

## Utilization of Opu Daeng Manambon's Biography as a Source of Local History at SMA Negeri 1 Mempawah Hilir

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### Abstrak

Penelitian ini dilakukan untuk mengetahui pemanfaatan biografi Opu Daeng Manambon sebagai sumber sejarah lokal di SMA Negeri 1 Mempawah Hilir. Menggunakan jenis penelitian kualitatif dengan metode deskriptif. Sumber data meliputi wawancara dengan guru sejarah dan waka kurikulum SMA Negeri 1 Mempawah Hilir, Ibu Purmiasih, S.Pd, dan Ibu Agustina, S.Pd, peserta didik XI IPS 2 SMA Negeri 1 Mempawah Hilir, juru kunci makam Opu Daeng Manambon Datuk Gusti Amridudin dan kerabat Kerajaan dari Istana Amantubillah Ibu Elisa Ruqiyah. Pengumpulan data meliputi observasi, wawancara, dan dokumentasi. Tahapan analisis data berupa pengumpulan data, reduksi data, penyajian data, dan verifikasi/kesimpulan. Teknik keabsahan data menggunakan triangulasi sumber dan triangulasi teknik. Hasil penelitian menunjukkan terdapat tiga tahapan dalam pemanfaatan biografi Opu Daeng Manambon, yaitu: tahap perencanaan, pelaksanaan, dan evaluasi. Beberapa kendala juga ditemukan seperti keterbatasan ruang sejarah lokal dalam silabus sejarah dan dampak pandemi Covid-19. Evaluasi hasil belajar dilakukan dengan membuat komik atau puisi sejarah.

**Kata kunci:** pemanfaatan biografi, sumber belajar, sejarah lokal, opu daeng manambon.

### Abstract

*This research was conducted to determine the use of Opu Daeng Manambon's biography as a source local history at SMA Negeri 1 Mempawah Hilir . Using this type of research qualitative with descriptive methods. Data sources include interviews with history teachers and curriculum head of SMA Negeri 1 Mempawah Hilir, Mrs. Purmiasih, S.Pd, and Mrs. Agustina, S.Pd, students of XI IPS 2 SMA Negeri 1 Mempawah Hilir, caretaker of the grave of Opu Daeng Manambon Datuk Gusti Amridudin and royal relatives from the Amantubillah Palace, Mrs. Elisa Ruqiyah. Data collection includes observation, interviews, and documentation. The stages of data analysis include data collection, data reduction, data presentation, and verification/conclusion. Data validity techniques use source triangulation and technical triangulation. The research results show that there are three stages in the use of Opu Daeng Manambon's biography, namely: planning, implementation and evaluation stages. Several obstacles were also found , such as limited space for local history in the history syllabus and the impact of the Covid-19 pandemic. Evaluation of learning outcomes is carried out by creating historical comics or poetry.*

**Keywords:** use of biography, learning resources, local history, opu daeng manambon.

### INTRODUCTION

In general, education has the aim of developing human resources that are complete, reliable and that everyone has the right to obtain (Bunari, et.al, 2023). According to John Dewey (2004)

fundamental skills can occur at every phase of intellectual and emotional development at each phase of education. As the main provision in becoming a human being with good emotional and intellectual attitudes, education is also

considered as one of the factors in facing a nation in the current of competition with other countries through the quality of human resources obtained through various educational processes. More specifically, education is expected to form humans who are able to uphold the nation's noble manners and values and can play a role in internalization and awareness of diversity, as defined by Mulyana (2004) that internalization can unite a person's values or can be adapted to values, beliefs, practices, attitudes and standard rules for a person.

Indonesia is a country that is full of diversity because it consists of thousands of islands and various characters with their respective social, cultural and historical backgrounds (Handayani, et.al, 2024). This influences people's behavior in interacting wisely in the environment where they live. The internalization process can be assisted through learning efforts in schools which can be present through history learning, because the aim of history learning is to aim for and develop an in-depth understanding of various historical events, as stated by Formwalth (2002) that ideally history learning in schools is facilitated by participants. students to grow and develop aspects of their historical awareness, namely the ability to make everyday decisions that are found through studying history. History learning that takes place in schools has material provisions that

must be achieved in history learning, in this case the teacher can provide variations with local history elements in learning activities (Sulistyo, 2019). Local history itself can bridge local values that are close to the local community to the values of national history, biographies of local figures can be an option as local history material that will be implemented in the classroom, imagination can also emerge when readers learn more about what life is like. someone to foster empathy from the reader (Kartodirdjo, 1993). One of the local figures who has a track record, especially in West Kalimantan, is Opu Daeng Manambon, a figure who was involved in the historical journey of the Mempawah Kingdom.

Interviews conducted with Mrs. Purmiasih, S.Pd as the author of the book *Daeng Manambon Sang Savior of the Dynasty* and a history subject teacher at SMA Negeri 1, it is known that in teaching history at SMA Negeri 1 Mempawah Hilir they try to provide knowledge as well as other colors from a different perspective. closer to the area where the students themselves grew up, whether related to family background, social history in the local scope, the role of local heroes in local and national struggles to local culture and at the local level. After the Covid-19 pandemic, it has had a lot of influence on activities outside the school environment which has made the series of study tours to discover local historical

sites more limited. Therefore, after holding joint deliberations with the head of curriculum and also the principal, the school tried to get around this obstacle by studying the biography of a local figure, namely Opu Daeng Manambon, which took place in the classroom and was carried out by the students together with the history teacher. There are several studies that are relevant as a basis for researchers, namely: 1) Haris Firmansyah, Agus Sastrawan Noor, Ika Rahmatica Chalimi with the title "Use of the Biography of Sultan Syarif Abdurrahman Alkadrie as a Source for Learning History". 2) Ema and Nunik Esti Utami with the title "The Mempawah Kingdom During the Opu Daeng Manambon Period 1737-1761 in Pontianak Regency".

## **METHOD**

Qualitative research is a type of research that researchers use to describe the use of Opu Daeng Manambon's biography as a source of local history at SMA Negeri 1 Mempawah Hilir. This research collects information and data found in the field. Steven Dukeshire & Jennifer Thurlow (2002) stated that, data and numbers are not a related basis but instead are narrative in nature, mainly used to obtain specific data and information regarding a problem to be solved. This research aims to clarify and describe further the "Utilization of Opu Daeng Manambon's

Biography as a Source of Local History at SMA Negeri 1 Mempawah Hilir".

The primary data in this research is divided into two, namely related to the biography of Opu Daeng Manambon which involves the caretaker of the Opu Daeng Manambon tomb and relatives of the Amantubillah Royal Palace, while the use was obtained from Mrs. Purmiasih, S.Pd as a history teacher at SMA Negeri 1 Mempawah Hilir and biographer. Daeng Manambon, the savior of the dynasty. Apart from that, there are also students from SMA Negeri 1 Mempawah Hilir as well as documents covering the curriculum and learning implementation plans (RPP). Then related to secondary data, in this research it was obtained from the Curriculum Head of SMA Negeri 1 Mempawah Hilir, and data collected by researchers as supporting primary data such as photos of the research location, research articles and documents related to Opu Daeng Manambon.

## **RESULTS AND DISCUSSION**

### **Learning Program Planning**

The use of Opu Daeng Manambon's biography at SMA Negeri 1 Mempawah Hilir in the history learning process includes planning as the first step in its use, based on the statement of Mrs. History teachers and other teachers first analyze various problems that occur in learning at school through holding meetings. In the history lesson, it was decided to use the

biography of Opu Daeng Manambon as a source for learning local history, and then formulate the objectives to be achieved from the program of using the biography of Opu Daeng Manambon at SMA Negeri 1 Mempawah Hilir as a source for learning local history. In this case, the program for utilizing Opu Daeng Manambon's biography was implemented in an effort to provide a closer perspective to the students (interview, 16 September 2022).

In the initial planning stage, the Head of Curriculum, the Principal, history teacher and other teachers first analyze the problems that occur in learning at school (Bunari, et.al, 2024). The use of Opu Daeng Manambon's biography was chosen as a learning resource, then formulated along with the objectives to be achieved from the program to use Opu Daeng Manambon's biography as a source of local history at SMA Negeri 1 Mempawah Hilir. In this case, the program for utilizing Opu Daeng Manambon's biography was implemented in an effort to provide a perspective on the material that is closer to the students, through the closeness of local figures from Mempawah Regency who can help the history learning process in schools. Innovation in history learning can be done with the presence of local history in it, so that history learning can be varied and not only focus on textbooks or history subject packages (Firmansyah, H., Noor, AS, Chalimi, IR, 2020).

A biography itself is a life history of a character or person written by someone else and generally, biographies are read based on curiosity about ideology, life, struggles and other things. Things that are considered good are certainly emulated and used as benchmarks for themselves. Biography also originates from fictional subjects (true stories). According to Toyidin (2013). Basically, objects, facts, data, people, ideas and so on can give rise to learning processes such as textbooks, worksheets and modules and can be called learning resources (Prastowo, 2015).

In this case, the biographical book of Opu Daeng Manambon entitled Daeng Manambon, the Savior of the Dynasty, written by Mrs. Purmiasih, S.Pd, was chosen as a learning resource for the learning plan with the aim of providing deeper knowledge of the figure of Opu Daeng Manambon and can be accepted more easily by students. as one of the local figures with a big influence on the historical process of the development of the Mempawah Kingdom in the past.

The adjustment between the local history material carried out with the learning implementation plan (RPP) through the use of the biography of Opu Daeng Manambon, the Savior of the Dynasty, also cannot fail to become the initial structure of the learning that will take place, as stated by Mrs. Purmiasih, S, Pd, that the use of biography is basically To help make the subject easier, the

media used is a biography book of Opu Daeng Manambon as an influential figure for the Mempawah Kingdom. This is another important thing that must be supported so that students know more about the figure of Opu Daeng Manambon himself. However, if the content for local history refers to the syllabus, it does not include elements of local history. In this case, it is important to make adjustments first between the local history material and the material guided by the syllabus, then also adjust it to the learning implementation plan that will be delivered in class.

In this case, we try to adapt the use of Opu Daeng Manambon's biography to the Indonesian history syllabus in basic competency 3.6, namely analyzing the role of national and regional figures in fighting for Indonesian independence. In Mrs. Purmiasih's words, this adjustment is not completely appropriate because it relates to national and regional figures during the independence struggle phase, but because the basic competencies in the current syllabus do not have free space to discuss local history content, this is trying to be adjusted so that it can discuss the topic. regional figures presented through the figure of Opu Daeng Manambon (interview, 19 September 2022).

The adaptation of local history material carried out with the learning implementation plan (RPP) through the use of the biography of Opu Daeng

Manambon, the Savior of the Dynasty, also does not fail to become the initial structure of the learning that will take place. The use of Opu Daeng Manambon's biographical media in the planning was tried to be adapted to the local history material space and the history lesson syllabus. Local history learning is a learning activity through mapping history learning objectives to focus on local values. According to (Suharso, 1993), in this case the use of Opu Daeng Manambon's biography is tried to be presented in basic competency 3.6, namely analyzing the role of national and regional figures in fighting for Indonesian independence.

There is no space for local history material in the history lesson syllabus, so try to make the best use of it when there is a discussion about elements of locality, even though in this context it actually discusses national and regional figures in the fight for Indonesian independence, efforts are made to align learning objectives in its use. biography of Opu Daeng Manambon as a source for learning local history.

As stated by Mrs. Agustina, S, Pd, as Head of Curriculum for SMA Negeri 1 Mempawah Hilir, the learning implementation schedule in relation to the use of Opu Daeng Manambon's biography, involves the history teacher, Principal and Head of Curriculum to discuss and prepare a schedule of lesson

hours to be carried out before use. Opu Daeng Manambon's biography can be implemented, especially since there is not enough local history space if we refer to the syllabus.

It is important that this be done so that it can be reviewed whether the program can be implemented or not in learning at SMA Negeri 1 Mempawah Hilir. Planning in implementing Opu Daeng Manambon is very important because it includes aspects that are the initial foundation for implementing the use of Opu Daeng Manambon biographies, starting from designing learning program objectives, adapting local history material to preparing learning schedules. (interview, September 16, 2022).

In the learning implementation schedule, the use of the Opu Daeng Manambon biography involves the Deputy Head of Curriculum, the Principal and the history teacher to discuss and prepare a schedule of lesson hours before the use of the Opu Daeng Manambon biography can be implemented.

The planning must be done through the process of preparing a learning schedule like any other learning (Setiawan, 2023), especially since local history space is limited. It is important that this is done so that it can be reviewed as to whether or not the program can be implemented in learning at SMA Negeri 1 Mempawah Hilir.

### **Application of the Biography of Opu Daeng Manambon**

The application of the use of Opu Daeng Manambon's biography as a source of local history at SMA Negeri 1 Mempawah Hilir was carried out using a group discussion method which had been planned in the learning planning for the use of Opu Daeng Manambon's biography. As stated by Mrs. Purmiasih, S.Pd, the choice of the discussion method was considered the right choice in order to maximize the limited local history space in history lessons, in an efficient time but still able to provide overall results regarding the study of Opu Daeng Manambon. Each group then presents the results which are discussed together. After that, work on individual assignments will also be carried out and evaluations will be given to students. If later the results of the assessment discussions and work on individual assignments do not reach the criteria for maximum completeness, an evaluation will be carried out in terms of the learning process which ends with work on individual assignments. If it is found that students have not reached the maximum completion criteria, namely a score of seventy-eight, then the teacher provides an evaluation by assigning works in the form of historical poetry or making comics that are adapted to the learning material presented. (Interview, 19 September 2022).

The application of Daeng Manambon's biography as a source for learning local history at SMA Negeri 1 Mempawah Hilir can be seen using the discussion method as the learning method applied. In this case, each group discussed and studied the biography book Opu Daeng Manambon which was given to each group, then each group was given the opportunity to present the results studied together. According to Anitah (in Nurjamal, et al. 2014) the discussion method will encourage students to appreciate problems, exchange ideas, stimulate opinions, develop a sense of responsibility, develop speaking skills, understand the opinions and thoughts of other people and provide learning opportunities. This method is considered the right choice in order to maximize the limited local history space in history lessons in an efficient manner but can still provide overall results regarding material with related local elements. After that, individual assignments are also carried out and evaluations will be given to students.

#### **Evaluation of the Utilization of Opu Daeng Manambon's Biography**

The next stage the teacher provides an assessment of the learning outcomes. There are two evaluation steps, namely measuring which attempts to compare something with one measure and assessing as making a decision on something with a measure of good or bad. Before carrying

out an evaluation, teachers must also carry out measurements and assessments of students (Arikunto, 2010). Evaluation of the use of Opu Daeng Manambon's biography as a source of local history at SMA Negeri 1 Mempawah Hilir in terms of the results of the work carried out. The evaluation was carried out after reviewing the learning process which ended with work on individual assignments. If it is found that students have not reached the maximum completeness criteria, the teacher provides an evaluation by assigning works in the form of historical poetry or comic writing that is adapted to the learning material presented.

#### **Obstacles and Solutions to the Utilization of Opu Daeng Manambon's Biography**

The process of utilizing Opu Daeng Manambon's biography as a source of local history at SMA Negeri 1 Mempawah Hilir encountered several obstacles. According to Amhad Rohani (2004), obstacles can include several factors that can hinder the learning process for both students, teachers, families and facilities. In line with this (Oemar Hamalik, 2002) also states that problems in learning are related to the human element involving teachers and students, institutional related to classrooms and instructional related to teaching aids (Oemar Hamalik, 2002).

The local history material space which has limited space for basic

competencies in history subjects, has an impact on its implementation in the classroom which is somewhat limited and encourages teachers to be careful in including local history in the history material presented in the classroom. Therefore, a solution is needed to deal with the learning process that occurs, according to Munif Chatib (2011). A solution is a method or path used to solve or resolve problems without any pressure. Meanwhile, according to Robert L. Solso (Mawaddah, 2015), it can be interpreted as thinking that is directed directly to determine a solution or way out of a specific problem. The solution to the obstacles faced in using Opu Daeng Manambon's biography as a source of history learning is to try to do a book study carried out in groups by students in the classroom. In an effort to maximize time by reviewing material carried out in groups to provide local history material content.

The impact of the Covid-19 pandemic is also an obstacle faced, after the Covid-19 virus and the current transition to face-to-face learning, activities carried out outside the environment involving many parties have not yet been carried out. In order to strengthen local history material, SMA Negeri 1 Mempawah Hilir conducted a study tour to strengthen the content of local history material by conducting direct field observations at local history sites in

Mempawah, such as the Opu Daeng Manambon grave and the amantubillah palace before the virus appeared. covid-19. This has not been implemented again because the conditions cannot be ascertained and there is a risk that it could have a negative impact on students and the school. In general, from the students' perspective, they do not encounter any obstacles in terms of utilization biographies carried out in history learning at school, using the discussion method through group division, are one of the reasons the learning went quite well. Students also said that using the biography of Opu Daeng Manambon had provided more knowledge about the figure of Opu Daeng Manambon.

## CONCLUSION

A source of local history at SMA Negeri 1 Mempawah Hilir, it can be concluded that learning can be carried out through adjustments between history and learning material. Local history content is implemented with a learning implementation plan (RPP), providing an implementation schedule with a learning design involving history teachers, the Principal and Deputy Head of Curriculum. In implementing the use of the Opu Daeng Manambon biography, the discussion method was applied with each group reviewing the biography book that had been given. Evaluation is carried out after reviewing the learning process which ends



with completing individual assignments. If it is found that students have not reached the maximum completeness criteria, the teacher provides an evaluation by assigning works in the form of historical poetry or comic writing that is adapted to the learning material presented.

There are obstacles and solutions in using Opu Daeng Manambon's biography as a source of local history at SMA Negeri 1 Mempawah downstream. Namely related to the limited space for local history material in history lesson materials and the impact of the Covid-19 pandemic, activities carried out outside the environment involving many parties have not yet been carried out, so that study tour activities aimed at strengthening the content of local history material cannot be This was done because of risks that could have a negative impact on students and schools.

Therefore, the solution so that the use of Opu Daeng Manambon's biography as a source of history learning can run optimally and still provide a sense of security to students after the Covid-19 pandemic, is carried out by studying the biography of Opu Daeng Manambon, the Savior of the Dynasty, which is carried out in groups by the learners.

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