

ABILITY OF HIGH SCHOOL STUDENTS TO UNDERSTAND THE DISCUSSION OF DEMOCRACY IN INDONESIAN LESSON TEXTBOOK

Fahruroji

fahruroji@uninus.ac.id

Pipin

pipintadjudin@uninus.ac.id

Nur Azizah

nurazizah@uninus.ac.id

Universitas Islam Nusantara, Bandung

Abstract

This research aims to analyze the ability of high school students to understand the discussion of democracy in Indonesian Lesson Textbook. This research is descriptive-analytic research. Through this method, this research can also reveal what types of discourse are in the textbooks that are used to convey the messages of the authors. The data obtained in this research is in the form of qualitative and quantitative data. The subject of this research is senior high school students and Indonesian Subject Matter teachers and lecturers as the experts. The result from this research is the discourse of democracy is included in the two textbooks and adequate legibility and an increase from the 1st test with an average value of 65, increasing on the 2nd test to 65.14, and increasing again on the 3rd test to 68.57. Therefore, it can be said that students' understanding of democratic discourse is adequate and shows an improvement.

Keywords: Discussion of Democracy, Indonesian Lesson Textbook, Senior High School Students

INTRODUCTION

Regulation of the Minister of National Education Number 2 Year 2008 concerning Books Article 1 paragraph (3) "Textbooks for basic, secondary and tertiary education, referred to as textbooks, are mandatory reference books to be used in primary and secondary education units or tertiary institutions containing learning materials in order to increase faith, piety, noble character, and personality, mastery of science and technology, increase sensitivity and aesthetic abilities, and increase kinesthetic abilities and health which are compiled based on national education standards" (Kandiyoti & Emanet, 2017).

One of the components that cannot be left out in Indonesian textbooks is the existence of discourse. Discourse in textbooks needs special attention because usually Indonesian language learning begins by presenting a discourse which is then described further with the objectives to be achieved in the learning sections (Irsyadillah, 2019).

Currently, we are entering a new millennium which is also marked by the emergence of democratic values and culture in various aspects of life such as foster awareness of

autonomy and decentralization (Ophuls, 2019). Some regions that feel they have sufficient natural resources (hardware), tools to manage their natural resources (software), and human resources (brain ware), feel that they also have the right to be autonomous (Collings et al., 2019). This democratization and autonomization will of course also provide space in the management of Indonesian language education which is expected to be better.

The problem of national life has entered a new stage in which many things are not only new and different, but sometimes even contradict what has been realized in the past (Auerswald & Dani, 2017). Reforms in various fields of national and state life – including reforms in the field of education that are being initiated in Indonesia – have made us aware of the importance of improving the quality of education as part of improving the quality of life for the nation and state (Bui & Nguyen, 2016). The National Commission on Education (2001) reports that all countries in the world, both developed and developing, without exception are equally aware that education always plays a role in pioneering and strengthening the progress of life, but at the same time, realizing that from time to time education requires a new arrangement. Reforms in the field of education are carried out in accordance with the vision of reform to create a new order of life, namely creating an intelligent society, a society that has future aspirations and hopes, is democratic and civilized, upholds human rights and is responsible, has good noble character, orderly and aware of the law, cooperative, and competitive, as well as having awareness and solidarity between generations and between nations (Engelbrecht et al., 2016). An intelligent society is a society that believes and fears God Almighty, is advanced and independent, and has cultural insight (Aminin et al., 2018). It is this new society that the entire Indonesian nation aspires to an Indonesian civil society.

Herbert, (2017) further reveals that education in Indonesian civil society is nothing but an educational process that recognizes the rights and obligations of individuals in a democratic society. Civil society can be built if the rights and obligations of its citizens are recognized, developed, and respected. All social institutions that exist in such a society function to respect and develop these democratic rights and obligations.

Christie and Noor, (2017) says that education is essentially a process of humanizing humans (humanization) by strengthening attitudes that respect democracy and human rights. Education in Indonesia so far tends not to support the development of democracy and human rights. In fact, to a certain extent, our education tends to destroy human values which are simultaneously lauded and revered in the consolidation of state ideology.

A. Malik Fajar quoted by Apriana *et al.*, (2019) states that the management of our education has emphasized things that are not capable of giving birth to a complete Indonesian human person, carried out in a very centralized format, lacks respect for discipline, does not have a healthy competitive spirit, lack of respect for others, tend to ignore democracy and human rights, are intolerant of diversity and regional autonomy, ignore cultural development and tend to over-indoctrinate approaches and consolidation of state ideology.

What kind of new Indonesian society should we create through an education policy that is based on principles that humanize Indonesian people? According to Hermino, (2016), in essence, it is a society that respects human values directly and is expressed through respect for democracy and human rights.

National policies on education in Indonesia must be formulated by taking into account future national challenges as well as considerations of democratic values and human rights (Pisani et al., 2017). Democracy and human rights are not only made into substances that are an important part of the education curriculum, but the education administration system must be able to reflect changes that encourage the process of democratization and glorification of human rights in the life of our society without having to discriminate against position, economic status, and residents of remote areas, or marginalized community groups, neglected children, or disabled (disadvantage) people (Gallagher et al., 2019). This is in accordance with the mandate of Law Number 20/2003 concerning the National Education System Article 4 (1) Education is carried out in a democratic and fair manner and is not discriminatory by upholding human rights, religious values, cultural values, and national pluralism (Kim, 2016).

National Education Commission (2001) states that many factors influence the low quality of education in Indonesia, including the quality of teachers, existing facilities and infrastructure, education management and community participation as well as government regulations that support the creation of these actual conditions (Okundaye et al., 2019). Therefore, a new paradigm is needed in the development of our education in accordance with the demands of reform in the field of education as has also been mandated by the Law on the National Education System that education development must be realized through a democratic education system and climate through the expansion and equal distribution of opportunities to obtain the quality adequate education for all Indonesian people (Mínguez et al., 2021).

After the end of the New Order government, it was realized that there was a need for textbooks, especially Indonesian language lessons that taught students about aspects of democracy. This research in the field of Indonesian language education is intended to examine more carefully and critically the aspects related to democracy contained in Indonesian language textbooks. This study focuses on the discourse of democracy in Indonesian Language Textbooks based on the 2004 curriculum (KBK) and the 2006 curriculum (KTSP) (Mínguez et al., 2021).

It was chosen, because it can be said that the study of discourse in Indonesia has not received sufficient attention. Grillo, (2020) said that the discussion and analysis of discourse is a relatively new field and still does not get the attention of linguists in general because the discussion of discourse is in fact carried out by sociologists, anthropologists, and philosophers, not by linguists.

Discourse studies when viewed in terms of the completeness of its elements are the most complete elements of language. Discourse is not only supported by segmental elements of a language such as sentences, morphemes, phonemes, but is also supported by non-segmental elements, such as space, situation, time of use, purpose of language use, language users themselves, intonation, stress, meaning, and language feeling. Without these elements, the discussion of discourse cannot run as expected.

LITERATURE REVIEW

This research is conducted within the scope of Indonesian language education and teaching. Therefore, in addition in dealing with issues related to discourse theory and the philosophical foundations of discourse, various relevant theories regarding various types of

discourse that support discourse analysis will be discussed. Since the ultimate goal of discourse is expected social change, this section will also examine the relationship between language use and social change.

1. Discourse Concept

Discourse is a very complicated concept. Some experts give different meanings to this term. Not infrequently these understandings overlap or even contradict one another because they see it from different theoretical and scientific foundations (Escobar, 2018).

From a linguistic point of view, the term discourse refers to "... extended samples of spoken dialogue, in contrast with written 'texts'" (Larsen, 2018). In accordance with the above understanding, although we can clearly distinguish between 'discourse analysis' (oral) and 'text analysis' (written), basically – and this is the most important – discourse analysis is above the level of sentence analysis or language unit analysis smaller than a sentence: discourse analysis emphasizes "... higher-level organization properties of dialogue." In oral discourse, the analysis is focused, for example, on turn-taking speech events or the structure of the opening and closing discourse of the conversation; while in written discourse, this discourse analysis relates to, for example, the analysis of the structure of hospital doctors' medical reports, the structure of criminal news in newspapers, or the structures contained in Indonesian language textbooks as the focus of this research (Lin, 2017).

Because of the emphasis of discourse analysis on interactions in speech events as stated above, the analysis of interactions between speakers and listeners or between writers and readers is also very important. Consequently, the process of the speaker or writer producing speech or writing (speech production process) and also the process of the listener or reader interpreting the discourse (speech reception/interpretation) are also an inseparable part of discourse analysis (Lin, 2017). In connection with this process, what is also important to note is the situational context in the use of language, namely everything that can affect the use of language at the time the speech or writing is expressed as well as various factors that can influence its interpretation. Thus, the discourse or text is only one part of a process of text production and communication. (O'Neill & Moore, 2016) discusses 'text-and-interaction' in more depth on this issue.

In a linguistic sense, the term discourse also refers to various types of language use in different social situations, for example, newspaper discourse, advertising discourse, classroom discourse, and medical consultation discourse.

From the various opinions above, it can be stated the characteristics and characteristics of discourse as also conveyed by Brewer, (2017) as follows.

- a. Discourse analysis discusses the rules of language in society;
- b. Discourse analysis is an attempt to understand the meaning of speech in context, text, and situation;
- c. Discourse analysis is an understanding of speech sequences through semantic interpretation;
- d. Discourse analysis is concerned with understanding language in the act of speaking;
- e. Discourse analysis is directed to the problem of using language functionally.

Furthermore, Brewer, (2017) also suggests that discourse analysis is also a pragmatic interpretation, both in its language form and its meaning. Discourse analysis relies a lot on interpretation of the context and broad knowledge. All the elements contained in the

discourse are analyzed as a series; the form of language in the discourse is clearer because it is supported by the right situation.

On the other hand, in the discourse of the social sciences – for example in the discourse study conducted by Michel Foucault – the term discourse is associated with “... different ways of structuring areas of knowledge and social practice” (O’Neill & Moore, 2016). Because the emphasis is more on the structure of knowledge in the practice of social communication, the language aspect used in the interaction process is more of a surface structure. The analysis focuses on deep structure and even if possible non-language symbols can also be used, for example in the form of images or other visual images, as done by Painter, (2019).

According to Qian *et al.*, (2018), there has been an expansion of discourse studies into various other disciplines such as in the fields of law, history, mass communication, education, medicine, sociology, and others which shows the importance and reliability of discourse studies as a method for solving problems in the humanities and social sciences. (King & Mackey, 2016) says that the study of discourse is a very broad and diverse field of study whose focus includes fields outside of linguistics. Studies from various disciplines have enriched the concept of using human language.

Before discussing further various views on discourse, in the following, the types of discourse and the philosophical foundations of discourse will be presented.

2. Types of Discourse

There are two types of discourse, oral discourse and written discourse. Oral discourse is in the form of interpersonal verbal communication, while written discourse is displayed in the form of text. Discourse must be distinguished from text in that discourse emphasizes processes, while texts on linguistic products (King & Mackey, 2016). A conversational unit can be seen from the text if the analyzer looks at the linguistic relationship between utterances. On the other hand, conversation is seen from discourse if what is being studied is the communication process so that it produces interpretation.

There are several types of discourse that have developed according to their function. (Brookes & McEnery, 2020) mentions that discourses can be classified in various ways, depending on our point of view: (1) based on whether it is written or not; 2) based directly or indirectly discourse disclosure; and 3) based on the way the discourse is told.

If the discourse is seen in terms of writing or not, discourse can be classified into: 1) written discourse and 2) oral discourse.

When viewed directly or indirectly, discourse can be classified into: 1) direct discourse and 2) indirect discourse.

When viewed based on the way of revealing or how to tell it, the discourse can be classified into: 1) the discourse of disclosure and 2) narrative discourse.

Meanwhile, based on its form, discourse can be divided into: 1) prose discourse, 2) poetry discourse, and 3) drama discourse

In line with the view on the division of discourse types, Malti *et al.*, (2017) sees it in terms of its existence (reality), communication media, method of exposure, and types of use. Furthermore, he stated that according to reality, discourse is verbal and nonverbal, as a medium of communication in the form of oral and written speech, while in terms of exposure,

we can obtain types of discourse called narrative, descriptive, procedural, expository, and hortatory; from the type of usage we will get the form of monologue (one speaker), dialogue (two speakers), and *pollog* (more than two speakers). Therefore, the view of this type of discourse will depend on the point of view of each.

3. Fundamental of Discourse Analysis: Communication & Action

Every scientific discussion is usually based on certain assumptions, namely factual statements that are considered true in general. Some of these assumptions are self-evident and do not require protracted discussion (Wu, 2018). For example, if we talk about morals, then we assume that everyone has and believes in certain values, develops their own views and tastes, and moves from one emotional state to another. Similarly, when we talk about language theory, we assume and believe that language is completely rule-governed. Philosophy is basically more interested in a critical view of everything that is taken for granted, something that is taken for granted.

In the study of language – including in discourse analysis – communication activities play a very important role. People believe that language is a communication tool, namely medium to transfer information from one person to another.

The inclusion of the terms 'communication' and 'information' in language analysis has forced us to choose: should we follow a philosophical or linguistic line of thought? If we choose the philosophical approach option, then, several questions must be answered including: what hidden assumptions are in the discussion? What difficulties will arise in explaining the term 'communication' and other similar terms? If so, we will not be too concerned about the expression or meaning of 'communication', 'information', the conditions for truth (truth conditions), etc. that are made. However, the interest is directed to the problem of the acceptability (legitimacy) of the understanding of these terms in a certain theoretical framework (Mueller, 2018).

Obstacles in understanding a discourse are always there even though we use a more linguistic approach. Experts and discourse theorists have long tried to describe the content of information contained in a sentence and what conditions must be met so that the information can reveal the truth or be considered as a truth (Chaturvedi et al., 2018). The truth conditions of course only apply to explain certain statements but cannot be used for types of commands or statements. We should distinguish between statements, affirmations, requests, awards, congratulations, or agreements in those communications. If it also contains information that must be transferred, the sentence forms must be added and adapted to the language pattern (Owen, 2018).

An alternative framework of thinking is needed to seek scientific truth if the old theory is no longer able to accommodate new facts, findings, or thoughts. There are three important developments to note, as will be discussed below.

4. Speech acts

Speech acts were first proposed by Owen, (2018) who said that the use of language is basically related to action, has a specific purpose, and is related to a certain context. The

utterance or utterance does not only consist of a string of words and the elements that make up the context of the utterance, but also reflects the speaker's view of himself and of the elements in that context.

The theory developed from the idea of Giovagnoli, (2019) is still considered important because it involves things that are essential in the use of human language. Basically, the use of language is related to human actions, not just the expression of words alone. These actions, which are called performatives, include asking questions, giving advice, explaining something, describing, promising, etc. Austin reveals three levels of language use as follows:

- a. A *locutionary* act is an act of saying with a certain referential meaning;
- b. An *illocutionary* act is an act of speaking with a specific purpose;
- c. *Perlocutionary* acts are the effects of illocutionary acts on other people.

In Indonesian, Austin says there are about 10,000 types of speech acts which can be grouped into five categories, namely *verdictive*, *exertive*, *commissive*, *behabitive*, and *expositive*. Meanwhile, Searle made the following categories: *assertive*, *directive*, *commissive*, *expressive*, and *declarative*.

In addition to linguists, experts from various other disciplines acknowledge the truth of this theory. Willig and Rogers, (2017) argues that this theory has been adopted by anthropologists, psychology, sociology, philosophy, and a relatively new branch of science, pragmatics. Even according to (Willig & Rogers, 2017), this speech act is the essence of pragmatics.

5. Discourse Analysis Method

Changes in discourse practice have also triggered changes in knowledge acquisition, both specific and structured knowledge and general knowledge (common sense), changes in beliefs about certain things related to attitudes to life, work, etc., changes in social relations, and changes in the recognition of social identity (Allaoui & Benmoussa, 2020). Changes in the three dominant aspects of the discourse – knowledge, social relations, and social identity as reflected in the use of language – can be analyzed using a multifunctional analysis method derived from Halliday's (1973, 1978, 1985) theory of systemic language. According to this theory, language has a very diverse function (multifunctional) and a discourse is a representation of existing social reality; discourse is the embodiment of social relations; and discourse is something that can show the identity of the wearer. This theory is similar to Foucault's sociological theory (Jammaers & Zanoni, 2020).

In addition to the multifunctional analysis method, a discourse can also be analyzed historically, namely the process of discourse occurrence; the process of pronunciation and the structure that forms the sequences of the discourse which is the configuration of discourse in a social situation. At the level of text preparation, the term *inter-textual* (*inter-textuality*) is known, namely the text is built on the basis of other texts related to a particular social situation. At the next level, the discourse can shift towards a state that is in line with the desired social change.

6. Discourse in Textbooks

According to Alaei and Ahangari, (2016), discourse as the most complete unit can be realized in the form of a complete novel or book, or just a paragraph, sentence, or word that

carries a complete message. In the world of education, various types or types of discourse are used as a medium to express the author's message. Discourse structures in PISA (OECD, 2001; Ministry of National Education, 2003c), for example, are divided into two types, namely continuous texts and non-continuous texts. Continuous discourse is a type of discourse consisting of a series of sentences arranged in paragraphs in the form of descriptions, narrations, expositions, arguments or injunctions; while non-sustainable discourse is discourse designed in a matrix format, including announcements, graphics, pictures, maps, schematics, tables, and various forms of information delivery (Brewer, 2017).

These types of discourses are often the medium for conveying messages to writers around the world. However, textbooks in Indonesia – based on this temporary observation – rarely use the various types of discourse as given in the PISA (Parker & Prabawa-Sear, 2019).

Presentation of material is related to the presentation of learning objectives, regularity of the order of presentation, sorting from easy to more difficult aspects, sequencing of assignments to students, relationships between materials, and the relationship of the text to exercises and questions (Koichu, 2020). The presentation of learning materials should be able to increase student motivation, lead to mastery of communication competencies, interrelated so that one material can remind other materials (recalling prerequisites), and utilize feedback (feedback) and self-reflection (self-reflection).

The use of language and legibility is related to the way of delivering and using Indonesian, both in free discourse and in giving orders to students to carry out their learning activities (Goebel & Manns, 2020). Here it can be seen whether the use of language is reasonable, interesting, and in accordance with the development of students or not. The readability aspect relates to the level of language convenience (vocabulary, sentences, paragraphs, and discourse) for students according to their level of education, namely matters relating to the ease of reading written form or topography, width of spaces and other graphic aspects, attractiveness of lesson materials according to the interest of the reader, the density of reading ideas, and the beauty of the writing style, which is related to the aspect of presenting the material), and conformity to Indonesian grammar.

RESEARCH METHOD

The method used in this research is descriptive-analytic method, which is a research method that aims to describe a phenomenon analytically, systematically, factually, and thoroughly (Klenke, 2016). By using the descriptive-analytic method, this research is expected to be able to describe the contents of Indonesian language textbooks for secondary schools in Indonesia and identify and analyze aspects of the content, use of language, graphics, and the values contained. Through this method, this research can also reveal what types of discourse are in the textbooks that are used to convey the messages of the authors. Based on this research, it is hoped that a theoretical model of Indonesian language textbooks can be compiled by referring to existing models and used worldwide as an ideal benchmark or minimal benchmark (thresh hold) of the preparation of the textbook (Cheng & Chiu, 2018).

The data obtained from this research will be in the form of qualitative data and quantitative data. Therefore, in data analysis, both qualitative and quantitative methods will

be used. The use of the two research methods together will complement each other (Cheng & Chiu, 2018).

1. Data collection technique

This research is based on Indonesian language textbooks on the 2004 curriculum (KBK) and the 2006 curriculum (KTSP) as data sources. As for analyzing the structure and types of discourse, analytical techniques used in PISA (Mariana, 2017), namely analysis of continuous text and non-continuous texts. As explained above, continuous discourse is a type of discourse that consists of a series of sentences arranged in paragraphs in the form of descriptions, narrations, expositions, arguments or injunctions. In accordance with the research objectives mentioned above, namely by providing an understanding test, this type of discourse (type of sustainable discourse) will be the focus of the analysis (Cummings et al., 2020).

2. Population and Research Sample

The population of this research is Indonesian high school (SMA) textbooks for grades X, XI, and XII which are based on Curriculum 2004 (KBK) and Indonesian high school (SMA) textbooks for grades X, XI, and XII based on the 2006 Curriculum (KTSP) as a product of government policies in the field of education and it is assumed that the policy will affect the content of the textbooks.

In addition to the textbooks that will be analyzed, the teachers who use this book are also a source of data for this research. Teachers who always use textbooks to be delivered to their students are assumed to have known more about the state of the textbooks. The teachers are assumed to be able to provide an assessment of the advantages and disadvantages of textbooks and know exactly the content of the subject matter, presentation of lesson materials, use of discussion, and their perception of the overall appearance of the textbook.

In addition to teachers, lecturers as experts are also the population of this study. Those who have a high educational background and experience as lecturers in the Department/Program of Indonesian Language Education will be the respondents to assess the contents of Indonesian language textbooks. They are assumed to have different perspectives in assessing the content of textbooks.

The research sample will be taken purposively (purposive sampling), which is especially in the selection of textbooks that as far as possible follow the criteria that are already suitable for use.

The use of this purposive sample is based on the opinion of Noyes *et al.*, (2018) who says:

"... based on previous knowledge of a population and the specific purpose of the research, investigators use personal judgment to select a sample. Researchers assumes they can use their knowledge of the population to judge whether or not a particular sample will be representative. Purposive sampling is different from convenience sampling in which researchers do not simply study whoever is available, but use their judgment to select a sample which they believe, based on prior information, will provide the data they need."

There are 6 textbooks that will be used as samples for this study; each class consists of 2 high school textbooks as mentioned above. In detail, the sample of this study is as follows.

No	Book Title	Class	Author's Name	Publisher	Year	Page Total
	Senior High School					
1	Bahasa dan Sastra Indonesia	X	Dawud, dkk	Erlangga	2004	238
2	Bahasa dan Sastra Indonesia	XI	Dawud, dkk	Erlangga	2004	244
3	Bahasa dan Sastra Indonesia	XII	Dawud, dkk	Erlangga	2004	260
4	Kompeten Berbahasa Indonesia	X	Mafrukhi, dkk.	Erlangga	2006	252
5	Kompeten Berbahasa Indonesia	XI	Mafrukhi, dkk.	Erlangga	2006	255
6	Kompeten Berbahasa Indonesia	XII	Mafrukhi, dkk.	Erlangga	2006	244

3. Data Collection Tool

The data collection tools used in this study is described as follows.

- a. Documentation study is conducted as a data collection technique to get an overview of the condition of the population and research samples.
- b. A literature study is conducted to obtain information and knowledge regarding the subject matter in this research from various written sources such as textbooks, journals, scientific reviews, magazines, newspapers, including internet sites.
- c. This instrument is also used to collect data from Indonesian language teachers in secondary schools who are the sample of this study. Likewise, data from expert assessors/lecturers of Indonesian language education also use this instrument. The high school teachers and lecturers who became the sample are 10 teachers and 2 lecturers.
- d. Interviews with teachers and expert assessors are also conducted to add data that are not obtained from the research instrument.
- e. Tests on students who are research subjects.

4. Data Analysis Technique

The research findings will be quoted and analyzed according to the aspects assessed in this research instrument. The result of the analysis is described based on professional judgment and will be tested in several stages. First, experts in the field (analysis) of language (expert panel) who examine and give consideration to the analysis that has been carried out to obtain the validity, scientific credibility, independence, and confirmability of the results of the analysis of the findings. As also stated by Anderson *et al.*, (2018), the level of truth of the research process and product can be seen from the credibility, transferability, dependability, and confirmability of the research results.

Second, triangulation is carried out by checking the correctness of the findings by comparing them with data from other sources using different methods, for example, the

analysis carried out by the book center in assessing the quality of textbooks and the analytical techniques employed by van Dijk, (2016) in his study on parliamentary debates and analysis of racism in mass media coverage.

Third, peer debriefing is also carried out by discussing the problems of this research with other people who are not interested and not involved in this research – especially lecturers in the Department of Indonesian Language Education FKIP Universitas Islam Nusantara. They are expected to act professionally and to be honest, objective, and critical in questioning methods, interpretations, and conclusions that can be used as valuable feedback to make changes and improvements.

Fourth, as stated above, this research is qualitative-quantitative in nature to measure the level of understanding of two sources of quantitative data, namely the results of teacher and lecturer assessments as well as the results of students' understanding tests.

FINDING AND DISCUSSION

Result of the Democracy Discourse Understanding Test

In accordance with the results obtained from teacher and lecturer respondents who stated that there was a discourse on democracy in the textbook as mentioned above, it is necessary to have a test on understanding democratic discourse. Here, we will first discuss the comprehension test. This understanding test is conducted on class XI IPA 1 SMAN I Rancaekek with a total of 37 students. The test is conducted 3 times in February – March 2009 using 3 democratic discourses that have almost the same value. The criterion for measuring understanding used is Kossoff *et al.*, (2018), namely that under normal conditions, understanding is considered adequate, ranging from 40-60%, or can correctly answer half of the number of questions. The implementation is as follows.

1. The 1st test is a test of the level of understanding of Discourse 1 with the title "The Battle of Five Pairs". This test is carried out on February 28, 2009. The participants are 36 students; one student did not take the test because he did not attend school. This test uses a multiple choice question technique with a total of 10 questions. The test result can be seen in the following table.

Table 1. Answer List of Understanding Test I

No	Initial	Question Number									
		1	2	3	4	5	6	7	8	9	10
1	AL	A	C	A	B	C	C	C	C	D	A
2	AI	A	C	A	B	C	D	A	C	C	B
3	AR	A	C	A	B	C	C	C	C	D	B
4	AS	A	C	A	A	C	D	C	C	D	B
5	AA	A	C	A	C	C	B	C	C	D	D
6	AM	A	C	A	B	A	D	A	C	D	B
7	Ag	A	C	A	B	C	D	A	C	C	B
8	BYP	A	C	A	B	C	D	C	C	D	B
9	DS	A	C	A	B	C	C	C	C	C	B
10	DS	A	C	A	C	C	A	C	C	C	B
11	DCT	A	C	A	C	C	D	A	C	A	B

12	ET	A	C	A	B	C	B	B	C	D	B	
13	ES	A	C	D	B	D	B	B	C	C	A	
14	ENY	A	C	A	C	C	A	C	C	C	B	
15	FP	A	C	A	C	C	A	C	C	D	B	
16	HNPS	A	A	A	B	C	B	B	C	D	B	
17	IZ	A	C	A	B	C	D	A	C	D	B	
18	KDA	A	D	A	B	A	D	C	C	D	B	
19	LM	A	C	A	B	C	A	A	C	C	B	
20	MTW	A	C	A	A	B	D	B	C	D	B	
21	MA	A	C	A	B	C	D	C	C	C	D	
22	NH	A	D	A	B	B	A	B	B	D	B	
23	NY	B	C	A	B	C	A	C	C	C	B	
24	Na	B	C	A	B	B	C	C	C	C	B	
25	NR	A	D	A	C	C	D	C	C	D	B	
26	NK	A	C	A	B	C	B	A	C	C	B	
27	Nkur	A	C	A	B	C	D	A	C	C	B	
28	PH	A	C	A	B	B	D	A	C	C	B	
29	RDR	A	C	A	B	A	D	A	C	C	D	
30	RP	A	C	A	B	C	D	A	C	C	B	
31	RF	A	D	A	C	C	B	C	D	A	D	
32	SJ	A	C	A	B	C	D	A	C	C	B	
33	SP	A	C	A	C	A	D	A	C	D	B	
34	SR	A	C	A	C	C	D	C	D	C	B	
35	TO	A	C	A	A	C	B	C	C	D	B	
36	WS	A	D	A	B	C	A	C	C	C	A	
37	NF	-	-	-	-	-	-	-	-	-	-	
Total of Correct Answers		Total	34		35							
		B				4						
		C		28		9			18	33	19	
		D						18				1

From the answers given by the students as listed in table 1 above, the result can be analyzed and grouped into two groups, namely: (1) group of questions that can be answered correctly more than 50%, and (2) group of questions that can be answered less than 50%. The questions that can be answered by more than 50% of students are 8 questions, namely; number 1: 94.44 %, number 2: 77.77 %, number 3: 97.22 %, number 6: 50 %, number 7: 50 %, number 8: 91.66 %, number 9: 52.77 %, and number 10: 79.01%. However, those that can be answered less than 50% are questions number 4 and 5, which are 25% and 11.11.

Next, is to give value to the answers made by the students. The way the assessment is done is to give a score of 10 for each correct answer, then grouped and made a table. The overall test results obtained by the students are as can be seen in the following table.

Table 2. List of Understanding Test Values I

No	Initial	Gender	Correct Answer	Wrong Answer	Score
1	AL	L	7	3	70

2	AI	P	7	3	70
3	AR	P	6	4	60
4	AS	P	7	3	70
5	AA	L	6	4	60
6	AM	L	6	4	60
7	Ag	L	7	3	70
8	BYP	L	7	3	70
9	DS	P	8	2	80
10	DS	L	8	2	80
11	DCT	P	7	3	70
12	ET	P	4	6	40
13	ES	P	4	6	40
14	ENY	P	8	2	80
15	FP	P	7	3	70
16	HNPS	P	4	6	40
17	IZ	L	6	4	60
18	KDA	L	6	4	60
19	LM	P	6	4	60
20	MTW	L	7	3	70
21	MA	L	8	2	80
22	NH	P	4	6	40
23	NY	P	6	4	60
24	Na	P	7	3	70
25	NR	P	7	3	70
26	NK	P	6	4	60
27	Nkur	P	7	3	70
28	PH	L	8	2	80
29	RDR	P	7	3	70
30	RP	L	8	2	80
31	RF	P	5	5	50
32	SJ	P	6	4	60
33	SP	P	7	3	70
34	SR	P	8	2	80
35	TO	P	7	3	70
36	WS	P	5	5	50
37	NF	P	-	-	-
Total			234	126	2340

$$\text{Average Value} = \frac{2340}{36} = 65$$

As can be seen in the table above, the average score obtained from the 1st test is 65. According to Nurhadi (2005:23) this figure is considered adequate, because under normal conditions, understanding is considered adequate, ranging from 40-60%, or being able to correctly answer half of the number of questions. The average of 65 is more than half.

2. The 2nd test is a test of understanding the 2nd Discourse with the title "Proud of Indonesia". This test is held on March 7, 2009. The participants were 37 students in which none of them did not take the test. Similar to the 1st understanding test, the 2nd understanding test uses 10 multiple choice questions and each question is given a score of 10. The answers given by students for each question can be seen in the following table.

Table 3. Answer List of Understanding Test II

No	Initial	Question Number									
		1	2	3	4	5	6	7	8	9	10
1	AL	C	C	C	A	C	C	A	B	A	C
2	AI	D	B	C	-	C	C	A	B	B	C
3	AR	D	C	D	A	C	C	A	B	D	C
4	AS	D	C	D	A	C	A	A	A	A	C
5	AA	D	C	D	C	C	C	D	B	A	C
6	AM	D	B	D	D	C	A	A	A	A	A
7	Ag	D	B	A	B	C	A	A	A	A	C
8	BYP	B	C	B	A	C	A	C	D	A	C
9	DS	D	D	D	B	B	A	A	B	A	C
10	DS	D	D	C	B	C	A	C	D	A	C
11	DCT	D	D	D	A	C	A	A	A	B	C
12	ET	D	C	A	B	C	A	A	C	A	C
13	ES	A	B	B	C	C	A	B	D	A	C
14	ENY	D	D	D	B	D	A	A	B	B	C
15	FP	D	C	D	D	C	C	A	A	A	C
16	HNPS	D	C	A	B	C	A	A	C	B	C
17	IZ	D	B	D	B	C	A	A	B	A	C
18	KDA	D	B	D	B	C	A	A	A	A	C
19	LM	D	B	B	A	C	A	A	A	A	C
20	MTW	D	D	D	B	C	A	A	A	A	C
21	MA	D	B	D	C	A	A	A	B	A	C
22	NH	C	B	A	A	C	C	A	A	B	C
23	NY	D	B	D	B	C	C	A	B	A	D
24	Na	B	C	D	B	A	A	A	A	A	C
25	NR	D	B	D	A	C	A	B	B	A	A
26	NK	B	C	D	B	C	A	A	A	A	C
27	Nkur	D	C	D	B	C	A	A	A	A	C
28	PH	D	C	D	B	C	A	C	D	A	B
29	RDR	D	C	C	A	C	C	B	A	D	C
30	RP	D	C	D	B	C	A	A	B	B	C
31	RF	D	B	D	B	B	A	A	B	A	C

32	SJ	C	B	D	B	C	A	A	B	A	C
33	SP	D	C	D	B	C	A	A	B	A	C
34	SR	D	D	D	B	C	C	A	A	B	C
35	TO	D	C	B	B	C	A	A	B	A	C
36	WS	D	C	D	A	C	A	A	D	A	B
37	NF	D	B	D	C	C	C	D	B	A	C
Total of Correct Answers		A					28	29		28	
		B							15		
		C		17		4	32				31
		D	30		28						

From the result of students' answers that have been described in table 3 above, it can be grouped as follows.

- Questions that can be answered more than 50% are question number 1: 81.08%; question number 3: 83.78%, question number 5: 83.78%, question number 7: 86.48%, question number 8: 86.48%, question number 9: 78.37%, and question number 10: 91.89%.
- Questions that can be answered by less than 50% are question number 2: 24.32%; question number 4: 8.10%; and question number 6: 16.21%.

The value obtained by students in accordance with the answers they chose is as can be seen in the following table.

Table 4. List of Understanding Test Value II

No	Initial	Gender	Correct Answer	Wrong Answer	Score
1	AL	L	6	4	60
2	AI	P	6	4	60
3	AR	P	7	3	70
4	AS	P	8	2	80
5	AA	L	8	2	80
6	AM	L	6	4	60
7	Ag	L	6	4	60
8	BYP	L	6	4	60
9	DS	P	7	3	70
10	DS	L	6	4	60
11	DCT	P	6	4	60
12	ET	P	7	3	70
13	ES	P	6	4	60
14	ENY	P	6	4	60
15	FP	P	7	3	70
16	HNPS	P	6	4	60
17	IZ	L	8	2	80
18	KDA	L	7	3	70
19	LM	P	7	3	70
20	MTW	L	7	3	70
21	MA	L	8	2	80

22	NH	P	4	6	40
23	NY	P	6	4	60
24	Na	P	6	4	60
25	NR	P	6	4	60
26	NK	P	6	4	60
27	Nkur	P	8	2	80
28	PH	L	7	3	70
29	RDR	P	6	4	60
30	RP	L	8	2	80
31	RF	P	7	3	70
32	SJ	P	6	4	60
33	SP	P	9	1	90
34	SR	P	5	5	50
35	TO	P	7	3	70
36	WS	P	7	3	70
37	NF	P	7	3	70
Total			241	129	2460

$$\text{Average Value} = \frac{2360}{37} = 66.49$$

The result obtained from the result of the 2nd test has an average value of 66.49, an increase of 1.49. It can be interpreted that students are motivated to understand better than at the time of the 1st test. This figure is of course sufficient, because under normal conditions, understanding is considered adequate, ranging from 40-60%, or can correctly answer half of the number of questions. The average figure of 66.49 is more than half.

- The 3rd test is a test of the level of understanding of the 3rd Discourse with the title "In the Name of Democracy". This test is conducted on March 14, 2009. The participants are 35 students; there are two students who did not take the test, both of them did not attend school. The following is the 3rd discourse in question and its questions which consist of 10 questions and each item is given a score of 10 if the students answer correctly.

Students' answers for each of the questions they choose can be seen in the following table.

Table 5. Answer List of Understanding Test III

No	Initial	Question Number									
		1	2	3	4	5	6	7	8	9	10
1	AL	B	B	D	B	C	B	A	C	D	A
2	AI	-	-	-	-	-	-	-	-	-	-
3	AR	B	B	D	D	C	D	D	C	D	A
4	AS	B	B	C	C	C	D	A	C	D	A
5	AA	D	C	C	A	C	A	A	A	D	A
6	AM	B	C	D	A	C	A	A	C	D	A
7	Ag	B	D	D	C	C	B	A	C	C	A
8	BYP	B	B	D	A	C	B	A	C	C	A

9	DS	B	B	D	B	C	B	A	C	D	A		
10	DS	C	D	D	B	C	B	A	C	D	A		
11	DCT	-	-	-	-	-	-	-	-	-	-		
12	ET	B	C	D	B	C	B	A	C	D	A		
13	ES	B	B	D	C	C	B	A	C	D	A		
14	ENY	B	B	D	D	C	B	A	C	D	A		
15	FP	B	B	D	C	A	D	A	A	D	A		
16	HNPS	B	C	D	B	C	B	A	C	D	A		
17	IZ	C	D	D	B	C	B	A	C	D	A		
18	KDA	B	C	D	A	C	B	-	C	D	D		
19	LM	B	B	D	A	C	C	A	C	D	A		
20	MTW	B	D	D	B	C	B	A	C	D	A		
21	MA	B	C	D	A	C	B	A	C	D	A		
22	NH	B	C	A	C	B	D	A	C	C	A		
23	NY	B	B	D	B	C	B	A	C	D	A		
24	Na	B	C	D	D	C	B	A	C	C	A		
25	NR	C	B	C	B	C	C	A	C	D	A		
26	NK	B	B	D	B	C	B	A	C	D	A		
27	Nkur	B	B	D	B	C	B	A	C	D	A		
28	PH	B	B	D	C	C	B	A	D	C	A		
29	RDR	B	C	D	A	C	B	A	C	D	A		
30	RP	B	C	D	B	C	D	A	C	D	A		
31	RF	B	B	D	B	C	A	A	C	D	A		
32	SJ	B	B	D	B	C	D	A	C	D	A		
33	SP	B	B	D	C	A	D	A	C	D	A		
34	SR	B	B	D	A	A	A	A	C	D	A		
35	TO	A	B	A	B	C	D	A	C	D	A		
36	WS	B	B	D	A	C	C	A	C	D	A		
37	NF	B	D	D	A	C	C	A	C	D	A		
Total of Correct Answers		A	31	10					31			34	
		B											
		C				6	3				32		
		D				31			8				29

Furthermore, for each correct answer a score of 10 is given. Details regarding the total score of each student are as can be seen in the following table.

Table 6. Answer List of Understanding Test III

No	Initial	Gender	Correct Answer	Wrong Answer	Score
1	AL	L	7	3	70
2	AI	P	-	-	-
3	AR	P	7	3	70
4	AS	P	8	2	80

5	AA	L	6	4	60
6	AM	L	8	2	80
7	Ag	L	7	3	70
8	BYP	L	6	4	60
9	DS	P	7	3	70
10	DS	L	6	4	60
11	DCT	P	-	-	-
12	ET	P	8	2	80
13	ES	P	8	2	80
14	ENY	P	7	3	70
15	FP	P	7	3	70
16	HNPS	P	8	2	80
17	IZ	L	6	4	60
18	KDA	L	7	3	70
19	LM	P	7	3	70
20	MTW	L	7	3	70
21	MA	L	8	2	80
22	NH	P	7	3	70
23	NY	P	7	3	70
24	Na	P	6	4	60
25	NR	P	6	4	60
26	NK	P	7	3	70
27	Nkur	P	7	3	70
28	PH	L	6	4	60
29	RDR	P	8	2	80
30	RP	L	9	1	90
31	RF	P	7	3	70
32	SJ	P	8	2	80
33	SP	P	9	1	90
34	SR	P	6	4	60
35	TO	P	6	4	60
36	WS	P	7	3	70
37	NF	P	7	3	70
Total			240	110	2480

$$\text{Average Value} = \frac{2480}{35} = 70.86$$

The result obtained from the result of the 3rd test has an average value of 70.86, which has a significant increase from the result of the 2nd stage of the test of 4.37. It can be interpreted that students are more motivated to understand better than at the time of the 1st and 2nd tests. This figure is, of course, quite adequate and can even be said to be good because in normal conditions, understanding is considered adequate, ranging from 40-60%, or can answer half of the questions correctly. The average figure of 70.86 is more than half.

4. Students' Understanding of Democratic Discourse

As mentioned in one of the objectives of this research, namely regarding the disclosure of whether or not the discourse of democracy exists in the textbooks that are the research sample. In accordance with the findings, the discourse on democracy is indeed found in both versions of the textbook. The discovery of the discourse of democracy in the textbooks indicates that the two books have included learning about the discourse of democracy. This study wants to reveal more deeply about the extent of students' understanding of the democratic discourse.

There are three discourses of democracy that the author chose from the two versions of the book and then tested it on the students to find out about their understanding of the discourse. Three discourses were chosen because in a matter of three times, usually someone already has enough impressions. The discourse is also chosen which has almost the same level of difficulty. An indication of the level of difficulty is, for example, seen from the number of words, choice of words, and the use of the term democracy in it.

The testing technique is successive at different times. It is done, thus, students have the opportunity to think and can gain experience in answering the tests given by using a different question. It was proven that there is indeed a difference in test result between the first test, second test, and third test.

CONCLUSION

Regarding the issue of whether there is a discourse on democracy in textbooks, the findings prove that there is a discourse on democracy, although not many. Next, it is about testing the students regarding the level of understanding of the democratic discourse in the textbook. The result of this test indicates that there is adequate legibility and an increase from the 1st test with an average value of 65, increasing on the 2nd test to 65.14, and increasing again on the 3rd test to 68.57. Therefore, it can be said that students' understanding of democratic discourse is adequate and shows an improvement.

In fact, based on the comments given by the students, almost all of them stated that the good comprehension test had a positive effect on them and could be challenging so that they are excited to be able to improve their understanding for a better future, especially those related to democratic discourse. There are only two students who felt a little dissatisfied with his discourse on democracy, but the tests he did they still considered it a positive thing.

REFERENCES

- Alaei, M., & Ahangari, S. (2016). A Study of Ideational Metafunction in Joseph Conrad's "Heart of Darkness": A Critical Discourse Analysis. *English Language Teaching*. <https://doi.org/10.5539/elt.v9n4p203>
- Allaoui, A., & Benmoussa, R. (2020). Employees' attitudes toward change with Lean Higher Education in Moroccan public universities. *Journal of Organizational Change Management*. <https://doi.org/10.1108/JOCM-08-2018-0232>
- Aminin, S., Huda, M., Ninsiana, W., & Dacholfany, M. (2018). Sustaining civic-based moral values: Insights from language learning and literature. *International Journal of Civil Engineering and Technology*.
- Anderson, C. W., de los Santos, E. X., Bodbyl, S., Covitt, B. A., Edwards, K. D., Hancock, J. B., Lin, Q., Morrison Thomas, C., Penuel, W. R., & Welch, M. M. (2018). Designing educational systems to support enactment of the Next Generation Science Standards.

- Journal of Research in Science Teaching*. <https://doi.org/10.1002/tea.21484>
- Apriana, D., Kristiawan, M., & Wardiah, D. (2019). Headmaster's competency in preparing vocational school students for entrepreneurship. *International Journal of Scientific and Technology Research*.
- Auerswald, P. E., & Dani, L. (2017). The adaptive life cycle of entrepreneurial ecosystems: the biotechnology cluster. *Small Business Economics*. <https://doi.org/10.1007/s11187-017-9869-3>
- Brewer, W. F. (2017). Literary theory, rhetoric, and stylistics: Implications for psychology. In *Theoretical Issues in Reading Comprehension: Perspectives from Cognitive Psychology, Linguistics, Artificial Intelligence and Education*. <https://doi.org/10.4324/9781315107493-12>
- Brookes, G., & McEnery, T. (2020). Correlation, collocation and cohesion: A corpus-based critical analysis of violent jihadist discourse. *Discourse and Society*. <https://doi.org/10.1177/0957926520903528>
- Bui, T. T. N., & Nguyen, H. T. M. (2016). Standardizing English for Educational and Socio-economic Betterment- A Critical Analysis of English Language Policy Reforms in Vietnam. In *Language Policy (Netherlands)*. https://doi.org/10.1007/978-3-319-22464-0_17
- Chaturvedi, I., Cambria, E., Welsch, R. E., & Herrera, F. (2018). Distinguishing between facts and opinions for sentiment analysis: Survey and challenges. *Information Fusion*. <https://doi.org/10.1016/j.inffus.2017.12.006>
- Cheng, F. W., & Chiu, M. chin. (2018). Scaffolding Chinese as a second language writing through a Systemic Functional Linguistics approach. *System*. <https://doi.org/10.1016/j.system.2017.11.003>
- Christie, D. J., & Noor, N. M. (2017). *Humanising and Dehumanising the Other: Ethnic Conflict in Malaysia*. https://doi.org/10.1007/978-3-319-45289-0_7
- Collings, D. G., Wood, G. T., & Szamosi, L. T. (2019). Human resource management: A critical approach. In *Human Resource Management*.
- Cummings, S., Seferiadis, A. A., & de Haan, L. (2020). Getting down to business? Critical discourse analysis of perspectives on the private sector in sustainable development. *Sustainable Development*. <https://doi.org/10.1002/sd.2026>
- Engelbrecht, P., Nel, M., Smit, S., & Van Deventer, M. (2016). The idealism of education policies and the realities in schools: The implementation of inclusive education in South Africa. In *International Journal of Inclusive Education*. <https://doi.org/10.1080/13603116.2015.1095250>
- Escobar, A. (2018). Culture, economics, and politics in Latin American social movements theory and research. In *The Making of Social Movements in Latin America: Identity, Strategy, and Democracy*. <https://doi.org/10.4324/9780429496301>
- Gallagher, C. W., Graff, G., Birkenstein, C., & Herzberg, B. (2019). Symposium: Standardization, democratization, and writing programs. *College Composition and Communication*.
- Giovagnoli, R. (2019). A pragmatic model of justification based on "material inference" for social epistemology. In *Studies in Applied Philosophy, Epistemology and Rational Ethics*. https://doi.org/10.1007/978-3-030-32722-4_4
- Goebel, Z., & Manns, H. (2020). Chronotopic relations: Chronotopes, scale, and scale-making. *Language and Communication*. <https://doi.org/10.1016/j.langcom.2019.03.002>
- Grillo, R. D. (2020). Discourses of development: The view from anthropology. In *Discourses of Development: Anthropological Perspectives*. <https://doi.org/10.4324/9781003136071-1>

- Herbert, D. (2017). Religion and civil society: Rethinking public religion in the contemporary world. In *Religion and Civil Society: Rethinking Public Religion in the Contemporary World*. <https://doi.org/10.4324/9781315244822>
- Hermino, D. A. (2016). ASEAN ECONOMIC COMMUNITY IN THE PERSPECTIVE OF TRANSFORMATIONAL LEADERSHIP IN SCHOOL. Dr. Agustinus Hermino Educational Management Specialist, Indonesia. *International Journal of Education and Research*.
- Herring, S. C. (2018). The coevolution of computer-mediated communication and computer-mediated discourse analysis. In *Analyzing Digital Discourse: New Insights and Future Directions*. https://doi.org/10.1007/978-3-319-92663-6_2
- Hornberger, N. H., & Wang, S. C. (2017). Who are our heritage language learners?: Identity and biliteracy in heritage language education in the United States. In *Heritage Language Education: A New Field Emerging*. <https://doi.org/10.4324/9781315092997-2>
- Irsyadillah, I. (2019). The ideological character of accounting textbooks: Insights from Indonesian accounting lecturers. *Journal of Accounting in Emerging Economies*. <https://doi.org/10.1108/JAEE-02-2017-0011>
- Jammaers, E., & Zanoni, P. (2020). Unexpected entrepreneurs: the identity work of entrepreneurs with disabilities. *Entrepreneurship and Regional Development*. <https://doi.org/10.1080/08985626.2020.1842913>
- Kandiyoti, D., & Emanet, Z. (2017). Education as Battleground: The Capture of Minds in Turkey. *Globalizations*. <https://doi.org/10.1080/14747731.2017.1325170>
- Kim, H. (2016). 3 Regime Interaction and Conflict between International Human Rights and Economic Law in the Context of Historical Evolution of International Law and Institution. In *Regime Accommodation in International Law*. https://doi.org/10.1163/9789004325517_004
- King, K. A., & Mackey, A. (2016). Research Methodology in Second Language Studies: Trends, Concerns, and New Directions. *Modern Language Journal*. <https://doi.org/10.1111/modl.12309>
- Klenke, K. (2016). Phenomenology and Narrative Analysis. In *Qualitative Research in the Study of Leadership*. <https://doi.org/10.1108/978-1-78560-651-920152010>
- Koichu, B. (2020). Problem posing in the context of teaching for advanced problem solving. *International Journal of Educational Research*. <https://doi.org/10.1016/j.ijer.2019.05.001>
- Kossoff, E. H., Zupiec-Kania, B. A., Auvin, S., Ballaban-Gil, K. R., Christina Bergqvist, A. G., Blackford, R., Buchhalter, J. R., Caraballo, R. H., Cross, J. H., Dahlin, M. G., Donner, E. J., Guzel, O., Jehle, R. S., Klepper, J., Kang, H. C., Lambrechts, D. A., Liu, Y. M. C., Nathan, J. K., Nordli, D. R., ... Wirrell, E. C. (2018). Optimal clinical management of children receiving dietary therapies for epilepsy: Updated recommendations of the International Ketogenic Diet Study Group. *Epilepsia Open*. <https://doi.org/10.1002/epi4.12225>
- Larsen, H. (2018). Discourse analysis in the study of European foreign policy. In *Rethinking European Union Foreign Policy*. <https://doi.org/10.7765/9781526137647.00010>
- Lin, Y. L. (2017). Co-occurrence of speech and gestures: A multimodal corpus linguistic approach to intercultural interaction. *Journal of Pragmatics*. <https://doi.org/10.1016/j.pragma.2017.06.014>
- Malti, T., Beelmann, A., Noam, G. G., Sommer, S., Francis, I., Leeman, J., Sandelowski, M., Birken, S. A., Bunger, A. C., Powell, B. J., Turner, K., Clary, A. S., Klaman, S. L., Yu, Y., Whitaker, D. J., Self, S. R., Rostad, W. L., Chatham, J. R. S., Kirk, M. A., ... Rosenbloom, D. L. . (2017). Health Policy: Application for Nurses and Other Healthcare Professionals. *Journal of Clinical Nursing*.

- Mariana, N. (2017). Transforming Mathematics Problems in Indonesian Primary Schools By Embedding Islamic and Indonesian Contexts. In *Disertasi. Perth Australia: Murdoch University*.
- Mínguez, C., Martínez-Hernández, C., & Yubero, C. (2021). Higher education and the sustainable tourism pedagogy: Are tourism students ready to lead change in the post pandemic era? *Journal of Hospitality, Leisure, Sport and Tourism Education*. <https://doi.org/10.1016/j.jhlste.2021.100329>
- Mueller, J. C. (2018). Advancing a sociology of ignorance in the study of racism and racial non-knowing. *Sociology Compass*. <https://doi.org/10.1111/soc4.12600>
- Noyes, J., Booth, A., Flemming, K., Garside, R., Harden, A., Lewin, S., Pantoja, T., Hannes, K., Cargo, M., & Thomas, J. (2018). Cochrane Qualitative and Implementation Methods Group guidance series—paper 3: methods for assessing methodological limitations, data extraction and synthesis, and confidence in synthesized qualitative findings. *Journal of Clinical Epidemiology*. <https://doi.org/10.1016/j.jclinepi.2017.06.020>
- O'Neill, M. T., & Moore, K. D. (2016). 'Keeping my mind strong': enabling children to discuss and explore issues relating to their perceptions of positive mental health through the arts. *Journal of Research in Nursing*. <https://doi.org/10.1177/1744987116655594>
- Okundaye, K., Fan, S. K., & Dwyer, R. J. (2019). Impact of information and communication technology in Nigerian small-to medium-sized enterprises. *Journal of Economics, Finance and Administrative Science*. <https://doi.org/10.1108/JEFAS-08-2018-0086>
- Ophuls, W. (2019). Requiem for modern politics: The tragedy of the enlightenment and the challenge of the new millennium. In *Requiem for Modern Politics: The Tragedy of the Enlightenment and the Challenge of the New Millennium*. <https://doi.org/10.4324/9780429497674>
- Owen, H. (2018). The Handbook of Communication Skills. In *The Handbook of Communication Skills*. <https://doi.org/10.4324/9781315436135>
- Painter, C. (2019). Image Analysis Using Systemic-Functional Semiotics. In *Critical Content Analysis of Visual Images in Books for Young People*. <https://doi.org/10.4324/9780429426469-2>
- Parker, L., & Prabawa-Sear, K. (2019). Environmental education in Indonesia: Creating responsible citizens in the global South? In *Environmental Education in Indonesia: Creating Responsible Citizens in the Global South?* <https://doi.org/10.4324/9780429397981>
- Pisani, E., Kok, M. O., & Nugroho, K. (2017). Indonesia's road to universal health coverage: A political journey. *Health Policy and Planning*. <https://doi.org/10.1093/heapol/czw120>
- Qian, J., Wei, J., & Law, R. (2018). Review of critical discourse analysis in tourism studies. *International Journal of Tourism Research*. <https://doi.org/10.1002/jtr.2202>
- van Dijk, T. A. (2016). Discourse and racism: Some conclusions of 30 years of research. In *Perspectives in Pragmatics, Philosophy and Psychology*. https://doi.org/10.1007/978-3-319-12616-6_10
- Willig, C., & Rogers, W. S. (2017). The SAGE Handbook of Qualitative Research in Psychology. In *The SAGE Handbook of Qualitative Research in Psychology*. <https://doi.org/10.4135/9781526405555>
- Wu, H.-H. (2018). *The Content Knowledge Mathematics Teachers Need*. https://doi.org/10.1007/978-3-319-61434-2_4