
Bloom's Taxonomy in Viewing *Sakola Kautamaan Istri's* Educational Conception

(A Historical Cultural Study
of Sundanese Women Empowerment Concept in 1904)

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Abstract

This research is intended to analyse Sundanese women empowerment concept that put into practice in *Sakola Kautamaan Istri* (Women Proficiency School) –formerly *Sakola Istri*- that proposed by Rd. Dewi Sartika in 1904. The school she founded was the first women's formal and legal educational institution for common civilian class to be established in the Dutch colonialism era when the education for women was considered unnecessary. Bloom's taxonomy is chosen as the utensil for viewing the educational objective concept and lessons learned at school. The research is included into qualitative descriptive research that employed document analysis approach. The discussion result reveals that *cageur*, *bageur*, *pinter*, *wanter* (vigorous, kind-hearted, intelligent, courageous) philosophy and the lessons learned at *Sakola Kautamaan Istri* in 1904 had accomplish the Bloom's taxonomy domains theory, namely: cognitive, affective, and psychomotor.

Keywords: *Bloom's taxonomy, Historical-cultural Study, Sakola Kautamaan Istri, Sundanese Women Empowerment.*

1. Introduction

Education and culture are two components that fulfil each other. Some says that education is the product of culture since it covers collective transfer of knowledge and values to new generations. Others propose that culture affect education because in fact culture affects every single part of lives, including how to live, the values, the relationships and lifestyles. Many people belong to more than one culture because culture is shaped by religions, languages,

locations, traditions and many more factors (Naar: 2021).

One of the expert in cultural studies Williams (1961) remarks that culture primarily has three meanings: one focuses on individual enrichment, the other on the way of life of a group and the third on culture as an activity.

Along with both vindications above, therefore education cannot be separated from culture because education affects not only personal fortification but also impinge on society. Thus, the ideas instigate the research.

As the notions above point out the importance and the hallmarks of education and culture that has significant contribution towards civilization, this research is interested in conducting a study that relates to both items in certain period of time and in particular place.

Parallel topic had also become main focus of several previous research, Nasution (2016) conducted a study entitled “*Strategi Pendidikan Belanda Pada Masa Kolonial di Indonesia*” (Dutch’s Education Strategy in Colonial Era in Indonesia) which eventually figured out that education system in Indonesia generally can be divided into three parts, namely: 1. Western education that was given by the Dutch to European children. 2. Education provided for the native by implementing the European educational system. 3. Islamic education that separated from Dutch education.

Another research that concern on Indonesian women empowerment activity in education during Dutch colonial era was also conducted by Qolbi (2018). Her Research focus on women education in Minangkabau on 1901-1950 which took Rohana Kudus, Rahmah El Yunussyiah and Rasuna Said as sample figures of the research.

The main concern of the research is the women empowerment concept that proposed by Rd. Dewi Sartika Indonesian female national hero from Sunda Tribe that had a fervent passion to fight for women's right in education during colonial era which implemented in *Sakola Kautamaan Istri* (formerly Sakola Istri) which located in Bandung, West Java, Indonesia.

At 1904 Colonialism and feudalism affect the live of Indonesian people in that era including education. There was different treatment in education towards the nobility and common people. Meidiana (2010) mentions at that time the purpose of the school was to produce educated employees for the advantage of the Dutch East Indies government, so that all who could enter the school were children of honourable descent, nobles, or official children. The children of farmers, traders, labourers and other ordinary people are not allowed to attend the school, as they are unlikely to have the ability of noble children.

Furthermore, the education for women was considered unnecessary since even if they go to school the women will not end up working. Women are only in charge of serving their husbands, so their education will be wasted. Especially for

parents of the poor, if they have money they would rather send their sons to school than send girls to school.

Another suffering that experienced by women in colonial era was early marriages that not only occurred in low social class but this also happened frequently to the women in the high social class.

This was a harmful situation for the women. They lived in ignorance without any opportunity escalating their knowledge and dignity.

The situation aroused Sartika's spirit to empower women to become well educated and dignified women who can present herself in a good manner not matter what they are, common or noble class people as she wrote on her book "Kautamaan Istri". It was written in 1911. Seven years after she founded 'Sakola Istri. The book, written in Sundanese, was later published in 1912, by A.C. NIX &Co.

"Anu ngarang ieu buku, gaduh pangarep-ngarep, lamun istri-istri ménak kersa rukun jadi hiji, ngamajengkeun abdi-abdi, tangtu laun-laun ogé abdi-abdi urang pribumi maraju, maju pangartina, maju pangabisana, maju kadaékna, hadé laku lampahna, hadé adatna, cindékna salamet hirupna.

Lamun abdi-abdi kabéh geus ngarti, geus réa pangabisana, cik saha nu tambah senang?

Nya ménak-ménak kénéh baé nu tambah senang téh, sabab tangtu sagala paréntah

jadi, da réa nu nyabak. Sugan kakeuheulan ku badéga ku pangasuh, lantaran euweuh kanyaho, taya kabisa téh, lila-lila mah leungit." (Sartika: 1912)

"The author of this book hopes, the wives of the nobles unite to educate the servants, of course gradually they will become intelligent, skilful, passionate, have a good manner, the point is to be better person.

When the servant has better quality, who will be happier?

Of course the master themselves because all commands executed properly. Hopefully all the upset to the servants will vanish altogether." (Sartika: 1912)

Her bold and critical idea for women empowerment in the middle of colonialism and patriarchy domination influenced the world of education in West Java. It proved by Sartika's success in pioneering women's schools that become an opening for women at that time to obtain their rights especially in gaining the equal opportunity of formal education as men.

It actually started in 1902 when she organised several female relatives and neighbours at the backyard to be taught many skills from women's skills, knowledge and manner. The activity became bigger and attract the Dutch Teaching Inspector C. Den Hammer. That suggested the activity held professionally and legally. (Meidiana: 2010)

The school finally established by the help of Bandung Regent R.A.A. Martanegara 16th of January 1904 and took place at the back yard of Bandung regent office. (Daryono: 1996)

The program has a wide impact so that the name of Dewi Sartika along with her school was widely known by the public as an educational figure and a brave breakthrough especially among women in colonial era which school and formal education were expensive treatments. This school was the first Indonesian formal education institution for women from common civilian class in Indonesia. (Daryono: 1996)

1.1 Educational Concept and Phylosophy of *Sakola Kautamaan Istri*

Sakola Kautamaan Istri became pioneer in establishing the effort to empower women so that they could get adequate capabilities not only in house keeping but also in manner, intellectual and mental. As recommended by Dewi Sartika in educational concept for the school.

Dewi Sartika proposed *cageur*, *bageur*, *pinter*, *wanter* as the learning objectives at *Sakola Kautamaan Istri* which in English means vigorous, kind-hearted,

intelligent, courageous. (Zakiah: 2011)

The educational concept above implemented in the lessons and teaching method that applied at the school.

A. Lessons of *Sakola Kautamaan Istri*

In teaching learning process the subject or lessons become one of the important elements as guidance to achieve learning objectives.

In modern theory, curriculum is not only covering lessons but involves all activities and experiences that becomes the responsibility of the school. (Hamalik:2007)

The lesson taught in this school designed to conform the curriculum set by the colonial government, by referring to *Tweede Klasse School* i.e. by including Dutch language material as one of the subjects that must be taught to the students.

In accordance with the educational objective of the school, the subject matter given in *Sakola Kautamaan Istri* was also tailored to the needs of women in daily life. These subjects were not taught in other school which only focus to improve the knowledge. In addition Islamic religion subject that was taught at *Sakola Kautamaan Istri* not

commonly taught in public schools at that time. Below is the list of category division of lesson at *Sakola Kautamaan Istri*.

Table 1
List of Lessons at Sakola Kautamaan Istri

N0	Material	Category
1	Counting	General Knowledge
2	Writing	General Knowledge
3	Reading	General Knowledge
4	Dutch	General Knowledge
5	Malay	General Knowledge
6	Ethics/Morals	Religious Education
7	Religion	Religious Education
8	Making Batik	Women's Skills Education
9	Sewing	Women's Skills Education
10	Crocheting	Women's Skills Education
11	Patching	Women's Skills Education
12	Embroidering	Women's Skills Education
13	Weaving	Women's Skills Education
14	Making Songket	Women's Skills Education
15	Cooking	Women's Skills Education
16	Serving Food	Women's Skills Education
17	Baby Care	Women's Skills Education
18	Washing	Women's Skills Education
19	Ironing	Women's

		Skills Education
20	Set Up Home	Women's Skills Education
21	Caring for the Sick	Women's Skills Education
22	Health (PPPK)	General Knowledge
23	Sports	General Knowledge

Taken from: Zakiah (2011)

Below are the specific subjects taught at each level:

1. Grade 1: Reading, writing, counting, singing, dictation, and marching.
2. Grade II: Reading, writing, counting, singing, dictation, marching, and drawing.
3. Grade III: Reading, writing, counting, singing, dictation, marching, drawing, and knitting.
4. Class IV: History, Earth sciences, Dutch and sewing (making tablecloths, baby clothes), drilling, cooking (making soup and various kinds of sambal), Malay language, recite the Quran, learn to pray, make flowers from paper.
5. Class V: Sewing (making tablecloths), plant science, natural sciences, earth sciences, history sciences, Dutch, cooking, recitation of the Quran and prayer, and once a month fill the broadcast of Radio NIROM (Nederland Indische Radio Omroep Maatchaapy) -turned into

RRI- from 17.00-18.00, the students sing Dutch and Sundanese songs.

6. Class VI: Sewing (making tablecloths from), plant science, natural sciences, earth sciences, history science, Dutch, cooking, recitation of the Quran and prayer and making baby clothes, making diaper straps.

The list above reflects visionary idea of *Sakola Kautamaan Istri* that had objectives to create women who are vigorous, kind-hearted, intelligent, and courageous.

B. Teaching Method in *Sakola Kautamaan Istri*

To support the material given, *Sakola Kautamaan Istri* implement combined teaching method. Not only lecturing but also adding practice, Q&A, and discussion session. The following are the learning methods implemented in *Sakola Kautamaan Istri*:

Table 2
Teaching Methods implemented
in *Sakola Kautamaan Istri*

No	Lesson	Teaching Method
1	Counting	Lectures and Q&A
2	Writing	Lectures and practices
3	Reading	Lectures and practices
4	Dutch	Lectures and practices
5	Malay	Lectures and practices
6	Ethics/Morals	Lectures, discussions, Q&A and practices
7	religion	Lectures, discussions,

		Q&A and practices
8	Making Batik	Lectures and practices
9	Sewing	Lectures and practices
10	Crocheting	Lectures and practices
11	Patching	Lectures and practices
12	Embroidering	Lectures and practices
13	Weaving	Lectures and practices
14	Making Songket	Lectures and practices
15	Cooking	Lectures and practices
16	Serving Food	Lectures and practices
17	Baby Care	Lectures and practices
18	Washing	Lectures and practices
19	Ironing	Lectures and practices
20	Set Up Home	Lectures and practices
21	Caring for the Sick	Lectures and practices
22	Health (PPPK)	Lectures and practices
23	Sports	Lectures and practices

Taken from: Zakiah (2011)

From the table above, it can be known that the learning methods applied in *Sakola Kautamaan Istri* deliberately amended with the aim that every student can involve in the teaching and learning process in order to make them ready to action in wider community as vigorous, kind-hearted, intelligent, and courageous women.

1.2 Bloom's Taxonomy

Bloom's Taxonomy was originally published in 1956 in a paper

titled *Taxonomy of Educational Objectives* (Bloom: 1956).

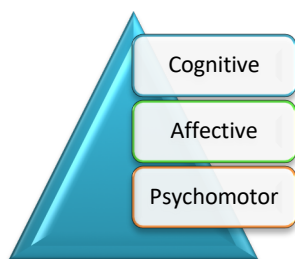
The taxonomy provides different levels of learning objectives, divided by complexity. Only after a student masters one level of learning goals, through formative assessments, corrective activities, and other enrichment exercises, can they move onto the next level (Guskey: 2005).

Bloom's Taxonomy was originally published in 1956, and the Taxonomy was modified each year for 16 years after it was first published.

In 2001, Bloom's initial taxonomy was revised to reflect how learning is an active process and not a passive one. It is widely used in the educational setting today.

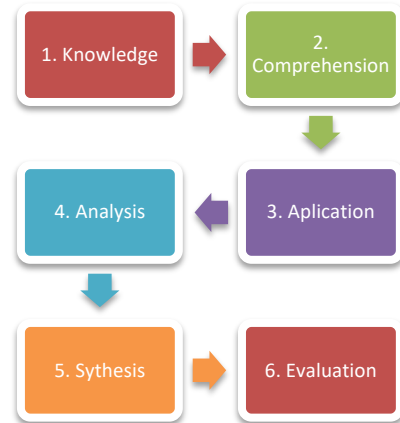
Bloom's taxonomy domain

1. The Cognitive Domain (knowledge-based)
2. The Affective Domain (Emotion-based)
3. The Psychomotor Domain (Action-based)



Scheme 1
Bloom's Taxonomy Domain

**1. Cognitive Domain
Concerned with Thinking and Intellect**



Scheme 2
Bloom's Taxonomy Cognitive Domain Hierarchy

The original version of the taxonomy, the cognitive domain, is the first and most common hierarchy of learning objectives (Bloom: 1956). It focuses on the acquisition and application of knowledge and is widely used in the educational setting.

The cognitive domain involves knowledge and the development of intellectual skills. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills. There are six major categories, which are listed in order below, starting from the simplest behaviour to the most complex. The categories can be thought of as degrees of difficulties. That is, the first one must be mastered before the next one can take place. (Bloom,

Engelhart, Furst, & Krathwohl:
1964)

Table 3
Bloom's Cognitive Domain

Categories	Keywords
Knowledge: Recall of data	Defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states
Comprehension: <ul style="list-style-type: none"> Understand the meaning Translation Interpolation and interpretation of instructions and problems State a problem in one's own words 	Comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, gives examples. Infers, interprets, paraphrases, predicts, rewrites, summarizes, translates
Applications: <ul style="list-style-type: none"> Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situation in the workplace. 	Applies, changes, computes, construct, demonstrates, discovers,, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses.
Analysis: <ul style="list-style-type: none"> Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences. 	Analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates.
Synthesis: <ul style="list-style-type: none"> Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure. 	Categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes.
Evaluation: Make judgments about the value of ideas or materials.	Appraises, compares, concludes, contrasts, criticizes, critiques,

	defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarizes, supports.
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2. Affective Domain Concerned with Emotion

Affective domain covers the manner relates with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes

Table 4
Bloom's Affective Domain

Categories	Keywords
Receiving phenomena: <ul style="list-style-type: none"> Awareness willingness to hear selected attention. 	asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits, erects, replies, uses
Responding to phenomena: <ul style="list-style-type: none"> Active participation on the part of the learners. Attends and reacts to a particular phenomenon. Learning outcomes may emphasize compliance in responding, willingness to respond, and satisfaction in responding (motivation). 	answers, assists, aids, complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes.
Valuing: <ul style="list-style-type: none"> The worth or value a person attaches to a particular object, phenomenon, or behavior. This ranges from simple acceptance to the 	completes, demonstrates, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works.

<p>more complex state of commitment. Valuing is based on the internalization of a set of specified values, while clues to these values are expressed in the learner's overt behavior and are often identifiable.</p>	
<p>Organization:</p> <ul style="list-style-type: none"> Organizes values into priorities by contrasting different values resolving conflicts between them, creating an unique value system. The emphasis is on comparing, relating, and synthesizing values. 	<p>adheres, alters, arranges, combines, compares, completes, defends, explains, formulates, generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes.</p>
<p>Internalizing values (characterization):</p> <ul style="list-style-type: none"> Has a value system that controls their behavior. The behavior is pervasive, consistent, predictable, and most importantly, characteristic of the learner. Instructional objectives are concerned with the student's general patterns of adjustment (personal, social, emotional). 	<p>acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, verifies.</p>

3. Psychomotor Domain Concerned with Action

The psychomotor domain includes physical movement, coordination, and use of the motor-skill areas.

Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution. The seven major categories listed in order are:

Table 5
Bloom's Psychomotor Domain

Categories	Keywords
Perception: The ability to use sensory cues to guide motor activity. This ranges from sensory stimulation, through cue selection, to translation.	chooses, describes, detects, differentiates, distinguishes, identifies, isolates, relates, selects.
Set: Readiness to act. It includes mental, physical, and emotional sets. These three sets are dispositions that predetermine a person's response to different situations (sometimes called mindsets).	begins, displays, explains, moves, proceeds, reacts, shows, states, volunteers.
Guided response: The early stages in learning a complex skill that includes imitation and trial and error. Adequacy of performance is achieved by practicing.	copies, traces, follows, react, reproduce, responds
Mechanism: This is the intermediate stage in learning a complex skill. Learned responses have become habitual and the movements can be performed with some confidence and proficiency	assembles, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches.
Complex Overt Response: The skillful performance of motor acts that involve complex movement patterns. Proficiency is indicated by a quick, accurate, and highly coordinated performance, requiring a minimum of energy. This category includes performing without hesitation, and automatic performance.	assembles, builds, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches. NOTE: The key words are the same as Mechanism, but will have adverbs or adjectives that indicate that the performance is quicker, better, more accurate, etc.
Adaptation: Skills are well developed and the	adapts, alters, changes, rearranges, reorganizes,

individual can modify movement patterns to fit special requirements.	revises, varies.
Origination: Creating new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creativity based upon highly developed skills.	arranges, builds, combines, composes, constructs, creates, designs, initiate, makes, originates.

Within this research Bloom's taxonomy domain is used as the main theory to investigate the prime data.

2. Research Method

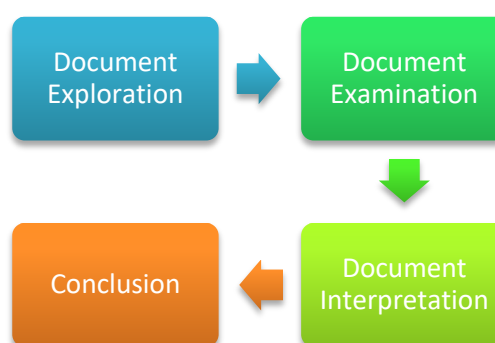
Qualitative method was taken as a strategy to analyse the data that has been compiled for the research. While document analysis implemented as the approach strategy. Since the main concern is on historical manuscript that can be categorized as cultural heritage, thus the current research can categorized as cultural historical study.

This method is considered to be the most appropriate research method for this study since qualitative research is a holistic and often involves a rich collection of data from various sources to gain a deeper understanding of individual participants, including their opinions, perspectives, and attitudes (Nassaji: 2015). In addition, the goal of descriptive research is to describe a phenomenon and its

characteristics. This research is more concerned with what rather than how or why something has happened (Gall, Gall, & Borg, 2007).

Relates to analysis procedure, furthermore Nassaji (2015) mentioned that qualitative method involves an inductive exploration of the data to identify recurring themes, patterns, or concepts and then describing and interpreting those categories. This explanation is in line with the analysis procedure for this research.

The researcher did profound exploration towards the documents of *Sakola Kautamaan Istri* along with other historical manuscripts of Rd. Dewi Sartika which then examine by using Bloom's taxonomy to discover the chronic pattern and concept to be interpreted. The final result is presented in the conclusion section. The scheme below shows the flow of data analysis procedure.



Scheme 3
Data Analysis Procedure

3. Discussion

This research focus on analysing educational concept and philosophy that implemented through learning objectives in *Sakola Kautamaan Istri* that proposed at 1904 which viewed from modern pedagogical theory that is Bloom's taxonomy.

The Taxonomy of Educational Objectives, known as Bloom's Taxonomy (Bloom, Engelhart, Furst, & Krathwohl: 1964) is one of the most recognized learning theories in the field of education.

Educators often use Bloom's Taxonomy to create learning outcomes that target not only subject matter but also the depth of learning they want students to achieve, and to then create assessments that accurately report on students' progress towards these outcomes (Anderson & Krathwohl: 2001).

Bloom's Taxonomy comprises three learning domains: the cognitive, affective, and psychomotor, and assigns to each of these domains a hierarchy that corresponds to different levels of learning.

By implementing qualitative method with document analysis approach this research hopefully can discover

3.1 Learning Objectives of *Sakola Kautamaan Istri* Appraise by Bloom's Taxonomy

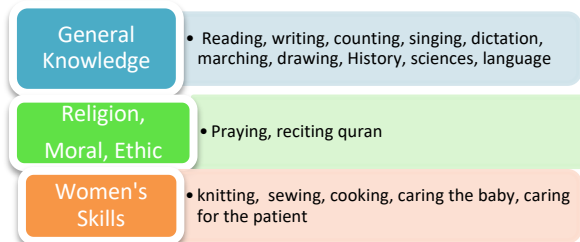
Learning objectives or Learning outcomes are written statements of what the successful student/learner is expected to be able to achieve (Adam: 2004). By having clear purposes, the teaching learning process will have certain standard to be completed. This will help teachers in giving the lesson.

Besides that, learning outcomes are indicators of success of an academic course/programme. Learning outcomes give a clear idea of what can be achieved by joining a particular programme. (Mahajan & Singh: 2017)

Clear statement of learning objectives of *Sakola Kautamaan Istri* has been mentioned and become an eminent philosophy that represents an ideal characteristic of Sundanese women in every level that is to become a vigorous, kind-hearted, intelligent, and courageous woman (*cageur, bageur, pinter, wanter*).

These objectives were portrayed in the lessons that studied by students which covers not only practical skills, but also knowledge, religion, and manner. Below is the lesson theme apportionment that learned

by the students from grade 1 up to grade 6.



Scheme 4

Lesson Theme of *Sakola Kautamaan Istri*

Bloom's taxonomy domain theory is used to examine the objectives thoroughly.

On her book Sartika mentioned that the ultimate goal is to become a woman who can behave like a noble.

"Tapi ari anu jadi poko mah, ngan sarupa, nyaéta nyaho kana kaperluannana nu jadi awéwé, cara pangkat atawa anu jeneng." (Sartika:1912)

Noble characteristic is depicted in the following items that become the objectives of the school.

A. Vigorous (*Cageur*)

The term '*cageur*' means healthy not only physically but also covers mentally. This characteristic portrayed in Sartika's book (1912) that classified noble into seven types. Vigorous included into "*Budiman*" and "*Gunawan*" category.

"Budiman, nyaéta pinter, lantip budi, titih surti, gedé wiwaha, asak jeujeuban. Gunawan, sagala aturannana matak hasil ka abdi abdi, jadi kasenangan ka sarérea, jadi kautamaan ka salirana, kersa miwuruk mitutur ka nu teu nyaho." (Sartika:1912)

"Budiman means wise, authoritative, and prudent. While *Gunawan* means respectable, loving, caring themselves, love to share, love to teach others."

This aspect is in line with psychomotor domain which concerned with action. The psychomotor domain includes physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution. (Bloom, Engelhart, Furst, & Krathwohl: 1964)

As mentioned in Bloom's taxonomy domain, that psychomotor is readiness to act which includes mental, physical, and emotional sets.

B. Kind-hearted (*Bageur*)

Kind-hearted or '*bageur*' characteristic become one of the objectives in *Sakola Kautamaan Istri*. It exposed in two noble characters that mentioned by Sartika in her book, those are *Darmawan* and *Setiawan*.

“*Darmawan*, tegesna welas-asih ka abdi-abdi, nulung ka nu butuh, nyaah ka nu sangsara, méré maweh ka sadérék, hormat jeung tilawat ka sepuh-sepuh. *Setiawan*, nyaéta suci ati, hadé haté, adil, sagala reujeung timbangan, ucap jeung peta sabenerna, sapantesna.£

“*Darmawan* means has loving feeling to the poor, care to help the need, kind to family and relatives, and respect the elder. *Setiawan* means has sincere heart, fair, thinking before acting, never lips service what you say is what you do.”

This learning objective is corresponding to Bloom’s affective domain which concerned with emotion. Affective domain covers the manner relates with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes. (Bloom, Engelhart, Furst, & Krathwohl: 1964)

To gain this educational objective, *Sakola Kautamaan Istri* put religion, and lesson of manner as one of the subject that taught even though at that era religion subject were not familiar to be taught at school. Furthermore Sartika also wrote about the qualification of the teacher as role model

“*Ari guruna utama kudu welasasih, ucap jeung peta sabenerna, sapantesna, kudu nyaho ditatakrama, supaya katurut atawa*

kaimpungan ku abdi-abdi téa”
(Sartika:1912)

“The main characteristics of the teachers are kind-hearted, well-mannered, and well behave because the students will imitate them in every way.”

C. Intelligent (*Pinter*)

Pinter (intelligent) can be included into *Sastrawan* noble characteristic that described has competency in various knowledge-based skill such as writing, counting, can act appropriately, also able to put forward ideas and express the thought.

Sastrawan, tegesna pinter nulis, pinter itungan, réa aturan, percéka iasa carita.(Sartika: 1912)

From Bloom’s taxonomy domain, this category can be included into the cognitive domain that involves knowledge and the development of intellectual skills. As elaborated on the explanation in section 1, cognitive means able to applies, changes, computes, construct, demonstrates, discovers,, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses. (Bloom, Engelhart, Furst, & Krathwohl: 1964)

Those ability comprises in one simple word that supported by the system in order to be achieved by the students.

D. Courageous (*Wanter*)

This characteristic is the integration of all. Since courageous not only means brave but also has integrity to show off defending what is right based on meticulous thought and multi perspective analysis.

A woman who vigorous physically and mentally will be brave as Bloom mentioned in the description of psychomotor domain, namely: can present skilful performance of motor acts that involve complex movement patterns. Proficiency is indicated by a quick, accurate, and highly coordinated performance, requiring a minimum of energy. This category includes performing without hesitation, and automatic performance. (Bloom, Engelhart, Furst, & Krathwohl: 1964)

Courageous also involves intelligence that become the main concern in cognitive domain, as Bloom, Engelhart, Furst, & Krathwohl: (1964) mentioned that intelligent means able to Appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates,

explains, interprets, justifies, relates, summarizes, supports.

The last, courageous also means be able to shows the following capacity, such as: adheres, alters, arranges, combines, compares, completes, defends, explains, formulates, generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes. (Bloom, Engelhart, Furst, & Krathwohl: 1964)

The learning objective that offered in 1904 has fulfilled the pedagogical standard of modern era.

4. Conclusion

The analysis above that covers pedagogical concept and learning objectives of *Sakola Kautamaan Istri* that organised in 1904 at Bandung, West Java, Indonesia observed from modern educational theory, Bloom's taxonomy lead to the following conclusion.

Sakola Kautamaan Istri which established in Dutch colonialism era (1904) when the women did not have equal position in education with the men, let alone the women from ordinary level and the servants had already possess visionary educational standard that employed in the learning objectives, lesson or

subject taught, and the learning method that in line with modern pedagogical theory (Bloom's taxonomy).

Vigorous, kind-hearted, intelligent, and courageous woman (*cageur, bageur, pinter, wanter*) that set as the educational objective draw a parallel concept with the present academic concept namely cognitive, affective, and psychomotor aspects. Although Raden Dewi Sartika initiated this school in 1904, her idealism is in line with the current period.

Furthermore, this institution had another strong point in terms of curriculum and lessons that tailored to be taught to the students. *Sakola Kautamaan Istri* integrated the European educational system at the same time also put Islamic subject as part of the lesson. This kind of educational system was a brave action, considering Education system in Indonesia generally can be divided into three parts, namely: 1. Western education that was given by the Dutch to European children. 2. Education provided for the native by implementing the European educational system. 3. Islamic education that separated from Dutch education. (Nasution: 2016)

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Biography

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