

Novel Entitle Student Hidjo by Mas Marco Kartodikromo: Postcolonial Study

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Novel Entitle *Student Hidjo* by Mas Marco Kartodikromo: Postcolonial Study

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7 **Abstract**

This study aims to describe the status of the East as a vulnerable part of the colony through Western imaginative forms towards the East by placing the East as an object of the West. The use of the word "East" is very canonical. This term refers to East Asia, both geographically, morally, and culturally. In Europe, the term "East" is commonly used to describe Eastern identity for the West. This study includes the type of qualitative descriptive research. The source of research data is the Novel entitle *Student Hidjo* by Mas Marco Kartodikromo. The data of this study were analyzed through the stages of data reduction, presentation of data analysis, and conclusions using postcolonial theory put forward by Antonio Gramsci (2001) and Leela Gandhi (2007) and orientalism studies proposed by Edward W. Said (2016). This study focused on four issues, namely, (1) Western hegemony towards the East as a subaltern society, (2) the geographical view of the West towards the East, (3) the West's opinion about certain intellectual and ethnic studies on the East, and (4) practices that done by the West to the East which is known as practically Western material. The results of data analysis show four things. First, East progress was greatly influenced by Western Hegemony seen in infrastructure and infrastructure. Second, the geographical condition of the East is very appropriate to be used as an imaginative stage by the West. Third, the intellectual and cultural progress that has existed in the East is transformed by the West. Fourth, the practice of the West colony is proven by making, constructing, and even creating the East through Western institutions. The results of the analysis show that: first, East progress is strongly influenced by Western Hegemony, it can be seen in social structure, system of government and language. Second, the geographical condition of the East is very appropriate to be used as an imaginative stage by the West. Third, intellectual progress and low Eastern culture were then transformed by the West. Fourth, the practice of the West colony was proven by the formation of advice and infrastructure for the East.

Keywords: *Geography of Imaginative, Western, Eastern, Orientalism, Postcolonial*

1. Background

The East is an area that generally has memories of the colony. Colonialism did not cease with the end of colonial occupation. Colonialism is an ideology that is driven by motives of power and will to enforce the desires and culture of a country over the people they conquer with settlements towards a country (Riff, 2001: 95).

Even though independence has been promoted and even proclaimed, the fact shows that hitherto colonialism still continues and It continues without interruption. The West, known as a smart and rational thinking nation, no longer uses physical means to colonize and control

the East. But, using a different method yet was very openly accepted by the East. The occupation was carried out in an ideological, cultural, even influencing Eastern manner.

In this case, colonialism carries out its concept not only in the form of hegemony by the emergence of domination and violence which does not humanize humans, but the form of the colony also comes in the form of ideology or the cultivation of the concept of colonies (Mursidi, 2015: 28). Everything that discusses the actions of the colonies during the colonial period was examined in a discourse called the postcolonialism discourse.

During this time, the relationship between colonizers and colonized people is a hegemonic relationship, invaders as a superior group compared to colonized parties as an inferior group (Loomba, 2003: 25). Then, the hegemonic relationship creates subordinated domination. From this pattern of relations, unpleasant images emerge concerning colonized parties as an uncivilized, ignorant, strange, mythical and irrational society.

In the relations between colonizers and colonized people, Gandhi saw that what really happened was structural violence from "Western modernity" (Gandhi, 2007: 29). In understanding the emergence of "West" as a structure and system, the thing that must be understood is that The colonized "East" has helped the West to define the idea of the East. This occurs because of the desire to be superior, which is characterized by relations of power, domination and complex hegemony towards the East.

Gramsci (dalam Harjito, 2014: 15) states that to be a dominant group, the group must master the public interest, above the interests of subaltern. The dominant group must influence the people by coordinating, expanding, and developing their interests with or exceeding the general interests of the subaltern group. Subalterns are described by Gramsci to identify oppressed, marginalized, and even excluded groups in the social order and power exercised by the West.

In line with the statement, Said (2016: 78) adds that the power that occurs not only related to political power, but also is produced through an arena of exchange of various types of power, which Said called power relations. This relation, according to Said, operates or runs based on the ideological model referred to by Gramsci as a hegemony (Kurniawan, 2007: 3). The superiority of Western culture towards the inferiority of Eastern culture is an endless practice in orientalism discourse.

Orientalism holds the key of representation. For Said, representation is a formation from the West to the East. East identity for the West is represented, formatted, processed and even made into a new thing continuously without stopping in the direction of a geographical region called East imaginative geography. East carries the metaphorical nature of the West, Eastern identity "really has no sign".

Imaginative Geography is one of the practices carried out by orientalist to distinguish Eastern and Western identities. Said (2016: 25) states that the identity of a nation can never be compressed, generalized, or simplified to become the "only identity." Said said opinion then it was used as a reference for the West to make the East like the will and desire of the West, even the West wanted its traces cannot be erased by the East. For the West, the East is considered and seen as an exotic area, full of romance, promises and even images.

The East which is studied by the West generally is the East in the form of a textual world. The East was created through books and manuscripts, not through imitation works such as carving or ceramics. It is through the textual world that the West builds the world of Eastern imaginative geography.

According to Said (2016: 84) there are two aspects that characterize the main imaginative geography of Europe, which separates the East from the Western world. First, a dividing line drawn between the two continents, Europe is strong and clever at issuing thoughts, while Asia loses and Far from it. Secondly, the East is always displayed as a source of disaster.

Western racialism is undermined by Eastern Exoticism, which is considered something mysterious if measured by normal Western values in general. Therefore in forming the imaginative geography of the West, there are several relations of power carried out by the West to imbue the East. The power relations referred to Said (2016: 2) include: (1) political power; (2) intellectual power; (3) cultural power; and (4) moral power. This relation is an attempt by Western hegemony to represent the East into an imaginative geography that the West wants.

The relations of power are continuously carried out by the West. In practice, the West has succeeded in acting, dominating, and becoming a superior nation. Along with the times, memories of the West as a colony, not only present, but also born in the form of text called literary work. Literary work is an aesthetic work by using language as its medium to tell life and human life. One of the literary works in question is a novel.

Lestariyati (2011: 220), states that as a literary work that tells about life, the novel contains stories that concern the character of the character and his interactions with the people around him and his environment. In line with that Yenhariza (2012: 168) reveals another role of the novel as a tool to educate to understand and understand the various problems of life experienced by humans. By reading novels, readers will find out which good behavior must be imitated and which behavior that must be abandoned.

The Western representation of East is also presented in a novel by Mas Marco Kartodikromo entitled Student Hidjo. This novel was first written in 1918 as a serial story in the daily SinarHindia, then published in 1919. This novel is a novel that gives an idea of the practice of power, domination and the Western hegemony of the East. The novel also provides an understanding to the reader of how the West views the East so far. Therefore, the importance of this research is to provide readers with insight into the ways Western imaginative geography sits in the Student Hidjonovel. This study will focus on 4 (four) formulation of the problem, namely, (1) What is the West's hegemony towards the East, as a subaltern society, (2) What is the geographical view of the West toward the East, (3) What is the West's perception of intellectual and ethnic studies certain to the East, and (4) What is the pre-form the practice of the West towards the East is known as practically Western material. This study aims to show that in Student Hidjo's novel there are several important things, among others: first, East progress is strongly influenced by Western Hegemony. Secondly, the relation of Western power to the East was manifested in the form of the imaginative geography of the West. Thirdly, the intellectual and cultural progress of the East was transformed by the West. Fourth, the practice of Western colonies in reconstructing the East.

2. Method

The approach used in this study is a descriptive qualitative approach. Moleong (2012: 4) states that qualitative research is a study that intends to describe something in the form of words and language, in a special natural context. Thus, descriptive qualitative research is a method that is carried out by relying on descriptive descriptions of words or sentences, arranged carefully and systematically starting from explaining, describing, or describing the state of the object under study as it is, according to the situation and conditions when the research was conducted.

In this study, data analysis techniques are used which are divided into several parts, including: data reduction, presentation of data analysis and conclusion drawing. Data reduction is an analysis technique that starts from observing the literary text to be studied. In the text then data identification and classification are carried out. At the stage of presenting the data, the data collected then it is selected and sorted according to the problem to be studied. While at the conclusion stage, the process of formulating the results of data analysis

is concise and clear. After all data has been analyzed, the final conclusion is made to confirm the results of the problems studied in the study.

3. Results & Discussion

Colony Hegemony in Subaltern Communities

Hegemony is the influence given by the West to the East as a result of the continued dominance of power. While subaltern is a lower class resident called Gramsci as a subordinate who is in the colonized side. Thus the hegemony of subaltern society is a form of influence that is derived as a result of the dominance of power in subordinate societies.

In the *Student Hidjo* novel by Mas Marco Kartodikromo, there are several parts which are evidence of the practice of colony hegemony towards the Subaltern community. The perpetrator of the hegemony described in the novel is the West (Dutch), while the subaltern community is the Eastern nation (Indonesia).

There are several quotes that mark or describe the practice of hegemony towards subaltern society. Here's the quote:

"KANDA!...KANDA! Bagaimana (mungkin) anakmu, kamu kirim ke Negeri Belanda. "Begitulah, Raden Nganten Potronoyo menangis di depan suaminya, waktu ia diberitahu bahwa anak lelakinya akan dikirim ke Belanda untuk sekolah ingenieur" (Kartodikromo, 2018:1).

In this quotation, it generally describes the state of the social structure of the Javanese community. RadenPotronoyo, known as a merchant, wanted to send his children to school in the Netherlands. For them, going to the Netherlands is very important to elevate caste and status in society. In addition, the Dutch will also consider more those who study Dutch. Thus, through the education system implemented in the Netherlands, the Indonesian consider that by following the learning system, they will become part of the superior. But, for the Dutch to attend Dutch schools, they would indirectly apply the Dutch way of thinking and living patterns. Colony hegemony in subaltern society is also found in the following quote:

"Kadang-kadang saudara kita sendiri, yang juga turut menjadi pegawai Gouvernement, dia tidak mau kumpul dengan kita" (Kartodikromo, 2018: 3).

In the *Student Hidjo* novel there is the term Gouvernement mentioned by RadenPotronoyo. The word Gouvernement, according to (Harjito, 2014: 40) contains the meaning of regions that directly enter the administrative environment of the colonial government. In this case, colonists are people who prioritize the kingdom (empire) on political or military grounds. Based on these quotations, it can be concluded that there was a hegemony over the power that took place with the power system under Dutch control. Thus, the Indonesianq must take education according to the standards set by the Netherlands. However, if the local government does not implement the government in accordance with the system implemented by the Netherlands, then the government is considered non-existent.

The practice of colony hegemony can also be seen from the language used by the Indonesian people at that time, which is contained in the following quote:

"...Juga saya mendengar kabar banyak kapal api yang tenggelam, lantaran kena mjin atau dibinasakan oleh kapal selam" (Kartodikromo, 2018: 2).

"...Dan kalau saya pikir, kepandaianya juga melebihi anak-anak pangeran dan regent" (Kartodikromo, 2018: 3).

The word "mjin" means mine, while the word "regent" means Bupati. The quote proves the existence of language hegemony by the colonies. The choice of words in the language used by Indonesian at that time was influenced by Dutch. This happened because the long-running power by the Dutch had a big influence on the Indonesian vocabulary which actually contained a lot of Dutch spelling. In addition, this happened because of a mixed code

between Dutch society and Indonesian society that was used in daily life as an interaction language or language of communication in daily life at that time.

Imaginative Western Geography towards the East

Imaginative geography is the determination of an imaginative area carried out by the West as proof of the power or ownership of the area by following it even as what the West wants. Imaginative geography is determined by the West by looking at the identity possessed by certain regions. The identity based on the West is to change, replace, or create a new identity for the region desired by the West. Western imaginative geography towards the East is also depicted in the *Student Hidjo* novel, along with the quote:

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"Sekarang Hidjo berada di kalangan dua gadis bangsa Eropa, sudah barang tentu Hidjo harus memakai adat Eropa yang telah beberapa tahun ia jalankan di sekolah HBS di Tanah Jawa. Meskipun adat Eropa di Negeri Belanda lebih bebas (vrij) dari pada adat Eropa di Tanah Hindia. Tetapi Hidjo tidak kebingungan tambah kebebasannya (Kartodikromo, 2018: 56).

The Placement of Western identity in Eastern lands became part of the beginning of the West's imaginative geography to localise the East as an object. Starting from the application of culture in the form of customs and customs carried out by the West in Indonesia to the ideology applied by the West to control the East and make the East under the wing of Western power.

Placement of Dutch power through imaginative geography can also be seen in the following quote:

"Apa Tuan sudah menyelidiki bahwa adat istiadat orang Hindia itu sepuluh kali lebih sopan daripada adatnya orang Eropa kebanyakan?" (Kartodikromo, 2018: 154).

The expression of the question was posted by the Dutch youth whom Hidjo met in The Hague. In the quotation, it sparked new questions for the Indonesian people about the customs and habits that they had lived so far. The question also succeeded in dismantling the Western ideology instilled in the East by giving a new view to the East that Western customs and customs were better and exemplary.

Thus, the Western imaginative geography through a number of quotations above tries to make the East a part and even follow the ideology, habits, and patterns of life carried out by the West. This imaginative geography also has a tremendous impact on the East because the East will indirectly think and act in accordance with Western glasses.

Western Views on Eastern Ethics and Intellectuals

Intellectual is a discussion that focuses on the concept of thinking, saying, and acting. In reality a person is judged on the basis of his intellectual ability to see things. If someone has good intellectuals, then automatically he will be seen as a civilized person and has his own class in society. While. Ethnicity is a social or cultural system that has a certain meaning and position based on ancestry, customs, religion and language. In the *Student Hidjo* novel by Mas Marco Kartodikromo there are several Western views on Eastern Ethnicity and Intellectuals, along with the quote:

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"KANDA!...KANDA! Bagaimana (mungkin) anakmu, kamu kirim keNegeri Belanda. "Begitulah, Raden Nganten Potronojo menangis di depan suaminya, waktu ia diberitahu bahwa anak lelakinya akan dikirim ke Belanda untuk sekolah ingenieur" (Kartodikromo, 2018: 1).

Discussion about class, caste, and even education for blue blood descendants, especially in Javanese society is no longer a taboo discussion to be discussed. Because in historical developments it was noted that by having a high social strata, a person must also have a high level of education in order to be accepted in social society. Similar to what was done by Hidjo, to get a share in the Gouvernement which was under Dutch rule at that time he had to go to the Netherlands for the Ingenieur school to be accepted as part of the Gouvernement.

"Orang Jawa Kotor. Orang Jawa Bodoh, orang Jawa Malas, orang Jawa tidak beschaafd. Pendeknya orang Jawa atau orang Hindia itu adalah bangsa paling busuk sendiri!" (Kartodikromo, 2018: 155).

On the quotation above, the intellectual insight of the East is considered as an intellectual who depends on the West. Because according to the West, they are confined to bad habits, in the sense that Eastern society does not regard knowledge as essential. Therefore, at that time everyone who studied in the Netherlands would always be considered to have their own class in the community. Regarding the Western view of intellectuals and ethnic groups of Indonesia, especially in Java at that time, Javanese people did not have good intellectual mastery in terms of education, morals, and habits. The Javanese will be seen as good by the Dutch if the components have been carried out properly at the Dutch pilot school at the time, with the benefits of Javanese society being part of the structure of the government system controlled by the Dutch.

Practical Western Material

Practical Material Western is a way of Western to change Eastern ideology and customs through means and infrastructure wrapped up as political reciprocity. This is one of the shortcuts taken by the West. In this way the West considers he can control the East easily. Practically Dutch material is found in the following quote:

"Raden Hidjo sudah tiga bulan tamat dari HBS dan mendapatkan Diploma Eindexamen" (Kartodikromo, 2018: 5).

The formation of *Hooger Burger school* (HBS) spearheaded the Dutch effort to take control of Java at that time. *Hooger Burger school* (HBS) is a general secondary education in the Dutch East Indies era for the Dutch, Europeans and indigenous elites. With the presence of the *Hooger Burger school* (HBS) adding to the Dutch belief that he would control the intact area because every native child who attended the *Hooger Burger school* (HBS) would function as the Dutch apparatus or employee of the Dutch Gouvernement administration.

Thus one of the practical material embodied in the West (Netherlands) in the East (Indonesia) is to ride education as a tool to facilitate Dutch business in controlling the East. Because education for the Netherlands is important to lay the foundation of the ideology of a nation.

4. Conclusion

The practices of the colony greatly influenced Eastern life. Imaginative Geography is one of the practices carried out by orientalist to distinguish Eastern and Western identities.

The results of this study indicate that: first, East progress is strongly influenced by Western Hegemony, it can be seen from the hegemony of social structures, government structures and even language hegemony. Second, the geographical condition of the East is very appropriate to be used as an imaginative stage by the West. This was evidenced in the placement of Western culture and identity in the East. Third, the intellectual and cultural progress that has existed in the East is considered low by the West, then transforms it into a new cultural concept. Fourth, the practice of the West colony is proven by making, constructing, and even creating the East through Western institutions and infrastructure facilities by the West.

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