

**REPRESENTASI KESENJANGAN SOSIAL DAN KONFLIK SOSIAL
DALAM FILM “RAYA AND THE LAST DRAGON” DAN POTENSINYA
SEBAGAI BAHAN AJAR SOSIOLOGI KELAS XI SMA**

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ABSTRAK

Penelitian ini bertujuan untuk mengidentifikasi bentuk-bentuk kesenjangan sosial yang direpresentasikan dalam film *Raya and the Last Dragon*, menganalisis representasi konflik sosial dalam film tersebut, dan mengkaji potensi film *Raya and the Last Dragon* sebagai bahan ajar atau media pembelajaran Sosiologi kelas XI SMA. Penelitian ini menggunakan pendekatan kualitatif dengan metode analisis wacana (*discourse analysis*) model Norman Fairclough (1995) yang membagi analisis ke dalam tiga dimensi, yaitu analisis teks, praktik wacana, dan praktik sosial. Sumber data primer dalam penelitian ini adalah film *Raya and the Last Dragon* (2021) produksi Walt Disney Animation Studios berdurasi 1 jam 54 menit, sedangkan data sekunder diperoleh melalui studi dokumentasi dan wawancara mendalam dengan Guru Sosiologi SMAN 2 Singaraja yang ditentukan menggunakan teknik *purposive sampling*. Hasil penelitian menunjukkan bahwa: (1) film ini merepresentasikan tiga bentuk kesenjangan sosial yang dominan, yaitu kesenjangan ekonomi antar suku di Kumandra, kesenjangan kekuasaan dan dominasi antar kelompok, serta prasangka sosial antarkelompok yang mengakar dan diwariskan lintas generasi; (2) konflik sosial dalam film direpresentasikan secara berlapis pada level individu maupun antar kelompok, mengikuti tahapan pra konflik, konfrontasi, krisis, hingga pasca konflik yang berakhir damai, dengan pesan sosial bahwa kepercayaan dan kolaborasi merupakan fondasi perdamaian; (3) film ini memiliki potensi signifikan sebagai bahan ajar Sosiologi kelas XI SMA yang terbukti relevan dengan Kompetensi Dasar (KD) 3.2, 3.3, 3.4, 4.4, dan 3.5 dalam silabus. Meskipun terdapat kendala dalam implementasinya berupa kesulitan memilih film yang relevan dengan kehidupan siswa, perbedaan kemampuan literasi visual antarsiswa, serta kecenderungan siswa generasi saat ini yang kurang menyukai tontonan film berdurasi panjang kendala tersebut dapat diatasi melalui strategi penayangan recap film yang disertai aktivitas identifikasi tahapan konflik, refleksi, dan diskusi kelas. Berdasarkan temuan tersebut, disarankan agar guru Sosiologi memanfaatkan film *Raya and the Last Dragon* sebagai media pembelajaran alternatif yang kontekstual dan inovatif.

Kata-kata kunci: kesenjangan sosial, konflik sosial, representasi, film animasi, bahan ajar Sosiologi.

REPRESENTATION OF SOCIAL INEQUALITY AND SOCIAL CONFLICT IN THE FILM "RAYA AND THE LAST DRAGON" AND ITS POTENTIAL AS SOCIOLOGY TEACHING MATERIAL FOR GRADE XI HIGH SCHOOL

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ABSTRACT

*This study aims to identify the forms of social inequality represented in the film *Raya and the Last Dragon*, to analyze the representation of social conflict in the film, and to examine the potential of *Raya and the Last Dragon* as a teaching material or learning media for Sociology in Grade XI Senior High School. This study employs a qualitative approach using Norman Fairclough's (1995) discourse analysis model, which divides the analysis into three dimensions: text analysis, discursive practice, and social practice. The primary data source is the film *Raya and the Last Dragon* (2021), produced by Walt Disney Animation Studios with a runtime of 1 hour 54 minutes, while secondary data were obtained through documentation study and in-depth interviews with a Sociology teacher at SMAN 2 Singaraja, determined using purposive sampling technique. The results indicate that: (1) the film represents three dominant forms of social inequality, namely economic inequality among the tribes of Kumandra, inequality of power and inter-group domination, and deeply rooted inter-group social prejudice passed down across generations; (2) social conflict in the film is represented in multiple layers at both the individual and inter-group levels, following the stages of pre-conflict, confrontation, crisis, and post-conflict ending in peace, with the social message that trust and collaboration are the foundations of peace; (3) the film has significant potential as a Sociology teaching material for Grade XI Senior High School, proven relevant to Basic Competencies (KD) 3.2, 3.3, 3.4, 4.4, and 3.5 in the syllabus. Although there are challenges in its implementation including difficulty in selecting films relevant to students' lives, differences in students' visual literacy abilities, and the tendency of today's generation of students to prefer short-format content over full-length films these challenges can be addressed through the strategy of screening a film recap accompanied by activities to identify conflict stages, reflection, and class discussion. Based on these findings, it is recommended that Sociology teachers utilize the film *Raya and the Last Dragon* as a contextual and innovative alternative learning medium.*

Keywords: social inequality, social conflict, representation, animated film, Sociology teaching material.