A Critical Discourse Analysis of Online Media Discourse on Educational Problems during the COVID-19 Pandemic

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Abstract This article critically examines the discourse contained in online media, especially on the website for Indonesia's Ministry of Education and Culture, concerning the problems which were encountered by the education sector in Indonesia amid the COVID-19 pandemic from February 2020 to August 2023. Misinformation has increased due to the spread of information; thus, it is necessary to thoroughly analyze how the platform presents news on educational issues. This study employs the microstructure, superstructure, and macrostructure analyses of teacher writings addressing educational issues, based on Van Dijk's (2009) critical discourse analysis model. The microstructure analysis reveals the methods used by teachers to highlight a variety of learning difficulties while adding expressive components for nuanced teacher viewpoints. Simultaneously, examinations of the superstructure and macrostructure uncover a coherent and intentional pattern of arrangement in teacher-authored texts pertaining to learning difficulties for effective message delivery. This study underscores the pivotal role of teachers in implementing a well-organized structure to facilitate effective communication.

Keywords: Critical discourse analysis, Learning difficulties, Education, Media, Pandemic

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1. Introduction

The COVID-19 pandemic has substantially transformed the global educational situation, offering considerable problems for nations globally (Kapasia et al., 2020). Mishra et al. (2020) highlight the policy stagnation experienced by developing nations in dealing with educational transitions, whereas China responded by establishing special policies to address the issues. Indonesia, like many other nations, adopted Education Community Plans (ECP) to manage the sudden transition from in-person to distance learning. This transition has resulted in several issues, including the need to make policy decisions, build digital infrastructure, tackle

teachers' and students' emotional well-being, and manage financial limitations (Hanafi et al., 2021). Amid the ongoing pandemic, these difficulties offer enormous challenges to the Indonesian education system.

During the pandemic, Indonesian teachers actively exchanged information on educational progress, including academic achievements, challenges, and treatments employed within their local regions (Fedock et al., 2019). They shared this information on the online platform, facilitating their writing to reach teachers dealing with similar challenges. The discussions around these challenges reflected teachers' academic interests and perspectives, which were strongly influenced by the local cultural context (Sulistiyo et al., 2020). The discourse of teachers was inextricably linked to the social context, containing their interests, beliefs, and power preferences. Ramanatha and Hoon (2021) emphasized the critical importance of discourse in creating beliefs, prejudices, and social dominance, especially regarding the tendency of mass media to exclude specific groups and incorrectly portray events.

As Fairclough (2003) emphasized, teachers' discourse promotes complete analysis as an inherent component of social practice. Understanding the language generated by these teachers in discourse as a social practice involves emphasizing ideas while studying a text and recognizing its inseparability from processes of production and interpretation within the framework of the text and context (Andreeva et al., 2021). Studies have been conducted to uncover the benefit of analyzing the teachers' discourse. Parr et al. (2022) assert that analyzing the teachers' writing gives them an understanding of their teaching reflections, how the educational policy affects their pedagogy, and how they provide insight related to media, material, and teaching strategies for such typical conditions. Fedock et al. (2019) and Liu et al. (2020) investigated social media use in education. These studies highlight the ability of online media to improve educational discourse. There is, however, a lack of research that particularly studies teachers' discourse to understand the structure of their writing. To understand how instructors communicate their understanding, critical discourse analysis, Van Dijk's (2009) macro-structure, superstructure, and microstructure analysis, as well as cognition and social environment, has become key. The website *guruberbagi-demo.simpkb.id* considered as a relevant source for this analysis. This website is a portal for Indonesia's Ministry of Education and Culture, serving as a primary focus for educational discourse and policy-related information. Analyzing discourse on this official website gives beneficial insights into how educational problems are presented, discussed, and resolved at the national level during the pandemic. The inclusion of this website increases the study's contextual relevance and aligns with the focus on the Indonesian educational context.

2. Theoretical Framework

2.1. Critical Discourse Analysis (CDA)

Critical Linguistics is a linguistic study that aims to uncover hidden power relations and ideological processes that emerge in oral or written texts (Crystal, 1985). Fairclough (2003) is credited with highly significant work in developing critical discourse analysis, as outlined in his book 'Language and Power'. In the same book, Fairclough introduced the term Critical Discourse Analysis to distinguish it from Discourse Analysis. He views discourse as a practice that involves mutual influence between discourse and the social context. Fairclough also reveals that the CDA approach assumes that language is an inseparable part of social life and interconnected with other elements of social life, making language analysis and social research interconnected.

Furthermore, Van Dijk (1985) found that a role and cognitive orientation influence the selection of themes in media discourse. Shortly after, Van Dijk (1993) wrote an article titled "Principles of Critical Discourse Analysis." In this article, Van Dijk explicitly formulates CDA as a study of the relationship between discourse, power, domination, social inequality, and the position of the discourse analyst within these social relations. Following Van Dijk's footsteps, Wodak (1989) developed an analysis known as historical discourse, considering historical factors in discourse. This approach involves examining the contextual history of how the discourse of a group or community is portrayed. In the article "The Discourse-Historical Approach" Wodak and Meyer (2001) illustrate how history plays a crucial role in discourse analysis. Weiss and Wodak (2003) and Wodak and Mayer (2009) state that the discourse-historical approach elaborates and connects with Van Dijk's socio-cognitive theory.

This theory views 'discourse' as a form of knowledge and memory, while the text represents concrete oral or written documents. Wodak (2007) provides a perspective that CDA is a text analysis method that examines the ambiguous and transparent relationships of dominance, discrimination, power, and the manifestation of power control in language.

Additionally, Van Leeuwen (2008) suggests that discourse not only represents events but also offers evaluations, perspectives, and corrections. In many texts, these aspects of representation often surpass the portrayal of social practices themselves. Aligning with this perspective, Mills (1997) asserts that the discourse analysis he developed centers on the role of discourse in addressing social issues. Moreover, CDA is used to uncover how social and political inequalities are manifested and reproduced through discourse (Wooffitt, 2005). CDA is also employed to investigate how discourse is recontextualized, cleansed of unwanted elements, supplemented with others, and organized and replaced by new elements (Blackledge, 2005).

There have been several studies conducted by various researchers on critical discourse analysis. Firstly, a study conducted by Samsudin et al. (2020) titled "The Representation of Cultural Values in Korean as a Foreign Language (KFL) Textbook". This research focuses on the representation of cultural values in Korean language textbooks for Indonesian students. The study uses corpus linguistic analysis and is assisted by Wodak's critical discourse analysis (2003). The research finds that the Indonesian cultural representation depicted in the Korean language textbook is the same as what is presented in the book. This study is relevant as it applies critical discourse analysis to textbooks, specifically Korean language textbooks authored by teachers. Next, a study conducted by Fariza and Zulcafli (2022) titled "Corpus Driven Analysis of News Reports about COVID-19 in a Malaysian Online Newspaper" focuses on how the media reports on COVID-19 in Malaysia. The study employs corpus-based word analysis assisted by critical discourse analysis from Foucault's perspective. The research successfully reveals that the verbs used by the media evoke fear among readers. In this study, the researcher analyzed texts created by teachers addressing learning problems during the COVID-19 pandemic era, employing the precision of critical discourse analysis.

2.2. Critical Discourse Analysis: Van Dijk's Model

Van Dijk (2009) describes discourse as having three dimensions: text, social cognition, and social context. He integrates these three dimensions into a unified analysis. The text focuses on how text structure and discourse strategies are used to assert a particular theme. Social cognition studies text induction processes involving the author's cognition. Social context involves examining the discursive constructions that develop within society around a particular issue.

According to Van Dijk (1997), discourse represents the relationship between language, communication, interaction, and social and cultural concepts. Textual discourse forms the body of analysis in Van Dijk's model. This text can be analyzed from several aspects, namely macrostructure, superstructure, and microstructure. These three aspects are the focus when examining a text.

Critical discourse analysis highly considers the context of discourse, such as the background, situation, events, and conditions, which are crucial in critical discourse analysis. Context is seen as something that can explain why the discourse is produced and the process's purpose and intention. In other words, language must be understood comprehensively, not just as an isolated internal linguistic mechanism within a specific space (Van Dijk, 2009).

Analyzing context outside the text involves examining practices that influence participants, intentions, and the situation of text production. This emphasizes that language always exists within a context that emphasizes communication among participants, situations, and so on (Cook, 2001). Furthermore, two critical factors influence how we view context: discourse participants and specific social rules.

Social cognition is a crucial aspect of Van Dijk's model analysis. According to Van Dijk (2009), social cognition is closely related to how the text is produced. The author's awareness, mental state, and beliefs in producing news are questioned. Indeed, according to Van Dijk (2009), all these factors significantly influence news production, leading to attacks on someone or undermining a particular group.

2.2.1. Text Analysis

A text is composed of several structures or levels, each intertwining. According to Van Dijk (1980), a text in several of his books consists of three levels. First, the macrostructure. This structure represents the overall meaning of a text, which is reflected in the selection of topics or themes to convey the intended message of the news. Second, the superstructure. Simply put, the superstructure is related to the structure that constructs the parts of a text, making it a cohesive whole. Third is the microstructure. This structure can be seen in how the selection of words, sentences, prepositions, clauses, paraphrases, and images can convey the meaning of a text.

2.2.2. Macrostructure Analysis

At the macro level, thematic analysis is conducted to obtain a general text overview. This general idea can be seen from a text's core ideas, summaries, or main topics. A text has a main topic representing the writer's central concept. This main topic will represent a text's dominant, central, and essential concepts. However, the main topic does not stand alone as an idea. It should be supported by subtopics that allow ideas or concepts to be extensively produced.

These subtopics will generate other related subparts to support the main topic. Van Dijk (2009) believes these ideas can reflect the writer's perspective of certain events based on thoughts and mental states. The writer's cognition refers to the perspective of the writer's strategies to support the emphasized topic. According to Van Dijk (2009), such perspectives make it easier for researchers to uncover how writers shape a text. Badnarek and Caple (2006) state that journalists' ideas are repeatedly used in news discourse to build and sustain the ideology of newsworthiness. Furthermore, they show that such techniques can provide valuable indications about the discursive construction of newsworthiness regarding specific topics, events, or news actors.

2.2.3. Superstructure Analysis

According to Van Dijk (2009), superstructure analysis is related to thematic analysis. Thematic analysis is the analysis of the author's strategies in organizing the parts of a text into a cohesive whole. It emphasizes which parts come first and which are intended to come last. It can obscure information to camouflage the author's bias. According to Van Dijk (1998), a discourse has two primary schemas. First, the summary consists of the title and lead. The title generally presents the theme the author wants to convey in the text. The lead serves as an introduction or summary before delving into the content of the text. Second, the story overall depicts events or topics discussed. The story also contains subcategories of a news piece that provides supporting information for the main news item. In short, the first part of the news presents the general situation of an event, while the second part presents comments found within the news.

2.2.4. Microstructure Analysis

Microstructure analysis involves four elements: semantics, syntax, stylistics, and rhetoric. Each of these elements has its sub-analyses. These sub-analyses should be analyzed based on the news presented by the writer, especially regarding word and sentence choices. The writer's biases can be uncovered from these choices to reveal the powers behind them.

Firstly, semantics involves the meanings that the text wants to emphasize. This emphasis can be seen from various aspects, including (1) background, (2) details, (3) intentions, (4) assumptions, and (5) nominalizations. Secondly, syntax is related to how sentences are chosen. Syntax can be observed from various aspects, such as (1) sentence structures, (2) coherence, and (3) pronouns. Thirdly, stylistics is about the word choices used in the news. The element that can be analyzed in terms of stylistics is the lexicon. The lexicon signifies how someone makes word choices from the many words available in a language. The selected lexicon is undoubtedly related to the interests of discrediting, marginalizing, or favoring individuals or groups. Gillet (2011) argues that journalists often silence public opinion to erase that group. Fourthly, rhetoric involves how emphasis is carried out through various aspects, such as graphics, metaphors, and expressions. Rhetoric can be observed through several aspects, such as graphics, metaphors, and expressions. These four elements are the core of the

text analysis proposed by Van Dijk (2009). These elements will be revealed in this study to serve as guidelines for analyzing news using the perspective of Van Dijk.

3. Methodology

3.1. Materials

The texts analyzed in this research were sourced from *guruberbagi-demo.simpkb.id*, explicitly focusing on writings by teachers addressing educational issues during the COVID-19 pandemic (find the articles in the Supplementary File). It was chosen because of its importance as an official education website for teachers to share their educational experiences and perspectives. It provides firsthand teachers' content, offering valuable insights about teacher adaptability during the pandemic. The researchers collected 14 texts for analysis to comprehensively explore the themes. The texts were selected for their relevance to the research question, emphasizing teacher experiences and perspectives on the challenges they encountered during the pandemic. The data was collected throughout a specific time frame, from February 2020 to August 2023, to ensure that the selected texts were relevant and indicative of the ongoing educational challenges during the COVID-19 pandemic.

3.2. Procedure

The data collection process involved accessing the website *guruberbagi-demo.simpkb.id* and compiling 14 relevant texts written by teachers at various educational levels, discussing teachers' experiences and perspectives on the challenges they encountered during the pandemic. The selection assured a range of perspectives, including teachers' adaptability, online teaching media, and its influences on various educational levels. The primary method of analysis was content analysis. This entailed a systematic and objective analysis of the messages in the writings, accomplished with human coding and textual analysis (Cresswell, 2013). The analysis sought to find recurring themes, patterns, and multifaceted expressions in teachers' responses to learning difficulties in the context of the COVID-19 pandemic. The method used was developed by Van Dijk's (2009) critical discourse analysis model, which allowed for a more complex analysis of how languages are used by focusing on microstructure, superstructure, and macrostructure analysis. This model reveals underlying meanings and purposes in the teachers' writings. The study protected the identity and anonymity of the teachers who contributed to the website to uphold ethical standards. It utilized no personal identifiers and focused primarily on the text's thematic features without disclosing individual identities.

4. Results

In this stage, the researcher analyzed the texts addressing learning issues in the pandemic era, authored by teachers and found on the website *guruberbagi-demo.simpkb.id*. Fairclough (2003) states that textual analysis involves examining the use of vocabulary, grammar, and sentence structures. The texts' description (textual analysis) addressing learning issues in the pandemic era is presented below.

4.1. Structure Micro Analysis

The main idea can be seen from a text's core concept, summary, or main topic. Indeed, a text has a main topic representing the dominant, central, and essential concepts conveyed by the writer. This central topic is an idea. It must also be supported by subtopics that enable the production of extensive ideas or concepts (Van Dijk, 2009).

Table 1
Micro Analysis Data Findings (Thematic)

No	Text Code	Title	Thematic
1	A	Conditions Frequently Encountered in Distance Learning	Limitations of Online Learning Experienced by Teachers and Students
2	B	Teachers Must Be Innovative and Resourceful in Online Learning	Engaging Learning for Students

3	C	"Data Packages," An Extraordinary Thing. Is it True?	Limitations of Internet Packages Experienced by Teachers and Students
4	D	Skills Growing Amidst the Arrival of Corona	Improvement of Teachers' Skills in Online Learning
5	E	Online or Offline Learning?	Uncertainty about the Form of Learning in the Pandemic Era
6	F	Schools Reopen for Face-to-Face Classes, Learning Patterns Must Be Different from Before	Differences in Face-to-Face Classes Before and During the Pandemic
7	G	Preparing Education for the New Normal (Learning that Favors Our Students)	Readiness of Teachers and Students to Face the New Normal
8	H	School Strategies to Face the New Normal Era	Readiness of Schools to Face the New Normal
9	I	The Role of Teachers and Parents in Learning during the Covid-19 Pandemic	Parental Involvement in Their Children's Learning
10	J	Learning during the Covid-19 Pandemic	Challenges Faced by Teachers, Students, and Parents in Learning during the Pandemic Era
11	K	Seeking Solutions for Learning During the Pandemic "A Teacher's Confession"	The Anxiety of Teachers in Dealing with Online Learning
12	L	Teachers and Students in Remote Areas and the Covid-19 Pandemic	Difficulties in Implementing Online Learning in Remote Areas
13	M	"The Inability" Why It Becomes a Problem in School Education?	Challenges of Remote Schools in Implementing Learning during the Pandemic Era
14	N	The Impact of COVID-19 on Education in Remote Areas	Difficulties in Implementing Online Learning in Remote Areas

Based on Table 1, this study aims to identify the primary topics conveyed by teachers through the texts. Among the 14 texts used as the data source, only two (B and E) exhibited a positive response to online learning. This can be reflected in the following data.

> *Teachers must have creative ideas* (B-1)
> *Teachers must remain calm and not panic* (B-2)
> *As religious beings, Covid is not merely seen as a disaster* (D1)
> *Let Corona come, believe that it will soon go away, and our abilities will continue to develop* (D-2)

Authors often express positive sentences like the data presented through their works. This creates a positive impression when facing COVID-19. The expectation is that learning can be effectively supported when teachers exhibit enthusiasm and possess good adaptability. Additionally, teachers can overcome challenges related to learning tools by leveraging their creative and innovative ideas.

The majority of the topics in the texts written by teachers show differences. They depict their difficulties, limitations, and anxieties in online learning. The issues faced by these teachers are varied, including (1) network problems, (2) learning devices, (3) internet quota, (4) ever-changing policies, (5) teachers' and students' adaptability, (6) parental involvement, (7) remote schools. This can be seen from the following data.

> *Distance learning burdens students* (A-1)
> *Not all students participate in the learning process* (A-2)
> *Teachers need to catch up with I.T. advancement* (C-1)
> *The ambiguity of offline or online learning format.* (E-1)
> *Responding to many of these "cries."* (F-1)
> *When will students return to school?* (G-1)
> *Are we ready to face the new normal?* (H-1)
> *Teachers need help to use Google Classroom.* (K-1)

Specifically, the data provides clear experiences related to learning issues during the pandemic. Although some texts respond positively to learning in this pandemic era, they cannot outweigh the texts that highlight the imbalances in learning during these difficult times.

Furthermore, the microstructure analysis is related to the general themes/topics discussed in the text on the problems of learning during the pandemic, written by teachers. From the analyzed text, several prominent themes are found, including (1) network issues, (2) instructional devices, (3) internet data quotas, (4) ever-changing policies, (5) the adaptability of teachers and students, (6) parental involvement; and (7) remote schools. Khalil (2020) states that general topics can provide an initial overview of discourse, especially for topics related to social and political issues. Based on this opinion, the macro-structure analysis can describe the main problems experienced by teachers during the pandemic.

Firstly, network issues are evident in texts A, B, D, F, G, H, J, K, L, M, N, and O. Generally, network problems were prevalent during the initial stages of the pandemic, and even now, these issues persist in remote areas. In alignment with the findings of this research, Mishra et al. (2021) highlight that a significant challenge in online learning worldwide is the necessity for improved network availability during the learning process. Secondly, finding a solution to teachers' adaptability challenges proves to be difficult. This is attributed to the teachers' need for more knowledge about suitable learning models during the ongoing pandemic. Thirdly, internet data quotas, though related to the first point, are specifically discussed in text C. Fourthly, constantly changing policies hinder effective learning. Drawing insights from other countries, Zhang et al. (2020) suggest that China formulated an educational plan during the pandemic, encompassing the transition to standard education. Indonesia should have devised a national educational plan during the early stages of the pandemic. This could have led to more focused and practical learning. Fifthly, online learning is not feasible in remote areas due to limited access to facilities and infrastructure. This constraint adds to the challenges of learning in remote areas.

4.2. Superstructure Analysis

Fartousi and Dumanig (2012) assert that rhetoric is the art of influencing people through written, spoken, or visual language. Mann et al. (1989) argue that the theory of rhetorical structure offers a framework for describing rhetorical relations among parts of a text. Rhetorical structure serves to examine the functional potential of a text, encompassing its ability to achieve the speaker's goals and influence the audience.

Furthermore, Sumarlam (2010) states that rhetoric used by discourse participants in communication events generally adheres to a structured rhetorical pattern, commencing with orientation, followed by the sequence of events (core content), and concluding with closure. Considering the social function of a text, its structure, which encompasses the opening, main body, and closing parts, must be considered. The structure of a text that reflects the social function of a genre is termed a potential generic structure, which is obligatorily or 'necessarily present' in a text, determining the genre type of the text possessing it.

In conclusion, the rhetorical structure illustrates the pattern of text organization, prominently manifested through the arrangement of its opening, main body, and closing parts, offering insights into the purpose of a text's production and guiding its creation.

Table 2
Superstructure Analysis Data Findings (Schematic)

Text Code	Superstructure	
	Main Body	**Closure**
A	To present the main events. The conditions of the participants (teachers and students) and the difficulties faced by the participants (teachers)	The ideal condition that teachers should implement

B	To present the main events Regulations related to online learning, demands for teachers to be innovative, and the tools that teachers can use	Conclusion to enable teachers and students to conduct effective learning and avoid COVID-19
C	To present the main events. Policies regarding internet packages, limited network access, and the lack of teachers' proficiency in IT.	A statement emphasizing the importance of internet packages for online learning processes.
D	To present the main events. Teacher acceptance regarding the current conditions, changing the mindset of teachers about the COVID-19 disaster.	Disasters that can enhance teachers' skills.
E	Shortcomings of online learning	Teachers should utilize Student Worksheets as an alternative to giving assignments
F	Face-to-face learning that is different from before	Emphasizing that changes should be made as soon as possible.
G	Our ability to address the challenges arising from the new normal.	The ideal condition for conducting face-to-face learning.
H	The inadequate internet connection and learning for students without gadgets.	Emphasizing the need for teachers to be creative and innovative.
I	Parents who do their children's assignments.	The ideal condition for learning that should be implemented during the pandemic.
J	The difficulties of teachers in using online learning applications. Creating learning media is not as easy as imagined, with limited supporting facilities.	Conditions that do not meet the expectations of teachers.
K	The inadequate internet connection and learning for students without gadgets.	Emphasizing that changes should be made as soon as possible.
L	Limitations of network access in remote areas	Emphasizing that this is a significant homework for all of us.
M	Teachers struggling with technology, signal problems, and limited learning resources.	Presenting effective learning for teachers.
N	The limitations of network access in remote areas, students without gadgets, and the concerns of teachers when visiting students' homes.	Implementing e-learning in remote areas is challenging.

Generally, all the analyzed texts share the same structure, including a title, introduction, body, and conclusion. Because of their similar functions, the title and introduction are not reiterated in Table 2 of the analysis.

Through superstructure analysis, this research offers an overview of the structure employed by the texts addressing learning problems among teachers, comprising a title, introduction, body, and conclusion. Gerot and Wignell (1994) assert that a text's social function is to furnish readers, listeners, or viewers with information about a valuable or significant event. This is closely linked to the superstructure identified in the texts addressing educational issues by teachers, as each structure serves a distinct purpose in constructing a text.

Firstly, the title serves to indicate the crucial event. The title becomes the main gateway to understanding the meaning of a text. For instance, in text E with the title 'Data Package, Extraordinary Thing, Is It True?' the reader can understand what unfolds in the text. Second, the introduction in these texts provides a general overview of the discussed event. Third, the body conveys the main topic

of the text. Fourth, the conclusion contains a summary or emphasizes something considered ideal. Tehik and Abdul Rahim (2020) suggested that a well-structured text can be a meaningful introduction to a discourse. They further emphasized that the text structure on a website significantly influences the delivery of messages intended for visitors.

4.3. Macrostructure Analysis

In this section of the analysis, we discuss how the use of grammatical aspects contributes to shaping the meaning and purpose of a text. Confident word choices facilitate the clear expression of the intended meaning of a text, as authors may sometimes use abstract language to conceal their intentions and purposes. Therefore, in this section, the researcher will present findings related to word choices (microstructure) identified in the texts addressing learning issues in the era of COVID-19.

Table 3
Macro Structure Analysis Data Findings (Schematic)

Text	Background and Details	Sentence Forms and Pronouns	Lexicons and Expressions
A	**Background** In the abstract, this text can discern that the background of this text pertains to the challenges faced during online learning. **Details** The details are demonstrated by elaborating on the specific issues encountered during online learning.	**Form of Sentences** The sentences are arranged in a general to specific form (deductive) **Pronouns** -	-
B	**Background** Learning process **Details** Details are shown by emphasizing the learning innovations that the author implements	**Form of Sentences** The sentences are arranged in a general to specific form (deductive) **Pronouns** *They* refer to the students	-
C	**Background** - **Details** Details are shown by emphasizing data packages and Internet network	**Form of Sentences** The sentences are arranged in a general to specific form (deductive) **Pronouns** -	**Lexicon** The term *data packages* appears most frequently in the text
D	**Background** Online teaching and learning activities **Details** Details are shown by emphasizing the applications used during online teaching and learning activities.	**Form of Sentences** The sentences are arranged in a general to specific form (deductive) **Pronouns** *A religious* person refers to teachers, students, and parents	**Lexicon** *Religious person*
F	**Background** Online or offline learning **Details** Details are shown by emphasizing the applications used during online learning activities.	**Form of Sentences** The sentences are arranged in a general to specific form (deductive) **Pronouns** -	**Lexicon** *Smartphone*
G	**Background** Face-to-face learning **Details** Details are shown by emphasizing the new learning methods after face-to-face interactions	**Form of Sentences** The sentences are arranged in a general to specific form (deductive) **Pronouns** *Shouting* *Drilling* *Shifting*	**Lexicon** *Teriakan* **Expressions** #Freedomoflearning

	Background / Details	Form of Sentences / Pronouns	Lexicon / Expressions
H-1	**Background** Learning during the *New Normal* **Details** Details are shown by emphasizing the term "New Normal."	**Form of Sentences** The sentences are arranged in a general to specific form (deductive) **Pronouns** **-**	**Lexicon** *New Normal (H)*
J-K	**Background** Learning in the Pandemic Era **Details** Details are shown by emphasizing the role of parents	**Form of Sentences** The sentences are arranged in a general to specific form (deductive) **Pronouns** **-**	-
L	**Background** Complaints about Learning **Details** Details are shown by emphasizing the use of applications and the creation of online learning media.	**Form of Sentences** The sentences are arranged in a general to specific form (deductive) **Pronouns** Term *Friends* are addressed to the readers.	**Expressions** *Hiks..Hiks..Hiks..*
M-N-O	**Background** Learning in remote areas **Details** Details are shown by emphasizing the difficulties in accessing internet connectivity, facilities, and the availability of devices for students in remote areas	**Form of Sentences** The sentences are arranged in a general to specific form (deductive) **Pronouns** *They* (O)	-

Microstructure analysis focuses on the author's word choices concerning the background, details, sentence structure, pronouns, lexicon, and expressions. Firstly, the background and details in the texts about learning problems during the pandemic, written by teachers, share a common educational context. However, the authors differ in the specific details they choose to highlight, encompassing (1) online learning, (2) learning in the New Normal era, (3) face-to-face learning, and (4) learning in remote areas. Oluga et al. (2019) argue that different backgrounds can shape different details, as seen in their analysis of national anthems in Southeast Asian countries.

Secondly, the sentence structure in these texts about learning problems by teachers commonly follows a general-to-specific pattern, known as the deductive pattern. As for pronoun usage, it could be more prominent in these texts. However, some pronouns can be identified, such as "they", "friends", and "religious people". These pronouns serve to emphasize and make those entities the subject of discussion.

5. Discussion

Teachers have provided crucial voices in the emerging face of education amid the COVID-19 pandemic, highlighting the obstacles involved in adjusting to new learning systems. This study adopts a qualitative approach with content analysis based on Van Dijk's (2009) critical discourse analysis model. A complex understanding emerges as we explore the microstructures, superstructures, and macrostructures of writings composed by teachers addressing issues in education during the pandemic.

The review of previous research findings exposes the unique characteristics of teachers' textual expressions, revealing insights into how they structurally arrange the text in order to highlight and convey crucial aspects of the COVID-19 era's learning difficulties. During this period, teachers' discussions on learning difficulties include a macrostructure and an organized textual framework chosen for effective communication (Munastiwi, 2021). The adoption of this macrostructure serves

multiple purposes, primarily facilitating clarified information, which is critical for tackling the complex nature of the difficulties at hand (Van Dijk, 2009).

Exploring the microstructure of teachers' texts in online media exposes interesting topics for teachers and the complex ways these topics contribute to the overall messages and meanings expressed. It provides insight into how language complexities abreast the trending issues during specific periods. The government gains vital insights into the larger discourse within the field by understanding the dominant themes that teachers actively interact with. In line with Khalil's (2020) perspective, general topics offer an early social overview of what happened in a particular period. As a result, microstructure analysis becomes a lens through which the government may perceive insight into teachers' perspectives, interests, and contributions to the educational realm. This insight serves as crucial information for a national educational strategy for Indonesia to provide proactive actions in educational crisis management. The Indonesian government may have been better prepared to face the issues caused by the sudden transition to distance learning by examining the writing content of Indonesian teachers in online media. The implications include possibly enhancing teaching techniques to make teachers more focused, practical, and aligned with global best practices (Zhang et al., 2020). This perspective emphasizes the importance of strategic planning in reducing the impact of unanticipated situations on the education system, highlighting the need for readiness and adaptation in the face of future unpredictability.

Similarly, teachers actively use a superstructure in their texts to build effective communication. Each superstructure component, such as title, introduction, content, and conclusion, has a specific function in influencing the flow of information transmission. It is consistent with Tehik and Abdul Rahim's (2020) argument that a well-organized text serves as a meaningful introduction to discourse for conveying the intended messages to readers. To get their perspectives, they improve the clarity and effectiveness of their communication by employing a systematic superstructure to strategically shape how readers comprehend and interact with information, particularly about the challenges of teaching and learning amid the COVID-19 pandemic. This idea aligns with the findings of Hughes et al. (2020), who explain that integrating a superstructure into teachers' writings is a purposeful and strategic approach to improving the clarity, impact, and influence of their discourse. By using a planned superstructure, teachers enhance the clarity and effectiveness of their message and intentionally influence how readers perceive and engage with information.

Microstructural analysis provides valuable insights into the complexities of language choices. Setting, details, sentence style, pronouns, vocabulary, and expressions are all included in the word choice. Notably, the common background of "learning" sets the stage for shaping and differentiation in learning settings (Oliver, 2002; Esteban-Guitart, 2018), with the author strategically emphasizing details such as online learning (Adilbayeva et al., 2022), learning in the New Normal period (Ariza & Ariza, 2021), face-to-face learning (Syaharuddin et al., 2023), and distance learning (Torres, 2022). This aligns with Lee's (2017) perspective, demonstrating how settings may influence and change the details in the teachers' writing. Furthermore, the continuous use of a deductive paragraph pattern in sentence forms and pronouns indicates that teachers used a purposeful approach to constructing their writings. This appropriate pattern builds a consistent narrative in conveying the teaching difficulties experienced by teachers amid the pandemic, ranging from general to specific information. The intentional use of this type of pattern demonstrates teachers' attempts to engage and enlighten readers in a systematic and accessible manner (Garca-Faria et al., 2018).

The teacher-produced texts on *guruberbagi-demo.simpkb.id* website displays various teachers' experiences amid the pandemic. Network issues, instructional facilities, internet data boundaries, ever-changing regulations, flexibility of students and teachers, participation by parents, and the dynamics of remote schools are among the issues listed. Teachers report their experiences to alert the government and the public that the educational situation in Indonesia faces substantial problems. Teachers highlighted the broader societal implications of the pandemic on education and urged the demand for a collaborative effort to address the multifaceted challenges confronting Indonesia's education sector during this unprecedented period.

Various study routes are needed to support researchers in better grasping the educational landscape's issues and dynamics. To begin, investigating the effectiveness of teachers' tactics to overcome the problems listed might give significant insights for enhancing educational practices. A comparison investigation between different areas or nations may also reveal differences in the barriers faced and the tactics implemented, leading to a deeper comprehension of the pandemic's worldwide educational effect. Furthermore, studying the long-term impacts of the pandemic on the mental health of teachers, students, and parents might shed light on the crisis's long-term ramifications. Finally, investigating the role of technology in decreasing educational problems and developing adaptability within the educational system will assist in shaping future policies and practices.

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