Ideology Representation in the Interaction of Teaching and Learning between Lecturers and Students of Economic Education Department of Jenderal Soedirman University

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Abstract—**This research aimed to describe the ideology representations in teaching and learning interaction between lecturers and students in Economic Education Department of Faculty of Economic and Business of Jenderal Soedirman University. The ideology representations were analyzed by using Roger Fowler's analysis of critical discourse and William O'neil's analysis of critical linguistics. The data sources were the lecturers and students of Economic Education Department in Faculty of Economic and Business of Jenderal Soedirman University. The results of this research showed that lectures and students used language expressions t o m a k e p e r s p e c t i v e o f f o u r ideologies which was used in teaching and learning process in the classroom. Those language expressions consist of vocabulary (experiential, relational, and expressive), modality (truth, must, and desire), and metaphor. Ideology perspectives such as liberalism, conservatism, Liberationism, and anarchism were formed.**

Keywords—ideology, lecturers, students, analysis of critical discourse

I. INTRODUCTION

The function of language as an ideology occurs in verbal communication. Thompson [1] argues that language is not only a communication tool, but it can be used as a power. The application of language as a power can be seen in various speech phenomenon in political contexts, economic contexts, and even in social and cultural contexts.

The use of ideology in the context of learning cannot be separated from the education system that underlies the process of interaction that takes place in the classroom. Structurally the education system is divided into two, a dominant education system and a humanist education system. Education in the dominant system places the teacher as the only person who knows science and shows it to students as a subject who knows nothing. The characteristics of education with this system are characterized by several

things, namely teachers teaching, students being taught; the teacher knows everything, students don't know anything; teacher thinks, students think; teacher tells stories, students obediently listen; the teacher determines the rules, students are arranged; the teacher chooses and forces his choice, the student agrees; the teacher acts, students imagine themselves doing through the actions of their teacher; the teacher selects the material and content of the lesson, students adjust to the lesson, and; The teacher is the subject of the learning process in the classroom, while the student is the object.

The humanist education system is inversely proportional to the dominant system. This system offers a process that is far different from the dominative education system. In this system, students in this case students are given the freedom to recognize, analyze, capture, describe everything that is obtained in the classroom. The learning process in the classroom does not aim to homogenize thoughts and behavior. The application of ideology in the classroom in this system is used by speakers to provide motivation, appreciation, praise, opportunity to argue, and provide criticism to the speech partner.

In the application of learning systems, ideology has a major role in the ongoing interaction of learning in the classroom. Lecturers, as the most powerful ideological owners in the class, have full control to determine the success of learning given to students. In the process of interacting, it does not rule out the possibility that students as students also play a role and show and show ideology as people who criticize the policies of the authorities, in this case lecturers. For example, in a humanist system that prioritizes the principles of democracy in classroom learning, it sometimes tends to overestimate students 'freedom of opinion and often has a negative impact on students' character formation. The ideological freedom given to students ultimately has an impact on the formation of thinking patterns, characters, and ways of acting spoken by students.

According to Fiskie [2], ideology is a tool from class a leader or a ruler which makes his ideas can be accepted and by the people and makes his ideas look common and natural. Every knowledge is based on class, made in the class and protects the class itself. Fairclough [3] argues that ideology

can happen in the relation of social class, relation between community in an institution, relation between ethnic community, relation between men and women, relation between parents and children. Schools have social arrangements and discourse arrangements which involve every content in a social space itself [4]. The lecturers use various different communication approaches in teaching and learning process in the classroom, including the approach of using ideology to influence, interact, and increase students' interests in learning process.

In the interaction of learning process, the use

of expression used by the speaker is a sign of ideology representation. It is appropriate with the theories by Fairclough and Roger Fowler. The selection of expression consists of the words, modality structure, transitivity structure, and metaphor [5].

Every single person has their own language

understanding and variety in the use of words. This variety is influenced by the cultural experience, social, society, and education. Eriyanto [6] explains that in political world each person has their own language pattern and language selection. This case is caused by their experiences and how they use the language as the defense in social fight in their political environment. The use of the words is not only something technical, but it also can be seen as "knife" in analyzing others' ideology. The selection of words gives special values in ideology from the speaker as well as the writer. Those values are experiential, relational, and expressive. Experiential values are related to knowledge and belief of the words. Relational values are related to the social relationship created by the words. Expressive values are related to the selection or evaluation about the meaning of the words [7].

Fowler [5] explains that modality is a kind of language which describes values based on logic, values based on feeling, or desire to speak about perception or expression of his/her soul. Suroso [7] states that modality is an attitude or comment that comes from texts, implicitly or explicitly given by the writer or the speaker. From this analysis of modality structure, it is known that modality is used by the speaker, the lecturers or the students, to build perspective of an ideology in the process of learning. In building the perspective of the ideology, modality is divided into three; truth, must, desire.

According to Abdul Wahab [8] metaphor is a

statement to express a general matter to a special matter and vice versa. Metaphor is used as a language expression which the main idea cannot be understood directly from a symbol because the meaning lies in the predicate of the language itself [9]. Therefore, metaphor can be used to build the perspective of the speaker in expressing his/her opinions.

From the case above, the lecturer's ideology plays an important role to limit and control the interaction in learning process in the classroom. Therefore, this research was conducted to reveal the ideologies of the lecturers and students which were represented through the utterances in the classroom in the aspect of selection of words, the use of modality, and metaphor. The lecturers' ideologies are expected to build students' characters, way of thinking, and a good ideology for the economic students [10]. If the knowledge is delivered to the students in a good way, the

students can realize the importance of the knowledge in the future.

The rest of this paper is organized as follow: Section II describes proposed method of this research. Section III presents the obtained results and following by discussion. Finally, Section IV concludes this work.

II. PROPOSED METHOD

This qualitative research uses the method of analysis of critical discourse (AWK) from Roger Fowler. This theory is compatible and relevant to be used to reveal the language expressions which build a perspective of an ideology of lectures and students. The data consist of six meetings in the classroom which are categorized to data of *Mahasiswa Catatan Lapangan Satu, Mahasiswa Catatan Lapangan Dua, Mahasiswa Catatan Lapangan Tiga, Mahasiswa Catatan Lapangan Empat, Mahasiswa Catatan Lapangan Lima, Mahasiswa Catatan Lapangan Enam.*

The data collection technique was done by using research steps from Stake [11]. The data collection technique used in this research is recording technique and observation. In getting accurate findings, this research used data collection technique by recording, observing, six times field note, and also tracking all data analysis. The further data were analyzed using critical discourse analysis technique based on Roger Fowler's theory which reveals interaction context, selection of words, modality, and metaphor to build ideology representation. In this case, the researcher is the main instrument along with other supporting instruments which are table of the data to help the collecting, organizing, and analysis of the data is a qualitative research with a critical discourse analysis approach.

III. RESULTS AND DISCUSSION

A. Results of Ideology Representations of Lecturers and Students in Teaching and Learning Interaction Process

Based on the results, there were four types of ideology representations of lecturers and students in teaching and learning interaction process in the classrooms of Economic Education in the Faculty of Economic and Business of Jenderal Soedirman University. Those were liberalism, conservatism, liberationist, and anarchism. Those four ideologies were used by the lecturers and students. For the lecturers the, those were categorized as D1, D2, and D3. While for the students, those were categorized as MCL1, MCL2, MCL3, MCL4, MCL5, and MCL6.

From the data and analysis of diction, it was found that diction selection was used by speakers both lecturers and students to construct perspective of a particular ideology in the learning interaction process. The selection of diction is divided into three aspects of value, namely experimental values, relational values, and expressive values. These three aspects are an indicator to find out the perspective of using ideology built by lecturers and students. Experimental value in its use relates to a view, knowledge, and a belief that is said by lecturers and students. Expressive value signifies an evaluation and evaluation of lecturers and students of an information and statement obtained during the learning interaction process in the classroom. Relational value in the

selection of diction indicates social relations between participants in this case lecturers with students in the learning interaction process. In the interaction process, 32% of the lecturers' experimental dictionaries were found, and 26% were students; 30% relational lecturers and 47% students; expressive 28% and 29% students.

From the data and analysis of the structure of modalities, in this study it was found that modalities were used by speakers both lecturers and students to develop a perspective of a particular ideology in the process of learning interaction. In establishing a particular ideological perspective, modalities are divided into three types, namely, truth, necessity, and desire. In the interaction process in the General Soedirman University Economic Education classes, it was found that modalities as an ideological perspective in the process of learning interaction in the General Soedirman University Economic Education classes tended to be used to bring up the ideology of anarchism with necessity and truth as a builder aspect, and ideology liberationism with the values of truth and desire as aspects of the ideological builder. In the interaction process, found the use of lecturer truth modalities 33% and 62% students; must be 45% and students 19%; 21% wishes and 18% students.

From the data and analysis of the metaphor, in this study it was found that the use of metaphor is not only used as a description of an object with other related things, but also serves as a marker of ideological perspectives in lecturer and student speech. The use of metaphorical words is also used by speakers to provide an assessment of an object that is being discussed in the learning interaction process. In the interaction process, found the use of lecturer metaphors 34% and 20% students.

1. Ideology Representations of Liberalism

The ideological paradigm of liberalism can be interpreted as a model and view of knowledge possessed by conscious and planned efforts to create an active and open learning and learning process. In the process of learning interaction, the instructor and students actively develop their potential to have courage, strong mental personality, intelligence, and free and broad- minded skills. The need to achieve this goal shows a difference of opinion that makes it a problem. This difference of opinion is an attempt to find a solution to the problem at hand.

The analysis of ideology of liberalism in this research showed that this ideology was used by the speaker or the listener that are the lecturers and the students to deliver their opinions in the process of teaching and learning in the classroom [12]. The findings also showed that liberalism ideology was used by the students to deliver their opinions, criticisms, and suggestions which were appropriate with the context of the learning materials in the classroom. The delivery of the opinions was based on the selection of words of experiential value, relational value, modality of desire, and the use of metaphor which supported the ideology representation of liberalism.

The example of selection of words of experiential value is *Kalau menurut saya, dalam menyusun anggaran kita asumsikan misalnya ada harga bahan pokoknya berapa?*

harga bahan bakunya berapa? the use of words *menurut saya* in this utterance shows that the speaker is aiming to deliver M5 opinion to the listener. While The example of relational is *Jadi, menurut Reza itu membahas, sebentar ini sepertinya teman- temanmu pasti belum paham, pabriknya harus ditempatkan di tempat yang jauh, gitu.* The words *menurut Reza* is intended by the D1 to involve MCL1 students in the discussion in the classroom.

Another example of modality used in this research is *seperti kebanyakan manusia kasta tinggi sekarang.* This utterance is intended to deliver D1 opinion to the MCL 5 students. This kind of example shows human tendency in having power to rule and sometimes shows his/her individualistic attitude. This kind of example is also based on the principle of liberalism, the result of learning is based on personal knowledge and personal experience which is subjective [12].

2. Ideology Representations of Conservatism

The ideology of conservatism is an ideology that upholds traditional values and implements and preserves customary values into modern times like today to maintain culture. The goal of using conservatism ideology is to encourage understanding a n d appreciation o f traditions, rules, and cultural processes that have been tested by the time that has been applied to an institution or agency. The award is also intended to create a deeper respect for the existing law and order. Conservatives are very concerned about character training and intellectual discipline to foster and guarantee the formation of an attitude of respect for tradition and culture created in an institution. In this research, the conservatism ideology was often used by the speakers express their statements and behaviours that respect tradition and culture [12]. The tradition and culture can be a statement of rules in an institution, in this case Jenderal Soedirman University, the ethics code in society, religious tradition and society tradition which are the belief of the speaker. Furthermore, the selection of words of experiential, expressive, modality of truth, and modality of must supported the ideology perspective of conservatism.

The selection of words of experiential can be seen in this example *Lima ya, tapi tampaknya kalian malah lupa ini dengan etika-etika yang sudah diajarkan dulu ya.* The use of vocabulary in this data, D2 tried to tell the experience and knowledge related to the ethics that has been taught to the students before. The selection of expressive words can be seen in this example *Nah, seperti ini lho melihat bahwa itu ada orang, tidak hanya lewat di depannya, nyelonong, ini manusia ya yang berdiri di sini.* In the word "*Nah*", D2 tried to convey his opinion expressively about a good student. Modality of truth and must in this utterance can be identified from the words *Jangan seperti itu, ya. Itu hal yang baik, kenapa tidak dipertahankan. Kalau memang itu baik, silakan dipertahankan dan kemudian di apa ya, diregenerasikan gitu ya sehingga kalian akan memberikan contoh yg baik kepada adik-adik tingkat kalian juga.* In this utterance, the word "*jangan*" is considered as modality of must which means a prohibition for the students to obey the ethics from D2.

While the words *itu hal yang baik* states that the words are considered as modality of truth which must be applied by the students so that it will have good impacts on the students themselves and others. Those statements are based on the principle of conservatism ideology such as, emphasizing self with sense; leaning self on the best answer from the past as guidance for the present time [12].

3. Ideology Representation of Liberationism

The ideology of liberationism is an ideology that views the similarities and similarities in living life. In liberationism equality and feeling of understanding are consequences of a deficiency. The goal of using this ideology is to help the speech partners recognize and respond to the need for social reform or reform. The use of ideology is also intended to provide information and ways about how to solve practical problems through the implementation of individual and group problem solving techniques based on scientific-rationalmethods. For liberationism, the socialist attitude is greatly sought in the application of this ideology. This is intended to eliminate all pretense in 'educating' children or partner partners, to make it more human and eliminate the ongoing social oppression in the school process.

This ideology was used to show an agreement and team work to solve a problem in learning process in Economic Education of Jenderal Soedirman University [12]. The selection of words of experiential, relational, expressive, modality of truth, modality of desire, and metaphor supported the perspective of Liberationism ideology [12].

In Liberationism ideology, the use of experiential can be identified in this example, *Iya bisa, nanti kan kalau yang kita membuat teknik proyeksi nanti ada dua macam Jadi Teknik secara kuantitatif dan teknik secara kualitatif.* By using the selection of experiential words in that utterance, D1 tried to show the knowledge and the modality of truth to reply the answer from M7 which was not complete. The use of relational can be identified in this example, *Ayo tadi yang mau mengemukakan pendapat. Ayo kita bahas bersama. Iya tadi mana? Tadi yang tunjuk jari tadi siapa.* By using the word "*ayo*", it is obvious that D1 tried intentionally to involve the students to discuss the topic of the learning material in the classroom. The selection of expressive words and the use of metaphor also found in this utterance Jangan *seperti katak dalam tempurung, lho. (D1 mengarahkan pandangan pada M7 dan berbicara dengan nada tinggi sambil mengacungkanibu jari tangan kanannya).* The word "lho", laughing expression, and expression of raising the thumb showed that D1 was using expressive words and various metaphor to make the situation easier which also showed the dominance of Liberationism ideology used by D1 to MCL1.

The way the lecturers and the students delivering their opinions was based on the principles of liberalism ideology such as, emphasize on the objective analysis and evaluation on the policy, problems, and social practices and emphasize on the clever action in fulfilling social justice.

4. Ideology Representation of Anarchism

The ideology of anarchism is an ideology that believes that all forms of power, government, with all aspects controlled are absolute and cannot be contested by other parties. The purpose of using the ideology of anarchism is to abolish or exit the realm of rules that apply naturally, to be subsequently replaced with a pattern of thinking that is of self-origin and free access. This freedom is carried out to bring a renewal or immediate solution to the solution. For anarchists, the emphasis of policy must be placed on the possibility of each individual itself, in order to determine their own learning goals and desires. The emphasis must be placed on something that is personally relevant at the expense of differentiating interests that exist in the regulations of an institution, intellectuality, and practice.

This ideology of anarchism was used by the speaker and listener to express a free attitude and utterance which is free from any group interests and rules [12]. The freedom expressed by the speaker showed individual statements, refusing criticism and suggestion, expressing something, telling the truth, and expressing a necessity in interaction process in the classroom.

The data also showed that the selection of words of experiential, expressive, modality of truth, modality of must, modality of desire and the use of metaphor supported the perspective of anarchism ideology. In this ideology, the example of expressive words can be identified in this example Foto dulu which implied the modality of must and Nanti dishare ke punya ini." (Menepuk pundak teman di sampingnya) which implied the modality of desire. Using those utterances M5 tried to express his/her experience which was a habit of current students saving the learning materials by capturing the pictures of the materials using a cell phone instead of writing down in a book.

The way the lecturers and the students delivering their opinions was based on the principles of anarchism such as the speaker considered the individual personality as a value which was beyond any people's demands, emphasizing the freedom of choice and determining self-destiny in a social background which was oriented to personal view.

IV. CONCLUSION

Conclusion of this research is that there are ideologies in the interaction of teaching and learning process in the classroom. The use of the ideologies is represented through the use of utterance which consists of the selection of words, modality supports, and the use of metaphor. The ideology representative of liberalism consists of selection of words of experiential value and expressive value and also supported by the modality of truth and modality of must. Further, the ideology representative of Liberationism consists of the selection of words experiential value, relational value, and expressive value, and also supported by modality of truth and modality of desire and the use of metaphor. Lastly, the ideology representative of anarchism consists of the selection of words experiential value and expressive value, supported by the modality of truth, modality of must, and modality of desire and the use of metaphor.

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