

Teaching Materials Development of Robert Entman Framing Model Assisted with Linktree Media

Syairal Fahmy Dalimunthe¹, M. Surip², M. Oki Fardian Gafari³ Hendra. K Pulungan⁴, Ayu Nadira W⁵

{fahmy@unimed.ac.id¹, surif@unimed.ac.id², oky@unimed.ac.id³, hendrakurnia@unimed.ac.id⁴, ayunadira@unimed.ac.id⁵}

Universitas Negeri Medan, Jl. Willem Iskandar Deli Serdang¹

Abstract. The goal of this development research is to create teaching resources for discourse analysis in political news issues by applying Robert N. Entman's framing analysis paradigm. The Metro TV news program about the 2024 presidential election on YouTube served as the basis for the data analysis unit under study. The outcomes of this discourse analysis were subsequently turned into instructional materials for the sixth semester Indonesian literature study program students at the State University of Medan's Faculty of Languages and Arts. The teaching materials in the module will help students learn independently and in an organized way, making them an essential part of instructional learning. Robert Entman's framing model method will be used in the produced module's instructional and practice materials. The information brought up has to do with the presidential contenders' news before to the February 2024 election. To make it easier for students to access, this content will subsequently be packaged with the use of web-based Linktree media. The research and model development method is the research methodology that is employed. William Lee created the ADDIE development model (2004). In development research, which begins with the analytical phase and continues through design, development, implementation, and final evaluation, this model methodically becomes a reference. Because they seek to create products in the form of instructional resources, this approach and model were selected. Following development, the products undergo validity and feasibility testing to ascertain the amount to which students are using the instructional materials.

Keywords: teaching materials, discourse analysis, framing analysis, linktree media.

1 Introduction

Learning materials are an important component in supporting the effectiveness of a teaching and learning process. Choosing and creating instructional materials is a crucial step in achieving learning objectives and goals as best as possible. When a teacher chooses their teaching materials carefully, learning activities can go smoothly and successfully. Teachers

require teaching materials, which are tools or information, for revision and lesson planning. Therefore, creating instructional materials is essential to promoting effective learning planning [1]. Teaching materials are resources that provide complex information in an organized way. [2]. This teaching material is equipped with work exercises and projects that lead students to be able to learn more independently. Teaching materials are any information, tools, or texts that are organized in a way that shows the whole range of competencies that students will master and that are utilized in the learning process in order to plan and evaluate how learning is being implemented. For instance, instructional resources such as audiobooks, modules, handouts, LKS, models, mockups, and integrated teaching materials [3].

These digital teaching resources may take the kind of e-books, educational films, or software that may be accessed through electronic devices like computers, tablets, or other gadgets. Electronic teaching materials are those that fall under the genre of interactive multimedia teaching materials or those incorporate text, images, and animations that are controlled by the user [4]. Multimedia means several media included in the media such as video, audio, images, animations, and other graphics. Multimedia can help students visualize abstract material. Learning with the help of multimedia can motivate students and create active learning [5]. Media that can display full media elements, including sound, animation, video, graphics, and movies, is referred to as multimedia in this context. Additionally, computers, the internet, and computer-based learning are frequently associated with the multimedia in question [6].

This study's instructional materials are developed in accordance with the needs and applicability of the curriculum content at the faculty, university, and study program levels. The need for teaching materials assisted by interactive media in discourse analysis courses needs to be developed based on the analysis of needs in the Indonesian Literature study program at the Faculty of Languages and Arts, State University of Medan. The discourse analysis course is given to 6th semester students with the learning outcomes (CPL) of this MK, it is expected that students have theoretical and methodological insights into discourse analysis. From the CPL, several CPMKs are derived in the Semester Learning Plan (RPS), namely students are able to understand the basics of discourse analysis and are able to find the function and organization of discourse. One of the latest models in critical discourse analysis is framing analysis. The framing analysis model is used to see the emphasis of issues and framing in the news so that the agenda being carried by the media is revealed. In this study, the framing analysis material used was news on Metro TV related to the issue of the 2024 Indonesian presidential election.

From the analysis of RPS and needs analysis and observations in the learning conducted, there are no teaching materials that can elaborate theoretical and practical in a complex manner so that they can help students in the learning material of discourse analysis courses, especially critical discourse analysis. The teaching materials used so far in discourse analysis courses are only based on textbooks, journals and power points related to the material. According to Ahmadi [7] some of the benefits of teaching materials include two categories, benefits for lecturers and students. Benefits for lecturers include enriching experience because they are developed by referring to various references, meeting student learning needs, increasing

lecturers' knowledge and experience in compiling teaching materials, and building effective and interactive learning communication. Benefits for students include making the learning process more interesting, providing opportunities for learning to be regulated independently, reducing dependence on the presence of teachers and obtaining ease in understanding each competency that needs to be mastered.

The analytical study used in this framing analysis practice and training is the news by the metro tv media related to issues surrounding the 2024 Indonesian presidential election. This issue was chosen because it is contextual to the social conditions that occur and sees the tendency of the direction of the news towards certain interests. This material will be one of the sources that will be developed in the form of printed books and media assisted by linktree. This linktree media will make it easier for students to access this teaching material independently

2 Literature Review

2.1 ADDIE Model Development Research

Sugiyono [8] Research and Development (R&D) is a technique used to produce new innovations by conducting research, and then testing its effectiveness. Mulyatiningsih [9], research and development aims to create new products through the development process. Meanwhile, according to Anik Ghufron [10], research and development is a model used to improve the quality of education and learning, capable of developing diverse learning products. It can be concluded that Research and Development (R&D) is a research method used to create new product innovations based on needs for specific purposes such as improving the quality of learning.

One of the most widely used models in instructional design is the ADDIE model, which serves as a guide for creating a successful design. By applying the ADDIE model process to all instructional products, this model assists teachers, instructional designers, and content developers in creating effective and efficient teaching designs [11]. Analysis, Design, Development, Implementation, and Evaluation are the steps in the ADDIE model development design.

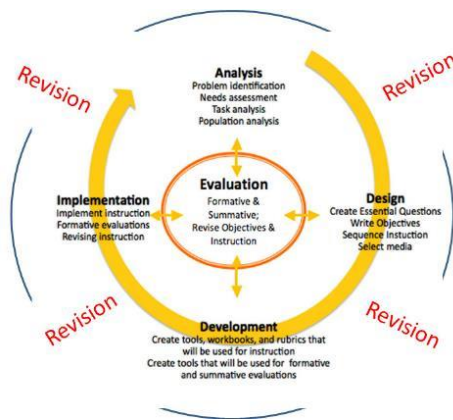


Fig. 1. ADDIE Development Research Model

2.2 Teaching Materials

Teaching materials are written or unwritten resources that educators utilize to carry out instruction. According to Mahmud [12] Teachers require teaching materials, which might be texts, tools, or information, in order to design and evaluate the implementation of learning. Meanwhile, according to Prastowo [13] One of the primary elements of any instructional system is the teaching materials, which are created especially for or in accordance with their intended usage in educational activities. Basri said that Teaching materials are a group of instructional resources that are methodically arranged to demonstrate a thorough comprehension of students' proficiency in learning tasks [14].

With the help of instructional materials, students should be able to acquire competencies in a logical and methodical way, giving them the cumulative capacity to master competencies in a comprehensive and integrated way. Teaching materials are necessary written or unwritten components (texts, instruments, or information) that are structured precisely and methodically for use in learning activities, according to the viewpoints of the various experts mentioned above. With the help of instructional resources, students can obtain the necessary skills to try to meet learning objectives and grasp competencies in their entirety.

According to Rowntree in Prastowo [16] there are several categories for types of teaching materials. Based on their nature, these categories are grouped into 4 types, namely:

1. Books, student workbooks, study guides, tutorial materials, and other print-based resources are examples of instructional materials.
2. Interactive video television broadcasts, slides, movies, audio cassettes, radio broadcasts, video cassettes, and multimedia are examples of technology-based instructional resources.
3. Practice or project-based teaching resources include scientific kits, observation and interview sheets, and more.

4. Educational resources required for human interaction, such as phones, cell phones, video conferencing, and so forth.

2.3 Framing Analysis

Framing analysis was initially another school of thought in the discourse analysis approach, especially as a tool for analyzing media texts. However, after developing, framing analysis was used as a tool to interpret the conceptual structure or belief system that organizes political views, policies, and discourses, and to categorize reality.

Robert Entman defines framing analysis or more popularly known as framing analysis as selecting several aspects of reality that can be clearly understood and making them more specific so that they have a prominent character by prioritizing problem definition, causal interpretation, moral evaluation, and/or treatment recommendations for the things described [17]. *"To frame is to select some aspects of perceived reality and make them more in a communication text, in such a way as to promote a particular problem definition, causal interpretation, moral evaluation, and/or treatment recommendation for the item described"*.

Entman divides four stages that must be carried out in the framing analysis process. Eriyanto explained these four stages in the form of a table as follows.

Table 1. Stages of Robert Entman's Framing Analysis

<i>Define problems (problem definition)</i>	How is an event viewed? Or what problem?
<i>Diagnose causes (diagnose the source of the problem)</i>	What is an event considered? What is considered a causal factor of a problem?
<i>Make moral judgments (making moral decisions)</i>	What moral values are displayed to explain the problem? What moral values are used to legitimize an action?
<i>Treatment recommendations (emphasis on completion)</i>	What solutions are offered to resolve the problem/issue? What methods are offered to solve the problem?

The purpose of the framing analysis method is to determine how the media perceives, comprehends, and frames the cases and events that are reported. By explaining how the media presents the topic, this type of analysis aims to decipher the meaning of a document. Different media might present the same event in different ways.

3. Results and Discussion

The ADDIE development paradigm, which consists of the following stages: analysis, design, development, implementation, and evaluation, was used to conduct this study.

3.1 Analysis

At this stage, observations were made to evaluate the need for the development of innovative teaching materials assisted by Linktree media for discourse analysis course materials with Robert Entman's framing analysis model, as well as to assess the feasibility of these teaching

materials in the Indonesian Literature study program, State University of Medan. The researcher distributed a questionnaire containing questions about learning Discourse Analysis with Robert Entman's framing model to 21 students of the Indonesian Literature study program, State University of Medan. Based on the results of the analysis of the needs for teaching materials by the average student, it shows that the need for additional materials assisted by innovative media to meet learning outcomes related to the Entman framing model discourse analysis material.

3.2 Design

The next stage after completing a needs analysis is product design. The process of creating cutting-edge electronic teaching resources with Linktree's assistance involves multiple steps. Adjusting to learning outcomes and organizing the flow of learning objectives are two steps in the design process of this electronic teaching material product. The product design for the development of innovative electronic teaching materials on the discourse analysis material of Robert Entman's framing model includes several parts, including the front cover, foreword, table of contents, instructions for using teaching materials, general information, audio and video to support understanding, exercises at the end of each activity, exploration activities, summary, glossary, bibliography.

Initial Design of Teaching Material Products

Setting learning objectives, creating scenarios or learning exercises, building learning tools, creating learning materials, and creating evaluation tools to gauge learning results are the first steps in this systematic approach. Using Linktree media, this design step seeks to provide instructional materials for discourse analysis. The following elements are typically included in the process of creating this instructional resource.

a) Printed teaching materials

Printed teaching materials began to be developed according to the results of the design stage. The contents of the teaching materials are teaching material covers, prefaces, table of contents, instructions for using teaching materials, exercises, reflections, summaries, glossaries, and bibliographies.



Fig. 2. Teaching materials for discourse analysis using the Entman framing model

This is in line with Majid's opinion [18], where teaching materials must include six components, including: (1) learning instructions, (2) competencies to be achieved, (3) supporting information, (4) exercises, (5) work instructions, and (6) evaluation.

There are several news issues on Metro TV that serve as contextual examples as textbook analysis materials. News related to issues in the presidential election of the Republic of Indonesia.

News 1: Jokowi's Urge to be Neutral in the 2024 Presidential Election Heats Up



Fig. 3. Screenshot of news 1

1. Define Problems (Defining Problems)

Representation of news headlines on Metro TV shows the condition of democracy under the government of President Joko Widodo which is considered to have regressed and decreased ethical and moral standards. This is marked by criticism and moral movements from academic circles, such as petitions from various campuses in Indonesia, protesting the government's political actions. Key issues include alleged intimidation of academics who criticize the government and indications of intervention in the upcoming presidential election.

2. Diagnose Cause (Estimating the Problem or Source of the Problem)

Controversy and Presidential Political Behavior: President Joko Widodo's controversial political behavior has sparked rejection and resistance from academics.

Election Intervention: Allegations of intervention in the 2024 presidential election process that worsen the state of democracy.

Declining Democratic Conditions: Increasing concerns among academics regarding the state of democracy under the Joko Widodo administration.

Ethical Violations and Intimidation: Allegations of ethical violations in democratic life as well as intimidation of academics who criticize the government.

3. Make Moral Judgement

Criticizing the government aims to improve democratic conditions and avoid further damage to national and state life.

Uphold ethics and morals in democratic life.

Reject intervention and intimidation in the democratic process, especially in the context of the 2024 presidential election.

Respecting freedom of opinion and the courage of academics in voicing the truth.

4. Treatment Recommendation (Emphasizes Completion)

Upholding ethics and morals in democracy: The entire Indonesian nation is urged to return to upholding ethics and morals in politics.

Stop intimidation of academics: The government and related parties must stop intimidation of academics who are critical of the government.

Respecting freedom of expression: Providing space for academics and students to voice their opinions without pressure.

Facing criticism openly: The government is expected to face criticism openly and improve itself based on the input provided.

Discussion

In this news, Metro TV carries the headline "Jokowi's Neutrality Urge in the 2024 Presidential Election to Heat Up". This news emerged at a time when: There were allegations of intimidation against academics who criticized the government, with a specific example experienced by the Chancellor of Unika Sugiyan Semarang. He said "finally related to the person who contacted me asking me to make a statement until 11.00 am he was still on WhatsApp with me. I said, Sir, I respect you in carrying out your duties, I know that very well, but please respect me too because I also have the choice to take a stand, that's about it, those were the last words". Many academics from various universities have criticized the state of democracy under Jokowi's administration, citing a decline in democratic practices. Since the emergence of a petition from Gadjah Mada University, criticism of Jokowi's administration has increased, especially from professors and students on various campuses. Hundreds of students from various campuses also took to the streets to protest Jokowi's administration and demand action on alleged violations of democracy. Political figures such as Anies Baswedan and Ganjar Pranowo condemned intimidation of academics and emphasized the importance of freedom of speech.

News 2: 9.9 Million Unemployed Gen Z, Prabowo's 8% Economic Target

1. Define Problems (Defining Problems)

The main issues raised in this news are Indonesia's economic challenges, especially Prabowo's 8% economic growth target, and the high rate of youth unemployment. Other focuses are the low growth of formal employment and the high dominance of informal employment.



Fig. 4. Screenshot of news 2

2. Diagnose Cause (Estimating the Problem or Source of the Problem)

This article reviews some of the major issues that are hampering Indonesia's economic growth, despite the government's ambitious target of achieving 8% economic growth. The issues identified are:

High Youth Unemployment Rate: There are 9.9 million unemployed youth (15-24 years old), indicating that many young people are unable to enter the job market.

Employment Not Growing Significantly: Over the past 10 years, Indonesia's economic growth has only been in the range of 4-5%, which has failed to create adequate employment. Sectors that are relied upon, such as mining-based manufacturing, have not been able to absorb much labor.

Dominance of the Informal Sector: As many as 60.12% of workers are in the informal sector, which means that many workers do not have the protections and benefits provided by formal employment.

Digitalization that Reduces Job Opportunities: The urban sector is experiencing automation and digitalization that reduces the need for human labor, such as in the banking, retail, and e-commerce sectors.

3. Make Moral Judgement

Inequity in Access to Employment: There is inequity in access to decent employment, especially for young people and workers in the informal sector. This creates significant economic disparities.

Government Responsibility: The government has a moral responsibility to create inclusive and equitable policies, ensuring that economic growth does not only benefit a few but also reaches the wider community, especially those in the informal and rural sectors.

Fair Use of Technology: Technology must be applied wisely, so that it does not replace too much human labor and still provides decent employment opportunities.

4. Treatment Recommendation (Emphasizes Completion)

Economic Diversification: Encourage economic diversification by developing more labor-intensive sectors, such as agriculture and the food industry, which can absorb more labor.

Agricultural Sector Development: Increasing industrialization in the agricultural sector in a way that does not completely replace human labor with machines. This can be done through programs that increase productivity without reducing employment.

Training and Education for Young Workers: Implement training and education programs to improve the skills of young workers so that they are ready to fill positions in growing sectors.

Reducing the Dominance of the Informal Sector: Creating policies that encourage informal workers to move to the formal sector, such as through incentives, regulations, and job protection.

Investing in Labor-Friendly Technologies: Adopting technologies that not only increase productivity but also create new jobs.

Discussion

This news shows that to achieve the 8% economic growth target, Indonesia needs to overcome various existing structural challenges. High economic growth does not automatically create adequate jobs if the sectors relied on are not labor-intensive. Therefore, a comprehensive strategy is needed to ensure that economic growth also improves the quality and quantity of jobs, especially for young people and workers in the informal sector. In addition, development policies must focus on inclusiveness and sustainability, ensuring that all levels of society can feel the benefits of the expected economic growth.

b) Digital teaching materials

All of these materials are then published in the linktree media. This media can then be accessed by all students whose links are shared via WA Group. The materials presented in this electronic media are structured and can be accessed by students as lecture materials.

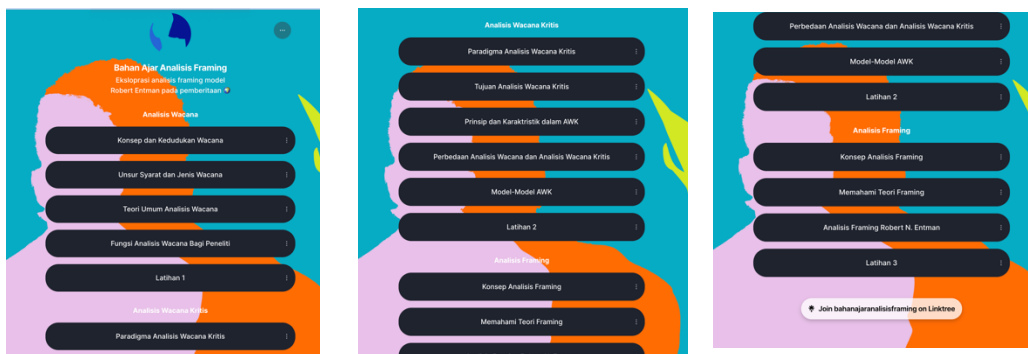


Fig. 5. Linktree media view

3.3 Development

The development stage is the following procedure. At this point, the instructional materials are validated in order to gather professional opinions about the content and layout of the book. The quality of the textbooks created and subsequently utilized in the educational process is shown by the validation outcomes. The textbook, Textbook of Discourse Analysis of the Robert N. Entman Framing Model, is a development of linked research findings that are pertinent to the courses offered in the State University of Medan's Faculty of Languages and Arts' Indonesian Literature Study Program. The validation results from textbook material specialists are as follows.

Table 2. Material Expert Validation Results

No	Indicator	V1	V2
1	Completeness of discourse analysis materials	5	5
2	The breadth of discourse analysis material	5	4
3	Accuracy of material with Learning Outcomes	4	4
4	Accuracy of facts and data	5	5
5	Examples and cases in contextual discourse analysis	4	5
6	Accuracy of bibliographic references	5	5
7	The flow of material follows the flow of thinking from simple to complex.	4	5
8	Encouraging students' curiosity	4	4
9	Encourage students to build their own knowledge	4	5
10	Presentation system consistency in educational activities	5	5
11	Sequence of concept presentation	4	4
12	Practice questions at the end of learning activities	4	5
13	Examples of framing analysis in each practice question	5	4
14	Bibliography	5	4
15	Correctness of sentence structure	4	5
16	Effectiveness of sentences	4	4
17	Message readability	5	5
18	Accuracy of language use	5	5
19	Capacity to inspire information or messages	4	4
20	The ability to encourage students to think critically	4	4
21	Suitability of students' intellectual development	4	4
22	Coherence and synergy among educational tasks	5	5
23	Coherence and integration between paragraphs	4	5
	Amount	102	105
	Validation Percentage	89%	91%

Aspects of material assessment include the content's accuracy, thoroughness, and relevance to students' everyday lives as well as its relevance to their personal traits. Two experts use indicators of material/content feasibility, presentation feasibility, and language feasibility to validate the content's viability. With a score of 89% from validator 1 and 91% from validator 2, the evaluation using a questionnaire yielded characteristics of content/material feasibility with extremely good criteria. This evaluation is based on 23 assessment indicator components, such as the content's accuracy, suitability for CPMK, currentness, and elements that foster interest.

For the aspect of the feasibility of presenting teaching materials assisted by linktree media, it obtained a validation value of 87% and 86% from the two validators with very good criteria. This assessment was taken from 27 components of assessment indicators which include the form of media display, content suitability, color harmony, flow sequence, media access and media attractiveness to the student learning process.

Table 3. Media Expert Validation Results

No	Indicator	V.1	V2
1	Appropriate choice of typeface	5	4
2	Appropriate choice of font size	4	4
3	The letters are clearly written and well arranged.	4	4
4	The text on the learning media is read well	4	4
5	Conformity of text display	4	4
6	Matching the color combination of writing with the background	4	4
7	Sentences in learning media are well structured	4	4
8	Image harmony with background	4	4
9	Image layout conformity	4	4
10	Clarity of image presentation to clarify the material	4	4
11	Image size conformity	3	4
12	Conformity of audio explanation to material	5	5
13	Suitability of the video to the material presented	5	4
14	Attractive main display cover (e-book cover)	5	5
15	Attractive color combination	4	4
16	Media exposure encourages curiosity	4	4
17	Easy to use media flow	5	5
18	Placement of illustrations and captions is correct	5	5
19	Using images or decorations as a background doesn't take away from the content.	4	5
20	The positioning of images, titles, subtitles, and illustrations does not affect comprehension.	4	4
21	The sequence between the flows is correct	5	4
22	The instructions used in the learning media are appropriate	5	4

23	The display of learning media is in accordance with the material presented	5	5
24	The display of learning media is easy to understand.	5	5
25	Learning media can attract interest in learning	4	4
26	Learning media can attract enthusiasm for learning	4	5
27	Learning media can help students learn independently	4	4
	Amount	117	116
	Percentage	87%	86%

The viability of teaching resources for use in the learning process, such as conceptual sequence, student participation, examples in each learning activity, practice questions at the conclusion of each learning session, and others, is the main emphasis of the presentation feasibility study.

3.4 Evaluation

At this point, the procedures used to create the instructional materials are examined. Overall, the creation of instructional materials is proceeding smoothly. Enhancements to instructional materials have been made in response to the findings of expert validation by media and material specialists, ensuring that students can utilize them efficiently. This shows that this teaching material is worthy of being used as a reference book and linktree media as a learning medium that is a reference for students in studying discourse analysis, especially in the framing analysis material using the Robert N. Entman model.

4. Conclusion

Discourse analysis is a course in the Indonesian literature study program that requires modules in the independent learning process of students. This discourse analysis textbook provides students with material in analyzing news framing related to contextual issues. The discourse can be analyzed critically in unpacking the meaning related to news framing according to the context. Another approach to expanding on the surface discourse is to use Robert N. Entman's framing analysis paradigm. The findings of this study are then turned into a training module that can be used in higher education to enhance the learning process. Expert-performed media and material validation yielded findings in the very good category, indicating that the instructional resources are deserving of being distributed to pupils.

References

- [1] Dalimunthe, Syairal. "Feminism Studies in the Development of Discourse Analysis Teaching Materials". Proseeding the 5th ICIESC 2023, Medan, Indonesia, pp. 1 (2023)
- [2] Hamdani. *Strategi Belajar Mengajar I*. Bandung: Pustaka Setia, pp 120 (2011)
- [3] [16] Prastowo, A. *Panduan Kreatif Membuat Bahan Ajar Inofatif*. Yogyakarta: Diva Press. pp. 17, 25 (2015).
- [4] Jazuli, Moh, dkk.. *Pengembangan Bahan Ajar Elektronik Berbasis Android Sebagai Media Interaktif*. Jurnal Lensa (Lentera Sains): Jurnal Pendidikan IPA. 2017

- [5] Muller, D.A., Lee, K.J. & Sharma, S.D. *Coherence or interest: which is most important in online multimedia learning?* *Australian Journal of Educational Technology*, 24 (2), pp. 47. (2008).
- [6] Abdillah, A.N.. *Konsep Bahan Ajar Elektronik dan Ciri/Karakteristik Bahan Ajar Elektronik*. Melalui <https://sites.google.com>elearningtp2010>. pp. 319 (2010).
- [7] Ahmadi, Ahmad.. *Ilmu pendidikan*. Jakarta : Rineka Cipta. Pp. 160. (2010)
- [8] Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta. Pp. 418 (2018).
- [9] Mulyatiningsih, E. *Pengembangan Model Pembelajaran*. Diakses dari <http://staff.uny.ac.id/sites/default/files/pengabdian/dra-endangmulyatiningsih-mpd/7cpengembangan-model-pembelajaran>. Pp. 161. (2016).
- [10] Anik, Ghufron. *Panduan Penelitian Dan Pengembangan Bidang Pendidikan Dan Pembelajaran*. Yogyakarta: Lembaga Penelitian UNY. pp. 2. (2007)
- [11] Aldoobie, Nada. —ADDIE Model. *American International Journal of Contemporary Research* 5(6):68–72. (2015).
- [12] Mahmud. *Metode Penelitian Pendidikan*. Bandung. Pustaka Setia. pp. 129. (2011).
- [13] Prastowo, A. *Sumber Belajar & Pusat Sumber Belajar*. Depok: Prenadamedia Grup. pp. 25 (2018).
- [14] Basri, Hasan. *Paradigma Baru Sistem Pembelajaran*. Bandung: Pustaka Setia. pp. 151 (2015).
- [17] Entman, Robert M. 'Framing: Toward Clarification of a Fractured Paradigm', *Northwestern University, Journal of Communication*, Autumn, hlm.51-58. (1993).
- [18] Majid, Abdul. *Perencanaan Pembelajaran Mengembangkan Standar Kompetensi Guru*. Bandung: PT Remaja Rosdakarya. (2009).