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# Dialectics of Independence and Hegemony in the Novel *Bakri Sang Guru Demonstran*

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## A B S T R A C T

This research aims to describe the dynamics that occur as a result of conflict between two opposing parties, namely the minority party and the ruling party. The approach used is qualitative descriptive with a three-dimensional analysis of Norman model discourse Fairclough, namely texts, discourse practices, and sociocultural practices. The steps in this research include: reading the novel *Bakri Sang Guru Demonstran*; sorting data accordingly; and interpreting and concluding data. The results of this research are as follows following. First, text analysis shows that the author uses linguistic features to convey ideology about the ideal teacher figure and how the powerful try to intervene against minority groups. Second, seen from the perspective of discourse practice, text production is influenced by the author's background as a practitioner of education and this novel was written to provide education to readers about the ideals of teachers and the challenges they face. Third, the sociocultural dimension shows that the flow story in the novel represents various problems that occur in society, especially in the field of education. That matter can be seen from various reports that appear in space public. Implications from the study This is possible to increase the breadth community (reader) understanding of the dynamics of the world of education and improvement system education through policy.

## I. INTRODUCTION

Language, literature, and public life have close relationships. Third element is each other influences each other. Language is meant to be the main in the creation of literary works, in matter. This is a novel. Language in the form of words or sentences in the novel forms and reflects the reality of social culture society.

Novels are often made as tools for conveying various thoughts, ideologies, and criticism of social and cultural life in public. Literary works are presented as lighter Spirit-related actions and reactions with life social public so that through literary works can search for road truth to repair existing situations and conditions (Ervania et al., 2022). Besides that, the existence of literary works also becomes a reflection of How the development of language and, at the same time, social culture is

something society at a certain time.

The story described by the author in the novel expresses his anxiety about various things social problems. The forms of these problems include oppression or pressure exerted by the dominant social class on subordinate classes (Fitriansyah, 2021). This pressure or domination is not always in physical form, but also in the form of intellectual influence and emotional influence. Group domination over other groups is achieved through coercive action, diplomacy, intellectual influence, and moral leadership, also known as term hegemony (Atiqah, 2019).

Hegemony happens everywhere in field life no except in the world of education. The existence of hegemony gives rise to resistance groups. They stand on the side in opposition to straightening up independence. Independence can interpreted as

something free state without existing pressure or influence from party other.

Isno El Kayyis lifts the problem in his novel entitled *Bakri the Demonstrator Teacher*, Which was published by Pintu Kata in 2018. This novel tells the story of the career journey of Bakri, a young teacher who is still honorary. His various teaching experiences moved from one school to another in Color I with the struggle to uphold his principles and ideals. For Bakri, being a teacher is a noble job, full of noble values, responsibility, and truth that must be upheld. However, in several of these schools, Bakri found despicable and arbitrary actions carried out by the leadership agencies and parties who own their power. Bakri, as an idealist, put up resistance. However, as a minority group, in the end, he had to accept that power remains in the hands of the wrong people giving a bad ending.

For studying reality, practice power, and ideology, the author in the novel can use study analysis of critical discourse. Analysis discourse critical is A method For analyzing language used To understand How language and text are used To create, maintain, or change power or prevailing ideology \_ in public (Mudiawati et al., 2023). Besides that, it aims to disclose important facts Where Language is used as a tool of power within the public (Firmansyah et al., 2018).

In the literature, there is research analyzing the novel of *Bakri Sang Guru Demonstran*. Fitzgelard et al. (2023) try to research from the aspect of social situation and reflection of the social public. The approach used in the study This is Ian Watt's sociology of literature. Approach This emphasizes the influence structure of social and circumstances economy public towards literature. Analysis power No became the center of attention in this study. Situmorang (2022) conducted a study to examine the structure, function, social impact, and value of honesty in *Bakri Sang Guru Demonstran*. The analysis revealed a total of 67 data points, comprising 47 unique structures, 16 social functions, and 4 instances of the value of honesty. The findings of the study provide valuable insights into the importance of honesty in this particular context and underscore its potential to enhance social welfare and promote ethical behavior. Aula Fitriani (2022) studies Literary psychoanalysis in the form of Id, Ego, and Superego, values education characters, and the relevance of the novel as literature teaching materials at the level of high

school education with the use of method analysis fill. Data is collected using triangulation, that is, triangulation theory, triangulation data sources, and triangulation method.

On the other hand, analysis discourse critical of Norman Fairclough's model has been used by researchers. Among them is a study about the discourse-related diversion issue of the National Capital in 2019 utilizing big data from Twitter to know opinions, views, and themes that emerge in discussion society ( Mulyono et al., 2023). Results of the research show that involvement in public online leads to proven digital activism that is powerful for mobilization and support of politics. Marlina et al. (2023) focused on the practice of social discourse pedagogy through description marker presentation topic in teacher and student interaction during teaching micro and interpretation practice discourse. Research results This shows the practice of social form equality teacher-student domination in the classroom. Other research examined discourse critical of the story short *Magic of 1928* works Katherine Anne Porter using the framework of Fairclough discourse. The research results indicated that there were errors in social events that occur within the story (Yuliana et al., 2021).

The application of the Norman Fairclough model for the analysis of critical discourse pertaining to the novel *Bakri Sang Guru Demonstran* has yet to be conducted. By utilizing Norman Fairclough's critical discourse model, the analysis of this novel will be conducted with utmost precision and depth. This approach will enable the writer to delve into the intricate layers of the text and unearth its hidden meanings, leading to a more insightful and thought-provoking analysis. Fairclough said that analysis discourse is something that approaches the comprehensive use of language good in the realm of society and politics to explain the connection between power and ideology (Fairclough, 2003). Thus, the goal of the study is to understand How the connection between language, power, and social structure utilizes tool analysis discourse.

The expected results of the study can provide a significant contribution to the field of literary work analysis, thereby becoming a valuable resource for readers to interpret the intricacies of life, particularly within the realm of education. Furthermore, the study aims to facilitate the improvement of the existing education system

through the formulation of relevant policies by the authorities. As such, the study results are expected to be instrumental in advancing the discourse on literary works while also aiding in the development of a more effective education system.

## II. METHODS

Internal data sources study This is a *novel* entitled *Bakri, The Demonstrator Teacher* published by Pintu Kata Yogyakarta in 2018 by Isno El Kayyis. The design of this research is qualitative descriptive using the Fairclough model of critical discourse analysis method. Research steps include reading novel text, noting words or relevant sentences with focus study, doing analysis, interpretation, and interest conclusion.

The analysis focuses on the language and context of a text, using three dimensions of Fairclough's CDA model: text, discourse practice, and sociocultural practice. During the text analysis stage, linguistic aspects such as vocabulary, semantics, grammar, and relationships between sentences are examined. Discourse analysis is used to find out how the text is produced and consumed. The analysis of sociocultural practices aims to see how the content of the text is related to real life in the world of education in Indonesia.

## III. RESULTS

Language has an important role in discourse (Asad et al., 2021). Fairclough's analysis of discourse becomes three dimensions that are dimensions text, practice discursive, and practical sociocultural (Eriyanto, 2015; Junaidi et al., 2018; Juppy et al., 2022; Rengganis et al., 2019). The third dimension is related to each other, so it forms a deep understanding of something's discourse (Teik et al., 2023).

### Text Dimensions

Texts serve not only to describe objects, but also to establish how these objects are related to one another. In order to analyze texts, Fairclough's model identifies three key elements: representation, relationships, and identity (Eriyanto, 2015). Through representation, texts construct a particular view of an object or concept, while relationships describe how this object or concept is linked to others within the text. Finally, identity refers to the way in which texts establish and communicate the characteristics of the entities they describe. By considering these three elements, we can gain a

deeper understanding of how texts function and the ways in which they shape our perceptions of the world around us.

Bakri, the main character of the story, is represented explicitly by the author through semantics, diction, and sentences. The character Bakri also carries ideology and conveys the messages the author wants to convey to readers.

Data (1)

The title of the novel is *Bakri Sang Guru Demonstran*.

Data (2)

Kita harus mempertahankan idealisme kita. Karena orang yang memiliki idealismelah orang yang berharga. ... Orang idealisme memiliki keyakinan. Mereka memiliki pedoman.

(We must maintain idealism. Because people who have idealism are valuable. ... People of idealism own confidence. They have guidelines.)

(Kayyis, 2018).

Data (3)

Bakri menstarter sepeda bututnya.

(Bakri started his beat-up bicycle.)

(Kayyis, 2018, p. 2).

Data (4)

Bukanlah Bakri kalau tidak haus membaca, ia pun segera mengambil koran yang telah disediakan.

(It wouldn't be Bakri if he didn't have a thirst for reading, he soon did take newspapers that were provided.)

(Kayyis, 2018, p. 3).

Data (5)

Ia tidak ingin menjadi orang yang tidak beradab. Diajak bicara, malah asyik membaca.

(He does not want to be someone who isn't civilized. Invited talk, instead of a fun read.)

(Kayyis, 2018, p. 4).

Data (6)

Ia memutuskan untuk berkonsentrasi mengawasi gerak-gerik siswa. Setiap pergerakan apapun diawasi oleh Bakri. ... Sebab dengan ketenangan dan keheningan akan membuat siswa mudah berkonsentrasi untuk mengerjakan soal dengan baik.

(He decides to concentrate on supervising gestures students. Every movement whatever is supervised by Bakri. ... Because calm and stillness will make students easily concentrate On doing questions with Good.)

(Kayyis, 2018, p. 8).

Data (7)

“Selamat bekerja anak-anak. Silakan dikerjakan sendiri! dikerjakan dengan jujur! Karena dengan kejujuran kita

akan menjadi orang sukses dunia dan akhirat”

(“Enjoy your work children. Please done Alone! do it with Honest! Because with honesty We will become a successful person in this world and the hereafter “)

(Kayyis, 2018, p. 14).

Data (1) show that the main character Bakri is introduced as a young teacher who is visionary, dedicated, and abstinence high surrender. Bakri is shown as the perpetrator of action protest and brings ideas for change to the existing system. Bakri is also presented as an idealistic teacher (data 2 and 7), upholding moral values. This is conveyed firmly by the author.

In Data (3), Bakri is described as living a simple and humble life. This sentence reinforces that the character shows the image of a teacher who has a humble character or way of life. Politeness can also be seen in his attitude, which showed that he appreciated the hospitality of other figures when Bakri was received by teachers at the school where he would supervise the national exams. Apart from that, Bakri also showed a friendly and open attitude when interacting with other supervisors (Data 5). This shows that a teacher has a good personality and social competence.

Data(4)and(7) assertively demonstrate Bakri’s unwavering adherence to his principles, with an unrelenting commitment to self-improvement and a palpable idealism that is far from mere rhetoric. These observations unequivocally establish Bakri as a person of integrity and conviction, wholly devoted to his personal and professional growth. However, he also fills his soul with positive things, such as liking to read. As a teacher who wants to educate his students, Bakri also conveys and instills values derived from honesty. The trailer showcases the characters as strong and capable and delivers understanding and role models for students with real action, not just verbal commands.

According to Data 6, Bakri is a responsible person who is entrusted with supervising national exams. He takes his responsibilities seriously and is diligent in his work. However, Bakri has expressed frustration over his fellow supervisors who do not take their duties seriously.

Through the representation of Bakri’s character, the writer conveys its ideology related ideal figure of teacher. The ideal teacher is suitable with the mandate given by the famous Ki Hajar Dewantara with the motto of *Ing Ngarso Sung Tulodo, Ing Madya Mangun Karso, and Tut Wuri Handayani*. A

teacher has teak self and abilities in his profession as a teacher. Four Teacher competencies, namely personal, social, professional, and pedagogical, are reflected in the character Bakri.

The use of diction and well-crafted sentences can effectively communicate to a leader how they can act with wisdom and inspire a sense of calm among their subordinates. Through carefully chosen words and phrasing, a leader can convey their ideology and values, setting a positive example for their followers. By utilizing these tools, a leader can establish a sense of trust and respect among their team, fostering a productive and harmonious working environment.

Data (8)

Dengan pemimpin yang memahami persoalan anak buahnya, maka akan mengambil tindakan yang bijak. Setidaknya itulah harapan Bakri.

(With leaders who understand the problem child the fruit, then will take wise action. At least that’s Bakri’s hope) (Kayyis, 2018, p. 14)

In data (8) author conveys hope with clarity. How should a head school as a leader agency manage the information he receives, understand all problems faced, and then make decisions with wise.

Data (9)

“Sistem pendidikan kita ini bobrok. Pendidikan kita ini bobrok. Mentalitas kita ini bobrok. Semua bobrok. Dan kebobrokan inilah yang sekarang dianggap sebagai kebaikan”.

(“System education We This dilapidated. Our education This dilapidated. Mentality We This dilapidated. All dilapidated. And depravity this is what it is now considered as kind “.)

(Kayyis, 2018, p. 27).

Data (10)

“Jangan pesimis seperti itu!”

(“ Don’t be pessimistic like that!”)

(Kayyis, 2018, p. 27).

Through conversation between Bakri and a student (Data 9 and 10), the narrator shares their thoughts on the education system in Indonesia. They urge us to open our eyes and not turn a blind eye to the many instances of fraud and corruption that exist due to the fragility of the state and the idealism of corrupt leaders. Despite the severity of the situation, we should not become pessimistic about the possibility of change.

When focusing on the production of text, it

is crucial to keep in mind the dynamic between the writer and reader. As the creator of the text, the writer has the power to express their thoughts, ideas, and personal convictions about Indonesia's education system. Many authors use their writing to communicate a specific moral message. In this novel, the writer endeavors to establish a model for how an education system ought to be implemented. Schools are recognized as critical sites of learning for students, and therefore, should cultivate an environment that nurtures and promotes positive moral values. It can be seen from the following quote

Data (11)

“Bakri ingin melihat pendidikan Indonesia ke depannya, akan menghasilkan manusia-manusia layaknya Nabi Muhammad yang bergelar Al Amin. Manusia yang jujur. Manusia yang bisa dipercaya. Dan manusia yang mendekati paripurna”.

(“Bakri wants to see that Indonesian education in the future will produce people like the Prophet Muhammad who has the title Al Amin. Honest human. A trustworthy human being. And humans who are approaching perfection.”)

(Kayyis, 2018, p.1).

The reader is an essential component of literature. Those who appreciate literature possess not only a love for it but also an innate ability to decipher stories and events within the text and connect them to real-world experiences. This process allows readers to glean valuable insights that can be applied to everyday life, ultimately leading to improved behavior. It is through this symbiotic relationship between literature and its readers that the ultimate goal of producing literature is accomplished.

In the educational system, there are various participants involved such as teachers, principals, leaders, students, parents, and society. All these participants play a significant role in shaping the education process and influence each other. The principal, as a leader, provides policies and guidelines for the sustainable functioning of the school system. Teachers, on the other hand, are responsible for carrying out the teaching and learning activities. Students are the recipients of education and teaching. Meanwhile, parents and the community at large contribute to the educational process to ensure its smooth functioning.

Data 12 shows that Bakri's character has a good relationship with a colleague his colleague.

As activists who have a community, Bakri, of course, Already builds good interaction and communication with other people. Data (8) shows Bakri's character tries to build a connection Good with his superior. When facing problems at school and place, He supervises exams and national others; Bakri said chronology incidents the to head school to understand the situation. Likewise, when Bakri moved to teach at Darma Bakti High School, Bond kinship and brotherhood intertwined between the teacher and head school. At school, Bakri spoke out his thoughts and ideas for progress school in the quote following.

Data (12)

Di sekolah baru tersebut, Bakri menemukan kedamaian dan semangat kekeluargaan yang tinggi. Setiap hari Bakri diajak kumpul-kumpul dengan para guru. ...Bakri bisa menyimpulkan bahwa para guru di SMA Darma Bakti ini memiliki sifat egaliter.

(At the new school, Bakri found peace, enthusiasm, and high kinship. Every Bakri's day was invited to gather together with the teachers. ...Bakri can conclude that the teachers at Darma Bakti High School own characteristic egalitarian.)

(Kayyis, 2018, p. 30).

Condition relation Then changed when Darma Bakti High School reached peak success after all party schools worked together to build the school. Mr Amir, the chief school experienced a change in attitude and adhered to the understanding capitalism makes school a dredging field profit. Change That makes the connection between the teacher and head school become an opposing party.

Head of school, as the dominating party, uses Language to show the inequality connection between himself and the teacher council as his subordinates. He, of course, Acts arbitrarily, even intimidating TU teachers and staff who aren't obedient to him. The head school even uses Languagefromm threat to show his strength like the quote following (Kayyis, 2018, p. 59).

Data (13)

“Pak Bakri, Anda ini hanyalah guru baru. Guru bau kencur di SMA Darma Bakti. Jadi jangan macam-macam di sini! Tau dirilah! Jangan terlalu pintar dengan mempengaruhi para guru untuk demonstrasi! ... Hanya karena racun dari mulutmu itulah, sehingga para guru mau memberontak kepada saya”.

(“Mr Bakri, it's you just a new teacher. New kid teacher at Darma Bakti High School. So do not do all kinds of things here! Know yourself! Don't be too clever with influencing teachers to demonstrate! ... Just because

poison from your mouth that's what teachers want rebel to “.)

Data (14)

“Bila Anda benar kenapa Anda takut para guru berunjuk rasa? sepertinya Anda takut kebobrokan kepemimpinan Anda diketahui,” balas Bakri.

“When you're right why are you afraid of teachers protesting? it looks like you're scared of depravity “Your leadership is known,” replied Bakri.)

Data (15)

Jangan menyebarkan fitnah, guru bau kencur! Hati-hati dengan kata-katamu...”

(Don't spread slander, new kid teacher! Be careful with your words ...”.)

Data (16)

“Kalau berani, semua keuangan dilaporkan secara terbuka kepada para guru. Sekalian Yayasan harus mengaudit. Baru kami percaya bahwa Anda bersih,” jawab Bakri.

“If you dare, everyone finance reported in a way open to the teachers. As well as the Foundation must audit. Then we believe that you are clean,” replied Bakri.)

Data (17)

“Kurang ajar kamu! Akan aku buktikan, siapa diantara kita yang akan keluar dari sini. Aku atau kamu!”

“Insolent of you!! I will prove it, who? between we will go out from here. Me or You!”)

From the dialogue (Data 13-17) it can be seen the tension that occurs between Bakri as party minority and Mr Amir as the ruling party. *New teacher's choice of words, new kid, pretentious smart, poison from the mouth*, is denoting phrase vanity powerful and intimidating for weaken party minority and destroy character so as not to return do resistance. Word of *warning* meaningful warning at the moment There is a threat. To guard hegemony from party power.

This relationship is related to inequality social because there are inconsistencies between elements. The principal abused his position and power to maintain hegemony. This has an impact on the resistance provided by teachers and students. Teachers feel that the existing system at school is no longer working as it should. Parents have to pay a lot of money so that their children can go to that school or even parents have to be disappointed because their children can't go to that school. Students who felt the impact directly and did not receive lessons from teachers are reflected in the quote following.

Data (18)

Pak Amir selaku kepala sekolah kini memiliki kekuasaan yang tidak terbatas. Semua keputusan ada di tangan. Dan dengan kekuatan yang tidak terbatas serta daya tawar tinggi terhadap sekolahnya, ia mampu bermain-main dengan mengeruk pundi-pundi dolar.

(Mr Amir, as head school, now owns power that is not limited. All decisions are in hand. And with power that is not limited as well as Power bid tall to his school, he is capable of playing around with dredge coffers dollar.)

(Kayyis, 2018, p. 47).

Data (19)

“Kawan-kawan, kita berkumpul di sini untuk menuntut keadilan dan menegakkan kebenaran. Kita mendaftar sekolah di sini untuk diberi ilmu. Namun perlakuan kepala sekolah dengan menyuruh kita untuk tidak belajar bahkan pulang ke rumah adalah tindakan yang tidak adil dan sewenang-wenang. Kita menuntut keadilan agar kepala sekolah itu diganti saja dengan kepala sekolah yang memahami pendidikan.”

“Guys, we gather here to demand justice and uphold the truth. We register schools here for given knowledge. However treatment head school ordered We For No Study even go home to House is an action that is not fair and is arbitrary. We demand justice order chief school That replaced just with head schools that understand education.”)

(Kayyis, 2018, p. 68).

Problems that occur inside the story it is also colored with mass media reporting. Discourse from text news also has strength for herding opinion society is on a corner look certain. The language used in text news Bakri used to fight for idealism and effort to tear down the struggle hegemony maintained by Pak Amir as a party in power.

Data (20)

Berita koran di hari minggu terlihat *headline*-nya masih didominasi berita tentang unjuk rasa di SMA Darma Bakti. .... Diruntut dari berita kemarin tentang unjuk rasa para guru yang menuntut pergantian kepemimpinan, disusul berita hari ini yang mengabarkan tentang pelaksanaan belajar para siswa yang tidak setuju dengan berbagai kebijakan SMA Darma Bakti.

(Newspaper of the day Sunday saw the *headline* Still dominated news about the demonstration at Darma Bakti High School. ...Sued from the news Yesterday about a demonstration demanding teachers' replacement leadership, followed news day this is what is reported about the implementation learn those students who don't agree with various Darma Bakti High School policies).(Kayyis, 2018, p. 71).

Data (21)

“Baguslah kalau begitu. Jika SMA Darma Bakti terlihat kacau begini, niscaya pancinganku agar semua elemen

pimpinan akan segera bertindak mengatasi masalah SMA Darma Bakti akan berhasil. Percuma saja melawan langsung kepala sekolah yang otoriter itu. Saya perlu memancing orang yang kuat untuk turun gunung mengatasi orang seperti pak Amir itu.

(“That’s good if so. If Darma Bakti High School is visibly chaotic like this, of course, My bait is that every element leader will quickly Act to overcome Darma Bakti High School’s problem and succeed. It’s useless to oppose a direct-head authoritarian school. I need fishing for strong people for down mountain overcome such people Mr. Amir.)

(Kayyis, 2018, p. 71).

The passage above analyzes the author’s positioning and perspective in a novel. The author employs a third-person omniscient point of view, allowing the reader to gain insight into not only the experiences but also the thoughts and feelings of the characters. However, it is evident that the author is partial towards the main character, as reflected in the chosen words and sentence structures. The author’s views on education are also conveyed through their carefully crafted language and the way they present certain ideas. Hence, the author’s narrative technique and ideological stance are central to the story’s development and meaning.

Data (22)

Kini di sekolah swasta yang selama beberapa tahun telah membuatnya nyaman dengan merealisasikan ide-idenya telah dibeli oleh kepala sekolah yang tertular virus-virus kekuasaan yang penuh dengan nafsu-nafsu yang tersembunyi. Dia harus berhadapan dengan kepala sekolah yang telah dibesarkan dengan ide-idenya. Karenanya ia memiliki tanggung jawab saat sang kepala sekolah berbelok ke arah.

(Now in school private sector for a long of years has made it comfortable to realize his ideas have been bought by the head schools infected with full-power viruses with hidden desires. He must face to face with a head school that has raised his ideas. Therefore He does not quite have enough answers when the chief school turns to direction). (Kayyis, 2018, p.60).

According to the author’s perspective, it is unacceptable for leaders to abuse their authority and engage in any kind of unjust behavior. The author believes that such actions are arbitrary and go against the principles of fairness and equality, as in the following quote.

Data (23)

“Menjadi orang idealis di zaman seperti sekarang ini memang berat. Kalau hanya menurut saja sambil menutup mata atas kesewenang-wenangan di sekelilingnya, mungkin aku akan aman saja. Tapi aku tidak bisa melakukan itu semua. Mulutku terasa gatal

apabila terjadi kesewenang-wenangan atau adanya ketidakberesan dalam perbuatan seseorang?”

(“Being an idealist in this day and age is indeed difficult. If I just obeyed while closing my eyes to the abuse around me, maybe I would be safe. But I can’t do it all. My mouth feels itchy when there is arbitrariness or irregularity in someone’s actions?”)

(Kayyis, 2018, p.183).

### Discursive Dimensions

Language serves not only as a tool for expressing thoughts and emotions but also as a means of constructing discourses that can bring about social change in society (Triadi & Nurjanah, 2022). Discursive dimensions cover the production, distribution, and consumption of such discourse.

The choice of name for the character Bakri in the novel *Bakri Sang Guru Demonstran* is thought to have a possible self-image that is related to the figure in the song Oemar Bakrie by Iwan Fals. The character Oemar Bakrie in the lyrics of the song Iwan Fals and the character Bakri in this novel have similarities, namely living a simple life, having a small income, and having an honest nature. The choice of name for the character Bakri in this novel was also possible because it is *personal branding*. Oemar Bakrie’s song was very popular at that time and left an impression on people’s hearts as a teacher with strong character.

A text serves a specific purpose, as per Eriyanto’s (2015) discourse practice analysis, which examines how texts are produced and consumed. In the case of the novel titled *Bakri Sang Guru Demonstran*, the author’s background is important to consider since the text is a product of his efforts. Isno el Kayyis, the author, is an esteemed education expert with experience as a teacher, lecturer, advisor, and supervisor across various foundations. Additionally, he is a member of the educational development board in several institutions.

Submitted story ideas writer related to problems and social events that occur in Indonesia in particular in the field of education. Anxiety writer by profession as practitioner education become forerunner will will the creation of this novel. Isno expressed his thoughts and ideas about what an ideal teacher should be like. Ideology author can seen in the quote following. “If he only teaches then the task is very light. And everyone will be able to become a teacher. However, being a teacher apart from teaching, he is also obliged to educate.

The mind, soul, and spirituality of the student. This is what's tough." (Kayyis, 2018, p. 92).

The heavy responsibility carried out by teachers makes the teaching profession noble, and respected, and even has a place of honor in the eyes of humans and God. However, along with this, the challenges for teachers are very heavy. Especially in this era, the flow of technology has a very big influence. Social media users in Indonesia, from year to year, experience significant improvement (Mulyono et al., 2023). All information is easily accessible, including negative influences that damage the purity of students' souls. Teachers must work extra hard to cultivate good character in students. The existence of this novel is one of Isno's ways of doing this, El Kayyis makes readers aware of this polemic.

Through Bakri's character, the author also conveys thoughts and ideas as well as suggestions for improvements to the system of education that is school. First, the academic community at school must build soul togetherness, kinship, and friendship together for advanced school. Second, teachers must grow sincere souls devoted to making problems visible heavy can resolved with hearts open. Third, school citizenship must own creativity to build a school. Fourth, relationships between leaders and subordinates must change from *top-down* to bottom-up order. Head school can accommodate all thoughts and ideas from the teachers so school can develop by need school. Fifth, schools can create an environment of Study for teachers so all teachers are always *updated* with development knowledge knowledgeable, and motivated to follow changes that occur as well as capable of adapting. Sixth, parties and schools can build good communication with the public to support school programs (Kayyis, 2018).

Readers, as parties who consume texts, use novels as entertainment. Apart from that, this novel can enrich the reader's inner experience. The conflicts experienced figure the make reflection that Work as a teacher is not easy. Readers can know, understand, and comprehend that the workload of teachers is not easy which some people expect. Various challenges faced in educating participants need to mix hand all parties to finish it.

### Socio-Cultural Dimensions

Sociocultural dimension analysis is based on the assumption that social contexts outside the

media influence how discourse emerges in the media (Eriyanto, 2015). Likewise with literary works. A literary work is created inseparable from the influence of external elements, including the social and cultural life of society. The author's view of an existing phenomenon also influences the way the work is written. Is the author a pro or con person?

The authors' compelling words explore the prevalent issue of anxiety among writers, particularly in the early education sector. Their intention is to raise awareness and urge society to recognize the urgent need for a significant revamp of the education system in Indonesia. The authors stress that this can only come to fruition when every individual acknowledges their personal responsibility and takes meaningful action within their respective roles.

The problems experienced by Bakri's character are a representation of the polemics teachers face in the real world. The polemic is like the issue of national exam cheating (Abidin, 2018; Salim, 2014). Apart from that, abuse of authority for personal interests by school principals as leaders also occurs. Artiyanto, 2022; Asikin, 2022; Haq, 2021; Pos, 2020; Taris, 2022). There are also cases of criminalization or unpleasant behavior experienced by teachers (Kompas.com, 2013; Rachman, 2013; Sitompul, 2016).

Various cases experienced by teachers in Indonesia became a source of ideas for the author in creating his work. The author's attitude in positioning himself as part of the teachers who experienced all these polemics can also be seen in his choice of sentences and storytelling techniques.

Embodied language in the text besides working as a tool for intertwining communication, is also used as an effective tool for forming power. Connection power with need discourse for studied related There is or not aspect control in it. That matter was reflected in a text message sent by the head Bakri school to him the moment fired Bakri as a teacher as a consequence of Bakri's efforts to uphold honesty moment supervising exams at other schools such as the quote following. "Regards. Mr. Bakri tomorrow you aren't permitted Again To teach at Harapan Umat High School. Accept love has served at this school." (Kayyis, 2018, p. 29).

The phrase *Not allowed* confirms the power possessed by the head of the school to fire Bakri

who is only an honorary teacher. The language spoken head school shows that he has control over sustainability in Bakri's job as a teacher at school. Message dismissal sent past message short (SMS) shows Bakri's helplessness to fight back against his superior. Even though Bakri only tries to become a responsible supervisor answer, straightens out the behavior of students, to be honest at all times when exams take place.

Inequality that occurs in the real world is not only detrimental to teachers as teachers and educators. However, many teachers are not aware of their duties and responsibilities as educators. One of the portraits in the real world, like the news JPNN.com. (2021) about the weak dedication of some teachers in carrying out their duties when they become civil servants. This novel aims to remind teachers of their role and inspire them to carry out their duties with dedication through the depiction of Bakri's strong character Furthermore, the novel boldly uncovers the hidden frustrations and struggles of teachers, providing a much-needed perspective on the challenges they face in their line of work.

#### IV. DISCUSSION

Discourse is interpreted as a combination of text and context (Eriyanto, 2015). When analyzing discourse critically these two things (text and context) are presented simultaneously (Putri & Ramadhan, 2021). This happens because text and context are interrelated, text appears in a context related to participants, situations, intertext, etc. Likewise in the process of creating the novel *Bakri Sang Guru Demonstran*. This novel was created from the creative process of a writer who has experience, insight, and hope in the world of education. This experience became the starting point for ideas and concepts to convey the ideology that Isno adheres to at a time of delivering criticism to the social culture public, especially in the field of education.

Ideology is reflected in the novel *Bakri Sang Guru Demonstrator* which is a criticism of the gloomy practices of the world of education. The world of education, which should be able to create a conducive environment for the growth and development of good character, habits, and role models for students, is instead marred by unscrupulous officials or leaders who abuse their power for interest personal.

Apart from that, through the choice of words and sentence structure in the novel, the author conveys a moral message, especially to teachers about what a teacher should be like as an educator. These messages are conveyed explicitly and implicitly. The use of simple vocabulary makes this novel easy to understand the meaning and tendencies. By reading this novel, teachers are invited to carry out their teaching duties with full responsibility.

This novel is one of them effective media to increase public awareness. Education will run well if it is supported by all parties. Parents should not just hand over their child's education to teachers at school. Then when students have problems, parents blame the teacher. Teachers are accused of being incompetent in educating. This is illustrated by the incident experienced by the character Pak Anwar in the story. On the other hand, the teacher also regretted the parents' attitude. Teachers, parents, and the community should work together to create an appropriate learning environment for students. Society must be aware that education children need exemplary, good habits and work the same every element to create an environment supportive of learning.

The writer chooses words and arranges sentences and paragraphs in such a way that they can convey a certain meaning. In this novel, the author wants to give a message to readers that education in Indonesia proceeds with various polemics. Especially for some teachers who have neglected their responsibility to straighten out their intentions to become teachers. To the general public, the author provides an education that works being a teacher is also full of challenges. Education will be successful if the community participates in creating a conducive learning environment for their children.

Every choice of words, sentences, and paragraphs, as well as the storyline developed by the author, refers to the same goal. The metaphor chosen is adjusted to support the message the author wants to convey. This is as stated by Eriyanto (2015) that discourse is understood as something that is controlled and expressed consciously.

Study This can expand the understanding reader to the essence of existing discourse in the novel. Difference focus study possible readers to understand more widely in interpreting representing problems in life and society in the real world. On

the other hand, the author can guide understanding readers with exposure to ideology conveyed in a way plain through Language as a tool discourse. Studying this novel also possibly becomes a consideration for changing policy in the education system

## V. CONCLUSION

Through Language as a tool discourse can be understood that there is power, ideology, and inequality in society in the novel. Choice of words, phrases, and structure sentences in Language describe ideology and power. Person rulers use Language

as a tool to show their power with the method of intimidating their subordinates. On the other hand, the language used can also be herding opinion readers to polemic in the world of education and hope repair to the system education in Indonesia. Study This can made as a method to understand the reality of the world of education by readers and add a repertoire of studies discourse, especially the Fairclough model. Furthermore, it recommended researching this novel from the corner, taking another look, and studying more to find important aspects of the life represented in this novel.

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