

UTILIZATION OF LEARNING MEDIA IN ISLAMIC CULTURAL HISTORY OF MADRASAH IBTIDAIYAH (MI)

Abdul Mujib¹, Ahmad Abroza², Rico Hermawan³

¹ Institut Agama Islam Negeri (IAIN) Metro, Lampung, Indonesia

² STIS Darul Ulum Lampung Timur, Lampung, Indonesia

³ Akademi Kebidanan (AKBID) Wirabuana Metro, Lampung, Indonesia

* abdulmujib@metrouniv.ac.id

ABSTRACT	Article Info
<i>Islamic Cultural History lessons are lessons that are closely related to past events, so that in the learning process many teachers teach SKI material only by telling their students. Of course, in teaching and learning activities, a student who is only told stories by his teacher eventually gets bored in learning, therefore a teacher is needed to be more creative, innovative and progressive in providing learning to students so that learning is fun and even impressive. Therefore, a teacher must or must be in this digital era, it's time to use these media in the learning process in the classroom. Learning media is very helpful for a teacher to convey the material so that it is easier and more enjoyable to be accepted by students. As for the media that can be used in the MI, there are at least two learning media that can be used, namely Visual media which is divided into still or not projected visuals and motion or projected visual media. While the use of the two instructional media in MI is audio-visual media which can be in the form of historical films or documentaries about the History of Islamic Culture..</i>	Article history Received: 15 November 2021 Revised: 15 Desember 2021 Accepted: 18 Desember 2021 Keywords Keyword_ <i>Media</i> Keyword_ <i>Learning</i> Keyword_ <i>Islamic Cultural History</i>
ABSTRAK	
Pelajaran Sejarah Kebudayaan Islam merupakan pelajaran yang erat kaitannya dengan peristiwa masa lalu, sehingga dalam proses pembelajaran banyak guru yang mengajarkan materi SKI hanya dengan menceritakan kepada siswanya. Tentunya dalam kegiatan belajar mengajar, seorang siswa yang hanya di ceritakan oleh gurunya pada akhirnya akan bosan dalam belajar, oleh karena itu seorang guru sangat dibutuhkan untuk lebih kreatif, inovatif dan progresif dalam memberikan pembelajaran kepada siswa agar pembelajaran menjadi menyenangkan dan merata. menakjubkan. Oleh karena itu, seorang guru harus atau harus berada di era digital ini, sudah saatnya menggunakan media tersebut dalam proses pembelajaran di kelas. Media pembelajaran sangat membantu seorang guru untuk menyampaikan materi sehingga lebih mudah dan menyenangkan untuk diterima oleh siswa. Adapun media yang dapat digunakan dalam MI setidaknya ada dua media pembelajaran yang dapat digunakan, yaitu media visual yang terbagi menjadi visual diam atau tidak dan media visual gerak atau proyeksi. Sedangkan penggunaan kedua media pembelajaran di MI adalah media audio visual yang dapat berupa film sejarah atau dokumenter tentang Sejarah Kebudayaan Islam..	

INTRODUCTION

Educating, teaching and learning activities are the main activities in their daily activities. With teaching and learning activities will continue to provide experience and the development of science. In teaching and learning activities, an educator is required to be able to create an exciting and fun learning atmosphere for all students. Because the learning atmosphere that is less exciting and fun for students usually brings more teaching and learning activities that are less conducive-productive.

Students is the subject of Islamic Cultural History or often called SKI is one of the subjects that is somewhat less interesting for students. This is much influenced by the factors of the learning process that is less fun and the lack of creativity of a teacher in the teaching and learning process when interacting with students in the classroom. SKI material, which is characterized by past Islamic history, is conveyed or even told just like that with a storytelling learning model. This kind of learning model makes students just sit and listen to what the teacher says so that the creativity in thinking and the capture of student material is not optimal.¹

The problem of learning SKI which has the character of normative historical material without being given a learning strategy that can bring the material to life will be difficult for students to accept. Islamic Cultural History lessons so far that seem less interesting and even boring can be turned by educators into fun and even entertaining lessons.²

To overcome boredom in students and create new effects in the learning process of Islamic Cultural History (SKI), the teacher in delivering the material should try to be creative or make new innovations in the teaching and

learning process as well as integrating innovative learning methods assisted by media. learning. By using learning media tools, SKI learning will be better able to visualize historical contexts or events that have been for a very long time to be more acceptable in the form of visualization or other forms of media that are easy to understand or easy to accept in the logic of students. For this reason, the use of media in SKI learning, especially in Madrasah Ibtidaiyah, is very important to be applied in the learning process in the classroom.³

RESULTS AND DISCUSSION

Understanding and Functions of Learning Media

The term media comes from the Latin *medius* which means middle, intermediary, or introduction. In addition, the word media also comes from Latin which is the plural of the word *medium*, and literally means intermediary or introduction, namely the intermediary or source of the message with the recipient of the message. According to AECT (Association of Education and Communication Technology) "media are all forms used for the process of distributing information".⁴ Meanwhile, another definition of media is any tool that can be used as a channel for messages to achieve learning objectives. More specifically, the notion of media in the teaching and learning process tends to be defined as graphic, photographic, or electronic tools for capturing, processing,

¹ M. Hanafi, *Learning History of Islamic Culture*, (Jakarta: Directorate General of Islamic Education, 2009), p. 4

² Hamdani, *Strategi Belajar Mengajar*, (Bandung: CV Pustaka Setia, 2010), 243

³ Asnawir dan M. Basyiruddin Usman, *Media Pembelajaran*, (Jakarta: Ciputat Pers, 2002), 11

⁴ Djamarah, dkk, *Strategi Belajar Mengajar*, (Jakarta: PT.Rineka Cipta, 2006), 136

and rearranging visual or verbal information.⁵

From these definitions the author can conclude that the media is something that is convincing in the message and can stimulate the thoughts, feelings, and wills of the audience (students) so that it can encourage the learning process in him.

According to the Big Indonesian Dictionary (KBBI) learning is a process, method, action that makes people or living things learn. While learning is trying to gain intelligence or knowledge, changing behavior or responses caused by experience.⁶ In addition to the KBBI, learning or the phrase that is better known previously as "teaching" is an effort to teach students.⁷ Oemar Hamalik said that learning is a combination composed of human elements, materials, facilities, equipment and procedures that influence the achievement of learning objectives.⁸ Learning is a process of interaction between teachers and students, both direct and indirect interactions.⁹

Heinich put forward the term medium or media as an intermediary that delivers information between the source and the receiver. So television, film, photographs, radio, audio recordings,

projected images, printed materials, and the like are communication media. If the media carries messages or information that contains teaching, then the media is called learning media. The learning media are media that carry messages or information that have instructional purposes or contain teaching purposes. Learning media are media used in learning, which include teacher aids in teaching and means of carrying messages from learning sources to recipients of learning messages (students). As presenters and distributors of messages, learning media in certain cases can represent teachers in presenting learning information to students. If the media program is well designed and developed, then that function will be able to be played by the media even without the presence of a teacher.

Looking at the opinions that have been put forward by several experts, the author can conclude that learning media are tools and techniques used as communication intermediaries between a teacher and students in order to make communication and interaction between teachers and students more effective in the teaching and learning process in schools. In the learning process, the media has an important role, namely as a carrier of information from the source (teacher) to the recipient (student). According to Gerlach and Ely in Hamdani, the function of learning media in learning has three advantages of media, namely:

Fixative ability, which can capture, store, and re-display an object or an event. With this ability, an object or an event can be drawn, photographed, recorded, filmed, then stored and when needed can be shown and observed again as the original event. Manipulative ability, namely the media is

⁵ Departemen Pendidikan dan Kebudayaan, Kamus Besar Bahasa Indonesia, Jakarta: Balai Pustaka, 2002), 117

⁶ Tim Penyusun KBBI, Kamus Besar Bahasa Indonesia edisi ketiga, (Jakarta: Pusat Bahasa, 2008)

⁷ 9Muhaimin, Paradigma Pendidikan Islam Upaya Efektifitas Pendidikan Agama Islam di Sekolah, (Bandung: PT Remaja Rosda Karya, 2002), 183

⁸ Oemar Hamalik, Kurikulum dan Pembelajaran, (Jakarta: Bumi Aksara, 2003, 57

⁹ Nurdyansyah, Eni Fariyatul Fahyuni. Inovasi Model Pembelajaran, (Sidoarjo: Nizamia Learning Center, 2016), 34

able to re-display objects or events with various changes (manipulation) as needed, for example size, speed, color are changed, and the presentation can also be changed.

Distributive ability, namely the media is able to reach a large audience in one presentation simultaneously, for example TV broadcasts, radio, and others.

From the function above, it can be explained that the general function of learning media, including:

Witnessing an existing object or event that occurred in the past.

Get a clear picture of objects or things that are difficult to observe directly because they are too big or too small. For example, through portraits, students can get a clear picture of what they have learned. Observing objects or events that are difficult to visit, either because they are far away, dangerous, or forbidden. For example, about something related to the chapter of Hajj.

1. Able to see slow movements that take place quickly. With the help of films or videos.
2. Hear sounds that are difficult to catch by ear directly.
3. Observe events that are rare or dangerous to approach.
4. Can reach a large audience and observe an object simultaneously. With broadcast TV, radio.
5. Can learn according to their abilities, interests, and tempo.

From the various functions of learning media that already exist above, the author can explain that in the preparation of a learning media, it should first classify or seek to see the benefits or effects of the media with what we teach, because the media serves as an intermediary in learning so that learning can be achieved. are not

hampered by things that may appear in the learning process.

Regarding a media position in learning is something fundamental, so the author quotes from the literature. That there are several roles of learning media are as follows: The use of instructional media in SKI learning is not an additional function, but has its own function, namely as a means of assisting in realizing a more effective teaching and learning situation for Islamic jurisprudence.

Learning media is an integral part of the whole learning process. This implies that learning media is one of the other components in order to create the expected learning situation. Learning media in its use must be relevant to the objectives and content of learning, meaning that every use of media in learning must always look at the objectives and teaching materials first. Learning media does not function as entertainment so it is not allowed to use it only as a game or merely to attract the attention of students.

Learning media has the function of accelerating the learning process, meaning that with learning media students can easily and more quickly capture the objectives and teaching materials delivered. In addition, learning media also serves to improve the quality of the teaching and learning process. In general, student learning outcomes using interactive learning media will last longer to settle in the students' brains so that the quality of learning has a high value.

Learning media lays concrete foundations for thinking.

Thus the implementation of the media in the learning process is the process of applying ideas, concepts, policies, or

innovations in the form of practical actions so that they have an impact, either in the form of changes in knowledge, skills, as well as values and attitudes. Learning media can be regarded as a tool that can stimulate students for the learning process to occur. Media is not only in the form of tools or materials, but also other things that allow students to gain knowledge. At first the media only functioned as a tool for teachers to teach and the media used was only a visual aid. Around the middle of the 20th century, efforts to utilize visuals equipped with audio tools began to be carried out so that audio-visual aids were born. In line with the development of Science and Technology (IPTEK), especially in the field of education, currently the use of learning aids or media is becoming more widespread and interactive, such as the existence of computers and the internet. The use of learning media can help achieve learning success. The results of many studies have proven the effectiveness of using tools or media in the teaching and learning process in the classroom, especially in terms of increasing student achievement. The limited media used in the classroom is thought to be one of the causes of the weak quality of student learning.

Types of Media in Learning

One of the characteristics of learning media is that the media contains and carries messages or information to the recipient in this case means students. Some media can process messages and student responses so that the media is often called interactive media. Messages and information carried by the media can be simple messages or complex messages. However, the most important thing is that the media is prepared to meet the learning

needs and abilities of students. The following will describe the principles of using and developing learning media. The media that will be discussed are media that follow Leshin's taxonomy, and his friends, including:

Human Based Learning Media

Human-based learning media is the oldest media used to send and communicate messages or information. One well-known example is the Socratic tutorial style. This system can certainly combine it with other visual media. The question that arises is "How can we use face-to-face communication between humans so that the implementation of learning plans is effective?". These media are especially useful when our goal is to change attitudes or want to be directly involved with monitoring student learning. For example, human media can direct and influence the learning process through guided exploration by analyzing over time what is happening in the learning environment. Human-based media propose two effective techniques, namely problem-centered design and Socratic version of asking. Problem-centered learning designs are built on the problems to be solved by students.

Print-Based Learning Media

The most commonly known print-based learning materials are textbooks, guide books, journals, magazines, and loose sheets. Print-based text demands six elements that need to be considered when designing, namely consistency, format, organization, attractiveness, font size, and use of blank spaces.

Visual-Based Learning Media

Visual-based learning media (images or parables) play a very important role in

the learning process. Visual media can facilitate understanding (eg through elaboration of structure and organization) and strengthen memory. Visuals can also foster student interest and can provide a relationship between the content of the subject matter and the real world. In order to be effective, visuals should be placed in a meaningful context and students must interact with the visual (image) to ensure that the information process occurs.

Audio-Visual-Based Learning Media

Audio-visual-based learning media is a combination of visual media using sound (audio). One of the important jobs needed in audio-visual media is script writing and storyboarding which requires a lot of preparation, design, and research.

Computer Based Learning Media

Today computers have different functions in the fields of education and training. The computer acts as a manager in the learning process known as Computer-Managed Instruction (CMI). There is also a computer role as an additional aid in learning; its use includes the presentation of information on the content of the subject matter, exercises, or both. This mode is known as Computer-Assisted Instruction (CAI). CAI supports learning and training but it is not the main deliverer of the subject matter. Computers can present information and other learning stages are delivered not using computer media.

In general, learning media are divided into three, namely:

a) Visual Media

Visual media are media that can only be seen using the sense of sight. This type of media is often used by educators to help convey the content or subject matter.

Visual media consists of media that cannot be projected and media that can be projected.³⁰ Media that can be projected can be either still images or moving images. While the media that can be projected are images that are presented photographically, for example images of humans, animals, places or other objects related to learning materials and content.

b) Audio Media

Audio media is media that contains messages in auditive form (can only be heard) that can stimulate the thoughts, feelings, concerns and abilities of students to learn teaching materials. In one example, a voice cassette program and a radio program. In terms of the important point that audio media in learning is to convey subject matter about listening.

c) Audio Visual Media

In this case, we might call it a combination of the two media above, between visual and audio or often referred to as listening media. Audio visual will present teaching materials to students more completely and optimally. In addition, this media to some extent can also replace the role of educators. For the presentation of the material can be replaced by the media, and educators can train to become a facilitator of learning, which provide a convenience for the student to learn, such as audio-visual media, such as video or television program, and a slide program sound (soundslide).

Basically every child or student has different characteristics. The difference in these characteristics causes the way students to capture understanding varies. One way to make it easier for students to understand the material taught by the teacher is to apply media according to the

type or characteristics of the students. Thus the use of media in classroom learning is a necessity that cannot be ignored. This is understandable considering that the learning process experienced by students relies on various activities to add knowledge and insight to the provision of life in the present and in the future.

One of the efforts that must be taken is how to create a learning atmosphere that allows the process of learning experiences to occur in students by means of effective and efficient learning. In this case, the use of media in SKI MI learning is very necessary because it is an effective supporter in helping the learning process occur. In addition to arousing students' motivation and interest, learning media can also help students improve understanding, present data in an interesting and reliable way, facilitate data interpretation, and condense information.

Steps for Preparing Learning Media for SKI MI Learning

In terms of the use of learning media must pay attention to 4 stages, including preparation, presentation, implementation, and continuation. As for each of these stages, there are steps that must be prepared in advance.

Preparation phase

The preparation stage is the initial stage in the use of learning media. There are several steps that must be carried out by a teacher as a media user in this stage, such as:

Making lesson plans

This step is the basic step that must be taken by an SKI teacher, because the lesson plan is a guideline on what things will be done in learning. then this lesson plan becomes a reference regarding what

media will be used in the SKI MI learning process

Studying Goals

The purpose of a learning is the target to be achieved in a teaching and learning process. So it is possible that this will affect a decision on what media use is in accordance with the learning objectives.

Preparing Material

The material is what the teacher will teach. Therefore, every teacher needs to prepare material and choose what media can be adapted to the SKI MI material.

Selecting Media

In selecting a learning media, the criteria must be considered, namely in accordance with the learning objectives, the suitability of the material with the media, the ease of obtaining and using the media.¹⁰

Practice Using Media

Practicing in using media really needs to be done by a teacher, especially for teachers who are using learning media for the first time. This is done so that there is no mistake and will create an attitude of maturity in using it.

Setting up and managing Media

Before being used, of course, the media must be prepared and checked again for its condition, so that there are no problems when the teaching and learning process is in progress.

Ensuring a place to teach

In this stage the teacher must also ensure whether the place that will be used for learning supports the use of the media that will be used.

Presentation Stage

¹⁰ Kholilullah, Media Pembelajaran Bahasa Arab, (Yogyakarta: Aswaja Pressindo, 2010), 34

The presentation stage means the process that leads to the application stage of using the media and its activities occur from the beginning of learning. so before using the media, there are various steps that must be considered, namely:

- a. Delivering introduction
- b. Attract Students' Attention
- c. Explaining Purpose
- d. Explaining what Students have to do
- e. Maintain a learning atmosphere
- f. Implementation Stage

The Implementation Stage is the Core Stage, because at this stage the teacher uses learning media. The steps are as follows:

Using Media

After preparing various needs and bringing them to this third stage, it is time to use the media. In the use of this media, the teacher must try his best in using it to achieve satisfactory results. All preparations in the form of exercises as well as preparing the media itself determines the quality of the teacher in using the learning media.

Doing Evaluation

After completing the learning process, the teacher must evaluate the use of the media.¹¹ Evaluation can be done by testing students' abilities and can be done by discussing it with colleagues. In addition, there is also a need for a measurement of its effectiveness, including the achievement of goals, timeliness, state of the learning process and the final results of the learning process. So that from this evaluation results in a decision whether the

media can be continued to use or there are things that need to be improved.

Continuation Stage

This stage is the last stage, as for the steps that need to be taken by a teacher. That is:

- a. Material Deepening

A teacher asks students to explore the material in ways such as discussing student test results and making summaries.

- b. Follow-up

Teachers are expected to continue to use learning media so that they are accustomed to using and mastering them. So that the use of sustainable learning media will improve the quality of learning outcomes and maximize learning objectives.

Utilization of Learning Media for SKI MI Lessons

The following are various kinds of learning media that can be used and developed by MI teachers in learning Islamic Cultural History MI, at least an MI SKI teacher can use two types of media, namely visual and audio visual as follows:

- a. Visual Media
- b. Projected Visual Media

This medicine can be projected or reflected on the screen, because the material used is translucent. This media can be projected by various projectors and what is projected is only an image. For example, in learning SKI MI, it can be in Walisonggo material, Pre-Islamic Arabic, and so on. In this case, the way of making visual media is various variations in its manufacture, here the author only describes how to make projected visual media, namely through Power Point Text (PPT) media. As for how to use it, namely:

- a. Include all material in the form of material points

¹¹ Jamal Ma'mur Asmani, Tips Aplikasi PAKEM, (Yogyakarta: Diva Press, 2014), 32

- b. The summary of the material is applied in various forms of diagrams or tables, besides that it can also be inserted with various images that match the material being studied.
- c. Students observe what is in front of the media Power Point Text (PPT)
- d. The teacher explains the material in the projector

After the teacher explains the material, the students are given the task to conclude about what has been explained earlier. Then the teacher and students evaluate the learning outcomes that have been studied.

Unprojected Visual Media

Media that cannot be reflected on the screen or cannot be projected via a projection device. This is because the use of media is not a translucent material. However, it is still an image. For example, in learning SKI MI, it can be in Walisonggo material, Pre-Islamic Arabic, and so on. In this case, the way of making visual media is various kinds of variations in its manufacture and use, here the author describes 2 ways of making and using visual media, namely Flash Card and Picture Series.

Flash Cards (Playing Cards)

- 1) The teacher cuts several sheets of paper with the same size
- 2) Each paper contains 2 sides (right side and left side)
- 3) Both sides have 2 different variations of material but are still in one chapter.
- 4) The left side contains the questions and the right side contains the answers

5) Then students are asked to combine in a coherent manner, regarding the material on each side.

6) The student who composes faster will be the winner.

7) Then the teacher and students conclude the material being taught.

Picture Series (continued image)

1) The teacher makes pieces of pictures about the material being taught

2) Each piece contains points that explain the material being taught.

3) The teacher divides the students into 3 or 4 groups

4) Each group is asked to arrange pieces of pictures about the material being taught.

5) After everything is neatly arranged, it is the turn of representatives from each group to present the results of compiling the pieces.

6) Groups whose composition and presentation are in accordance with the material being taught. The group is the winner.

7) Then the teacher and students together conclude the material that has been taught.

The steps for using learning media in general on visual media that are not projected (still images), are:

- a. Making lesson plans and determining media (still image media)
- b. Study the material / material to be delivered. Examples, graphs, maps, and others.
- c. Prepare all the equipment or media that will be used. So that when the time is not in a hurry. It is better if the image media is placed at the front and can be seen clearly by

students and with interesting variations

- d. Explain to students the goals to be achieved
- e. Prepare students then explain to students what they have to do during learning.
- f. After the preparation is complete, just start learning.
- g. Explaining each part of the media, such as the example of a map of the Arabian Peninsula, the use of the media map teacher should explain each part of the map such as symbols and others.
- h. After the delivery of the material is complete, the teacher and students together review the material that has been studied together and then conclude.

Audiovisual Media

For audio-visual media, it is very interesting to apply in an MI SKI learning. Because it is possible that there are adequate facilities and infrastructure by the institution or agency, using this audiovisual media is very helpful for a teacher in explaining and explaining or understanding to his students from this SKI lesson. Maybe most of the SKI MI material can be projected with video. So that students are subconsciously embedded with a passion for learning and allow children to learn independently.

The steps for making audio-visual media are:

Determining the style of the image contained in the visual media, can be a free image or a predetermined one, because there are no certain standards depending on the creativity of the image.

Make a sketch of the image. This sketch image should be adjusted to the material to be animated or the background to be used. In this drawing can be directly programmed flash or with other software. Like, Adobe Photoshop, CorelDraw, and others.

Export a sketch of an image. After this is done, the next step is to import the image into macromedia flash by going to file > Import > Import to Stage then selecting the image to be inserted and selecting open..

CONCLUSION

According to AECT (Association of Education and Communication Technology) "media are all forms used for the process of distributing information. The media itself is defined as an intermediary. While the media in learning contains the meaning that learning media are tools and techniques used as communication intermediaries between a teacher and students in order to make communication and interaction between teachers and students more effective in the teaching and learning process in schools. The function of learning media is to foster a passion for learning, overcome the limitations of space, time, and energy, and allow children to learn independently according to their talents. The types of learning media include: human-based learning media, print-based learning media, visual-based learning media, audiovisual-based learning media, and computer-based learning media. Regarding the steps for preparing learning media, there are 4 stages, namely: Preparation Stage (Creating lesson plans, Studying Objectives, Preparing Materials, Selecting

Media, Practicing using media, Preparing and managing media, Ensuring teaching places). Presentation stage (presenting the introduction, attracting students' attention, explaining the objectives, explaining what students should do, maintaining a learning atmosphere). Implementation stage (using media, evaluating). Continuation Stage (Material deepening and follow-up). Among the examples of learning media that can be used and developed by a teacher in learning SKI MI, include: Visual learning media. Audio learning media, Audio visual learning media, Kinesthetic learning media. In this case the learning media is very varied, therefore an educator can apply according to the characteristics, conditions, and materials needed by students in the teaching and learning process..

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