

## **The Interpretation of Male Power Relation in Elementary School Text Book in Indonesia**



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**ABSTRACT:** The purpose of this research is to analyze the elements of the discourse of men's power relations in the text. This study used data in integrated subject Indonesian textbooks of 2nd grade elementary school. In addition, textbooks are a form of research. This study uses data analysis methods along with field methods through observations and interviews. Data collection techniques are checklists, interviews and documentation of language forms in textbooks. The theory used in this research is discourse analysis theory (Dijk 1993). The results of this study show that there are elements of discourse that refer to male power relations in texts, such as microstructure, macrostructure and superstructure. Microstructure contains grammatical elements that include references, deletions and conjunctions. Context, situation and contact culture are the macro elements in the integrated subject textbooks of Indonesian primary school. Character values are implicitly described in text characters. The microstructure, macrostructure and superstructure of the data show the dominance of male power relations.

**KEYWORDS:** power relation, text book, discourse

### **INTRODUCTION**

The relationship between language, vocabulary, and the gender of the speakers can be viewed from a sociolinguistic perspective of gender. Gender is the difference in social role functions constructed by society, as well as the different responsibilities of men and women. Language is a tool for expressing one's thoughts (ideas), feelings, and desires to others. Gender is a trait inherent in men and women that is socially and culturally constructed. According to (Wardhaugh 2006), there are three types of relationships between language and gender, as follows: First, language only reflects the divisions and inequality in society. Language differences are only a reflection of social differences and as long as society views men and women as different and unequal, the language differences between men and women will still exist (Coates 1986). Second, where divisions and inequalities are actually created by the act of sexist language, which means that language helps shape the boundaries of reality. Language is a tool for organizing, categorizing, and manipulating the world. Third, the view that both processes work and that any interpretation of language and gender must explore the conflict of mutual influence between the two. Speakers contribute to the creation and perpetuation of gender stereotypes and male domination. Speech does not only reflect space in the culture of a society but helps create that space (Wardhaugh 2006).

Gender differences in language are often only one aspect of broader linguistic differences in society, thus reflecting social status or power differences between women and men. If a community is highly hierarchical at every level of hierarchy men are more powerful than women, and the linguistic differences between women's and men's speech may be only one dimension of difference reflecting the social hierarchy as a whole (Holmes 2001). Gender power relations have become problematic in social relations. Using gender differences as the orientation of people's thinking in giving unequal powers and responsibilities is an issue that has never disappeared to date. Gender relations can be seen in the social relations between women and men, but more than that the power relations between men and women are very basic in social life. Gender analysis on how power relations ultimately always lead to injustice in various areas of life. In other words, an analysis of gender power relations will lead to social movements against the injustice of one of the parties.

In relation to the use of language based on gender, (Kuntjara Esther and Anita Lie. . 2000) shows the results of the study that in terms of quantity, in general, women express more what they think when reading texts when compared to men and in determining topics, women process hiccups. hesitated and showed a lot of hesitation, was quite thorough in considering many things before the selection was decided because of the fear that the choice would be wrong or not acceptable or might be embarrassing to read by others. General forms of gender inequality that occur include dependence, marginalization, violence, and unequal workloads between women and men. Gender injustice can occur in various layers of society, starting from the family environment, schools, and workplaces to the state. This condition shows the similarities and differences between men and women or vice versa. Gender

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inequality is not only an issue related to language variations, ways of speaking, and language use. More than that, this phenomenon is closely related to gender power relations between men and women which have influenced the frame of mind of society. Gender inequality can change the community's mindset about the unequal position of men and women in social life. This phenomenon becomes a very critical issue when gender inequality never disappears in social life. Gender injustice is a threat to society that cannot be resolved in a short time.

The discourse on power relations between women and men is an interesting study to be discussed further as a form of injustice between women and men. Indirectly, this can change the concept of people's thinking in understanding the role of women who are only in the domestic post, while men have a higher position. This is considered reasonable because today's society still adheres to patriarchy. If looking at history, the role of women has always been more dominant in domestic work, while men have a higher division of labor. This gender injustice can increasingly change the concept of people's thinking, that this naturally happens and becomes a habit of life. This fact has entered the world of education since ancient times until now.

Gender is considered a characteristic that cannot be exchanged between women and men (Ulfah, Garim, and Sultan 2019). Several gender topics in textbooks have received significant attention to overcome some of the stereotypical gender messages conveyed in the teaching and learning (Rohmawati and Putra 2022). When gender inequality becomes a natural thing to be included in textbooks in the world of education, it will make a significant contribution to students' thinking concepts. Textbooks are widely recognized as sites of social reproduction and the spread of dominant ideologies (Babaii and Sheikhi 2018). Among the existing pedagogical tools, textbooks are one of the pedagogical tools used in the teaching and learning (Eva 2015). Textbooks are very important in determining gender roles and status in society (Alam and Badshah 2022). Through this textbook, students gain knowledge and information beyond the teacher (Arraman and Hazmi 2018). Textbooks are a tool for imparting knowledge and for teachers to guide students through books (Alexopoulos, Stamou, and Papadopoulou 2022). The concept of students about women and men having different positions will give students the dominant thinking concept. It is important to study and carry out further research on the forms of gender power contained in school textbooks and their implications for students. According to (Rahmawati 2016) as a mandatory reference book, in the process, the text of the textbook has gone through due diligence conducted by the National Education Standards Agency (BSNP) and stipulated through a ministerial regulation. Some previous research that analyzed gender power relations in various media was analyzed by (Nugroho 2019). The results of his research showed the linguistic aspects in the form of diction, use of sentences, and choice of grammar used by NET.TV has placed the figures of the Sultan and palace institutions and governors in a representative representation. This is closely related to the use of language and mastery of discourse as a tool for rulers to perpetuate their hegemony. In line with the results of research from (Purwanto 2019) which states that his power-knowledge relationship works systematically to control the relationship between power and truth, creating fairer structures that aim to regulate people's lives in order to increase productivity. The normalizes human lives through his mechanism, building gender equality, which is essentially full of power politics. In line with research by (Pebriana 2021) analyzes the structure of textbooks and language signs. In this study, only 2 texts were found Which is appropriate or suitable for the level of development of elementary school students, based on the results of Fry's chart analysis shows legibility class student IV as many as 15 texts. Another is a study by (Aljuaythin 2018) that analyzes the representation of gender in book text EFL Saudi use model Fairclough, that is. description, interpretation, and explanation. Education finds a gender imbalance that is sided with men. This inequality causes women to be portrayed as marginalized and stereotypical characters. Another study is a study (Setyono and Widodo 2019) that specifically analyzes the multicultural values represented in high school EFL textbooks. In this study, four cultural value themes were found in the textbooks, which respect the culture of indigenous peoples and different ethnic or religious groups, avoid conflicts and value peace and creative products. In previous studies, the discourse was analyzed with a discourse analysis model based on content, context and culture, while this study focuses more on finding representations and connections between texts and values of characters of sexual discourse visible in the texts.

Based on this phenomenon, this research would refer to the issue of gender inequality in textual discourse that is clearly presented to the public. The text discourse displayed in elementary school children's textbooks gives a complex concept of thinking to the psychological development of its readers. Elementary school textbook texts are sources and learning tools used by students to gain early learning experience in the learning process. Learning resources shown to students will be able to change students' thinking concepts. After in-depth observation, it was found that there were still many textbooks for elementary school students that contained gender inequality between men and women. This content has been shown in real terms to elementary school students as a reference source in the learning process. This research examines gender power relations in elementary school textbooks in Indonesia. Elementary school textbooks serve as a source of data because they form the basis of learning and teaching in Indonesia. Children begin to recognize education when they step on an elementary school. In the Indonesian national curriculum, textbooks are a source of knowledge used in schools by presenting abstract and concrete examples of the knowledge being studied. In the introduction of science in elementary school textbooks there is a social gap regarding gender power. Gender power has become a real threat that is presented in elementary school textbooks contained in the curriculum. This should be studied more deeply to find out the forms and implications of the phenomenon of gender language contained in textbooks from generation to generation. The urgent goal of this research is to find the relationship between text and human power in texts that can affect the reader's state of mind. This research

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should be immediately analyzed to avoid a misunderstanding of the presentation of gender differences in textbooks. This research focuses on textual analysis based on discourse elements (Dijk, 1993). The three problems investigated in this study are: What are the microstructure, macrostructure, and superstructure of the Indonesian textbook language? The purpose of microstructure analysis is to find the referential structure of the content based on the text. The purpose of the macrostructure is to analyze the strength of the dominant character shown by both the female and male gender based on the context.

### METHOD

Based on the background of the problems that have been found in the community, this research was studied using qualitative research methods. The purpose of this study is to identify and analyze the forms of discourse structure consisting of micro, macro, and superstructures in grade 2 elementary school textbooks. Discourse analysis theory from (Dijk 1993) is used in this study. Meanwhile, to strengthen the microstructural theory, the theory from (Sumarlam 2013) is used which categorizes microstructure with cohesion markers namely grammatical cohesion and lexical cohesion. Meanwhile, the theory from (Naim 2012) is used to support the macrostructural analysis of the characters displayed in the text. The source of the data in this study was grade 2 Indonesian textbooks. In addition to primary data sources, secondary data sources were used such as interviews and questionnaires to students, parents, and teachers as discourse consumers.

### RESULTS AND DISCUSSION

Language consists of form and meaning, so the relationship between discourse parts can be divided into two types, namely the relationship of form (cohesion) and the relationship of semantic meaning (coherence). Coherent discourse is discourse viewed in terms of the relationship between meaning and coherent structure. Based on the discourse structure, the text is analyzed by referring to the next person. Microstructure is the study or approach to discourse that focuses on the mechanism of textual coherence. Textual coherence can be seen in grammatical coherence and lexical coherence. Microstructure is the meaning of discourse that can be identified by analyzing the words, phrases, sentences, clauses and styles used by certain individuals and communities, which van (Dijk 1993) classified as concrete (Dijk 1993). The microstructure consists of different microelements, each of which supports the other. The microstructure is semantic structure related to sentence meaning, syntax related to sentence structure and pattern, and lexicon analysis (word meaning). According to (Dijk 1993) microstructure is the local meaning of the text, which can be observed from the word choices, sentences and style of the text. Language consists of form (form) and meaning (meaning). Then, the relationship between the parts of the discourse can be divided into two types, namely the formal relationship, which is called coherence (coherence), and the meaning relationship, or semantic relationship, called coherence (coherence). Thus, a unified discourse is a discourse that appears to be unified in form or structure and coherent in terms of relationships (Sumarlam 2013). One of the grammatical aspects analyzed in this study is reference. This data reveals the male gender role which is represented dominantly in the discourse. The analysis is divided into three namely microstructural, macrostructural, and superstructure analysis which are analyzed in full below.

#### Microstructural Analysis

The microstructure in discourse is observed by analyzing the choice of words, sentences, propositions, and the style used by the author in expressing ideas and thoughts. The microstructure analyzed in the text is a type of cohesion. The types of cohesion analyzed are divided into two types of cohesion, namely grammatical cohesion and lexical cohesion. These two cohesions will be explained in detail in the analysis below.

*Pak Hadi works as a firefighter. Together with his team, Pak Hadi is always on standby to deal with fires. Pak Hadi and his team always work together to extinguish the red rooster. Pak Hadi works sincerely and passionately. Pak Hadi is willing to work hard to support his family.*

*Integrated Thematic Companion Book for Grade II SD/Mi (Indradi:101)*

Cohesion consists of two types, namely grammatical cohesion and lexical cohesion. Grammatical cohesion includes references, substitutions, ellipsis, and conjunctions, while lexical cohesion includes: repetition, synonymy, antonym, and equivalence. But not all types of cohesion are found in discourse. The following is the distribution of grammatical cohesion described in the clauses.

**Table 1. Distribution of Grammatical Cohesion Markers**

No	Clause	Reference	Substitution	Ellipse	Conjunction
1	<i>Mr. Hadi work as a firefighter</i>	P1			
2	<i>With the teamher</i>	P1			
3	<i>Mr. Hadi always ready to fight a fire.</i>	P1			

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4	<i>Mr. Hadi</i> and team <i>her</i> always cooperate	P1, P2			
5	PE1, PE2 put out the red rooster.	PE1, PE2		PE1, PE2	
6	<i>Mr. Hadi</i> work with sincerity and enthusiasm.	P1			and
7	<i>Mr. Hadi</i> willing to work hard	P1			
8	in order to finance the needs of the family <i>her</i>	P1			sake
	Amount	P1 : 8 P2: 2		EP1: 1 ØP2: 1	And, for the sake of

Based on the table distribution that has been described in the table, there are 8 clauses that make up the discourse. Based on the 8 clauses that have been described, 8 references refer to lingual units. The references found in the discourse consist of 8 participants referring to participants (1) and 2 references referring to participants (2). While there are two ellipsis forms found in clause (5). The ellipsis found in the clause is the ellipsis of the subject or noun that refers to the participant (1). Apart from ellipsis, several conjunctions are also found in the discourse. The conjunctions used in the discourse are conjunctions *and* and *by*

Referencing or reference is one type of grammatical cohesion in the form of a specific lingual unit that refers to another lingual unit (or a reference) that precedes or follows it. The type of grammatical cohesion of reference or reference is classified into three types, namely persona reference, demonstrative reference, and comparative reference (Sumarlam, 2008:23). Persona reference is realized through pronouns (personal pronouns), which include the first person (persona I), second (persona II), and third (persona III) both singular and plural. Persona casting is important to analyze to know the distribution of participants in each clause.

- (1) *Mr. Hadi* works as a firefighter.
- (2) With the *her* team,
- (3) *Mr. Hadi* is always ready to fight a fire.
- (4) *Mr. Hadi* and *her* team always cooperate
- (5) PE1, PE2 put out the red rooster.
- (6) *Mr. Hadi* works sincerely and enthusiastically.
- (7) *Mr. Hadi* is willing to work hard
- (8) *by* finance family needs *her*

Participants in clause (1) are expressed by the character's name. The name of the character expressed in the discourse is the name, *Mr. Hadi*. Based on the names mentioned in the discourse, the characters expressed in the discourse are male characters. This can be seen from the word greeting *then* which means *father*. Say *Father* is a greeting word for a male parent. Participant *Mr. Hadi* discourse refers to male parents. *Mr. Hadi* then is attached to male gender characteristics. This can be seen in the quotation *Mr. Hadi works as a firefighter*. Based on this quote, the male gender role is attached to it. The male gender has the peculiarity of working in the public sector as a firefighter. In clause (2) use a single personal III pronoun that is attached to the right *her* on the word *his team*. The pronoun has been mentioned in the previous clause which refers to *Mr. Hadi*. With the characteristics mentioned then *her* is a type of grammatical cohesion of endophoric reference because the reference is in the text, which is anaphoric because the reference is mentioned before or the antecedent is on the left. Person III pronouns are singularly attached to the right *her* on the word *his team* is the possessive type that refers to the team *Mr. Hadi*.

While in clause (3) uses the subject *Mr. Hadi* and is followed by a predicate with the verb always *on standby to fight a fire*. In clause (4) use conjunction *and* which is used to connect the subject of the sentence. The subject in clause (4) consists of two nouns *Mr. Hadi* and *the team*. The two nouns in the subject are connected by a conjunction *and*. The conjunction *and* is a type of addition or additive conjunction that functions to provide additional explanation for certain lingual units. In clause (5) there is an ellipsis or omission in the subject. The omitted subject is participant (1) and Participant (2) which refers to *Mr. Hadi* and *the team*. Ellipses are used to produce effective sentences. If written in full clause (5) will be *Mr. Hadi and his team put out the rooster*. In clause (6) the subject is indicated explicitly by the name of the participant (1) *Mr. Hadi* while in the description section using conjunctions *and*. This can be seen from the quotation *sincere and enthusiastic*. The quote uses conjunctions to connect words *sincere* and *full of enthusiasm*.

It is the same with clause (4), conjunction *and* serves to provide additional information or additive. In clause (7) the subject of the sentence is expressed explicitly by mentioning the name of the participant (1). Clause (8) uses conjunctions *sake* This conjunction is used to connect clause (7) and clause (8). A conjunction *by* is a type of unequal conjunction used to connect two



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unequal clauses. In clause (8) also uses the pronoun III person singular right attached *he* on the word *his family* which refers to other elements in the text mentioned earlier. The pronoun has been mentioned in the previous clause which refers to the *Mr. Hadi family*. With the characteristics mentioned then *his* is a type of grammatical cohesion of endophora reference because the reference is in the text, which is anaphoric because the reference is mentioned before or the antecedent is on the left. Person III pronouns are singularly attached to the right *his* on the word *his family* is a possessive type that refers to the family of *Mr. Hadi*.

In producing a coherent discourse, the writer can do it by choosing words that are in accordance with the content of the discourse. Cohesive relationships are arranged based on the choice of appropriate words, expressing meaningful relationships or semantic relations between one lingual unit and another lingual unit in the discourse. Lexical cohesion in discourse can be divided into six types, namely repetition, synonymy, collocation, hyponymy, anatomy (opposite words), and equivalence. Of the six types of lexical cohesion, not all types of lexical cohesion are found in the text (9). In this text, only synonyms are found as markers of lexical cohesion. Synonyms can be interpreted as another name for the same object or thing; or expressions whose meaning is more or less the same as other expressions (Sumarlam, 2013).

Mr Hadi works as a firefighter *together with his team, Mr. Hadi is always ready to fight a fire*. Pak Hadi and his team always work together to extinguish the red rooster. Pak Hadi works sincerely and passionately. *Mr. Hadi willing to work hard to finance and his family need*.

Based on the discourse quote (9) using the form of lexical cohesion synonymy with morpheme *his*. Morpheme *his* is a type of bound morpheme attached to other lingual units. Based on the form of the lingual unit, the synonyms used in discourse are synonymous types of free morpheme and bound morpheme. This can be seen in the clause *together with his team, Mr. Hadi is always ready to fight a fire*. In the clause quotation the bound morpheme *his* synonymous with free morpheme *Mr. Hadi*. The same is found in clauses *Mr. Hadi is willing to work hard to finance the his family need*. In this clause the free morpheme *Mr. Hadi* synonymous with the bound morpheme *his* in the words of his family. Synonyms like this are used by the writer to express two words whose meaning is more or less the same as other expressions.

### Macrostructural Analysis

The microstructure of discourse has found a form of cohesion in every clause. The next analysis is the macrostructure in discourse. Macrostructure analysis includes context analysis. Context analysis which is the focus of this research is the epistemic context and social context. The various contexts are not strictly separated as separate analyses of lexical elements in the microstructure but are analyzed interrelated with one another to build a unified whole of discourse.

#### Situation Context

The context of the situation analyzed includes the physical context, epistemic and social context which takes into account several interpretations (Personal, locational and temporal) as well as the principle of analogy. The following is an analysis of the context of the situation based on some of these interpretations.

Mr Hadi works as a firefighter *together with his team, Mr. Hadi is always ready to fight a fire*. Pak Hadi and his team always work together to extinguish the red rooster. Pak Hadi works sincerely and passionately. *Mr. Hadi is willing to work hard to finance his family need*.

The context of the situation analyzed in the discourse begins with the physical context. The physical context includes three aspects, namely the place where an event occurs, the object or topic being discussed, and the actions of the participants in the communication.

1. The reality of the situation or event expressed in the discourse takes place around the fire station. This can be seen from the quotation *Mr. Hadi works as a firefighter*. This implicitly shows that *Mr. Hadi* was working and was in the fire department.
2. The topic of conversation in the discourse is the pride and protection given by a father. The dominant male gender role is expressed in the discourse. This can be seen in the quote. *Together with his team, Pak Hadi is always on standby to deal with fires. Pak Hadi and his team always work together to extinguish the red rooster*. This quote states that the male gender has a high role in providing protection. Figure *Mr. Hadi* which is attached as the male gender is shown as a character that is alert, strong, and responsible.
3. The actions or behavior of the participants in the discourse include (a) Pak Hadi works as a firefighter, (b) Together with his team, Pak Hadi is always on standby to deal with fires, (c) Pak Hadi works sincerely and enthusiastically, (d) Pak Hadi is willing to work hard to provide for his family.

Epistemic context is a background that is both known by speakers and speech partners. In this event, the speakers as participants (1) *Mr. Hadi* and the partners as participants (2) *both the team* understand that there is a responsibility that they must complete together. This is evidenced by quotes that *Pak Hadi and his team always work together to extinguish the red rooster*. Based on the quote, states that *Mr. Hadi* and *the team* carry out a great responsibility to provide protection to the community. This event does not cause conflict between the two characters, because both characters have understood that these activities must be carried out together to achieve success.

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Social context is a social relationship that complements the relationship between speakers and speech partners. The social relationship between Participant (1) and Participant (2) is a peer-to-peer relationship. Figure *Mr. Hadi* and *the team* have equal social relations. This social status causes no conflict between the two. The two figures carry out their responsibilities together without any social conflict between them. As a colleague *Mr. Hadi* has understood that the work carried out together will be quickly completed. In the discourse, there is no difference in social status and social conflict between the two characters.

### *Cultural Context*

The cultural context is analyzed based on the culture and habits of the people. Community culture interprets gender as the division of roles between men and women, until now the community's culture is still alive. Based on the text on data, the representation of the male role dominates the composition of the text. The male gender role is manifested in the division of sexual labor, emotions, and the characters of the characters in the discourse. This can be seen in the following analysis.

*Mr Hadi works as a firefighter together with his team, Mr. Hadi is always ready to fight a fire. Pak Hadi and his team always work together to extinguish the red rooster. Pak Hadi works sincerely and passionately. Mr. Hadi is willing to work hard to finance his family need.*

Based on the text stated that *Mr. Hadi* is the main character in the discourse. Figure *Mr. Hadi* attached to male gender based on male attitudes, character, and division of labor expressed in the discourse. Male gender is a male social relationship and how this social relationship is constructed. Gender is a trait that is inherent in men who are constructed socially and culturally. The peculiarities of the nature and character of men, in general, are strong, rational, and mighty. Sharing the tasks performed by women and men is a social construction. These tasks are known as gender roles. Gender roles are various acting roles, tasks, or jobs that are deliberately attached to or identified as the responsibilities of women and men. Thus, gender roles are highly cultural and even personal. This is what the text wants to express implicitly and explicitly (9). The author wants to show the roles and culture of society with the representation of the male gender based on the roles, duties, and responsibilities of the male gender in the family and society. This can be seen in the quotation *Pak Hadi works as a firefighter*. Based on the quote, explicitly states that *Mr. Hadi* has a high role in the field of work outside the home.

Firefighters are a type of public work that provides protection to the general public. Jobs like this are attached to the male gender who has a strong attitude and character, is brave, and protects the family. It is very common for people to hear that a firefighter is a man. This will look taboo when women do these activities. There is a high value and appreciation given to the male gender with this division of tasks.

The male gender has a high role in working and earning money for his family. High appreciation can also be seen in the representation of the male gender mentioned in the quote *Mr. Hadi is willing to work hard to finance his family's needs*. The quote implicitly states that all family needs are the responsibility of the male gender. The male gender profession working outside the home to earn money provides a certain value to society and the family. Conversely, low scores for women who work at home will become a stereotype for the female gender. On the topic of discourse firefighters, there is no role of women disclosed in the discourse. This proves that the male gender role is more dominant in the division of labor outside the home.

The representation of the male gender that is explicitly expressed in the discourse can be seen in the quotations *Mr. Hadi is always on standby to deal with fires*. Based on the quote, the writer gives a high value to the character's magnanimity. The author gives high space to the male gender to show the male gender's role as a protector in the family and society. Implicitly, the quote states that protecting the family and society is the responsibility of men. This is supported by quotes *Pak Hadi is willing to work hard to finance his family's needs*. Based on these quotes, the author shows that the male gender has an absolute responsibility to meet the needs of his family and provide a living for his family. This discourse emphasizes the dominant male gender role from start to finish. This will be able to provide students with the concept of thinking that the male gender has a high responsibility towards his family and environment. Students recorded that providing protection for others is only the responsibility of men, while women have no role in providing protection for others. Women only play a role in the domestic sector and are responsible for domestic activities such as caring for and preparing food.

### **Superstructure Analysis**

The superstructure can be said as the framework of a text. This can be seen from the way the structure and elements of the discourse are arranged in a complete schematic sequence. Discourse is generally arranged with a number of general categories or divisions such as introduction, content, conclusion, problem-solving, and closing.

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-		Title
Pak Hadi works as a firefighter.		Orientation
Together with his team, Pak Hadi is always on standby to deal with fires. Pak Hadi and his team always work together to extinguish the red rooster. Pak Hadi is willing to work hard to support his family.		Complications
Pak Hadi works sincerely and enthusiastically. Pak Hadi is willing to work hard to finance his family's needs.		Resolution

The schematic arrangement of discourse consists of orientation, complication, and resolution. The discourse in data (9) does not contain a title, so readers cannot guess the topic of the discourse that will be disclosed. The discourse begins with an orientation by conveying the background of the events carried out by the characters. In the orientation section, the author introduces the main character in the discourse namely Mr. *Hadi*. In the complication section, the conflict conveyed by the main character is revealed, namely the work activities of a firefighter. In the complications section, the responsibilities and duties of the fire department are disclosed. The characters are revealed to have responsibilities in their work as firefighters. This is stated explicitly in the quote *Pak Hadi and his team always work together to extinguish the red rooster*. The form of resolution of the discourse is to reaffirm the character and attitude of the character. This can be seen in the quotation *Pak Hadi works sincerely and enthusiastically*. This discourse is finally closed with a quote *Pak Hadi is willing to work hard to finance his family's needs*.

The affirmation of the male gender role in the discourse is expressed explicitly in the orientation section and implicitly in the complication and resolution section. In the orientation section, male gender roles are expressed explicitly by the characters. *Hadi*. Figure *Mr. Hadi* attached as the male gender in accordance with the responsibilities and characters he carries out in the discourse. While the complications and resolution sections are implicitly expressed by showing male characters in the discourse. The male gender role is expressed by the attitude and character of men who are strong, mighty, and provide protection. This can be seen implicitly in the complication and resolution section. Based on the results of this analysis, it can be concluded that the male gender in the superstructure analysis of discourse becomes dominant. In other words, the representation of the male gender is expressed in almost the entire contents of the discourse. Meanwhile, the gender role of women is not disclosed in the discourse. Figures *hadi* as the male gender in the discourse is represented by a strong and mighty character.

### CONCLUSION

Based on the results of discourse analysis on discourse found explicit and implicit gender representation. This is evidenced by the findings of data analysis on microstructure, macrostructure, and superstructure. Microstructural analysis of discourse concludes that: there are 8 clauses that make up the text. Of the 8 clauses, there is grammatical cohesion and lexical cohesion found in the discourse. The results of the analysis of grammatical cohesion state that there are 8 references that make up the text. The finding of 8 references in the discourse consists of 100% of which are references referring to the character Pak Hadi. In addition to references to grammatical cohesion, there are ellipsis and conjunctions that make up the text so that it fits together. Based on the analysis of lexical cohesion, it is found that synonymous forms are used in the text. Synonyms can be interpreted as another name for the same object or thing; or expressions that have more or less the same meaning as other expressions. Based on the discourse quotations, lexical cohesion forms synonymous with morphemes are found *his*. Morpheme *his* in words is a type of bound morpheme attached to other lingual units. In microstructural analysis, the male gender role is evidenced by the arrangement of lingual units expressed by the dominant character in the text based on the distribution of participants. Based on macrostructural analysis, discourse is analyzed based on cultural context and situational context. The results of the analysis of the cultural context found that Mr. *Hadi* being the main character in the discourse is attached to the gender role of men who are strong, mighty, and provide protection. Figure *Mr. Hadi* has a dominant role in the discourse as a responsible father. The male gender peculiarities in the discourse are expressed by the attitude of giving protection to the family and society. Based on the superstructure analysis, it was found that the schematic arrangement of the discourse is orientation, complication, and resolution. The male gender roles expressed in the text are mostly found in orientation, complications, and resolution.

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