

ABSTRAK

Hidup di tengah kelompok ekstrimis Taliban di Lembah Swat bukanlah hal yang mudah bagi Malala Yousafzai. Hal inilah yang coba diangkat dalam film *He Named Me Malala* (2015) oleh Davis Guggenheim selaku sang sutradara. Film tersebut menggambarkan bagaimana ruang gerak perempuan dibatasi dan akses pendidikan dilimitasi oleh Taliban. Malala sebagai salah anak perempuan yang merasa hak-haknya ditindas, menjadi sosok yang berbicara paling lantang dalam menentang mereka.

Berlandaskan pada analisis wacana milik Teun van Dijk, penelitian ini bertujuan untuk mengetahui wacana kesetaraan gender dan akses pendidikan di dalam film *He Named Me Malala* terhadap kaum perempuan di Lembah Swat, Pakistan. Analisis dilakukan dengan menggunakan tiga tahap dimensi; struktur teks, kognisi sosial dan konteks sosial. Pada level struktur teks, wacana kesetaraan gender dan akses pendidikan digambarkan melalui kebijakan Taliban yang merugikan perempuan dan bagaimana perjuangan Malala dalam menentangnya. Pada tahap kognisi sosial dan konteks sosial didapati bahwa: pertama, terjadi domestifikasi perempuan selama bertahun-tahun; kedua, Taliban anti pendidikan; ketiga, Malala diperlihatkan sebagai representasi perjuangan perempuan.

Kata Kunci: Kesetaraan Gender, Akses Pendidikan, *He Named Me Malala*, Malala, Taliban, Analisis Wacana, Teun Van Dijk

ABSTRACT

Living in the midst of Taliban extremist groups in Swat Valley is not easy for Malala Yousafzai. This is what was tried to be appointed in the film *He Named Me Malala* (2015) by Davis Guggenheim as the director. The film illustrates how women's movement is restricted and access to education is limited by the Taliban. Malala who felt their rights were being oppressed, became the figure who spoke most loudly in opposing them.

Based on Teun van Dijk's discourse analysis, this study aims to determine the discourse of gender equality and access to education in the film *He Named Me Malala* towards women in Swat Valley, Pakistan. The analysis is carried out using three dimensions; text structure, social cognition and social analysis. At the level of the text structure, the discourse of gender equality and access to education are described through Taliban policies that harm women and how Malala struggles against them. At the stage of social cognition and social context, it was found that: first, there had been female domestication for years; second, the Taliban was anti-education; third, Malala was shown as a representation of women's movement.

Keywords: Gender Equality, Access to Education, *He Named Me Malala*, Malala, Taliban, Discourse Analysis, Teun Van Dijk