

A CRITICAL DISCOURSE ANALYSIS OF MOHAMAD NASIR'S SPEECH

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ABSTRACT

Discourse is a unit of language in which its form is longer than a sentence including the vast majority of everyday communication; in addition, it usually employs specific kinds of language as well as information structures to deliver specific purposes. In order to identify the structure and purpose of a discourse, the present research employed Critical Discourse Analysis (CDA) to analyze an educational speech in May 2nd, 2016 delivered by the Indonesian Ministry of Research, Technology, and Higher Education, Mohamad Nasir in the celebration of the National Education Day of Indonesia. The result of the analysis showed how the speech was constructed in form of macrostructure, superstructure, and microstructure revealed how the social power was used by symbolic elites to invite all parties in educational field to join together in reforming educational system of Indonesia to be better than what had been conducted by previous partisans in the past.

Keywords: *Critical Discourse Analysis (CDA); Indonesian Ministry's speech; educational speech; National Education Day*

INTRODUCTION

Education is a means to improve quality of a nation through the improvement of human resources. Both education and the quality of a nation are related in which the more qualified the education in a nation, the better the quality of a nation. These statement is generally reflected the implementation of education in Indonesia. The struggle to better education system in

Indonesia has been done since colonialism era by the father of education in Indonesia, Ki Hajar Dewantara in which he opposed educational policy during Dutch colonialism era which only concerned the educational system to noble children as well as Dutch-born children. He introduced three principles that should be involved in educational implementation, namely *Ing Ngarso Sing Tulodo, Ing Madya Mangun Karso and Tut Wuri Handayani*. The three

principles became basic implementation of education in Indonesia in which the teacher should be a role model (*Ing Ngarsong Tulodo*), a friend (*Ing Madya Mangun Karso*) and also a supporter (*Tut Wuri Handayani*) for the students.

However, Indonesia is still struggling to education issues in which there is still numerous problems faced by teachers, students as well as government of Indonesia. Concerning to the issue, there was reduction towards the quality of Indonesia's education in 2016. It was evidenced by the data of UNESCO who reported the decreased of Human Development Index (HDI) of Indonesia as published by Partini (2016) in *kompas.com*. These problem was taken into account by the Indonesia Ministry of Research, Technology, and Higher Education, Prof. Mohamad Nasir. Since his concern was in education, he had offered several renewals into the education system of Indonesia during his position of the ministry from 2014–2019. For instance,

Nasir added online system in the matters of certificate publication and teachers' promotion in which it increased the efficiency of both publications and promotion. Additionally, he offered deletion of thesis as the final project conducted by the university students to be able to finished their bachelor degree. However, his statement is still debated by some considerations whether it will give advantages and disadvantages for the students themselves. Because of his authority in educational field, one of his speech was delivered in the celebration of the National Education Day in May 2nd, 2016.

Nasir's speech was an example of discourse in form of verbal discourse in which it was directly delivered in front of the audiences. As an aspect of linguistics, discourse is defined as a unit of language in which its form is longer than a sentence including the vast majority of everyday communication; in addition, discourse usually employs specific kinds of

language as well as information structures to deliver specific purposes (Dipper & Pritchard, 2017). As discourse becomes part of everyday communication, it includes instructions, opinions and it is also found in speech, stories, lectures, notices, language use, exchange of information even it covers all forms of communication (ibid). On the other hand, looking at the purpose of discourse, it is intended to identify dominant discourse which show how reality has been socially constructed through either talks, texts, or pictures. Since discourse is constructed to show different and specific purposes, the use of discourse is also conducted by some considerations such as: context, types, genres, and theme. In short explanation, discourse is a form of communicative actions including both communication structure and communication intended use in which language takes many forms and shaped by the context, types, genres, and theme.

Analysis of discourse is a way to study such processes by looking at what

and how people communicate. It also means an interrogation of the data concerned with both a theory of language use as well as a method of research made up of a set of tools of enquiry and strategies for using them. The focus of discourse analysis is on the analysis of language in both spoken and written as it is used to enact social and cultural perspective and identities. In addition, discourse analysis tends to deal with how the choice of articles, pronouns, and tenses which may affect the discourse structure, the relation between utterances in a discourse and also the moves made by the speakers to introduce a new topic, change the topic, or assert a high role relationship to other participants. In the study, Critical Discourse Analysis (CDA) was conducted concerning the theory of Teun Van Dijk (2015) in which it is defined as a study focusing on how structures, strategies, and other communicative features are used to authorize, constitute, legitimate, negate, lessen, or hide power. Further, CDA also

shows social-power abuse and inequality are enacted, reproduced, legitimized, as well as resisted in the social and political context through either text or talk (Tannen et al., 2015). Additionally, language use belong to the structures level including macrostructure and microstructure in which there is mesostructure or commonly named superstructure in between those structures.

According to Dijk (2015) as also supported by the statement from Krzyżanowski and Forchtner (2016), macrostructure or macro level relates to the terms of ‘themes’ or ‘topics’ referring global meaning of a discourse. The macrostructure also refers to the whole information discussed in the discourse. Superstructure refers to the schema of discourse which connect the macrostructure and microstructure involving introduction, content as well as conclusion. The introduction refers to headline and paragraph leading to reasons why the discourse is taken into account to be noticed. Microstructure refers the meanings

which are more specific in discourse focusing on the semantic relations between propositions, syntactic, lexical and other rhetorical elements. Semantic element focuses on the meaning which is going to intend to be stressed in the discourse. Relating to the semantic analysis, Van Dijk also emphasizes on the use of social power within a discourse as he concerns on how discourse might be used by symbolic elites in which it refers to participants of a group who absolutely have access and control discourse within society. These statement relates to the speech delivered by Nasir in which he is assumed as a symbolic elite as he had access and control to have a speech in front of the audiences in the National Education Day.

Further, the present research was conducted in order to find out the ideology of the speech as well as the relation of structures on the speech relating to how a discourse of a symbolic elite has a power to control society. Therefore, the research was

conducted in order to answered the following research questions.

1. What is the ideology of the speech delivered by Mohamad Nasir in the National Education Day?
2. How are the structures of the speech related each other to get into the objective?
3. How are the keywords used to support the ideology of the speech?

RESEARCH METHOD

Dealing with the purpose of the study, an educational speech was analyzed as it referred to a discourse. The speech was delivered by the Indonesian Ministry of Research, Technology, and Higher Education, Prof. Mohamad Nasir in the National Education Day of Indonesia on May 2, 2016. The speech was downloaded in official website of *dikti.go.id*. An analysis of the discourse was conducted in the present research according to Teun Van Dijk's theory (2015) as the basic framework of conducting the research. The

speech was analyzed into its three major structures, namely macrostructure, superstructure (mesostructure) and microstructure. Further, the analysis concerned on finding the ideology, the construction as well as the word meaning within the discourse.

RESULTS AND DISCUSSION

As what has been explained above, the speech was analyzed and divided into several structures, the following subchapters were the analysis of Nasir's speech.

A. Macrostructure

Generally, the above-mentioned speech by Mohamad Nasir was focusing the ideology on desire for reforming educational management system on higher education to innovatively and competitively create enthusiasm at working field. Since the themes or topics of the discourse should be seen as the global meaning, the notion of reforming higher education system comes

as the result of globalization where the competitiveness among people always developed day by day specifically graduates who seek for a job. Further, the achievement on what Indonesia had been received was claimed that there was still a possibility that it would be lost in the future. Thus, Nasir, through his speech, emphasized the needs to improve educational management system of Indonesia to be able to compete in globalization era in 21st century.

B. Superstructure (Mesostructure)

Looking at the speech of Nasir, it could be identified that, generally, it discussed about background of the National Education Day of Indonesia which fell on May 2 in which it was the moment to commemorate the birth of the national education figure of Indonesia, Ki Hajar Dewantara, as well as continuing his struggle to develop educational system of Indonesia. Further, in the content, it contained situational backgrounds and elaboration of several

points going to be discussed in the discourse. This part emphasized on the needs to create several changes in the implementation of higher education. By mentioning several achievements from previous year which had been received by Indonesia, Nasir invited every element in educational system of Indonesia involving government, higher education institutions, research institutions, and other parties to participate and contribute in the process of reforming educational management system of Indonesia to be innovative and competitive higher education. In addition, the conclusion involved final comments as well as final statement from the overall discourse. The speech was ended by congratulation statement for celebrating the National Education Day of Indonesia as well as his wish on efforts that had been done to improve the quality of higher education can be worth.

C. Microstructure

The microstructure analysis was divided into three parts namely introduction, content and conclusion in order to clearly see the semantic analysis within the speech.

a) Introduction

- *Assalamu'alaikum warahmatullaahi wabarakatuh. Selamat pagi, salam sejahtera untuk kita semua.* (Assalamu'alaikum warahmatullaahi wabarakatuh. Good morning, best wishes for all of us)

Semantic Analysis:

Nasir used greeting to begin his speech in which he greeted everyone in the event by saying “*Assalamu'alaikum warahmatullaahi wabarakatuh*”. It could be seen that he used Islamic greeting at first indicating that he was an Islam. He did not use others greeting from other religion. Additionally, Nasir added his greeting by generally saying “*selamat pagi*” and “*salam sejahtera*”. Those condition might

indicate to several possibilities. The first possibility was most participants involving in the event were Islam. The second possibility was Nasir avoided incorrectly mentioning others religion's greeting in which it was evidenced by mentioning common greetings, such as *selamat pagi* and *salam sejahtera*. Lastly, the worse thing is that he disrespected others religion.

- *Alhamdulillah, di pagi hari ini kita dapat berkumpul bersama dalam upacara Peringatan Hari Pendidikan Nasional (HARDIKNAS) tahun 2016.* (Alhamdulillah, we can gather in this morning in the celebration of National Education Day 2016)

Semantic Analysis:

Related to previous semantic analysis, Nasir once again used *Alhamdulillah* referring to Islam use of expressing gratitude. It confirmed the indication that he was Islam. Further, he also mentioned celebration of National

Education Day 2016 indicated he introduced the event in which he attended. Both the expression of gratitude and introduction of the event referred to his gratitude to have a chance to gather in the celebration of National Education Day in 2016.

- *Tanggal 2 Mei yang kita peringati sebagai Hari Pendidikan Nasional merupakan hari lahir Ki Hajar Dewantara, seorang tokoh pendidikan Indonesia yang pemikirannya menjadi benih bertumbuhnya pendidikan Indonesia.*

(Commemoration of the National Education Day on May 2nd is the birth date of Ki Hajar Dewantara, an Indonesia educational figure whose thoughts become the origin of education growth of Indonesia)

Semantic Analysis:

The above statement seemed to emphasize *tanggal 2 Mei* (May 2nd) regarding the day to celebrate the National Education Day as well as the

birth date of Ki Hajar Dewantara. As reported by *Liputan6.com*, the second date of May was appreciated as the celebration of National Education Day along with the born date of Ki Hajar Dewantara as he contributed a lot of things to Indonesian educational system. As an evidence, Ki Hajar opposed educational policy during Dutch colonialism era focusing the educational system to noble children as well as Dutch-born children. Additionally, the statement also mentioned Ki Hajar's thoughts became the origin of education growth in Indonesia indicating his thoughts, which would be further explained in the next statements, were relevant to the educational system implemented in Indonesia.

- *Ki Hajar Dewantara mengumandangkan pemikirannya tentang pendidikan Indonesia, yaitu Ing Ngarso Sing Tulodo, Ing Madya Mangun Karso dan Tut Wuri*

Handayani, dan menerapkannya dalam sekolah Taman Siswa. (Ki Hajar Dewantara introduced his thoughts about education in Indonesia, namely Ing Ngarso Sing Tulodo, Ing Madya Mangun Karso and Tut Wuri Handayani, and he applied it in Taman Siswa school)

Semantic Analysis:

As what had mentioned in the previous statement referring Ki Hajar's thoughts which became the origin of educational growth in Indonesia, here, Nasir mentioned three thoughts of Ki Hajar that became principles of educational system now in Indonesia. Further, Nasir seemed to emphasize those three principles, such as *Ing Ngarso Sing Tulodo, Ing Madya Mangun Karso* and *Tut Wuri Handayani* to the audience. It indicated that he wanted to recall audience's understanding towards those crucial terms which are still relevant to be used in educational

realm. According to Kusmanto and Widodo (2016), *Ing Ngarso Sing Tulodo* referred to exemplary in which teachers as model for their students in which the teachers should be able to exemplified ethical manner. Meanwhile, *Ing Madya Mangun Karso* can be defined as thoughtfulness in which the teachers should be able to inspire spirit within the students as they build togetherness between the students and themselves. *Tut Wuri Handayani* referred to encouragement in which the teachers should be able to support their students both physically and mentally in the process of teaching and learning. Additionally, Nasir also stated the term "*taman siswa*" in which it referred to a school built by Ki Hajar in Yogyakarta in 1922 as the realization of his struggle to education in Indonesia.

- *Inisiatif tersebut menjadi awal bentuk reformasi pendidikan di Indonesia.*

(The initiative becomes the beginning of educational reformation in Indonesia.)

Semantic Analysis:

From the statement, Nasir stated the word “*reformasi*” in which it can be defined as drastic changes in the field of social, politics and religion within society and nation. Nasir seemed to use that term to emphasize on several changes happened in Indonesian educational system which had changed and been developed from colonial era until now.

- *Jika Ki Hajar Dewantara berfokus pada pendidikan yang berbasiskan pada guru, maka tokoh pendidikan Indonesia lainnya, yaitu Moh. Syafei menggagas pendidikan keterampilan yang sarat dengan praktek melalui pendirian pusat pendidikan INS Kayu Tanam di Sumatera Barat, yang kemudian menjadi dasar pengembangan sekolah vokasi dan kejuruan di Indonesia. (If Ki Hajar*

Dewantara had focused on teacher-centered education; on the other hand, other educational figure of Indonesia, Moh. Syafei, initiated education of skills and practices through the establishment of INS Kayu Tanam educational center in West Sumatra in which it became a basic establishment of vocational schools in Indonesia)

Semantic Analysis:

Further, Nasir also added other figure who was meritorious in educational system of Indonesia, Moh. Syafei. He seemed to give evidences that there were several figure who took important role in educational reformation as he stated Moh. Syafei pioneered the emergence of vocational school in which it still exists until now in Indonesia.

- *Apa yang telah dilakukan oleh Moh. Syafei pun merupakan salah satu bentuk awal dari reformasi pendidikan di Indonesia. (What had been done by Moh. Syafei is one of*

the beginnings towards educational reformation in Indonesia)

Semantic Analysis:

Again, Nasir talked the term of reformation indicating that it was a great changes happened in educational system in Indonesia since we, who live in the present, could benefit the results of both Ki Hajar Dewantara and Moh. Syafei's struggle in the past in term of education.

Based on the abovementioned semantic analysis, the introduction of the speech raised the issue of reformation in educational system of Indonesia in which it was started by the struggle of Ki Hajar Dewantara as well as Moh. Syafei in the past. The issue was raised since it was the celebration of the National Education Day. Nasir started his speech by mentioning achievement of Ki Hajar Dewantara through three principles which are still relevant in the implementation of educational system in order to remind the

audience about his kindness. Additionally, Nasir also mentioned Moh. Syafei as he is also educational figure of Indonesia pioneered the emergence of vocational schools. As the result, Nasir emphasized his speech on the achievement of those two important educational figures who participated in educational reformation of Indonesia.

b) Content

- *Peserta upacara yang dimuliakan,* (Honorable participants)

Semantic Analysis:

Nasir mentioned the participants in the events in which the word "upacara" implicated that the speech was delivered in a ceremony. According to *unpad.ac.id*, Nasir's speech was delivered at University of Padjadjaran in the National Education Day. It was confirmed the reason he mentioned "peserta upacara".

- *HARDIKNAS kita peringati bukan hanya untuk mengenang jasa Ki*

Hajar Dewantara sebagai Bapak Pendidikan Indonesia dan seluruh pejuang pendidikan yang patut kita kenang dan hormati namun, juga untuk kita merefleksikan tentang beragam upaya yang telah dan sedang kita lakukan dalam menjalankan berbagai program untuk meningkatkan kualitas pendidikan tinggi Indonesia.

(National Education Day is commemorated to remember the kindness of Ki Hajar Dewantara as father of education in Indonesia as well as all educational partisans who should be valued in order to have reflection on what efforts we have done and what we are still doing to upgrade higher education quality in Indonesia)

Semantic Analysis:

The word “*HARDIKNAS*” was an abbreviation of the National Education Day in which Nasir seemed to abbreviate the words in order to concisely and easily mention the day.

In addition, he also mentioned “*Bapak Pendidikan Indonesia*” referred to Ki Hajar Dewantara. The term was given to him as he had important role in the reformation of education in Indonesia related to what had been explained before in the previous analysis. By mentioning that term, Nasir indicated that the achievement of Ki Hajar Dewantara could be a reflection to the society to see what they have been through and what should be improved. Further, the terms of “*meningkatkan kualitas pendidikan tinggi Indonesia*” were mentioned since it was related to Nasir’s position as the Indonesian Ministry of Research, Technology, and Higher Education in which it could be clearly seen that one of his concerns was in higher education.

- *Perjalanan tersebut menjadi tonggak untuk upaya kita selanjutnya dalam memberikan layanan pendidikan tinggi berkualitas bagi putra putri*

bangsa, menciptakan SDM IPTEK Indonesia yang terampil, dan meningkatkan kapasitas penciptaan beragam inovasi dan teknologi yang berdaya saing industri, yang pada akhirnya akan meningkatkan daya saing bangsa Indonesia. (The journey becomes milestone of our next efforts to yield the quality of higher education services for children of the nation by creating skilled human resources, science and technology, increasing the capacity to create diverse innovations and industry competitive technology in which it will increase competitiveness of Indonesia)

Semantic Analysis:

Through this speech, Nasir seemed to mention several efforts that are going to be achieved in the future as he said “*upaya kita selanjutnya*”. If it was further analyzed, it could be seen that the efforts going to be done by Nasir were focusing on the quality and

quantity of higher education. The statement was related to the condition of educational system in 2016 which was reported by Pratini (2016) in *kompasian.com* that education quality of Indonesia was placed in its lowest point. The report was also supported by the data of unemployment in Indonesia which increased; thus, it indicated that there was limitation to create innovations within science, technology and industry in Indonesia. Therefore, he mentioned those efforts to expect enhancement in the competitiveness of Indonesia referring to the quality and quantity of higher education as what he had mentioned at the end of his sentence.

- *Dalam bingkai pikir tersebut, maka HARDIKNAS kali ini kita peringati dengan tema “Ayo Kerja, Inovatif dan Kompetitif”.* (Based on those thoughts, we celebrate the National Education Day, today, according to a

theme, “Let’s work, be innovative and competitive”)

Semantic Analysis:

Nasir mentioned the words “*ayo kerja, inovatif dan kompetitif*” which were chosen as the theme in the celebration of the National Education Day. Further, if the theme was analyzed, it was consisted of three terms, such as “*kerja*”, “*inovatif*”, and “*kompetitif*”. According to Indonesia dictionary, “*kerja*” referred to activities to do something in order to achieve outcomes. Meanwhile, “*inovatif*” was defined as renewal to create something new. Lastly, “*kompetitif*” referred to a competition. Those terms were raised since it was related to the previous statement stating that Indonesia, specifically the educational system, faced issue on the lack of both its quality and quantity that should be able to have competitiveness.

- *Tema tersebut merupakan seruan bagi seluruh kalangan pendidikan tinggi dan perguruan tinggi untuk melakukan reformasi pendidikan tinggi, sebagaimana telah dimulai oleh Bapak Pendidikan kita. (The theme is an appeal for all elements of higher educations and colleges to do reformation in higher education as what had been done by our father of education)*

Semantic Analysis:

The word “*seruan*” referred to shout the spirit of working as well as being innovative and competitive. It also could indicated that the theme should be shared and implemented in education field. Further, Nasir also mentioned all elements of higher education and colleges in which it referred to the students, lecturers, staffs, as well as management of higher education and college.

- *Reformasi pendidikan tinggi merupakan suatu keniscayaan pada*

saat ini, ketika kita menghadapi beragam tantangan luar biasa dalam skala lokal, nasional, maupun global.

(Reformation of higher education is an inevitability in the present as we face many extraordinary challenge in local, national and global scale)

Semantic Analysis:

According to the speech, it was clearly seen that Nasir emphasized his speech on the emergence of higher education reformation in which he stated the term again and again. It became crucial discussion related to the issue had been stated in the previous analysis mentioned the adversity of education in Indonesia. Further, Nasir added challenges that should be faced in which it was not only in national scale but also reached global scale indicated that all elements of higher education did not compete in Indonesia only but also with others who came from different countries in which it became more

difficult challenges for higher education.

- *Melalui pendidikan tinggi, kita mempersiapkan SDM IPTEK yang akan bersaing dalam pasar kerja nasional maupun internasional, serta akan memenuhi beragam tempat kerja.* (Through higher education, we prepare human resources, science and also technology which will compete in local, national, and international labor market to fulfill all diverse workplaces)

Semantic Analysis:

From the statement above, Nasir stated “*kita persiapkan*” in which it could be seen that Nasir invited all elements involved in higher education and also he seemed to arrange some plans to prepare human resources as well as science and technology in Indonesia that could compete in labor market. As he stated the scale involved not only local and national but also international, the plan that he

arranged required supports from all element in which it confirmed the previous statement indicated his invitation for all elements of higher education to participate in the plan.

- *Bagaimana mungkin lulusan kita akan memiliki kompetensi untuk bekerja di dunia abad 21, jika penyelenggaraan pendidikan tinggi kita masih sama seperti abad 19?* (How could our graduates have competence to work in the 21st century, if our higher education management is still the same as the 19th century?)

Semantic Analysis:

By asking the question above, it could be seen that Nasir implicitly doubted the competence of graduates to deal with competition within the 21st century if they were still implemented educational system of the 19th century. The discussion might lead to what happened with the management of higher education in the 19th century

in which it did not support the graduates' competency. The process of teaching and learning was teacher-centered learning in which there was only a process to transfer knowledge between the teacher and the students. Additionally, knowledge tended to be objective, rigid, and constant as it restrained the students to develop themselves (Permatasari, 2013). Therefore, Nasir seemed to refuse the implementation educational system of 19st century since it does not match to improve competence of students to be able to compete in the 21st century where the challenge will be harder than previous century.

- *Juga, kehadiran teknologi informasi komunikasi dan jaringan, serta masyarakat ekonomi berbasis pengetahuan menyebabkan perubahan paradigma penyelenggaraan pendidikan tinggi tidak dapat ditawar lagi.* (Also, the emergence of communication,

network, information, and technology, as well as a knowledge-based economic society which changes the paradigm of higher education cannot be negotiated)

Semantic Analysis:

Nasir seemed to relate his previous statement to the phenomenon happened in the present where there was the emergence of communication, network, information, and technology which influenced the implementation of higher education. The words “*tidak dapat ditawar lagi*” indicated that the influences of technology could not be avoided since technology influenced almost all elements of society with no exception. Related to higher education, technology could be used to deliver materials, collect assignment, and search for information in which it was open for every element in the society.

- *Ada banyak pekerjaan yang perlu kita lakukan, yang pada dasarnya akan mereformasi penyelenggaraan pendidikan tinggi kita – deregulasi, penyediaan pendidikan yang fleksibel dan berorientasi pada siswa dan pangsa pasar, perubahan kurikulum, penyediaan dosen, guru besar, dan tenaga kependidikan yang profesional, pendidikan yang mengikuti perkembangan ilmu dan teknologi, model bisnis pendidikan yang baru, orientasi pada keterampilan yang teruji dan berdaya saing, pengembangan bidang ilmu strategis, revitalisasi kelembagaan, kemampuan pendidikan tinggi untuk menghasilkan riset dan inovasi yang kompetitif, dan lain-lain. (There is a lot of work that we need to do, which will basically reform our higher education implementation, such as deregulation, requirement of flexible and student-oriented education as well as market share, changes of*

curriculum, requirement of professional lecturers, professors and education staffs, education that is relevant to science and technology, new educational business, orientation to proven and competitive skills, development of strategic science, institutional revitalization, the ability of higher education to produce competitive research and innovation, and others)

Semantic Analysis:

The abovementioned sentence of Nasir's speech was consisted of several points related to plans that should be achieved as his goals to improve higher education implementation. Further, there was the term of "*deregulasi*" meaning a process to remove restriction and regulation in which it indicated Nasir had plan to change several regulation that had been implemented previously. It could be confirmed by Tresnady (2019) in *uzone.id* reported

Nasir planned to remove thesis for the final project of university students as the requirement to finish their bachelor degree. In addition, Nasir also mentioned "*pendidikan berorientasi pada siswa*" and "*perubahan kurikulum*" referring to the previous analysis stated the 19th century education which tended to focus on teacher-centered learning so that he planned to change the educational system into student-centered learning in which it led to changes in the curriculum to fit development era. Moreover, by stating "*pendidik profesional*", Nasir indicated his arrangement on the requirements that should be fulfilled by either lecturers, professors, or education staffs in which they should be qualified enough to fill the position. Further, he stated "*pendidikan yang mengikuti perkembangan ilmu dan teknologi*" in which he restated his previous

statement indicated he wanted to emphasize on the influence of science and technology in education. At the end, again and again, he stated the needs of innovation and competitiveness in higher education indicated it was crucial needs that should be fulfilled by all elements of higher education specifically the students.

- *Untuk itu, ayo kita kerja bersama-sama.* (Because of that, let us work together)

Semantic Analysis:

The word “*ayo*” in the speech could be seen as invitation for all participants in the ceremony in order to work together to fix issues in higher education. Further, Nasir also stated “*kita*” referred to himself as well as the participants in the ceremony including lecturer, professor, education staff as well as students.

- *Hadirin sekalian,* (Ladies and gentlemen)

Semantic Analysis:

Nasir added interval in his speech by stating “*hadirin sekalian*” as it was also functioned to get attention from the audiences.

- *Mari kita fokuskan kerja kita dalam reformasi pendidikan tinggi dengan cara-cara inovatif untuk menghasilkan beragam inovasi yang berdaya saing dari pendidikan tinggi kita.* (Let us focus our work on higher education reformation by innovatively producing competitive innovations from our higher education)

Semantic Analysis:

Once again, Nasir stated “*mari kita*” referring his concern on inviting every element involved in higher education to be innovative and competitive as he stated “*cara inovatif*” and “*inovasi yang berdaya saing*” in order to reform the implementation of higher education.

- *Sudah banyak ragam inovasi yang kita hasilkan dan kita banggakan.*

(There were many innovations that we have produced and we were proud of)

Semantic Analysis:

The above statement indicated Nasir's pride on the innovations which had been produced. It indicated his gratitude towards the achievement.

- *Pada tahun 2015 menurut World Economic Forum, indeks inovasi Indonesia mencapai 4,6 atau peringkat 30 dunia, sedangkan indeks inovasi pendidikan tinggi adalah 4,0 atau peringkat 60 dunia. (In 2015, according to the World Economic Forum, the Indonesian innovation index reached 4.6 or the 30th ranking in the world, while the innovation index of higher education was 4.0 or the 60th ranking in the world)*

Semantic Analysis:

The abovementioned statement concerned to present the Indonesian innovation index in which it showed the rank on how many innovations that Indonesia produced within a year.

Through the evidences presented above, Nasir seemed to show that Indonesia has potential to compete in international scale as he stated "*indeks inovasi pendidikan tinggi adalah 4,0 atau peringkat 60 dunia*" indicated that Indonesia had knocked out other countries underneath.

- *Kita masih perlu bekerja secara inovatif, sehingga kita bisa meningkatkan peringkat indeks inovasi pendidikan tinggi Indonesia di peringkat 56 pada tahun 2020. (We still need to work innovatively, so that we can improve the ranking of Indonesia's higher education innovation index at 56th in 2020)*

Semantic Analysis:

Related to the previous analysis, Nasir emphasized his statement by

saying “*kita masih perlu*” indicated the needs of more innovative ideas to reach 56th ranking in 2020 in which it seemed to be not a large scale from the previous achievement in which it implied that Nasir understood potency of Indonesia in international competition.

- *Indeks ini menunjukkan bahwa masih banyak inovasi dan teknologi yang perlu kita hasilkan untuk memecahkan berbagai masalah dalam kehidupan bangsa Indonesia.* (The index shows that there are still many innovations and technology that we need to produce to solve various problems in Indonesian society)

Semantic Analysis:

The statement “*masih banyak inovasi dan teknologi yang perlu kita hasilkan*” implied that Nasir wanted to challenge and invite the audience to create more innovations since Indonesia still has chance to improve

the achievement to be more innovative and competitive.

- *Selanjutnya, globalisasi juga telah meningkatkan kompetisi di tingkat institusi, nasional dan internasional.* (Furthermore, globalization has also increased competition at the institutional, national and international levels)

Semantic Analysis:

Nasir stated “*globalisasi juga telah meningkatkan kompetisi*” in which he tended to direct the discussion of competitiveness to the issue of globalization. According to Indonesian dictionary, the term of “*globalisasi*” referred to the entry process to global scope.

- *Pada saat ini, indeks daya saing Indonesia yang diukur dari indikator “higher education and training” menunjukkan bahwa pada tahun 2014-2015 Indonesia menduduki peringkat 60 dengan indeks daya saing 4,5, sementara pada tahun*

2015-2016 peringkat Indonesia menjadi 65 dengan indeks daya saing yang sama 4,5. (At present, Indonesia's competitiveness index as measured by the indicator of "higher education and training" showed that Indonesia was ranked at 60th in 2014–2015 with competitiveness index of 4.5, meanwhile Indonesia's ranking was 65th with the same competitiveness index of 4.5 in 2015–2016)

Semantic Analysis:

Nasir mentioned two ranking in different period such as "*pada tahun 2014-2015 Indonesia menduduki peringkat 60*" and "*pada tahun 2015-2016 peringkat Indonesia menjadi 65*". According to the ranking, he tried to indicate reduction in the ranking achieved in which it evidenced that there was something happened that influenced competitiveness index.

- *Artinya, ada lebih banyak negara lain yang mencapai indeks daya saing lebih baik dari Indonesia, sehingga peringkat Indonesia menurun.* (This means that there are other countries that have achieved a better competitiveness index rather than Indonesia, so that Indonesia's ranking has declined)

Semantic Analysis:

Emphasizing on the statement "*peringkat Indonesia menurun*", it implied that Nasir showed his disappointment towards the achievement of Indonesia's competitiveness index.

- *Hal ini tidak boleh kita biarkan begitu saja.* (We should not let it be like that)

Semantic Analysis:

The words "*hal ini*" referred to the reduction of Indonesia's competitiveness index. It could be seen that Nasir did not want to give up on the result in which it was

confirmed by his statement “*tidak boleh kita biarkan*”.

- *Ayo kita kerja secara inovatif dan kompetitif untuk menghasilkan SDM IPTEK terampil serta inovasi dan teknologi yang berdaya saing sebagai tujuan utama pendidikan tinggi kita.*

(Let us work innovatively and competitively to produce skilled and competitive human resources as well as science and technology as the main goal of our higher education)

Semantic Analysis:

Again, Nasir seemed to invite all elements involved in higher education by saying “*Ayo kita kerja*” in order to participate in achieving the goal of higher education.

- *Dalam bingkai daya saing ini, kita tidak bisa menjalankan pendidikan tinggi dengan cara dan kualitas yang telah kita lakukan selama ini untuk menjawab tantangan masa depan.* (In the competitiveness, we cannot carry out higher education by procedures

and quality in which we have done to answer challenges so far in the future)

Semantic Analysis:

Nasir seemed to emphasize on “*kita tidak bisa menjalankan pendidikan tinggi*” indicated his inability to conduct higher education. The reason was related to the previous statement in the very beginning of his speech when he said the influence of technology and science as well as the needs of changes in the curriculum to face competitiveness in global scale.

- *Karena kualitas yang kita capai di hari kemarin sangatlah berbeda dengan kualitas yang harus kita capai di hari esok dalam kecepatan pencapaian yang berbeda pula.* (The quality that we had achieved yesterday was very different from the quality we will achieve tomorrow at a different pace of achievement)

Semantic Analysis:

In this statement, he emphasized on the quality achieved in different

timeline. The word “*sangatlah berbeda*” tended to show unexpected achievement in which it related to the discussion in the previous analysis about innovative and competitiveness index resulted different findings.

- *Di sisi lain, globalisasi serta era Masyarakat Ekonomi ASEAN membuka jalan bagi kerjasama pendidikan, riset, dan pengembangan teknologi antar institusi perguruan tinggi, lembaga riset, serta industri dalam dan luar negeri.* (On the other hand, globalization and the era of the ASEAN Economic Community paved the way for collaborative education, research, and technology development between tertiary institutions, research institutions, as well as domestic and foreign industries)

Semantic Analysis:

The word “*membuka jalan bagi kerjasama*” in the speech seemed to emphasize that ASEAN Economic

Community is giving opportunities for every cooperation which will be done in the future. It also raised possibility that the cooperation mentioned by Nasir will influenced the implementation of higher education.

- *Kerjasama menjadi salah satu strategi dalam bingkai “competitiveness” untuk mencapai kualitas pendidikan tinggi yang diakui dalam berbagai kalangan secara global.* (Cooperation becomes one of the strategies in competitiveness to achieve the quality of higher education that is globally recognized in various circles)

Semantic Analysis:

Related to the previous analysis, “*kerjasama*” in the speech referred to cooperation which was expected by Nasir to be done in the future in which he seemed to emphasize on his expectation that the cooperation between several elements will bring

many advantages as he wanted higher education quality to be globally recognized as he mentioned “*mencapai kualitas pendidikan tinggi yang diakui*”. We could see the reason why he wanted the world to recognize higher education as it would give opportunities for graduates of higher education to easily seek for a job in global scale. In addition, when higher education is recognized by global society, the quality of higher education will be increased.

- *Kerjasama memperkuat kapasitas kita masing-masing menjadi kapasitas yang lebih besar dalam menciptakan inovasi dan teknologi yang lebih baik lagi.* (Cooperation strengthens each of our capacities into greater capacities in creating innovation and better technology)

Semantic Analysis:

The word “*kapasitas besar*” in the speech referred to the quantity of

people who were participated in the cooperation. Nasir might expect that the cooperation would unite people who had same purpose to share each other’s knowledge to achieve agreed goals. Additionally, Nasir stated in the statement that “*kerjasama menciptakan inovasi dan teknologi yang lebih baik lagi*” implied that through the cooperation, he expected that the participants could learn something which would be beneficial to improve quality of innovation as well as skill to utilize the technology.

- *Pertukaran mahasiswa dan dosen, kerjasama penelitian dan publikasi ilmiah, sudah seharusnya menjadi bagian dari reformasi pendidikan tinggi kita.* (Exchange of students and lecturers, collaborative research and scientific publications should be part of our higher education reformation)

Semantic Analysis:

As what had been explained previously, cooperation could bring

benefit in which it was emphasized by Nasir in his abovementioned statement mentioning the examples of cooperation that should be involved such as “*pertukaran mahasiswa dan dosen, kerjasama penelitian dan publikasi ilmiah*”. By mentioning those examples, Nasir seemed to give clues that cooperation could be started by the simplest one in which it could be done by both lecturer and students.

- *Hadirin sekalian yang berbahagia,* (Ladies and Gentlemen)

Semantic Analysis:

Nasir added interval in his speech by stating “*hadirin sekalian*” as it was also functioned to get attention from the audiences.

- *Proses reformasi pendidikan tinggi tidak mungkin dijalankan oleh Pemerintah saja, atau satu pihak saja.* (The process of higher education reformation is impossible to be undertaken by the government itself

or by only one party)

Semantic Analysis:

The word “*tidak mungkin*” implied inability of government to handle education system of Indonesia by oneself. Additionally, the statement might be an invitation for others participants in educational system to join together in reforming Indonesian education to be better than before.

- *Jumlah perguruan tinggi yang mencapai 4438, mahasiswa yang berjumlah lebih dari 7 juta, dan dosen yang berjumlah sekitar 300.000 merupakan kekayaan yang kita miliki.* (The number of universities reaching 4438, students totaling more than 7 million, and lecturers totaling around 300,000 is our wealth)

Semantic Analysis:

The statement above implied that Nasir wanted to give evidences to the audiences by mentioning the total number of universities, students as

well as lecturers in Indonesia in order to make the audiences realize that it was a lot of people who might involve in educational reformation in which it related and confirmed his statement before that reformation could not be just done by government itself.

- *Untuk menjalankan reformasi dalam skala makro seperti itu, dibutuhkan kerjasama antar institusi pendidikan tinggi, institusi riset, berbagai unit pemerintahan lainnya, sektor industri dan swasta, serta pemangku kepentingan lainnya. (To carry out such macro-scale reformation, collaboration is required between higher education institutions, research institutions, various other government units, the industrial and private sectors, and other stakeholders)*

Semantic Analysis:

“*Skala makro*” in the speech referred to the quantity of reformation which was conducted by higher education in which Nasir seemed to emphasized

the quantity to make the audiences realize that it was not just something that was locally done but it was wide and global. Additionally, Nasir seemed to mentioned several elements in education field as he wanted to remind that the needs of cooperation among elements were a crucial discussion.

- *Dalam bingkai tersebut, saya mengundang berbagai pihak untuk dapat berpartisipasi dan berkontribusi secara nyata dalam proses reformasi pendidikan tinggi kita menjadi pendidikan tinggi yang inovatif dan kompetitif. (I invite various parties to be able to participate and significantly contribute in the process of reforming our higher education into innovative and competitive higher education)*

Semantic Analysis:

There were two words that seemed to be emphasized by Nasir in his statement, such as “*mengundang*”

and “nyata”. First of all, it was clearly seen that Nasir invited all parties to be able to involve in the process of educational reformation. Secondly, he emphasized that the participation should be “nyata” referred to something that could be clearly evidenced by seeing, hearing and feeling it.

- *Mari kita wujudkan cita-cita pembangunan pendidikan tinggi Indonesia dengan semangat reformasi pendidikan yang digulirkan oleh Bapak Pendidikan Indonesia dan tokoh-tokoh pendidikan lainnya untuk menjalankan beragam upaya peningkatan kualitas pendidikan tinggi kita secara berkelanjutan.* (Let us actualize the development ideas of Indonesian higher education with the spirit of educational reformation rolled out by the father of Indonesian education and other educational figures to carry out various efforts to

continuously improve the quality of our higher education)

Semantic Analysis:

From the statement above, Nasir seemed to once again invite all parties by saying “*mari*”. He also mentioned the father of education and others figures as his statement implied to make the audiences to be ashamed on the struggle of those educational figures who had been through so many challenges to create better educational system for Indonesia.

As the result of microstructure analysis, the overall semantic analysis showed how the power of Nasir as the Indonesian ministry has authority over his speech to claim the condition of educational system of Indonesia. He invited all parties involved in the educational field including government, higher education institutions, and research institutions to participate in the reformation of education in Indonesia as it could be seen in the speech that Nasir used a lot of invitation statement to offer all parties to

join together in his plan to make better education for society. In addition, through his speech, we could see his power as symbolic elite, influenced the audiences to be more innovative in competing in the 21st century where they needed cooperation within global scale to achieve the goals which have been arranged. As the result, Nasir offered several ways to achieve his goal on the reformation of educational system in Indonesia.

c) Conclusion

- *Akhirnya, saya ucapkan selamat memperingati Hari Pendidikan Nasional kepada semua pimpinan perguruan tinggi, dosen, tenaga kependidikan, dan mahasiswa, serta komunitas pendidikan tinggi di seluruh tanah air.* (Finally, I congratulate for the National Education Day to all leaders of universities, lecturers, education staff, and students, as well as the higher

education community throughout the country.)

Semantic Analysis:

By the word “*akhirnya*”, Nasir ended his speech related to the celebration of the National Education Day. Additionally, he delivered his final statement by a felicitation to the audiences who participated in the ceremony.

- *Semoga upaya kita dapat bermanfaat untuk meningkatkan kualitas pendidikan tinggi di tanah air.*

(Hopefully our efforts can be useful to improve the quality of higher education in Indonesia)

Semantic Analysis:

The word “*semoga*” in the speech implied Naisr’s expectations towards education in Indonesia as he hoped there will be benefits of the efforts done for higher education in Indonesia.

- *Wabillahit taufiq walhidayah, Wassalamualaikum warahmatullaahi wabarakatuh.*

Semantic Analysis:

Once again, Nasir closed his speech by saying greeting in Islam related to the greeting he had stated in the beginning of the speech.

As Nasir had talked a lot previously, he only gave final statement in the conclusion and also added congratulation statement to close his speech as he slipped his wish on the reformation of education in Indonesia.

CONCLUSION

As a conclusion, Critical Discourse Analysis of the abovementioned speech had shown how social power used to show the ideology, the relation within the structure in the speech as well as the semantic analysis within a discourse in which it referred to the speech delivered by Nasir as the Indonesian Ministry of Research, Technology, and Higher Education. His speech concerned on the ideology of desire for reforming

educational management system on higher education to innovatively and competitively create enthusiasm at working field (macrostructure analysis). Generally, the speech discussed about background of the National Education Day of Indonesia which fell on May 2 in which it was the moment to commemorate the birth of the national education figure of Indonesia, Ki Hajar Dewantara, as well as continuing his struggle to develop educational system of Indonesia (superstructure analysis). There were three parts including introduction, content and conclusion to clearly see the semantic analysis within the speech in which he mostly used “*mari kita*” to emphasize on asking people to sustain the educational system in Indonesia (microstructure analysis). His speech influenced the audience to change their acts towards the reformation of education in Indonesia. Nevertheless, further studies needs to be carried out to discover the power relations which are still hidden in the

speech in which it might not clearly discovered in the present research.

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