

## **Arabic Teaching Materials With Cooperative Approach**

**Miftahus Sa'diyah**

UIN KH Achamad Shiddiq Jember

[Miftah.sadiyah17@gmail.com](mailto:Miftah.sadiyah17@gmail.com)

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### **ENGLISH ABSTRACT**

*The quality of educational programs is influenced by many factors such as the quality of students, the quality of teachers, the quality and availability of teaching materials, curriculum, facilities and facilities, management, and so on. In terms of teaching materials, not all schools have the opportunity to obtain sufficient teaching materials, both in terms of quality and quantity. Procurement of teaching materials in schools is still limited to the allocation of funds, teachers mostly use ready-made teaching materials. Even though teachers can take this opportunity to develop their creativity. This paper aims to explain and describe the basic concepts of developing teaching materials with a cooperative approach in general, as well as being able to provide a stimulus in honing the creativity of teachers in compiling and developing Arabic teaching materials. This research uses qualitative research with descriptive analysis approach. The results of the study show that learning Arabic does not only rely on one direction one way traffic education but multiway traffic education that can be used in an effort to increase the effectiveness of learning.*

**Keywords:** *Teaching Materials, Approach, Kooperatif*

### **INDONESIAN ABSTRACT**

*Kualitas program pendidikan dipengaruhi oleh banyak faktor seperti kualitas siswa, kualitas guru, kualitas dan ketersediaan bahan ajar, kurikulum, fasilitas dan sarana, pengelolaan, dan sebagainya. Dalam hal bahan ajar, belum semua sekolah mempunyai kesempatan memperoleh bahan ajar yang cukup, baik dari segi kualitas maupun kuantitas. Pengadaan bahan ajar di sekolah masih terbatas pada alokasi dana, guru lebih banyak menggunakan bahan ajar yang sudah jadi. Padahal para guru dapat mengambil kesempatan ini untuk mengembangkan kreatifitasnya. Tulisan ini bertujuan untuk menjelaskan dan menguraikan konsep-konsep dasar pengembangan bahan ajar dengan pendekatan kooperatif secara umum, sekaligus dapat memberikan stimulus dalam mengasah kreativitas guru dalam menyusun dan mengembangkan bahan ajar bahasa Arab. Penelitian ini menggunakan jenis penelitian Kualitatif dengan pendekatan analisis deskriptif. Hasil penelitian menunjukkan pembelajaran bahasa Arab tidak hanya mengandalkan satu arah atau satu sumber atau bahan belajar saja (*one way traffic education*) melainkan banyak arah dan sumber belajar (*multiway traffic education*) yang dapat dimanfaatkan dalam upaya meningkatkan efektivitas pembelajaran.*

**Kata kunci:** *Bahan Ajar, Pendekatan, dan Kooperatif*

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## Introduction

The quality of educational programs is influenced by many factors such as the quality of students, the quality of teachers, the quality and availability of teaching materials, curriculum, facilities and infrastructure, management, and so on. In terms of teaching materials, not all schools have the opportunity to obtain sufficient teaching materials, both in terms of quality and quantity. Procurement of teaching materials in schools is still limited to the allocation of funds, teachers mostly use ready-made teaching materials. Even though teachers can take this opportunity to develop their creativity in utilizing natural materials around them to be used as teaching materials.

Al-Mawâd al-Dirâsiyah or some call it Al-Mawâd al-Ta'lîmiyah is an important thing in a teaching and learning process, and is a factor that affects the quality of education. With the existence of Al-Mawâd al-Dirâsiyah, the roles of teachers and students in the teaching and learning process have changed. Teachers are no longer the main and only source in obtaining information about learning materials, as well as students, they can be more flexible and loose in obtaining information about learning materials, because learning materials can be obtained from various sources where students are located, such as from mass media. , textbooks, cassettes, CDs, VCDs and so on. These sources of information can be used as Al-Mawâd-al-Dirâsiyah (Abdul Hamid,2008: 69).

The learning model has a large enough share in teaching and learning activities. The ability to capture lessons by students can be influenced by choosing the right learning model, so that the learning objectives set will be achieved. There are various kinds of learning models that can be used as alternatives for teachers to make classroom learning activities effective and optimal. One of them is by using cooperative learning model.

So wisely, this paper intends to explain and describe the basic concepts of developing teaching materials with cooperative learning models in general, as well as being able to provide a stimulus in honing the creativity of teachers in compiling and developing Arabic teaching materials. So that in turn learning Arabic does not only rely on one direction or one source or learning material (one way traffic education) but many directions and learning resources (multiway traffic education) that can be used in an effort to increase the effectiveness of learning.

## **Methods**

Qualitative research, also called naturalistic inquiry, views social reality as unique from one another, so it is difficult to generalize about the whole if it is only partially based. Therefore a holistic understanding is needed. This statement is opposed by quantitative researchers with the argument that although each section has its own uniqueness, there are several characteristics that have similarities and it is possible to make generalizations. If social reality can be revealed based on sufficient research, then predictions of a social phenomenon can be made rather than just based on chance(Hardani, 2020:260). Descriptive analysis method with a quantitative approach is a method that aims to systematically and factually describe the facts and the relationship between the investigated variables by collecting data, processing, analyzing, and interpreting data in statistical hypothesis testing.

## **Result and Discussion**

### **1. Basic Concepts of Arabic Teaching Materials**

#### **1. Definition of Teaching Materials**

Teaching materials are materials or subject matter that are systematically arranged, which are used by teachers and students in the learning process (Pannen, 1996: 26). The teaching materials are very unique and specific. Unique, meaning that the teaching materials can only be used for certain audiences in a certain learning process. Specific means that the content of the teaching materials is designed in such a way only to achieve certain goals from a certain audience. The systematic way of delivery is also adjusted to the characteristics of the subjects and the characteristics of the students who use them.

The success of the learning process is determined by many factors. Teaching materials are one of the important factors in addition to the factors of educators, students, facilities, and other components. The interaction between these components is very important in achieving the learning objectives designed by the teacher. Good teaching materials will be able to motivate students to study harder and be able to develop the potential of students.

Teaching materials are all forms of materials used to assist teachers/instructors in carrying out teaching and learning activities in the classroom. The material in question can be in the form of written or unwritten material. Teaching materials can also be interpreted as information, tools or texts that are needed or used by teachers to plan and review the implementation of learning.

According to *National Centre for Competency Based Training (2007)*, Teaching materials are all forms of materials used to assist teachers or instructors in carrying out the learning process in the classroom. The material in question can be in the form of written or unwritten material (Andi Prastowo, 2012:16).

Teaching materials are a set of materials that are systematically arranged both written and unwritten so as to create an environment or atmosphere that allows students to learn (Akhmad Sudrajat, 2015), such as textbooks, handouts, student worksheets, modules and so on. Another term states that teaching materials are all forms of materials used to assist teachers or instructors in carrying out teaching and learning activities in the classroom (Ika Kurniawati, 2015).

Meanwhile, according to Andi Prastowo in his book entitled *Creative Guide to Making Innovative Teaching Materials*, it is stated that teaching materials are all materials (both information, tools, and texts) that are systematically arranged, which displays a complete figure of competencies that will be mastered by students and used in the learning process. learning with the aim of planning and reviewing the implementation of learning

Teaching materials are designed in such a way by taking into account the type, scope, sequence and treatment. The type of learning material also needs to be identified correctly. Because each type of teaching material requires different media, evaluation techniques, and methods. The depth of the material or the scope needs to be considered so that the material is not less and not more. The order of teaching materials must also be considered so that the learning process becomes coherent. In addition, the treatment of teaching materials needs to be chosen properly so that teaching materials can be identified (what materials need to be memorized,

understood, and applied) (Haryati, 2020: 10). This is necessary so that a teacher is not wrong in delivering the teaching material to students.

## 2. Elements of Teaching Materials

Teaching materials are an arrangement of materials that have been collected and come from various learning sources that are made systematically. Therefore, teaching materials contain certain elements. There are six components related to these elements:

- a. Learning instructions, this component includes instructions for educators and students. It explains how educators should teach material to students and how students should learn the material contained in these teaching materials.
- b. Competencies to be achieved, in teaching materials should include competency standards, basic competencies, and indicators of achievement of learning outcomes that must be mastered by students. Thus, it is clear the goals that must be achieved by students.
- c. Competencies to be achieved, in teaching materials should include competency standards, basic competencies, and indicators of achievement of learning outcomes that must be mastered by students. Thus, it is clear the goals that must be achieved by students.
- d. Exercises are a form of task given to students to practice their abilities after studying teaching materials. Thus, the abilities they learn will be increasingly honed and mastered maturely.
- e. Work instructions or worksheets are sheets that contain a number of procedural steps on how to carry out certain activities carried out by students related to practice or others.
- f. Evaluation is one part of the assessment process. Because, in the evaluation component there are a number of questions addressed to students to measure how far they have mastered the competences they have mastered after participating in the learning process.

## **2. The basic concepts of Cooperative Learning**

### **1. Definition of Cooperative Learning**

Basically, humans have differences, with differences that humans sharpen each other, love, nurture (to educate each other). With cooperative learning, it is expected to create interactions that are honed, compassionate, nurturing so as to create a learning community. Students are not only glued to learning from the teacher, but with fellow students as well. Cooperative learning is learning that consciously and intentionally develops mutually caring interactions to avoid offense and misunderstanding that can lead to hostility, as an exercise in living in society.

Cooperative learning is a learning model that prioritizes cooperation to achieve learning objectives. Cooperative Learning is a form of learning in which students learn and work in small groups collaboratively, whose members consist of 4 to 6 people with heterogeneous group structures (Abdul Majid, 2014: 174).

### **2. Cooperative Learning Characteristics**

In cooperative learning there are elements that are related (Anita, 2008: 37).

#### **a. Positive Interdependence**

In cooperative learning, the teacher creates an atmosphere that encourages students to feel mutual need or what is commonly referred to as positive interdependence which can be achieved through: interdependence in achieving goals, interdependence in completing tasks, interdependence of materials or resources, interdependence of roles, interdependence. present.

#### **b. Face to Face Interaction**

With this, it can force students to face each other so that they will have a dialogue. Dialogue is not only done with the teacher but with peers as well because usually students will be more flexible, it is easier to learn with peers.

#### **c. Individual Accountability**

Cooperative learning displays its form in group learning. Assessment is

shown to determine student mastery of the subject matter individually. The results of this assessment are then conveyed by the teacher to the group so that all groups know which group needs help and who can provide assistance, meaning those who can teach their friends. The group's scores must be based on the average, therefore group members must contribute to their group. In essence, what is meant by individual accountability is a group assessment based on the average mastery of all members individually.

d. Interpersonal Relationship Skills

Social skills in establishing relationships between students must be taught. Students who cannot establish interpersonal relationships will receive a warning from the teacher as well as other students.

### 3. Cooperative Learning Goals

a. Improving Academic Learning Outcomes

Although cooperative learning includes a variety of social goals, it also aims to improve student performance in academic tasks. Some experts argue that this model excels in helping students understand difficult concepts.

b. Acceptance of Diversity

Cooperative learning provides opportunities for students with different backgrounds (furuq al-fardiyah) and the conditions for working depend on each other on shared tasks.

c. Social Skill Development

Teach students cooperation and collaboration skills to interact with other friends.

### 4. Elements and Principles of Cooperative Learning

Roger and David Johnson said that not all group work can be considered cooperative learning. To achieve maximum results, there are six elements of gotong royong that must be applied in learning:

a. Positive Interdependence

The success of the group is highly dependent on the efforts of each member. In cooperative learning, the teacher creates an atmosphere that encourages

students to feel that they need each other. With this sense, they feel interdependence, which can be achieved through dependence on achieving goals, completing work, materials / resources to complete tasks, and role dependence.

b. Face to Face Interaction

The essence of this synergy is to appreciate differences, take advantage of strengths, and fill in each other's weaknesses. Face-to-face interaction requires students in groups to be able to meet face-to-face so that they can have a dialogue, not only with the teacher, but also with fellow students with face-to-face interactions that allow students to be a source of learning.

c. Individual Accountability

Although cooperative learning gives rise to its form in group learning, the assessment in order to determine the level of student assignment to a subject matter is carried out individually.

d. Interpersonal Relationship Skills

This is because cooperative learning emphasizes aspects of tolerance, polite attitude towards friends, criticizing ideas and not criticizing the person, daring to maintain logical thoughts, not dominating others, being independent and sharing other positive traits.

e. Communication Between Members

The success of a group lies in its members' willingness to listen to one another and their ability to express their opinions. Sometimes, learners are told explicitly about ways to communicate effectively, such as how to challenge other people's opinions without offending them.

f. Group Process Evaluation

Evaluation time does not need to be held every time there is group work, but can be held at intervals, after several students are involved in cooperative learning activities.



### **3. Types of Teaching Materials**

#### **1. Printed Teaching Materials**

Printed teaching materials are a number of materials prepared on paper, which can function for learning purposes or delivering information (Dayton,1985: 112). Currently printed teaching materials are still very standard teaching materials to be widely used in schools. Printed teaching materials are generally used by both teachers and students, and currently they can be produced and reproduced directly by schools using printing machines, photocopiers or duplicating machines. Facilities and means to develop printed teaching materials are now practically available in schools.

As part of the learning media, printed teaching materials have a significant contribution in the learning process. Most of the learning processes at various levels of education use printed teaching materials as the main book. One of the reasons why printed teaching materials are still the main media in the package of teaching materials in schools is because until now printed teaching materials are still the easiest media to obtain and are more standard than computer programs (Bates, 1995: 56). In addition, printed teaching materials in the form of books can generally be read and studied anywhere, such as at school, at home, and on the city bus. Reading books can also be done wherever and whenever we want to do it, whether in the morning, afternoon, evening, night or even early morning, depending on the habits of each person. Another advantage of printed teaching materials is that they do not require special and expensive tools to use them. In terms of delivery, these printed teaching materials are relatively easy, efficient, and fast and the cost is relatively cheaper than the cost of sending other types of media.

In addition to having several advantages as above, printed teaching materials are also not free from weaknesses or shortcomings. The disadvantages include not being able to present movement, the presentation of material in printed teaching materials is linear, unable to present events sequentially, it takes a lot of money to make good printed teaching materials and requires strong reading skills from the readers. Finally, the main weakness of printed teaching materials is that it is difficult

to provide guidance to readers who have difficulty understanding certain parts of the printed teaching materials and it is difficult to provide feedback for the questions they ask, especially questions that have many answers or that require complex and in-depth answers. , which are included in the category of printed teaching materials referred to in this module are as follows.

## **2. Non-Print Teaching Materials**

In recent years, various types of non-printed teaching materials for learning purposes are available in the market in increasing numbers from year to year. Among these types of non-printed teaching materials include teaching materials in the form of audio programs, display teaching materials, models, overhead transparency (OHT), videos and computer-aided teaching materials.

### **a. Display Teaching Materials**

Types of display teaching materials are somewhat different in nature and characteristics with printed and non-printed teaching materials because their contents include all written or image materials that can be displayed in class, small groups or students individually without using a projection tool. In general, this type of display teaching material is used by the teacher when he conveys information to his students in front of the class. Examples of the types of display teaching materials in this module include flipcharts, adhesives, charts, posters, maps, photos, and realia.

### **b. Overhead Transparencies (OHT)**

Overhead Transparencies (OHT) is a type of non-printed teaching material that does not include elements of movement and is usually in the form of textual images and graphics on transparent sheets that can be presented in front of the class or group using an Overhead Projector (OHP). OHT is very popular and widely used by teachers in learning programs, especially useful for a variety of group learning, and also allows students to learn independently.

### **c. Audio**

Audio programs are all systems that use radio signals directly that can be played or heard by a person or group of people. However, teachers sometimes

underestimate the contribution of sound, music, and spoken words in the learning process. Sounds, music and words can be used for hands-on teaching, especially for language teaching.

d. Video

Video and television are non-printed teaching materials that are rich in information and straightforward to be used in learning programs because they can reach students directly. In addition, videos add a new dimension to learning. Students can find pictures in the print and sound teaching materials of audio programs, but videos can provide students with moving images, in addition to accompanying sound, so that students feel like they are in the same place as the video program.

Meanwhile, what is included in the video category is everything that allows audio signals to be combined with sequential moving images. Examples of these video programs include videotapes and television broadcasts.

e. Computer Based Teaching Materials

The use of computers for learning programs continues to increase in recent years. Utilization of computers for learning programs can be directly operated by students directly or connected to other computers.

Meanwhile, computer programs for learning include various types of non-printed teaching materials that require a computer to display something for learning.

Computers used by students in the learning process are usually in the form of stand alone or terminal computers linked to the main computer. Computer networks (local, national or international) can allow students to access databases remotely. In addition, it allows them to communicate with other computer users using e-mail or computer conferencing. Information in the form of words, sounds, pictures and animations, is now available to students in the form of a CD-ROM connected to a personal computer (PC).

The results of the analysis of the literature review on the criteria for teaching Arabic as a second language, it is known that the criteria for teaching

Arabic as a good foreign language have the following specifications. First: the adjustment of language teaching materials with the principles of foreign language learning, one of the principles of foreign language learning is that the teaching materials are arranged in a linear manner. Second: based on the principle of adapting to user needs, it is necessary to select themes according to the needs of students. Third: it is necessary to consider the scope of the content of teaching materials. Arabic teaching materials need to contain the history of Islamic civilization, include a choice of vocabulary that is often used in the context of students' lives, and choose a language structure according to the ability of students, be presented in a number of meetings, and provide exercises for mastering language content and structure other ( محمد اسماعيل، 1989 : 99). Fourth: considering the synergy and integration between various aspects of study materials, teaching materials are prepared taking into account linguistic aspects, psychological aspects and educational aspects, which are no less important than linguistic aspects, also need to pay attention to the balance of quantity and quality aspects. Fifth: The level of readability of textbooks, readability is supported by the balance of presentation, repetition of vocabulary, the philosophy of life of language learners, the intensity of its appearance on the other hand. The use of new vocabulary needs to consider the gradation of the level of difficulty, and the intensity of the presentation of vocabulary in various forms and activities. To strengthen the level of readability of teaching materials, it is necessary to provide sufficient exercises to help mastery of vocabulary and sentence patterns. Both are aspects that play a big role in the reading process.

#### **4. Factors in the Development of Teaching Materials**

Teaching materials have an important role in the learning process, namely references for students and teachers, teaching materials become references that are absorbed by their contents in the learning process so that they can become knowledge, and for teachers or lecturers, teaching materials become a reference for teaching material packages that have been prepared by the ministry. However, the existence of teaching materials also opens up space for teachers or lecturers to

develop them, moreover, the relatively ever-changing educational curriculum is certainly very possible for teachers or lecturers to take part in this.

1. Content accuracy

Content accuracy is the validity or validity of the contents or the scientific truth of the contents and the alignment of the contents. The validity in question is that the teaching materials developed are not arbitrary. The contents of the teaching materials developed are based on concepts and theories that apply in the field of science and are in accordance with the development of science, so that the contents of the developed teaching materials can be justified scientifically.

2. The accuracy of the coverage

The accuracy of the coverage relates to the breadth and depth of the content or material, as well as the integrity of the concept based on the field of science. First, look at the objectives of the development of the teaching materials in question, then based on the objectives it is determined how broad, deep and intact the topic will be presented to students.

3. Digestibility of teaching materials

Digestibility of teaching materials means that teaching materials can be understood and their contents can be understood by students easily. There are six things that support the level of digestibility of teaching materials, as follows:

a. Logical presentation

This means that teaching materials are presented logically, for example starting from the general to the specific or vice versa, from the easy to the difficult, or from the core to the supporters. Thus, learners will easily understand and use teaching materials and help them to develop a systematic mindset or reasoning.

b. Coherent presentation of material

This means that teaching materials are presented systematically, not jumping around. The linkages between materials or topics are explained

carefully and then each topic is presented systematically with a strategy of presenting descriptions, examples and exercises. Consistent presentation of the content of teaching materials makes it easier for students to learn and also leads students to get used to thinking coherently.

c. Examples and illustrations for easy understanding

This means that when presenting a topic and explaining a subject, examples and illustrations are needed that can help and facilitate students' understanding.

d. Alat bantu yang memudahkan

Artinya bahan ajar perlu memiliki alat bantu yang dapat mempermudah siswa dalam mempelajari isi bahan ajar yang dikenal dengan Mnemonic Devices (alat bantu mengingat atau belajar), misalnya kotak rangkuman di setiap akhir topik, tanda-tanda dalam bahan ajar, misalnya tanda dalam melaksanakan latihan, tanda untuk menghafal mufradat, dan lain sebagainya.

e. Orderly and consistent format

This means that teaching materials need to maintain order and consistency so that they are easily recognized, remembered and studied by students, for example the color of the paper is distinguished.

f. Explanation of the relevance and benefits of teaching materials

This means that in teaching materials there needs to be an explanation of the benefits and uses of teaching materials in subject matter or lectures, so that students can see the relationship between the topics discussed in the teaching materials and other topics.

1. Language Usage

The use of language is one of the important factors in developing teaching materials. Good teaching materials are expected to motivate students to read, do their assignments, and arouse students' curiosity to continue exploring the contents of teaching materials. In line with Mahmud Kamil an-Naqah (35-34 :2002, محمد كامل النافق) that the writing of

Arabic teaching materials uses Arabic fushah, uses basic language related to mufradat, uses correct grammatical rules, and uses punctuation marks.

## 2. Appearance Or Packaging

The layout and packaging plays an important role in designing or structuring the layout of information on a printed page by considering text narratives, blank sections on a page, graphics, a clear numbering system and also images.

## 3. Illustration

This illustration also plays a role in making teaching materials interesting through a variety of appearances. Illustrations are used to clarify the message or information conveyed, while also making teaching materials more communicative, motivating and attracting students to read and study them.

## 4. The completeness of document

The teaching material package has three core components, namely the main component, the complementary component, and the learning outcome evaluation component. The main component contains information or the main topic to be conveyed to students or must be mastered. The complementary component consists of additional information or topics that are integrated with the main teaching materials, or information or topics for enriching students' insights. While the evaluation component of learning outcomes consists of a set of questions or tests or non-tests to evaluate student learning outcomes during the learning process. (Tian Belawati, 2013: 212)

## Conclusion

After passing through various concepts about teaching materials and cooperative learning methods, it can be concluded that teaching materials are materials or subject matter that are systematically arranged, which are used by teachers and students in the learning process. The teaching materials are very unique and specific. The success of the learning process is determined by many factors. Teaching materials are one of the

important factors in addition to the factors of educators, students, facilities, and other components. The interaction between these components is very important in achieving the learning objectives designed by the teacher. Good teaching materials will be able to motivate students to study harder and be able to develop the potential of students.

Cooperative learning is learning that consciously and intentionally develops mutually caring interactions to avoid offense and misunderstanding that can lead to hostility, as an exercise in living in society. Cooperative learning is a learning model that prioritizes cooperation to achieve learning objectives. Cooperative Learning is a form of learning in which students learn and work in collaborative small groups, whose members consist of 4 to 6 people with heterogeneous group structures.



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