

## INTISARI

Penelitian ini fokus membahas perjalanan Taman Indriya sebagai sekolah anak-anak usia dini milik Taman Siswa dari tahun 1921 hingga 1941. Fokus tersebut ditujukan untuk menjawab beberapa pertanyaan, yaitu bagaimana Taman Indriya menjadi sekolah rujukan, apa saja aspek yang dibangun, apa saja tantangan yang dihadapi, serta bagaimana strategi Taman Indriya tetap kokoh dan mampu menghadapi tantangan tersebut? Pertanyaan tersebut dapat dijawab dengan menggunakan sumber-sumber primer dan sekunder. Sumber primer didapatkan dari arsip, foto, laporan, karya-karya tulisan sezaman, sedangkan sumber sekunder dari buku, jurnal, skripsi, tesis, disertasi, dan wawancara.

Taman Indriya telah digagas sejak dekade kedua abad ke-20, tidak hanya oleh Ki Hadjar Dewantara tetapi juga istrinya Nyi Soetartinah dan beberapa tokoh penggerak pendidikan saat itu. Ide konsep pengajaran kepada anak-anak usia dini tersebut kemudian dikemas dalam Perguruan Taman Siswa yang menjadi ruang pendidikan nasional. Pada dasarnya sudah terdapat beberapa pendidikan bagi anak-anak di Hindia Belanda sebelum Taman Siswa, baik milik pemerintah kolonial maupun pribumi. Namun, keduanya belum menjawab kebutuhan anak-anak pribumi. Keberadaan Taman Indriya terbukti mampu memajukan pendidikan anak-anak saat itu, walaupun harus berhadapan dengan berbagai tantangan. Dinamika itu dilalui Taman Indriya dengan senantiasa gigih menyelenggarakan pendidikan bagi anak-anak pribumi dan penguatan berbagai aspek.

**Kata Kunci:** Taman Indriya, Taman Siswa, Pendidikan Anak Masa Kolonial

## ABSTRAK

This research focuses on discussing Taman Indriya's journey as an early childhood school belonging to Taman Siswa from 1921 to 1941. The focus is aimed at answering several questions, namely how Taman Indriya became a reference school, what aspects were built, what challenges faced, and how did Taman Indriya's strategy remain strong and able to face these challenges? These questions can be answered using primary and secondary sources. Primary sources are obtained from archives, photos, reports, contemporary written works, while secondary sources are from books, journals, theses, theses, dissertations and interviews.

Taman Indriya was initiated in the second decade of the 20th century, not only by Ki Hadjar Dewantara but also his wife Nyi Soetartinah and several educational figures at that time. The idea of the concept of teaching young children was then packaged in the Taman Siswa College which became a national education space. There was already some education for children in the Dutch East Indies before Taman Siswa, both owned by the colonial and indigenous governments. However, both have not addressed the needs of indigenous children. The existence of Taman Indriya was proven to be able to advance children's education at that time, even though they had to face various challenges. Taman Indriya goes through this dynamic by always persistently providing education for indigenous children and strengthening various aspects.

**Keywords: Indriya Park, Student Park, Education for Colonial Children**