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### The Heritage Site of the Delanggu Gunny Sack Factory as a Source of High School History Learning

<sup>1</sup> Rizki Rian Sari, <sup>2</sup> Danang Purwanto

<sup>1,2</sup> Sebelas Maret University, Surakarta, Central Java, Indonesia

Corresponding Author: **Danang Purwanto**

#### Abstract

This study aims to determine the utilization of the Delanggu sack factory Heritage Site as a source of historical learning with a CTL (Contextual Teaching and Learning) approach. This research uses a descriptive qualitative research method. Sources of data were obtained through a literature review. This study uses a contextual approach. The heritage site of the Delanggu Gunny Sack Factory can be used as a source for learning history. With a contextual approach or CTL can

design history learning to be more meaningful and not dull. The Delanggu Gunny sack factory can be a source of history learning in the Indonesian History material for class XI semester 1, namely in Competencies 3.3, 3.5, and 3.7. The Delanggu gunny sack factory can not only be used as a source of history learning but also as a reinforcement of local history materials, especially in the Klaten area.

**Keywords:** Delanggu Gunny Sack Factory, History Learning, CTL Approach

#### 1. Introduction

During the reign of the Dutch colonial government in Indonesia, there were several changes in the political system. The system changes include; a) a conservative political system of 1830-1870, b) a liberal colonial political system of 1870-1900, and c) an ethical colonial political system. The first is conservative colonial politics carried out during the forced cultivation period. The colonial government controlled political, legal, and economic problems. After a liberal colonial political system replaced conservative politics, the state only played a role in law and social order matters. Economic problems are run by the private sector, encouraging the growth of various private companies in Indonesia. The third political policy is the ethical colonial political system. In this system, Indonesia is an area that must be developed through three basic principles: education, population movement, and irrigation (Kartodirjo & Suryo. 1991: 3; Poesponegoro *et al.*, 1993: 37) <sup>[6, 12]</sup>.

One of the essential political systems in Indonesia's history is the liberal colonial political system between 1870-1900. At that time, many European investors entered the Dutch East Indies together. The emergence of the Agrarian Law (Agrarische Wet) in 1870 caused many foreign entrepreneurs (ondernemers) to run plantations and participate in enlivening the plantation economic market. The Dutch East Indies government previously controlled the economic market. With the issuance of the agrarian law, many private plantations have sprung up in Indonesia, especially in Java and Sumatra. Plantation companies were opened by foreign private parties in the Dutch East Indies. The plantation company's opening impacts the absorption of indigenous labor (Afgani, Husain. 2018: 25).

In the late 19th to early 20th centuries, sugarcane and tobacco were the most widely grown crops in the Vorstenlanden area. In the early 20th century, the Klaten and Sragen areas became agricultural and plantation production centers. Klaten is located between Surakarta and Yogyakarta. Klaten has fertile land, so it is used as a productive area with the establishment of several sugar factories. One of the sugar factories that was established was in the Delanggu area. In 1830 the Dutch East Indies region experienced a period of malaise which caused the economy to deteriorate. It had an impact on sugar production, which was developing at that time. This crisis caused the Delanggu sugar factory to be closed and converted into a Goni sack factory in 1934 (Fitrianto, 2017:3-4) <sup>[2]</sup>.

Currently, the Delanggu Gunny Sack Factory is no longer operating. The Delanggu Gunny Sack Factory is a historical heritage site with a long history in the course of Dutch colonial history in Indonesia, especially in the Delanggu area and its surroundings. So that the surrounding community does not forget the history that surrounds it, the existence of the Guni Delanggu sack factory site can be used as a source of learning in History subjects. The existence of the Gunny sack factory in Delanggu is one of the impacts of the arrival of Europeans in Indonesia, namely the Dutch. History learning will be more

meaningful if it uses historical sources around it. The contextual approach is a learning model teachers can use to make learning activities more meaningful.

The CTL will increase students' understanding of history by utilizing the Gunny Delanggu sack factory site as a learning resource. With an understanding of the surrounding history, it is hoped that the participants' critical thinking skills towards history subjects will increase. Therefore, this paper will discuss "Utilization of the Gunny Sack Factory Site as a Source of History Learning with a Contextual Approach." In this paper, we will describe the history of the heritage site of the Delanggu Gunny Sack Factory and how to use the heritage site of the Delanggu Sack Factory as a source of learning history with a contextual approach.

## 2. Methodology

This study uses qualitative research methods. Moleong (2010) <sup>[9]</sup> stated that the descriptive research method used data in words, pictures, and not numbers. Strauss and Corbin in Nugrahani (2014) <sup>[10]</sup> state that qualitative research examines behavior, history, community life, social movements, organizational functionalization, and kinship relationships. This study's data sources were obtained through literature reviews, journals, books, theses, and relevant scientific articles. This research uses contextual learning theory based on John Dewey's thinking. Kadir (2013: 19) <sup>[5]</sup> states that the contextual model as a learning concept holds that children will learn better in a scientifically created environment. The learning process will be more meaningful if the child "works" and "experiences" what he/she learns, so it is not just "knowing it."

According to Rusman (2012: 193) <sup>[13]</sup>, in a contextual approach, knowledge is compiled minor by little by humans, and then the results are disseminated in a limited context. Johnson in Usman (2017:401) <sup>[17]</sup> states that contextual learning in a learning system can connect the academic field with the context of everyday life. In this case, contextual learning connects the heritage site of the Delanggu sack factory with history learning. This study uses data analysis consisting of data reduction, data display, and conclusion. Data reduction is in the form of selecting and sorting which data are essential for further analysis at the data display stage. After that, the data is presented in the form of a brief description and then concluded (Sugiyono, 2015) <sup>[16]</sup>.

## 3. Findings

### *History of Delanggu Gunny Sack Factory Heritage Site*

The Delanggu Sack Factory is located in Klaten Regency, Central Java. Delanggu is an area that is suitable for agriculture and plantations because it has fertile soil. At the end of the 19th century, Delanggu was a village included in the Surakarta Residency. Until 1896 Delanggu developed into an onder-district and even a Delanggu district which consisted of Delanggu, Wonosari, Nrenden and Kebongede districts (Ikaningtyas, 2013: 176) <sup>[3]</sup>. Delanggu District, after independence, became a sub-district under Klaten Regency. Delanggu consists of 16 villages, namely Tlobong, Sidomulyo, Kepanjen, Needan, Delanggu, Gatak, Krecek, Segaran, Sabrang, Sribit, Karang, Banaran, Bawon, Jetis Mendak and Hamlet. Delanggu has a very strategic location, as evidenced by the construction of five stations in Srowot, Prambanan, Ceper, Klaten, and Delanggu. The station makes it easier and shortens industrial production's

transportation time to the Semarang port.

The Delanggu Gunny Sack Factory was previously a sugar factory. At the beginning of the 20th century, sugar became a rising product in the international market. Therefore, sugar factories were built, and sugar cane was planted in almost all agricultural areas of Klaten, one of which was Delanggu. Sugarcane plantations in Delanggu produce a high enough yield to be supplied to the Klaten area. At that time, Delanggu did not yet have a sugar factory to process sugar cane; in 1917, the Delanggu Sugar factory was built. However, in 1930 there was an economic depression in the world. The depression resulted in the colonial government experiencing heavy losses due to the decline in sugar prices and excess sugar production. As a sugar producer in the Dutch East Indies, Delanggu felt the consequences. In 1933 the Delanggu sugar factory went bankrupt and closed (Fitrianto, 2017:8) <sup>[2]</sup>.

The Delanggu sugar factory was closed, and the government converted it into a gunny sack factory. Likewise, the sugarcane plantation land became abandoned, and then in 1934, the land was used by the government to cultivate rosella plants. Rosella plant is the primary material for making gunny sacks. In the Klaten area, several areas became rosella plantations, including Juwiring, Polanharjo, Wonosari, Jatinom, Karangnom, Prambanan, Manjung, Delanggu, Tulung and Gayamprit. Among these areas, Delanggu is the most profitable area. In 1938 Delanggu produced gunny sacks which were ready to be marketed. The gunny sacks are for packaging coffee, sugar, tobacco, rice, and palm oil. Delanggu gunny sack production until the 1950s reached 5,545,000 pieces per year. However, in the 1960s, after the September 30 Movement, 1965, the production of gunny decreased to 2,160,000 sacks per year. The factor which caused the production of gunny sacks to experience a decline was that there were no production activities in 1966-1967, named after the September 30 gear (Ikaningtyas, 2013:179) <sup>[3]</sup>.

The production of Delanggu gunny sacks was supplied to the plantation factories in the Surakarta Residency area, such as Gondang Winangun, Ceper, Modjo, Kalibagor Tasikmadu, and Colomadu sugar factories. In addition to the sugar factory, the tobacco drying warehouse, now the Perkebunan Nusantara X, is located in Kebonarun Gayamprit, and Wedi also uses gunny for packaging cigar tobacco for export. The Delanggu gunny sack factory also produces gunny sacks to produce agricultural products. The area of the gunny sack factory in Delanggu is around 17.7 ha, consisting of a building installation that was used as the basis for company machines of approximately 4.5 ha, and the remaining 13.2 ha was used for administrative offices and staff housing which is still in the same complex as the factory installation building area (Wahyudi, 2001: 127) <sup>[18]</sup>.

Delanggu has adequate ecology and fertile soil because it contains volcanic material. As a fertile area, Delanggu is very suitable for growing plantations and crops. With this adequate area, the Dutch colonial government made Delanggu one of the plantation areas. The decision caused the majority of the population of Delanggu to earn a living as farmers and laborers.

In the cotton and rosella plantations in the Delanggu gunny sack factory area, there are 6,765 freelance workers out of 82,000 workers in seven plantations owned by *Badan Tekstil Negara* (BTN/State Textile Agency)

**Table 1:** Number of workers based on BTN environmental groups

S. No	Level	Type of Labor	Amount
1	I	Monthly Workers	3.000
2	II	Daily Workers	12.000
3	III	Permanent contract workers	12.000
4	IV	Casual daily workers	6.000
5	V	Freelancer	6.000
6	VI	Land tenant workers	6.000
7	VII	Cotton spinner within natural wage	10.000
8	VIII	Cotton spinner with a cash wage	11.000
9	IX	Cotton waste spinner	11.000
10	X	Private weavers (unknown number)	-
		Jumlah	82.000

Source: Ministry of Information Archives, No. 46:15, quoted in Nurwicaksono. 2012:47

In early 1943 the Delanggu gunny sack factory was taken over by the Japanese government. The defeat of the Dutch against Japan caused the entire territory of the Dutch East Indies to fall into Japanese hands. During the Japanese government, in addition to gunny sacks to wrap sugar and rice, they were also used as clothing materials. People are forced to use it as a clothing material because clothing is an expensive item. During the Japanese occupation, the orientation of plantations in Klaten changed the cultivation of crops. Land for export crops is reduced, and the land is used for rice farming. It aimed to supply the food needs of the Japanese soldiers who were at war at that time. This situation causes the production of gunny sacks to decrease because the land for rosella is replaced with rice. After Indonesia's independence, foreign companies were nationalized by the Indonesian government to fill the country's economic void. Bureaucratic and administratively, the Delanggu gunny sack factory is part of the Maatschappij Mirandole Veote plantation company in Semarang and is headquartered in Amsterdam, the Netherlands. Because the roselle cultivation plantations and the gunny sack factory are located in the Klaten area, they are managed by the Klaten branch of Mirandole Veote, better known as KCM (Klatenske Cultuur Maatschappij). Most of the roselle cultivation plantations are located in Delanggu and its surroundings.

In 1946 *Serikat Buruh Seluruh Indonesia* (SOBSI/the All-Indonesian Labor Union) was formed. SOBSI is the largest labor organization and has branches throughout Indonesia and almost all industrial sectors, one of which is in Delanggu, namely *Sarekat Buruh Perkebunan Republik Indonesia* (SARBUPRI/ Plantation Workers Union of the Republic of Indonesia) and *Barisan Tani Indonesia* (BTI/Indonesian Farmers Front). The workers demanded that the government immediately nationalize Dutch companies operating in Indonesia. The demand triggered the workers' movement through revolutionary action.

The background of the Delanggu Gunny Sack Factory Labor movement is complex. The Delanggu gunny sack factory takeover from the Dutch East Indies government to the Indonesian government did not change the bureaucracy for the better. It creates a social gap between the administrative and field staff groups. Workers in Delanggu are divided into administrative groups and field workers. The administrative group working in the office or monthly employees are middle-low employees consisting of work supervisors (foremen) and plant supervisor heads.

Meanwhile, field workers consist of daily workers, permanent daily workers, casual wholesalers, and land

tenant workers. Administrative staff and field employees have very striking differences in facilities. This significant difference caused the field workers to feel dissatisfied, resulting in accusations of corruption being charged against the administrative staff. With this gap, the economic condition of field workers is unfortunate.

The difference in salary between administrative workers and field workers is very different. The difference in salary between field and administrative workers is 1:10. On average, field workers only receive Rp. 1.5-2 per day and a rice coupon of 200 grams which must be bought for Rp. 1.5 per kg. While the salary of workers who work outside the plantation (administration) is Rp. 10 to Rp. 15 (Ministry of Information Archives No. 242:1 quoted in Nurwicaksono. 2012 48-49). According to Wahyudi (2001:41)<sup>[18]</sup>, there is a gap in facilities between the first group and the second group. In a meeting of the SOBSI management on June 24, 1948, it was stated that first-class employees received official housing, dressed well, rode cars, and rode shiny Raleigh bicycles. In contrast to group number two, they can only wear gunny sacks. Labor organizations that are members of Sarbupri encourage the thinking of workers in Delanggu to be more advanced. The workers went on strike movements and demonstrated to get their fortunes fixed. Because the demands were not met, SOBSI ordered around 15,000 gunny sack factory workers to sue the government. From a political viewpoint, after Indonesia's independence, August 17, 1945, became a moment to break away from the bonds of all the people and all plantation workers. The largest labor organization was formed, SOBSI (All Indonesian Labor Union). SOBSI has branches in almost all industrial sectors and is spread throughout Indonesia. One of the branches is SARBUPRI and BTI in Delanggu. The workers' demands for orders to immediately nationalize Dutch companies still operating in Indonesia were carried out with various revolutionary actions. The Gunny Delanggu sack factory was then taken over by the Indonesian government, which was then handled by the State Plantation Company (PNP) XVII, led by Ir. Suwanto. An administrator, Gondowijoyo held the highest authority in the Delanggu sack factory.

#### ***Utilization of the Delanggu Sack Factory Heritage Site as a History Learning Resource Using the CTL Approach***

According to Sardiman (2012: 210)<sup>[15]</sup>, learning history can develop student activities exploring various events. History learning is then understood and internalized into various existing values so that behind events can be used as examples in attitude and action. According to Widja (1989), in Mailina *et al.* (2017:33)<sup>[8]</sup>, learning history studies a series of events in human life in the classroom given by the teacher to students. In history learning activities, there is a process of internalizing knowledge, values, and skills that are arranged during the learning process. Historical material contains the meaning of every event humans make and affects human change. History learning aims to understand and know what happened in the past and make life guidelines for the present and the future.

Wasino (2007)<sup>[19]</sup> states that in history learning, most only emphasize the development of the structure and concept of the occurrence of events. The use of learning methods by less varied teachers causes historical learning to be considered only as a sequence of events. Therefore, an understanding of the nature behind historical events is

poorly understood by students. According to Mailina *et al.* (2017: 33)<sup>[8]</sup>, high school students mostly think history subjects are boring. The teaching methods teachers use are not varied, causing boredom for students. The knowledge transfer model through a teacher center is replaced with a student center. Teachers must be able to provide opportunities for students to form groups or discussion groups, conduct field studies, or gain their knowledge so that learning is more meaningful. The historical learning model suitable for application is the contextual model or CTL.

The contextual approach can be an alternative in the history learning process. History learning so far has been oriented to materials that students must memorize. In the contextual approach, students construct their knowledge. Transfer of knowledge from memorizing to interpreting knowledge. CTL is a learning model that connects the material presented with the actual state of students. CTL encourages students to be able to construct or build their knowledge. With the CTL approach, it is hoped that students can carry out daily life as part of family and community members. Contextual in history learning has a particular purpose of shaping the character and identity of students as part of the nation. After studying history, students are expected to have a sense of pride in and love for their homeland through historical events that occur in the environment around students. Today, in history, what remains are traces of historical events. Traces of these events can be used as a source of learning.

According to Sanjaya (2010), learning resources is the most important thing. Historical resources serve to arouse interest, motivate students and encourage participation. History learning resources can come from anywhere. Adequate and optimal historical learning resources can be realized by utilizing what is around students. It aims to strengthen students' understanding of local history. Evidence or historical heritage of the occurrence of an event can be used as a source of learning, such as heritage sites. History teachers can use cultural heritage sites for learning activities. One of the heritage sites that can be used for history learning is the Delanggu Gunny Sack Factory. The Delanggu gunny sack factory is a legacy of the Dutch East Indies government. Historical learning based on heritage sites can be done using a Contextual Teaching and Learning (CTL) model. This approach tries to connect the subject matter with the student's experiences. With the CTL approach by utilizing the Delanggu Gunny Sack Factory site, it is hoped that students will find it easier to learn about the historical relics still around us.

### 1. The Heritage Site of the Gunny Gunny Sack Factory as a Learning Source.

The Delanggu Gunny Sack Factory Heritage site can be used as a source for learning Indonesian history for class XI, semester 1. The site is included in the material on "The Development of Colonialism and European Imperialism, the Japanese Colonial Period in Indonesia and the Proclamation of Indonesian Independence." Each is described in the Basic Competencies as follows:

- a. Competency 3.3: Analyzing the impact of politics, culture, social, economy, and education during the European colonial period (Portuguese, Spanish, Dutch, English) on the life of the Indonesian people today.

- b. Competency 3.5: Analyzing the nature of the Japanese occupation and the response of the Indonesian people. After the Dutch occupation of Indonesia was taken over by Japan, in early 1943, the Japanese government took over the gunny sack company. In Japanese times, gunny sacks were used to wrap sugar, rice, and clothing. In Japanese times, clothing was an expensive item. The Japanese government issued a regulation regarding the registration of gunny sacks, namely the prohibition on selling, buying, or moving them. The regulation states that if a person owns more than ten gunny sacks, he is obliged to report and register with the government, along with information on the gunny sacks. This policy shows that the gunny sack in the Japanese period was precious.

During the Japanese occupation, the nature of cultivation changed from plantation crops to crops. The cash crops changed to rice plants which aimed to supply the food needs of the Japanese army, which was at that time fighting against the Allies. The policy caused the production of gunny sacks to decrease because the land for rosella was replaced with rice plants. During the Japanese period, the Delanggu gunny sack industry did not progress because the Japanese occupation focused on rice crops.

- c. Competency 3.7: Analyzing the event of the proclamation of independence and its meaning for the social, cultural, economic, political, and educational life of the Indonesian nation. Indonesia's independence proclaimed on August 17, 1945, has meaning in the socio-economic field. After the end of Japanese rule, power was taken over by the Indonesian government. In the socio-economic field, foreign companies were taken over by Indonesia through nationalization. The purpose of nationalization is to fill the void in the country's economy. Between 1945 and the end of 1950 was an effort to nationalize all fields by the Indonesian government. There was also pressure to nationalize the rosella company and the gunny sack factory in Delanggu. The workers initiated a movement to immediately encourage the government to nationalize Dutch companies still operating in Indonesia. However, after the Indonesian government took over the Delanggu gunny sack factory, it was not followed by good bureaucratic changes. There is a social gap between plantation workers, factory workers, and administrative staff.

### 2. CTL Approach in Learning History of the Delanggu Gunny Sack Factory Heritage Site.

In history learning, the most crucial thing is attracting students' interest to be enthusiastic in participating in learning. Thus, the teacher must carry out the learning process with a suitable method and according to the context so that students are interested in the material presented. So far, the subject of history is considered a tedious and less exciting lesson. Therefore, a history teacher must minimize the pure lecture knowledge transfer model and provide discussion opportunities for students, conduct searches or discoveries, conduct field studies, or through other activities to broaden students' horizons. One learning approach suitable for history learning is CTL or Contextual Teaching and Learning (Darini, 2011: 2; Usman, 2017)<sup>[1,17]</sup>.



The CTL (Contextual Teaching and Learning) approach is a learning model that helps teachers by emphasizing the concept of linking learning materials to the actual situation of students. CTL learning encourages students to relate the theory received in class with its application in everyday life. The CTL method makes learning outcomes easier to accept because students carry out activities or experience them directly and not only get theoretical knowledge from the teacher. Contextual learning is a comprehensive educational process aiming to motivate students. In the learning process, students can understand the meaning and subject matter by relating the material to the context of their daily lives (Sanjaya 2006:255) <sup>[14]</sup>.

Johnson (2007:65) <sup>[4]</sup> suggests several components of the CTL learning model, which are as follows: a) making meaningful relationships, b) doing meaningful work, c) doing self-regulated learning, d) working together, e) thinking critically and creatively, f) achieve high standards, g) help individuals to grow and develop, and h) use

authentic judgment. Meanwhile, according to Sanjaya (2003:264), Contextual Teaching and Learning has components that form the basis of the principles of implementing the learning process using the CTL approach, including Constructivism (Constructivism), Learning Community (learning community), Inquiry (Finding), Modeling (modeling), Reflection (reflection), Questioning (ask), Authentic assessment (actual assessment).

The CTL model emphasizes the learning process that involves students being able to find material based on experiences that are found directly. In CTL learning, students are required to be able to capture the relationship between learning at school and real life. Students can relate the material they get to real life. Through the experience gained by students, the material learned will imprint on the mind so that they will remember it for a long time. With the CTL model, the teacher expects students to understand and interpret the material being studied, apply it, and color their behavior in everyday life (Kesuma, 2007: 59).

**Table 2:** Syntax in the Contextual Teaching and Learning (CTL) model

S. No	Phase	Teacher's Behavior	Activity
1	Carry out inquiry activities for all topics	The teacher presents events or events that arouse students' curiosity.	The teacher presents material about the Delanggu jute sack factory
2	Develop curiosity	The teacher gives questions based on the events/topics presented (starting with the question "why" so that students can think critically)	Why was there a Gunny sack factory in the Delanggu area? Why is it not operating anymore?
3	Creating study groups	The teacher guides students to study in groups and cooperate with their group friends in exchanging experiences and sharing ideas	Students work with their groups to find knowledge from the questions that the teacher has given
4	Presenting the model	The teacher displays learning examples so students can think, work, and learn.	Presenting a picture of the heritage site for the Delanggu jute sack factory, which is currently still available
5	Doing reflection	The teacher concludes the learning material, analyzes learning benefits and follows up on the learning activities.	Reflect on the material learned about the history of the Delanggu jute sack factory and relate it to current conditions
6	Do a real assessment	Teachers measure the ability and knowledge of students' skills through product assessments and relevant and contextual tasks.	Working on evaluation questions and making a paper on "how is the role of the Delanggu jute sack factory on the economic welfare of the surrounding community?"

#### 4. Conclusion

The Delanggu Gunny Sack Factory was previously a sugar factory. At the beginning of the 20th century, sugar became a rising product in the international market. In the 1930s, there was an economic depression in the world. It resulted in the colonial government experiencing significant losses due to the decline in sugar prices and the overproduction of sugar. As a sugar producer in the Dutch East Indies, Delanggu felt the consequences. In 1933 the Delanggu sugar factory went bankrupt and finally closed. The Delanggu sugar factory was closed, and the government converted it into a gunny sack factory.

The heritage site of the Delanggu Gunny Sack Factory can be used as a source for learning history. A contextual approach or CTL can make history learning more meaningful and not dull. The Goni Delanggu sack factory can be a source of history learning in the Indonesian History material for class XI semester 1, namely in Basic Competencies (KD) 3.3, 3.5, and 3.7. The Delanggu gunny sack factory can not only be used as a source of history learning but also as a reinforcement of local history materials, especially in the Klaten area. By studying the history around, it is hoped that students will interpret historical events and reflect on them for life now and in the future.

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