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## WHERE'S THE ROLE OF WOMEN UNDER THE INDONESIAN REVOLUTIONARY ERA ON TEXTBOOK? A TEXT ANALYSIS OF CHAPTER 7 *REVOLUSI MENEGAKKAN PANJI-PANJI NKRI*

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### ABSTRACT

The revolutionary era (1945-1949) is often narrated militarily in Indonesian historiography, so that the role of women in the narrative tends to be excluded, when in fact, women also had an important role in that era. On the other hand, national historiography is still become the main reference in presenting history teaching materials. Therefore, this paper aims to analyze the text of Chapter 7 in the Indonesian History textbook for class XI semester 2 which presents material regarding the revolutionary era, whether the text has explained the role of women in it, or it is still militaristic while there have been many studies on women in the Indonesian revolutionary era. By analyzing the text based on Teun A. van Dijk's model, this paper shows that the texts presented in Chapter 7 have mentioned the role of women in it, but overall, the text is still dominated by narratives about the heroism of male figures in the military scope, especially Sudirman. This fact certainly requires an alternative considering the urgency of learning today which should provide equal space for the roles of women and men in the presentation of history learning materials.

**KEYWORDS:** Indonesian revolution, women, history textbook, Teun A. van Dijk

### 1. INTRODUCTION

The Indonesian revolution was also referred to by Ashwort (1990) as a war between Indonesia and Netherlands. The struggle of the Indonesian in maintaining independence during the revolutionary period was then seen as a historical narrative that was full of heroic values and nationalism. However, according to Kurniawan, et al. (2019), the historical narrative of the 1945-1949 revolution is still centered on the political and military elite. The historical narrative of the revolution era, which is identical to the story about war, then has a tendency to be a narrative belonging to the elite or big man, especially male figures. Therefore, Wulandari (2020) then revealed that women have been excluded in the narrative related to defending the state, which in this case is the narrative of the national revolution.

Women in Indonesian historiography are still under the shadow of a colonial perspective, where those who are written are those who are against colonialism. Meanwhile, in the historical narrative of Indonesia from the period of independence, revolution, and reformation, the role of women has experienced domestication. The role of women through the organization, management of public kitchens, Palang Merah, and even their direct role in the military is considered to have no significance in the struggle to maintain independence. In fact, according to Martyn (2005), the 1950s was an interesting period to study Indonesian women, because that period was the first period of independence, in which women participated in the development of a new state and a democratic political system.

Hartiningsih (in Yulia, 2016) also explained that since 1997, there have been more than 1,700 Indonesian history books have been published, but only two percent of it that have mentioned women. In addition, almost all districts or cities in Indonesia have written their respective local histories, especially during the revolutionary period, but the majority of these writings also do not provide a space for women. Nordholt, et al. (2008) also stated that since 1959, most of the names ordained as national heroes were men who were also Javanese elites.

After the collapse of the New Order, studies of women in the frame of Indonesian history, including the narrative of the revolutionary era, have emerged. Such as the role of Kusnah or Ibu Ruswo as coordinator of public kitchen during the revolution in Yogyakarta (Kurniawanti, 2016) and the role of I Gusti Ayu Rija as part of the laskar fighters when the revolution took place in Bali (Bayyinaturosyi, et al., 2018). Apart from these names, of course there are many other women who have contributed in the revolutionary period. However, Indonesian historiography which tends to be identical as a product of the New Order and has not provided more space for the role of women, according to Nordholt et al. (2008) is still always considered as an important key to build historical awareness by the state, so that so far it has become the main reference for the preparation of curriculum for history subject as well as its various sources and teaching materials.

Based on the explanation above, then several questions arise, how do the sources of learning history, which one of them in this case is textbook, presents the narrative of the Indonesian revolution? Has the text presented in the narrative explained that women also have an important role in the revolutionary era? Or does it still worship male figures with big names as presented in national historiography? Therefore, this article aims to analyze the text in Chapter 7 of the Indonesian History textbook for grade XI semester 2 which contains material regarding the revolution and find out where is the role of women in the revolutionary era presented in the book.

## 2. METHODOLOGY

The method used in this paper was text analysis method which is one part of the critical discourse analysis by Teun A. van Dijk. According to Van Dijk, text is a discourse that does not stand alone without a certain meaning behind it (Eriyanto, 2001). Van Dijk (2001) also explained that the use of

language, discourse, verbal interaction, and communication are included in the micro level of social order. Furthermore, Van Dijk (1998) explains that text, in a way that is more explicit than other semiotic codes such as photos, pictures, films, or signs, is able to provide space for a person or social member to express their ideology, or other opinions associated with it. Quoting Eriyanto (2001), Van Dijk classifies texts into three mutually supportive parts, namely: (1) macro structure whose analysis is carried out on the use of topics/themes; (2) the superstructure whose analysis is carried out on the text framework; and (3) micro-structures whose analysis is carried out on small parts of the text such as words and sentences. Furthermore, the elements in the structure of the text as well as things that need to be observed and analyzed in the study of the text are described in the following table:

**Table 1. Elements of Text Structure**

Structure	Things Observed	Elements
Macro Structural	<b>Thematic</b> Topics/themes of the text	Topic
Superstructure	<b>Schematic</b> How the text is structured	Schematic
Microstructure	<b>Semantic</b> Meaning emphasized in the text	Setting, detail, intent, presupposition
	<b>Syntax</b> Sentence selection	Sentence form, coherence, pronoun
	<b>Stylistic</b> Word selection	Lexicon
	<b>Rhetorical</b> How is the thext emphasized?	Graphics, metaphors, expressions

Source: Eriyanto (2001:228-229)

In this case, the researcher attempts to analyze the Indonesian History textbook, especially in the Chapter 7 entitled *Menegakkan Panji-Panji NKRI*. This text analysis will related to how text in that chapter represents the role of women during the Indonesian revolution. The primary data source used in this research is the Indonesian History textbook for grade XI semester 2. Text of Chapter 7 on the Indonesian History textbook is analyzed by sub-chapter. Based on elements of text analysis above, the text analysis is carried out respectively in the sub-chapters of *Tantangan Awal Kemerdekaan*, *Antara Perang dan Diplomasi*, and *Nilai-Nilai Kejuangan Masa Revolusi*.

### 3. RESULTS AND DISCUSSION

#### 3.1 Text Analysis of the Sub-Chapter *Tantangan Awal Kemerdekaan*

##### A. Macro Structure (Thematic)

This sub-chapter discusses topic regarding the challenges faced by the Indonesian after proclamation of independence, including challenges in the economic, social and political fields.

##### B. Superstructure (Schematic)

The text in this sub-chapter is arranged chronologically, starting from the economic condition of Indonesia after the proclamation which is still unstable, the arrival of the Allies and the Dutch which then become a threat for the new state, and the people's struggle to maintain Indonesia's independence.

##### C. Semantics (Background, Details, Intent, Presumption)

Before going to the core of the discussion, the text in this sub-chapter describes the background that emphasizes how the newly born Indonesian was so desperately defended by the people from the Dutch which tried to return to power. In this sub-chapter, the role of female figure only found once in the text, and her role are not explained in detail. This can be seen in the following sentence:

*"Tokoh lain, misalnya Ktut Tantri, yakni wanita Amerika yang juga aktif dalam mengumandangkan pidato-pidato revolusinya dalam bahasa Inggris melalui Radio Pemberontakan Bung Tomo."*

"Another figure, for example Ktut Tantri, is an American woman who is also active in delivering her revolutionary speeches in English through Bung Tomo's Rebellion Radio."

The sentence even begins with an explanation of Bung Tomo's role in the Battle of Surabaya which is described in detail and intent, as shown in the following text:

*"Salah satu tokoh pemuda, Sutomo (Bung Tomo) telah mendirikan Radio Pemberontakan untuk mengobarkan semangat juang arek-arek Surabaya. Pada saat terjadi pertempuran di Surabaya, Bung Tomo berhasil memimpin dan mengendalikan kekuatan rakyat melalui pidato-pidatonya. Di dalam pidatonya melalui radio yang begitu berapi-api dan selalu dimulai dan diakhiri dengan teriakan takbir "Allahu Akbar"."*

"One of the youth leaders, Sutomo (Bung Tomo) has founded *Radio Pemberontakan* to increase the fighting spirit of the Surabaya's youngster. During the battle in Surabaya, Bung Tomo managed to lead and control the power of people through his speeches. In his speech over the radio that is so fiery and always begins and ends with a shout of takbir "Allahu Akbar". "

Based on the text, it can be concluded that the role of male figure is explained more, while the role of female figure is only briefly mentioned, even mentioned in the paragraph that describe the male. So, it would be possible that female figure wouldn't be mentioned if it wasn't related to the male figure.

Then, the use of details is also found in several male figures, especially the military figures such as Wongsonegoro, dr. Kariadi, Major General Nakamura, Kasman Singodimejo, Sartono, Brigadier General Bethell, Major Sumarto, Imam Adrongi, Major Suharto, Major Sarjono, M. Sarbini, Onie Sastroatmojo, Colonel Holland Iskandar, Lieutenant Colonel Isdiman, and Colonel Sudirman. In this sub-chapter, Sudirman's role is also clearly described, especially when he prostrates and prays in welcoming the victory. This can be seen in the following text:

*“Dalam pertempuran itu, pasukan TKR mengalami kemenangan yang gemilang. Menyambut kemenangan itu Sudirman yang masih berpakaian perang langsung mengambil air wudu dan segera melakukan sujud syukur seraya berdoa..”*

“In that battle, the TKR troops experienced a resounding victory. Welcoming the victory, Sudirman, who was still dressed in war clothes, immediately took ablution water and immediately performed a prostration of gratitude while he’s praying..”

Sudirman's prayer was even shown specifically and explicitly into direct sentences. In addition, there is the word “dapur umum” or public kitchens which is mentioned once in the text implicitly without further explaining regarding its role. In fact, the public kitchens that were established at that time were closely related to the role of women which was actually no less important than the role of men in the battlefield. This can be seen in the following text:

*“Kemenangan Pertempuran Ambarawa ini cepat menyebar ke pos-pos pertahanan TKR, bahkan sampai ke dapur-dapur umum. Hal ini semakin menambah semangat juang pada pejuang di medan tempur.”*

“The victory of the Ambarawa’s Battle is quickly spread to TKR's defense posts, even to the public kitchens. This is increasing the fighting spirit of the fighters on the battlefield.”

The use of detail and intent in the text, according to Eriyanto (2001) relates to control of information, where information that benefits one party is displayed excessively, clearly, and completely, while information that is not beneficial is not displayed or displayed implicitly.

#### D. Syntax (Sentence Forms, Coherence, Pronouns)

In many explanation about male figures and their roles, the sentences used are active sentences. Sentences that explain the role of Ktut Tantri are actually also written in active sentences, but there is passive sentence that is arranged to describe the woman who is only referred as Otto Iskandardinata's wife. This can be seen in the following text:

*“Kota Bandung yang terbakar itu juga disaksikan oleh istri Otto Iskandardinata yang masih menunggu kabar kepastian hilangnya sang suami.”*

“The burning city of Bandung was also witnessed by Otto Iskandardinata's wife, who was still waiting for news of her husband's disappearance.”

According to Eriyanto (2001), the composition of active sentences and passive sentences gives rise to different meanings, where the party that is considered important will always be placed at the beginning of the sentence as the subject. Then, regarding the element of coherence, in this sub-chapter, there is the use of conditional coherence with positive explanatory sentence that support the narrative related to Sudirman's character, as shown in the following text:

*“Setelah mengetahui Isdiman gugur maka pimpinan pasukan TKR Purwokerto Kolonel Sudirman turun langsung memimpin pasukan. Kehadiran Sudirman ini semakin menambah semangat tempur TKR dan para pejuang yang sedang bertempur di Ambarawa.”*

“After knowing that Isdiman died, the leader of the Purwokerto TKR troops, Colonel Sudirman, immediately led the troops. Sudirman's presence is increasing the fighting spirit of TKR and the fighters who were fighting in Ambarawa.”

#### E. Stylistics (Lexicon/Word Selection)

The word selection in this section can be seen from the inclusion of takbir sentence "Allahu Akbar" in the explanation of Bung Tomo's struggle. The sentence seemed to emphasize that Bung Tomo was not only a figure who was persistent in fighting for the nation and state, but also a religious figure. Likewise, Sudirman's prayer which is displayed with a prayer sentence saying "O Allah, O Lord ..". This is certainly clearer and firmer than Bung Tomo's presentation of religiosity in the previous discussion. Such presentations seem to emphasize that Sudirman is not only a genius in the military field, but also a person who is always grateful and religious.

The word selection also appears in the description of Otto Iskandardinata's wife who witnessed the city of Bandung burning. In that sentence, she is only referred as the wife of a male figure namely Otto Iskandardinata without being named herself. The choice of using the word "wife" compared to her real name seems to emphasize her role which is only a companion for the male figure and a complement to the dramatization of the story. As stated by Eriyanto (2001), the choice of word is not merely a coincidence, but also shows the meaning, attitude, and ideology of the text producer towards something.

#### F. Rhetoric (Graphics, Metaphors, Expressions)

The text in this sub-chapter are supported by pictures that are almost entirely related to male figures. This can be seen in the following picture:



**Picture 1. Image of Bung Tomo dan Brigjen A.W.S Mallaby on text**  
**Source: Sardiman and Lestariningsih, 2017**

In addition to the use of pictures, the narrative in this subchapter, especially relating to male figures, is also supported by the use of explanatory elements with a different appearance from the text in generally. This can be seen in the explanation regarding the prayer that Sudirman did after winning the Battle of Ambarawa. The prayer sentence is displayed separately from the paragraph in italics, as shown in the following image:

*Ya Allah ya Tuhan, Maha Besar dan Maha Kuasa Engkau. Engkaulah sumber kekuatan dan kemenangan. Ampunilah hamba-Mu yang lemah dan dhaif ini dan berikan kami kekuatan”.*

**Picture 2. Sudirman’s Prayer**  
**Source: Sardiman and Lestariningsih, 2017**

Various explanatory elements with different letters displayed and the presence of images or photos in the text are mostly found in narratives about male figures. This, according to Eriyanto (2001) shows the emphasis of the text writer on things that are considered important.

### 3.2 Text Analysis of Sub-Chapter Antara Perang dan Diplomasi

#### A. Macro Structure (Thematic)

The text in this sub-chapter discusses the topic regarding the diplomacy and war carried out by the Indonesian to maintain their independence from the Dutch. Therefore, this topic describes an explanation of the various negotiations and agreements between Indonesia and Netherlands, as well as the various physical resistances carried out by the Indonesian against the Dutch military aggression.

#### B. Superstructure (Schematic)

This sub-chapter is arranged chronologically, starting with the initial negotiation between Indonesia and Netherlands in Jakarta, various other negotiations leading up to the first military aggression, the

role of the Komisi Tiga Negara, the Renville Agreement, the outbreak of second military aggression, and further negotiations which then leads to the recognition of Indonesia's sovereignty.

### C. Semantics (Background, Details, Intent, Presumption)

Regarding the background element, in the introduction section of this sub-chapter, it is emphasized that Indonesia is a nation that loves peace, but prefers independence. This background became a strong justification that diplomacy and war were the right steps to be taken by the Indonesian at that time. Then, as the text that narrates the topic of diplomacy and war, this text is colored by the names of male figures who hold strategic positions in government and military, both figures from Indonesia and the Netherlands and other European countries. Some of them are Sukarno, Moh. Hatta, Van Mook, Van der Plas, H. Agus Salim, Ahmad Subarjo, Sutan Syahrir, Van Royen, Amir Syarifudin, AH. Nasution, Suharto, Sultan Hamengku Buwono IX, and many other male figures.

The dominance of male figures in this sub-chapter is also evident in the use of detail and intent, as can be seen in the description of Sudirman's role which is narrated clearly and explicitly. In fact, Sudirman's role in leading the guerrilla troops in an ill condition was also re-described into a separate discussion, namely Tetap Memimpin Gerilya (Keep Leading the Guerrilla). A fairly explicit explanation can also be found in the following text:

*“Sungguh heroik perjalanan Sudirman. Ia telah menempuh perjalanan kurang lebih 1000 km. Waktu gerilya mencapai enam bulan dengan penuh derita, lapar, dan dahaga. Sudirman tidak lagi memikirkan harta, jiwa dan raganya semua dikorbankan demi tegaknya kedaulatan bangsa dan negara. Sekalipun dalam keadaan sakit, Sudirman terus memberi semangat anak buahnya untuk berjuang melawan kelicikan Belanda.”*

“Sudirman's journey was heroic. He has traveled approximately 1000 km. The guerrilla period reached six months full of suffering, hunger, and thirst. Sudirman no longer thinks about his wealth, soul and body, all of which are sacrificed for the sake of upholding the sovereignty of the nation and state. Even though he was sick, Sudirman continued to encourage his men to fight against the cunning of the Dutch.”

Meanwhile, the only female figure whose name is mentioned in this sub-chapter is Queen Juliana in the discussion entitled Pengakuan Kedaulatan (Recognition of Sovereignty). However, the mention is made without further details explaining the role of the figure. Queen Juliana only mentioned regarding her presence during the process of handing over Indonesian sovereignty in Netherlands, as shown in the following text:

*“Di Negeri Belanda, delegasi Indonesia dipimpin oleh Moh. Hatta sedangkan pihak Belanda hadir Ratu Juliana, Perdana Menteri Willem Drees, dan Menteri Seberang Lautan Sasseui bersama-sama menandatangani akte penyerahan kedaulatan di Ruang Tahta Amsterdam.”*

“In Netherlands, the Indonesian delegation was led by Moh. Hatta, while the Dutch who attended were the Queen Juliana, Prime Minister Willem Drees, and Minister for Overseas Sasseui signed the deed of transfer of sovereignty in the Amsterdam Throne Room.”



#### **D. Syntax (Sentence Forms, Coherence, Pronouns)**

Related to the sentence structure, many actions or roles of male figures are described in active sentences. Although some of their actions were written in the passive sentences, the majority still used the active sentence, as shown in this following text:

*“Sri Sultan berkirim surat kepada Jenderal Sudirman tentang perlunya tindakan penyerangan terhadap Belanda. Sudirman minta agar Sri Sultan membahasnya dengan komandan TNI setempat, yakni Letkol Soeharto.”*

“Sri Sultan sent a letter to General Sudirman about the need for an attack on the Dutch. Sudirman asked Sri Sultan to discuss it with the local TNI commander, namely Lieutenant Colonel Suharto.”

In addition, there is a paragraph that shows the use of conditional coherence, in which there is a positive explanatory sentence regarding the clothes worn by Sudirman in the Yogya Return incident. In fact, if the sentence is not displayed, it will not reduce the greatness of his struggle. This can be seen in the following text:

*“..Saat menerima rombongan penjemput itu Panglima Besar Jenderal Sudirman berada di rumah lurah Wonosari. Saat itu beliau sedang mengenakan pakaian gerilya dengan ikat kepala hitam. Pada esok harinya rombongan Pangeran Besar Jenderal Sudirman dibawa kembali ke Yogyakarta. Saat itu beliau sedang menderita sakit dengan ditandu dan diiringi oleh utusan dan pasukan beliau dibawa kembali ke Yogyakarta. Dalam kondisi letih dan sakit beliau mengikuti upacara penyambutan resmi dengan mengenakan baju khasnya yaitu pakaian gerilya.”*

“..When receiving the pick-up group, the Great Commander General Sudirman was at the Wonosari village head's house. At that time he was wearing a guerrilla outfit with a black headband. The next day the entourage of the Great General Sudirman was brought back to Yogyakarta. At that time he was suffering from illness on a stretcher and accompanied by envoys and troops, he was brought back to Yogyakarta. In a tired and sick condition, he attended the official welcoming ceremony wearing his trademark clothes, namely guerrilla clothes.”

Quoting Eriyanto (2001), explanatory sentence actually has no significant effect on the meaning of the sentence. Thus, the use of conditional coherence can show how the writer's attitude towards events, groups, or people, or even lead to certain understandings and meanings of what is written.

#### **E. Stylistics (Lexicon/Word Selection)**

In this sub-chapter, it is found that several uses of certain words and language support the description of the actions and roles of male figures. For example, the choice of the word “kebapakan” (fatherly) in the sentence that describes Sudirman's role when motivating his troops, seems to give the impression that Sudirman is a great figure who protects his subordinates and all the people who are struggling. In addition, there are also sentences in Javanese language related to Sudirman's actions when he said goodbye to residents in Pakisbaru Village when he was about to return to Yogyakarta. This can be seen in the following quote:

“...gandheng kulo badhe wangsul came to Ngayoyo malih, but weling kulo dhateng Pak Karso (lanluargo ing mriki), mugo sampun ngantos ngadhahi alangan satunggal punopo (with regard to us returning to Yogya, our message is just I hope Mr. Karso (and his family here) won't get in any obstacles.”

The presentation of such a narrative in Javanese language also seems to give a positive impression on Sudirman's figure, who is not only a great figure in the military and the religious one, but also a person who is polite and very appreciative to those who have helped him.

#### F. Rhetoric (Graphics, Metaphors, Expressions)

The explanation in this section are supported by several pictures. For example, in the explanation regarding Sudirman's role, the text narration is supported by pictures such as a map of the guerrilla route and a photo of him in a stretcher when he entered Yogyakarta after completing his guerrilla activities. This can be seen in the following pictures:



**Picture 3. Guerrilla Route Map and Photo of Sudirman being carried on a stretcher**  
Source: Sardiman and Lestariningsih, 2017

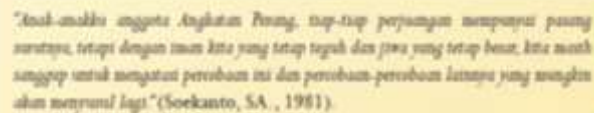
On the other hand, there is also a picture in which there is a female character, Queen Juliana, the Queen of Netherlands, as a complement of an explanation regarding the recognition of Indonesian sovereignty. Although her name is among the names of several male figures from both Indonesia and the Netherlands, at least the reader is given a visualization regarding her figure, as shown in the following picture:



**Picture 4. Recognition of Indonesian sovereignty in which there is Queen Juliana**

**Source: Sardiman and Lestariningsih, 2017**

Not only pictures, several explanations about the actions and roles of male figures are also supported with explanatory elements. In the explanation regarding Sudirman's role, his actions that motivate his troops are clarified by a quote that is presented in elements with different color and font as follows:



*"Anal-analis anggota Angkatan Perang, tap-tap perisai menyuarai pasang surutnya, tetapi dengan iman kita yang tetap teguh dan jiwa yang tetap benar, kita masih sanggup untuk mengatasi perubahan ini dan perubahan-perubahan lainnya yang mungkin akan menyusul lagi." (Soekanto, SA., 1981)*

**Picture 5. The explanatory element of Sudirman's actions**

**Source: Sardiman and Lestariningsih, 2017**

According to Van Dijk (1998), text supported by graphics aims to control attention, showing what information is important or interesting or what information should be focused more. Through pictures, photos, text placement, page layout, font and color, meaning and mental models are then manipulated. Even indirectly, ideological opinions are also implied in it.

### **3.3 Text Analysis of Sub-Chapter Nilai-Nilai Kejuangan Masa Revolusi**

#### **A. Macro Structure (Thematic)**

The text in this sub-chapter puts forward the topic regarding the value of struggle that can be learned and imitated from the revolutionary events. Some of the values discussed in this sub-chapter are unity, self-sacrifice and selflessness, love for the homeland, and mutual understanding and respect.

#### **B. Superstructure (Schematics)**

The text in this sub-chapter are not arranged in chronological order because the topic is the values of struggle from revolutionary events. This text begins with an introduction that alludes to Sudirman's heroism, then proceeds to a discussion regarding the values of struggle which are explained in separate points.

#### **C. Semantics (Background, Detail, Meaning, Presupposition)**

In the introduction, there is the use of presuppositional element which is generally used to strengthen an idea. This can be seen in the text that discusses the heroism of Sudirman accompanied by a premise that is believed to be true. This can be seen in the following text:

*"...Sosok yang dilahirkan untuk revolusi kemerdekaan."*

*"...a figure born for the independence revolution."*

#### **A. Syntax (Sentence Forms, Coherence, Pronouns)**

In this sub-chapter, the role models and heroes are male figures, and active sentence structure can also be found in sentences describing their actions or roles. Sudirman's actions, for example, are also

narrated into active sentences which emphasize that he is the subject of the story. An example is the sentence in the following text:

*“Ia telah menempuh perjalanan kurang lebih 1000 km dalam waktu sekitar enam bulan dengan penuh derita, lapar dan dahaga, tetapi semangatnya tak pernah padam.”*

“He has traveled approximately 1000 km in about six months with full of suffering, hunger and thirst, but his spirit is never extinguished.”

#### B. Stylistics (Lexicon/Word Selection)

In this sub-chapter, word selection can be found in the use of words such as “suffering, hunger and thirst” in sentence describing Sudirman's struggle. With the use of these words, the author seems to give the impression of how hard his struggle was while leading the guerrilla.

#### C. Rhetoric (Graphics, Metaphors, Expressions)

The text in this sub-chapter is not too colored with the use of graphics, especially those related to male and female figures. Thus, the text in this subchapter can be said to agree with the gender construction that in a war situation, men are the ones who struggle the most, give great service, and are an example for the next generation. Meanwhile, the role of women still seems minimal.

### 4. CONCLUSION

The results of text analysis show that female figures appearing in Chapter 7 are only briefly mentioned, only mentioned by name, or even only referred as the wife of male figure. Meanwhile, the actions and roles of male figures are often shown explicitly in direct quotes, conversational dialogues, arranged in the form of active sentences, propositions at the beginning of sentences, and supported by graphics in the form of explanatory elements and pictures. The material for the Indonesian revolution is even more dominated by explanations about Sudirman's actions and role as a great general who fought for the nation by using many elements of language formation that give a good image. This clearly shows that militaristic Indonesian historiography still has a strong influence on the text that narrates the era of the revolution in Indonesian History textbook. This fact certainly requires an alternative considering the urgency of learning today which should provide equal space for the roles of women and men in the presentation of history learning materials. One of them is by utilizing additional teaching materials that are able to cover the shortage of textbook in presenting material related to the role of women in the revolutionary era.

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