

## **Implementation of Leadership Value of Rudy Resnawan as a Learning Resources on Social Studies**

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### ***Abstrak***

Pembelajaran IPS di Sekolah Menengah Pertama (SMP) dan Madrasah Tsanawiyah (MTs) Kalimantan Selatan belum menggunakan sumber biografi pemimpin lokal. Padahal, banyak nilai-nilai edukatif yang dapat digali dari biografi tokoh Kalimantan Selatan diantaranya Rudy Resnawan. Tujuan penelitian ini bertujuan mendeskripsikan biografi Rudy Resnawan dengan mengkaji nilai-nilai kepemimpinannya sebagai Walikota Banjarbaru dan Wakil Gubernur Kalimantan Selatan masing-masing dua kali berturut-turut. Penelitian menggunakan pendekatan kualitatif dengan metode deskriptif. Pengumpulan data dilakukan dengan observasi, wawancara, dan dokumentasi. Pengujian Keabsahan data melalui triangulasi sumber dan teknik, perpanjangan pengamatan, serta *member check*. Hasil penelitian menunjukkan bahwa nilai kepemimpinan Rudy Resnawan berupa religius, cinta tanah air, disiplin, tanggung jawab, inovatif, komunikatif, dan rendah hati. Nilai-nilai kepemimpinan tersebut dapat dijadikan sebagai sumber pembelajaran IPS sesuai materi pelajaran IPS di SMP dan MT di Kalimantan Selatan.

**Kata Kunci:** Biografi, Nilai Kepemimpinan, dan Sumber Pembelajaran.

### ***Abstract***

Social studies learning in junior high schools (SMP) and Madrasah Tsanawiyah (MTs) in South Kalimantan have not used the biographical sources of local leaders. Many educative values can be extracted from the biographies of South Kalimantan figures including Rudy Resnawan. The purpose of this study is aimed at describing the biography of Rudy Resnawan by examining the values of his leadership as the Mayor of Banjarbaru and Deputy Governor of South Kalimantan every two times in a row. The study uses a qualitative approach with descriptive methods. Data collection is done through observation, interviews, and documentation. Testing the validity of the data through triangulation of sources and techniques, the extension of observation, and member check. The results showed that the value of Rudy Resnawan's leadership in the form of religious, patriotism, discipline, responsible, innovative, communicative, and humble. These leadership values can be used as a source of social studies learning following social studies subject matter in junior high schools and MT in South Kalimantan.

**Keywords:** Biography, Leadership Values, and Learning Resources.

### **PRELIMINARY**

Education is an aspect that functions to improve human resources. Until now education continues to be renovated from all aspects. This is certainly not separated from the behavior of individuals who are influenced by education (Uno, 2008). The development of the era not only has positive impacts, but also negative impacts, reflected through the behavior of students who begin to disrespect others, racists, brawls, drug use, and sexual harassment (Zubaedi, 2013, 2015). Education has a significant job in the life of the network when all is said in done, through

the educating and learning procedure of both formal and casual establishments. The setting of formal training in schools is seen from the instructing and learning process and can understand instructive objectives. Assemble and build up the nature of residents both forever now and later on. Besides, instructive exercises are additionally identified with the presence of an educational program that is the core of training (Handy, 2015). It can be said that current students are experiencing moral degradation. Moral degradation can be interpreted as a phenomenon of decline or decline in the character or morality of a person.

This problem needs to be given a solution, especially in the education process. A good education process gives pieces of knowledge in the form of sources used as examples of life through one's biographical figure. The biography of Rudy Resnawan is one alternative to form students as citizens who function well when in society. With this research in line with the objectives of social studies. Learning resources related to biography are difficult to obtain in learning, due to the lack of references that write biographies of local leaders. The large number of students who do not know the figures of their leaders are triggered by the difficulty of obtaining such information.

IPS (Social Studies) is expected to be able to guide students in socializing with others. Social studies education has a responsibility to assist students in developing cognitive, psychomotor, and effective to form a good nation and be able to participate in the local, national, and global scope (Mutiani, 2017). Social Sciences as subjects designed based on phenomena and social reality with various branches of social science that are allied and humanities. One source of learning that can be utilized is biography excavation (Handy & Fatimah, 2020; Subiyakto et al., 2020).

Like the research conducted by Subiyakto (2015) titled "*Sheikh Muhammad Arsyad Al-Banjari: Efforts and Teachings of Character Values in Social Sciences Education*". The results of this study discuss the findings of 10 values derived from the life history of Muhammad Arsyad that can be integrated and useful for social studies learning or social studies education in general. The ten-character values are: 1) Religious; 2) Discipline, 3) Hard work 4) Creative; 5) Curiosity, 6) Nationalism; 7) Love the motherland, 8) Appreciate achievements 9) Care for the environment; and 10) Responsibilities. In contrast to this research, this article focuses on the leadership value of Rudy Resnawan when he was the Mayor of Banjarbaru period (2000-2005), and (2005-2010) and when he occupied the Deputy Governor of South Kalimantan period (2010-2015).

## **RESEARCH METHODS**

The qualitative approach is used in research to obtain in-depth information, and be able to describe all findings obtained in the field relating to the biography of Rudy Resnawan to be able to express the facts, objects, activities, and processes of the interrelation of their natural environment as it is. This study uses a type of biographical research, which describes the family background, behavior, career journey, education, organization, and kinship.

The subjects of this research are people who are close to him, ranging from biological families, government employees, colleagues, Banjarbaru people, and academics. The research was conducted in his private home on STM Loktabat Banjarbaru Street, South Kalimantan Regional Secretary Office, and at SMPN 6 Banjarmasin. The data collection technique is by observing events, or activities taken from real life in physical conditions, and social activities. Interviews were conducted with people who knew Rudy Resnawan's information to obtain more in-depth information. Documentation was conducted to prove the truth of the results of observations and interviews through photographs, books, and awards and LKPI. Reduction, presentation of data (display), and conclusions (verification) is a systematic technical analysis of data. Test the validity of the data by triangulating sources, techniques, lengthening observations, and member checks.

## **RESULTS AND DISCUSSION**

Biography is a review of an influential figure who has died or is still alive, with the selection of a particular topic and focus called a biography (Abbas, 2013a, 2013b; Abbas, 2020; Abbas et al., 2018). The biography of Rudy Resnawan begins by describing the family background. Rudy Resnawan was born on February 12, 1961 in Amuntai. The figure who is fondly called Rudy was born from the pair Abdulaziz and Barniah. Rudy Resnawan is the third of 6 siblings 1 brother Rudy Resnawan has died, so the remaining 5 siblings are Eddy Sukarna, Ellyta Hadijah, Rudy Resnawan, Bambang Hariyadi, Karimatul Herlina. Resnawan has 4 descendants: Lingga Surya Kusuma, Ardella Divandhika, Trisdiya Resnawan, Luna Yamila Leandra, and has a wife named deceased Rosdiawati, S. Sos.

Leadership value is a tool used by someone to influence others in achieving goals. The value of leadership does not just appear, but the value grows in individuals through the learning process and habituation starting from the family, community, and school environment. As for the values that are so attached to the community one of them is the value of leadership. This value serves as a controller of the course of a common goal. Therefore, this value planting is very important to be applied. Leadership values are exemplary values that excel in life.

Based on Rudy Resnawan's biography, the value of his leadership began to be instilled early on in the bureaucrat's family environment. Then proceed with his education level who graduated from APDN, coupled with his career in government. The value of his leadership does not doubt by looking at the achievements that he has gained so far. Being the first and youngest mayor in Banjarbaru, as well as being a leader who won the election for 4 times in a row. Outstanding achievements and experience. The leadership period of Rudy Resnawan used a situational leadership style that gave birth to several values, namely: religious, disciplined, humble, to be responsible, love the motherland, and be innovative.

Rudy Resnawan's ability to carry out his performance is very exemplary, a very sharp intuition makes Rudy have the feeling of the policy being applied. Able to place and position the right policies and attitudes in dealing with various kind person and obstacles, Nadjmi said (Friday, September 20, 2019). Banjarbaru Mayor Nadjmi Adhani who continued Rudy Resnawan's leadership felt the programs, facilities, and infrastructure that had been pioneered by Rudy Resnawan and continued the development of Banjarbaru City. This is consistent with the opinion of the Deputy Mayor of Banjarbaru:

In my opinion, Rudy Resnawan is a leader who has the foremost thinking, for example, the legacy of the government when he was the mayor of the southern ring road was so magnificent, not to mention the public infrastructure such as parks, lights, sidewalks that during his reign he was intensively built. Very innovative, what people have not thought, he was able to predict and start pioneering as early as possible, Jaya said (Friday, September 20, 2019).

Become a figure of regional leader, especially with heterogeneous community structures in race, ethnicity, religion, and language. Rudy Resnawan proved that he was able to go through it, and made a motivation that having heterogeneous people is a characteristic of the regions that uphold Bhineka Tunggal Ika. This is one of the riches owned by South Kalimantan. Reflecting on this, Rudy's ability to be able to choose policies, read opportunities, and carry out his mandate as well as possible for the prosperity, prosperity, and advancement of the region and society, is one of the things that people admire about his ability, below is one of the proofs of performance from work hard and perseverance that he got (Abbas, 2002).

Many things in this life several things can be used as a source of social studies learning, such as Traditional Values, Culture, Local Wisdom of Communities, to interactions social, to the environment, so as a whole the source of learning must function as an intermediary to deliver materials to facilitate the achievement of learning objectives, with focusing to the biography from a local leader, like Rudy Resnawan (Syaharuddin & Mutiani, 2020). Learning resources have many types divided into 2, namely: learning resources that are used and learning

resources that are designed (Abbas, 2016; Mulyasa, 2013; Warsita, 2008). Rudy Resnawan's biography can be used as a source of learning because it meets the criteria of learning resources. The results of the interview with Akhmad Munaya Rahman, M.Pd as a Lecturer of FKIP ULM said:

Learning resources are all things that can be used and support learning, especially in the classroom. Following this research, the learning resources used are included in the category of learning resources of people. So it has met the qualifications of learning resources by analyzing KI, KD, and social studies material that is suitable for teaching.

Rudy Resnawan's biography can be used as a social studies learning resource to support learning innovation by providing local learning resources and outside textbooks. This refers to the purpose of IPS to shape students into good citizens, by emulating the values of a leader figure. The use of leadership values through the biography of local leaders as a source of social studies learning has had a positive impact on the development of learning in the classroom, as evidenced by the motivation of students to participate in learning actively, seriously, increasing their curiosity, enthusiasm, and motivated students wanting to become a regional leader. The results of an interview with a social studies teacher at SMPN 6 Banjarmasin named M. Hafid Noor Halim, M.Pd revealed that:

The use of locally-based learning resources helps students to see contextual examples, not only that I hope that the use of Rudy Resnawan's Biography as a Social Studies Learning Source will be a tool for students to make role models and morals to fortify students to behave poorly. Besides, it makes students motivated to become the next generation who will lead the area.

**Table 1. Conformity Value of the Social Studies Material**

No	Score	Theory	Contextual
1	Religious	<ul style="list-style-type: none"> <li>Plurality</li> </ul>	<ul style="list-style-type: none"> <li>By linking to Rudy Resnawan's biography when he was a leader, he did not discriminate among religious people, respecting each other and respecting them, close to the scholars, and realizing that being a leader has a heavy responsibility in the hereafter.</li> </ul>
2	Love the motherland	<ul style="list-style-type: none"> <li>The emergence of a movement organization and the growth of a national spirit</li> </ul>	<ul style="list-style-type: none"> <li>Being a leader is one way to show the love of the motherland, because it has the aim to advance and defend the region, such as Biography Rudy Resnawan who can become a regional leader for 4 periods.</li> </ul>

3	Communicative	<ul style="list-style-type: none"> <li>● Social interactions:</li> <li>● The effect of social interaction (social mobility) on social culture</li> <li>● Plurality</li> <li>● Conflict and integration</li> </ul>	<ul style="list-style-type: none"> <li>● Become a capable leader communicate and interact with his subordinates, the people well.</li> <li>● Establish cooperation between the contractor, investors for the progress of South Kalimantan.</li> <li>● The ability to lobby with entrepreneurs, the community.</li> <li>● Establish communication without distinguishing anyone, especially South Kalimantan's heterogeneous population.</li> </ul>
4	Discipline	<ul style="list-style-type: none"> <li>● The effect of social interaction (social mobility) on social culture</li> <li>● Plurality</li> <li>● Conflict and integration</li> <li>● Social institutions</li> </ul>	<ul style="list-style-type: none"> <li>● Arrive on time according to the invitation time.</li> <li>● Give a warning to those who are late.</li> <li>● To be a fair leader regardless of community background.</li> <li>● His firmness became one of the efforts in maintaining the unity and integrity of the community to avoid division.</li> </ul>
5	Humble	<ul style="list-style-type: none"> <li>● Social institutions</li> <li>● Human Resources</li> </ul>	<ul style="list-style-type: none"> <li>● Humility and easy to get along with anyone.</li> <li>● Willing to gather, discuss, and visit the community.</li> <li>● Humility is our identity in South Kalimantan as the people of Indonesia.</li> </ul>
6	To be responsible	<ul style="list-style-type: none"> <li>● Conflict and Integration</li> </ul>	<ul style="list-style-type: none"> <li>● Willing to go to the field directly if there are problems that can not be solved by his subordinates.</li> <li>● Maintaining the mandate of the community, proven to win the regional head elections for 4 times in a row.</li> </ul>
7	Innovative	<ul style="list-style-type: none"> <li>● Economic activities related to the development of science and technology</li> <li>● The role of entrepreneurship in developing the Indonesian economy</li> <li>● Develop a creative economy based on the potential of the region to improve people's welfare</li> </ul>	<ul style="list-style-type: none"> <li>● Paying attention and supporting creative economic activities through government assistance, product advertising.</li> <li>● Introducing local products through social media.</li> <li>● Organizing activities to promote local products through the UMKM exhibition (Micro, Small, Medium Enterprises).</li> <li>● The effort to restore the South Kalimantan nickname as a</li> </ul>

(Source: Data processed, 2019)

Based on the syllabus analysis, the IPS Learning Resource Biography was implemented in VIII G class at SMPN 6 Banjarmasin on Social Mobility material, by compiling analyzing KI, KD, and material in IPS K13 textbooks, RPP as a teaching guide in class.

The implementation is carried out by first asking students to observe videos and photos of Rudy Resnawan. This aims to open students' insights into understanding social mobility material and to motivate students to study more actively to have high ideals and study hard to achieve them. The second activity is asking. Learners are asked to discuss with the group making one question. When students discuss, the teacher goes around and controls the discussion process of each group and invites students to ask questions about the assignments. After the question has been made, each group representative comes forward to write the questions the results of their respective group discussions, almost all students scramble to write down questions, this is one proof of the enthusiasm of students in participating in learning.

**Picture 1. The Process of the Activities of the Implementation of Leadership Value Rudy Resnawan in Social Studies Learning at SMPN 6 Banjarmasin**



(Source: Personal Documents, 2019)

The third is gathering information, the students discuss again with members to look for answers based on questions that researchers have selected, from the student social studies handbook, as well as from photos and videos that researchers show. The fourth is associating. Researchers invite students to discuss the formulation of questions that have been shared by researchers. By discussing, students are asked to analyze, identify data or information that has been formulated. Students are asked to discuss with groups to conclude answers to questions that have been formulated by each group. The last is communicating. One group representative comes forward to present their work. The task of other groups is to evaluate, clarify, and asking questions or suggestions. After that students and researchers took the questions. The usefulness of using this learning resource creates a learning process in the classroom achieved following

the goals of social studies that are powerful, and meaningful. This learning resource is one of the ways to bring up learning innovations, which are not only focused on textbooks, but by utilizing characters as contextual material (Mutiani, 2019; Syaharuddin, 2018; Syaharuddin et al., 2018).

The learning process runs smoothly and can bring up student motivation because of high curiosity, this indirectly makes it easier for students to understand the material, by bringing up examples from the environment of students (Syaharuddin, 2018; Syaharuddin et al., 2018). One of the ways that can attract and increase student interest in learning in class to create student's more active role in the learning process, critical thinking, not boring, with the hope of optimally increasing learning outcomes. Apart from that, the use of this learning resource as well as to introduce students to local leaders in South Kalimantan.

## **CONCLUSION**

The value of Rudy Resnawan's leadership is reflected in his attitude, religious, disciplined, communicative, responsible, loving the motherland, and humble. These values are relevant implemented as a source of social studies learning that is on social mobility material in Class VII. The implementation of social studies learning is done by first dividing students into three groups, listening to videos and photos of South Kalimantan Deputy Governor displayed by researchers, making questions according to videos and photos have shown, each group discussing answers to questions, and finally presenting the results of the discussion of the answers to each question following the learning objectives. Through the implementation of Rudy Resnawan's leadership values as a learning source of social studies, can attract and increase students' interest in learning in class to create a student's more active role in the learning process. The use of learning resources is also useful for introducing students to local leaders in South Kalimantan so that it can be used as role models to protect from impact negative development era.

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