

INTISARI

Perubahan kepemimpinan dari masa Presiden Sukarno ke masa Presiden Soeharto telah membawa perubahan signifikan bagi sistem kenegaraan di Indonesia. Ideologi pembangunan berorientasi ekonomi menjadi misi penting bagi banyak aspek kehidupan masyarakat di masa Orde Baru, termasuk bagi anak-anak. Anak-anak perlu diberi tahu bahwa negara sedang mengadakan pembangunan. Departemen Pendidikan dan Kebudayaan menyampaikan pesan pembangunan kepada anak-anak melalui buku cerita yang merupakan bagian dari buku bacaan anak-anak. Keputusan Presiden Soeharto untuk mendirikan Sekolah Dasar Instruksi Presiden (SD Inpres) sepaket dengan infrastruktur lainnya seperti perpustakaan. Penelitian ini bertujuan untuk menganalisis bentuk ideologi pembangunan di dalam buku-buku tersebut. Penelitian ini menggunakan metode penelitian Sejarah dengan metodologi Sejarah Politik serta menggunakan sumber utama berupa buku cerita anak dan sumber-sumber pendukung lainnya.

Penelitian ini juga meninjau kurikulum Pendidikan Dasar yang berlaku selama masa Orde Baru. Kurikulum Pendidikan Dasar dan buku-buku cerita anak memuat pesan pembangunan baik secara eksplisit maupun implisit. Ada standar-standar yang ditetapkan oleh Departemen P dan K selama proses produksi buku sehingga buku-buku tersebut bisa lolos seleksi meskipun kenyataan di lapangan tidak sesuai. Proses seleksi buku tidak benar-benar dilaksanakan sesuai aturan.

Penelitian ini berhasil menemukan enam tema dari enam belas buku yang dianalisis: masa penjajahan dan revolusi, peran ABRI dalam masyarakat, keamanan dan ketertiban, indoktrinasi ideologi anti-Komunisme, pembangunan di desa, serta pengenalan program pemerintah. Hasil paling menonjol dari penelitian ini adalah lima bentuk pembangunan di dalam buku cerita anak yang meliputi: militerisme, pembangunan fisik, pembangunan mental, keamanan dan ketertiban, serta berpusat di desa. Bentuk pembangunan ini sesuai dengan kerangka besar pembangunan Orde Baru sekaligus khas buku-buku cerita anak.

Kata kunci: pembangunan, kurikulum, buku cerita anak

ABSTRACT

The change in leadership from the era of President Sukarno to the era of President Soeharto brought significant changes to Indonesia. The ideology of economic-oriented development became an important mission for many aspects of society during the New Order era, including for children. It was important to give knowledge to children that the state was undergoing development. The Education and Culture Department conveyed the message of development to children through storybooks which is part of children reading book. President Soeharto's decision to establish Presidential Instruction Elementary Schools (SD Inpres) was accompanied by other infrastructure such as libraries. This aims of this study is analyzing the character of development ideology contained in these books. The method used in this study is historical research method with a political history methodology and uses children's storybooks and other supporting sources as its main sources.

This study also reviews the Basic Education curriculum in effect during the New Order era. The Basic Education curriculum and children's storybooks contain development messages, both explicitly and implicitly. Standards were set by the Department of Education and Culture during the book production process, allowing the books to pass selection even if the reality on the ground did not align. The book selection process was not fully carried out according to the rules.

This study identified six themes from the sixteen books analyzed: the colonial period and revolution, the role of the Indonesian Armed Forces (ABRI) in society, security and order, anti-communist ideological indoctrination, rural development, and the introduction of government programs. The most notable finding of this study is the five forms of development in children's storybooks, which include: militarism, physical development, mental development, security and order, and rural-centered development. These forms of development align with the broader framework of New Order development while also being characteristic of children's storybooks.

Keywords: development, curriculum, children's storybooks