

## Design of the INARA (*Inclusive and Gender Responsive Historia*) Application: Accentuating Inclusive and Gender-Responsive History Learning

**Kemala Khoeronisa<sup>1\*</sup>**  
**Uswanur Rachman F. Wahid<sup>1</sup>**  
**Muzakki Bashori<sup>1</sup>**  
**Vriska Nanda Putri Siregar<sup>1</sup>**

<sup>1</sup>Department of History, Faculty of Social and Political Sciences,  
Universitas Negeri Semarang

### ABSTRACT

This article aims to elaborate on the initial development of the historical learning application design, INARA (*Inclusive and Gender Responsive Historia*). The authors gathered data from literature reviews, including journal articles and online media, which were analyzed using a SWOT approach. The study's results showcase examples of inclusive and gender-responsive features in this application, such as games, quizzes, QR codes, and comics focusing on female heroes in Indonesia. The application is also designed with specific features to support differently-abled students in learning history. It is hoped that INARA can become

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<sup>1\*</sup>Corresponding author: Department of History, Faculty of Social and Political Sciences, Universitas Negeri Semarang 50229 email: [kemalakh56@gmail.com](mailto:kemalakh56@gmail.com).

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a creative, engaging, and critical medium for history learning at school levels. Its innovative design and inclusive features make a valuable contribution to the scholarly discourse in education. This article is expected to enrich the understanding of utilizing technology to support inclusive and gender-responsive history learning. As part of further development efforts, INARA is anticipated to become a progressive educational solution supporting various learning needs.

*Keywords: history, application, learning, inclusive, gender responsive*

## **1. BACKGROUND**

Efforts towards achieving the Sustainable Development Goals (SDGs) are actively pursued by the government and stakeholders. Two of the 17 goals currently emphasized are Quality Education (Goal 4) and Gender Equality (Goal 5). According to the 2023 Education Rankings by Country released by the World Population Review, Indonesia is ranked 54<sup>th</sup> out of 78 surveyed countries. Meanwhile, the 2023 Global Gender Gap Report published by the World Economic Forum places Indonesia at the 87<sup>th</sup> position out of 146 countries, with a score of 0.697.

These conditions prompt all sectors, especially the formal education sector in schools, to continuously improve to realize a more inclusive, equitable, and gender-responsive learning process. This includes the teaching of History, a subject that is not highly favored by students in Indonesia. This is evident through a survey conducted by Zenius Education in 2015, which involved 1,340 student respondents. The survey positioned History as the fourth most disliked subject and History teachers as the fifth least liked among educators. However, learning History holds numerous benefits for the future, such as drawing lessons from past experiences and/or mistakes, fostering a collective national memory or nationalism, and developing individuals into wiser and more discerning personalities.

Considering the SDGs, addressing the challenges in education, particularly in subjects like History, becomes crucial to ensuring a well-rounded and inclusive education system in Indonesia. Continuous efforts are needed to enhance the perception of and engagement with History as a valuable component of learning, aligning with the broader goals of sustainable development.

Indonesia, in its past, was renowned as Nusantara (Evers, 2016), a region with a long and diverse history. Through a myriad of historical journeys across time, Indonesia holds a special position due to its rich historical heritage that can enhance the understanding and pride of a nation. However, today's youth seem less interested in the historical connection of Indonesia. They tend to perceive learning history as something outdated and less appealing compared to newer and more exciting things.

This poses a significant challenge for the government, as history and its benefits are closely related to Indonesia's journey from the past to the present. The first President of Indonesia in the past, Soekarno, has emphasized the importance of history, giving rise to the phrase "jasmerah" (never forget history) in his speech at Merdeka Palace on August 17, 1966, in Jakarta (Lake, 2021). This statement should serve as a source of inspiration for us as students and citizens to understand the significance of history for Indonesia.

As the next generation of fighters, we should consider the direction of our nation's future through learning history. However, the process of introducing history is often perceived as monotonous, focusing solely on heavy texts that are less engaging for students. This is a problem that needs to be addressed in the history education system. In this era of technological advancement, the current generation tends to be interested in things related to progress and following evolving trends, especially those that are more convincing and realistic. Conversely, history is seen by the younger generation as something unnecessary or already passed, while it could serve as a comparison for the present and a guide for future generations, highlighting areas that need improvement or further action (Asri, 2017).

The younger generation is expected to shoulder the responsibility for their nation and actively participate in building the country to achieve the well-being of the Indonesian people. However, these aspirations have not materialized due to persistent fundamental issues such as corruption, poverty, hunger, thuggery, and nepotism, which remain unresolved to this day. This situation persists due to a lack of reflection on the past (history). To address these issues gradually, the younger generation needs to pay attention to history. The government also plays a crucial role in cultivating the interest of the younger generation in history, preventing the repetition of the same mistakes from the past to the future.

The societal understanding of history often blends myths and legends with actual historical events (Sukardi, 2018; Setyaningrum, 2022; Bestari, 2022). Yet, the significance of history is vast; fundamentally, history is a study of human activities over a span of time, signifying the continuous dynamics of human experiences (Anis, 2015). This is a factor contributing to the diminishing interest of the younger generation in history as time progresses. Additionally, technological advancements, integral to the lives of the younger generation, have eroded the importance of history education. Therefore, it is crucial for teachers, the government, parents, and the youth environment to play a significant role in creating history lessons that are engaging and relevant to students. It is essential to adopt a teaching approach that aligns with the times and leverages technology to support students' creativity in loving the subject, especially history.

Conducting history lessons using technology and applications in the current era can enhance students' creativity. Bashori et al. (2023) used a combination of digital comics published on *Instagram* to help promote and celebrate Indonesian local

history for students. Susanto et al. (2023), Nastiti et al. (2015), and Arta & Putri (2020) utilized applications to increase students' understanding of history. Employing a technology-based learning approach with applications can facilitate character building for students, a crucial dimension in the era of globalization. Capturing the interest of the younger generation in history learning through technology-based applications is a vital preparation that plays a significant role in equipping students to face the future, especially as they live alongside the wider society.

Furthermore, technology, including learning applications, can be utilized to create a more inclusive education by incorporating educational features that are friendly to students, including to those with disabilities. Additionally, gender-responsive elements need to be strengthened in every subject, including History, to instill awareness that the nation's struggle for independence and progress to the present day is not solely attributed to men but also significantly contributed by women. Based on records from the State Secretariat until 2022, a total of 185 men have been acknowledged and designated as national heroes. However, only 15 women have been recognized as national heroes. The National Commission on Violence Against Women assesses that this is inseparable from the historical writing methods that, up to now, still predominantly employ a masculine approach. This includes more frequently portraying men as the main figures in struggles compared to women (Andriansyah, 2022). Therefore, the authors have designed a learning application named INARA (*Inclusive and Gender-Responsive Historia*) as an accentuation of inclusive and gender-responsive History learning through the application.

The use of the INARA learning media as a support tool for education, particularly in history learning, is expected to enhance students' knowledge and interest. The perception of history as outdated and boring has become the author's specific focus in creating an innovation called INARA. This work is presented to reduce the statistics of students who perceive history learning as monotonous.

The quality of learning can be seen through the creativity of teachers in teaching, where teachers have the responsibility to ensure that students understand the conveyed material, thus achieving the predetermined goals. The INARA application is a response to the need for a more engaging and inclusive approach to history education, catering to diverse learning styles and fostering a gender-sensitive perspective in the educational landscape.

## **2. METHODOLOGY**

The data source utilized in this research is secondary data. Secondary data refers to information that is pre-existing and collected by entities outside the institution under study. In this study, the authors gathered and analyzed data from books, literature, articles, journals, and the internet, utilizing secondary data in the form of literature reviews. The data collection technique employed was documentation,

involving the direct citation of information obtained from relevant institutions related to the author's research. For instance, data indicating that Indonesia is ranked 54<sup>th</sup> out of 78 surveyed countries was derived from the Education Rankings by Country 2023 released by the World Population Review. Furthermore, based on the World Economic Forum's Global Gender Gap Report 2023, Indonesia occupies the 87<sup>th</sup> position out of 146 countries with a score of 0.697. This statement indicates that there is still room for improvement for the government of Indonesia to accelerate its efforts in enhancing quality education and promoting gender equality through history learning in schools.

The data analysis utilized in this study was the SWOT analysis, a model and framework designed to aid in planning for a newly emerging endeavor (Fatimah, 2016; Irsan & Budiman, 2018; Matal, 2022). The SWOT analysis of this application includes the following aspects:

1. **Strengths:** The strengths of this application lie in its ability to ascertain the truth in historical events, promoting inclusive education and gender-responsive practices.
2. **Weaknesses:** The application's weakness is its dependence on the internet. In the absence of internet connectivity, the application may not function optimally. Therefore, alternatives such as offline backup features, for example, through interactive PowerPoint, are needed.
3. **Opportunities:** Opportunities arising from this application include the scarcity of history learning applications with features like monopoly games and myth or fact quizzes about history. Additionally, there is limited development of inclusive and gender-responsive history learning applications, offering an opportunity to enhance the enjoyment of understanding historical material that was previously perceived as dull.
4. **Threats:** Challenges faced by this application include competition with similar learning applications, necessitating long-term efforts in innovation, creativity, and staying up-to-date to prevent the application from being overshadowed.

### **3. RESULTS AND DISCUSSION**

The concept embedded in the history learning application, INARA, is tailored for school-aged children from elementary to high school levels, utilizing the latest methods crafted by teachers to make the learning experience more engaging. In this paper, we provided a sample design of INARA for high school students. An example of a learning medium used is an online monopoly game related to the efforts of Indonesian heroes in capturing Duurstade Fortress from the Dutch and collecting Nusantara spices to prevent further colonization. The application provides historical learning materials focusing on the exploration of myths and facts in history. The primary goal of this application is to prepare players for higher education levels, such as college, ensuring they do not misunderstand historical myths and facts. This is

crucial since commonly accepted statements are often mistaken for historical facts, while they are merely myths. Hence, players are required to complete various challenges to gain a deeper understanding of history and, of course, earn scores as a measure of their proficiency.

The application features various components related to history, including history quizzes (myth or fact), a monopoly game called "Save of Pattimura", digital comics featuring female hero protagonists (pre and post-independence) like Martha Christina Tiahahu, RA Kartini, Rahmah El Yunusiyah, Marsinah, Maria Walanda Maramis, and Rasuna Said. It also offers a free virtual visit feature to museums across Indonesia using barcodes provided within the application. INARA also provides customizable characters based on players' scores. If players have not reached the specified score, these characters will remain locked until players achieve or purchase them. Below is the proposed display of the INARA application.



Figure 1. Proposed display of the INARA application

Here is the prototype or initial design of features that will be developed in the INARA application:

1. Home: This is the main page of the INARA application, featuring components such as "Myth or Fact", "Save of Pattimura", "Comics of Indonesian Female Heroes", "Museum QR", "Heroes", and "Special Feature".
2. Myth or Fact: This feature presents questions related to historical myths or facts, engaging users in an interactive quiz format.
3. Save of Pattimura: This feature introduces a monopoly-style game showcasing a Maluku hero attempting to collect unique spices from Eastern Indonesia while striving to reach Duursted Fortress for victory. The feature also includes an illustrated column of "Benteng Victoria" when a player loses.
4. Comics of Indonesian Female Heroes: This feature presents interactive digital comics narrating the stories of female heroes in Indonesia, both during the pre-independence (colonial) and post-independence (contemporary) eras. This embodies the implementation of gender-responsive pedagogy to support gender equality in Indonesia.
5. Museum QR: This feature provides a collection of QR codes for museums across the country that can be accessed online.
6. Heroes (game token/piece): This feature offers various characters of Indonesian heroes that can be acquired by completing challenges.
7. Special Feature: This feature includes special translators for differently-abled users, such as voice notes or audio recordings for visually impaired users and sign language for the deaf. It also incorporates translator characters to assist in the learning process.

The INARA application aims to offer a diverse and engaging learning experience, combining historical content with interactive elements and features to cater to various user preferences and needs. The inclusion of gender-responsive pedagogy and special features for differently-abled users reflects a commitment to inclusivity and accessibility in education.

#### **4. CONCLUSION**

As the future custodians of our nation, it is incumbent upon us to consider the future of our country through a more innovative, inclusive, equitable, high-quality, and gender-responsive approach to history education. The conventional and monotonous teaching methods that solely rely on textbooks tend to make history lessons unappealing, causing students to perceive them as tedious. In today's rapidly evolving world, the current generation is more inclined towards trends and contemporary

developments. Hence, the researchers have designed an educational innovation in the form of an application called INARA (*Inclusive and Gender-Responsive Historia*).

This application is anticipated to address the issue of student boredom in history learning by incorporating engaging elements such as games and multimedia (audio-visual combinations). Simultaneously, it aims to enhance understanding regarding historical facts and myths. Beyond that, the application strives to be accessible and accommodating for differently-abled students, contributing to the promotion of gender equality in Indonesia.

INARA signifies a step towards transforming history education into an enjoyable and interactive experience, fostering a deeper appreciation and comprehension of the nation's past. The inclusive and gender-responsive features of the application align with contemporary educational needs, ensuring that history learning becomes not only informative but also engaging and relevant for the diverse learning preferences of the current generation.

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