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## **THE INFLUENCE OF COLONIALISM ON THE COASTAL COMMUNITIES IN PARIAMAN THROUGH ADILLA'S NAKHODA PESISIR BARAT**

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### **Abstract**

This research aims to examine the impact of colonialism's influence on the lives of the coastal society of Pariaman, West Sumatra, focusing on cultural, social and economic interactions. The research's foundation is Ivan Adilla's short novel *Nakhoda Pesisir Barat*, which recounts the late 19th-century life of a merchant named Muhammad Saleh under Dutch colonial rule. In order to examine how colonialism affected trade, education, and local identity, this research used a qualitative methodology with a historical perspective and narrative analysis, drawing on the theories of Frantz Fanon and Immanuel Wallerstein. The results of the research show that colonialism brought changes to education and economic dynamics, particularly in international trade and social significantly. However, colonial dominance also produced subordinate systems that had an impact on the psychology and identity of the coastal inhabitants of Pariaman.

**Keywords:** *colonialism, pariaman, cultural, social, economic*

### **INTRODUCTION**

Colonialism has left a deep mark on the lives of coastal communities in Pariaman, West Sumatra. As a strategic area on the international trade route at the end of the 19th century, Pariaman became one of the important points of economic and cultural interaction during the colonial period. Ivan Adilla's short story *Nakhoda Pesisir Barat* describes in detail the life of the coastal community, especially the character Muhammad Saleh, who lives his life under the influence of colonialism and trade



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globalization. The narrative reflects the social, economic and cultural dynamics that developed under colonial domination. The interaction between local culture and colonial influence created complex social dynamics (Said, 1978).

This research aims to look at the influence of colonialism on the economic, social and cultural life of Pariaman's coastal communities as depicted in *Nakhoda Pesisir Barat*. The main focus is on how trade and education were significantly affected by the Dutch colonial presence, as international trade was already taking place at the time. International trade during the colonial period often brought significant changes to the identity of the people involved (Wallerstein, 1974). Also, By using Frantz Fanon's views regarding the psychological effects caused by colonialism, we can see how colonialism affected indigenous people psychologically. Through narrative analysis of these literary works, this research seeks to provide a more comprehensive picture of the impact of colonialism on the identity of local communities, especially in the context of Pariaman as a coastal trading center. This topic is important because it can add insight into how colonialism not only shaped the political and economic order, but also affected the social and cultural structures of communities involved in international trade.

The researchers used qualitative methods. Qualitative methods in research are defined by Sugiyono (2011) as an approach that focuses on understanding phenomena in a natural context. According to Moleong (2017), this method aims to understand the subject's experience holistically through verbal descriptions. Meanwhile, Creswell (2007) emphasizes that qualitative research must have proper data collection procedures and a clear focus. This method is used to examine how trade and education in the past were significantly influenced by the Dutch colonial presence. Therefore, the approach taken to examine the topic of discussion in this research is a historical approach, narrative analysis, and using the theory of the psychology of colonialism and the theory of colonial economics initiated by Frantz Fanon and Immanuel Wallerstein (Rasiah, 2020). Additionally, the data presentation method used to show the data from this research uses a descriptive-qualitative method, which in this research is an approach that focuses on describing phenomena through descriptive data, not statistical numbering data. The reference or object of the descriptive data presented comes from a short story entitled *Nakhoda Pesisir Barat* written by Ivan Adilla and several other sources relevant to this research.

## **RESULTS AND DISCUSSION**

To understand the story in depth and find the influence of colonialism on the lives of coastal communities in Pariaman, the researcher has divided it into three aspects of the influence that occurred and analyzed the relevant data contained in the story.

### **The Influence of Colonialism on the Trade of Pariaman Coastal Communities**

The short story *Nakhoda Pesisir Barat* depicts the life of Muhammad Saleh, a Pariaman coastal trader who was involved in international trade during the Dutch colonial period. During the 19th century, Pariaman became a bustling center of trading activity, where ships from various countries such as Aceh, Bugis, India, and even Europe, brought merchandise such as salt, dried fish, and imported goods such as textiles and ceramics. The presence of foreign ships, including those from colonial countries, shows that Pariaman was part of an increasingly integrated global trade network during the colonial period.

According to Immanuel Wallerstein's colonial economic theory, Pariaman was part of the capitalist world system, where coastal cities like Pariaman played a semi-peripheral role supporting the global economy. Local people, like Muhammad Saleh, were involved in international trade but were in a subordinate position due to colonial influence. They are forced to adjust to a new economic system that is more dominated by global market forces controlled by colonial powers. Saleh's experience in the short story illustrates this complexity, where he is actively involved in trade but remains dependent on the regulations and interactions dictated by the colonial rulers.

Van den Berg was pleased to see Peto's honest and kind attitude. and kind. The Dutch officer later became Peto's Peto's good friend. Van den Berg also taught Peto to make buying and selling records. When van den Berg moved to Padang, Peto was trusted as an agent of the company and was given money as capital by the Dutch official. Peto Radjo managed to make good use of the capital so that his business developed well. (*Nahkoda pesisir Barat*, 2018:5)

In the context of colonialism, the interaction between Van den Berg, a Dutch official, and Peto Radjo can be seen as an example of a power relationship between colonizers and locals that shows colonial influence in economic and social aspects. From the perspective of colonialism, Van den Berg's provision of capital to Peto and Peto's involvement in the Dutch-run trade network may have brought benefits to Peto, but it also signaled a dependency on the colonial power structure as a result, showing

how the “empathy” or “trust” of the colonials could be a tool to strengthen their power. In this case, Van den Berg's provision of capital could be seen as an act that strengthened Dutch influence, making Peto an economic agent in the colonial system that supported Dutch interests.

The merchant looked at the two people. “I haven't had time to calculate how much this fish is worth,” he said. “Well, here are all the records of prices and costs. This one is the total number of fish. Please calculate for yourself how much is the capital of this fish,” said the trader to Saleh and his friend. He showed them two pieces of paper with writing. (Nahkoda pesisir Barat, 2018:14)

The scene of the trader telling Saleh and his friend to calculate their own fish capital can be seen as an illustration of the impact of the colonial economy on local communities. Colonialism often altered local economic structures and trading patterns by introducing business methods and practices adopted from the colonizers. Here, the trader may have adopted a more systematic system of recording and calculating capital, which could reflect the colonial influence in business management and organization. In this case, the traders' methods of recording prices, costs and quantities of goods show the colonial influence that introduced a more modern and structured administrative system. This practice also signifies how colonial structures have reshaped economic patterns and culture in local communities.

### **Education and Literacy under Colonial Domination**

Muhammad Saleh in this short story is a clear example of the positive impact of education during the colonial period, even though access to formal education was very limited. Thanks to his persistence in learning to read, write and count, Saleh is able to become a successful trader who can record debts, make transactions and even help calculate the profits of his colleagues. According to Frantz Fanon (Fanon, 1986), The relationship between historical circumstances and human attitudes toward them are both aspects of the colonialism issues. Therefore, this reflects Frantz Fanon's view in the theory of colonial psychology that colonialism can influence the attitude of the colonized indigenous which allows it to influence their psychology. Furthermore, it implicated new educational and cultural standards on local communities, although this is not always accepted fairly.

In Pariaman, the construction of Muhammad Saleh's attitude towards interaction with colonialism and modern education, transferred through contact with the Dutch and outside culture, shows the dynamism of new behavior and knowledge that came with colonialism. However, this also led to a shift in the cultural identity of coastal communities, where education became the new means to success, replacing traditional ways.

However, Saleh did not only require the ability to count. He also wanted to be able to read. He remembers his father's message. (Nahkoda pesisir Barat, 2018:15)

Saleh's desire to learn to read shows how education and literacy can be important tools for improving the social and economic position of local communities, but at the same time also tools of domination. Education and literacy were often introduced as part of a colonial “civilizing mission”, aiming to “enlighten” local communities, although they were often limited and designed to serve the interests of the colonizers. Reading and arithmetic education, as Saleh wanted, were skills that would give him access to basic literacy, which could empower him. However, in the colonial context, this education was often limited to skills that supported colonial economic or administrative activities, rather than a comprehensive or critical education. This also reflects domination and control, as the forms of education available to local communities were often restricted to support the colonizers' power structures.

Saleh decided to immediately look for a teacher who could teach him to read, write and count. arithmetic. (Nahkoda pesisir Barat, 2018:16)

Saleh's decision to seek out a teacher who could teach him to read, write and count reflects the importance of education in a society under colonial domination. In colonial contexts, education was often a way for local individuals to improve their social and economic status, but also a tool of control and domination for the colonizers. Colonialism often restricted access to education and literacy for local populations, or directed their education to serve colonial economic and administrative interests rather than to promote self-reliance or social equality. although a form of personal advancement, it was in colonial contexts where education was provided to support the colonizer's power structure. While reading, writing and numeracy skills can open up new opportunities, this type of education remains geared towards supporting colonial

structures, rather than to fully empower local communities.

To study, students don't have to pay school fees. Instead, they are only asked to hand over a little rice and a small bottle every month. The gift is a tribute to the teacher. (Nahkoda pesisir Barat, 2018:20)

The provision for students to study without tuition fees, with rice and cooking oil as a form of appreciation for the teacher, reflects a pattern of education in local communities that differed from the formal education system under colonial domination. In the colonial context, formal education often had strict fees or conditions that made it inaccessible to local communities, especially for those from lower social and economic strata. The education system imposed by the colonials often came with unaffordable fees, so many local people preferred traditional education methods accessed through barter or symbolic rewards such as rice and cooking oil. This also reflects local independence in providing education without being bound by the profit-driven colonial economic structure.

### **The Psychological Impact of Colonialism on the Identity of Coastal Communities**

This short story shows that although Saleh experienced success in trade, he also faced challenges and pressures from the colonial system that affected various aspects of life. One of these is the dependence on economic relationships determined by colonial elites such as Van den Akker. This relationship showed a strong dependency between local entrepreneurs and colonial rulers, reflecting how colonialism created structures of domination that perpetuated economic subordination. According to Frantz Fanon (Fanon, 1986) The colonized people's sense of inferiority is correlated with the Europeans' sense of superiority.. In the statement, It can be concluded that the feelings of inferiority experienced by the natives are correlated with the European colonizers who felt superior to the native people they colonized. Thus, the statement can be used to analyze the colonialism impact on the indigenous psychologically. Therefore, as stated by Fanon, colonized peoples experience feelings of inferiority and from their own culture due to colonization and because of the standards set by the colonialists who felt superior compared to the natives which could cause pressures and affect to the lives of the natives which has implications for their psychological condition. Saleh, despite his successes, lived in a system that forced him to constantly adapt to the new rules which were arranged by the colonizers. This creates an inner pressure that is often invisible

yet very real, as Saleh experienced when facing the challenges of trade or interaction with the Dutch.

"Don't be a trawler for long. Such work will not increase your mind," Saleh's father reasoned. His father's request and reasoning was buried deep in Saleh's heart. (Nahkoda pesisir Barat, 2018:13)

Saleh's father's statement, "Do not linger as a trawler. Such work will not improve your mind," reflects how colonial views have permeated local communities, influencing the way they view traditional occupations. In a psychological context, this expression shows the influence of colonialism that instills a sense of inferiority towards local occupations such as being a "trawler" (traditional fisherman). Saleh's father indirectly implies that jobs that are respected and can "add to the mind" are those that are closer to colonial values, such as formal trades or modern skills encouraged by the colonial system. This pressure shows how colonialism can erode local cultural identities, creating distance between coastal communities and the values and professions that were previously respected in their communities.

After seeing the different types of goods, Saleh asked himself, "From which country were all these goods brought? Which country were they brought from? Which foreign country did they come from? Where did they come from? How long has the ship been sailing sailed from its country of origin?" Various questions arose in Saleh's head. The questions aroused his curiosity. Also the desire to sail. But, how to go about it? (Nahkoda pesisir Barat, 2018:13)

The text explores Saleh's desire to explore the world and the unexplored, reflecting his desire to expand his community's identity. This desire can be seen as a reflection of the desire to expand his community's influence over colonialism. Saleh's desire to understand his own identity and more liberal cultural values can be seen as a way to connect with his community's values that may be influenced by colonialism. Saleh's desire to explore his community's history also highlights the relationship between tradition and modernity. Many communities have a history of embracing their own culture, which can influence their identity, suggesting that colonialism can influence the thinking and identity of individuals within their community. Saleh's desire to explore new identities and expand his community's worldview is a reflection of his desire to achieve this from the colonial interactions that created a sense of curiosity and ambivalence about his local identity.

## CONCLUSION

The impact of colonialism on the social, economic, and cultural systems of Pariaman's coastal towns is vividly depicted in the short novel *Nakhoda Pesisir Barat*. According to the theories of colonialism developed by Frantz Fanon and Immanuel Wallerstein, interactions between local populations and colonial powers influenced not just trade and education but also the local population's identity and psyche. Colonial dominance nevertheless produced hierarchical institutions that restricted local economic and cultural independence, despite the fact that trade brought new opportunities.

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