

**ANALISIS WACANA KRITIS PADA BUKU TEKS BAHASA INDONESIA
SEKOLAH DASAR YANG TERSEDIA DI SITUS SISTEM INFORMASI
PERBUKUAN INDONESIA (SIBI)**

TESIS

diajukan untuk memenuhi sebagian syarat untuk memperoleh gelar Magister
Program Studi Psikologi Pendidikan



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**PROGRAM STUDI PSIKOLOGI PENDIDIKAN
SEKOLAH PASCASARJANA
UNIVERSITAS PENDIDIKAN INDONESIA
2025**

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S.Pd Universitas Pendidikan Indonesia, 2018

Sebuah tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar Magister
Pendidikan (M.Pd) pada Sekolah Pascasarjana

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Universitas Pendidikan Indonesia

Januari 2025

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Abstrak

Penelitian ini bertujuan untuk menganalisis wacana dominan dalam buku teks Bahasa Indonesia yang tersedia di situs SIBI (Sistem Informasi Perbukuan Indonesia), sebagai platform pembelajaran yang dapat secara bebas diakses oleh masyarakat Indonesia. Melalui pendekatan analisis wacana, penelitian ini mengidentifikasi bagaimana struktur wacana dalam buku teks tersebut merefleksikan kekuatan, ideologi, serta norma yang mungkin mempengaruhi proses pembelajaran bahasa. Data yang dianalisis meliputi berbagai buku teks bahasa Indonesia tingkat Sekolah Dasar. Fokus analisis wacana dalam penelitian ini untuk mengungkap representasi gender, disabilitas, dan inklusi sosial yang ada dalam isi buku teks bahasa Indonesia di SD. Hasil penelitian menunjukkan adanya dominasi pendekatan wacana gender tradisional dalam buku teks, dengan kecenderungan perempuan direpresentasikan dalam peran feminin dan laki-laki dalam peran maskulin. Sementara representasi disabilitas mulai hadir, tetapi seringkali menunjukkan anak-anak dengan disabilitas dalam posisi pasif atau bergantung pada bantuan. Selain itu, inklusi sosial digambarkan secara sederhana melalui interaksi antar anak dari latar belakang berbeda, namun tanpa narasi eksplisit yang menekankan pentingnya toleransi dan hidup berdampingan.

Kata Kunci: analisis wacana kritis; buku teks; GEDSI.

Abstract

This study aims to analyze the dominant discourse in Indonesian language textbooks available on the SIBI (Indonesian Book Information System) website, as a learning platform that can be freely accessed by the Indonesian people. Through a discourse analysis approach, this study identifies how the discourse structure in the textbooks reflects power, ideology, and norms that may influence the language learning process. The data analyzed include various Indonesian language textbooks at the Elementary School level. The focus of the discourse analysis in this study is to reveal the representation of gender, disability, and social inclusion in the contents of Indonesian language textbooks in Elementary Schools. The results of the study indicate the dominance of the traditional gender discourse approach in textbooks, with a tendency for women to be represented in feminine roles and men in masculine roles. While representations of disability are beginning to appear, they often show children with disabilities in passive positions or dependent on assistance. In addition, social inclusion is described simply through interactions between children from different backgrounds, but without an explicit narrative that emphasizes the importance of tolerance and coexistence.

Keywords: critical discourse analysis; textbooks; GEDSI.

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