
RESEARCH ARTICLE

Public School in Watopute and the Dynamic Development, 1925-2021

Aswati, M¹ ✉ Muhammad Syafarudin², La Ode Ali Basri³ and Ajeng Kusuma Wardani⁴

¹²³⁴Faculty of Humanities, Halu Oleo University, Indonesia

Corresponding Author: Aswati, M, **E-mail:** aswati@uho.ac.id

ABSTRACT

This research examines Watopute Grammar School and its development dynamics from 1925-2021. The specific aims of the study are (1) to explain the background to the founding of the school; (2) to describe the dynamics of the development of the school in the period of 1925-2021. This research uses the historical method, which consists of five stages of research, namely: (a) Selection of topics, (b) Heuristics, (c) Verification, (d) Interpretation, (e) Historiography. The results of this study show that, first, the establishment of the Watopute Grammar School in 1925 was due to the need for labor by the Dutch East Indies government to become administrative staff, forestry foremen, and teak processing factory workers. In addition, there was a mission from the Dutch East Indies government to improve the quality of human resources, especially the Muna nobilities, because they had an essential role in the area. Second is the dynamics of the development of the grammar school; During the Dutch East Indies era, the school was known as Volkshool. Teaching staff were brought in from Ambon and Manado, while students were from various districts in Muna. In the teaching and learning process at the school using simple facilities and infrastructure, the curriculum consists of alphabet, Indonesian, conversation, and arithmetic subjects. During the Japanese period, the Watopute Grammar School did not experience significant changes and only occurred in the field of curriculum. Japan uses a curriculum consisting of subjects, Japanese language, history, natural sciences, geography, regional languages, physical education, and Indonesian. After independence, Watopute Grammar School underwent a name change starting from SDN 5 Raha in 1946, the name changed to SDN 6 Kontunaga in 2001, and it became SDN 1 Watopute in 2014.

KEYWORDS

Public, Schools, Dynamics, Policy.

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1. Introduction

The policy of the Dutch Colonial government to build schools throughout Indonesia continued to be encouraged, especially in areas with natural resource potential, including in Muna Regency, Southeast Sulawesi. Muna is one of the territories of the Dutch East Indies, which is rich in natural resources. The primary commodities that became the mainstay of the Dutch East Indies in Muna were teak, coconut, and cottonwood tree/kapok. Teak wood grows almost all over Muna Island, and the first processing factory was established in Lambiku in 1909 (its administrative office is in Raha City) and managed by the Dutch company Verenigde Javasche Houthandel Matschappy or better known as Vejahoma. In 1933, a teak plant culture was opened in the village of Liabhalano (\pm 5 kilometers from Watopute as a Dutch school location), then in 1936, the Patu-patu I culture was opened, and in 1938 the Patu-Patu II culture was opened, which was about \pm 1 km from Watopute as a Dutch school location. Warangga culture was opened in 1940, about \pm 3 (three) kilometers from the Dutch school in Watopute (Bouman, 1933).

In addition to teak plantations, the Dutch East Indies government also required (herendienst) the Muna people to plant cotton and coconut. For the planting of kapok, the Dutch East Indies government required that each family should plant a minimum of 12 (twelve) kapok trees, and in 1938 a cottonwood factory was established in the city of Raha, about \pm 3 kilometers from the location of the Dutch school in Watopute. Meanwhile, coconut plantations are more focused on Towea Island and Tampunabhale.

Most of these factories and plantations required an educated workforce both as administrative staff and as field workers. Hence, the Dutch East Indies government established several schools in the Muna District, preceded by the opening of the first public school (voogschool) in Raha (1919) and then in Watopute (1925). Following these schools, Catholic grammar schools were started to open in 1931 and then established in several places a year later in Lasehao, Wale-ale, and Bone Katjitala. Therefore, there were 5 public schools by 1932. (Bouman, 1933).

Among the schools established by the Dutch East Indies, one of the interesting schools to study is the Watopute Public School. The school was established in 1925 and was founded around the teak plantation area owned by the Dutch East Indies company, to be precise, in the Patu-Patu, Warangga, and Liabhalano cultures. It is approximately 5 kilometers from Raha, the capital city of Onderafdeling Muna. During the reign of the Dutch East Indies, the Watopute Public School, many alumni became cheap laborers and lowly employees, such as laborers at Dutch companies and forestry foremen on teak plantations and others. After Indonesia's independence in 1946, to be precise, the Dutch school building was renovated and changed its name to SD Negeri 5 Raha; in 2001, it changed to SDN 6 Kontunaga based on the Decree of the Regent of Muna number 39 of 2001, then in 2014 it became SDN 1 Watopute based on the Decree of the Regent of Muna number 31 of 2014.

It is interesting to study the historical data of how Watopute Public School created and developed human resources from the Dutch East Indies to the post-independence era of Indonesia. For this reason, a study of the Public School in Watopute and the dynamics of its development, 1925-2021, needs to be carried out.

The periodical limit of this research is 1925-2021. The year 1925 was the establishment of the school, and 2021 is the current year of the research study. The spatial boundaries of this research are SD Negeri 1 Watopute and Kota Raha. The problem of this research is the Development of the Watopute Public School. Examining the subject matter of this research, it has sub-themes, namely, the background of the establishment of the public school in Watopute and the dynamics of the development of the school in Watopute 1925-2021.

This study uses theories and concepts to analyze research problems. The concept used is, First, the theory of social change. According to Gillin (in Soekanto, 1990), social change is a variation of accepted ways of life, either due to changes in geographical conditions, material culture, population composition, and ideology or due to diffusion or discoveries. According to Selo Soemardjan (in Soekanto, 1990), social change is all societal changes that occur in social institutions and affect the social system, including values, attitudes, and behavior patterns among social groups. The second concept is education. According to Hidayatullah (2012), education is an effort to realize the nation's ideals. Currently, globalization has transferred the function of education, which is not just educating the nation's life; also, generations are required to master various kinds of knowledge, skills and have good morals. Therefore, the quality of education needs to be improved by changing its external aspects, namely national education standards, and internally, in this case, the use of technology in education. The Indonesian national education standard defines curriculum as a plan for setting learning guidelines in educational practice.

2. Research Method

This research was conducted in May-June 2021 at SD Negeri 1 Watopute as a Volkschool/ Watopute Public School, Library and Archives Muna Regency, Education and Culture Office of Muna Regency, Regional Libraries and Archives of Southeast Sulawesi Province.

This research is the history of education. The approach used is a multidimensional approach. According to Kartodirdjo (1992), a multidimensional approach aims to explain research problems with various aspects or dimensions, for example, social, cultural, economic, political, and security dimensions.

This research uses several types of sources. Firstly are from written sources such as books, theses, archives or documents, and newspapers. Secondly, is oral sources gained from interviews with prominent informants in the research locations. Thirdly, the source of the artifacts used is where the teaching and learning process of Volkschool/ Watopute Public School occurs.

The method used in this research is the historical method. According to Kuntowijoyo (2003), the method has several stages, namely; First, topic selection can be made based on emotional and intellectual closeness. Second, the source heuristic searches for sources in the form of written, oral, and visual sources that are relevant to the subject matter. Third, source verification is carried out on written, oral, and visual sources to obtain accurate and credible data. Fourth, interpretation is carried out after finding data that has authenticity and truth to be described and put together according to the problems in the research. Fifth, historiography is the activity of writing history systematically and chronologically based on data that has been verified and interpreted.

3. Discussion

3.1 Background to the Formation of Volkschool/ Watopute Public's School

3.1.1 The Netherlands Needs Low-Cost Labor

Dutch policies in industrial and plantation development made it difficult for the Dutch government to find workers. The Dutch Controleur also experienced this difficulty in Onderafdeling Muna. Dutch efforts to open teak plantations and cotton factories in Muna required them to recruit trained workers. One of the ways to meet this need for work was for the Dutch to open a Grammar or Public School, one of which was located in Watopute in 1925. Students from these schools were brought in from various areas in Muna.

Students are taught to read, write, do arithmetic and learn Dutch with a length of study of 3 (three) years. After graduating, most of the alums were directly employed by the Dutch on teak plantations in the Patu Patu, Lambiku, Warangga, and Liabhalano cultures, either as forestry foremen or teak plantation supervisors or as teak processing factory workers. School graduates are also employed as supervisors at government offices, especially the forestry office, with their primary duties as supervisors in teak wood processing and shipping activities and administrative staff at the Onderafdeling Muna office in Raha City.

They are also employed as cotton factory workers in Mangga Kuning. This company is engaged in the processing of kapok fruit and coconut belts as goods for household needs and for the automotive industry in the Netherlands as well as for Dutch interests in their colonial countries. This company needs many employees, both as administrative staff, collectors of kapok and coconut belts as industrial raw materials, installers, and many other related jobs.



The Dutch-era Kapok Yellow Mangga factory has been converted into an educational institution building SMPN 1 Raha.

(Source: Siddo Thamrin, 1986)

Regarding recruiting workers from Watopute public school alums, La Tuna stated that at every graduation, the Dutch government immediately grouped alumni, some were immediately hired, and some were ordered to continue their education in Makassar (Interview, May 2021). Wa Ode Faani also made the same statement that some of the graduates were immediately hired, and some should continue. Alumni who were asked to continue their studies were generally from the Muna aristocratic elite (Interview, May 2021).

Based on the statement of the informant above, one of the factors that caused the Dutch to establish the school in Watopute was to fulfill labor in industry and plantations as well as in Dutch government offices. This factor is supported by Aprilani's findings (2017) that graduates from public schools can be employed as low-level employees, as laborers such as forestry and port plantation workers, factory workers, and others.

3.1.2 Improving the Quality of Human Resources from the Aristocracy

In 1925 the Dutch East Indies government established a public school in Watopute (Katobu District), now called Watopute 1 Public Elementary School to implement one of the ethical-political programs in Muna. As La Konu said, the establishment of a Public's school in Watopute was intended not only to assist the Dutch in various fields but also to change the social conditions of the Muna people from a pattern of thinking statically limited to their environment (conservative way of thinking) to a pattern that could recognize and follow the current phenomena (modern way of thinking), even though the education was only limited to a particular group of people who are descendants of royalty or nobility. This group of people is given the privilege to access education because they are the descendants of the king who will hold a role in their area (Interview, May 2021).

La Tuna stated that, besides graduating from public schools, they could be employed at the forestry office or continue their studies at a higher school level in Makassar (Ujung Pandang). Graduates who pass the selection can continue their studies in Makassar, which is also strictly carried out according to social status (Interview, May 2021).

The screening process was not based on the intelligence of the school but was filtered based on the royal lineage to the district head's lineage. Usually, people who occupy the position of district head are of noble descent. With this, ordinary people could not educate their children to a higher level because, at that time, the head of the district could only be occupied by people of royal descent (La Konu, Interview, May 2021).

3.2 Dynamics of the Development of Watopute Public's Schools, 1925-2021

3.2.1 The Dutch Colonial Period

In 1900, the Dutch East Indies Government put forward an Ethical Policy intending to improve the standard of living of the Indonesian people, one of which was by educating the people through education in schools to get workers (laborers) to help the Dutch East Indies in specific jobs. To achieve this goal, the Dutch East Indies established educational institutions throughout the archipelago, especially in areas directly related to industrial and plantation development interests, including the Muna Onderafdeling region, which has potential natural resources for industrial raw materials.

The Dutch East Indies government desired to establish a *volkschool* in Muna in 1925 with the status of a public school in the Katobu District area. Students who enter this school belong to the upper class (nobility) because the descendants of the king hold a role in their area so that the Dutch East Indies government could pay attention to it to work together in running the wheels of government and companies.

Students from the school were brought in from various districts in Muna, while the teachers in 1925 were mostly Manadonese and Ambonese. As La Konu said that to get students, the Dutch ordered district heads and traditional leaders to do as much propaganda as possible to the community so that their children were sent to public schools and helped teachers to persuade students from their homes to go to school (Interview, May 2021).

The number of students and teachers from 1925-1933 can be seen in Table 5.1 below.

Table 5.1 Numbers of Students and Teachers in 1925 and 1933

No	Year	Number of Students	Number of TEachers
1	1925	68	2
2	1933	110	3

Source: Bouman, 1933

Volkschool Watopute uses a curriculum of alphabet, Indonesian, conversation, and arithmetic subjects. This school is under government supervision, namely the owner of the public school in Bau-Bau and the Inspector in Makassar. Teaching staff at the Watopute *volkschool* were appointed and dismissed by decree of the native authorities in Bau-Bau (Bouman, 1933).

3.2.2 Period of Japanese Occupation

Indonesia entered a new period of government after the end of the Dutch East Indies government in 1942. The Dutch colonial surrendered to the Japanese occupation on 8 March 1942 by signing the agreement in Kalijati by both parties. The defeat of the Dutch over the Japanese military marked the end of Dutch colonial rule over the Indonesian nation, so Indonesia entered a new period in the system of government under the Japanese occupation. There have been many significant changes, from the government system to the education system and other fields. These changes had a major influence on the attitudes and behavior of the Indonesian people as well as for the Japanese people. One major change was the elimination of the dualism of teaching in schools implemented during the Dutch East Indies period (Wahyudi, 2017).

The needs that supported the learning process at the Watopute Public School during the Japanese occupation were infrastructure and facilities as tools to achieve educational goals. Educational infrastructure and facilities at SD Negeri, 1 Watopute, during the Japanese occupation, were available, including used tools from the Dutch colonial period. Buildings and classrooms become daily learning places; besides that, students and people who need to improve in reading and writing get additional lessons in the afternoon. Every weekend students are loaned books so they can read and memorize them, as well as assignments given by the teacher.

The infrastructure and educational facilities at the school were rarely discussed in the written sources. Therefore, information was gained through interviews. The Japanese people focused more on their interests in forming soldiers or semi-military ranks. In

addition, Japan pays attention to education development and spreads Japanese culture through school activities. In curricular learning activities, arts and sports originating from Japan, namely sumo, are taught to students using makeshift facilities such as the school front yard as a training ground in which many students participate. Even this was said by La Konu that the curriculum of the public school (Kokumin Gakko) is: a curriculum consisting of subjects such as Japanese, history, natural sciences, geography, regional languages, physical education, spirit education, and Indonesian (Interview, May 2021). Indonesian is a social, introductory, and scientific language used in schools. Several new terms were coined and adopted from various languages, and foreign language (Japanese) books were translated into Indonesian. Curricular activities at school, namely Japanese martial arts, have awakened courage for them (Belen, 2017).

3.3 The Period of Indonesia's Independence

3.3.1 Old Order

The state is obliged to take care of and be responsible for the implementation of education in the intellectual life of the nation. Due to development and progress, society is determined by the quality of education. After the independence of the Indonesian nation, the government, through the Ministry of Education, gradually changed the education system during the colonial era, and based on the inauguration of the public school in 1946, the Volkschool changed its name to SD Negeri 5 Raha with a 6-year education level. The purpose of establishing this public school was to improve the standard of education in the early days of independence.

At the time of the change and transition of status from public school to SD Negeri 5 Raha, the building used for teaching and learning activities was still an emergency. Other supporting infrastructure, such as benches, teacher's desks, and blackboards, still needed to be improved with simple quality. As Wa Ode Faani said, the condition of the school's physical facilities at that time was still minimal; however, there were high enthusiasm and willingness of the students, likewise with their discipline towards the rules and regulations enforced by the school (Interview, June 2020).

The condition of students and teachers at SD Negeri 5 Raha during the old order can be seen in Table 5.2 below.

Table 5.2 Condition of Students at SD Negeri 5 Raha Period 1957-1966

No	Year	Number of Students	Number of Teachers
1	1957	128	4
2	1959	135	6
3	1961	145	6
4	1963	151	6
5	1966	150	6

Source: (State Elementary School 1 Watopute, 2020)

Based on the description of the table above, it can be interpreted that the development of the number of students and teachers at SD Negeri 5 Raha experienced a positive increase.

In this period, the condition of the teaching staff at SD Negeri 5 Raha has continued to develop since Indonesia's independence with the development of the number of students. Nevertheless, in this period, the number of teachers still needs to improve in imparting knowledge to students. As La Tuna said, the low number of teachers at this time was caused by a lack of public interest in becoming teachers due to the meager income a teacher earned. Those who continue in this profession are the only people with a high passion for teaching and education and have social empathy; otherwise, they will hardly survive the profession (Interview, May 2021).

The implementation of the education program at SD Negeri 5 Raha during the Old Order era was guided by the curriculum set by the government, namely the 1947 and 1964 curricula. The curriculum bases and reflects national philosophy as a way of life. The curriculum has a significant role in directing all the learning tools used in every formal educational institution, including SD 1 Watopute concerning the national curriculum.

As befits elementary schools in Indonesia, SDN 5 Raha also directs learning objectives towards state and community awareness, improving physical education, character education, and the arts by always connecting learning with everyday life and reducing mind education. This awareness was done so that education at this time was oriented towards instilling a spirit of patriotism in students according to the nation's conditions.

3.3.2 The New Order

Since the birth of the New Order government, the development of the education sector has become one of the government's main concerns. Various problems faced in various fields require the government to improve, especially in the political and economic fields where education plays a vital role. One of the primary missions of the New Order government in carrying out systematic and planned development was to implement and practice Pancasila and the 1945 Constitution purely and consistently in the life of the nation, state, and society. Primary education is one of the prominent foundations for humans; all aspects of supporting education must exist to make a developed country in the future.

Presidential Instruction No. 10 of 1973 concerning the funding of school building construction positively impacted SD Negeri 5 Raha because in 1975, the school building was renovated, and the school principal's house was constructed. Furthermore, in 1976, the school received assistance with primary textbooks and children's literature. The development of SDN 5 Raha is included in the government program that seeks to build community awareness in the school environment so that they are more empowered to improve self-quality through formal education. SDN 5 Raha, with a good image and quality, can quickly get many students. (La Konu, interview, May 2020).

SDN 5 Watopute, during this period, continued to experience growth in the number of students and teachers, namely: in 1967, the number of students was 154 people, and the number of teachers was seven people; in 1973, the number of students was 156 people, and the number of teachers was eight people, in 1980 the number of students was 148 people and eight teachers, 1986 158 students and eight teachers, 1992 169 students and nine teachers, 1998 173 students and ten teachers (School National Fundamentals 1 Watopute, 2020).

The increase in the number of teachers at this time was due to the government's grave concern in terms of equity and the dissemination of development in the field of education, and one of the manifestations of this concern was the appointment and promotion of new teachers on a large scale throughout the regions. (La Konu, interview, May 2020).

In implementing the education program, SD Negeri 5 Raha is guided by the government's curriculum. The curriculum is one of the tools for achieving educational goals and a guide in implementing teaching at all types and levels of schools. The curriculum bases and reflects philosophy as a view of the life of a nation. The education curriculum in Indonesia during the New Order era experienced changes four times.

Some of the curricula used included the 1968 curriculum (the first curriculum) since the fall of the Soekarno government and was replaced by Suharto. This curriculum aims to form a proper Pancasila way of thinking, strong and healthy physically. The 1975 curriculum, emphasizing more effective and efficient education, material methods, and teaching objectives, is detailed in the Instructional System Development Procedure, known as lesson units, namely lesson plans for each subject unit. The 1984 curriculum aims to form students who have piety to God almighty, intelligence, and skills, enhance character, strengthen personality, and strengthen the spirit of nationalism and love for the country. The 1994 curriculum aims to provide basic skills for students to develop their lives as individuals and members of society.

3.3.3 Reform

During the reform era, SDN 5 Raha underwent name changes twice, namely in 2001 and 2014. In 2001 there was a change in the name from SDN 5 Raha to SDN 6 Kontunaga based on the decree of the Muna Regent number 39 of 2001. In 2014, the name was changed to SDN 1 Watopute based on Muna Regent number 31 of 2014. The name SDN 1 Watopute is still in use until now 2021.

In this period, the development of the teaching staff began to experience a significant increase where every year it experienced growth with continuous additions in line with the development of the number of students and the increasing public interest in working as teachers due to the better level of teacher welfare at this time.

As for the condition of students and teachers at SDN 1 Raha during the reform period, namely in 1999, the number of registered students was 160, with ten teachers. In 2005, the number of students was 169, and the number of teachers was 11. In 2011 it had 176 students and 11 teachers. In 2016 the number of students was 192, with 12 teachers. In 2021 the number of students increased to 204, and the number of teachers was 12 (State Elementary School 1 Watopute, 2020).

The development of students and teachers at SDN 1 Watopute varies greatly every year, communication between the community and school leaders is good, and the main thing is that this school is well accredited. Even this was said by La Hamadi "Since I first taught at this school until now, the development of the number of students has increased. The increase is due to the community's support for education development and the number of qualified teachers" (Interview, July 2021).

Country development in the Reformation era influenced education development, including the number of students in every educational institution in public and private universities. This development is due to the generally conducive national security

condition. In addition, the level of public understanding and awareness of the importance of education for their children as the next generation. SDN 1 Watopute is one of the formal educational institutions that has grown and developed since 1925.

The education system during the reform period at the elementary school level refers to the national curriculum set by the government, which aims to improve the quality and quantity of education. During the Reform period, three curricula were implemented in Indonesian education, namely the 2004 curriculum, the 2006 curriculum, and the 2013 curriculum. Regarding the content, the number of subjects in the 2004 curriculum was nine, the 2006 curriculum was ten, and the 2013 curriculum was 8.

Furthermore, the development of the facilities and infrastructure of SD Negeri 1 Watopute during the reform era is based on research results. In 2005, this school received funding to renovate study rooms and assistance from a science laboratory and library. Its development is relatively increased both in terms of buildings, as well as achievements. In 2007 this school received the highest bronze achievement in the Science Olympiad. In 2007 SD Negeri 1 Watopute built a UKS (School Health Unit) room, earning this school the title of a healthy school. In 2008 it was designated as a reference for international standard schools (RSBI) in Muna District. In addition, it also received the best library achievement. In other developments, it can be seen in the rooms used as computer laboratories. Various developments in school buildings were not hampered because of the BOS funds provided by the government.

From 2010-2015 this school experienced massive growth; it can be seen from the buildings and student study rooms in accordance with general education standards. The government program that could have an international standard at SD Negeri 1 Watopute in 2008 was RSBI, but in 2016 the RSBI program was abolished then the term Referral School appeared in 2016 and took part in the science Olympiad, mathematics, and healthy school competitions at the central level (Jakarta), also took part in the Science Olympiad at the Southeast Sulawesi Province (Kendari) level at Halu-oleo University, Faculty of Teaching and Education in 2018 and won second place (La Konu, Interview, May 2021).

4. Conclusion

This research examines the formation of the Watopute Public School and the dynamics of its development in 1925-2021. The research findings are: First, the formation of the Watopute Public School in 1925 was due to support the Dutch plantation and industrial policies by training required low-level workers in Onderafdeling Muna. The school also played an important role in educating the Muna nobilities because of their privilege in education. Second, during the Dutch colonial period, the Watopute Public School was called Volkshool. Teaching staff were brought in from Ambon and Manado, while students were from various districts in Muna. The teaching and learning process used simple facilities and infrastructure and the curriculum (the alphabet, Indonesian language, conversation, and arithmetic). During the Japanese era, changes occurred in the curriculum. In this era, students learned Japanese, history, natural sciences, geography, regional language, physical education, spirit, and Indonesian. After independence, the school underwent several name changes, starting from Sekolah Rakyat (1919-1946), SDN 5 Raha (1946-2001), SDN 6 Kontunaga (2002-2014), SDN 1 Watopute (2014-present), which was due to the division of Kontunaga District and Watopute District. Watopute Public School has made significant progress after the independence era, namely in facilities and infrastructure, the number of teachers and students, and the number of achievements.

This research has limited historical sources from the political, social, and regional historical data. This condition is common for research in educational histories carried out by local and national historians. The results of this study open up opportunities for future research on the history of public schools that supported Dutch policies in plantations and industry in other regions of Southeast Sulawesi. In addition, with the presence of educational history as a study, it is hoped that historical researchers will provide a place for all historical events as a study in order to realize Indonesia-centric historiography.

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