

**Class XI Students' Historical Awareness of Values
KH Ahmad Dahlan's example at SMA Muhammadiyah 1 Semarang**

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Abstract

The purpose of this study was to identify the exemplary values of Ahmad Dahlan's leadership, which had been applied in the learning process, to prioritize the embedding of Ahmad Dahlan's values of exemplary in the learning process, and to analyze the obstacles of the learning process about Ahmad Dahlan's character. The method in this study was a qualitative type of case study. Informants were history teachers, teachers of Kemuhammadiyah, class XI Muhammadiyah 1 High School Semarang. The results of this study indicate that KH Ahmad Dahlan has five values, as stated in Character Education Strengthening (KDP): religious values, independence, cooperation, nationalism, and integrity. The embedding of KH Ahmad Dahlan's exemplary value has been done quite well in the history of class XI learning Muhammadiyah 1 High School Semarang. Besides the history subject, the Kemuhammadiyah subject also plays a vital role in cultivating KH Ahmad Dahlan's exemplary values in students. Obstacles in embedding K. H Ahmad Dahlan's exemplary values in the learning process, namely lack of use of the learning model used by teachers make students less interested in historical learning and lack of pedagogical competencies possessed by teachers so that the teacher has difficulties related to differences so much and also impossible that the teacher can understand the character of students one by one.

Keywords: *Historical Awareness, Exemplary, KH Ahmad Dahlan*

Introduction

Learning is a collaborative process between teachers and students in utilizing all existing potential and resources, both potential that originates from within the student himself and potential that exists outside of the student as an effort to achieve specific learning goals (Agung & Wahyuni, 2013, p. 3). Meanwhile, history is a branch of science that examines society's origins, development, and past roles based on specific methods and methodologies. This knowledge of the past contains wisdom values that can be used to train intelligence and shape students' attitudes, character, and personality (Aman, 2011, p. 56). History learning is an effort that educators have designed to instill knowledge, attitudes, and values regarding changes and

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developments in society from the past to the present in students so that they can be applied in everyday life. Day History learning provides historical knowledge in the form of information and aims to raise students' awareness and instill values from a historical event. Every person needs to have an understanding of history from an early age in order to know and understand the meaning of past events so that they can be used as a basis for attitudes in facing reality in the present and determining the future, meaning that history needs to be studied from an early age by every individual both formally and informally. (Amin, 2010, p. 2).

History learning also has a vital role as part of character education for several reasons. *First*, many moral problems damage students' personalities. Various problems, such as brawls, cheating in exams, and promiscuity, are now rampant. *Second*, the challenges of globalization require wise attitudes based on community wisdom. Therefore, it is necessary to strengthen society to respond to global changes throughout history. *Third*, character development requires exemplary *best practices* from the heroic values contained in history lessons (Ahmad, 2014, p. 3). Learning history can also strengthen and fortify oneself so that modern globalization does not erode it. Through history learning, which is not only aimed at the cognitive realm in the form of memorizing historical material but with this history learning, students are expected to be able to imitate and emulate the actions of a national hero so that students can form their character well. According to Sedat (201, p. 2185), Very broadly, heroes are different from ordinary people in the sense that they perform significant tasks and actions, do the right things for the right reasons, and possess essential virtues such as open-mindedness, patriotism, courage, leadership, perseverance, etc., all of which include ethical aspects. While the moral characters of heroes are universal, they also reflect the values and emotions of their society. It can be concluded that a hero carries out significant tasks and actions for a particular nation and has exemplary values such as patriotism, perseverance, leadership, courage, and many more that can inspire him to serve as an example or role model in everyday life.

The heroic spirit manifested by the fighters is a charity of struggle offered to the nation and homeland. They fought based on their soul and spirit of being willing to sacrifice for their nation. A passionate fighting spirit, courage, a high sense of solidarity, willingness to sacrifice, the nature of cooperation, love of one's country and nation, never giving up, and belief in one's abilities are heroic values that are still relevant and should be role models for the younger generation. Heroic values must be upheld with great pride and practiced in various development

activities and daily life. It must be admitted that heroic values currently tend to decline in practice. Therefore, instilling heroic values needs to be carried out and socialized to the younger generation (Chaerulsyah, 2013, p. 5). Cultivating students' character through role models and figures can give them good and valuable personalities in everyday life, starting from the school, family, and community environment (Firdaus et al., 2018, p. 151; Budiyo, 2017) as exemplified by the National Hero figure who is active in the religious field, namely Ahmad Dahlan. Ahmad Dahlan has a vital role in Indonesian history, especially during the national movement. He founded the Muhammadiyah organization and straightened out the Islamic religion, which, at that time, Indonesian people still believed in the ideas inherited from their ancestors. This continued to develop, and customs emerged, which became the life guideline then. Ahmad Dahlan is a National Hero of the Republic of Indonesia, as stated in Presidential Decree No. 657 of 1961, dated 27 December 1961 (Kutoyo, 1998, p. 4). Ahmad Dahlan's struggle has never been separated from the Muhammadiyah organization, where the name Muhammadiyah is often found in schools, universities, hospitals, and orphanages. Ahmad Dahlan also implemented a new system in the educational institutions he founded. He imitated Western-style education and then created an educational model that integrated the Islamic boarding school and Dutch models. This example set by Ahmad Dahlan has been able to anesthetize society to this day.

This research is in line with research from Gunawan (2013), which states that the cultivation of Soekarno's character values to restore the character of the Indonesian nation cannot be separated from the role of history learning. The national character emerged Soekarno as a hero of independence, including being independent, honest, respectful, mutually respectful, and unselfish in fighting for Indonesian independence and making people aware of who they are and their nation can only be awakened through history, which provides enlightenment and explanation of who their nation is in the past which produced the nation in the present.

This research focused on SMA Muhammadiyah 1 Semarang. Researchers took this location because the school is part of the Muhammadiyah organization; on the one hand, there has been no study of the heroism of KH Ahmad Dahlan in schools, especially at SMA Muhammadiyah 1 Semarang. Therefore, researchers will review how KH Ahmad Dahlan's heroic values are instilled in history learning at SMA Muhammadiyah 1 Semarang. This research aims to identify

the exemplary values of the character Ahmad Dahlan that have been applied in the learning process, to prioritize the instillation of exemplary values of the character Ahmad Dahlan in the learning process, and to analyze the obstacles to the learning process regarding the character Ahmad Dahlan.

Method

According to Yin (Ahmad, 2018, p. 153), a case study is an empirical inquiry that investigates phenomena in real-life contexts when the boundaries between phenomenon and context are not visible and where multiple sources of evidence are utilized. So, it can be concluded that the research strategy used to investigate natural phenomena is to utilize various sources available at SMA Muhammadiyah 1 Semarang.

This research uses 3 data sources, namely (1) informants, (2) Activities, and (3) Documents. The informants used in this research were the history subject teacher for class Giyatno, Representative of 9 class XI students of SMA Muhamamdiyah 1 Semarang, namely Bayu, Berliana, Diva, Dona, Firman, Marsya, Riska, Viky and Yusuf. The researcher observed students' learning process and internalization of historical awareness on February 26, 2019, in socio-cultural (works of art and literature) and education classes (Student et al.). The documents used are learning tools and photos taken during the interview and the learning process, which prove that the researcher has conducted research at SMA Muhammadiyah 1 Semarang.

The technique used in this research is triangulation. In this research, researchers used triangulation of sources and methods. The facts observed in this research include cultivating historical awareness regarding the example of KH Ahmad Dahlan in class XI of SMA Muhammadiyah 1 Semarang. The research also observed the learning process, implementation, and students' responses to cultivating historical awareness based on the example of KH Ahmad Dahlan.

Results and Discussion

KH Ahmad Dahlan's Exemplary Values which are Instilled in Students

KH. Ahmad Dahlan was born in Yogyakarta in 1868. His first name was Muhammad Darwis. He was the fourth son of KH Abu Bakar, a leading cleric and preacher at the Grand Mosque of

the Yogyakarta Sultanate at that time. He is the twelfth descendant of Maulana Malik Ibrahim, one of the leading Walisongo people and the pioneer of Islam's spread in Java. (Mu'thi, et al. 2015, p. 22; Amboro, K. 2015).

At 15, he went on the Hajj and lived in Mecca for five years. During this period, young Muhammad Darwis began to interact with reformist thoughts in Islam, such as those of Muhammad Abduh, Al-Afghani, Rasyid Ridha, and Ibnu Taymiyah. After performing the Hajj and before he returned to his hometown, he was given the name Ahmad Dahlan. Then, in 1888, he returned to his hometown. After returning from Mecca, he married Siti Walidah, his cousin, the daughter of Kyai Penghulu Haji Fadhil, who would later be known as Nyai Ahmad Dahlan, a National Hero and founder of Aisyiyah. From his marriage to Siti Walidah, KH. Ahmad Dahlan had six children: Djohanah, Siradj Dahlan, Siti Busyro, Irfan Dahlan, Siti Aisyah, and Siti Zaharah. In 1902, he returned to Mecca and stayed there for two years. In this second departure, he deliberately wanted to deepen his knowledge. During this time, he studied with Syeh Ahmad Khatib, the teacher of the founder of NU, KH. Hasyim As yari (Mu'thi, et al. 2015 , p. 22 ; Ahmad, F , 2015 ; Rasyid, 2018).

Ahmad Dahlan has profound attention to education issues. Education was the main factor that caused the Indonesian nation to decline and remain under Dutch control for so long. The issue of education is the main root that causes the Indonesian people, especially Muslims, to be left behind. That is why he took the path of education as the primary means of preaching. Meanwhile, Ahmad Dahlan said, "Lifelong Learning" is not something new; it is not just a beautiful slogan, but it is implemented. Therefore, after returning from Mecca, Ahmad Dahlan continued to deepen his knowledge (Kutoyo, 1998, p. 47; Jannah, 2019; Hamsah, 2021).

KH Ahmad Dahlan and several friends suggested establishing an organization to expand his da'wah steps. On December 20, 1912, he founded an organization called Muhammadiyah. The IMI organization aims to carry out Islamic da'wah, promote education and teaching, enliven the nature of helping each other, establish places of worship and endowments, educate and raise children so that they become meaningful Muslims, strive towards improving and living a life that is by Islamic teachings. , and try with all wisdom so that the will and rules of Islam apply in society.

In 1922, KH Ahmad Dahlan formed the Ulama Deliberative Body to unite ulama throughout the Dutch East Indies and formulate Islamic legal rules as guidelines for the practice of Islam, especially for Muhammadiyah citizens (Kurniawan, 2013: 198). In 1910, Ahmad Dahlan also entered Jamiat Khair, where information about developments in the Islamic world, especially in the Middle East, was obtained through this organization. After Sarekat Islam was founded at the end of 1911 in Solo, KH. Ahmad Dahlan also entered it. His sense of nationality drove his desire to join this organization. In Sarekat Islam, he once served as an administrator for the Kanjeng Nabi Muhammad Army Committee (Jamhari, 2016, p. 4; Anurkarina, 2015).

KH Ahmad Dahlan, the leader and founder of Muhammadiyah and appointed as a National Hero of the Republic of Indonesia, has many exemplary values that can be emulated, such as persistence in studying or seeking knowledge. He once advised, "Go to school, study and then become a doctor, be an engineer and become a soldier, be whatever you want to be when you return to Muhammadiyah, become a progressive ulama or Kiai, so not only be pure in religion but also have to know other sciences, if If you do not know it, you can learn from an expert." Not only does he have exemplary values of persistence in learning, but he also has many exemplary values.

Based on the results of research through teacher interviews with students conducted by researchers, the researcher concluded that the exemplary values possessed by KH Ahmad Dahlan, which have been instilled in students, are many values that we should emulate; he is a very independent, disciplined figure, has an honest, trusting nature. Self, never giving up, adhering to Islamic teachings or integrity, having a nationalist spirit, really caring about the environment, working together, working hard, and respecting differences between fellow religious believers or what is also called the value of tolerance.

Some of the exemplary values KH Ahmad Dahlan possesses are the values initiated by the Ministry of Education and Culture of the Republic of Indonesia, which are listed in Strengthening Character Education (PPK). The Ministry of National Education initially created 18 central values and then changed them to 5 main character values. These values are religion, independence, cooperation, integrity, and nationalism. For example, religious values are instilled through congregational prayers at Dhuhr and Asr. Independent values are instilled when students have to take exams themselves, and cheating is not allowed. The value of cooperation is instilled in students through group discussions on historical material during the

national movement, and on Fridays, all students are required to participate in clean Fridays. Nationalist values are instilled by participating in the flag ceremony and singing the Indonesia Raya song every morning before lessons start. Then, the value of integrity is instilled in one to stick to one's stance; for example, when taking an exam, students must believe in their answers.

Instilling KH Ahmad Dahlan's Exemplary Values in the Learning Process

Historical awareness of KH Ahmad Dahlan's example in history subject matter 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 cultivating historical awareness. This is because the essence of the material presented contains character values. History learning consists of several stages. These stages include planning, implementation, and evaluation stages. Before understanding the stages of history learning, it is essential to know the relevance of the material.

According to Pramono (2014, p. 115), the ability of history teachers to prepare plans, develop tools, manage the learning process, create educational interactions between students and teachers and learning resources, as well as evaluation tools and their implementation, are essential to see teacher performance. Based on the researcher's observations, the instilling of historical awareness towards the exemplary values of KH Ahmad Dahlan is consistent with the history learning material in the 2013 Curriculum contained in Basic Competency 3.7, namely analyzing the Indonesian nation's response to imperialism and colonialism in the fields of politics (movement organization), economics (form resistance to monopoly), socio-cultural (works of art and literature), and education (Student et al.). Indicators of competency achievement include (1) understanding the initial struggles of religious-based movement organizations and (2) explaining the development of women's organizations.

The teacher's learning planning has prepared learning tools as a Learning Implementation Plan (RPP). The steps for learning activities that will be carried out are preliminary activities, then core activities, and continued with closing activities. Preliminary activities consist of character-building apperception. In the apperception, the teacher opens the lesson by explaining the period of the national movement in an outline. The activity continues with the teacher conveying KD and learning objectives. Then, the learning resources consist of particular

guidelines for developing the 2013 Indonesian History Curriculum Syllabus Compulsory for MA/SMK class complement. Based on the researcher's observations, the history learning planning for historical material during the national movement was based on the syllabus and lesson plans with material based on historical awareness values taught by the teacher. The internalization of the value of historical awareness included in learning planning has been well prepared. The design of Teaching and Learning Activities (KBM) for history subjects is also adjusted to the history learning objectives that have been formulated. This material emphasizes adopting the exemplary values that KH Ahmad Dahlan has inherited.

Implementing learning is the teacher's responsibility to develop all the potential that exists in students. The main objective of the history learning process is to change student behavior based on the objectives the teacher has formulated before the history learning activity process takes place. The teacher as a catalyst means that the teacher plays a role in helping students discover their talents and strengths. Teachers act as guides, helping to direct and develop aspects of students' personality, character, and emotions, as well as intellectual aspects so that students understand that the correct learning process is a continuous process (Utomo, 2012, p. 98; Ali et al., 2016; Zuhdi, 2013). The role of the teacher is to link historical material while instilling the exemplary values possessed by KH Ahmad Dahlan into students through the process of learning the history of material during the national movement. In this case, the teacher uses the founder of the Muhammadiyah organization, also the proud figure of the Muhammadiyah 1 Semarang High School, to serve as a role model for his students. Based on the research results, teachers use the STAD (Student Team Achievement Division) learning model to learn the history of the national movement by dividing students into small groups.

They are totaling 3-4 students. Each group presented the results of their discussion for 30 minutes. In implementing this learning, the teacher has instilled KH Ahmad Dahlan's exemplary values into the students. These values include religion, independence, nationalist, cooperation, and integrity (Sutarna et al., 2022; Kurnia, 2019)

The final component of history learning is the evaluation stage of history learning. History learning was evaluated at SMA Muhammadiyah 1 Semarang to obtain information about the results of history learning. Thus, the focus of evaluating history learning is on results, both results in the form of processes and products. Information on the results of history learning is then compared with the history learning objectives that have been formulated. If the actual

results of learning are based on the historical learning objectives that have been formulated, then learning can be said to be effective. On the other hand, if the actual results of learning do not meet the historical learning objectives that have been formulated, then learning is said to be less effective.

Learning Implementation Plan (RPP): Mrs. Mellyya Naelal Husna, S.Pd, plans learning evaluation using several assessment models. These assessment models are designed in the learning plans in the Learning Implementation Plan (RPP). These assessment models include assessment of attitudes, knowledge, and skills. This attitude assessment is seen during the discussion process in history learning—aspects of knowledge evaluation—history teachers at SMA Muhammadiyah 1 Semarang use written test assessments and assignments. Meanwhile, in skills assessment, the teacher uses the results of the analysis that students have summarized. Depending on class needs, these assessments have been planned and can be applied in evaluating history learning during the national movement.

Instilling historical awareness of Ahmad Dahlan's exemplary values in learning has been quite effective. According to Aman (2011, p. 140), historical awareness is nothing other than a psychological condition that shows the level of appreciation for the meaning and essence of history for the present and the future, realizing the primary basis for the functioning of the meaning of history in the educational process. Human historical awareness is essential for the development of national culture. Historical awareness is not only about increasing knowledge but also realizing that living up to the nation's cultural values is also necessary. To recognize national identity requires knowledge of history in general and national history in particular. This is shown by the excellent understanding of Muhammadiyah 1 Semarang High School students in learning outcomes.

Instilling KH Ahmad Dahlan's exemplary values in students is not only done in the history learning process, but there are Muhammadiyah subjects that play an essential role in the process of instilling KH Ahmad Dahlan's exemplary values in class XI students of SMA Muhammadiyah 1 Semarang. This can be found in the subject matter of Muhammadiyah figures, one of whom is the founder of the Muhammadiyah organization, namely KH Ahmad Dahlan. In this Muhammadiyah subject, students learn more about the figure of KH Ahmad

Dahlan than history subjects because history subjects teach the figure of KH Ahmad Dahlan himself in the subject of the Muhammadiyah organization (Kumalasari, D. 2017).

Obstacles to Learning History About the Character of Ahmad Dahlan

Developing history learning materials related to internalizing the exemplary values of National Hero figures is not easy to implement. Several teachers stated that internalizing KH Ahmad Dahlan's exemplary values in history learning had several obstacles. These obstacles arise at the planning, implementation, evaluation, and supporting component levels.

At the planning level, Mrs. Mellya Naelal Husna (interview 25 February 2019) explained that there were no obstacles to preparing the Learning Implementation Plan (RPP), and there were no obstacles at all in preparing learning objectives. In the learning process, material sources are used as worksheets and textbooks. The researcher concluded that the learning planning process did not have significant obstacles; it was just that in preparing the RPP, the teacher had not included KH Ahmad Dahlan's exemplary values in the RPP. The second obstacle is implementing learning, which is viewed from media use. According to Mrs. Mellya Naelal Husna (interview 25 February 2015), the obstacle that arises is that the classroom facilities are not equipped with LCD projectors, making the learning process using media difficult and having to take the equipment to the teacher's room first. This causes learning time to be cut so that the time allocated for the learning process becomes less. This obstacle hinders the learning process and makes students less interested in the history learning process, which is not varied. In the media aspect, teachers experience problems when they want to use the media. There are still not many media that teachers can explore. Therefore, teachers need help and support from other parties, both the government and universities.

There are obstacles in the assessment process, namely that teachers are still subjective regarding giving assessments. Teachers do not have the heart to give bad grades to silent students during the learning process but cannot do so in terms of knowledge. Researchers observed that there were additional points in implementing learning when students actively asked or answered other students' questions during learning activities. Not only that, the process of giving grades is seen from the knowledge and behavioral aspects; you also get additional points from the history teacher. This is achieved by assessing the learning tools in the 2013 curriculum. The assessment process is taken in 3 aspects: knowledge, attitudes, and skills. The next obstacle in

the learning process experienced by history teachers is when students have specific physical weaknesses. To overcome this, teachers provide opportunities for students with specific physical weaknesses to take part in the learning process so that other students do not leave them behind and can absorb the learning material taught by the teacher. In this case, teachers also have obstacles in ensuring students' level of understanding regarding historical material during the national movement. Mrs. Mellya, as a history teacher, revealed that when addressing students' level of understanding, she usually asks students who are not paying attention in the learning process. If the child cannot answer, the question is thrown to other students until someone answers it (interview with Mrs. Mellya on 25 February 2019).

From the statement above, the researcher concludes that in the process of teaching and learning activities in the classroom, there are obstacles and constraints experienced by history teachers. These obstacles mostly come from the students themselves. The differences in student characters, which are an obstacle for history teachers in the continuity of the learning process, confuse history teachers because history teachers cannot understand the characteristics of that many students individually. However, this is not a severe problem; in fact, the history teacher understands that with the large number of students at SMA Muhammadiyah 1 Semarang, this is a normal thing experienced by almost all teachers; in the end, these obstacles can be resolved one by one well.

Conclusion

KH Ahmad Dahlan has five exemplary values instilled in students as stated in Strengthening Character Education (PPK): religious, independent, cooperation, nationalist, and integrity. These values have been instilled in the students of SMA Muhammadiyah 1 Semarang; for example, religious values are instilled through congregational prayers at midday and ashar. Independent values are instilled when students have to take exams themselves, and cheating is not allowed. The value of cooperation is instilled in students through group discussions on historical material during the national movement, and on Fridays, all students are required to participate in clean Fridays. Nationalist values are instilled by participating in the flag ceremony and singing the Indonesia Raya song every morning before lessons start. Then, the

value of integrity is instilled in one to stick to one's stance; for example, when taking an exam, students must believe in their answers.

The instilling of KH Ahmad Dahlan's exemplary values has been carried out quite well in class XI history learning at SMA Muhammadiyah 1 Semarang. In the learning planning aspect, the teacher has prepared learning tools, namely lesson plans and syllabi related to material on instilling KH Ahmad Dahlan's exemplary values to achieve the learning objectives that have been set. In implementing learning, the teacher has instilled KH Ahmad Dahlan's exemplary values into students; this can be seen from the students' good historical awareness related to the character of Ahmad Dahlan. Then, in the learning assessment aspect, the teacher makes observations related to applying KH Ahmad Dahlan's exemplary values to students to assess attitudes and skills. At the same time, the teacher's knowledge assessment provides homework that is already in the learning tool. Besides learning history, Muhammadiyah subjects also play an important role in instilling KH Ahmad Dahlan's exemplary values into students.

There are four obstacles in instilling KH Ahmad Dahlan's exemplary values in the learning process. First, there are no obstacles in making learning plans and preparing teacher learning tools, and the material sources used are also available at the school. However, explicitly, the learning tools are still weak because, in compiling the learning tools, the teacher has not included the exemplary values possessed by KH Ahmad Dahlan. Second, implementing learning to instill KH Ahmad Dahlan's exemplary values is related to using learning models. Teachers' lack of use of learning models makes students less interested in learning history. Third, there are obstacles to learning assessment, namely that teachers are still subjective regarding giving assessments. Fourth, the history teacher aspect is related to pedagogical competence. Teachers' lack of pedagogical competence means that teachers have difficulties related to the many differences in students' characters. It is also impossible for teachers to understand the students' characters individually.

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