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BIOGRAPHIC VALUES OF H. ABDUL AZIS AS A SOURCE OF LEARNING IPS

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ABSTRACT

The purpose of the research is to explain the biography and describe the values of the biography of H. Abdul Azis. Next, describe the efforts to make the values of the biography of H. Abdul Azis as a source of social studies learning. The research uses historical methods, with heuristics, criticism, interpretation and historiography stages. Collecting oral sources, written sources and sources of past relics, then critiqued and interpreted to produce historical writings. The results showed that Abdul Aziz was born in Telaga Silaba Village, Hulu Sungai Utara, December 31, 1936. He graduated from SMPN Part A Amuntai, Hulu Sungai Utara (HSU). He served as Mantri Pamong in the 1950s, then Camat of Sungai Turak (1962), Panggang Lake (1965) and Paringin (1968). Head of the Regional Secretariat Government Division to the Chairman of the Regional Legislative Council II HSU (1968-1978). Barito Kuala Regent for two periods 1978-1983 and 1978-1983. Died in Banjarmasin, January 13, 1987. H. Abdul Azis had the values of discipline, hard work, responsibility and social care that supported him, so he was successful as a government official and managed to raise a family. The values from the biography of H. Abdul Azis can be used as a source of social studies learning by integrating them in the syllabus and lesson plans for IPS for SMP/MTs Class IX. The conclusion of the study is that from the biography of H. Abdul azis, there are four main biographical values, namely the value of discipline, hard work, responsibility and social care that can be used as sources for social studies learning.

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PRELIMINARY

One of the figures of development fighters in South Kalimantan who can be imitated is H. Abdul Azis. The reason for giving the title of development fighter is that what H. Abdul Azis did while serving in the government, contained value for others and not solely for self-interest. The struggle of H. Abdul Azis rests on the wisdom of the past, stands on the present and looks to the future and emphasizes the sacrifice of the nation. The biography of H. Abdul Azis is synonymous with sincere workers. He has work spirit, enthusiasm, interest, dedication to the task, effective teamwork, availability to discuss in solving problems. struggle, human character capable of being oriented to the interests of others, wider scope (society), nation, and state. H. Abdul Azis has a spirit of sincere devotion, never gives up, endures suffering, prioritizes the state & nation. Then become resilience to face challenges/obstacles and be consistent in commitments, goals and ideals.

He has biographical values that can inspire students. Abdul Azis is only a graduate of the Junior High School, namely SMPN Part A Amuntai in Hulu Sungai Utara (HSU) Regency. Even though he only has a low level of education, Abdul Azis can appear as a bureaucrat and head of a successful family.

This study tries to identify the values of the biography of H. Abdul Aziz on the grounds that research on the values of the biography of H. Abdul Aziz has never been studied before. Then with this research, it is hoped that the values derived from the biography of H. Abdul Aziz can be used as an example for the next generation as well as a source of social studies learning, at Junior High Schools (SMP)/Madrasah Tsanawiyah (MTS) in the Barito Kuala Regency in particular and South Kalimantan. generally.

RESEARCH METHODS

The method used in this research is the historical method (historical research). This method is a systematic structured method, which is used in critically examining historical sources which indicates that the historical method has structured stages or steps. This research was conducted through four stages of research methods, namely heuristics, criticism, interpretation, and historiography.

RESEARCH RESULTS AND DISCUSSION

A. Biography of H. Abdul Aziz

Abdul Azis was born in Telaga Silaba Village, Hulu Sungai Utara Regency, on December 31, 1936 (Taufikurahman, 2006: 42). Administratively, in 2020 Telaga Silaba

Village is included in the South Amuntai District, North Hulu Sungai Regency, South Kalimantan Province. The surrounding villages include Simpang Empat Village, Simpang Tiga Village, Telaga Hanyar, Telaga Sari, Teluk Baru, Teluk Paring, Teluk Sari, to Ujung Murung Village (BPS Kabupaten Hulu Sungai Utara, 2010: 5).

He was born with the first name, Asmuni. Abdul Azis parents named KH. Asnawi. Azis is the son of a scholar (religious teacher) who has many wives. As figures, to strengthen their position and influence, one of them is to have many wives, so they automatically have many relatives. Grandmother (wife of KH Asnawi) was the first wife of cleric KH Asnawi. Unfortunately, Azis' eldest son, Edy Sukarma, has no record of his grandmother's name. Because he has many wives, it is natural to have many sons and daughters. Abdul Azis also has several half-brothers, half-brothers, eight other mothers. Among them are Johaniansyah, Sabariah, Asrani, Ita, Simin, Aspi and Asmiansyah (Taufikurahman, 2006: 43).

Azis studied at SR Muara Jumba, which is within walking distance of Telaga Selaba which is about 5 kilometers away. Jumba is a village located in South Amuntai District, North Hulu Sungai Regency, South Kalimantan Province. Jumba village now has 4 RT administrative areas. The lush green village adds to the cool air and the comfortable atmosphere further increasing the charm of this village. This means that every day Azis has to walk 10 kilometers to and from school. Then he continued his education at Amuntai Middle School. After graduating, he really wanted to continue to high school, but unfortunately, his father didn't allow him because there was no money (Taufikurahman, 2006: 44).

Azis' educational experience as a child who could not continue until higher education, became a motivation for Azis, so that it would not happen in the future. Especially not to let it happen again to their children. That's why Azis really cares about the education (school) of his sons and daughters. Aziz often expressed this to their children. "It's enough that I have a low education, you have to be highly educated and really go to school. The issue of costs is for my father to think about it," said Azis as expressed by his daughter, Kamariatul Herlina (Interview with Kamariatul Herlina, 15 November 2019).

Abdul Azis' career journey began as a temporary employee at the Hulu Sungai Utara District Government and a few years later he was appointed as a civil servant as a government administration staff in the 1950s. Furthermore, Abdul Azis was promoted to Mantri Pamong in Sungai Turak District. Turak River is one of the areas in North Amuntai District, North Hulu Sungai Regency, now. H. Abdul Azis after serving as Mantri Pamong was then trusted to occupy the position of the Turak River Sub-district Head. Then he was moved to the District of Lake Panggang and then to the District of Paringin, also as the sub-district head.



Figure 4.1. H. Abdul Azis while serving as sub-district head in the Amuntai region in the 1970s. Source: Repro Big Family of H. Abdul Azis, 15 November 2019.

Thanks to his good achievements during his tenure as sub-district head in Sungai Turak, Lake Panggang and Paringin, Abdul Azis was pulled into the regional secretariat and trusted to serve as Head of the HSU District Administration. Two years served as HSU regional/regional secretary, then Abdul Azis was elected as chairman of the HSU Regency DPRD.

After pursuing a political career as the Chairman of the Hulu Sungai Utara DPRD, Azis then stepped his political ladder at the top by becoming the Regent of Barito Kuala Regency. Azis served for two terms, namely the first period from November 6, 1978 to November 5, 1983. Then the second period, November 5, 1983 to January 15, 1987.

B. Biographical Values of H. Abdul Aziz as Social Studies Learning Resources

Education on the values of life as an integral part of educational activities in general is a conscious and planned effort to help students recognize, realize, appreciate, and live up to the values that should be used as a guide for attitudes and behavior as human beings in individual and social life. Values education will make students grow into individuals who know manners, have a taste for art, literature, and beauty in general, are able to respect themselves and others, are respectful of the nobility of human dignity, have moral and spiritual taste. (Kosasih, 2015:2-3)

Learning resources are all sources in the form of data, people, and certain forms that can be used by students in learning. This does not limit it should be separately or vice versa, even a combination of both. The most important thing in this aspect is that it can make it easier for students to achieve learning goals or achieve certain competencies. (Shaharuddin, 2020:33)

H. Abdul Azis has a lot of experience and a distinctive leadership style. As a result, Azis was able to divide his time and attention so that his leadership in these two areas was quite successful. This experience and leadership style is translated into four main values owned by Azis, namely the values of discipline, hard work, responsibility and social care which can be used as social studies learning resources. The explanation of the values of H. Abdul Azis is as follows:

1. Discipline Value

Discipline, namely habits and actions that are consistent with all forms of applicable rules or regulations. Discipline arises from within the soul because of the urge to obey the order. In terms of discipline is a condition that is created and formed through the process of a series of behaviors that show the values of obedience, loyalty, order and or order, because these values have helped in the individual, then the attitude or action taken is no longer felt. as a burden, on the contrary it will become a burden if you do not do something that has been determined (Priyodarminto, 1994: 69). So, it can be understood that discipline is an order, namely obedience or obedience to rules and regulations and so on. Discipline means obeying (obeying) the order.(Azwar, 2016)

The discipline value of Abdul Azis as head of government at the sub-district level is seen in his performance. Azis served as sub-district head in three different sub-districts, namely Sungai Turak Amuntai Utara sub-district in 1962, Danau Panggang sub-district in 1965 and Paringin sub-district in 1968. He always carried out work according to targets and finished on time.

For the sake of continuing his work, he has never taken his leave since serving as sub-district head. Azis is also not a person who likes recreation or travels for entertainment. Therefore, Azis and his family were very rarely recreational at that time. However, it's not that Azis doesn't like the relaxed atmosphere or things that make him enjoy. However, at that time the conditions pushed Azis to prioritize work so that it was completed on time. Azis prioritizes the future of his children.

Azis also places great emphasis on discipline in professional matters, in addition to family matters. For example, when he served as Regent of Barito Kuala, he was allocated an official car, however, due to road conditions in Marabahan that were not possible and he used more water transportation, the car was parked in Banjarmasin. By Eddy Sukarma (eldest son) the car is often used for sightseeing. Well, after the father found out he was very

angry with Eddy. Azis said, it is better to park the car rather than use it for other purposes other than official matters.

Azis' discipline was also recognized by Kamariatul Herlina, the sixth child of H. Abdul Aziz. The father places great emphasis on the education of his children. The two sentences Herlina hears most often from her father are study hard and improve achievement. Azis is not an angry person, especially to his children. However, when it comes to education, Aziz can be a terrible person. For example, Kamariatul Herlina used to be lazy to do homework. After being advised several times and told by his father to do homework and read books at home, he ignored me. Her father was angry because Herlina was not disciplined. Herlina was frightened by her father's reddened eyes and glared at him. The next day Herlina started diligently doing her homework and studying with her classmates at home.

2. Hard Work Value

Hard work, namely behavior that shows serious efforts (struggling to the last drop of blood) in completing various tasks, problems, work, and others as well as possible. People who have the value of hard work always try to carry out plans accurately and precisely. (Baroroh, 2012)

Azis' hard work began to take shape from a young age. While attending the People's School, Azis was always motivated to go through his schooling, so he had to work hard to complete his education. Although the school is located in Muara Jumba (South Amuntai) it must be reached on foot from Telaga Selaba Village which is about 5 kilometers away. Every day Azis has to walk 10 kilometers to and from school. However, it did not dampen his enthusiasm for school.

According to Hj Elita Khadijah, his hard work was seen when his father was appointed Regent. She was newly married, so she lived with her husband or followed her husband and separated from his father. Because of his hard work, Azis has often received certificates and awards from the local government so that he has always gained achievements since serving as the Sub-district of Sungai Turak Amuntai Utara in 1962, Sub-district of Danau Panggang in 1965 and Camat of Paringin in 1968. Behind his hardworking figure, Azis is a firm figure, can be said to be grumpy for those who like to disobey. Be it his subordinates or his own children.

Since becoming the sub-district head to serving as Regent of Batola, Azis has been very protective of the good name of his family and institutions as well as the area where he works. Erlita said, as an example, her father always worked hard and struggled to give the

best for his job and profession. The goal is to get an award that will make him and the area he lead proud.

3. Value of Responsibility

Responsibility, namely the behavior and attitude of a person in carrying out his obligations and duties, both concerning himself, socially, society, nation, state, and religion. (Rahayu, 2016) Because of Azis' educational experience as a child who could not continue until higher education, it is Azis's responsibility, so that it doesn't happen in the future. Especially not to let it happen again to their children. That's why Azis is very responsible for the education (school) of his sons and daughters. Aziz often expressed this to their children.

Abdul Azis is a parent who is very caring and has a big responsibility for the education and future of his children. Therefore, after his death, all of his children have permanent jobs, thanks to his encouragement and advice. Except for the youngest child, Elin (Herlina), who was still in college at that time. Azis said, "if I live, my wealth will run out, but if the knowledge of kadada runs out."

During his tenure as Sub-District Head of Sungai Turak Amuntai Utara in 1962, Sub-district of Danau Panggang in 1965 and Sub-District of Paringin in 1968, Azis was also a respected figure because of his great responsibility towards the community he led. Although his education is low, he only graduated from junior high school, but he excels and is able to carry out his duties and responsibilities as a civil servant. After serving as Camat Paringin, his determination to advance the region is very high. It was proven when he served as the Paringin District Head, Azis received an award as an Exemplary District Head. This achievement is a continuation of his previous achievements while serving in the Lake Panggang area, Azis also received an award as an Exemplary Camat as an appreciation of his great responsibility in community development.

4. Social Care Value

Social care, namely attitudes and actions that reflect concern for others and the community who need it. (Sari, 2016) Azis is an official who has a high social awareness value. The figure of Azis, during his tenure as District Head of Paringin, was known for his social care. But on the other hand, it is accompanied by discipline, courage and firmness in leading. When you are emotional, it is difficult to contain your anger. But Azis is not a grumpy figure. He has a high concern for the people in his area. While serving as the Paringin sub-district head, Azis had participated in an operation to catch thieves (thieves). Incidentally, the Camat Officer was equipped with a gun. When the thief was caught, Aziz

was the first to slap the thief. Azis was very angry because the peace of his citizens was disturbed by the actions of the thief.

C. Integration of Values from the Biography of H. Abdul Azis as Social Studies Learning Resources

1. Integration of Values in Class IX syllabus and lesson plans for IPS

According to Majid (2005:38) the notion of a syllabus is a learning design, with the essence of a plan in a particular subject, then at a certain level and in certain classes. The syllabus is the result of the selection of grouping activities, then sorting, as well as the presentation of curriculum material which is prepared based on certain considerations, including the characteristics and needs of the area concerned.(Sagala, 2013)

Middle school syllabus for class IX SMP can be used as a consideration in describing and internalizing the values of Abdul Azis' biography. The material relevant to inserting the values of Abdul Azis' biography in this syllabus is the material "Changes and continuity of Indonesian society during the New Order" and "Knowing the figures from the early days of independence to reformation".

Based on the 2013 (2019 Revision) curriculum syllabus for grade IX junior high school, the values of Abdul Azis' biography can be inserted in the "Change and Continuity of Indonesian Society during the New Order" and "Knowing Figures from the Early Independence to Reformation Period". In addition to being inserted into the syllabus, the biographical values of H. Abdul Azis can also be described in the Lesson Plan (RPP) in the 2013 Junior High School curriculum. Learning Implementation Plan (RPP) is a plan that describes the procedures and organization of learning to achieve a basic competency set out in the content standards and described in the syllabus.

There are various benefits that can be obtained from the elaboration of biographical values to students, namely students as the younger generation so that they can imitate every existing value. In instilling the values of Abdul Azis' biography to students, the inclusion approach is an approach that emphasizes the inculcation of social values in students. According to Koesoema (2011: 193) character education in schools is defined as understanding, caring, and implementing virtue (practice of virtue). Therefore, education in schools refers to the process of inculcating values, in the form of understanding, procedures for caring for, and living values, as well as how students have the opportunity to be able to practice these values in real terms.

These biographical values can also be used as an alternative to instilling the values of the nation's character which has recently faded away. However, the biographical values that have been described in the syllabus and Learning Implementation Plan (RPP) will not be useful if there is no specific delivery from the social studies subject teacher. There is also a need for the participation of school principals and the government to further introduce local historical values to students so that these values can always be used as a foothold to instill morals for the next generation of the nation.

To realize cultural education and national character, new subjects do not need to be created, but simply integrated into learning in each subject. One effective way is by compiling a syllabus and lesson plans by inserting values in the context of everyday life. So that the values and characters that are developed in students will have a real impact in the lives of themselves, society, nation, and humanity that are firmly embedded. (Fatimah, 2013:3)

Abdul Azis biography values such as the value of discipline, hard work, responsibility and social care. The values of Abdul Azis' biography can later be imitated and applied to social life by the younger generation, especially in Barito Kuala Regency and in general in the South Kalimantan region.

For the younger generation, following the biography of Abdul Azis, it is the basic capital for the nation's generation to understand the meaning and significance of biographical values. Values are essentially a number of principles that are considered valuable and valuable. Therefore, the indicators developed in the social studies learning syllabus for junior high schools must show an explicit mention of indicators that describe the inculcation of values in learning. In other words, almost all developed indicators show the dominance of cognitive aspects in social studies learning. From the lesson plans prepared by social studies teachers, the inculcation of values in learning needs to be explicitly included in the learning indicators. In learning materials, it is also necessary to show the development of values in social studies learning.

To provide character education, learning materials for Banjar society and culture are not adequate so that students are not provided with adequate knowledge about Banjar society and culture which results in students not being proficient in their social life, and even tending to be uprooted from their cultural roots. So that the achievement of character education can be maximized, character education should contain Banjar cultural values that have the carrying capacity in achieving the goals of character education, and are constructive and contributive. Banjar society and culture are powerful as a source of

character education so that students are capable of living in social life as members of the community (local), citizens of Indonesia (national), and part of the world community (global). (Abbas, 2014:378)

The objectives of social studies learning according to Deni Damayanti (2014: 123-124) are:

1. Students are able to have awareness and concern for the community or the environment, through an understanding of the historical and cultural values of the community.
2. Students are able to know and understand basic concepts and are able to use methods adapted from the social sciences which can then be used to solve social problems.
3. Students are able to use models and thought processes and make decisions to resolve issues and problems that develop in society.
4. Students are able to pay attention to social issues and problems, and are able to make critical analysis, then able to take appropriate action.
5. Students are able to develop various potentials so that they are able to build themselves in order to survive which is then responsible for building society.

CONCLUSION

First, the biography of Abdul Azis whose small name is Asmuni, is a graduate of the First Level Secondary School, namely SMPN Part A Amuntai in Hulu Sungai Utara Regency (HSU). Even though he only has a low level of education, Abdul Azis can appear as a bureaucrat and head of a successful family. After serving as Mantri Pamong in the 1950s, H. Abdul Aziz continuously also served as sub-district head in three different sub-districts, namely Sungai Turak Amuntai Utara sub-district in 1962, Danau Panggang sub-district in 1965 and Paringin sub-district in 1968. H. Abdul Azis' next career is the Head of the Government Section of the Regional Secretariat of HSU (1969). He served two years as the Regional Secretary of the HSU Region (1971-1975), then Abdul Azis was elected chairman of the HSU Regency DPRD (1975-1980). Then Abdul Azis was elected as Regent of Barito Kuala for two periods 1978-1983 and 1978-1983. Apart from being a successful bureaucrat, on the other hand, Azis is also the head of the family (father) who is quite successful in providing education and role models for his children. Two of his five sons and daughters succeeded in following in his footsteps as Regent and Mayor to Deputy Governor of South Kalimantan Province.

Second, in carrying out his activities as an official and head of the family, H. Abdul Azis has noble values that should be followed. This experience can be translated into four main

values owned by Azis, namely the values of discipline, hard work, responsibility and social care. These values are very useful for the younger generation to contribute to regional progress. In addition, these values are very useful in family life. The biographical values from the biography of H. Abdul Aziz are expected to be a source of social studies learning in schools in the Barito Kuala area in particular and South Kalimantan in general.

Third, the integration of biographical values from the biography of H. Abdul Aziz as a source of social studies learning, namely in the syllabus and lesson plans for IPS class IX. The values of this biography appear implicitly in the teaching and learning process scenario and explicitly in the assessment. In the classroom teaching scenario, the teachers have tried to vary the teaching method with discussion, observation, and role playing.

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