

Construction Of School Education In Tetralogy Novel Laskar Pelangi

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Abstract: The construction of school education in the Laskar Pelangi novel tetralogy in this study was examined using the theory of critical discourse analysis. The use of critical discourse analysis aims to reveal the construction of school education contained in the novel through the language features used by the author. The construction of school education in this research is defined as a process of socializing the values of life and knowledge. The process of school education construction in the Laskar Pelangi novel tetralogy is constructed by educators to students. Based on the results of the study found three points that are constructed in schools, namely the value of education, educational resources, and actors of educational transformation. Educational values in quotes 1 and 2 reveal the construction of education about discipline and maintaining dignity as students. The educational resources in quotes 3 and 4 are related to subjects in elementary school. Then the actors of educational transformation constructed by the teacher in quote 5 teach about arithmetic.

Index Terms: education construction, schools, educational values, educational resources

1 INTRODUCTION

Construction is a social approach theory that emphasizes the process of knowledge creation [1]. The theory has a relationship with the post-modern era in qualitative research [2]. The construction of school education emphasizes the education socialization constructed by educators. In this study the construction of school education occurs in the novel Laskar Pelangi tetralogy. Literature and education have a relationship that is contained in a literary work [3]. Educational values contained in literary works conveyed by the writer through stories, dialogues, and events that occur in the novel. The construction of education contained in literary works cannot be separated from the author's view of life and the author's ideology, especially regarding education. Linguists express that the contents contained in the novel reflect the views and ideology of the author [4]. The text written by the author in the novel is the text that performs the function [5]. In this study to reveal the construction of attacker school education using critical discourse analysis tools [6], which consists of descriptions, interpretations, and explanations. Critical discourse of the Fairclough model is used to express the educational construction expressed by the author through linguistic features. Language features that can be used to convey ideology in text, namely (1) syntax, (2) lexical, (3) semantics, (4) schematic structure, and (5) rhetoric [7].

2 THEORETICAL FRAMEWORK

The construction of school education in this study is broadly interpreted. Education in a broad sense is a lifelong educational process [8]. The process includes experience and knowledge gained from the stages of life both formal and informal. Education is not only seen as a social change, but a change in attitudes, behavior, and assets of national development. Education is a process to change and improve human behavior at all levels of life [9]. The process to change good behavior in the view of education in accordance with the

concept of social construction. That is, the concept of education and social construction together emphasize the process of forming objective educational knowledge. The construction of school education in the Laskar Pelangi novel tetralogy is a form of formal education. Formal education is tied to educational institutions or institutions and regulated by the education system. Formal education is formal education and is always evaluated [10]. As a formal education, schools in the modern era [11], have three views. These three meanings, include (a) school as a place, (b) school a learning process, and (c) school as an organization. School is as a place for learning. Learning in this case has two meaning concepts, namely learning about science in school and learning about values and ethics (morals, manners, and art) in schools [12]. The construction of education in schools is socialized by educators, namely teachers, principals, and school staff. The principal can function as a teacher at the school. The principal can be a teacher if there are urgent conditions occurring in the school [13]. Then according to [12], the teacher has a manifest and latent function. manifest function, namely (a) the teacher as a teacher, (b) the teacher as an educator, and (c) the teacher as an example. Then the three latent functions, namely (a) the teacher as a label, (b) the teacher as an extension of the upper middle class, and (c) the teacher as the status quo pengekal. The construction of school education delivered by the author in the novel is inseparable from the author's view of life about education. Study of critical discourse in the novel to express the author's struggle in expressing his ideas about educational discrimination, the inculcation of a dominant ideology, beliefs, and values held in a culture. A novel written with an educational perspective can produce and reproduce. The unbalanced ideological relationship between social classes, men and women, parents, and children directly has an impact on the educational discourse raised in the novel. The impact is expressed by the author in the novel through linguistic tools. The language features used to express educational ideology in schools are vocabulary, grammatical, and text structure [14]. In addition, at the semantic level the focus is on semantic microstructure to express ideology in the text. At the semantic level is divided into two, namely the topic and meaning of coherence [7].

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3 METHOD

This research uses a qualitative approach with the aim of expressing the meaning of the construction of school education in the Laskar Pelangi novel tetralogy. The research subjects used consisted of four novels, namely Laskar Pelangi, The Dreamer, Edensor, and Maryamah Karpov. The four novels are serial editions incorporated in the tetralogy of the Laskar Pelangi novel. Data analysis in this research uses Fairclough's critical discourse theory model which is modified with construction theory [7]. Researchers in this study acted as key instruments. Therefore, research data collection relies on carefulness and accuracy in reading texts in novels.

4 RESULT AND DISCUSSION

Based on the results of the study, the construction of school education in the novel Laskar Pelangi tetralogy revealed the value of education, the source of educational value, and the perpetrators of educational transformation. The value of education in the construction of school education is reflected in the following quotations 1 and 2.

Quota 1

Monday morning was an unlucky day. Half an hour before the hour of entry, Mr. Mustar locked the school fence. He stood on the podium as a regular apple inspector. Many students were late, including me, Jimbron and Arai. Unfortunately, some students who are late actually mock Mr. Mustar. (SP.hlm 5)

In quote (1) the type of action type transitivity is used to express the construction of implementing discipline. In quote (1) the construction of discipline is constructed by Mr. Mustar. In quote (1) the construction of implementing discipline is found in the novel Sang Pemimpi. The transparency of the type of action in quotation (1) is marked by Mr. Mustar locking the school fence. Locking the school fence is one of Pak Mustar's efforts to teach discipline to his students. Then in the quote (1) Mr. Mustar as the subject who commits a conscious act that is locking an object in the form of a school fence. Transitivity type of action consists of actor + process + goal. The mustard as an actor does a process of locking a school fence [15]. In the quote (1) ideology conveyed by the author about the importance of teaching students to discipline in school.

Quote 2

Pak Mustar's shout grew louder, "Lower yourself! That is your work! Humble yourself! " Mr. Mustar took our sarong. (SP.hlm 103)

In quote (2) assertive acts are used to express the construction of prohibited viewing immoral films. In quote (2) the construction is prohibited from seeing an immoral film constructed by Mr. Mustar. In quote (2) the construction is prohibited from seeing immoral films contained in the novel Sang Pemimpi. In quote (2) assertive action is marked by self-deprecating vocabulary. The self-deprecating vocabulary has a meaning about someone who sees an immoral film making himself low because he has done a disgraceful act. In the quote (2) ideology conveyed by the author about not being able to see immoral films according to religious rules and values in society. Sources of educational value in the

construction of school education are reflected in the following quotations 3 and 4.

Quate 3

Mrs Mus went out and collected examples of questions and worked very hard to train us from morning to evening. Mrs Mus sees this competition as the perfect medium to raise the dignity of the Muhammadiyah school which has always been underestimated for years. Mrs Mus is tired of being insulted. (LP.hlm 364)

In quotation (3) the transitive type of action and declarative sentences are used for construction in the quiz competition. In quote (3) the construction follows the quiz competition constructed by Mrs. Mus. In quote (3) the type of action is marked by the transgression of Mrs. Mus helter-skelter collecting examples of problems. In the quote Mrs. Mus as an object that performs the act of collecting an object namely examples of questions. Transitivity type of action consists of actor + process + goal [15]. The declarative sentence form in quote (3) is marked by Mrs. Mus seeing this competition as the perfect medium to raise the dignity of the Muhammadiyah school which for years has always been underestimated. Mrs. Mus is tired of being insulted. The quotation informs that the quiz competition as a medium increases the dignity of the school. Declarative sentences or questions contain information [16]. In quote (3) the ideology conveyed about pengtingnya shows the existence of the school.

Quate 4

"Now, it's turn ..." Mrs. Mus looked at us one by one to make random choices ... and this time her vision stopped at Mahar. "Yes, Mahar, please come in front of my child, sing a song while we wait for the call to the midday." (LP.hlm 133)

In quote (4) the imperative sentence mode is used to express the construction of teaching singing. In quote (4) the construction of teaching singing is constructed by Ikal. In quotation (4) the imperative sentence mode is indicated by yes, Mahar, please go to the front of my son, sing a song while we wait for the noon prayer. In this sentence, Mrs. Mus told Mahar to sing a song in front of the class. The form of imperative sentences in quote 4 is marked by an order or order from Mrs. Mus [17]. The song sung by Mahar turned out to show excellent music quality. In the quote (4) ideology conveyed by the author about harmonization in singing. Actors of educational transformation in the construction of school education are reflected in the following quote 5.

Quote 5

"13 times 6 times 7 plus 83 less 39!" challenge Mrs. Mus in front of the class. Then we scrambled open the rubber that binds a handful of sticks, to take thirteen sticks, group them into six piles, painstakingly summing all the pieces, the results are rearranged into seven groups, counted one by one as a total of two multiplication stages, plus 83 sticks are then taken 39. The brain is too full to organize the signals to take practical action to reduce 39 of 83. On average, we spend almost 7 minutes.

Effective indeed, but inefficient, very troublesome. While Lintang, not holding a stick, did not think in the way of ordinary people, only closed her eyes for a moment, no more than 5 seconds she cheered "500" (LP.hlm 106-107)

In quote (5) the classification is used to express the construction of teaching about counting. In quote (5) the construction of teaching about counting is constructed by Mrs. Muslimah. In quote (5) the construction of teaching about counting is found in the novel *Pelangi Pelangi*. The classification form in quote (5) is marked by a handful of sticks, grouping sticks, 7 minutes and not holding a stick, closed his eyes, 5 seconds. The form of classification in quotation (5) seeks to classify students who are good at counting and students who are not good at counting. Students who are not good at counting use a handful of sticks to count. Then a handful of sticks held are grouped according to the number to be calculated. Through this method it takes 7 minutes to complete the calculation ordered by Mrs. Mus. Students who are good at counting do not use sticks. The student only closed his eyes and was able to answer correctly the calculations ordered by Mrs. Mus in no more than 5 minutes. Classification is called a classification pattern. The classification pattern is used to classify a reality [14]. In the quote (5) the ideology given about Lintang is very clever in counting lessons even from poor and uneducated families.

5 CONCLUSION

The construction of school education in the *Laskar Pelangi* novel tetralogy disseminates the value of education, educational resources, and agents of educational transformation. The value of education is constructed in schools about discipline and maintaining dignity as a student by not seeing immoral films. The educational resources constructed at school are based on education about following smarts and teaching singing. The purpose of following smart study is not merely to train students, but rather to show the existence of schools. Then the actors in transforming school education are constructed by Mrs Mus by teaching arithmetic.

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