

**Students' Historical Awareness of the Character and Example of Sunan Kudus at
MA Qudsiyyah Kudus**

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Abstract

This research wishes to reveal some points like explaining the process of implementing historical awareness towards the figurative of Sunan Kudus in history subject in MA Qudsiyyah Kudus, explain the factors that influence the degree of historical awareness that students have towards the figurative of Sunan Kudus in history subject in MA Qudsiyyah Kudus, and explain the facilities that inseminate in the effort of implementing the historical awareness towards the figurative of Sunan Kudus in history subject in MA Qudsiyyah Kudus. This research used the qualitative method and phenomenology approach as a descriptive approach. The results of this study indicate that the planting of historical awareness of the example and figure of the Sunan Kudus in the study of the history of Islamic culture in the Holy Quran Qudsiyyah has been proven, as evidenced by the Learning Implementation Plan and Syllabus in the 2013 Curriculum, the implementation of learning, evaluation, and awareness of student history shown in large part from the results. Student interviews are understood. Some factors influence students' historical awareness, among others, from the competence of history teachers, existing learning, and their environment. The facilities used to plant historical awareness have supported education and extracurricular resources.

Keywords: *Historical Awareness, Figurative, Sunan Kudus*

Introduction

Learning is a process of cooperation between teachers and students in utilizing all existing potentials and resources, both the potential that comes from within the student himself and the potential that exists outside the student, as an effort to achieve specific learning goals (Agung et al., 2013, p. 3). This collaborative process requires active engagement from both parties, where the teacher facilitates and guides the student in maximizing their individual capabilities and external resources to enhance understanding and reach desired educational outcomes. On the other hand, history is an activity carried out by humans in the past (past human effect) that occurred once (einmalig), meaning it is unique and cannot be repeated. Therefore, a historical event cannot be replicated, as it only took place in the specific context of the past. In addition, History provides the most comprehensive insight into complete information related to human development and offers valuable lessons and solutions to problems experienced by humans throughout different eras (Ahmad, 2010, p. 108). By studying historical events and patterns, individuals can better understand human behavior, cultural evolution, and societal changes, which are crucial for addressing contemporary issues and building a better future.

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History learning should start from historical facts near the child's environment and then from the facts far from where the child lives (Wasino, 2005, p. 1). History learning also plays a role in instilling values of local wisdom in the community. To instill local wisdom values in students, it is necessary to develop or include history learning materials in the school, for example, including material about the character and example of someone influential in the local area, which in the material discusses the life history while struggling in the area in the form of influence. In this case, history learning can change students' views better and help them emulate what is left behind to shape students' character.

Cultivating students' character through example and character can make an excellent and valuable personality in daily life, starting from the school environment, family, and society, as exemplified by the figures who spread Islam in the archipelago, especially in Java, which was spread by wali song. Walisongo is a group of figures who spread Islam in the second quarter of the 15th century to the second half of the 16th century, which was the beginning of the history of the spread of Islam in the archipelago, especially in Java. One of the spreaders in Java is Sunan Kudus. Sunan Kudus is one of the Walisongo who has a vital role in spreading Islam in the Central Java area in Kudus Kulon, Kota District, Kudus Regency. His name is Syeh Ja'far Shodiq. Two images are attached to him: Waliyyul Ilmy and Wali Merchant. Sunan Kudus, as a figure or scientific figure, also carries out Walisongo's vision of developing that education is a task and awakens religion, educating students and even students and teaching their children. The concept that Sunan Kudus built to elevate his students is an education inspired by sincerity, and sincerity focuses on self-transformation that supports Islamic values, which has an accurate and concentrated vision of life based on Islam, making Islam a way of life (Said, 2010, p. 37).

Then, Sunan Kudus' example is reflected in Gusjigang as a teaching or marker that Muslims in Kudus have a paradigmatic relationship. It is attached to the character of a saint called 'gushing.' Noble morals, cleverness in reciting, and tenacity in trading are believed to be the inheritance of Sunan Kudus (Jalil, 2013, p. 113). According to Zamroni (2016:120). *Gusjigang, a philosophy taught by Sunan Kudus, is an acronym for bagus, ngaji, and dagang. It has been more than 700 years old, remains in the daily life of the people of Kudus, and is also a social asset.* It can be concluded that Gusjigang is a philosophy taught by Sunan Kudus for the Kudus community, which is still exemplified by the Kudus community, especially the students of MA Qudsiyyah Kudus.

In addition, according to Said (2013, p. 46), *the power of Sunan Kudus through a cultural approach in preaching the Islamic values to the present tracks and the marker can still be* History learning contains local history necessary to raise awareness of national history and prevent students from not knowing or not knowing the values of history in their environment *reproduced by any community in various traditions and works of art*, it can be concluded that the character of Sunan Kudus can also be seen from his traditions and artworks. This character and example Sunan Kudus instilled can anesthetize the Kudus community until now. Some schools instill historical awareness about Sunan Kudus in shaping students' character, namely MA Qudsiyyah Kudus.

This research focused on MA Qudsiyyah Kudus school. One of the reasons for choosing it was because the school has made efforts to improve the quality of its students in the field of morality and religion, and the school is the only school that applies historical awareness to the character and example of Sunan Kudus through history learning. In addition, the location of MA Qudsiyyah with the Sunan Kudus historical place or the Sunan Kudus tomb complex is very close.

Based on the results of the initial research with H. Tubagus Mansyur as the teacher of Islamic cultural history MA Qudsiyyah Kudus on February 18, 2018, information was obtained that it is necessary to instill students' historical awareness about the character and example of Sunan Kudus to shape the character of students. In the learning process, Islamic cultural history teachers use the Sunan Kudus historical heritage area with a field study model or tourism work as a source or learning medium to facilitate understanding the history of Sunan Kudus for MA Qudsiyyah Kudus students. There is a learning implementation plan (RPP) and Syllabus in the 2013 Curriculum on Islamic cultural history.

Historical awareness is a source of inspiration and aspiration, which has excellent potential to arouse pride, responsibility, and obligation (Subagyo, 2011, p. 290). If students already have historical awareness, they will have a sense of pride, accountability, and a commitment to maintain and preserve the historical relics around them (Luwistiana, 2009; Solihah, 2015). Therefore, even though students already know the existence of Sunan Kudus, they still need historical awareness of the figure and example of Sunan Kudus. Thus, this research is carried out so that students have historical awareness of the figure and example of Sunan Kudus. After they have historical awareness, it is hoped that students will be able to take wisdom from the figure and example of Sunan Kudus so that they can emulate Sunan Kudus in their lives and also participate in maintaining or preserving the values of Sunan Kudus' character and example.

As the next generation, students must be aware of their local history. Therefore, students in the Kudus Regency area need to understand the character and example of Sunan Kudus. In addition, this research will also look at the process of instilling historical awareness and students' attitudes regarding the character and example of Sunan Kudus. This is very interesting to research because research has yet to focus on history learning. Based on the above background, the researcher is interested in conducting research entitled "Historical Awareness of the Character and Example of Sunan Kudus in MA Qudsiyyah Students for the 2017/2018 Academic Year".

The formulation of the problem in this study is: (1) How can historical awareness of the example and character of Sunan Kudus be cultivated in learning the history of Islamic culture at Madrasah Aliyyah Qudsiyyah Kudus? (2) What factors affect the student's awareness of the character and example of Sunan Kudus in Madrasah Aliyyah Qudsiyyah Kudus? (3) What facilities are used to instill historical awareness of the character and example of Sunan Kudus in MA Qudsiyyah Kudus?

Method

In examining historical awareness of the character and example of Sunan Kudus in learning history in MA Qudsiyyah Kudus students, the researcher in this study uses a qualitative research method. The background used in this study is qualitative (Sahih, 2015; Muhsinatun, 2015). The qualitative approach is an approach that intends to understand a phenomenon about what the research subject experiences, such as behavior, perception, motivation, action, and others, by describing in the form of words and language a unique content that is natural and by utilizing various scientific methods (Moleong, 2010, p. 6). In addition, according to Purnomo (2010, p. 6), the qualitative approach aims to obtain a general understanding of social reality from the participants' perspective.

The design of this study uses a case study research strategy and a phenomenological research strategy located in MA Qudsiyyah Kudus because the research location is only in one place and only researches about students' historical awareness of Sunan Kudus in that location. This study tries to observe how the cultivation of students' historical awareness of the character and example of Sunan Kudus, the factors affecting the level of students' historical awareness of the character and example of Sunan Kudus, and the facilities used in the cultivation of historical awareness of the character and example of Sunan Kudus at MA Qudsiyyah Kudus.

A case study is an empirical inquiry that investigates a phenomenon in a real-life context, where the boundaries between the phenomenon and the context are not visible, and multiple sources of evidence are used (Yin, 2014, p. 18). So, the research strategy used to investigate the natural phenomenon is to utilize various sources in MA Qudsiyyah. Meanwhile, according to Husserl's opinion, qualitative research uses a phenomenological research strategy (in Moleong, 2007, p. 14) that interprets phenomenology as 1) subjective experience or phenomenological experience; 2) a study of consciousness from the central perspective of a person. Phenomenology is often used as a general assumption to indicate the subjective experience of the different types and types of subjects encountered. Specifically, the term refers to the disciplined study of consciousness from one's first perspective.

Phenomenology is a view of thinking that emphasizes a focus on human subjective experiences and interpretations of the world. In this case, phenomenologists want to understand how the world appears to others (Moleong, 2010, p. 15). In this study, the type of phenomenological research was chosen because the experiences felt by students when visiting the historical relics of Sunan Kudus can always be different. The process of students' historical awareness of the character and example of Sunan Kudus is influenced by many factors, causing the historical awareness of each student.

Problem determination in qualitative research rests on a focus. A problem is a situation that originates from the relationship between two or more factors that produce a situation that raises a question mark. Finding an answer requires effort (Moeleong, 2010, p. 93). The research focuses on the central issues that are the center of attention (Sugiyono, 2015, p. 207).

This study uses 4 data sources, namely (1) informants, (2) activities, (4) relics, and (3) documents (Irawan, 2018; Ruslan, 2019). The informants used in this study are (a) Teachers of Islamic cultural history subjects of MA Qudsiyyah Kudus, namely H. Tubagus Manshur S.Pd, I. (b) Community leaders named Kiai Hanafi B.A, (c) MA Qudsiyyah Kudus, Khoir, Fikri, Lutfi, Muna, and Iqbal Student representatives. Then, the activity referred to in the research is the routine of students at MA Qudsiyyah. The researcher directly observed the learning process of Islamic cultural history and monitored the routine of MA Qudsiyyah students who had been cultivating students' historical awareness regarding the character and example of Sunan Kudus.

The relics are Sunan Kudus historical buildings, archives, and relics of teachings, culture, and traditions. Documents related to students' historical awareness of the character and example of Sunan Kudus at MA Qudsiyyah Kudus, such as teacher instructions and others, are needed to support research. These documents include Learning Implementation Plans (RPP), syllabi,

learning documentation, and school culture. These documents are then sorted and taken as data if the researcher thinks they are relevant to the study. The reality observed in this study includes cultivating historical awareness of the character and the example of Sunan Kudus in class XII MA Qudsiyyah Kudus. The research also observed students' learning process, implementation, and response to the cultivation of historical awareness of the character and example of Sunan Kudus.

Results and Discussion

Planting Historical Awareness of the Character and Example of Sunan Kudus in Learning Islamic Cultural History at MA Qudsiyyah Kudus

Learning is the student interaction process with teachers and learning resources in a teaching and learning environment. History learning is a combination of learning and teaching activities in which learning about events in the past that are closely related to the present so that the values contained in it can be taken (Wicaksono, 2016).

Historical awareness of the character and example of Sunan Kudus in the subject matter of Islamic cultural history is based on the 2013 Curriculum. With students' historical awareness in this curriculum, they will more easily understand the subject matter of history. History learning is closely related to the cultivation of historical awareness. This is because the essence of the material conveyed contains character values in it. History learning consists of several stages. These stages include planning, implementation, evaluation, and historical awareness. Before knowing the stage of learning history, if you see the relevance of the material.

According to Pramono (2014, p. 115), the ability of history teachers to plan, develop tools, manage the learning process, create educational interactions between students and teachers and learning resources, and evaluate and implement tools are important aspects of teacher performance.

The relevance of Sunan Kudus' character and example in learning based on the interview above can be concluded that there are Core Competencies (KI) and Basic Competencies (KD); there is also a relationship between the character material and Sunan Kudus with the learning material delivered by Islamic cultural history teachers. Learning that leads to the formation of student's character through the values inherited by Sunan Kudus, the importance of the character and example of Sunan Kudus for students, and the role of history teachers as facilitators in instilling historical awareness of the character and example of Sunan Kudus.

Based on the researcher's observations, the cultivation of historical awareness of the character and example of Sunan Kudus has been by the Islamic cultural history learning material in the

2013 Curriculum contained in Basic Competency 1.6, namely living the positive values inherited by walisongo and scholars who spread Islam post-walisongo. Indicators of competency achievement include (1) living the positive values inherited by Sunan Ja'far Shodiq and (2) practicing the inherited positive values and exemplary values of Sunan Kudus. Furthermore, Basic Competency 3.10 analyzes da'wah strategies developed by walisongo and scholars who spread Islam post-wali songs. Indicators of achievement of essential competencies (1) analyze the da'wah strategy developed by Sunan Ja'far Shodiq related to material about the struggle and example of Sunan Kudus.

History learning planning in the 2013 Curriculum on the material "The Struggle and Example of Sunan Kudus." Islamic cultural history teachers effectively plan to learn Islamic cultural history at MA Qudsiyyah Kudus. The material of Sunan Kudus' struggle and example is also associated with several aspects of the teachings and traditions, including religious values, tolerance values, cooperation values, and cohesiveness. To plan the lesson, the Islamic cultural history teacher first analyzes the abilities of each student. With the differences in many student characteristics, the planning must also be more mature so that learning can run according to the goal.

Based on the researcher's observations, there is already a compatibility between the syllabus and lesson plan with Sunan Kudus' struggle and example material. The media used is an interactive lecture with a learning model of tourism work or field study to make it easier for students to understand the character and example of Sunan Kudus. The learning plan about the struggle and example of Sunan Kudus, which was included, has been carefully prepared.

The design of Teaching and Learning Activities (KBM) for the subject of Islamic cultural history was found to be based on the purpose of history learning that had been formulated; this material was emphasized to be able to take the values inherited by Sunan Kudus. Teachers develop the objectives in history teaching based on the guidelines in the syllabus of history subjects in the 2013 Curriculum at the MA level or equivalent. The Learning Implementation Plan (RPP) also states that the assessment guidelines have three aspects. The three aspects are knowledge, attitude, and skill.

The implementation of History Learning One of the most essential parts of improving the quality of education is the learning system. Teachers must develop all the potential in students by implementing this learning process. The learning of Islamic cultural history carried out by history teachers at MA Qudsiyyah Kudus applies the concept of learning that uses tourism works that are more loved or liked; in addition to that, the teacher includes material about the struggle and example of Sunan Kudus by leading students to find out what happens in the

complex environment of Sunan Kudus' history, namely in the form of values contained in the teachings and traditions of Sunan Kudus' legacy.

From the results of the above observations, it can be seen that the way of implementing history learning in understanding students is interested in learning history by going directly to the location of Sunan Kudus' heritage by including the values of the teachings and traditions of Sunan Kudus' heritage. This is supported by the Islamic cultural history learning model that teachers apply. One is by providing material using the method of tourism works and media of Sunan Kudus' heritage. With this media, students will be more interested in understanding the lesson. The materials presented by the teacher were also taken from various sources. These sources include books, the internet, and others. The books used also vary. The books used are teacher books and student books for Islamic Cultural History Class XII Curriculum 2103, LKS, Sunan Muria and Sunan Kudus (Principles of Life in Shaping the Nation's Character) Muria Kudus University Press, Atlas Walisongo, Ilman Publisher.

The last part of history learning is the evaluation stage of history learning. The evaluation of learning Islamic cultural history at MA Qudsiyyah Kudus was carried out to obtain information about the results of history learning. Thus, the focus of history learning evaluation is on the results of student understanding. The information on the results of this history learning is then compared with the history learning objectives that have been formulated. If accurate learning results are formulated according to the goals of history learning, then learning can be effective. On the other hand, if the learning results are not accurate to the historical learning objectives formulated, then learning is less effective. Islamic cultural history teachers at MA Qudsiyyah Kudus use various evaluation tools according to the characteristics of competencies that students must achieve.

Tubagus uses several assessment models. These assessment models apply the learning plan in the Learning Implementation Plan (RPP). These assessment models include written assessment, structured task assessment, and attitude assessment. The evaluation of learning Islamic cultural history at MA Qudsiyyah Kudus is by the Learning Implementation Plan and syllabus. These assessments have been planned and can be applied in the evaluation of learning Islamic cultural history, depending on the class's needs. These assessment models include written assessment, structured task assessment, and attitude assessment.

Historical awareness has three aspects: cognitive, affective, and psychomotor. In this case, Islamic cultural history teachers have succeeded in instilling a historical understanding of the character and example of Sunan Kudus in the material "The Struggle and Example of Sunan Kudus."

Instilling historical awareness of the character and example of Sunan Kudus in learning has been effective. According to Aman (2011:140), historical awareness is nothing but a psychological condition that shows the level of appreciation of the meaning and essence of history for the present and the future, realizing the primary basis for the functioning of historical meaning in the educational process. Historical awareness of humans is essential for fostering the nation's culture. Historical awareness is about increasing knowledge and realizing that it is necessary to appreciate the nation's cultural values. To know the nation's identity, it is essential to have general and national history knowledge. This shows the excellent understanding of learning outcomes for MA Qudsiyyah students.

Factors Affecting the Level of Students' Awareness of the Character and Example of Sunan Kudus at MA Qudsiyyah Kudus

Teaching and learning activities will be of quality if they are supported by professional teachers with competencies in sync with their abilities. Islamic cultural history teachers are responsible for interpreting the concept of Islamic cultural history to students objectively and simply. He must master the subject and the learning techniques used in teaching. Teacher competence comprises professional, pedagogic, personality, and social competencies.

Based on interviews with students and teachers, the researcher concluded that the Islamic cultural history teacher at MA Qudsiyyah Kudus already has the competencies required as a history teacher. Among them are pedagogical competence, personality competence, social competence, professional competence, and unique historical competence. Among them, teachers can design learning activities that are based on the characteristics of students, identify the learning characteristics of each student in their class, regularly check that all students are actively carrying out the learning activities given, and try to find out the causes of deviations in student behavior to prevent these behaviors from harming other students. Teachers also pay attention to students with specific physical weaknesses so that they can participate in learning activities.

The cultivation of historical awareness is related to studying Islamic cultural history. The cultivation of historical understanding in learning Islamic cultural history is based on the 2013 curriculum. This is with the instillation of historical knowledge of the character and example of Sunan Kudus for students in the 2013 curriculum, which emphasizes the formation of character through historical heritage in the form of inheritance of Sunan Kudus' exemplary values contained in teachings and traditions, students will more easily understand the purpose of learning the history of Islamic culture. It is also necessary for teachers to instill historical

awareness of the character and example of Sunan Kudus. Tubagus supports this statement as a teacher of Islamic cultural history; the following is an excerpt from the interview: "The role of teachers is vital to be a companion, guide or it can be said that it is a facilitator or mobility for students so that students understand the truth or error of existing history like you invite students to conduct a historical study in the Sunan Kudus complex, which aims to form students' character, which students understand directed to the values inherited by Sunan Kudus through tradition and teachings (Interview on March 10, 2018).

The hope in learning the history of Islamic culture in the struggle material and exemplary values of Sunan Kudus is that students can understand, appreciate, and take exemplary values from Sunan Kudus so that they become good individuals for life. The following is an excerpt from an interview from Fikri class XII science: "I hope that we often observe by visiting, which we who do not know yet will understand. This is almost the same as what Iqbal, a student of grade XII IPS, said, following an excerpt of the interview: "It does not have to be monotonous in class with us going to the museum—an example of the Menara Kudus mosque (Interview on April 8, 2018). The environment is one of the factors influencing the behavior of historical awareness of the figure and example of Sunan Kudus.

The environment is in the form of family, friends, or from the surrounding community. The cultivation of historical awareness of the character and example of Sunan Kudus in schools will only run optimally if the family as a place of primary socialization supports the planting of historical awareness of the figure and example of Sunan Kudus. The following is an excerpt from an interview with Fikri in class XII Science:

"For my parents, I always remind them to recite how to recite, which is applied in Gusjigang. Good morals, we often recite". (Interview on April 8, 2018). It can be concluded that the study of the history of Islamic culture in instilling historical awareness of the figures and examples in MA Qudsiyyah has gone according to or is running well, as evidenced by the understanding of students about the statistics and examples of Sunan Kudus, and the students' interest in Sunan Kudus material.

Historical awareness of the character and example of Sunan Kudus through history learning at MA Qudsiyyah Kudus is good. It is also supported by the factor of the family that instills Sunan Kudus' historical awareness from an early age. In addition, historical awareness is greatly influenced by the Kudus Kulon community environment, where many activities imitate Sunan Kudus during iftar and dhandangan events. Some Qudsiyyah students took part in the activity. According to Kartodirdjo (1982:4), the formation of today's historical consciousness is inseparable from the process of change around it, namely the ethnic, sociocultural, political,

educational, and cultural environment, from children to adults. Two symbolic and empirical experiences are essential in historical awareness, especially in the student environment. Historical awareness will be influenced by the life cycle from children to adults. In this case, the factor of increasing historical understanding of the figure of Sunan Kudus is the Kudus Kulon environment in the form of frequent activities to imitate Sunan Kudus and recite the science inherited by Sunan Kudus in the form of repeating the salaf book or religious knowledge.

Facilities Used in Instilling Historical Awareness of the Character and Example of Sunan Kudus at MA Qudsiyyah Kudus

The source of learning from the cultivation of historical awareness of the character and example of Sunan Kudus at MA Qudsiyyah is in the form of tools or media and supporting facilities in learning the history of Islamic culture and also in the form of an environment or place of Sunan Kudus historical heritage.

The results of the research regarding the learning resources for learning Islamic cultural history at MA Qudsiyyah are pretty accommodating to support learning, but for learning about Sunan Kudus, Islamic cultural history teachers use field studies or tourist works in the Sunan Kudus complex, students understand more about learning such as visiting heritage sites.

The next facility is in the form of extracurricular activities to instill students' historical awareness of the character and example of Sunan Kudus. The relationship between students and extracurricular activities that support the cultivation of historical understanding about the example and character of Sunan Kudus at MA Qudsiyyah is in the form of religious, artistic, and scouting activities.

Furthermore, the extracurricular activities at MA Qudsiyyah can support and accommodate the cultivation of historical awareness of the character and example of Sunan Kudus. Counselors, teachers, or education personnel facilitate and guide self-development activities, which can be carried out as extracurricular activities. This is by Sinyo's (2016, p. 12) opinion on implementing PPBN activities. Extracurricular activities that can support the formation of student nationalism are scouts and PPBN. Extracurricular activities include applying the theories obtained in learning and directly practicing PPBN, which teaches about love for the homeland and instills discipline, confidence, and responsibility. In this case, extracurricular activities at MA Qudsiyyah school, which include religious activities, social service, and reciting the yellow book, can support historical awareness of the character and example of Sunan Kudus so that the character values of MA Qudsiyyah Kudus students are formed.

Conclusion

Based on the research results, several conclusions can be drawn that the cultivation of historical awareness of the character and example of Sunan Kudus in the study of Islamic cultural history in MA Qudsiyyah is by specific rules. History learning in the form of instilling historical awareness of the character and example of Sunan Kudus is aimed at shaping the character of students, and judging from his understanding of the character and example of Sunan Kudus, it can be seen in the statements of students when interviewed, that most students know. Then, it was clarified with the student saying that students also often visit Sunan Kudus' relics in his tomb complex.

The factors that affect the students' historical awareness of the character and example of Sunan Kudus at Madrasah Aliyyah Qudsiyyah Kudus support instilling historical awareness in students. Factors affect student awareness in the form of learning, environment, and competencies possessed by history teachers, namely through the competencies possessed by teachers. This can be seen from interviews with history teachers and students of MA Qudsiyyah. The facilities used to instill historical awareness of the character and example of Sunan Kudus at MA Qudsiyyah Kudus are in the form of existing learning and appearance resources, namely internal and external extracurriculars. The internal obstacles are the need for more infrastructure, namely the lack of historical space and the fact that the history books in the library are minimal.

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