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## Critical Discourse Analysis in the Education Community to Respond the Hoax Based on Technology and Information

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### ABSTRACT

The research is dealt with critical discourse analysis on the respond to hoax phenomenon from perspective of technology and information in Education community. The aim of this research increase the ability of the educational component in analyzing various information or news so as to minimize the risk of spreading hoax information that is used as a discourse and guideline. The method used is qualitative with critical discourse analysis where the implementation of the program is through the ASSURE method, the number of respondents is 60 consisting of teachers, 6th grade students and 6th grade students of SD X Medan city. The technique used by researchers to gather data involves grouping various data, processing it in accordance with the aim to be recorded, and then deconstructing it using a basic conversation investigation preparation software created using the ASSURE approach. The technique of analyzing data was by implementing the 6 stages in the ASSURE model which represent 3 other stages, namely pre-program, program implementation and post-program. The results show that critical discourse analysis through the basic conversation investigation program using the ASSURE method has proven to be effective and can be used as an effort to prevent the spread of hoax information that can cause various disputes.

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## 1. INTRODUCTION

Every society has the potential to be a disseminator or even a recipient of information. The information received will usually be used as a discourse or benchmark in everyday life. Unfortunately, the information received or disseminated is not necessarily true and its validity is not necessarily tested

so it is not impossible if the information is classified as hoax news (Bachtiar, 2018). Moreover, the flow of information is growing rapidly (van Thao et al., 2021) so that the dissemination of information from all corners of the world can be received quickly (Sherly et al., 2021). Unfortunately, the speed of information flow is often not accompanied by the ability to critically analyze incoming information to ensure that the information received, let alone disseminated through various social media is not fake news (Rahmawati & Muhiid, 2019). Because the spread of hoax news can be carried out by more than one account where this spreads quickly and is difficult to stop (Salim, Widjoko, & Hanif, 2021).

4 Based on the results of observations and documentation through various news received through various applications such as the WhatsApp, Facebook, and Instagram, not a few contain hoax news by exaggerating news or other things to create gimmicks and lead public opinion. This is very worrying if the hoax information that is spread containing hate speech also changes the mindset of the recipients of information which can be fatal because of the ability to analyze or filter information that is still not good, information that is intentionally or unintentionally spread (Prayitno, 2017). Dissemination of hoax information does not only occur in one sector of life, but almost all sectors of life have also become objects of spreading hoax information, including in the education sector so that it triggers to dig up more detailed information so that the truth is known (Ningsih et al., 2022).

Ganovia, Sherly & Herman (2022) defined that education as the front line to shape the nation's generation must be able to produce graduates who are critical of the information received so that the news that is spread is truly valid news (Salim, Widjoko, & Hanif, 2021). Especially when the covid-19 pandemic occurs where learning is carried out online by utilizing existing technology and information such as gadgets and the internet (Silalahi, Silalahi and Herman, 2021). Therefore, the teacher as the motor of education must be able to provide understanding to students to be careful in receiving and disseminating information so that the news is not hoax news. This is because hoax news can damage peace and unity between groups and nations (Santoso, 2015; Zulfadhli, Hamdani, & Farokhah, 2021).

Herman and Silalahi (2020) stated that one way to train students in conducting analysis is through learning critical discourse analysis which is carried out in the educational community, both teachers, students or guardians of students so that they have the ability to be literate in digital literacy as well as wise in receiving and disseminating a variety of information (Humaira, 2018). This analysis will emphasize the study of language and social context, including in the interaction between speakers or speakers (Albaburrahim, 2017). In this critical discourse study, it is not only understanding language but also trying to link between practice and the desired goal. , so that Fairclough divides it into two dimensions, namely discourse practice, social practice where this critical discourse analysis is expected to be able to improve one's attitudes and thoughts in taking and deciding everything (Fitriana et al, 2019). Payuyasa (2017) said that there are several elements of critical discourse that must be understood, namely Macro Structure Thematic (Theme or hat that is put forward in a discourse), Superstructure Schematic (How the parts and sequence) and Micro Structure (Semantics : Meaning you want to emphasize in the text; Syntax : How the sentences are selected; Stylistics : How the word choice is chosen; Rhetorical : how and in what way the emphasis is put).

Renata (2016) confirm that critical discourse analysis can be carried out by utilizing the 5W + 1H, namely what, who, when, why, where and how (Ilyas, 2015). Where each question word has its own function which is expected to increase a sense of criticality in analyzing the information received. Salim et al (2021) said that in analyzing news through critical discourse, several criteria for hoax news can be used as follows: First Begins with suggestive, excited, provocative words; Swearing the name of a famous person, figure, or institution; Not accompanied by original research results; Only found through social media, does not appear through national news; News written anonymously;

Information about (5W+1H) is incomplete; Site address is not clear (blog.com.); Using inappropriate photos/old photos/edited; Information does not match the facts or is full of lies.

The above data can be used as a guide to conduct analysis on an ebrita so that it is known whether or not the information received is correct and will be disseminated. One of the schools that implements IT in learning is SD X where this school is located in the city of Medan. SD X is a school that organizes learning by utilizing the internet network during the COVID-19 pandemic. In interactions via the internet, not a few students or students received various false information such as information about face-to-face learning held in January 2021, data package assistance by the government, and so on. Even when online learning or distance learning is carried out, not a few students while obtaining hoax information through their social media. If this continues, the learning process will fall apart because students are not focused on learning and the acquisition of hoax information is actually disseminated massively through their devices (Talwar et al., 2020) where this is also able to build negative public opinion and reduce public trust to the government. In addition, this is also a matter that must be concerned, especially by the community and the government as policy makers (Juliswara, 2017).

However, to overcome hoax information through information technology, the government has actually made various efforts through the Communications and Information Technology, but there are still hoax news or information circulating. For this reason, researchers want to find out more about "Critical discourse analysis in the education community to respond to hoaxes based on technology and information". The implementation of critical discourse analysis is carried out through a basic conversation investigation program, precisely through an innovation-based basic conversation test. In basic speech investigation, language is not only considered as an investigation of language but also relates to the setting in which language is used for certain purposes and practices. Describing speech as a social practice leads to a rationalistic relationship between certain progressive events and the circumstances, attitudes, and social constructions that shape them. Fairclough separates speech examination into three aspects, namely specific text, speech practice, and social practice. Messages are connected with phonetics, for example by looking at jargon, semantics, sentence structure, as well as intelligence and cohesiveness, and how between units make agreements (Prayitno, 2017). Speech practice is an aspect related to the most common ways to create and consume text. For example, job design, job outline, and schedule when creating news. While social practice is a dimension related to the context of the media in relation to a particular society or political culture. Because of its natural nature, AWK can shape a person into a critical thinker who sees the benefits of thinking skills to be used in everyday life and has critical attitudes towards certain thoughts in taking his point of view and decisions (Fitriana et al., 2019).

Therefore, the purpose of this research is to improve the ability of educational components such as students, teachers and parents to have strong analytical and critical power in receiving and disseminating information in order to minimize hoax information that triggers conflict between communities. Regaty (2022) conducted a similar recent study to analyse critical discourse in hoaxes related to Jokowi during Covid-19 pandemic. The basic thing that makes the difference is the subject of observation. Relevant research was also carried out (Sukma, 2018). She conducted a similar study which conducted a critical discourse analysis of the Fairclough model within the media literacy framework.

The difference in the model used is the difference with this research. The researcher hopes that the results of this study can be used as a source of thought as well as a reference for further research as well as for teachers in carrying out learning so that information on how to carry out critical analysis of the information received can be prioritized in order to form an intelligent nation generation as the purpose of education in Law No. National Education System.

## **2. METHODS**

The type of research used is qualitative. Respondents in this study were grade 6 students, teachers and guardians of grade 6 SD X Medan City as an educational component that has an important role in providing basic education. With this, the number of respondents is 60 with details of 10 teachers, 25 students and 25 parents.

The method used to collect data used by researchers through research by sorting various data where the data is processed according to the target to be recorded and then dissected through a basic conversation investigation preparation program compiled using the ASSURE method (Humaira, 2018). This method is the result of the adoption of the use of media during the learning process. The ASSURE method was adapted because it is used as a method that will be used when preparing the training program so that it becomes a program that can be utilized by the community. In detail the models used in this program are:

1. Analysis of program participants, which is an activity carried out to examine various general characteristics, something that is needed by the community as well as various competencies that are already possessed by the respondents.
2. Determine program objectives. This activity is carried out to determine the direction and objectives of the program so that what is sought becomes more effective and efficient.
3. Selecting methods and materials to be used during the training, including the preparation and development of training materials as well as media as an intermediary for delivering information.
4. Utilizing the media as one of the activities in implementing the training program.
5. Seeing participant participation as a form of monitoring activity that will be used as the basis for drawing conclusions or feedback on the implemented program. This activity can be carried out with FGD (Forum Group Discussion)
6. Evaluation and revision. This activity is carried out after the training is completed which is used to evaluate the implemented program as well as the basis for follow-up to determine the next program.

The following diagram is used in the ASSURE method:



Figure 1 ASSURE model diagram

In the diagram above, it is known that there are 6 stages in the ASSURE model which represent 3 other stages, namely pre-program, program implementation and post-program. Numbers 1 to 3 represent the pre-program stage or before the program is implemented, steps 4 to 5 represent the program implementation phase and step 6 represents the post-program or post-program stage. The research data obtained will then be analyzed in depth and draw conclusions to be conveyed to the general public.

### 3. FINDINGS AND DISCUSSION

Before discussing further about the results of the study, it is necessary to first understand the meaning of hoax information. Hoax information or hoax news is news that is received or forwarded but its validity or truth has not been tested (Jendra, 2021). For this reason, in order to improve critical reasoning and understanding, carry out critical discourse analysis on students, teachers and parents. The results of the research will be presented in the discussion below which is divided into pre-program, implementation, and post-program.

#### Pre-program stage

The pre-program stage is carried out to find out more about various information before the program is implemented. Activities at this stage include studies related to program participants, determining objectives and selecting methods and materials to be delivered when the program is implemented. Based on the results of research on pre-program analysis or studies, the following data are known:

Table 1. Demographics of program participants

Demographic Items	Classification	Number of respondents	Percentage
Gender	Man	35	58,3%
	Woman	25	41,7%
Age	<12 years old	25	41,7%
	21-30 years old	15	25%
	31-40 years old	10	17%
	>41 years old	10	17%
Educational stage	Haven't graduated from elementary school yet	25	41,7%
	Graduated from elementary school	0	0%
	JUNIOR HIGH SCHOOL	3	5%
	SENIOR HIGH SCHOOL	15	25%
	D3	5	8,3%
	S1/D4	10	17%
	S2	2	3,3%
	Active in social media	Active	60
Not active		0	0%
Smartphone users	Yes	60	100%
	Not	0	0%
Receive chain messages	Yes	60	100%
	Not	0	0%

The data above shows the demographic distribution of participants in the learning investigation preparation program, where all respondents are known to have social media as well as smartphone users who have received chain messages where the message is not necessarily proven to be true. In addition, the age distribution is also a productive age where that age can be included as active participants in order to increase the effectiveness and efficiency of the program.

Program participants will be given training to utilize existing IT either through smartphones or other tools. After being analyzed and studied 98% of respondents have the ability to utilize IT which is usually used daily, namely smartphones.

#### Setting program goals

Based on the data above, it is known that the majority of respondents or program participants have mastered IT even though there are 2% of respondents who are still technologically stuttering. The 2% of participants will be given guidance or training to operate smartphones quickly, after 100% of participants have mastered smartphones the next step is to ensure that all participants also have the ability to carry out critical discourse analysis through information and communication technology to

prevent the spread of false information that is easily spread on the internet. various <sup>17</sup> social media such as whats app, instagram, facebook, twitter, tiktok, and so on.

### Choosing methods and materials

Based on the characteristics and needs of the program participants as well as looking at the predetermined objectives, the training or discussion preparation program for investigation is carried out in two ways, namely face-to-face although it is done on a limited basis, and online, which can be done with participants not having to come to the training location. Some of the materials that will be delivered in this program are:

1. Culture to clarify when receiving various information (IJP)
2. Theory of critical discourse analysis in response to information (IJP)
3. Reviewing news via 5W +1H (1 JP)
4. Learning ICT as a method to fight the spread of hoax news (IJP)
5. The practice of analyzing news and determining whether the news is hoax or not (IJP)

The curriculum or material to be delivered in the program is carried out in stages accompanied <sup>18</sup> by prior consultation regarding the needs of participants by conducting interviews and observations. The results of interviews with the principal of SD X indicate that news analysis is important, so the material must be emphasized in detail and carefully.

### Implementation Stage

#### Implementation of the basic talk investigation program

This program <sup>7</sup> is implemented through a basic conversation test based on innovation to identify and balance the spread of hoax news. So that at the beginning of the program initial information is given about 5W+1H and its function in analyzing the news received. Then, after being presented about the 5W+1H material, the speaker conveyed information about critical discourse analysis that was conveyed clearly. Then, the presenters will convey information about various applications that can be downloaded in the playstore on every device owned by the respondent. After that, a practice will be carried out to analyze news contained in various social media, both Facebook, WhatsApp and other media with reference to the criteria for hoax news. After being independently analyzed, participants or respondents will be given the opportunity to explain the results of their analysis through information delivery or conversations with their colleagues.

Various training materials were delivered using fun methods and media, of course using technology and information to improve participants' memory and understanding so that all participants were expected to be able to carry out critical discourse analysis and not act rashly when receiving information. In line with research conducted by Rahmawati (2021), based on the results of her research, she stated that in critical discourse analysis, a critical attitude in consuming text is an important factor for dissecting and determining the credibility of the information in it.

#### Participant participation

When the program is implemented, it is hoped that all participants can actively participate in conducting critical discourse analysis through the news they receive. Therefore, the presenters are also active in providing guidance and direction to each participant so that they can really participate actively and dare to express their opinions in the activity process. After the explanation of the material is finished, the presenter also provides a worksheet in the form of news which will be analyzed by the participants independently by applying 5W+1H and critical discourse analysis. After that, participants are given the opportunity to talk about the results of their investigation in front of the class.



## Post program stage

### Evaluation of program effectiveness

Evaluation of the effectiveness of the program in achieving the desired goals can be seen through the work of the participants where the majority of participants can do news analysis well, including students who are still in elementary school. The results of the program evaluation can be seen in the following data:

**Table 2.** Recap of Program Activity Results

No	Performance indicators	Number of respondents	percentage
1	Identifying hoax and non-hoax news	60	95%
2	Reporting fake news to the provided channels	51	85%
Total		60	100%

The data above shows that 95% of participants have the ability to identify hoax and non-hoax news, as well as understand what steps to take after receiving the news. However, in the aspect of reporting hoax news, only 85% of participants, meaning 10% of participants did not report on the channels provided. After further investigation, it turned out that 15% of the participants ran out of battery when they were about to send a hoax news report.

The above results can be used as a reference that the method of critical discourse analysis through 5W + 1H which is carried out in the basic conversation investigation preparation program is quite effective in improving critical analysis skills on the news received in order to prevent the spread of hoax or false information. Juditha (2018) in her research stated that from a technological approach, the hoax checker application could be used by the public to check the truth of news that indicated hoaxes.

In addition to having the ability to identify, the participants were also quite good at being responsive to the news by sending reports to the provided channel, namely the Kominfo channel, as a false news complaint received. These results will be used as a basis for making follow-up efforts on programs that have been implemented.

### Program Feedback

After the program is implemented, the researcher conducts an evaluation as a form of follow-up which in this case will be carried out through a process of interviewing several participants. 5 program participants stated that this event increased their understanding to analyze the information received, whether received through social media or other, even useful for news conveyed by word of mouth which often occurs in the community. In addition, YK also mentioned that being careful on a news gives benefits for oneself to be able to be wiser and wiser. Agusta and Laugu (2020) said that if some of the information in the media is also inseparable from hoaxes which cause reactions of excessive anxiety and fear for the public, then there is a need for a filter in information that is widely disseminated in the virtual world.

With this, it is known that the program implemented has a positive effect on the community, especially the participants where the researchers hope that the knowledge gained can be disseminated to other communities to jointly prevent hoax news. These results are also similar to the research conducted by Herli Salim, et al (2021), which in his research also obtained positive or effective results

in increasing the power of community analysis through Information and Technology (Herli Salim, et al, 2021).

#### Program advantages and disadvantages

This program is sufficient to provide an effective and efficient impact for increasing understanding of critical discourse analysis regarding various news contained in social media as a form of development of technology and information. This research is in line with Salim et al. (2021), which stated that this program was quite effective in creating community awareness in responding to hoax news in their environment. The program's suitability with the needs and situation of the community and the increasing use of social media is considered to be the advantages of this program. The potential of the school community that already utilizes smartphone technology is also potential support for the implementation of the program properly. The weakness of this program is the online method where not all participants can actively participate in activities due to signal constraints or other reasons. However, this can be overcome when learning offline.

Referred to the explanation above, the researchers would like to discuss more taken from the previous study. A research conducted by Rahmawati (2021) in her research entitled Analysis of Critical Discourse on the Issue of Fake News (Hoax) About Covid-19 in the Hoax Issue Report of the Ministry of Communication and Informatics of the Republic of Indonesia Through Media Literacy. The research was conducted due to the effects of globalization, some people, communities, or groups now have to act as both information recipients and disseminators. Due of this, information—both reliable information and information that is false, lies, or a hoax—flows so quickly. Analyzing the Covid-19 hoax text from the Hoax Issue Report released by the Ministry of Communication and Information of the Republic of Indonesia is the goal of this study. The framework for media literacy put forward by Silverblatt and Gaines and the Fairclough model are used in this study's analysis, which employs a critical discourse analysis methodology. Fairclough's analytical methods can be applied as a method of early hoax detection, as demonstrated through a straightforward study of phony news texts. Based on the study's findings, it was determined that hoaxes and fake news had a number of traits, including the use of hyperbole, strong language, and a lack of readily available online explanations. The research presented was different from this research in some points such as the data which was related to education community. Hence, the similarities were the use of critical discourse analysis in the research and qualitative research method implemented here.

#### 4. CONCLUSION

Skills or abilities in conducting critical discourse analysis on hoax news are important things to prevent the spread of hoax news that can trigger disputes and damage the peace that has been established. Moreover, Indonesia is a country with a dense population where hoax information can also be conveyed orally. Moreover, rapid technological advances have made gadgets and social media a means of conveying hoax information both related to the government or others so that if this is continued, it is not impossible if it is able to cause hatred between one group and another. Critical discourse analysis conducted in the basic speech investigation preparation program through innovation-based basic speaking exams by utilizing 5W+1H in the analysis has proven to be able to increase understanding of how to analyze various information or news received before it is disseminated. The researcher hopes that the training participants can also spread their knowledge in analyzing the news received. In addition, research results can also be used as a reference source for future researchers or the government in making policies.

This paper has demonstrated how critical discourse analysis may be applied to examine the phenomena of the spread of hoaxes on social media. The general population will continue to use social media to their advantage in their quest for information, in keeping with ongoing technology advancements and rising internet usage. This circumstance presents a chance for additional study to take a closer look at a social communication issue. In addition to text, language, and appearance, communication can also be understood by examining the social environment in which a communication event arises.

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