

## BUMIPUTERA TEACHERS IN ETHICAL POLITICS

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### ABSTRAK

Penelitian ini bertujuan untuk menganalisis pengadaan guru bumiputera untuk memenuhi program pendidikan pada masa politik etis. Penelitian ini menggunakan metode sejarah, yaitu proses menguji dan menganalisis peristiwa di masa lampau. Hasil penelitian ini menunjukkan bahwa pemerintah Hindia Belanda melakukan berbagai upaya untuk mengatasi kekurangan guru dengan membangun sekolah khusus pendidikan guru seperti Sistem Magang, CVO (Cursus Volks Onderwijzer), Normalcursus 2 tahun, Normalschool, Kweekschool, Hongere Kweekschool, Hollands Inlandse Kweekschool, Kursus Hoofdacte. Pemerintah juga berupaya dengan melakukan pelatihan guru bumiputera yang dibimbing oleh dua guru Belanda untuk mendapat pendidikan diplomat bahasa Belanda selama 2 tahun.

**Kata Kunci:** Guru Bumiputera, Pendidikan, Politik Etis, Sekolah Guru

### ABSTRACT

This study aims to analyze the procurement of Bumiputera teachers to fulfill educational programs in the era of ethical politics. This study uses the historical method, which is the process of testing and analyzing events in the past. The results of this study indicate that the Dutch East Indies government made various efforts to overcome the shortage of teachers by building special teacher education schools such as the Apprenticeship System, CVO (Cursus Volks Onderwijzer), 2-year Normalcursus, Normalschool, Kweekschool, Hongere Kweekschool, Hollands Inlandse Kweekschool, Hoofdacte Course. The government is also trying to conduct training for bumiputera teachers who are guided by two Dutch teachers to receive Dutch language diplomat education for 2 years.

**Keyword:** Bumiputera Teachers, Education, Ethical Politics, Teacher's School

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## I. INTRODUCTION

Education is considered important for the development of a nation. Institutions that directly encourage the existence of a science include school institutions, both public schools and vocational schools. The emergence of the need for government and private entrepreneurs in the Dutch East Indies regarding cheap skilled labor became the beginning of the establishment of

the western system of schools in the Dutch East Indies. to replace skilled Dutch or other Western nations because at that time skilled workers were considered expensive (Paeni, 2009).

The appearance of the article *Een Eereschuld* (Debt of Honor) published in *De Gids* magazine in 1899 written by C.Th van Deventer, has encouraged the birth of an ethical policy or politics of reciprocity which was officially drafted by the Queen of the Netherlands in 1901, this policy has the slogan "Educatie, Irrigatie", "Emigrate" (Education, Emigration Irrigation). Ethical politics is a policy championed by liberal and social democratic groups who want something that is intended for the people of the Dutch East Indies who are considered to have helped and increased foreign exchange and prosperity for the Dutch government (Oktavianuri 2018).

Queen Wilhelmina pours her moral calling into political policies which are summarized in three main programs, namely:

1. Irrigation, which is a program to improve irrigation on the agricultural lands of the Bumiputera people by building dams and irrigation lines.
2. Immigration, which is a program to distribute the population from dense Java to areas outside Java which are still sparsely populated.
3. Education, which is a program to improve the education level of the Dutch East Indies community with equal distribution of learning opportunities and public school education (Sumanto 1983).

In the implementation of education programs, the Netherlands regulates education with a strict procedural system. The education applied will be differentiated based on each social stratification group. The government prioritizes education for Europeans. How to determine a person's status is determined on the income of parents. If the income above fl 1.20 a year will be considered to have sufficient status (Neil, 1997).

There were several school institutions that existed during the Dutch East Indies government which were divided into two types, namely schools with Dutch and regional languages of instruction. The following Dutch-language schools consist of ELS (Europeesche Lagere School), HIS (Hollands Inlandse School), HBS (Hogere Burger School), MULO (Meer Uitgebreid Lager Onderwijs). Local language schools include Ongko Loro School (De Scholen der tweede Klasse), Village School (Volkschool), Advanced School (Vervolgschool).

The Netherlands has brought changes in the education and intellectual world of the indigenous people. since 1900 many schools have been established for both the priyayi and the common people, which are almost evenly distributed in the Java region. Indigenous people have wider opportunities to go to school, it was recorded that until 1940, more than 2 million indigenous children were educated in lower schools and 88 thousand students attended Dutch schools (Sumanto 1983).

The emergence of schools and students who have increased raises a new problem in the world of education, namely there is a shortage of educators who are not balanced with the development of schools. In the 1920's many newspapers were talking about the shortage of teachers which caused concern for parents so that parents thought that the Teaching Department was deliberately neglecting teaching needs.

Previously, teacher education had been regulated in 1871 after a government regulation was implemented which stated that the procurement of Bumiputera elementary schools must be preceded by the procurement of teachers. According to S. Nasution (2008) mentions 5 kinds of teachers during the Dutch East Indies period, namely:

1. Fully authorized teacher graduated from the Teacher's School,
2. Teachers pass the teacher test without having graduated from the Teacher's School and therefore receive lower salaries,
3. The teacher helps through the auxiliary teacher exam,
4. Prospective teachers or apprentices, and

#### 5. Emergency teacher.

However, the presence of existing teachers is considered insufficient to keep pace with the growing number of schools.

So, based on the explanation above, this study aims to analyze the procurement of Bumiputera teachers to fulfill educational programs in the era of ethical politics.

## II. RESEARCH METHODS

This research uses the historical method, according to Gilbert J. Garraghan in his book *A Guide to Historical Method* "The historical method is a systematic set of principles or rules that are changed to help collect historical sources, evaluate them critically, and present a synthesis of results. achieved, generally in written form" (Gilbert, 1984). This method consists of source collection (heuristics), source criticism, source interpretation (interpretation), and historical writing (historiography).

1. Heuristics is a step in finding evidence or source materials (both primary and secondary sources. Primary sources can be written sources, such as archives, documents, manuscripts, diaries, can also be sources that are recapitulated and submitted directly by eye witnesses Primary data collection in this study is by means of research and document recording by collecting data from newspapers related to the history of the Bumiputera teacher during the Ethical Politics such as the Medan Goeroe Indies newspaper, Soerat Ra'jat and the Algemene Secretarie Besluit GG letter. can be obtained from various books and articles by previous researchers, such as theses, theses, and other scientific papers related to the written discussion.
2. Source Criticism is the stage to ascertain whether the sources obtained are the desired sources or not. In this case the researcher intends to test the truth of the data or information obtained, by matching several sources obtained. This is done to obtain the validity of the source, to support research activities carried out by adjusting the data obtained in accordance with the research theme.
3. Interpretation is an interpretation of an event or providing a theoretical view of an event. The interpretation in question is the research of sources that have been chosen in order to obtain a historical fact and assemble these facts into a harmonious and reasonable whole.
4. Historiography is the last stage in historical research. At this stage the researcher will collect all research results in written form by assembling the facts obtained in historical synthesis so that they become historical scientific works.

## III. RESULTS AND DISCUSSION

### Implementation of Ethical Politics

The suffering experienced by the indigenous people, especially at the level of poverty which was increasing as a result of the exploitation carried out by the Dutch colonialists. because of this the government has a new goal to improve the welfare of indigenous people. In 1901 the Dutch government officially implemented an ethical political policy, this policy was expected to provide welfare for the people of the Dutch East Indies who had experienced misery and poverty due to bad treatment during the *cultuurstelsel* (forced cultivation system). The forced cultivation system was accused of having a bad impact and suffering for the people of the Dutch East Indies.

Ethical politics at the beginning of its inauguration went well and full of responsibility and saw that the Dutch government really cared for the natives and helped the Dutch East Indies when they were in trouble, they only did this because they were afraid of being criticized and afraid of widespread or continuous resistance from the people. (Daliman, 2012). The government began to make some improvements in ethical politics programs.

Irrigation program with the aim of improving the existing infrastructure in the Dutch East Indies, then in 1905 a commission was formed to improve the rehabilitation function of irrigation workers that had been established, especially those related to agriculture. In 1906 a commission was also formed to prepare distributions and regular donations from plantations to assist the costs of officers in supervising the implementation of water distribution (Arsyad, 2017). In the Dutch colonial position in the Dutch East Indies, until 1930 the development of water resources was directed to control flooding, while the new irrigation system emphasized irrigating sugar cane as a sugar-making material (Angeodi, 1984).

Lampung is one of the main objectives of ethical politics, in implementing the transmigration program. In 1905 the Dutch government began to move the population of Java to the island of Sumatra. The first location that became the goal of Dutch colonialism was in Bagelen Village, Gedong Tataan District, Lampung Province with a total of 155 families. In the experimental period the Dutch government succeeded in moving 4,800 people in the period 1905-1911. During this period the Dutch government had spent a considerable amount of up to 750 Gulden per family. The amount spent is used for colonization facilities such as making irrigation canals, land clearing and settlements as well as administrative costs (Setiawan, 2010).

Irrigation development in Lampung was realized in the 1920s, by building Daya Cane I and II irrigation upstream of Way Tebu in the Tanggamus area, and Way Tebu III in Pringsewu, precisely in the Gubuk Mas area. week for 20 days each year. The construction of irrigation facilities was able to irrigate an area of 3,740 thousand and succeeded in increasing Lampung's local rice production (Kristiani, 2019).

The next program is the education program, the government implements policies in the field of education with the principle that western knowledge must be applied to the indigenous population by using Dutch as the language of instruction in every school, for indigenous education, the government provides education according to their needs. The principle of the Dutch government really put a discrimination against the indigenous people. Europeans had a higher position and were treated preferentially in every way.

#### 1. Education in Dutch

Education that uses Dutch as the language of instruction include ELS (Europeesche Lagere School), HIS (Hollands Inlandse School), HBS (Hogere Burger School), MULO (Meer Uitgebreid Lager Onderwijs).

##### a. ELS (Europeesche Lagere School)

This school is a low school that prioritizes prospective students of European descent, besides that, children of Eastern descent and Bumiputera from the priyayi group can also experience studying at ELS, but for these descendants they have their own requirements if they want to experience school at ELS. Europeesche Lagere School has a curriculum of writing, reading, arithmetic, Dutch, and Earth Sciences. ELS schools can be reopened, when the number of students has reached 20 people on the island of Java and 15 people outside Java (Prayudi, 2015).

##### b. HIS (Hollands Inlandse School)

The establishment of HIS provides an opportunity for indigenous children to take first-class lower education which is also taken by Dutch children. The HIS curriculum is stated in the Statute of 1914 No. 764. By subjects; read, write regional languages in Latin, and Malay in Arabic and

Malay scripts. In 1915 the curriculum included history, singing, and physical education. Dutch is considered important. For indigenous people, HIS is considered a school with quite expensive fees, the lowest payment is f 36,-per year, for parents who earn f 3000-per year or more than 90% of parents belong to this group (Nasution, 2008).

c. HBS (Hogere Burger School)

Hogere Burger School is made according to the model of a school in the Netherlands, this school is intended for students who will continue their high school. The education received by students at HBS has many subjects and each subject is distinguished according to its major. The division of majors begins when students have taken grades IV and V according to the interests and abilities of students, there are 2 (two) majors, namely de wisen Natruukunde afdeeling with a focus on natural sciences such as biology, chemistry, physics and mathematics. The second major is de literaire economische afdeeling, studying economics, literature and culture, including Greek and Latin language and culture (Jaya, 2012).

d. MULO (Meer Uitgebreid Lager Onderwijs).

MULO is one of the schools established by the Dutch Government, a school that uses Dutch as the language of instruction. There is no specialization in the education system at MULO, all students of various ancestry can attend school at MULO. The number of Indigenous students who cannot be left unchecked, the existence of MULO to stem the 'invasion' of Indonesian children graduating from First Class Schools who had previously been to ELS can switch to MULO.

2. Education with regional language of instruction

a. Ongko Loro School (De Scholen der tweede Klasse)

The low education taken by the bumiputera students, namely the Ongko Loro School (De Scholen der tweede Klasse) studied for 3 years using Malay, developed in 1901 with a change in the study period to 5 years. Ongko Loro School has a simple curriculum, namely, reading, writing, arithmetic, and physical. Graduates of the Ongko Loro school (De Scholen der tweede Klasse) are channeled as low-level employees to government offices and private companies (Prayudi, 2015).

b. Village School (Volksschool)

After the Village school was established as a pilot school in 1907 the population of the village school increased to 70,000 in 1910, 300,000 in 194 with an average of 40,000 students per year. Village schools have simple curricula, like the Village schools in Aceh;

Class I : - Read and write Malay with Latin letters.

- Conversation Practice.

- Counting.

Class II : - Reading and Writing with Latin and Arabic letters.

- Dictation in both Latin and Arabic scripts.

Class III : - Deuteronomy.

- Counting above 100, simple fractions (Nasution, 2008).

c. Vervolgschool, Schakel School

In 1915 a connecting school was created for the Village School. the school is Vervolgschool has a study period of 2 years; grade 4 and grade 5. After studying at Vervolgschool students can continue their education at Schakel School, with a study period of 5 years, and accept grade II children. After graduating from Schakel School students can continue their studies to SLP, for example Teacher's School or MULO (Moehadi, 1981).

## **Bumiputera Teachers in the Age of Ethical Politics**

The existence of a teacher is very necessary wherever the place is, especially in the Dutch East Indies, during the era of ethical politics the teacher got a standing position and a fairly large salary. Teachers are role models in every existence because teachers are considered capable of providing a good influence on society. Teachers are needed to support existing educational needs, during the leadership of the Dutch government teachers were produced from a school called Kweekschool (Teacher Education). Special teacher education emerged after the issuance of a Government Regulation which stated that the procurement of Bumiputera elementary schools must be preceded by the procurement of teachers. With this regulation, the existence of Kweekschool is increased.

Teachers are also produced from various other schools and get a salary according to their diploma. The van Onderwijs Eredienst Department (Ministry of Education and Religion) as the institution responsible for the salaries of bumiputera teachers, and made a regulation that teachers' salaries were based on their diplomas. There were several teacher schools that existed at the beginning of the 20th century, namely Normalschool, Hogere Kweekschool (HKS), Hollands Inlandsche Kweekschool (HIK), Hollands Chinese Kweekschool (HCK), and Hoofdacte Course (Mestoko, 1979). The certificate held by each teacher determines the amount of salary earned. Differences in salaries and teacher positions caused conflicts between groups. In 1912 the Bumiputera teachers succeeded in establishing a unitary teacher organization, under the name of the Dutch East Indies Teachers Association (PGHB),

Table 1  
 Teacher Salary Based on Diploma

No	Graduate from	Teaching Place	Teacher Salary
1	Apprentice System	Village School	F20 - f30 each month
2	<i>Normalschool</i>	Second Grade School	F30 – f 45 each month
3	<i>Kweekschool</i>	Second Grade Principal and First Grade School Teacher	F75 – f 150 each month
4	<i>Hogere Kweekschool (HKS) or Hollaands Inlands Kweekschool (HIK)</i>	HIS	F70 - f250
5	Europese Kweekschool	ELS	F125 each month
6	Hoofdacte		F130 each month

Source: (Darmawangsa, 1994)

In 1918 PGHB had the structure of its organization as in Medan Goeroe Indies newspaper published in February-March 1921, PGHB consists of several groups such as;

1. HKSersbond totaling 70 people
2. SO bonds totaling 130 people
3. Bond from VIO teacher with a total of 100 people
4. Bonds from teachers at HIS are Kweekschool graduates totaling 500 people

5. Bond from the principal of II Kweekschool is 500 people\
6. Normaalschool bonds totaling 300 people
7. PGB numbered 5000 people
8. 600 village teachers (MGH, February-March 2021 p. 2).

The establishment of PGHB was aimed at trying to demand equal rights and positions with the Dutch, but the Dutch government tried to destroy this organization by creating various organizations. Until in the end PGHB broke up into an organization based on diplomas, workplaces, religion and others (Roestoningroem, et al. 2019). As the discourse contained in the Soeara Ra'jat newspaper published on June 10, 1919 page 4. PGHB attempted to claim rights and positions from the Dutch.

### **Efforts to Procure Bumiputera Teachers by the Government During the Ethical Political Period**

The shortage of teachers often occurs, as in the Medan Goeroe Indies newspaper published in February-March 1921, page 8 explains the problem of teacher shortages and answers the concerns of parents seeing their children's education being paid less attention by the Dutch government. The shortage of teachers caused the school to send one or two classes a day, so people speculated that the principal was deliberately neglecting the learning needs of European children and intended to improve the Bumiputera education system. In fact, apart from European schools, indigenous schools are also experiencing a shortage of teachers. The following are the efforts made by the government:

1. The state sends students (the Netherlands) to the Netherlands so that they can become Rijkskweekschool at State expense.
2. The state established a HKS school to meet Bumiputera teachers who would work as Dutch teachers.
3. Improve the teaching of teachers in the Netherlands and will be sent to the Dutch East Indies.
4. Help Normaalschool for Dutch Teachers.
5. Bringing in 200 German teachers (MGH, February-March 1921 page 8).

In a statement that the government would bring in 200 German teachers, the teachers in the Dutch East Indies, especially the Bumiputera teachers, protested. Although the government is more inclined towards preparing schools for the education of European children, the government is also making efforts to prepare teachers to meet the needs of the Bumiputera educators. by building a teacher school for the Bumiputera, and it can be proven by a decree dated July 18, 1911 No. 8 regarding the construction of a part of the teacher's school for the Bumiputera elementary school in Ungaran, Afdeling Salatiga, Semarang Residency (ANRI, Algemene Secretarie Besluit GG July 18, 1911 ). The government also carries out various other efforts such as:

1. The government builds teacher schools

Teachers are a supporting factor for the success of government education programs. The existence of teacher schools actually existed before ethical politics took place, but they have not been able to meet the needs of teachers, especially teachers who are able to use Dutch, therefore the government is also expanding education for teachers such as;

- a. For Village School
  - Apprentice System
  - Cursus Volks Onderwijzer (Auxiliary Teacher)
- b. For Vervolg School (Class II School)
  - Apprentice System

- Normaalcurus 2 years (Ordinary Auxiliary Teachers can become Civil Servants)
  - Normalschool (Can teach up to the highest grade)
  - Kweekschool (Can teach up to the highest grade and become the Principal)
- c. For HIS (Holland Inlandse School)
- Normalschool
  - Kweekschool
  - Hogere Kweekschool (Teacher who can teach at HIS )
  - Hoofdacte Course (Teachers who can serve as Principals at HIS) (Subiyakto, 2019).

## 2. Training Bumiputera Teachers

The government's desire to carry out European-style education using Dutch as the language of instruction became one of the factors for the shortage of teachers who were proficient in Dutch, the use of Dutch at that time was needed in various fields of work. In 1912 the government took the decision to train Indonesian teachers to get Dutch diplomas, not just anyone who can do this only graduates from Kweekschool who can practice for 2 years under the teachings of Dutch teachers. Bumiputera teachers must achieve the same level of ability as Dutch teachers for elementary schools, even after graduating and receiving a diplomate diploma, Bumiputera teachers can serve as school principals (Nasution 2008).

Table 2

Distribution of Teachers in Public Schools Based on their diplomas in the Dutch East Indies, 1930-1940

Teacher's Certificate	1930							1935							1940											
	School Type																									
	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7					
A										2	15	16	46				24	148	135	4	2	7	3	3		
B										7	63	16	9				9	88	22	1						
C				4	23	14	44					12										2	7	7	7	
D				3	30	17	45					3	82	12	28				1	38	129	3	4	3	2	2
E				9	20							3	1	82					61	453	7		8	0		
F					27	79						5		1		22	461	19	48	368	62					
G	18	200	660	3	53			35	633	3				549	360	65						1	2			
H	37	119	1764	1	44			1381	291	6				1754	36		2	182				8	4			
I	1312	7	47					1527	34					2787	290	75						1				
J	1465	152	4832		2			3116	222	1				29	75					1		9	8			
K	8574		7		15	1														1					2	

Source: Suwignyo, 2013

Information:



1. Village School, 2. Advanced School, 3. Second Grade School, 4. Vervolgschool, 5. HIS, 6. HCS, 7. ELS.

A. European Principal Teacher Certificate, B. Indigenous Principal Certificate, C. Principal Certificate, D. European Certificate for Teacher Assistants, E. HKS Certificate, F. HIK/HCK Certificate, G. Kweekschool Certificate, H. Normaalschool Certificate, I .Certificate for Village School Teachers J. Original Certificate for Assistant Teachers/Auxiliary Teachers, K. Without Diploma.

From the data above, it can be concluded that the number of teachers and their competencies has increased significantly, every year it has increased, so it can be said that the efforts made by the government to meet the needs of teachers have paid off. Because the table above shows that from 1930 to 1940 the number of teachers continued to increase.

#### IV. CONCLUSION

Based on the analysis that has been done, it can be seen that the government is trying to procure Bumiputera teachers to fulfill educational programs during the ethical political period. The government expanded education by building schools both in Java and outside Java, the number of schools and students increased but the presence of teachers at that time was not balanced, many newspapers discussed the problem of teacher shortages that occurred both in noble schools and ordinary people's schools. . Many people are worried about the continuity of their children's education, parents think that the Head of the Teaching Department is deliberately neglecting the teaching needs of European children, only intending to improve teaching for indigenous children.

The government is expanding teacher education to address the existing problems along with teacher education in the era of ethical politics, namely the Apprenticeship System, Cursus Volks Onderwijzer (Auxiliary Teacher), 2-year Normaalcursus, Normaalschool, Kweekschool, Hogere Kweekschool, Hoofdacte Course. In addition, the government also took a decision in 1912 to train Indonesian teachers to receive Dutch diplomas. After making several efforts, the number of teachers continued to increase from 1930-1940, even teachers already had official certificates which could be an added value in their work. In 1930 the number of teachers who did not have a diploma was 8,597 and in 1940 there were only 1 teacher in HIS schools and 2 teachers in ELS who did not have a diploma. Then we can know that the quality of teachers continues to grow

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