



# **The Analysis of the Primary School Education with Dutch as the Medium of Instruction during the Dutch Colonial government of Year 1900-1920**

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## **ABSTRACT**

This study aims to analyze the primary school education with Dutch as the medium of instruction during the Dutch colonial government of year 1900-1920. The Dutch colonial government's political background in education during this period and the implementation of primary education with Dutch as the medium of instruction are analyzed through the investigation of European-Dutch primary schools during colonial times. The research methodology consists of five steps: topic selection, heuristic, verification, interpretation, and historiography. The results show that the establishment of European-Dutch primary education was initially created to educate Dutch children who accompanied their parents to the Dutch East Indies. Later, schools began to open up to educate mixed Indo-Dutch children who did not understand Dutch. These schools became popular and attracted the interest of indigenous and foreign eastern children to enroll in European-Dutch schools. Unfortunately, indigenous and foreign eastern students could not keep up with the lessons due to the inflexibility of the school's curriculum. As a result, the Dutch colonial government decided to divide the schools into three: ELS, HCS, and HIS.

Keywords: management, basic education; colonial period, primary school education

## **INTRODUCTION**

Before the influence of Europe, basic education originally only covered simple learning related to daily life. Simple learning obtained from the family, learning environment, and community environment (Alpian et al., 2019). Then, in the early 16th century, European nations sailed to explore the ocean and search for spices in the Indonesian region. The decision to settle and trade apparently brought about significant changes in the economy, culture, and education sectors. Education with European influence began with the Portuguese. The Portuguese intentionally used education as a means to spread their Catholic religion. Through their missionary schools, it was hoped that they could attract many native people to convert to Catholicism and create a new religious community (Syaharuddin & Susanto, 2019). Unfortunately, the Portuguese occupation did not last long. The Dutch people took over and replaced Portuguese rule (Rifa'i, 2017). The Dutch, with their trade motive, utilized Indonesia's wealth by establishing the VOC trading company (Vereenigde Oostindische Compagnie). In addition to controlling the trade, another motive was to spread the Protestant religion. Therefore, education was run with the mission of the Protestant religion. Schools established were intentionally placed in areas previously influenced by the Portuguese (Catholicism in Maluku). The placement was intended to eradicate the Portuguese influence and the presence of the Catholic religion and replace it with Protestant Christianity (Arta, 2015).

Education experienced a decline in the mid-18th century. Only 350 students attended school on the island of Java. The education donation money to the schools could not be used because there was not a single Dutch teacher who could teach. As a result, education during the VOC era experienced a saddening crisis compared to before the Dutch arrived in Indonesia (Nasution, 1995). The situation worsened with the bankruptcy of the VOC in 1799. After the collapse of the VOC, the power of the VOC in the Dutch East Indies was transferred to the Dutch colonial government (Syaharuddin & Susanto, 2019).

The text discusses the background and implementation of Dutch education policies during the period of Dutch colonial rule in Indonesia from 1900-1920. The Dutch government brought in a General Commissioner from the Netherlands, along with a large number of Dutch officials and thousands of soldiers, to replace Raffles in Indonesia. The Dutch officials were brought in to help facilitate the smooth running of the government, and many were involved in setting up European-Dutch schools and implementing education policies.

However, these policies were discriminatory and aimed primarily at educating Dutch officials and their families, while neglecting the education of Indonesian children. The colonial government's education policies were seen as selfish and discriminatory, which hindered the development of local education. The aim of education was to benefit the Dutch colonial administration in Indonesia by providing a workforce for Dutch businesses and

industries. This was achieved by providing basic education that trained Indonesians to become workers in various fields, such as agriculture, administration, and technology.

The text raises two main research questions: what was the political background of Dutch education policies during the period of Dutch colonial rule in Indonesia from 1900-1920, and how was basic education in the Dutch language implemented during this period? The text provides an overview of three types of Dutch schools in Indonesia: ELS, HCS, and HIS, and delves into various aspects of these schools, such as curriculum, teachers, inspections, and facilities.

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## METHODS

In this research, the writing is adjusted to the steps of the historical method, which include: heuristic, criticism, interpretation, and writing. Heuristic is the activity of searching for and collecting relevant data sources. In a research, without sources, it is impossible to be conducted. As an initial step in this research, the author searched and collected data sources at the National Archives, National Library, Yogyakarta Regional Library, and individual historical actors both in Madura and elsewhere outside Madura.

Then, the sources obtained by the author were in the form of archives, contemporary newspapers and magazines, manuscripts, and books. Criticism is an effort to question the authenticity of sources. In this case, it is the activity of testing, assessing, and selecting historical sources to obtain accurate and valid sources. Criticism can be done externally to determine the authenticity of the source, and internally to select the truth of the source's content and its relevance to the problem being examined. Therefore, from the sources obtained, the author selects and examines the sources so that it can be known and chosen the sources that are truly valid, both in terms of the authenticity of the source, the truth of the content, and its relevance to the problem being examined.

The next step is data interpretation, where the selected sources are then analyzed and synthesized using relevant social science concepts, so that the sources can lead to a scientific work that can be accountable. As a final step, writing is an effort to describe the results of the analysis systematically and logically in the form of a scientific work. By going through these steps, it is hoped that the research can be completed with satisfactory results. In addition, data analysis also utilized NVIVO software to visualize the results of interviews with five history teachers regarding the management of basic education using Dutch as the medium of instruction.

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## RESULT AND DISCUSSION

### The Education Policy of the Dutch Colonial Government for the Dutch (European) Community

Initially, education was aimed at facilitating the children of Dutch officials who accompanied their parents to work in Indonesia. In 1816, education began to be taken seriously. The government began to pay attention to the fate of Indo-Dutch children who were unable to speak Dutch. These mixed-race children were born and raised in indigenous communities that used local languages. Economically, these children were in the same situation as the ordinary population. Therefore, the colonial government began to open education for poor Dutch children. The number of schools and students continued to increase. This increase led the Dutch colonial government to renew some policies in education in the Dutch East Indies (Gunawan, 1986). This situation gave rise to many characteristics in determining Dutch education policies. To protect its race and avoid endangering its position, the following are political characteristics applied:

1. Gradualism

The education provided by the Dutch colonial government for native children progressed slowly and gradually. This was intended to ensure that the Indonesian population would maintain their current level of education, similar to that of the Dutch before they arrived in Indonesia. When the Dutch government took over governance in Indonesia, they were influenced by liberal thinking and recognized the importance of education for Dutch children living in Indonesia. Thus, at the beginning of the 19th century, schools were established for Dutch children, but Indonesian children were not given the same opportunity.

Funds for education were first provided in 1848 for the training of teachers and plantation supervisors. By 1863, the government had established 52 schools. However, the government did not want to provide education to the native population, as it was feared that this would backfire on the colonial government. Therefore, the Dutch East Indies government refused offers from the Netherlands and America to establish Christian missionary schools in Indonesia. Instead, the focus was primarily on providing education for Dutch children. Schools were established in the late 19th century, and Dutch children were given better educational opportunities than in their home country. Children of Dutch descent were able to enter secondary education starting in 1860, while advanced education for Indonesian children was only provided in 1914.

The Dutch government was unwilling to spend a large amount of money on the education of native children. The Dutch government only provided 5 to 10% of the funds that the Philippines had spent on developing education. Gradualism was considered advantageous for the Dutch position in Indonesia, as limiting the educational opportunities of Indonesian children ensured that Dutch children would always be ahead. This was supported by the assumption that advanced education could be a danger to the Dutch government. Education provided without a guarantee of employment would result in many frustrated intellectual elites, which would pose a threat to the Dutch government. The fear among the Dutch was that the Indonesians would feel equal to the Dutch and attack the white race. These reasons are why the development of education deliberately progressed slowly.

## 2. Dualisme

The dualism has been implemented since the era of VOC's rule over Indonesia. The government, judiciary, and land law had a gap between the colonial government and the Bumiputera community. This action was initiated by the motive of practicality in obtaining advantageous opportunities for the Dutch. Then, the Dutch government accepted this as an effective principle. Dualism became one of the prominent colonial political features in the Dutch East Indies education system. The reason was the difference in schools established based on racial and social groups. As a result, education was divided into two types: Western schools and native schools. The language of instruction, inspection, teachers, curriculum, and fees were all different.

Western-oriented schools were conducted in Dutch, while native schools were conducted in Malay or local languages. Dutch schools provided opportunities to continue education to higher levels, while native education did not have the opportunity to pursue further studies (dead end). Another characteristic of dualism was that Dutch children from high social groups could attend ELS/School Class One. Meanwhile, Dutch children from low social groups could attend Dutch ELS but not Class One. A similar difference was also experienced in native children's education. Village children attended village schools, while those who lived in urban areas such as trade and industry centers could attend Class Two schools.

Kat Angelino stated in his book entitled *Colonial Politics* that distinguishing community members based on race is not justified. The dualism that occurred was based on different interests of several Dutch East Indies population groups. The fact is that Dutch children have a different background from native children. Based on the colonial government's goal of educating its descendants, schools were established based on their social groups. However, it seems impossible if dualism is not considered from a racial emphasis. Because many Indo-Dutch children were found living in villages with native people. These children could not speak Dutch because they were born and raised in a native environment. Indo-Dutch children could not afford school fees because their parents were poor, but they received special treatment in the form of ease in attending Dutch schools compared to wealthy Indonesian high social group children. Meanwhile, non-Dutch Indonesian children (native group) were required to pay higher school fees. The Dutch maintained their colonial status, so the difference between the rulers and the ruled community was very clear. The Dutch East Indies and Indonesia lived in different worlds.

## 3. Concordance

The concordance principle aims to ensure that schools in the Dutch East Indies have the same curriculum and standards as schools in the Netherlands. This is intended to facilitate the transfer of Dutch East Indies students to the Netherlands. Originally, the establishment of schools was specifically intended for Dutch children living in the Dutch East Indies. After the Dutch settled in Indonesia, they realized that many wealthy Dutch people/government officials moved to the Netherlands due to leave or retirement. This made it possible for students to move at any time. Therefore, Dutch schools in Indonesia were made the same as those in the Netherlands to facilitate the transfer of children.

Inspectors have the task of ensuring that schools reach the same quality as those in the Netherlands, both primary and secondary schools. The teachers who teach must also have the same qualifications as those in the Netherlands. Then the school standards were successfully achieved in Indonesia. Children who attended school in Indonesia and later moved to the Netherlands did not have difficulty entering universities in the Netherlands. Problems began to arise when more and more Indonesian and Chinese children entered ELS. This principle began to be questioned because in reality, 90% of ELS children did not go to the Netherlands. The curriculum provided by ELS does not have flexibility with the situation in Indonesia. ELS is oriented towards the Netherlands and is centered on the conditions in the Netherlands. The situation in Indonesia is ignored, and the Malay language, the popular language of Indonesia, is not included in the curriculum. However, French, which has no function for Indonesian society, is considered an important subject (Nasution, 1995).

The use of Dutch as the language of instruction in schools is mandatory to foster Dutch nationalism. In addition to this reason, the colonial government needed many low-level employees in government offices and trained technical personnel. The skills required include reading, writing, and arithmetic (Laloli, 2001). Primary education became the main requirement for obtaining a job and continuing education at the next level. The colonial government divided it into three different types of primary schools: European schools, Dutch-Chinese schools, and Dutch language schools (Stroomberg, 2018).

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## Types of Dutch-Language Elementary Education during the Dutch Colonial Period in 1900-1920

Primary education in Dutch language is often referred to as Dutch-European schools. These schools use Dutch as the medium of instruction for learning and teaching. The Dutch-European primary education is directly managed by the Dutch colonial government. Its curriculum and facilities are more adequate as they receive operational funds from the Dutch government. Only students from high society can enroll in these schools. Here are some schools with Dutch as the medium of instruction:

### 1. ELS (Europeesche Lagere School)

The curriculum provided by ELS consists of reading, writing, arithmetic, Dutch language, history, earth science, and other subjects. Originally, religion was the main factor in colonial governance establishing schools. Later, this objective was abolished and became a hot topic of discussion in the Dutch parliament for years, leading to the birth of a new curriculum regulation. The curriculum can be further expanded with additional high-quality subjects, such as natural sciences, French basics, English and German languages, general or world history, mathematics, agriculture, drawing, physical education, hand skills, and sewing for girls.

The French language was first introduced in ELS in 1868. The French language subject was an important requirement for entering HBS. This language was taught with the aim of helping students to pass exams and get good results with additional classes in the afternoon. In 1913, the French language was

finally given to all ELS schools. The importance of the French language as a provision was then applied to the appointment of ELS heads. Proficiency in French became a certification requirement to hold a position in the government structure. However, criticism emerged regarding the teaching of the French language. Many suggestions were made for the subject to be abolished. The reason for these objections was the surrounding environment of Indonesia. Indonesia is located between English-speaking colonies. Therefore, the French language should be replaced with English as a mandatory subject in ELS. Australia, India, Burma, the Malay Peninsula, Japan, and China all use English as a trading language. These objections believed that if we could master English, it would make trading activities with other nations easier.

The clause found permission in the expansion of the curriculum. Drawing and physical education were finally made into subjects in 1894. For girls, there was a sewing subject in 1911. The unpopular subjects were English and German languages because they were not subjects on the exam. So, there was no reference to learning them. Agriculture was not made a subject because farming in Indonesia was considered to lower one's status. Throughout ELS history, Malay language was not made a subject because the school's purpose was to instill national awareness of the Dutch nation. ELS, as an official institution established by the Dutch institution, was purely maintained by ignoring the surrounding culture. Geography and Dutch history were better understood by the students than the conditions in Indonesia. Dutch songs were sung in this school. Western culture and customs were highly valued, even among the people.

ELS is actually the same as any other school that is seen as a political tool, fully controlled and monitored by the government. The Dutch language subject played an important and primary role in absorbing other subjects. Proficiency in the language was a valuable and key thing to make someone a government employee. Unfortunately, Dutch language skills were limited to the educated and intellectual groups who held prestigious positions in society. The Klein Ambtenaars examen special exam prioritized proficiency in the Dutch language and had to be taken to obtain a job, even if the job obtained was only a low-level government employee. The government had a powerful tool to control the people with the Dutch language. Inspectors were very careful in observing the Dutch language subject. Education also had other control tools, namely ELS teachers who had sworn loyalty and secrecy. Uniforms, books, and curricula were determined by the government (Nasution, 1995).

The Dutch colonial government made great efforts to obtain highly qualified teachers. The government brought in teachers from the Netherlands to train ELS teachers in Indonesia. The recruitment was conducted from among the top graduates of Dutch higher education institutions. The government provided incentives, such as scholarships, travel expenses, and salaries, to attract and retain high-quality teachers.

Table 1. Total Number of ELS Students by Nationality

| Year | Number of Dutch children | Number of Indonesian children | The number of foreign children | Overall Total | Percentage of Indonesian children |
|------|--------------------------|-------------------------------|--------------------------------|---------------|-----------------------------------|
| 1890 | 11.421                   | 808                           | 148                            | 12.377        | 6,5                               |
| 1895 | 12.690                   | 1.135                         | 185                            | 14.010        | 8,1                               |
| 1900 | 13.592                   | 1.545                         | 325                            | 15.462        | 10,0                              |
| 1905 | 15.105                   | 3.752                         | 525                            | 19.382        | 19,3                              |
| 1910 | 17.526                   | 3.453                         | 3.525                          | 24.514        | 14,0                              |
| 1915 | 19.712                   | 4.187                         | 1.093                          | 25.002        | 16,7                              |
| 1919 | 20.703                   | 5.285                         | 1.325                          | 27.315        | 19,2                              |

In 1919, the ELS (Europeesche Lagere School) inspection report showed that the school building was always in good condition since the 1891 inspection. In 1912, the school yard was cleaned by convicts, and since then, it has been cleaned by the janitor. The teaching materials, books, and other equipment were always complete and available. These fulfilled facilities proved that Dutch children were provided with the best and most complete schools, which was very different from the schools for Indonesian children. Since 1905, each ELS school had an adequate library, which was expanded for students in grades 3 to 7. A budget of f 0.40 per year was provided for the school library, while the first installation was given f 40,- with an average of around 3600 books per school in 1910.

Table 2. Number of Libraries and Books in ELS

| Year | School with a Library | School without a Library | Number of Books |
|------|-----------------------|--------------------------|-----------------|
| 1891 | 137                   | 10                       | 31.187          |
| 1895 | 155                   | 4                        | 36.833          |
| 1900 | 168                   | 1                        | 46.069          |
| 1905 | All                   | -                        | 57.302          |
| 1910 | All                   | -                        | 61.196          |
| 1914 | All                   | -                        | 54.290          |

Source : Nasution, 1995

The graduates of ELS can take two types of exams, namely the Klein Ambtenaars examen (lower civil servant exam) which can be taken after the 6th grade, and the entrance exam for HBS (Hogere Burgerschool, a secondary school equivalent to current junior and senior high school) which can be taken after graduating from the 7th grade. Usually, around 80% of students pass both exams. Although having a Klein Ambtenaars diploma (lower civil servant) does not guarantee a job. Later, these exams were abolished after the establishment of HCS and HIS. The advantage of entering ELS is that the school is

an integral part of the education system from primary school to university. The Dutch government facilitated the transition between ELS and HBS. In the period of 1900-1904, one-third of ELS graduates continued their education to vocational schools or HBS. In the period of 1905-1909, more than half of them did. Then, in the years 1915-1919, the number increased to 80% or 4 out of 5 children who continued their education to vocational schools or HBS.

## 2. HCS (Hollandsche Chineesche School)



Figure 1. Dutch Chinese School Makassar in 1910

The HCS had a similar educational basis and system as the ELS, with French language classes taught in the afternoons, in addition to the English language classes taught at ELS. However, it was unfortunate that Indonesian children of Chinese descent did not have access to the same facilities as their Dutch counterparts, as the colonial government refused to allow the teaching of the Chinese language in schools.

The teaching of Mandarin became a serious issue, with the colonial government firmly rejecting the idea of its inclusion in the curriculum. However, some voices advocated for the teaching of Mandarin in line with the needs of the students. The colonial government was not willing to fund the nationalistic goals of other nations, and the Chinese community often held Mandarin language classes outside of school, which eventually led to various problems. Teaching Malay also did not succeed, as it was considered a common market language used by servants.

As for the curriculum and textbooks, the HCS had the same as the ELS, requiring teachers of the same caliber. Politically speaking, HCS should have employed Dutch teachers, but due to the increasing number of HCS schools, Cina teachers with the same quality as Dutch teachers became the pressing choice. In 1916, the HKS (Hogere Kweekschool) was established as a higher teacher training school to educate HIS teachers who could educate Cina teachers. However, the Chinese believed that there would be a regression if the HCS trainee teachers were combined with Indonesian teachers, as they competed to obtain the same legal status as the Japanese who were equal to white people in terms of rights.

School inspection activities were the same as those at ELS. Because both schools had the same curriculum, HCS was placed under the same inspection as ELS. Two Chinese individuals with good education were appointed as members of the Dutch school commission to manage HCS.

HCS was established for children who wanted to learn Western education, mainly dominated by Indonesian-born Chinese. Many children of Chinese descent did not understand Mandarin and were not interested in national Chinese schools. The establishment of HCS was a political consideration to compete with THHK, but the colonial government's efforts were not entirely successful, as many Chinese still sent their children to study in China. For example, Chinese people living in West Kalimantan preferred to send their children to Singapore or Shanghai rather than to Batavia because of its proximity. Despite the high regard for the establishment of HCS in Java, it was not appreciated when offered to the Chinese community (Nasution, 1995).

In 1924, there was a subsidized HCS in Surabaya called Chirstelijck Hollands Chineesche School located on Niuwe Kerkstraat with 119 students and 5 teachers. The school is now located in Bubutan Koblen. Then, in 1926, a girls' school for the Chinese community was established with 121 students and 5 teachers called Hollandsch Chineesche Meisje School, now located on Jalan Kanal. The curriculum taught was more or less the same, but with additional subjects such as Bijbel, English history, and skill lessons for girls (Prayudi, 2014).

## 3. HIS (Hollandsche Inlandsche School)

The HIS (Hollandsch-Inlandsche School) was established in 1914 as a school that assessed a person's social status based on their lineage, position, wealth, and education. The government also based their assessment on an individual's income, which was divided into three categories. Category A included nobles, high officials, and wealthy private citizens with a net income of more than 75 gulden per month. Category B consisted of parents who had completed their MULO (Meer Uitgebreid Lager Onderwijs) or Kweekschool education. Category C included civil servants and was considered the middle and lower class. Categories A and B were considered the upper class and were given priority in enrolling their children in HIS.

Due to the improvement in the education of the native Indonesians during their studies in HIS, the school curriculum was increased from 5 years to 6 years, and then to 7 years. In West Java, government-funded HIS schools were established in Jakarta, Bandung, Sumedang, Ciarnis, and Kuningan.

Meanwhile, private HIS schools known as HIS Pasundan were established in Bandung, Ciparay, Sukabumi, Cianjur, Bogor, Karawang, Purwakarta, Tasikmalaya, and other cities (Depdikbud, 1998).

There were also special primary schools such as the Ambonsche Burgerschool for children from Ambon, the soldaten School for children of Dutch soldiers in major garrison towns like Magelang, Jakarta, Padang or Bukittinggi, the hoofdens School for children of royalty or nobility, which was initially established in Tondano in 1865 and 1872 but eventually integrated into ELS or HIS, and primary schools established by the Missi (from the Catholic religion) and Zending (from the Protestant religion) which mostly consisted of private HIS schools (Rifa'i, 2017).

The curriculum used in HIS was listed in Statuta 1914 number 764, which included all subjects taught in ELS except for first grade. HIS also taught how to read and write in local languages using Latin script and Malay in Arabic and Latin writings (which distinguished HIS from ELS) (Nasution, 1995), which could be learned flexibly. This means that Chinese students were not required to receive these lessons and they could be omitted. The curriculum was not much different from ELS, which was not tailored to the needs of Indonesian children and society and was oriented towards the Netherlands. The books used in teaching were written by Dutch authors and viewed Indonesia from their own perspective. It is no wonder that the Dutch influence was deeply rooted in the minds of HIS students (Arta, 2015).

In 1915, the HIS curriculum did not include history, singing, and physical education. The subject of history was considered politically sensitive. As for singing and physical education, there were no competent teachers to teach these subjects yet. Reading in first grade was intended to give children reading skills. Earth science was given to be learned from grade 3. General subjects were taught in three languages: local languages, Malay, and Dutch. The most important subject in HIS was Dutch, as mastery of the Dutch language was the main objective of establishing this school.

HIS was the main institution for obtaining Western education, especially in learning the Dutch language as a key to continuing further education. It was a gateway to Western culture and a requirement for obtaining a job. The Dutch language was the key determinant of social status and entry into the intellectual and elite class. Teaching the Dutch language required Dutch teachers, but as the number of teachers needed in HIS continued to increase, Indonesian teachers who were graduates

As suspected, the majority of students in schools are male. Despite the increasing popularity of women's emancipation due to the influence of R.A. Kartini in the late 19th century, many girls still cannot enjoy the same learning opportunities as boys. Most people place women in the home, kitchen, or rice fields. It is estimated that if women work in offices, it is still not acceptable, but some progress is starting to emerge with the increasing number of female students entering school. HIS is a school considered expensive for most people in Indonesia. Its tuition fees are the same as ELS. The lowest payment is 36 rupiahs per year.

Between 30% to 40% of students entering grade 1 in HIS can reach grade 6 lower than ELS. The reason is that HIS students cannot be in the same class for more than 2 years or in two consecutive classes for more than 3 years. Many students leave school because they cannot follow the difficult program, as all learning is in Dutch. The HIS curriculum places great emphasis on language lessons, regional languages, Malay, and especially Dutch, which is very structurally different from regional languages. HIS can be more difficult than any primary school in Europe (Nasution, 1995).

A relatively large number of HIS graduates pass the low-level employee exam. Graduates can be accepted at STOVIA or MULO. They can also enter teacher schools, normal schools, technical schools, trade schools, agricultural schools, surveyor schools, and others with the possibility of not having to take an entrance exam (Arta, 2015). It is an honor for native children to have the opportunity to learn and go to school. In 1940, there were more than 2 million native children enrolled in regional language primary schools. Later, there were more than 88,000 students in Dutch primary schools. Unfortunately, many children drop out of school in village schools, which then become illiterate. The cause is that teachers cannot meet the needs of their students, so their teaching methods do not work well, and the students do not get the opportunity to develop themselves (Rifa'i, 2017).

Frequency Query. This feature helps researchers display the frequency of interesting and informative words. We obtained a set of words that most frequently appear in the data based on a search using this feature. Figure 2 shows the results of the Word Frequency Query feature. The word "Dutch" dominates the teachers' conversations with a percentage of occurrence of 8.13% of the total data, followed by the word "education" with a percentage of 5.23%, and then followed by the words "school," "language," and "colonial."



Figure 2. Words that

frequently appear in the

data



The next feature is the Text Search Query applied to understand the meanings of the words in the word cloud. In this research, the researcher used the word "ELS" as one of the keywords for this study. The results of the Text Search Query feature can be seen in Figure 3. Based on Figure 3, it was found that there are three types of Dutch-language schools, namely ELS, HCS, and HIS. In addition, other information related to ELS was obtained, namely 1) The ELS curriculum is based on Dutch standards and includes subjects such as reading, writing, mathematics, religion, and the Dutch language; 2) ELS and HCS provided more modern and high-quality education compared to HIS; 3) ELS was a type of school established for Dutch and other European children living in the Dutch East Indies; 4) ELS provided better access to education; 5) ELS more comprehensive; 6) ELS had better facilities and more.

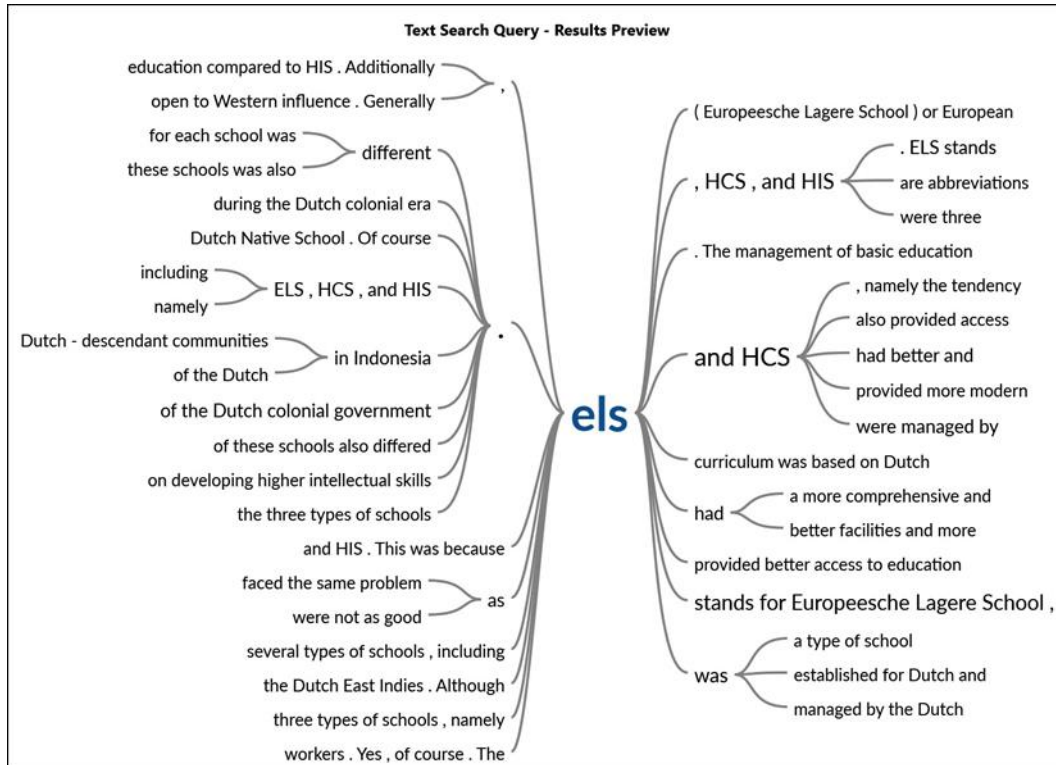


Figure 3. Word Tree of the Use of the Word "ELS"

Next, the results of the Project Map feature will be shown from five teachers interviewed about managing Dutch-language elementary education from 1900-1920. The results of the Project Map can be seen in Figure 4.

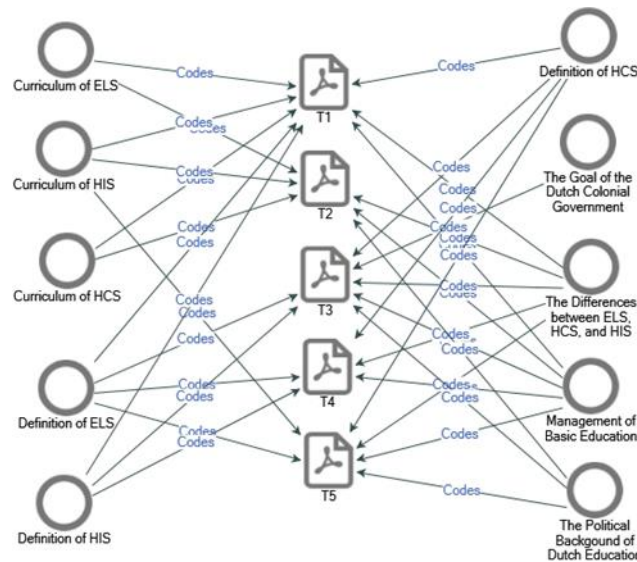


Figure 4. Project Map Result

Based on Figure 4, we obtain several pieces of information regarding the topics discussed by all the teachers, namely the definition of ELS, the definition of HCS, the definition of HIS, the ELS curriculum, the HCS curriculum, HIS curriculum, the goal of the Dutch colonial government, the difference between the three schools, management of basic education, and the political background of basic education.

The last analysis compares the five teachers' interview results to check the interview similarity level. This analysis uses the Item Clustered by Word Similarity feature, which can be seen in Figure 5, and the Pearson Correlation Coefficient values can be seen in Table 3.

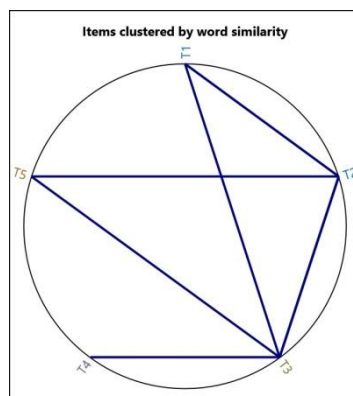


Figure 5. Item Clustered by Word Similarity

Table 5. The Value of Pearson Correlation Coefficient

| Teacher A | Teacher B | Pearson Correlation Coefficient |
|-----------|-----------|---------------------------------|
| T3        | T2        | 0.789769                        |
| T2        | T1        | 0.751618                        |
| T4        | T3        | 0.737781                        |
| T3        | T1        | 0.723212                        |
| T5        | T3        | 0.719127                        |
| T5        | T2        | 0.709378                        |
| T5        | T4        | 0.632105                        |
| T4        | T2        | 0.631714                        |
| T5        | T1        | 0.613034                        |
| T4        | T1        | 0.561749                        |

According to Figure 5 and Table 3, it was found that two teachers who had relatively similar answers were T3 and T2 with a Pearson Correlation Coefficient value of 0.789769, T2 and T1 with a Pearson Correlation Coefficient value of 0.751618, T4 and T3 with a Pearson Correlation Coefficient value of 0.737781, T3 and T1 with a Pearson Correlation Coefficient value of 0.723212, T5 and T3 with a Pearson Correlation Coefficient value of 0.719127, and T5 and T2 with a Pearson Correlation Coefficient value of 0.709378. Meanwhile, two teachers who had relatively different answers were T5 and T4, with a Pearson Correlation Coefficient value of 0.632105; T4 and T2, with a Pearson Correlation Coefficient value of 0.631714; T5 and T1, with a Pearson Correlation Coefficient value of 0.613034, and T4 and T1 with a Pearson Correlation Coefficient value of 0.561749.

## CONCLUSION AND RECOMMENDATIONS

Initially, the primary education established by the Dutch colonial government aimed to continue the education of Dutch children who accompanied their parents to Indonesia due to job demands. The length of stay of the Dutch people in Indonesia resulted in many mixed marriages. The Dutch colonial government tried to educate its race and then schools that were originally intended for Dutch employee's children could be attended by mixed-race Indo-Dutch children living in Indonesia. This was expected to educate and instill Dutch nationalism in the descendants of Indo-Dutch mixture living in Indonesia.

The success of the Dutch colonial government's industry in enriching itself required many employees who could be employed in Dutch companies. Schools were established to educate prospective employees. The popularity of these European-Dutch schools attracted the attention of the priayi class



and foreign easterners to educate their children. In addition to the clarity of the graduation that could pursue further education, the main requirement for government employee recruitment also became the goal of the priayi class and foreign easterners to educate their children. Unfortunately, ELS did not provide flexibility for non-European students, resulting in delays in learning. To overcome this problem, the Dutch Colonial Government established special schools but still adhered to the Dutch system, namely HCS and HIS.

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