

**IDEOLOGI GENDER PADA KOMUNIKASI
GURU DAN ANAK: KAJIAN *POST*
STRUKTURALIS DI PAUD**

TESIS

Diajukan untuk memenuhi sebagian syarat memperoleh
gelar Magister Pendidikan pada Program Studi Pendidikan
Anak Usia Dini



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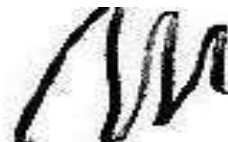
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IDEOLOGI GENDER PADA KOMUNIKASI GURU DAN ANAK: KAJIAN *POST STRUKTURALIS* DI PAUD

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ABSTRAK

Penelitian kualitatif ini dilatarbelakangi oleh isu ketidaksetaraan gender yang masih terjadi, bahkan ditingkat terendah sekalipun, yaitu PAUD. Karya ilmiah ini menggunakan desain penelitian studi kasus-etnografi. Adapun tujuan penelitian ini adalah mengeksplor dan menganalisis ideologi gender dalam komunikasi guru laki-laki maupun perempuan dengan anak usia dini di PAUD. Partisipan penelitian ini satu orang guru laki-laki dan satu orang guru perempuan, serta melibatkan anak usiadini (siswa) sebagai partisipan pendukung, dengan teknik pengumpulan data observasi dan wawancara. Melalui analisis *grounded theory*, peneliti menemukan tiga tema besar, yaitu Konstruksi gender tradisional melalui bahasa verbal guru, konstruksi gender tradisional melalui bahasa non-verbal guru, dan fleksibel gender pedagogi. Peneliti menggunakan perspektif post strukturalis sebagai kacamata kritis. Berdasarkan data, peneliti menyimpulkan bahwa guru berkomunikasi dengan anak usia dini berdasarkan pemahaman gender yang ia miliki serta akumulasi pengalamannya. Penelitian ini juga mengungkapkan guru merupakan sosok yang berpotensi melanggengkan sekaligus menentang konstruksi gender tradisional.

Kata Kunci: Ideologi gender, Komunikasi guru, Post Strukturalis

GENDER IDEOLOGY IN TEACHER-CHILD COMMUNICATION: A POST STRUCTURAL STUDY IN PAUD (EARLY CHILDHOOD EDUCATION)

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ABSTRACT

This qualitative research is motivated by the issue of gender inequality that still occurs, even at the lowest level, namely PAUD. This scientific work uses a case study-ethnographic research design. The purpose of this study is to explore and analyze gender ideology in the communication of male and female teachers with early childhood in PAUD. The participants of this study were one male teacher and one female teacher, and involved early childhood (students) as supporting participants, using observation and interview data collection techniques. Through grounded theory analysis, researchers found three major themes, namely traditional gender construction through the teacher's verbal language, traditional gender construction through the teacher's non-verbal language, and flexible gender pedagogy. The researcher uses a post-structuralist perspective as a critical lens. Based on the data, the researcher concludes that teachers communicate with early childhood based on their gender understanding and accumulated experience. This research also reveals that the teacher is a person who has the potential to perpetuate and at the same time oppose traditional gender constructions.

Keywords: Gender ideology, teacher communication, Post Structuralist

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