

Development of Teaching Materials *Handout* Material KH. Ahmad Rifa'i in Learning the History of the Indonesian Independence Struggle at SMA Negeri 1 Bandar

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Abstract

This study aimed to analyze the historical teaching materials needed in 1 Bandar High School to develop teaching materials in KH. Ahmad Rifa'i, and the feasibility of KH handout material. Ahmad Rifa'i. The method used in this study is research and development with development models developed by Thiagarajan, Semmel, and Semmel. This research goes through four steps: defining, planning, developing, and disseminating. The study results show that (1) Learning history in SMA 1 Bandar has used teaching materials consisting of LKS and modules available at school. Teaching materials regarding KH still need to be added to the material. Ahmad Rifa'i. Requires teaching material about the material; (2) Development has been carried out with four steps, namely defining, designing, developing, and implementing; (3) Based on the level of feasibility of the results of the validation of material experts and media experts, the developed handouts showed 82.4% for material validation and 83.1% for media validation. In addition, the results of the teacher's response were 87.2%, and the results of the students' response were 96.7%. Learning to obtain teaching materials is worth using in history learning at school.

Keywords: *Teaching materials, Handouts, Kh. Ahmad Rifai*

Introduction

Education is a process that develops all aspects of human life, including knowledge, values, attitudes, and skills. Education aims to form a better individual personality. Education seeks to produce a better generation, more cultured people, and better personalities (Munib, 2004; Faza, 2021; Noviani et al., 2021). It is essential in education to provide learning that explains the introduction of regional figures to form students' awareness and insight. Learning history subjects is one of the lessons in high school that is closely related to introducing regional statistics. History subjects have deep strategic meaning. The formation of a dignified national character and civilization and the formation of Indonesian people with a sense of pride and love for their homeland (Hasan, 2012). Learning history is necessary for future generations to retain their identity and national identity. Teaching history is the same as they are emphasizing.

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The meaning and educative meaning, namely, an effort to project the past into the present because, in the present, the past can become a real past. Meaningful. (Widja, 1989). Learning local history is very important for students. Because the history around them is more accessible for them to accept and understand. According to Taufik Abdullah, local history is defined as "the history of a place," a locality whose boundaries are determined by the agreement of the chronicler. The aim of teaching local history is not just the transfer of knowledge but also the transfer of values, not just teaching students to be intelligent but also to have noble character (Supardi, 2006). History teachers can direct attention to historical moments when great men demonstrated strong self-discipline (Lickona, 2013). The task of a history teacher is to develop history teaching materials, apart from the general materials contained in the syllabus, which teachers can develop according to local nuances. The aim is for students to learn independently, increase student motivation, and encourage students to make connections between their knowledge and its application in everyday life (Atno, 2010).

History learning cannot be separated from the teaching materials used. According to Panen, teaching materials (in (Andi Prastowo, 2012; Lova et al., 2021) are materials or lesson materials that are arranged systematically and are used by teachers and students in the learning process. This understanding explains that the formulation of teaching materials is systematically instructional because the teacher will use it in the learning process. Seeing the importance of teaching materials in history learning is unfortunately not accompanied by the teacher's ability to develop teaching materials due to the minimal availability of relevant sources that can be used as a basis for making teaching materials. Apart from that, an essential problem that history teachers often face in local history learning activities is selecting or determining appropriate learning materials to help students achieve competency. This is because, in the curriculum, history learning material is only written in outline as the primary material. (Romadi, 2017 ; ARIFIN-NIM, 2010).

In Batang Regency, a figure emerged with a significant meaning from the Islamic perspective of thought and movement. He had a substantial enough influence on the people's resistance that he was considered dangerous by the colonial government. He is KH. Ahmad Rifa'i bin Muhammad Marhum is a cleric who spreads Islam in Kalisalak Village, Limpung District, Batang Regency. His name may still be foreign to the people of Batang Regency. He is seen as the founder of one of the recognized religious congregations in Indonesia, namely Rifaiyah (Aziz, 2015; Djamil, 1999; Suparno, 2016). The name Rifa'iyah is a tribute to the founder of the religious congregation and commemorates his services, namely KH. Ahmad Rifa'i bin Muhammad Marhum, not to worship or cult the individual. Apart from being the founder, he

is also a central figure his followers still respect. According to (Abdul Jamil, 2001 Iswanto, 2017 Sudrajat, 2017 Supala et al., D., & Rifai A., 2020), the protest was carried out by KH. Ahmad Rifa'i "non-physically" advocated and inspired enthusiasm to oppose the Dutch Colonial Government. However, physical struggles were still carried out, such as not complying with colonial government regulations and obstructing the colonial government when they wanted to arrest KH. Ahmad Rifa'i. President Susilo Bambang Yudhoyono awarded the title of National Hero to KH for his services and persistence. Ahmad Rifa'i with Presidential Decree No. 089/TK/Year 2004.

With the rapid development of science and technology, teacher professionalism is enough to teach students and manage information and the environment to facilitate student learning activities (Ibrahim in Daryanto, 2012). So far, history teachers at SMA Negeri 1 Bandar are still guided by student books and teacher books that the government and student worksheets have determined. Students must have various learning experiences from multiple sources (Asyhar, 2011; Jantari et al., 2019). Apart from that, some material regarding regional history still needs to be contained in these books. Many people, even history teachers, still need to learn more about the figures of this nation's struggle. Moreover, there has yet to be any material development regarding KH's character. Ahmad Rifa'i and the lack of learning resources that teachers and students can use (Yakin, 2016)

Based on the needs analysis described above, researchers realize the importance of efforts to provide broader and deeper teaching materials for students so that learning is not only focused on the explanations contained in students' textbooks. Therefore, researchers want to create innovations, in this case, through handout teaching materials to help learn the history of the national hero figure KH. Ahmad Rifa'i.

Method

Researchers used research and development methods (Research and Development) by adapting the development model Thiagarajan, Semmel, and Semmel developed into four development stages: defining, designing, developing, and disseminating. This research focuses on material development, material validation assessment by material experts and media experts, and teacher and student responses regarding the teaching material products developed by researchers. The material developed in this research is on colonial history, which KH Ahmad Rifa'i discussed in the struggle for Indonesian independence. The researchers packaged the development of the teaching materials in the form of *handouts*. Material developed according to Minister of Education and Culture Regulation No. 24 of 2016, which is about regional

figures, is included in the Indonesian History material for class XI SMA/MA, even semester essential competencies 3.6 and 4.6. In basic competency 3.6, students are asked to analyze the role of national and regional figures in fighting for Indonesian independence. In basic competency 4.6, students are asked to write a history about national and regional figures who fought against the invaders. After researchers create the teaching materials, they will be validated by material and media experts. They will then be revised and validated until they get a product that meets their wishes. The assessment aspect of teaching materials in the form of *handouts* includes the assessment components of content appropriateness, presentation appropriateness, and language aspects. For media experts, validation includes aspects of graphic effectiveness. Testing of teaching materials is carried out to determine their suitability. Testing was carried out using a questionnaire with a Likert measurement scale. In the research, experts gave opinions to researchers regarding the *handout teaching material products* being developed. Furthermore, after the teaching material product in the form of *handouts* has been validated by material and media experts, teachers as practitioners and students are asked for feedback regarding the teaching materials that have been developed. Meanwhile, the purposive sampling technique was used. The research subjects were class XI IPS I SMA Negeri 1 Bandar students. Data collection uses questionnaires, and data analysis techniques use descriptive percentages.

Results and Discussion

Before conducting the development research process, the researcher analyzed the need for teaching materials at SMA Negeri 1 Bandar. Researchers have studied history at SMA Negeri 1 Bandar using printed teaching materials such as student activity sheets and modules. These teaching materials were used because printed teaching materials were available at the school. The media, such as PowerPoint presentations and the internet, are also used to support the learning process. Students have been enthusiastic about learning activities in class, as evidenced by students always wanting to know the following material in history learning. However, some factors become obstacles in history learning activities, namely the need for more learning resources and teaching materials. The teacher considers the availability of history handouts sufficient, but it needs to be. This limitation of teaching materials is due to the need for history *handouts*. Apart from that, the history *handouts* that already exist in schools have several deficiencies in material content, lack of training techniques, and unattractive design, and they need to be followed by the applicable curriculum.

Local history learning at SMA Negeri 1 Bandar is based on questionnaires and interviews; teachers have already taught this material. Teachers source from photos and drawings regarding cultural heritage in Batang Regency. An introduction to local history is necessary to increase students' knowledge of regional conditions and the region's wealth of cultural and historical heritage objects. History learning about the figure KH. Ahmad Rifa'i has implemented it only briefly due to limited resources and teaching materials owned by teachers and schools. The sources available on the internet are minimal and still need to be considered more relevant. Teachers need help with delivering material about the character KH. Ahmad Rifa'i. History teachers themselves hope that more *handouts will be developed* to make it easier for students to learn and provide varied and exciting learning resources.

After that, research was carried out on developing teaching materials in the form of *handouts* on KH figure material. Ahmad Rifa'i in the struggle for Indonesian independence at SMA Negeri 1 Bandar will be explained based on the development steps of Thiaga-rajana, Semmel, and Semmel. The following are the results of the research that has been carried out:

Activities are carried out at this stage to determine and define development requirements. The initial step is to carry out an analysis, where this analysis will later become an answer to the problem of objectives and obstacles for teaching materials. Researchers assess the need to develop teaching materials regarding the KH figure based on the results obtained. Ahmad Rifa'i. Judging from the curriculum used at SMA Negeri 1 Bandar, the 2013 revised edition curriculum. Material about the character KH. Ahmad Rifa'i is based on the existing competencies in the class XI Indonesian history subject, even in the semester, with core competencies 3 and 4 and essential competencies 3.6 and 4.6.

The first research began on August 18, 2017; researchers conducted initial observations and interviews with history teachers. From the observations and interviews, results were obtained regarding the state of history learning and the availability of history teaching materials at SMA Negeri 1 Bandar. Furthermore, on June 1, 2018, the researcher applied for a research permit to the school and carried out observations by providing a questionnaire on teachers' needs for teaching materials to two history teachers, Dra. Dwi Kusri and Dra. Sri Susilowati

Planning. This stage aims to prepare a prototype of the learning device. Researchers have created an initial product (prototype) or product design in the design stage. Thiagarajan divides the design stage into four activities: *constructing criterion-referenced tests, media selection, format selection, and initial design*. In developing teaching materials, this stage is carried out by creating teaching materials using the content framework resulting from curriculum and material analysis.

Planning is divided into two parts, namely concept planning and design planning. Concept planning in developing teaching materials is carried out to determine the concept of material to be distributed in several learning chapters and learning activities—handouts on the history of KH's struggle. Ahmad Rifa'i's fight against colonialism is divided into several parts, in the form of (a) cover, containing information about the teaching materials being developed, the target of the teaching materials, the author's identity, and the author's institution of origin; (b) foreword, containing a few words from the author. In the form of a thank you, a brief introduction to the contents of the teaching material, and hopes from the author; (c) a table of contents, including the order of contents of the teaching material and page descriptions. This page description helps make it easier for users to find the page they want to search for; (d) KI and KD, core competencies are a categorical description of competencies in the aspects of attitudes, knowledge, and skills that students must learn for a school level, class, and subject. Meanwhile, essential competencies are specific and include attitudes, knowledge, and skills related to content or subjects. (Permendikbud in Abidin, 2016); (e) concept map, a concrete graphic illustration to show how a concept is associated or related to other concepts belonging to the same category; (f) apperception, giving students initial perceptions about the material. So that students have an idea of the material to be taught; (g) material, which is an explanation of the material divided into three chapters, namely Biography, Characters, and works and legacies; (h) summary, which contains a summary of the existing material. The aim is to make it easier for students to remember the material have been taught; (i) evaluation, containing questions related to the material that has been discussed; (j) glossary, containing an explanation of the meaning of each term, complex and unfamiliar words used and arranged in alphabetical order (Daryanto & Dwicahyono, 2014); (k) list of images, containing all image descriptions contained in the teaching materials; (l) bibliography, containing all references/libraries used as references when preparing handout teaching materials.

The material presented is divided into Chapter I, reviewing the biography of the figure KH. Ahmad Rifa'i. This chapter is the opening chapter about the character KH. Ahmad Rifa'i. Chapter II reviews the character of KH. Ahmad Rifa'i. In this character, KH's struggle is discussed in more detail. Ahmad Rifa'i in fighting colonialism. What was his role and influence until he was finally exiled to Ambon? Chapter III reviews the works and legacy of KH. Ahmad Rifa'i. This chapter will explain his works and legacies that still exist today. This chapter aims to make students aware of the work and legacy of KH. Ahmad Rifa'i.

The researcher developed the design planning stage inspired by several previous research developments in teaching materials and *Historia* magazine. After obtaining the materials to

build *at the definition stage*, the researcher designed the *handout teaching materials* and held discussions with the supervisor and history subject teacher at SMA Negeri 1 Bandar.

The type of paper used is HVS 100 gr for the CTS paper type cover. *Handouts* are printed rather than printed to make the results smoother and more precise. *The handout* measures B5, namely 18.2 cm x 25.7 cm. The letters in the Module vary, but the common one is 11 pts. The module uses *Century Gothic* font on the content and *Britannic Bold* on the cover. *Handout* colors are dominated by gray, white, and blue. Modules are designed using Microsoft.

Publisher 2013 and Corel Draw X4. The language used in *the Handout* indicates that it is the language of textbooks for students in general.

This stage aims to produce learning tools that have been revised based on input from experts. Thiagarajan (1974) divides the development stage into two activities, namely expert appraisal and developmental testing. Researchers asked for the consideration of several experienced experts or experts to assess the newly designed product. Each expert is asked to determine the design so that the shortcomings and weaknesses of the product that the researcher is developing can be found. The media expert validator is Andy Suryadi, S.Pd. M.Pd. and Atno, S.Pd. M.Pd. Moreover, the material expert validators are Nina Witasari, SS, M.Hum. and KH. Isrofi Mahfud.

Distribution, the stage of distributing the product that has been implemented at SMA Negeri 1 Bandar class Students were asked to give their responses regarding the teaching materials used at school, b students' responses regarding material about KH's character. Ahmad Rifa'i, here are the responses regarding *the handout* of the KH material. Ahmad Rifa'i.

The feasibility test of the material was carried out by a colonial history lecturer at the Department of History, Universitas Negeri Semarang, Nina Witasari, SS, M.Hum. and the caretaker of the Pesantren cottage and AnNajah Limpung TPS, namely KH. Isrofi Mahfud was chosen because he was considered to understand the material regarding the character KH. Ahmad Rifa'i. The results of *handout* validation from material experts show that the score from the aspect of content suitability received perfect criteria with an average score of 74.9%. Judging from the feasibility aspect of the presentation, the criteria were ideal, with an average score of 85%. Regarding the language aspect, the criteria were good, with an average score of 81%. So, from all aspects, an average result of 82.4% was obtained, which shows that the assessment criteria are perfect. In the validation assessment, there are still several notes from experts such as validator 1 Nina Witasari, SS, M.Hum. suggesting editorial improvements to the concept map, review and improvement in the apperception section, paying attention to clarity and definition details, appropriate citations, and editing several repetitions of existing sentences. Meanwhile, notes from validator 2 KH. Isrofi Mahfud suggested that more

plans/maps, pictures, and the names of his students who played an essential role in continuing KH's struggle should be reproduced. Ahmad Rifa'i. The media expert validator in this research is Andy Suryadi, S.Pd. M.Pd. and Atno, S.Pd. M.Pd., considering that he is a lecturer in charge of history sources and media learning courses at Universitas Negeri Semarang. The results of the media expert validation assessment in terms of graphic effectiveness aspect obtained good criteria from media validator 1, 79.1%, and perfect criteria from media validator 2, 87%. The overall results obtained were an average of 83.1%, which shows that the assessment criteria are ideal; in the validation assessment, there are still several notes from experts, such as validator 1 Andy Suryadi, S.Pd., and M.Pd. I suggest improvements to the images, removing several inappropriate images, correcting incorrect writing, and improving the types of questions in the evaluation. Meanwhile, validator 2 Atno, S.Pd., M.Pd. suggest improvements to margins, reduction in font size, and reduction in the type of font used. They changed the text to be aligned right and left, corrected the image to have roughly the same color composition, wrote the source of the image, and provided consistent citations.

Handout validation assessments by practitioners in the appropriateness aspect of content obtained an average score of 89.2%, the appropriateness aspect of the presentation was 85.4%, and the language aspect was an average of 87%. So, the overall result obtained was an average of 87.2%, which shows that the assessment criteria are perfect. According to the two teachers, *the handout* is quite good and needs to be used in additional teaching materials on Indonesian history subjects at Batang Regency High School. So far, there have yet to be teaching materials to serve as a reference or support local history learning in Batang Regency.

The results of giving a questionnaire on student responses to *the handout* showed that 28 students did not know and two students already knew about the KH character material. Ahmad Rifa'i previously. So, it can be interpreted that 93.3% of students do not know yet, and 6.7% of students in class XI IPS 1 already know the material about KH characters. Ahmad Rifa'i. A total of 29 students said they had never been taught material about the character KH Ahmad Rifa'i by teachers in history lessons in high school. There was only one student who said yes. So, 96.7% of students have received material about KH figures. Ahmad Rifa'i and 3.3% of students have never. A total of 29 students stated that the *handout teaching* material was KH. Ahmad Rifa'i is suitable for use, while one student said it is not. So, it can be concluded that 96.7% of students said they were eligible, and 3.3% of students said they were not eligible. From the results obtained, the *handout teaching material* for the figure KH. Ahmad Rifa'i is very good and worthy of use in learning.

From the results obtained, researchers can conclude that the development of *handout teaching materials* is a history of KH material. Ahmad Rifa'i has complied with the guidelines for writing excellent and correct teaching materials. These results also show that the teaching materials developed by researchers have undergone several stages of research, development, and validation assessments and have been declared suitable for use as teaching materials in the field. With research into the development of historical *handout teaching materials and KH material*, Ahmad Rifa'i inspired teachers to make other *handouts* on other topics in history subjects, especially local history in Batang Regency.

Conclusion

Based on the results of data analysis and discussion, it can be concluded that history learning at SMA Negeri 1 Bandar has so far used printed teaching materials in the form of student activity sheets and modules. These teaching materials were used because printed teaching materials were available at the school. The media, such as PowerPoint presentations and the internet, are also used to support the learning process. Students have been enthusiastic about learning activities in class, as evidenced by students always wanting to know the following material in history learning. However, some factors become obstacles in history learning activities, namely the need for more learning resources and teaching materials. The history *handouts* in schools need to improve in terms of material content, lack of training techniques, and unattractive design, and they need to be followed by the applicable curriculum. History learning about the figure KH. Ahmad Rifa'i has implemented it only briefly due to limited resources and teaching materials owned by teachers and schools.

Handout validation from material experts shows that the score from the aspect of content suitability received perfect criteria with an average score of 74.9%. Judging from the feasibility aspect of the presentation, the criteria were perfect, with an average score of 85%. Regarding the language aspect, the criteria were good, with an average score of 81%. So, from all aspects, an average result of 82.4% was obtained, which shows that the assessment criteria are perfect. The results of the validation assessment in terms of the graphic effectiveness aspect obtained good criteria from media validator 1, amounting to 79.1%, and perfect criteria from media validator 2, amounting to 87%. The overall results obtained were an average of 83.1%, which shows that the assessment criteria are perfect. The results of *handout* validation assessments by practitioners in the appropriateness aspect of content obtained an average score of 89.2%, the appropriateness aspect of presentation was 85.4%, and the language aspect was an average of 87%. So, the overall result obtained was an average of 87.2%, which shows that the

assessment criteria are perfect. The results of giving a questionnaire on student responses to *the handout* showed that 96.7% of students said it was appropriate, and 3.3% said it was not. The results of interviews with teachers and students showed that the KH material *handout*. Ahmad Rifa'i is considered suitable for use in history learning.

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