

**INTERNALIZATION STRUGGLE VALUES BRIGADIER GENERAL HAJI HASSAN  
BASRY AGAINST ACTIVITIES IN SCHOOLS**

**Al Hidayatullah**

alh24032015@gmail.com

Social Studies Department, FKIP Lambung Mangkurat University

**Heru Puji Winarso**

herupuji@ulm.ac.id

Social Studies Department, FKIP Lambung Mangkurat University

***Abstract***

Penelitian ini adalah mengetahui tentang nilai kejuangan Brigjend Haji Hassan Basry pada Periode Revolusi Fisik di Kalimantan Selatan dan relevansi nilai-nilai Kejuangan ke dalam aktivitas di sekolah sebagai sumber belajar IPS. Rumusan masalah pada penelitian ini, biografi Brigjend Haji Hassan Basry, nilai kejuangan Brigjend Haji Hassan Basry pada Revolusi Fisik serta relevansi nilai-nilai tersebut didalam aktivitas sebagai sumber belajar IPS. Penelitian ini bertujuan untuk mengetahui biografi Brigjend Haji Hassan Basry, mengetahui nilai-nilai kejuangan Brigjend Haji Hassan Basry pada revolusi fisik dan mengetahui relevansi dalam aktivitas sebagai sumber belajar. Penelitian ini adalah penelitian kualitatif deskriptif dengan subyek penelitian keluarga, guru mata pelajaran IPS, akademisi/sejarahwan dan tokoh seperjuangan. Penelitian ini menggunakan teknik pengumpulan data dengan tahapan 1) Wawancara. 2) Observasi. 3) Dokumentasi. Hasil penelitian ini menunjukkan bahwa Perjuangan merupakan salah satu nilai yang ada pada seorang pahlawan, seorang pahlawan rela berkorban demi bebas dari penjajah dan penindasan Belanda. Brigjend Haji Hassan Basry adalah salah satu tokoh revolusi fisik Kalimantan Selatan. Penelitian ini menggali nilai-nilai kejuangan Brigjend Haji Hassan Basry, sebagai kajian relevansi melalui aktivitas di sekolah.

**Keywords:** Brigadier General Hassan Basry, values, activities in school.

**PRELIMINARY**

Brigadier General Haji Hassan Basry struggle and other fighters in South Kalimantan is always a troublesome defense the Netherlands during the peak position successfully proclaimed South Kalimantan as part of the Republic of Indonesia known as the Proclamation of May 17, 1949 (Basry, 2003).

Many learners are values that can take on the struggle Brigadier General Haji Hassan Basry, such as the value of a bold leader, Brigadier General Haji Hassan Basry struggle that maintain the independence of the Dutch troop's interference with very persistent and contained struggle values and spirit of nationality. There is also the value of unity and oneness in which Hassan Basry form a force to maintain and carry out strategies in attacks on Dutch soldiers. These values are very important struggle implanted on the learner. The national spirit of oneself does not come by itself but is influenced by various factors including the nature and character of the nation as well as habituation in everyday life. Along with the introduction of "Character Education" today is the role of educators become more apparent in the formation of character

and disposition of learners, so expect all these efforts can be an antidote to the negative influences posse emerging in the news lately. With the value of the national spirit among students, they are expected to run in the learning ideally interesting because not only develop cognitive aspects but also should emphasize the development process of affective learners. The national spirit can be seen on the small things that can be raised and developed in self-learners, for example, keeping the environment clean classrooms and schools. It indicates the learner to act for the common good and keep the disease from the trash.

Learning about historical events in schools not only provide knowledge to students, but it contributes to better awareness of historical events, both in the position as a member of society and citizens, as well as strengthen the national spirit. Therefore, it is important for social studies teachers to maintain their presence in developing learners to study Social Studies (IPS). Wineburg (2008: 16) considered during these historical events presented in less school for learners. Learners are encouraged to study the origins of the other areas but do not understand the origins of their own areas. A further problem that also exists today is the lack of national consciousness possessed by the learners. Heroic values, values of nationalism, the value of patriotism also values local knowledge itself is not understood. As for the basis of these statements, the lack of learners who know the figure of Brigadier General Haji Hassan Basry the existing national hero in his area. The expectation now is learners understand the values struggle which was passed on by Brigadier General Haji Hassan Basry and no less important are the values of local wisdom in the environment. Therefore, teachers can use this opportunity to teach students about the values struggle Brigadier General Haji Hassan Basry On Physical Revolution in South Kalimantan as a Learning Resource. Lack of learners who know the figure of Brigadier General Haji Hassan Basry the existing national hero in his area. The expectation now is learners understand the values struggle which was passed on by Brigadier General Haji Hassan Basry and no less important are the values of local wisdom in the environment. Therefore, teachers can use this opportunity to teach students about the values struggle Brigadier General Haji Hassan Basry On Physical Revolution in South Kalimantan as a Learning Resource. Lack of learners who know the figure of Brigadier General Haji Hassan Basry the existing national hero in his area. The expectation now is learners understand the values struggle which was passed on by Brigadier General Haji Hassan Basry and no less important are the values of local wisdom in the environment. Therefore, teachers can use this opportunity to teach students about the values

struggle Brigadier General Haji Hassan Basry On Physical Revolution in South Kalimantan as a Learning Resource.

The struggle for independence there was much value struggle contained therein. The values contained in the Physical Revolution in South Kalimantan, namely: value leadership, the value of discipline, the value of hard work, bold values, religious values, the value of responsibility, the value of the national spirit and love of the homeland as well as social care and responsibility (MONE, 2010). Based on the results of interviews with some of the learners, researchers found that many children do not know how to fight Brigadier General Haji Hassan Basry on the Physical Revolution South Kalimantan.

There is at least 18 value in learning that can be imparted to learners among others religious, honest, morale, discipline, responsibility, hard work and love of the country. Social Studies is a subject that deals with history that means being able to describe to students about events in the past. Each event has a history of relationships with one another. In other words, learn the IPS can give learners an overview of the national and local events (MONE, 2010).

Education desired by the community is the usual educational process to maintain and improve the harmony of life in human relationships. To realize the ideals, education needs the help of Social Studies (IPS) to guide the teacher, in this case, the educator to train the learners so that they can have a habit of living in harmony, friendly, familiar peers and community good. Social Studies focuses his studies the social relations and the process of assisting the development of capabilities in the relationship. Knowledge, skills and attitudes are developed. Through this study aimed to achieve harmony and harmony in society (Ressa, 2014: 4).

Learning in school examines the social values that have a strategic function against the formation of the character of the nation. Social Studies Learning is expected to provide moral superiority and hard-working character and strong religious insight through values struggle a hero. Thus, students are able to achieve excellence mastery of knowledge and skills in the field of study or subjects studied, especially social studies. They do not merely know or know what it is social studies, but they also know and understand and can use their knowledge and practice for the benefit of themselves and society in general. Social learning can form a human can balance science with the character that will give birth to generations of smart intellectually and emotionally intelligent conscience which is owned by.

Based on this background, the focus of the research is to explore the relevance of Values Struggle Brigadier General Haji Hasan Basry in Activity in Schools.

## **THEORETICAL REVIEW**

### **Definition of Value**

Value is a belief that makes people act on the basis of his choice, as an expert on personality psychology, Mulyana states that the value occurs in the psychological area called confidence. Confidence is the highest psychological territory from other regions such as desires, motives, attitudes, desires, and needs. Meanwhile, according to Horton and Hunt in 1987 in his book (Bagong & Narwoko, 2007: 55) value is the idea of what an experience it means or does not mean. Value is essentially directed behavior and consideration of a person, but he does not judge whether a certain value wrong or right (Mulyana, 2004).

Said value struggle levied against an abstract conception, belief, ideology and the driving force that causes people to fight, fight, contest and competed, making it useful for him to win (Suhady and Sinaga, 2006: 56).

### **Characteristic Biography**

The biography tells of a well-known figure who has died or is still alive (Abbas, 2013; Mutiani, 2019), Can be about certain things with a focus on topics or subjects? That contains a person's life from birth to death. However, the biography is a record of a person's life, though very micro level, to be part of a larger mosaic. So The biography is written about a person's life story of the characters, but they were written by other people who know the life story of these characters or because the characters tell the story of her life directly to the author. Biography analyze and explain the events in one's life (Kuntowijoyo, 2003).

## **RESEARCH METHODS**

### **Research subjects**

The research subject is the subject intended to be studied by researchers. Subjects were used as a research or the focal point of a researcher. In this study, the research subjects are historians who know about the physical revolts in South Kalimantan, families concerned and comrade, and educators in terms of school learning as a source of learners.

### **Research design**

In this study, so that targeted and systematic implementation then prepared stages of research.

Preparation: a) Determine the location of the study. b). Designing the research instrument as a data collector that includes an interview form. c). Observations to school (study site), this is done to obtain information from the school and the location of research on research licensing. The information that researchers can, for example; know about the value of struggle any relevant and irrelevant. d). To an agreement with the informant about his willingness to serve as a resource person, while to know relevance the researchers interviewed or request a social studies teacher data.

The implementation stage; a) Researchers directly into the field b). Researchers interviewed sources, from where researchers will find information on Brigadier General Haji Hassan Basry. c). In doing so the researchers also asked the speaker of the first to alert anyone that can be used as informants.

#### Preparation Phase Research Report

At this stage, researchers compiled a final report of the study is based on data obtained during the implementation phase. The expected result is obtained Biography of Brigadier General Haji Hassan Basry and the values struggle he had in the Physical Revolution in South Kalimantan and how relevance values struggle Brigadier General Haji Hassan Basry in school activities, as well as a source of social studies, learning.

### **INSTRUMENT RESEARCH**

A research instrument is an invaluable tool for researchers in collecting data. The previous issue is the equipment or facilities used by researchers to collect data so that the job easier and the results better, in the sense that a more thorough, complete and systematic, so easy to be processed. The instruments used by researchers, in this case, are the principal instruments and supporting instruments. The principal instrument is the man himself while supporting instrument is observation and interview guides (Suharsimi, 2005).

### **DATA COLLECTION TECHNIQUE**

The research method is the variety of ways the researchers used in collecting the data research ". The way the question is the interview, observation, and documentation (Suharsimi, 2005).

### **TECHNICAL DATA ANALYSIS**

The data analysis can be done through the steps, as follows: 1) data reduction, 2) display/presentation of data, 3) conclusion.

- 1) Data reduction, which is a process improvement or reduction of data less relevant data. Meyederhanakan data "rough" that appears in the record notes during the study.
- 2) Presentation of data, the process of understanding the meaning of a set of data that has been presented. With the presentation of data, researchers know and understand what is happening and can take action in accordance with the understanding of data presentation.
- 3) In conclusion, the process of formulating the meaning of the results expressed in a short sentence, solid, and easy to understand. Conclusions were also verified during the study to test the truth (Miles, Mathew B., Tjetjep Rohendi Rohidi, Mulyarto, & Huberman, A. Michael, 1992).

### **TECHNICAL DATA VALIDITY INVESTIGATOR**

Triangulation in testing this credibility be interpreted as checking data from various sources with source triangulation, triangulation data collection techniques, and triangulation of time (Prof. Dr. Sugiyono, 2013),

- 1) Triangulation is to test the credibility of the source of the data is done by checking the data that has been obtained through a variety of sources.
- 2) Triangulation of data collection techniques to test the credibility of the data is done by checking the data to the same source with different techniques.
- 3) Triangulation is the time of the data collected by the interview in the morning when the resource is still fresh, not much of a problem will provide more valid data so that more credible.

In this study using triangulation techniques source and method triangulation technique. The source triangulation technique is also called triangulation data. This method directs the researcher to be in collecting data, it must use a variety of data sources available vary. That is, the same or similar data, the truth will be more stable when excavated from several different data sources. For triangulation source or triangulations, data can be obtained from the sources (human) different position, triangulation source can also get information from data sources of different types of certain resource persons, on the condition of the location, of the activity that describes the behavior of people or citizens, or from sources such as notes or records and documents containing records relating to the intended data researchers. This method triangulation technique is done by a researcher by collecting similar data but using a technique or

method of data collection (HB Sutopo, 2006). Here the emphasis is the use of different data collection methods, even more clearly the effort leads to the same data source to test the stability of the information.

## **RESULTS AND DISCUSSION**

### **Relevance Values Brigadier General Haji Hassan Basry Struggle towards Activities in School**

Based on research results struggle Brigiend values Haji Hassan Basry in school activities as a source of social studies can be described below:

#### **Values Religious**

The values are closely associated with the Almighty God is a religious value. Slim (Ahmad Thontowi, 2005) Word is the religious basis of religion derived from the English "religion" as a form of a noun that means the religion or belief of the existence of something more great force that on a human. Religious derived from the word "religious" meaning religious nature inherent in a person. Ahmad Thontowi (2005) of religious values is a form of the human relationship with the creator through religious teachings that have been internalized in a person and is reflected in the attitudes and behavior every day. Based on the results of this value is already contained in basic competence Curriculum 2013, which includes adherence to the command of God Almighty, in social studies, learning can be loaded into a learning plan like before starting to learn greetings and prayer. As said Gatot teachers of SMP Negeri 6 Banjarmasin (Interview, Tuesday, April 3, 2018).

"In a study about to begin studying if we should do preliminary greetings and pray first, by praying we invite students to learn that will start to be more meaningful".

Religious values can be seen by students in learning activities, such as always to get used to reciting prayers before learning. It shows the religious values instilled in teacher for students.

The religious values that now appear in another meaning, which no longer makes a religious symbol to fight the invaders, which is like the attitude of the younger generation of today who were loyal to his religion, to respect the teachers, the attitude of children who *supan* polite to people older than himself, economic and cultural aspects especially in education.

### **Values Disciplines**

Based on the research results, the value of discipline in learning can be implemented in learning, which is a teacher to assign work to their students. Here the teachers practiced so that students disciplined in doing the task, as well as students arrive on time to avoid punishment from the teacher. As explained by Ati Social Studies teachers (Interview, Thursday, April 5, 2018).

### **Values Responsible**

Responsibility at the lowest level is the ability to perform the duties because of encouragement from him. Based on the research results, the value of this research is the responsibility of the learner's responsible attitude when he made a mistake that requires him to bear his actions (interviews, Syaifullah April 4, 2018). Based on observations (April 4, 2018) that the student was trying to follow the regulations in schools. This indicates that the student has a value of responsibility toward him from committing violations of rules that have made school.

### **Dare Value**

Courage is an attitude to do something with not too worried about the bad possibilities. Value brave or confident is when students dare to issue its opinion in front of their friends (interview, Hafis April 3, 2018).

### **Hard work**

Based on the research value of hard work in this research is studying earnestly in order to achieve its goals. One way to integrate the values of hard work is by giving advice and learning as a teacher would give assignments to learners do it the hope they do its job earnestly (interview, Syaifullah April 3, 2018).

### **Solidarity**

Solidarity includes *sapenanggungan* feeling, originated from the word "soldier" which means solidarity, so solidarity means solidarity. Berdsarkan research value of solidarity is where a student is a hard one to understand the lesson then one of the other students tried to help a friend who mentions the difficulty in learning, whereas in the context of mutual students are encouraged to do crimes together in cleaning the classroom either daily tasks as well as jointly in one school to clean the school (interview, Billy, 04 April 2018).



## **Tolerances**

Tolerance in the Great Dictionary of Indonesian mean attitude and character in response to the differences by way of respect, let, allow the establishment, ideas, opinions, beliefs, habits, and behavior are different or contrary to its own establishments (Ministry of National Education, 2012, 1447- 1448). Based on the results research, value tolerance can be integrated into everyday students here where students respect each other despite differences in religion, ethnicity, race and ethnicity. Tolerance value in learning is to respect the opinion of a friend if you have any opinion to the difference, to respect the opinion of the other JV is expected that learners can address the differences that will arise within communities (interview, 05 Ati April 2018).

## **Love For The Homeland**

Love for the homeland is to love the nation itself, namely the emergence of feeling loved by citizens willing to serve his country with, sacrifice, maintaining unity and integrity, protecting the homeland from all threats, harassment and challenges faced by the country. Based on the results of this study the value of patriotism on the activities of learners that reflect an attitude of appreciation for the attitude of learners in the learning on social studies to improve the degree of life to the historical value that existed at the Brigadier General Haji Hassan Basry. While the value of nationalism and love of the homeland learners begin and end each lesson sing national songs, every Monday flag ceremony to honor the nation's fighters (interview, Salma April 5, 2018).

Brigadier General Haji Hassan Basry has set an example of how the importance of education in the values of the characters. Human life will not be separated from the value and the value it subsequently institutionalized through education. But Freeman cited outlook and Abdul Muhaimin Mujib (1993: 127) states that the essence of education is a process of transformation and internalization of itself, the process of habituation to the value of the reconstruction process and the process of adjustment to the value of value.

Based on the above results the researchers concluded that the values struggle Brigadier General Haji Hassan Basry such as value religious, leadership values, the value of discipline, the value of responsibility, the value of daring, the value of hard work, the value of solidarity, tolerance, and the value of Love for The Home Land can be said particularly relevant in school activities both in teaching social studies that could serve as a source of learning as well as in other activity in the school environment.

For more details, researchers create table KI and KD analysis, indicators and chart analysis matrix.

1). Analysis KI and KD

In this study, researchers analyzed RPP relevant with values struggle Brigadier General Haji Hassan Basry as a source of social studies. Values such struggle: religious value, the value of leadership, the value of discipline, the value of responsible, bold value, the value of hard work, values of solidarity, tolerance, and the value of love for the homeland. Sangat said it is still relevant as a source of learning by looking at KI and KD on the RRP will be designed. Basically the design of the social studies lesson plan by entering values KI struggle which includes 3 to KD 3.4 as knowledge and KI 4 with KD 4.4 as skills while KI 1 and KI 2 as attitudes applications these values into learning. The following description of core competence and basic competences Social Studies subjects.

Table 4.1 KI and KD Subjects on Social Studies Class VIII

Core Competencies	Basic competencies
3. Understand and apply factual knowledge, conceptual and procedural. Based on curiosity about science, technology, arts, and culture. Associated with the phenomena and events that seem eye	3.4 Analyzing chronology, change, and sustainability geographical space, political, economic, educational, social and cultural. From the colonial period to the growth of the national spirit.
4. The process presents and assesses the realm of the concrete (using, parse, compose, modify and create). The abstract realm includes writing, reading, counting, drawing, and writing. According to the studied in schools and other similar sources in the viewpoint of the theory	4.4 Presenting the results of the analysis chronology, change, and continuous space from the colonial period until the onset of the national spirit

Source: Processed Data (2018)

According to the table can be analyzed social studies class VIII to the theme of the arrival of western nations to Indonesia with subthemes growth and development of national spirit. At KD 3.4 is expected to learners know the growth and development of national spirit and can also fill in the knowledge of figures Brigadier General Haji Hassan Basry along with the values struggle, then in KD 4.4 learners explain the growth and development of national spirit to

understand values such as value religious, leadership values, the value of discipline, the value of responsible, bold value, the value of hard work, values of solidarity, tolerance, and the value of love for the homeland

2). Analysis Indicators

Researchers analyzed indicators of social studies materials with the theme of the arrival of western nations to Indonesia's sub-theme growth and development of national spirit.

Table 4.2 Analysis Indicators

No.	Indicator	Explanation
1.	Identifying the colonial government policies and imperialism.	On this indicator C2 receipts verb that understanding. In the sub-theme of growth and development of national spirit is expected that learners are able to understand how the growth and development of national spirit. On this indicator, teachers can slip Brigadier General Haji Hassan Basry leaders and teachers can explain the values that exist in Brigjend struggle Haji Hassan Basry and learners are expected to know the values of whatever is on Brigadier General Haji Hassan Basry.
2.	Identify the effect caused by the colonial government policies and imperialism in various areas.	On this indicator, learners conclude by evaluating the verb C5. On this indicator, learners explain the growth and development of the national spirit. On this indicator to evaluate the indicators of the first as a result of the skills assessment of learners. In this indicator, learners can apply in school activities.

Source: Processed Data (2018)

Based on the above table it can be concluded RPP is already in the analysis, the values struggle Brigadier General Haji Hassan Basry relevant and can be used as a source of social studies. This is certainly in accordance with the plier's interview was done previously against

Social Studies teachers that these values can still be used as a learning resource relevant to social studies.

3). Matrix

Table 4.3 Matrix Struggle Values of Brigadier General Haji Hassan Basry

No.	Score	Struggle Values of Brigadier General Haji Hassan Basry	Subject matter
1.	Have a Religious Values	Religious value in the Struggle Brigadier General Haji Hassan Basry the physical revolution period also was seen to die for jihad (jihad fisabilillah) with the statement that the fighters at that time dared to die.	The arrival of Western Nations to Indonesia with subthemes growth and development of national spirits.
2.	Have a Value Leader	Brigadier General Haji Hassan Basry leadership as governor of the Navy Army Division IV Kalimantan made people so brave defending and fighting to be free from Dutch colonizers. As a leader Brigadier General Haji Hassan Basry adjusts its strategy to move where the enemy so hard to attack.	
3.	Have a Value Discipline	Brigadier General Haji Hassan Basry people who do not want to violate the agreement that has been agreed in the meeting. At the time of the meeting conducted entirely to the Governor of the Navy leadership of Division IV (Brigadier General Haji Hassan Basry) to all organizations in South Kalimantan.	
4.	Having Values Responsible	Brigadier General Haji Hassan Basry, at that time, entered the PKI issues south Kalimantan region makes people become restless and Brigadier General Haji Hassan Basry as Lord of War South Kalimantan Regional expressly gave a letter of freezing of the PKI in South Kalimantan	
5.	Have a Value Dare	Brigadier General Haji Hassan Basry with a strong determination after hearing the independence of the Republic of Indonesia he boldly returned to his hometown with a ride on a ship that was about to Kalimantan. Brigadier General Haji Hassan Basry courage in the struggle we see how he and his friends Navy Division IV block and intercept the Dutch troops to seized weapons from the hands of the enemy.	
6.	Having Hard Work Values	Brigadier General Haji Hassan Basry is hardworking, he doesn't <i>manyarah</i> abstinence in the fight for freedom in the hands of the invaders, he was trying to Kalimantan could be part of the Republic of Indonesia.	

---

7. Have a Value of Solidarity	Other tolerance values are when Brigadier General Haji Hassan Basry Dayak came to ask for help in the fight against the Dutch, with properties owned by Brigadier General Haji Hassan Basry Dayak tribe is willing to help the fighters. Dayak tribe could receive and they are willing to convert to Islam if it got off of the Netherlands.
8. Have a Value Tolerance	Brigadier General Haji Hassan Basry is to make the people of South Kalimantan become magicians, namely with the construction of the University Mangkurat so that people can get an education Kalimantan
9. Have a Value of Love Homeland	Brigadier General Haji Hassan Basry was a love of the homeland, he is a nationalist, Brigadier General Haji Hassan Basry also a man who has the spirit of nationalism, in a way that is struggling to prove that he loves his homeland sting.

---

Source: Processed Data (2018)

Based on the analysis of table 4.3 in on that material growth and development of national spirit is relevant for the subject matter may contribute with other information as a whole and as a local source so that the subject matter may be used in a social studies lesson in class VIII.

## **CONCLUSIONS AND SUGGESTIONS**

Based on the research results can be taken some conclusions as follows:

- 1) Brigadier General Haji Hassan Basry is a Father of Guerrilla Kalimantan in Division IV of the Navy. He has many roles in the resistance in South Kalimantan during the physical revolution period.
- 2) Based on the results obtained from interviews and books and studies linked with Brigadier General Haji Hassan Basry struggle there are some struggle values contained in seizing and maintaining independence is as follows: (1). Religious value; (2). Value Leaders; (3). Value Discipline; (4). Responsible value; (5). Dare value; (6). Hard Work Values; (7). Solidarity value; (8). Tolerance value; (9). Values Love the Homeland.
- 3) Based on the above results the researchers concluded that the values struggle Brigadier General Haji Hassan Basry such as value religious, the value leader, the value of discipline, the value of responsibility, the value of daring, the value of hard work, the value of solidarity, tolerance, and the value of patriotism can be said to be very relevant

in school activities both in teaching social studies that could serve as a source of learning as well as in other activities in the school environment.

#### **4.1. Suggestion**

Based on the conclusions described above, researchers can propose some suggestions as follows:

- 1) For teachers, it is advisable to make the results of this study as a learning strategy in an effort to boost the development of character and moral values of children as a source of learning and learning models are fun and make children active.
- 2) For learners, given the results of this study can improve the character of the students, so it is advisable to always practice it in our daily lives.
- 3) For schools, the expected results of this study to contribute ideas and improvements as well as fostering teachers in selecting learning resources tailored curriculum.

#### **BIBLIOGRAPHY**

##### **Books:**

- Abbas, E. W. (2013). *Masyarakat Dan Kebudayaan Banjar Sebagai Sumber Pembelajaran Ilmu Pengetahuan Sosial (Transformasi Nilai-Nilai Budaya Banjar Melalui Ajaran dan Metode Guru Sekumpul (Disertasi)*. Universitas Pendidikan Indonesia, Bandung.
- Basry, H. (2003). *Kisah Geriya Kalimantan Jilid I dan Jilid II*. Banjarmasin: Yayasan Bhakti Banua.
- H. B. Sutopo. (2006). *Metode penelitian kualitatif*. Surakarta: UNS PRESS.
- Kemendiknas. (2010). *Pengembangan Pendidikan Budaya dan Karakter Bangsa*. Jakarta: Kementerian Pendidikan Nasional.
- Kuntowijoyo. (2003). *Metodologi Sejarah*. Yogyakarta: Tiara Wacana.
- Miles, Mathew B., Tjetjep Rohendi Rohidi, Mulyarto, & Huberman, A. Michael. (1992). *Analisis data kualitatif: Buku sumber tentang metode metode baru*. Jakarta: Penerbit Universitas Indonesia (UI -Press).
- Muhammad Numan Somantri, Rohmat Mulyana, & Dedi Supriadi. (2001). *Menggagas pembaharuan pendidikan IPS : memandai 70 tahun usia Prof. Muhammad Numan Somantri, M.SC. Guru Besar Senior PPS dan FPIPS UPI*. Bandung: Remaja Rosdakarya.
- Mulyana, R. (2004). *Mengartikulasikan Pendidikan Nilai (Cet. Ke-1)*. Bandung: Alfabeta.
- Mutiani, M. (2019). *SOCIAL CAPITAL DAN TANTANGAN ABAD 21: Kontribusi Pendidikan IPS dan Eksplorasi Nilai Sosial melalui Biografi K.H. Zainal Ilmi*. *SOSIO-DIDAKTIKA: Social Science Education Journal*, 6(1). <https://doi.org/10.15408/sd.v6i1.12386>
- Sapriya. (2017). *Pendidikan IPS Konsep dan Pembelajaran (Cetakan 8)*. Bandung: PT Remaja Rosdakarya.
- Sugiyono. (2013). *Memahami Penelitian Kualitatif (Cetakan Ke 8)*. Bandung: Alfabeta.
- Suharsimi, A. (2005). *Manajemen Penelitian*. Rev.Ed. Jakarta: Rineka Cipta.

**Interviews:**

Ati Nerwani, S. Pd. Usia 49 tahun. Guru Mata Pelajaran IPS. Tanggal wawancara 05 April 2018. Banjarmasin.

Gatot Purwanto, S. Pd. Usia 51 tahun. Guru Mata Pelajaran IPS. Tanggal Wawancara 04 April 2018. Banjarmasin.

Muhammad Hafish Noor Halim, M. Pd. Usia 28 tahun. Guru Mata Pelajaran IPS. Tanggal Wawancara 03 April 2018. Banjarmasin.

Nanang Ahmad. Usia 70 tahun. Veteran pejuang revolusi fisik. Tanggal wawancara 12 Maret 2018. Banjarmasin.

Ridha Tahya Basry. Usia 59 tahun. Pensiunan Bank. Anak Brigjend Haji Hassan Basry yang kedua. Tanggal wawancara 17 Maret 2018. Banjarmasin.

Salmah, S. Pd. Usia 55 tahun. Guru Mata Pelajaran IPS. Tanggal wawancara 05 April 2018. Banjarmasin.

Sakaruddin. Usia 84 tahun. Veteran pejuang revolusi fisik. Tanggal wawancara 12 Maret 2018. Banjarmasin.

Syaifullah, M. Pd. Usia 50 tahun. Guru Mata Pelajaran IPS. Tanggal wawancara 03 April 2018.

Syarwani. Usia 74 tahun. Veteran pejuang revolusi fisik. Tanggal wawancara 12 Maret 2018. Banjarmasin.

Wajidi. Usia 48 tahun. PNS Pada Badan Penelitian dan Pengembangan Provinsi Kalimantan Selatan. Tanggal wawancara 10 Maret 2018. Banjarmasin.