10*(9), e29946. https://doi.org/10.1016/j.heliyon.2024.e29946

Amahoru, A., & Ahyani, E. (2023). Psikologi Pendidikan Inklusif: Menciptakan Lingkungan Belajar yang Ramah Bagi Semua Siswa. *Indo-MathEdu Intellectuals Journal*, *4*(3), 2368–2377. https://doi.org/10.54373/imeij.v4i3.522

Anggraini, P. M., Gusmania, Y., Amelia, F., & Kusuma, B. N. (2023). Development of

an Exe-Learning-based Mathematics E-module on Sequences and Series. *Hipotenusa : Journal of Mathematical Society*, *5*(1), 44–58. https://doi.org/10.18326/hipotenusa.v5i1.9023

Ashrafova, I. (2024). Culturally Responsive Teaching: Strategies for Promoting Inclusivity in the Classroom. *Global Spectrum of Research and Humanities*, *1*(1), 102–112. https://doi.org/10.69760/2wbtm276

Balmer, D. F., Rama, J. A., & Simpson, D. (2021). Implementing the Evaluation Plan and Analysis: Who, What, When, and How. *Journal of Graduate Medical Education*, *13*(1), 129–130. https://doi.org/10.4300/JGME-D-20-01523.1

Barsch, S. (2025). Inclusive History Education. In *Inclusive History Education*. https://doi.org/10.46499/9783756617258

Choi, Y., Han, J., & Kim, H. (2023). Exploring key service-learning experiences that promote students' learning in higher education. *Asia Pacific Education Review*, *0123456789*. https://doi.org/10.1007/s12564-023-09833-5

Dada, D., Laseinde, O. T., & Tartibu, L. (2022). Student-Centered Learning Tool for Cognitive Enhancement in the Learning Environment. *Procedia Computer Science*, *217*, 507–512. https://doi.org/10.1016/j.procs.2022.12.246

Dewi, A. E. R. (2024). Effectiveness of Implementing Inclusive Education: Challenges and Opportunities in Culturally Diverse Classrooms. *Journal of Pedagogy*, *1*(3), 1–7. https://doi.org/10.62872/k2k0zs91

Goyibova, N., Muslimov, N., Sabirova, G., Kadirova, N., & Samatova, B. (2025). Differentiation approach in education: Tailoring instruction for diverse learner needs. *MethodsX*, *14*(January), 103163. https://doi.org/10.1016/j.mex.2025.103163

Hornby, G., & Kauffman, J. M. (2024). Inclusive Education, Intellectual Disabilities, and the Demise of Full Inclusion. *Journal of Intelligence*, *12*(2). https://doi.org/10.3390/jintelligence12020020

Killen, M., & Rutland, A. (2022). Promoting Fair and Just School Environments: Developing Inclusive Youth. *Policy Insights from the Behavioral and Brain Sciences*, *9*(1), 81–89. https://doi.org/10.1177/23727322211073795

Kourkoutas E., Stavrou P.-D., Loizidou N. (2017). Exploring Teachers' Views on Including Children with Special Educational Needs in Greece: Implications for Inclusive Counseling. *American Journal of Educational Research*, 5(2):124-130. https://doi.org/ 10.12691/education-5-2-3.

Langelaan, B. N., Gaikhorst, L., Smets, W., & Oostdam, R. J. (2024). Differentiating instruction: Understanding the key elements for successful teacher preparation and development. *Teaching and Teacher Education*, *140*(May 2023), 104464.

https://doi.org/10.1016/j.tate.2023.104464

M. Masongsong, J., R. Lopres, J., M. Aguirre, M., M. Lopres, G., M. Enriquez, D., B. Bautista, F., Y. Niadas, G., & T. Virtusio, J. D. (2023). Level of Teachers' Training in Inclusive Education and Their Sense of Efficacy. *International Journal of Science and Management Studies (IJSMS)*, *October*, 70–87. https://doi.org/10.51386/25815946/ijsms-v6i5p108

Mustaqim, G. P., & Wahjoedi, T. (2024). Effectiveness of Student Participation in Campus Organizations. *INCOME: Innovation of Economics and Management*, *3*(3), 29–35. https://doi.org/10.32764/income.v3i3.5034

Nazri, T., Gani, A., & Zaki, M. (2025). *International Journal of Community Service Community Service Program for Developing Water Pool Attractions as a People's Economic Enterprise in Rural Community-Based Tourism Areas*. 2, 184–192.

Ningtyas, P. K., Widarti, H. R., Parlan, P., Rahayu, S., & Dasna, I. W. (2024). Enhancing Students' Abilities and Skills through Science Learning Integrated STEM: A Systematic Literature Review. *International Journal of Education in Mathematics, Science and Technology*, *12*(5), 1161–1181. https://doi.org/10.46328/ijemst.4292

Rao, K. (2021). Inclusive Instructional Design: Applying UDL to Online Learning. *The Journal of Applied Instructional Design*, *February*. https://doi.org/10.59668/223.3753

Taneo, M., Madu, A., & Utomo, S. S. (2024). Utilization of Historical Site Media by Teachers in Building Student Character in Junior and Senior High Schools in the Central Amanuban Sub-District. *Amalee: Indonesian Journal of Community Research and Engagement*, *5*(1), 467–482. https://doi.org/10.37680/amalee.v5i1.4853

van Geel, M., Keuning, T., Meutstege, K., de Vries, J., Visscher, A., Wolterinck, C., Schildkamp, K., & Poortman, C. (2023). Adapting teaching to students' needs: What does it require from teachers? *Effective Teaching Around the World: Theoretical, Empirical, Methodological and Practical Insights*, 723–736. https://doi.org/10.1007/978-3-031-31678-4_33

Vigfússon, K., Jóhannsdóttir, L., & Ólafsson, S. (2021). Obstacles to strategy implementation and success factors: A review of empirical literature. *Strategic Management*, *26*(2), 12–30. https://doi.org/10.5937/straman2102012v