



## Exploring the Relationship between Colonial Education and Nationalism in Indonesia: A Reading of Pramoedya A. Toer's *This Earth of Mankind*

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### ABSTRACT

**Objective:** The research investigates the relationship between participation in colonial education and the emergence of nationalism in Indonesia. To better understand this relationship, it mainly analyzes the main character's portrayal of Pramoedya A. Toer's novel, *This Earth of Mankind* (1990). **Method:** The study uses a literary analytical approach to explore and interpret the main character's experiences and reactions within the colonial educational system as depicted in the novel. **Results:** The research concludes that merely undergoing colonial education does not directly lead to the rise of nationalism in Indonesia. Instead, individuals' complex and subjective experiences within this system, particularly navigating identity amidst challenges, foster nationalist sentiments. The protagonist's journey, as depicted in the novel, showcases how these subjective experiences contribute to developing nationalist feelings. **Novelty:** A distinctive aspect of the study is its emphasis on subjectivity, highlighting how individuals can autonomously and uniquely respond to challenging situations. The research also offers a nuanced perspective on the influence of colonial education on the growth of nationalism in Indonesia, addressing gaps in existing literature and building upon Viswanathan's (1989) inquiry into the mechanisms through which colonial education impacts nationalist sentiments.

### INTRODUCTION

Exploring colonial educational methodologies offers insights into the emergence, progression, and revitalization of contemporary nationalism in numerous postcolonial regions across Asia, Africa, Australia, and South America. In the context of this article, "colonial education" pertains to the structured pedagogical practices endorsed by colonial authorities, disseminated to indigenous populations or the subjugated, underpinned by distinct colonial doctrines and objectives (Adick, 2023; Alrasheedi, 2023; Iswahyudi, 2023; Luluhan & Pranjo, 2024; Zembylas, 2022). Such pedagogical endeavors were inherently designed to perpetuate and reinforce colonial dominion. Moreover, the proliferation of this educational paradigm often coincided with the promulgation of Western jurisprudence and pedagogy, as delineated by Gill (2022) and Varela (2020), thereby augmenting the authoritative stature of the colonial regime. Expanding upon this discourse within educational scholarship, a comprehensive global initiative aimed at dismantling and mitigating violence's enduring ramifications within settler-colonial territories and previously colonized nations.

Some historians believe that colonial education effectively incites and inspires a new phase of enlightened resistance to colonialism among those living under colonial rule. Qian (2017) explores how history education has limited effects on nationalism among

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