

Development of Teaching Materials for Critical Discourse Analysis of Teun A. van Dijk Model in The Discourse of Identity and Multiculturalism

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Abstract. This development research aims to produce teaching materials for discourse analysis with the Teun A. van Dijk model. The data analysis unit was studied based on Kompas TV's Youtube video with the topic 'Buya Syafii Dalam Kenangan: Membumikan Pancasila' which contains issues of identity and multiculturalism. From this model, the results of the analysis were developed into a teaching material module for the discourse analysis course for students of the 6th semester Indonesian Literature study program at the Faculty of Language and Arts, Medan State University. Teaching materials are an important component in instructional learning where the material in the module will guide students to learn independently and structured. The module developed will contain teaching materials, the theory of Teun A. van Dijk's discourse analysis model, training materials taken related to issues of identity and multiculturalism. This teaching material will contribute to the achievement of student CPMK to the maximum. The research method used is the research and development method of the Borg and Gall model. The first step taken is to conduct a needs analysis where the importance of developing teaching materials that have not been carried out so far has not been carried out. The stages of Borg and Gall development research are more simplified with several stages including the data collection stage (initial study), initial product development, and product validation tests, product revisions and then product trials. The resulting product will be in the form of a printed learning module with ISBN which can be a reference for students of the Indonesian Literature study program in Learning

Keywords: Development, Teaching Materials, Discourse Analysis

1. Introduction

The learning process in education cannot be separated from the components of teaching materials. Teaching materials are devices that complexly present teaching materials in a structured manner and are equipped with worksheet and projects that lead students to learn more independently. The selection and development of teaching materials is an important thing to do so that the learning objectives and targets can be achieved optimally. Learning activities can be successful and run well if a teacher is right in choosing teaching materials. Teaching materials are tools or information, needed by teachers for study and lesson planning. Therefore, to support good learning planning, it is necessary to develop teaching materials.

The development of teaching materials must take into account the demands of the applicable curriculum at the level of study programs, faculties and universities. The discourse analysis course is one of the courses presented for the Indonesian Literature Study Program at the Faculty of Language and Arts, State University of Medan. This course is given to 6th (six) semester students as one of the important materials to be provided in the preparation of their thesis writing. As for the learning outcomes (CPL) of the subject, students are expected to have theoretical and methodological insight into discourse analysis. From the CPL, several CPMKs were derived in the Semester Learning Plan (RPS), including being able to understand the perspective of critical discourse analysis, and being able to analyze discourse.

From the analysis of the existing RPS and observations in the learning carried out, there is no representative teaching material that is complex enough to help students in learning material for critical discourse analysis courses. The teaching materials used so far in discourse analysis courses are only based on textbooks, journals and power points related to these materials. Basri (2015) states that teaching materials are a collection of teaching materials that are systematically organized, showing a complete understanding of students' abilities in learning activities. Through teaching materials, it is hoped that students can acquire competencies in a coherent and systematic manner, so that they have accumulated abilities to master competencies in a holistic and integrated manner.

This research will develop teaching materials in discourse analysis courses. Related to this, discourse is basically now widely used by many groups ranging from language studies, psychology, politics, communication, literature, and so on. Firth (in Syamsudin, 1992: 2) suggests that "language was meaningful in its context of situation. So, discourse discussion is a discussion of language and speech that must be in a unified set of situations, or in other words, the meaning of a language is in a series of contexts and situations (Darma, 2013:1).

Identity and multiculturalism are interesting materials to be studied in discourse analysis courses. The material related to this is taken from the Kompas TV youtube account video with the theme "Buya Syafii dalam Kenangan: Membumikan Pancasila" which premiered on June 3, 2022. The discourse in this video will be analyzed critically using the Teun A. Van Dijk model which later became a material for discourse analysis course. Teaching materials to be developed must be able to provide explanations and analytical power to students. The development of teaching materials based on work analysis is an important indicator so that students are involved in the work process in seeing the construction of discourse in the show.

2. Literature Review

a. Research Development Concept

This research focuses on the development of teaching materials where it is important to be implemented so that the achievement of learning quality can be achieved optimally. Research and Development is the way to develop a new product or improve an existing product. Borg and Gall in Sugiyono (2009:11) state that analysis research is needed so that a hypothetical product can be produced. Basic research methods are often used. Furthermore, to test the product which is still hypothetical, an experiment (action research) is used. After the product is tested, it can be applied to the student. The process of product testing with experiments is called applied research. Research and development aim to find, develop and validate a product. Borg & Gall

(1987:775) developed 10 stages in this research model, but in this research, it was simplified into 5 important stages.

b. Teaching materials

Teaching materials are written or unwritten materials used by teachers in carrying out learning. According to Mahmud (2013:129) teaching materials are components needed by teachers for planning and studying the implementation of learning in the form of information, tools, or texts. Meanwhile, according to Prastowo (2018: 25) teaching materials are one of the main components of all instructional system components, specifically designed and according to their nature used in learning activities. Basri said that teaching materials are a collection of teaching materials that are systematically organized, showing a complete understanding of students' abilities in learning activities (2015:151).

Through teaching materials, it is expected that students can acquire competencies in a coherent and systematic manner, so that they have accumulated abilities to master competencies in a holistic and integrated manner. Based on some of the expert opinions above, it can be concluded that teaching materials are components that are needed, written or unwritten (information, tools and texts) that are specially and systematically arranged, used in learning activities. With teaching materials, students are able to master the competencies as a whole and can learn the things needed in an effort to achieve learning goals.

c. Critical Discourse Analysis model Teun A. Van Dijk

Eriyanto (2012:2) explains that discourse analysis in linguistic studies is a reaction from formal linguistic forms (which pay more attention to units of words, phrases, and sentences without looking at the relationship between these elements). Discourse analysis is the opposite of formal linguistics, because it focuses on levels above the sentence, such as grammatical relationships that are formed at a level larger than the sentence. Discourse analysis in the field of social psychology is defined as a conversation. The discourse in question is similar to the structure and form of interviews and practices of the users. Meanwhile in the political field, discourse analysis is the practice of using language, especially political language, because language is a central aspect of describing a subject and through language ideology is absorbed in it.

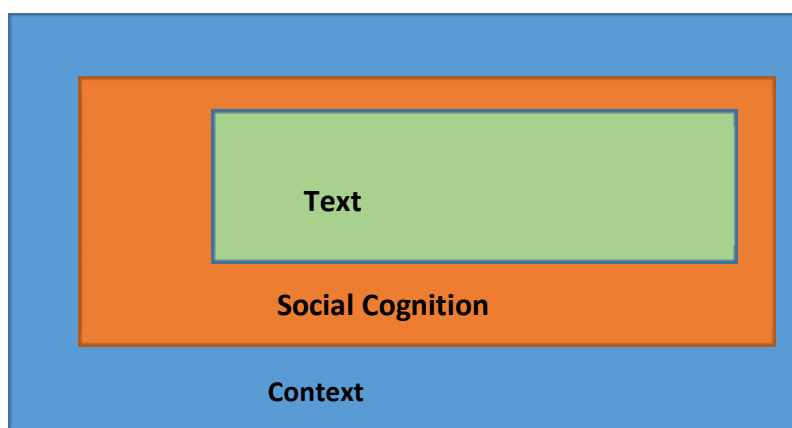


Figure 1. Critical Discourse Analysis Model Teun A. Van Dijk

The analytical model used by Van Dijk is often referred to as "social cognition." According to Van Dijk, research on discourse is not enough just to be based on text analysis, because text is only the result of a production of practice that must also be observed. Here it must also be seen how a text is produced, so that we gain a knowledge of why a text can be like that (Eriyanto, 2012: 221).

3. Research Methodology

This study uses a research and development (R&D) approach. Research and development methods are used to produce certain products, and test the effectiveness of these products. Producing certain products, research that is needs to analysis by survey or qualitative methods and need to test the effectiveness of these products so that they can be used in the wider community. (Sugiyono, 2009: 407). This study develops a teaching material product in the form of a critical discourse analysis module using the Teun A. Van Dijk model. The unit of data analysis from discourses related to identity and multiculturalism taken from the Kompas TV youtube video with the topic 'Buya Syafii in Memories: Membumikan Pancasila' became the material in the development of teaching materials modules that will be taught to students of the Indonesian Literature study program at the State University of Medan.

The steps of Research and Development (R&D) by Borg and Gall are simplified from 10 steps to 5 steps without reducing the essence of this research. The five steps include;

1. Research and Information (research and collection of information).
2. Develop a preliminary form of product (development of a draft product),
3. Validation test,
4. Product revision
5. Product trial

4. Results and Discussion

a. Product Draft Development

One of the processes in this research and development method is the development of product drafts by preparing analytical materials whose results will be made in the form of textbooks. The data source used is a youtube show from the Kompas TV account with the theme 'Buya Syafii dalam Kenangan: Membumikan Pancasila'. Impressions can represent the discourse of identity and multiculturalism that occurs in Indonesia. The program hosted by Rossiana Silalahi in the form of a Talk Show was broadcast in commemoration of the passing of Buya Sayafii Maarif in revealing his thoughts related to issues of nationalism which are full of identity politics and primordialism.

Here are some screenshots from Rosi's show on Kompas TV which is the source of the data.



Figure 2. Screenshot of Kompas TV Youtube channel

From the video recording of the YouTube show 'Buya Safii: in Memories of Membumikan Pancasila', which lasts about 49 minutes, 36 discourse data can be taken which will be analyzed using the Teun A Van Dijk CDA model. The discourse is categorized according to the structure of critical discourse analysis of the Teun A. Van Dijk model. The structure of the discourse consists of a macro structure (theme), a superstructure (scheme) and a micro structure (semantics, syntax, stylistics, rhetoric) Sobur, (2006:74).

The theme that emerged in this discourse raised the issue of 'Membumikan Pancasila' which coincided with June 1st commemorating the birthday of Pancasila. This theme is also relevant to remembering the thoughts of Syafii Maarif who passed away on 27 May 2022. The representation of Syafii Maarif's character is very synonymous with his actions to fight for the rights of minorities, pluralism and criticism of identity dominance which is brought into the realm of practical politics. Themes that appear in a discourse will be clearly visible in the process of discourse development itself. The theme becomes a guide in the flow of the development of an oral and written discourse (Parera, 2004: 233).

The major themes that have been set are framed into several sub-topics so that the objectives in the discourse can be constructed so that viewers can capture the meaning behind a discourse. Each of these sub-topics will support, strengthen, and even form the main topic (Sobur, 2001:76). The subtopics were prepared by Rosiana Silalahi as the host with an emphasis on important issues related to the actualization of the 5th precepts of Pancasila, social justice for all Indonesian people with a diversity in unity and politics of identity in the state space.

Discourse schemes are arranged based on major themes by structurally constructing the message starting from the introduction, content and closing. The journalist's strategy was developing a scheme by emphasizing which part comes first and which part becomes a strategy to hide important information (Eriyanto, 2008: 229). The discourse of membumikan Pancasila into a prologue that describes the implementation of the 5 precepts has not yet been realized, especially the 5th principle of social justice for all Indonesian people. Several important points, such as the 5th precept, are being orphaned according to Buya, anxiety about the integrity of the nation, the integrity of Muslims, division of the nation and the practice of identity politics are framed as important issues in this discourse on the basis of unrest that occurs in the community.

As practice of politic background in the name of a certain identity gives a negative sentiment towards the pattern of the state. Several times in the Indonesian election triggered the polarization that brought issues of religion, race and class which had become soft political commodities. About this issue, "anxiety" is the word that Rosi uses most often to raise the phenomenon that threatens the integrity of the nation and state. Setting becomes a means of building ideas and a text. The background of the text is useful as an element in dismantling the meaning that the creator of the text wants to bring up.

The word 'anxiety' was said by Rosi 5 times in interviews with informants. This does not happen naturally, but he wants to emphasize what has happened so far in a plural and multicultural Indonesian society, where the hegemony of the dominant group creates division. Buya Syafii Maarif as the central figure of Muhammadiyah is concerned about the polarization that occurs in the midst of the Muslim ummah themselves, the spectrum which hardens one to another. The term of ukhuwah imaniyah emphasizes Buya's concern for tolerance and respect for other people who are different as brothers. Ukhuwah imaniyah is born from the deepest heart that is illuminated by divine light and radiates authentic religion and as a result, he will be authentically related to anyone.

The aspect of metaphor is one of the important elements in the critical discourse analysis of Teun A. van Dijk's model. Lakoff and Johnson (1980:1) further define metaphor as a cognitive process that enables one to understand one domain of experience (defined as the source domain) to define concepts from another domain (ie the target domain). This target domain is usually an abstract concept or a new phenomenon defined in terms of something more concrete or a more concrete and familiar experience. Newmark (1988:104) defines metaphor as a figurative expression that transfers the properties of a concrete word to a more abstract word. He defines metaphor as the personification of abstraction. Metaphor can be any word or collocation that has the ability to describe something metaphorically using other terms.

Metaphors in political discourse have different functions and characteristics from metaphors that appear in other domains, Aliurridha and Anwar Efendi. (2021:133). Here are some metaphors that appear in Buya Syafii's discourse in Memories: Membumikan Pancasila.

Table 1. Metaphors in discourse “Membumikan Pancasila”

1.	<i>Pancasila itu kata beliau adalah digaungkan di mulut dimuliakan ditulisan dimiskinkan di perbuatan</i>	Data 29
2.	<i>sila yang paling terlantar dari lima sila adalah sila keadilan sosial bagi seluruh rakyat Indonesia.</i>	Data 30
3.	<i>sila kelima itu adalah sila yatim piatu kata Buya</i>	Data 31
4.	<i>membumikan Pancasila</i>	Data 32
5.	<i>Buya kan melintas agama suku ras golongan bahkan pemikirannya juga ada melampui kesemestaan universalitas.</i>	Data 34
6.	<i>Terus tentang umat Islam beliau memang prihatin pada pada apa ya spektrum yang satu sama lain saling mengeras.</i>	Data 35

Metaphor as one of the semantic symptoms of course has a function or use in the use of language. In this case, in particular, metaphors will contribute to the creation of new words. A completely new word, usually difficult for society to accept. This is because we fail to see its relevance to other existing words. It is the metaphor that makes it easier to describe the new reality. After all, creating completely new words is more difficult than scavenging old words and giving them new meanings. In other respects, metaphors can also serve as a means to express something implicitly. Subroto (2011: 126-127) describes three functions or uses of metaphor which include 1) overcoming the shortcomings or limitations of the lexicon, 2) expressing speech, and 3) avoiding or reducing singleness (monotony).

The words 'emotion in the mouth, glorified in writing and impoverished by deeds' (data 29), correlated with the implementation of the 5th precept of social justice for all Indonesian people. The precepts only reach the mouth and are theoretical without any practice in social life. The continuation of the metaphor of justice is found in data 30 with the statement of the 5th precept being an neglected precept describing the lack of practice of justice in these precepts for all Indonesian people who come from various ethnic groups, nations, cultures and economies where justice is reserved for a handful of people and groups.

Syafii Maarif is very well known in popularizing the word "membumikan Pancasila" (data 32) here provides an illustration that the implementation of Pancasila so far has not been felt by all Indonesian people. The “grounding” metaphor provides an understanding of things that are still floating and unreachable and then brought to a lower level of reality that can be internalized by all levels of society. The values that contained in Pancasila must be a guide in social life without any exceptions. Buya Syafii's thinking is described as 'beyond the universality of universality' (data 34) which promotes equality of rights at all levels of society and does not dichotomize identity, ethnicity and culture.

Polarization arises especially during political contestations that always prioritize identity and primordialism so that the 5th precept is symbolized as an orphan (data 31) which is ignored and not maintained properly. This metaphor gives the meaning that the implementation of the 5th precept is still far from upholding justice for every level of society. This division is also expressed in the statement 'a spectrum that hardens each other' (data 35) where this spectrum describes a group of colors of society in Indonesia that do not merge into one, but harden and maintain their respective shapes so that they do not provide the expected unity. on the value of Indonesian unity.

b. Material and Design Expert Validation

The next development process is validating teaching materials in the form of books with ISBN. Validation to find out expert opinions regarding the material and design of the book. The validation results become an indicator of the quality of textbooks that have been made and then used in the learning process. The teaching material entitled Critical Discourse Analysis: Teun A. Van Dijk's Model in the Identity and Multiculturalism discourse is the development of related research results that are relevant to the subjects taught at the Indonesian Literature Study Program, Faculty of Language and Arts, State University of Medan.



Figure 3. Discourse Analysis Textbook Cover

The assessment aspect of the material include the completeness aspects of the material, the accuracy of the material, the relevance of the material to the characteristics of students, and the material relevancies to everyday life. The design assessment aspects include the size of the reading material, the cover design of the reading material, the content lay out of the reading material. The teaching materials feasibility is important so that there are no misconceptions in understanding about the substance of teaching materials.

Validation of content feasibility is assessed by two lecturers with indicators of material/content feasibility, presentation feasibility and language feasibility. The results of the assessment through a questionnaire obtained the feasibility of the content/material aspects with a score of 88.97 with very good criteria. This assessment is taken from 17 components of assessment indicators which include the suitability of the material with learning goals, the accuracy of the material, the updating of the material and encouraging curiosity aspects.

For the aspect of presenting teaching materials feasibility, the average score is 92.31 with very good criteria. This assessment is taken from 13 components of assessment indicators which is included presentation techniques, presentations in learning and completeness of presentations. Feasibility of presentation focuses on the teaching materials feasibility to be used in the learning process such as the sequence of concepts, student involvement, learning activity process, learning practice at the end of each lesson and others.

The validation assessment related to the language assessment aspect obtained an average score of -89.42 with very good criteria. The appropriateness of the language is assessed with 13 assessment indicators which include straightforward, communicative aspects, conformity to the level of student development, critical thinking as well as the use of terms, symbols and icons.

The results of the material/ content assessment show that the teaching material for Critical Discourse Analysis: The Teun A. van Dijk Model in the Identity and Multiculturalism discourse is appropriate to be used in enriching lectures at the Indonesian Literature Study Program, Universitas Negeri Medan.

Product assessment is also carried out through product design validation which aims to determine the teaching materials feasibility. The assessment includes the size of the teaching materials, the design of the cover of the teaching materials and the design of the content of the reading materials, the harmonious layout, the complete structure, the layout of the pages, the typography of the content and the illustrations of the contents. This assessment is also carried out by experts who have competence in the related field so that the results can objectively be a refinement of teaching materials. The results of the assessment by design experts are indicated by the average score of each aspect and criteria. Assessment with the questionnaire that has been distributed shows that the teaching materials design has an average score of 92.08 with very good criteria. Thus, the teaching material for Critical Discourse Analysis: Teun A. Van Dijk's Model in the discourse on Identity and Multiculturalism looks attractive and deserves to be presented to students in discourse analysis courses.

5. Conclusion

Discourse analysis is one of the applicable learning courses in universities. Discourse can be analyzed critically to uncover implied meanings according to the context. The critical discourse analysis model of Teun A. van Dijk's which carries text-based social cognition is an alternative way to elaborate the discourse on the surface. The results of this analysis are then developed into a teaching material that can be implemented to the learning process in universities. The results of material and design validation carried out by competent lecturers show a value with a very good category so that teaching materials are feasible to be given to students.

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