

## The Role of Hasanuddin Damrah in Education Development in South Bengkulu (1945 – 1968)

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### Abstract

*Post-independence education changed following the ideals of Indonesian based on the 1945 Constitution. At this time, the emphasis of education was on nationalization and democracy. Thus, today's Indonesia need educators who suit by the ideals of Indonesian education that are democratic and nationalist. As a result, there is emergence of educator in various regions. This study aimed to determine the role of Hasanuddin Damrah in the education development of South Bengkulu Regency. This research uses a historical approach. The steps in this research initiate with topic selection, source collection, verification (external criticism and internal criticism), interpretation (analysis and synthesis). The result of this research show that the role played by Hasanuddin Damrah in advancing education in South Bengkulu has yielded good results. It is starting with his line of business, build the first secondary school in South Bengkulu, called Manna Middle School (SMP Negeri 1 Bengkulu Selatan), and build Manna High School (SMAN 1 Bengkulu Selatan), SMEP (first economic management school), SKP (first school of expertise). Moreover, his nationalist thinking by the ideals of education made him develop education in South Bengkulu which can be felt today.*

### Keywords

the role of education; Hasanudin Damrah; South Bengkulu



## I. Introduction

Indonesian Independence Proclamation on August 17, 1945 make Indonesian develop many changes not only occur in the field of government but also in education. Education is one way to improve and develop the quality of human resources in Indonesia (Adiyono, 2021). Changes in education are fundamental, including changes regarding the adjustment of educational policies to the basics and ideals of an independent nation and a country that wants to stand alone (Rifa'i, 2016: 122). Thus, for that adjustment by looking at the purposes of the Indonesian, the field of education has changed, especially in the foundation of educational philosophy, educational goals, education system, and learning opportunities provided for Indonesia. The goal is to make entire elements of Indonesian society can experience education from low education to higher education. As Pancasila is the basis and philosophy of the Indonesian, as stated in preamble to the 1945 Constitution, which is the main foundation of Indonesian education.

Education will be able to answer the demands for society welfare and progress of the nation. At the beginning of independence, learning in schools emphasized the spirit of nationalism and defending the homeland (Uny Team: 2020). At this time, the emphasis of education was on nationalization and democracy. Thus, at this time needed educators who are

by the ideals of Indonesian education that are democratic and nationalist. As a result, the emergence of one educator in various regions, one of which is the South Bengkulu area. This deficiency arises due to the lack of attention of educational personnel printing institutions that pay attention to these skills (Waluyandi, 2020). Pohan (2020) states that at school, from elementary to secondary school or even college, students undergo, practice, and experience the learning process of various knowledge and skills. Learning is essentially a cognitive process that has the support of psychomotor functions (Arsani, 2020).

The history of education in the South Bengkulu region has very long conditions and situations, from the Dutch and Japanese eras, which established schools until the independence era in Indonesia. During the Japanese period, the educational case in South Bengkulu Regency had several schools, such as the Sekolah Rakyat (SR) (Elementary Schools) and Kita School, founded by the Kita School Foundation. Then after independence, there were changes based on the 1945 Constitution of the Republic of Indonesia. The situation of education conditions in South Bengkulu has progressed quite well, namely the existence of secondary schools established by moving figures or education observers. The emergence of this driving figure changed South Bengkulu, especially in education, making changes and moving education starting with his efforts, as for the figure who made a breakthrough in education in South Bengkulu, Hasanuddin Damrah. Along with the National Awakening, Hasanuddin Damrah plays a full role in developing education in the South Bengkulu Regency, driven by a high sense of national awareness through forging a national personality, having a homeland, and speaking one language, namely Indonesia. The line of business is in line with the organizational movement of the national movement to create harmony and harmony.

## **II. Research Methods**

The method used in this study uses a historical research approach or method. The historical method is a research method that aims to make a systematic and objective reconstruction of the past by collecting evidence to establish facts and obtain strong conclusions. Thus, the historical method is a method of identifying a scientific discipline to obtain sources and data to be studied. In historical research, there are several steps in writing which consist of topic selection, source collection, verification (external criticism and internal criticism), and interpretation (analysis and synthesis) (Priyadi, 2012: 3). Both in the form of written and oral materials that can be trusted regarding the authenticity of the data (Sair and Irwanto, 2014: 11).

## **III. Discussion**

### **3.1 Profile of Hasanuddin Damrah**

Hasanuddin Damrah is an idealistic educational figure in his homeland, South Bengkulu. Hasanuddin Damrah was born on September 19, 1917 in South Bengkulu (Manna). At the time Hasanuddin was born, the Indonesian nation was still under Dutch colonial rule, make the people were under Dutch pressure. This condition also happened to Hasanuddin Damrah's family, although it was known as an educated family, but at that time education was under the auspices of the Dutch. Hasanuddin Damrah's father, Damrah Muallif, was an educator who served as the head of the Sekolah Rakya (SR) (Elementary Schools) in Manna. While his mother named Rukiah, an ordinary household. Hasan is the eldest son expected to replace his father and is also a role model for his younger siblings, namely Abdul

Rahim, Fatimah, Zakaria, Zainul Mochtar, Abdul Hamid, Moh. Nur, and Husein (Soleh, 2014:16).

At that time, Hasan lived with his family in the Pasar Bawah Manna area. It is located on the edge of the Indian Ocean. As the tradition of houses around the beach, the building is in the form of stilts made of wood which is believed to be more robust when an earthquake occurs. Hasan likes to play because his house and the beach are quite close. He enjoys being a beach boy with his swimming, diving, and fishing skills ordered from nature. This makes Hasan's sports skills honed naturally. Childhood passes replaced by a period of self-education. His father wanted to make Hasan more independent, and in the future, he could take his education to the highest level. At the age of 8, Hasanudin Damrah studied at HIS (hollandsch inlandsche school) in Bengkulu which the Dutch East Indies government organized and graduated in 1933 (Soleh, 2014:16). HIS (hollandsch inlandsche school) or the so-called Dutch school for Bumiputera is at the same level as elementary school. The HIS school was founded in 1919, and the location of the school is around the T-junction of the Jamik Bengkulu Mosque (now PUBLIC JHS 1 Bengkulu).

Hasan moved to Surakarta to continue his education at HIK (hollandsche indische kweekschool) Muhammadiyah, often called the auxiliary teacher school (SGB), chose the school because he wanted to become an educator like his father. After three years of studying, he graduated with excellent grades in 1941. Then he continued his education at MULO Muhammadiyah in Palembang and graduated in 1938. The Dutch East Indies government was interested in making him a teaching staff in Ambon to advance the Christian community. However, Hasan politely refused the request, and in the end, he chose to return to Bengkulu because, for him, Bengkulu was still far behind compared to Palembang and Padang. At the same time Hasan returned to Bengkulu, a private HIS was established by community leaders to overcome the lack of educational facilities. Some of them are located in Curup, Bengkulu, and Lais (one of the sub-districts in North Bengkulu now) (Siddik, 1996: 28). Private HIS is parallel to HIS organized by the Dutch East Indies government. The community-funded the establishment of private HIS. It was not easy to get permission from the Dutch East Indies government, where the Dutch East Indies government limited the growth and development of Indonesian education.

Hasan is a lecturer at HIS organized by Muhammadiyah in Bengkulu. When Hasan was teaching at HIS Muhammadiyah, Hasan met Bung Karno (Dr. Ir. H Soekarno). He was the one who motivated Hasan to return to his birthplace, namely Manna (South Bengkulu). In 1942 Hasan decided to stop teaching at HIS Muhammadiyah Bengkulu and returned to his hometown of Manna. There were also two educational facilities there in that year, namely the Sekolah Rakyat (SR) (Elementary Schools) and the Kita School, which the Kita School Foundation founded. Then Hasan became a double teacher at the People's School and Our School.

After the Second World War, Indonesia was occupied by Japan. On February 12, 1942, the Japanese invaded Sumatra for the first time. After landing in Palembang, South Sumatra, the Japanese marched towards Bengkulu. Arriving in Bengkulu, what the Japanese did at that time was that all schools had to follow the rules it had set. Primary education inherited from the Dutch East Indies government, such as HIS, ELS, HCS, Voksschool, and Veryvolgsschool, merged with sho-gakko. The length of schooling is six years. By the Japanese military government, the implementation of sho-gakko in the Bengkulu region was divided into four districts, namely, Bengkulu Municipality, North Bengkulu, Bengkulu Seluma (Manna-Kaur) and Rejang Lebong. Each sho-gakko was centered in Lais, Bengkulu, Manna, and Kepahiang. At the same time, Hasan served as the sho-gakko Manna school (1942-1945). He had to hold this position with the wishes of the Japanese military government. Every morning you have to respect the Japanese flag Hinomaru and Taisho exercises.

In 1966 Hasan was asked to become Kakanwil Dikbud South Sumatra by the Minister of Education and Culture, Prof. Dr. Ir. Soemantri Brodjonegoro. In 1968, when Bengkulu officially became a province, from 1971-1975, Hasan was appointed as the Head of the Bengkulu Province P&K Representative. Because of his passion for sports, he formed the Field of Sports Development merged into the Field of Teacher Education. In 1973, he also served as Director of A2N (Academy of State Administration) in Bengkulu. Hasan was also trusted to be the Head of the Regional Education and Culture Office of Bengkulu Province in 1977. In the same year, Hasan retired as a civil servant.

After that, Hasan was elected as a Bengkulu DPRD Level I member for the 1977-1982 period from the Golkar faction. Served as Chairman of Commission C. As the years changed. In December 1984, Hasan suffered a heart attack until finally, on December 17, 1984, at Bengkulu Hospital, Hasan breathed his last. The body was taken to Manna for the Rukis Mosque to pray and was buried in the Pasar Bawah cemetery.

### **3.2 The Role of Hasanuddin Damrah in Developing Education in South Bengkulu**

Hasanuddin wants to be an educator like his father, starting from continuing his education at HIK (hollandsche indische kweekschool) Muhammadiyah or often called (SGB), it became the forerunner of Hasanuddin Damrah starting his work in the role of education development in South Bengkulu. Three years of studying, he graduated with excellent grades in 1941 (Ikram.dkk.1982: 74). Seeing his brilliance, the Dutch East Indies government was interested in making him a teaching staff in Ambon to advance the Christian community. However, Hasan refused because he preferred to return to Bengkulu, where the education was still far behind Palembang and Padang. This prompted Hasan to do something for his homeland.

Hasan deeply felt how difficult it was to go to school in the past. When Hasan was in school, the only HIS organized by the Dutch East Indies government at that time, founded in 1919, was in Bengkulu, so to go to Bengkulu from Manna, you had to travel many kilometers at that time. Apart from children from the nobility, government employees, or plantation companies, no native children were allowed to study there. (Source: an online interview with Lilian Anggreny / Nani, 16 June 2021, 09.00 – 10.30).

Among them are the Curup, Bengkulu, and Lais areas. This private HIS is parallel to the HIS organized by the Dutch East Indies government. This was a breath of fresh air for the Indonesian people in the past. The establishment of a private HIS was not as easy as imagined let alone getting permission by the Dutch East Indies government at that time, because the Dutch East Indies government tried to limit the growth and education development in Indonesia and remote areas (Department of Education and Culture, Directorate of History and Regional Documentation, 1980).

In their brief togetherness, Bung Karno and Hasan often discussed various things, from political and social issues to education. Bung Karno also encouraged him to build education in Manna. Because compared to Muhammadiyah Bengkulu, which the teaching staff has never subsided, Manna needs his thoughts and energy more so that Hasan does a lot there. This was in line with Hasan's thinking, so in 1942 he decided to stop teaching at HIS Muhammadiyah Bengkulu. Without hesitation, he returned to Manna, a small seaside town that was deeply imprinted on his childhood memories. After several years did comeback in Manna, it almost unchanged. However, the novelty is that there are only two educational facilities there, namely the Sekolah Rakyat (SR) (Elementary School) and Sekolah Kita, founded by Sekolah Kita Foundation (source: an online interview with Bunda Lilian Anggreny/ Nani, 16 June 2021, 09.00 am – 10.30).

Although there are two educational facilities, the people living in the hamlets in remote areas of Manna, many parents do not consider the importance of education. Generally, they

assume that they can survive without even getting an education by relying on brute force. This is what makes Hasan's desire to change the paradigm of thinking that is misguided. In line with that, Hasan began his struggle to revive education in Manna. One of the first steps was to explore becoming a double teacher at the People's School and Our School (1942-1946). However, Hasan sees from his perspective that the community will be cut off from school only by the People's School and Our School, thus giving rise to Hasan's dream to build a secondary school in Manna so that his students no longer need to drop out of school after graduation, to continue their education. They don't have to wander far away, and it reminds them of when Hasan migrated far at the age of 8 years, how complicated the distance traveled was. Hasan wanted to think about the economic conditions of his students' parents at that time. But unfortunately, Hasan's dream is not easy to realize, and he continues to work on that thought in the hope that it will come true one day (source: an online interview with Mother Lilian Anggreny / Nani, 16 June 2021, 09.00 - 10.30).

After the Second World War, Indonesia was occupied by Japan. They invaded Sumatra for the first time on February 12, 1942. After landing in Palembang, South Sumatra, they advanced to Bengkulu. With the reign of the Japanese military government, all aspects of politics, economy, social culture, and education are controlled to support Japan's interests. As a result, all schools continue to operate by following the rules that have been set. Education inherited from the Dutch East Indies Government, such as HIS, ELS, HCS, Volksschool, and Vervolgschool, merged with Shogakko. The length of schooling is six years. By the Japanese military government, the implementation of sho-gakko in the Bengkulu region was divided into four districts, namely the Bengkulu Municipality, North Bengkulu, Bengkulu Seluma (Manna - Kaur) and Rejang Lebong. Each is centered in Lais, Bengkulu, Manna, and Kepahiang. By its primary objective, the educational curriculum is directed at winning the battle of Dai Toa Senso. The impact of this regulation is that the application of science does not run the same way. Educational values are only determined by Japanese-speaking intelligence skills in organizing military-based kinrohoshi (Ministry of Education and Culture, Directorate of History and Regional Documentation, 1980: 80).

In connection with that, teachers were almost meaningless, the people lost the dignity of education. The minimal educational facilities and the teacher's life are not guaranteed. All these conditions mentally paralyze the educators of this country. In difficult times that clashed with conscience, Hasan began his role with tremendous pressure, at that time he served as Principal of the sho-gakko Manna School (1942 – 1945). Hasan strengthened his mind that he had to lead school activities by the wishes of the Japanese military government. He led the kinrohoshi community service every week, interspersed with rows like heitai-san, complete with Japanese military songs. They started every morning, paying homage to the Japanese flag Hinomaru and singing the national anthem Kimigayo. At another time, the Japanese army government asked Hasan to lead the school to do taisho (Soleh, 2014: 82).

On January 15, 1946, the Manna Middle School (SMP) was officially established with the support of Japilus, Tajudin, and several community leaders. At that time, the building was still in the SR (Elementary School) of Sekolah Kita. This junior high school was the first one in Manna at that time. For Hasan, high school is a necessity that must be fought for even in an atmosphere of war. At least SR Manna graduates do not need to drop out of school because they have a place to continue their education to Junior High School (SMP) level. This learning activity began in the new academic year in July 1946. While waiting for Hasan to find students in remote areas, he walked along the coast to the edge of the forest, even though it was raining or hot. Hasan gave an understanding of the importance of education to parents. As a result, the community's appreciation gradually began to increase (source: an online interview with Mother Lilian Anggreny / Nani, June 16, 2021, 09.00 - 10.30).

As a result, in the new academic year, several students were collected who filled three classrooms, including Wahin, Muhammad Nur, Hasnul Basri, Mochtar, Ahmad Batsir, Ismu Amran, Salihin, Mardin, Abdurohim, R. Sulaiman, Arituasna, Nurhiba, Hatifa, Ahmad Sayuti, and Arsyik Wahab. From 1946 to 1950, Hasan served as a teacher and principal. Apart from him, some teachers help him, namely Salim (life science teacher) and Suraham (religion teacher). They are willing to work without pay. As time went on, students' enthusiasm for learning fell slowly. One by one, students left school because at that time, picking cloves was very profitable compared to studying. Moreover, mentally, the students did not think too much about the importance of education at that time since they thought about the economy of everything. Students and teachers also fall because they have not been paid for long time. Only five students are left, namely Ahmad Sayuti, Saad, Zaedi, Ismu Amran, and Anwar Marahmat. And for teachers, only Hasan himself is still standing strong. Even at that time, Hasan had to teach all subjects and prepare for the final examination of junior high school (source: an interview with Mother Evelyn Haryati / Yati, 19 June 2021, 10.00 – 12.00).

As an educator, Hasan always holds his commitment to teaching; no matter how complicated the situation is, teaching is his obligation to carry out tasks he carries out. For months as a teacher, the more students he teaches, Hasan has haunted figure. Known as an enthusiastic figure because one day his students skipped school due to the initiative to look for cloves during the clove season while playing instead of school, who would have thought Hasan did not react with enthusiasm Hasan followed his students into the garden and caught the students who were truant at that time. They were often caught unable to speak at all, so this time they learned in the middle of a clove garden what they could do for Hasan. They had to keep studying until finally, Hasan did not hesitate to punish what they had done. Not only that, Hasan has arrested a student who smoked at school, the punishment is still responsible, and the results are reported to the parents of his students. That's how Hasan educates his students' behavior, especially what he does for the good of his students uniquely none of his students hold a grudge, but they obey the teacher (source: an interview with Ibu Evelyn Haryati / Yati, 19 June 2021, 10.00 - 12.00).

It occurred to Hasan that he wanted to propose a secondary school. In 1960, Hasan contacted local officials and consulted on educational issues. He expressed that there should be a secondary school from the junior high school level. This is supported by local leaders and communities who want to advance education in Manna. Thus, they carried out deliberation and formed the School Development Board - Advanced Schools (BPSL). In this regard, all community leaders must choose a capable and experienced figure, namely Hasan, to be trusted as the Education Section in the management. Hasan also proposed a plan to equip Manna with SKP, SMEP, and SMA as a secondary school during the meeting. In the construction process, the SKP and SMEP buildings and the Manna High School were gradually built that year and are still living in the Manna State Junior High School building. After several years, right on Jalan Pangeran Duayu, the building which was the SKP and SMEP buildings was established. In 1960 – 1968 Hasan became one of the most reliable teaching staff. Thus, in 1968-1971, after no longer serving as the principal of the Manna State Junior High School (SMP), Hasan was appointed as the principal of the Manna High School. Gradually many teachers taught, and in 1963, with the Decree of the Minister of P&K Mp.39/BIII/1963 dated June 1st. For this reason, the SKP and SMEP buildings were finally used for Manna High School because the requirement to become a public school was to have a facility for teaching and learning activities. You can't go to another school. In the end, the SKP building was moved to the Maria Affan complex (now the SMP Negeri 4 Bengkulu Selatan building), and SMEP was moved to the SGB building located on Jalan Kemas

Jamaluddin (now the Regional Library Building) (source: an interview with the wife of Mr. Haryanto, 18 September 2021, 10.00 – 11.30).

Hasan's movements did not stop, but he continued to pioneer the establishment of schools if the local children needed them. As a result, he founded the Advanced School Development Foundation (PGSL), which he chaired himself. The PGSL Advanced School Development Foundation has a program designed by Hasan, namely building SMP, SMEP, ST, and SKKP in sub-districts and regencies and SMA, SMEA, SPG, and STM in Regency City. Some of these schools have been established, and the government has taken over. Based on (source: an interview with Ibu Evelyn Haryati / Yati, 19 June 2021, 10.00 – 12.00). Hasan not only built schools in Manna, but also in Bintuhan (Kaur Regency), in Tais (Seluma). In 1963, Hasan was finally summoned to Palembang by the Representative of the P&K Department of South Sumatra, he was asked to take on a new task as a Junior High School Inspector at the representative office of the South Sumatra P&K Department, but he rejected the request because he wanted to devote himself to Bengkulu. In 1966 Hasan was asked to become Kakanwil Dikbud South Sumatra by the Minister of Education and Culture, Prof. Dr. Ir. Soemantri Brodjonegoro. But he still politely refused the offer because his task in advancing education in South Bengkulu was not over yet.

In 1968, the day Bengkulu officially became a province. In 1971 Hasan was willing to accept Governor Ali Amin's request, who came specifically to Manna to carry out his duties as Head of Representative of the Bengkulu Province P&K Department, which became the forerunner to become the Bengkulu Province Head of Education and Culture. However, the new field of struggle that still revolves around the world of education is still within the scope of Bengkulu. This coincided with him leaving his position as Principal of SMA Negeri Manna (currently SMA Negeri 1 Bengkulu Selatan) and being replaced by Muchsin Rauf, B.A. Hasan entrusted his mandate and advised that the continuity of his school will serve for many years to create quality education with good graduates (source: an interview with Mr. Haryanto, September 18, 2021, 10.00 – 11.30).

Hasanuddin officially became the Head of Representative of the Bengkulu Province P&K Depateen (1971 – 1977), whose office was still staying at the SPG on Jalan Surapto. Hasan was tasked with building the Bengkulu Province P&K Head Representative Building and the Bengkulu Province P&K Head Office Representative Office house, located at the Tembok Baru Complex No. 12 Bengkulu.

He also equipped Bengkulu with educational facilities with Drs. Arsyik Hawab, an employee of the Bengkulu Province Information Department. He founded the State Administration Academy (A2N) in Bengkulu in 1973. And served as director of the State Administration Academy (A2N). Apart from his duties as an official, Hasan does not stop reviewing education in Manna, how the educational facilities are, and its progress. However, it is true that Hasan still often thinks about education in his life.

#### **IV. Conclusion**

Hierarchically, Hasanuddin Damrah was known as a figure who carried out education in South Bengkulu from 1945 to 1968. Hasanuddin Damrah succeeded in driving the development of a junior high school in South Bengkulu. His clever efforts have paid off until now, people in South Bengkulu get education at ease. Hasanuddin Damrah's role in developing education in South Bengkulu from 1945 to 1968 began building the first secondary school education facility, namely SMP Manna. This Manna Middle School will lead to the development of another secondary school that Hasanuddin Damrah will endeavor to do. Then Hasan's efforts were to move the construction of the Manna High School. From here, Hasan's position is to move other schools along with other supportive community

leaders. In 1960 Hasan contacted local officials and consulted on educational issues. He expressed that there should be a secondary school from the junior high school level. This is supported by local leaders and communities who want to advance education in Manna. As a result, the deliberation comes to Bengkulu and formed the School Development Board - Advanced Schools (BPSL). In this regard, all community leaders must choose a capable and experienced figure; Hasan, to be trusted as the Education Section of management. Hasan also proposed a plan to equip Manna with SKP, SMEP, and SMA as a secondary school during the meeting. In the construction process of SKP and SMEP, the Manna High School were gradually built that year and are still join in the Manna State Junior High School building. After several years, on Pangeran Duayu Street, the building which was the SKP and SMEP buildings was established. In 1960 – 1968 Hasan became one of the most reliable teaching staff. Thus, in 1968-1971, after no longer serving as the principal of the Manna State Junior High School (SMP), Hasan was appointed as the principal of the Manna High School. Gradually many teachers taught in 1963, with the Decree of the Minister of P&K Mp.39/BIII/1963 dated June 1st. For this reason, the SKP and SMEP buildings were finally used for Manna High School because the requirement to become a public school was to have a facility for teaching and learning activities. A school cannot join to another school building. In the end, the SKP building was moved to the Maria Affan complex (now the SMP Negeri 4 Bengkulu Selatan building), and SMEP was moved to the SGB building located on Kemas Jamaluddin Street (now the Regional Library Building). Hasan's movements did not stop, and he continued to pioneer the establishment of schools if the local children needed them. Thus, he founded the Advanced School Development Foundation (PGSL), and became its leader. The PGSL Advanced School Development Foundation has a program designed by Hasan, including build SMP, SMEP, ST, and SKKP in sub-districts and regencies and SMA, SMEA, SPG, and STM in Regency City (High Schools). Some of these schools have been established, and the government has taken over.

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