

ABSTRACT

Hajriana, SIN. 170311010104, *A Discourse on Tolerance, Pluralism, and Democracy in Islamic Education and Character for Senior High School and Vocational High School students*, Supervisor I: Prof. Dr. Dra. Hj. Juairiah, M.Pd. and Supervisor II: Dr. Hj. Nida Mufidah, M.Pd. in Post-graduate Program of Antasari Islamic University of Banjarmasin, 2024.

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The dissemination of intolerance and radicalism into the realm of education, with textbooks serving as a conduit for these ideologies. The content of certain PAI textbooks revealed the presence of ideologies that were not neutral and to serve as a platform for disputing religious views. In response to this issue, the government has introduced counter-narratives, integrating values such as tolerance, pluralism, and democracy into the education curriculum and PAI-BP materials. Consequently, it was necessary to conduct a comprehensive critical discourse analysis of PAI-BP materials containing these-three discourse.

The objective of this study was to evaluate the representation and social relation, as well as to ascertain the identity of the authors of texts that espouse tolerance, pluralism, and democratic values within PAI-BP materials in secondary schools' textbooks. Additionally, to identify the manner in which readers accept these discourses.

This study employed a qualitative research approach, utilizing the Norman Fairclough Model of Critical Discourse Analysis research type. This study employed a variety of data source, including materials from PAI textbooks utilized in secondary education that align with the 2013 curriculum, as disseminated by the Center for Bookkeeping under the authority of the ministry of education and culture and Erlangga Publisher. It also encompassed PAI textbooks that align with the Merdeka Curriculum, which served as a point comparison. the data sources also including textbook procedurs, textbook consumers, and the social conditions surrounding the text. The data were collected through a combination of thext analysis techniques, observation, informal participants, literature reserach, and documentation. To ensure the validity data, it was subjected to a peer review process by experts.

The findings of this study were as follows: 1) the representation of tolerance, pluralism, and democracy discourses in PAI-BP materials for secondary schools was unbalanced and incompleted, 2) the relationship between text procedurs and consumers was characterized by a domination of hierarchical or power relations; 3) the social identity of text procedurs displayed a bias toward the government in an effort to instill state ideology; 4) the acceptance of discourse by consumers eveled that teachers and learners were interpreters who were influenced by understanding and habitus background, resulting in diverse interpretations of three discourses. The

learners were subjected a dual interpretive process, assuming the roles of both interpreters and recipients of the PAI teachers's interpretations.

The findings were follows: 1) the integration of state ideology into the curriculum and PAI-BP materials (*hidden curriculum*) occurs through language features that contain ideology and utilize indoctrination methods. Furthermore, it was established that both text producers and PAI-BP teachers serve as authorities of the state ideology apparatus, thereby facilitating the instillation of state ideology. Additionally, the application of Norman Fairclough's AWK Model to the PAI-BP material is complex, necessitating further development by researchers. The process of text interpretation by text consumers is also distinctive, exhibiting a multitude of potential interpretations.