

Critical Discourse Analysis of Textual Dimensions in the Editorial of Derap Guru Magazine

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ABSTRACT

Mass media plays a crucial role in shaping public perception of the teaching profession through discourse construction and representation strategies. This study analyzes the editorial discourse in *Derap Guru* magazine using the critical discourse analysis approach based on Norman Fairclough's theory. Data were obtained from the print edition of *Derap Guru* magazine published in 2024. The problem in this study concerns how the representation of teachers in the editorial column of *Derap Guru* magazine is examined through a critical discourse analysis study of the textual dimension. The purpose of this research is to describe the representation of teachers in *Derap Guru* magazine published in 2024. The research method used is a qualitative descriptive approach, presenting data in the form of words, phrases, and sentences rather than numbers resulting from statistical calculations. The findings indicate that the representation of teachers in *Derap Guru* magazine is biased in favor of teachers. This is evident in the media's tendency to emphasize certain aspects that contribute to building stigma or a particular perception of teachers as a group. The tendency to highlight specific issues constructs stigmas or perceptions about teachers as a professional body, revealing tensions between state policies, digital literacy demands, compensation adequacy, and professional respect. This research contributes to understanding how specialized educational media employs discourse strategies to advocate for teacher interests while upholding journalistic credibility.

KEYWORDS Critical Discourse Analysis, Editorial, Norman Fairclough's Theory, Teacher Representation, Textual Dimension



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INTRODUCTION

Language plays an important role in understanding various aspects of human communication, both in everyday contexts and in more complex discourses such as politics, education, media, and culture. In the era of modern communication, mass media plays a central role in shaping public opinion and reconstructing social reality. One important element in the construction of this reality is news about the teaching profession, which not only describes events but also shapes public perception of the world of education.

Language, as a means of verbal communication, is intrinsically related to discourse, which Kridalaksana (in Sumarlam, 2009:6) defines as having integrity or completeness of meaning manifested in concrete forms—words, sentences, paragraphs, or complete compositions wherein meaning, content, and message achieve wholeness. Discourse analysis

represents a study of language that attempts to interpret utterance or textual meaning inseparable from underlying contexts, including linguistic, social, cultural, and political dimensions (Van Dijk, 2015).

In critical discourse analysis (CDA), discourse transcends mere linguistic study to examine how language functions within texts for specific purposes and practices, revealing power relations, ideologies, and social structures embedded in communication (Fairclough, 2013; Wodak & Meyer, 2023). Critical discourse analysis posits that language is never neutral; rather, it serves as a medium through which social actors construct, negotiate, and contest meanings, identities, and power relationships. This perspective is particularly relevant when analyzing media discourse, as mass media institutions wield significant power in framing public understanding of social issues, professional groups, and institutional practices.

The development of media not only involves the content delivered but also the language used. News in the media exerts a significant influence in shaping public opinion. One type of news that attracts public attention is news about teachers. Teachers are key actors in human resource development and have a strategic role in advancing education. However, the representation of teachers in the public sphere, especially in mass media, does not always reflect the complexity of the roles and challenges they face. The media, as agents of meaning production, often frame news about teachers based on certain perspectives that can reinforce, negate, or reproduce existing social ideologies. Therefore, it is important to examine how teachers are represented in the media, including in *Derap Guru* magazine, which specifically raises issues around the teaching profession.

According to Mulyadi (2021), a column constitutes a piece of writing presenting an author's commentary on pressing societal issues, grounded in perception and analytical interpretation of problems. An editorial represents a statement combining facts and opinions in a brief, logical, and engaging manner aimed at influencing public opinion. Moeliono (in Mulyadi, 2021:267) defines editorials as the principal articles in newspapers and magazines, while Webster's World University Dictionary characterizes editorials as articles commenting on current issues or presenting editorial wisdom on news reports. Editorials serve as institutional voices, reflecting organizational stances on significant matters while simultaneously constructing particular representations of social actors, events, and institutional relationships. In the context of educational media such as *Derap Guru* magazine, editorials function not merely as opinion pieces but as sites where professional identities, educational ideologies, and policy critiques are discursively negotiated and legitimized.

One of the leading figures in Critical Discourse Analysis is Norman Fairclough. Fairclough connects micro-texts with macro-societal contexts. He divides discourse analysis into three dimensions: text, discourse practice, and sociocultural practice. In Fairclough's model, the text is analyzed linguistically by examining vocabulary, semantics, and sentence structure. Norman Fairclough's critical discourse analysis approach is related to text and situational context. One of Fairclough's discourse analysis models is the textual dimension, which analyzes text in detail (including sub-clause representation, representation in a combination of sub-clauses, representation in inter-sentence sequences, relations, and identities).

Several studies have examined media representation of teachers and educational discourse through critical perspectives. Harjatanaya and Harto (2021) analyzed teacher

representation in Indonesian online news media, revealing that news discourse predominantly frames teachers through deficit perspectives emphasizing incompetence and lack of professionalism rather than acknowledging systemic challenges. Their Foucauldian discourse analysis demonstrated how media constructs teacher identity as problematic subjects requiring remediation and surveillance. Nuraeni et al. (2022) investigated newspaper discourse on teacher welfare issues using Van Dijk's CDA model, finding that media representation oscillates between portraying teachers as heroes deserving support and as complainers seeking privileges, reflecting societal ambivalence toward the profession. Kusuma and Wijaya (2020) examined educational policy discourse in national newspapers, demonstrating how media framings privilege government perspectives while marginalizing teacher voices, thereby reinforcing top-down power relations in educational governance. Setyaningsih et al. (2023) conducted multimodal critical discourse analysis of teacher representation in social media, revealing that digital platforms reproduce traditional hierarchies while creating spaces for teacher counter-narratives and resistance. Internationally, Mulderrig (2011) analyzed UK educational policy documents using CDA, demonstrating how neoliberal ideologies are naturalized through linguistic strategies that construct teachers as deliverers of predetermined outcomes rather than autonomous professionals. These studies collectively establish that media representation of teachers is neither neutral nor transparent but constitutes an ideological practice warranting critical investigation.

Relevant research has been conducted by Maysarah et al., titled Critical Discourse Analysis of the Irony of Taman Safari Conservation Opinion Text in Tempo Magazine's Illegal Animal Edition of Taman Safari. This study aims to describe the text structure of the opinion text using descriptive research methods and critical discourse analysis of the Van Dijk model, with reading and writing data collection techniques (Maysarah et al., 2024). The results of the study show that based on the structural analysis of the opinion discourse text The Irony of Safari Park Conservation according to Van Dijk's study, the text aligns with Van Dijk's three discourse structures (macro, supra, and micro structures) and contains characteristics of action, context, history, power, and ideology.

However, a significant research gap exists regarding critical discourse analysis of specialized educational media targeting teacher audiences. Unlike mainstream media analyzed in previous studies, publications such as *Derap Guru* magazine occupy a unique discursive space—produced by and for educators, potentially offering alternative representations compared to general news outlets. Furthermore, while existing Indonesian CDA research has primarily employed Van Dijk's socio-cognitive approach or Foucauldian genealogical methods, limited studies have systematically applied Fairclough's three-dimensional framework—particularly the textual dimension—to analyze teacher representation in educational media. This gap is significant because Fairclough's textual analysis provides granular insights into how linguistic choices at clause, sentence, and discourse levels construct specific subject positions, ideologies, and power relations that may remain invisible in broader analytical frameworks. Unlike previous research conducted on opinion texts in Tempo magazine, this study uses editorial column texts in *Derap Guru* magazine. The research applies critical discourse analysis based on Norman Fairclough's approach.

Based on this background, the research problem is formulated as follows: How are teachers represented in the editorial column of *Derap Guru* magazine when analyzed through

Norman Fairclough's critical discourse analysis theory with textual dimension analysis? The purpose of this study is to describe and critically examine teacher representation in *Derap Guru* magazine published in 2024 through textual dimension analysis, revealing how linguistic choices, sentence structures, and discourse organization construct particular meanings, ideologies, and power relations regarding the teaching profession.

The benefits of this research are multifaceted. Theoretically, this study contributes to the development of critical discourse analysis methodology in the Indonesian context, particularly in applying Fairclough's textual dimension analysis to educational media discourse. Practically, the findings provide insights for editorial teams of educational publications regarding discursive strategies and ideological implications of linguistic choices, enabling more reflexive and responsible journalism. For educational stakeholders, including policymakers, teacher organizations, and school administrators, the research offers critical awareness of how teacher representation in media may influence policy debates, professional identity construction, and public perception. For academic communities, this research adds to the growing body of knowledge on media studies, discourse analysis, and educational communication in Indonesian contexts.

RESEARCH METHOD

The study used a qualitative descriptive method, presenting data in the form of words, phrases, and sentences rather than numerical or statistical results. This method aimed to describe the condition of the research object by outlining aspects that were central to the focus of analysis. The research produced descriptive data that were interpreted in depth by the researcher to construct a comprehensive account of the findings. The study applied a qualitative descriptive approach based on Norman Fairclough's framework.

Data were collected through documentation techniques, which involved: (1) systematically identifying and selecting all editorial texts published in *Derap Guru* Magazine during 2024; (2) conducting close readings and preliminary coding to identify teacher-related discourse; (3) archiving selected texts digitally to ensure data preservation; and (4) transcribing the material while maintaining original formatting, punctuation, and linguistic features essential for discourse analysis. The documentation process followed ethical research protocols and acknowledged intellectual property rights while relying on publicly available published materials for academic purposes.

The subject of this study was teacher-related editorials published in *Derap Guru* Magazine. Data analysis was conducted after data collection and recording, then processed using Norman Fairclough's approach. Texts were analyzed linguistically by examining vocabulary, semantics, and sentence structures, as well as coherence and cohesion, to determine how words and sentences combined to construct meaning.

RESULT AND DISCUSSION

The results of the study on the critical discourse analysis of textual dimensions in editorials in *Derap Guru* magazine published in 2024 focus the main discussion on revealing how sentence structures are used to construct certain representations of teachers. Based on the results of data collection from *Derap Guru* magazine published in 2024, there are 10 editorial texts published with the titles "Learning from Older Brothers", "Teacher's Spirit", "PMM

Burden", "Machine and Fat Cow", "Learning from Bung Hatta", "Bushido", "Big House", "Respecting Teachers", "Resisting the Temptation of the Flesh", and "Teachers Are Soldiers".

Of the ten editorial texts, 4 of them focus on discussing teachers, and the next 6 texts discuss education. Critical discourse analysis of the textual dimension is carried out through the representation stage. The representation stage consists of representation in subordinate clauses, representation in combinations of subordinate clauses, and representation in inter-sentence sequences. In the representation in subordinate clauses, the choice of words and phrases used by the author in the editorial text is analyzed. Representation in combinations of subordinate clauses focuses on coherence and cohesion in sentences. In addition, relations and identities are also discussed according to Norman Fairclough's critical discourse analysis theory of textual dimensions.

Discussion

Textual Dimension Analysis

Analysis of the editorial texts in *Derap Guru* Magazine reveals a systematic preference for active voice constructions, which according to Fairclough (2003) and Halliday and Matthiessen (2014), functions to foreground agency and attribute responsibility to specific social actors. The predominant use of active clauses positions the editorial writer as an engaged subject capable of argumentation, critique, and advocacy rather than a passive observer. This linguistic strategy aligns with findings from Harjatanaya and Harto (2021) demonstrating that media discourse choices fundamentally shape how professional groups are positioned within public discourse. The following sections present detailed textual analysis organized by representation categories.

Representation

a. Representation in subordinate clauses

- 1) *The success of Japan's struggle in upholding its economic sovereignty needs to be used as a "mirror mirror" for achieving Golden Indonesia in 2045, which is only 22 years away. [Jan:2, paragraph 7]*

Data (1) shows that the author uses an active sentence type by placing the word "enforce". The choice of the word "we" is used as a form of invitation by the author to reflect on the success of Japan in achieving Indonesia Emas 2045.

- 2) *Teachers should not avoid the changes so that they can make their students ready to face the future. [Mar:2, paragraph 4]*

Data (2) shows that the author uses an active sentence type by placing the words "avoid", "make", and "face". The choice of the words "teachers must not avoid" is used as a form of the author's statement that teachers must always follow changes and cannot avoid change.

- 3) *However, we also need to remind the government that there are 4 million teachers in this country, not all of whom are digitally literate. [Mar:2, paragraph 7]*

Data (3) shows that the author uses an active sentence type by placing the word "reminding". The conjunction used at the beginning of the sentence, namely "however" shows a contradiction with the previous sentence regarding government policy for teachers. The phrase "literate in digital technology" is used as a form of the author's

view that there are still many teachers who have not mastered digital technology so that it is clear that the editorial writer here tends to side with teachers.

- 4) *Instead of being digitally literate as the basis of PMM, many teachers work in areas that have not been reached by the internet network. [Mar:2, paragraph 8]*

Data (4) shows that the author uses an active sentence type by placing the word "on duty". The conjunction "instead of" indicates the author's emphasis that many teachers outside the region still do not understand digital technology, especially when the internet network is not yet accessible.

- 5) *About this we can see other nations in honoring teachers. [Sep: 2, paragraph 7]*

Data (5) shows that the author uses an active sentence type by placing the word "see". The demonstrative pronoun "this" replaces the previous sentence regarding the teachings about respecting teachers.

b. Representation in combination of subordinate clauses

- 1) *The government must not turn a blind eye to reports of many teachers who were forced to leave the classroom because they had to fill out PMM or no longer had time to correct students' assignments, let alone provide remedial or enrichment. [Mar:2, paragraph 9]*

Data (6) shows that the author uses the active sentence type by placing the words "close", "leave", "fill", "correct", "give". The author's bias towards teachers can be seen in the use of the clause "the government must not turn a blind eye to reports from many teachers" which indicates that the government must pay attention to teachers.

- 2) *However, burdening the task of character building only to teachers is certainly not the right idea. Because, the success of teachers in forming student character is also determined by educational policies and practices. [Feb:2, paragraph 5]*

Data (7) shows that the author uses an active sentence type by placing the words "burden", "form". The conjunction used at the beginning of the sentence, namely "however" shows a contradiction with the previous sentence regarding the policy for teachers. The next contradictory conjunction used is "accordingly" which emphasizes that government policies and educational practices influence the success of teachers in forming student character.

- 3) *The logic is simple, with a more decent salary teachers will focus their life's devotion on their duties as teachers. [Sep: 2, paragraph 8]*

Data (8) shows that the author uses an active sentence type by placing the word "focusing". The author's bias towards teachers can be seen in the use of the clause "with a more decent salary" which indicates that teachers have not received a more decent salary and are expected to be able to receive a more decent salary so that they can focus on devoting their lives as teachers.

- 4) *In relation to the state's respect for teachers, we are rightly concerned about the DKI Jakarta Provincial Government's Education Department's policy of purging teachers. [Sep:2, paragraph 9]*

Data (9) shows that the author uses an active sentence type by placing the word "do". The author's bias towards teachers is found in the phrase "state respect for teachers" indicating that teachers have a high position in the eyes of the state so that they deserve to be given respect.

- 5) *Although in the end the teachers affected by the cleansing were re-employed, the case of teacher cleansing by the DKI Education Office shows that coordination is still the main problem in teacher management. [Sep:2, paragraph 12]*

Data (10) shows that the author uses a passive sentence type by placing the word "employed". The author seems to highlight the problem of teacher cleansing in DKI which is certainly not in favor of teachers because it is still a major problem.

c. Representation in inter-sentence sequences

- 1) *The success of Japan's struggle in upholding its economic sovereignty needs to be used as a "mirror mirror" for achieving Golden Indonesia in 2045, which is only 22 years away. [Jan: 2, paragraph 7]*

Data (11) shows that the author uses an active sentence type by placing the word "enforce". The author invites us to reflect on the success of Japan's struggle to achieve Golden Indonesia in 2045.

- 2) *As a system, education includes many factors, including curriculum, facilities, financing, management, teachers and others. Among these factors, it is the teacher who determines whether the other factors can be effectively utilized or not. [Feb: 2, paragraph 4]*

Data (12) shows that the author uses an active sentence type by placing the words "cover" and "determine". In the second sentence, there is the use of the demonstrative pronoun "that" as a substitute for the previous sentence, namely "curriculum, facilities, financing, management, teachers and others". In this sentence, the author still discusses the role of teachers who will run the education system.

- 3) *Although the challenge of developing student character is not easy, teachers must not give up. In order not to give up easily and lose, teachers must base their devotional duties on the calling of the soul. Imam Bukhori calls it the "spirit of the teacher". [Feb: 2, paragraph 10]*

Data (13) includes a very complex sentence because there are 3 clauses that are interrelated, the author uses an active sentence type by placing the words "menyandarkan" and "menyebutnya". There are 2 conjunctions used as connectors between sentences, namely "meski" and "agar". The author provides an illustration and invitation to teachers to base their devotional duties on the calling of a teacher's soul with the aim that teachers do not easily give up and lose.

- 4) *He must view his duties as a mandate from God, a humanitarian calling that must be carried out with a high sense of love and responsibility as a form of worship. [Feb: 2, paragraph 10]*

Data (14) shows that the author uses an active sentence type by placing the word "view". At the beginning of the sentence, he uses the third person pronoun "ia" which replaces the word "teacher" in the previous sentence. The author provides an illustration to teachers that the task of being a teacher is a mandate from God that must be carried out with a high sense of love and responsibility as an act of worship.

- 5) *Therefore, regarding the discourse on curriculum changes, the return of the National Examination, the review of the zoning system, and so on, teachers do not need to be anxious, let alone lose their spirit of service. [Des:2, paragraph 7]*

Data (15) shows that the author uses an active sentence type by placing the word "serve". At the beginning of the sentence, the causal conjunction "then" is used as a form of the effect that will occur regarding the discourse on curriculum changes, and so on. The author suggests that teachers do not need to be anxious when facing this discourse and remain enthusiastic in their devotion.

Relation

The relational element is related to how the relationship between the writer, audience, and participants (readers) is. The focus of the relational analysis is how the relationship pattern is between the news object and the reader. In this relational analysis, the role of the object is very important and significant, especially when connected to the profession in the social context. The teaching profession has a close relationship with the author of the editorial text in the *Derap Guru* magazine. As educators, teachers are not only tasked with transferring knowledge in the classroom, but also as thinkers and drivers of change in the world of education. This role is in line with the responsibility of the editorial writer who puts forward ideas, critical views, and solutions to various educational problems. Through editorials, teachers can voice aspirations, educate readers, and encourage constructive dialogue among fellow educators and policy makers.

The relationship between the teaching profession and the editorial writers and the audience is very closely related. Teachers are the main readers of *Derap Guru* magazine. In this capacity, teachers do not just receive information, but participate in the process of critical thinking, reflection, and interpretation of the dynamics of the world of education. Through quality reading, teachers enrich their insights, strengthen their professional attitudes, and gain inspiration to improve the quality of learning in the classroom. This reading activity ultimately contributes to improving the quality of education as a whole.

The relationship between teachers, editorial writers, and readers of this magazine shows a productive intellectual cycle. Teachers who read will be encouraged to write, while teachers who write make meaningful contributions to other readers. Thus, *Derap Guru* magazine is not only a medium of information, but also a space for collaboration of ideas and continuous development of the teaching profession. In the midst of increasingly complex demands of the times, it is important for teachers to continue to hone their literacy and critical thinking skills. Being an active part of the literacy ecosystem, both as writers and readers, will strengthen the position of teachers as the main actors in educating the nation's life.

Identity

The editorial writer of *Derap Guru* magazine is the editorial board of the magazine with the code TW, namely Drs. Teguh Wibowo, M.Pd. He was born in Semarang, September 13, 1965 and is the second child of 7 siblings of Parjo al Moh Sitar and Karsiti. He completed his elementary and secondary education at SD Induk Pringgowijayamn, Kutoarjo, Kab, Purworejo, SMP Negeri 4 Kutoarjo, and SMA Negeri 1 Kutoarjo. He obtained his bachelor's degree from the Department of Indonesian Language and Literature Education, Faculty of Language and Arts Education, IKIP Semarang (now Unnes), while his master's degree was obtained from the Postgraduate Program S-2 Master of Indonesian Language Education, Semarang State University (Unnes).

After college, he had been a journalist in several mass media, before finally living his life as a teacher, a profession he had dreamed of since childhood. He is currently a teacher at SMA

Negeri 2 Semarang. In between his busy schedule as a teacher, he had also been a lecturer at PGRI Semarang University, Sultan Agung Islamic University Semarang, a tutor at UPBJJ Semarang Open University, and an editor at *Derap Guru* Magazine (Fairclough, 2013; Fairclough, 2015; Gee, 2015; Giroux, 2011).

He has written a number of books, namely *Apa- Siapa Tokoh dan Potensi Jawa Tengah* 1992, Publisher Citra Almamater, Semarang, 1992; *Bunga Rampai Prestasi Jawa Tengah*, Publisher Citra Almamater, Semarang, 1993; *Soewardi in the Dynamics of Central Java Development*, Publisher Beranda, Semarang, 1997; *Cinta Bahasa Kita Volumes 1-6*, Publisher Ganesha Exact, Jakarta, 2006; *Indonesian Language and Literature for Junior High Schools and Islamic Elementary Schools Volumes 1-3*, Publisher Acarya Media Utama, Bandung, 2005; *Indonesian Language and Literature for Elementary Schools and Islamic Elementary Schools Classes I-VI*, Publisher Citra Aji Parama, Klaten, 2008; *Indonesian Language and Literature for Junior High Schools and Islamic Junior High Schools Classes VII-IX*, Publisher Citra Aji Parama, Klaten, 2004; *Indonesian Language for Senior High Schools Language Science Program Class XI*, Publisher Pemkot Semarang, 2006; *Indonesian for Senior High School Natural and Social Science Program Grade XII*, Semarang City Government Publisher, 2006; *Indonesian Language and Literature for Elementary School and Islamic Elementary School Grades 4 and 5*, BSE Book, BSNP, Jakarta, 2009; *Ready to Combat UNAS Indonesian Junior High School*, Diglosia Publisher, Yogyakarta, 2008; *Ready to Combat UNAS Indonesian Senior High School*, Diglosia Publisher, Yogyakarta, 2008; *Ready to Face National Exams for Senior High School/Islamic Senior High School 2009*, Grasindo Publisher, Jakarta, 2009; *X Press UN*, Erlangga Publisher, Jakarta: Erlangga, 2015; and *Language Teaching Techniques: Good Practices from Indonesia* (a collection of best practices of Indonesian teachers), SEAMEO QITEP in Language Publisher, 2016.

Some of his writings have been published in several mass media, such as *Suara Merdeka*, *Derap Guru*, *Wawasan*, *MOP*, *Yunior*, *Inspirator*, etc. His expertise in writing has been proven by publishing works that are interesting to readers. Coupled with his profession as a teacher, he is able to make the editorial texts he writes can represent teachers transparently, objectively, and up-to-date.

CONCLUSION

The critical discourse analysis of the textual dimension in *Derap Guru* magazine's editorials revealed that language choices in these texts reflect ideological positions, concern for educational issues, and efforts to strengthen teacher professional awareness. Teacher representation generally aligned with the profession's interests, using discourse structures, vocabulary, and meanings that emphasize social change and the role of teachers as transformative agents. The dual background of editorial writers as teachers and journalists contributed to balanced and reflective perspectives, positioning *Derap Guru* as not only an information medium but also a platform for critical and transformative educational discourse. Future research should explore the contextual and social dimensions of this discourse in greater depth, particularly by examining how diverse teacher voices, including those from underrepresented regions, can be integrated to enrich national education dialogue

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