

Kompas' Discourse on Literacy and Numeracy: From Stagnation to Collaboration

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ABSTRACT

Students' literacy and numeracy competencies are important issues in Indonesian education policy. In April 2026, the Ministry of Primary and Secondary Education (Kemendikdasmen) issued a new policy to address this issue, as reported by Kompas.com. This news provides a representative overview of the policy changes and is rich in discursive elements that are of interest for critical discourse analysis. This article aims to analyze how the policy discourse on strengthening literacy and numeracy is constructed in the news text "Government Acknowledges Literacy and Numeracy Levels Remain Low (*Pemerintah Akui Tingkat Literasi dan Numerasi Masih Rendah*)" (Kompas, 9 April 2026). This study employs Norman Fairclough's three-dimensional critical discourse analysis: text, discourse practices, and sociocultural practices. The results show that the text systematically constructs a reality of crisis through the metaphor of "homework (*pekerjaan rumah*)", the objectification of PISA data, the repetition of the word "collaboration", and direct quotations from official actors. On the other hand, this discourse presents multi-stakeholder collaboration as the sole solution. This legitimizes the shift of educational responsibility from the state to private and foreign entities. Furthermore, this discourse closes the space for criticism and policy alternatives that are more oriented towards social justice through the exclusion of grassroots voices, the erasure of structural causes, a closed narrative structure, the reproduction of neoliberal ideology, the dominance of PISA data, and the obscuring of state responsibility. This points to the presence of a neoliberal ideology behind this discourse, as well as the reduction of education to an investment framework. This finding encourages readers to view narratives surrounding 'multi-stakeholder collaboration' more critically.

INTRODUCTION

Kompas is an influential media outlet in Indonesia. On April 9, 2026, Kompas reported on the policy of the Indonesian Ministry of Primary and Secondary Education, titled “The Government Admits Literacy and Numeracy Levels Are Still Low (*Pemerintah Akui Tingkat Literasi dan Numerasi Masih Rendah*).” This news is interesting to examine because its content demonstrates that *Kompas* is not neutral, there are certain interests. The news content selected by Kompas is structured into a focused narrative, beginning with the exposure of the problem in the form of low literacy and numeracy test data, the minister’s acknowledgement of the crisis, proposed solutions, and an emphasis on collaboration with multilateral philanthropies.

The news presented international survey results that indicate Indonesian students’ literacy and numeracy skills are low. Indonesian students’ scores on the 2022 Program for International Student Assessment (PISA) declined compared to previous years’ scores (Kompas, 2026). Approximately 25% of Indonesian students achieved the minimum proficiency level in reading, and 18% in mathematics. These results indicate a fundamental crisis in the basic competencies of the younger generation. In fact, this competency is an absolute prerequisite for readiness to face global dynamics, as students’ failure to master it will have long-term consequences for the nation’s competitiveness (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2023).

This crisis was recognized by the national education policy authority, the Minister of Education and Culture, Abdul Mu’ti, at the “Multi-Stakeholder Collaboration for Improving National Literacy and Numeracy” event at the Ministry of Primary and Secondary Education office in Jakarta on April 9, 2026. Consequently, a new policy was formulated that prioritizes basic education. The most prominent aspect is the strategic partnership with non-governmental actors (the Tanoto Foundation, the Gates Foundation, and UNICEF). This collaboration focuses on implementing structured pedagogy and using early grade assessment data to tailor learning to the needs of children, particularly those who have not yet achieved standards.

Kompas, as a mass media outlet, is a key actor with the authority to select, structure, and frame reality. Emphasizing collaboration with non-governmental organizations as the sole solution appears to shift state responsibility to the private sector and foreign institutions. This presentation seems to suggest that *Kompas* acts as an instrument for reproducing global educational ideology.

News texts determine what readers consider important (van Dijk, 1988). In this case, the repetition of the word “collaboration” and the placement of direct quotes from UNICEF and the Tanoto Foundation at the end of the text—namely, “This crisis can only be overcome through political commitment, the right strategies, and collective action”—lend strong legitimacy to neoliberal solutions.

The multi-stakeholder collaboration promoted by the Minister is termed a neoliberal policy because it contains five key elements: shifting state responsibility to the private sector/philanthropy, privatizing policy control through public-private partnerships, reducing education to an investment measured by standardized data (PISA), the removal of structural root causes (poverty, inequality) from the policy agenda, and the blurring of accountability so that no party is truly held responsible when programs fail. Conversely, if the government adopts non-neoliberal policies, it will act as a protector of citizens’ rights, not as a facilitator for private interests.

According to Fairclough (2010), such discursive practices not only reflect reality but also shape public consciousness and help determine the direction of policy by closing off space for alternative voices. For example, the voices of teachers, students, or critiques of the structural roots of poverty. In previous studies, several structural and pedagogical factors underpinning low literacy and numeracy levels in Indonesia have been identified, including teacher quality (Huda, 2025); (Lestari, Yusrie, & Srihartini, 2024). Most recently, Basuki et al. (2026) conducted a study on strategies for teaching basic literacy and numeracy in Jambi (the Sumatran Rainforest, Indonesia) using teaching materials based on local ecological wisdom.

The discourse on literacy in Indonesia has been examined by previous researchers, both in the realm of digital literacy policy (Harahap et al., 2025) and in public officials’ speeches regarding curriculum reform (Febriansyah et al., 2024). However, most of these studies have focused on negative online content or political rhetoric, without specifically examining the construction of post-PISA 2022 literacy and numeracy policy discourse in mainstream media coverage, such as Kompas. Furthermore, likely there has not yet any research that systematically employed Fairclough’s three-dimensional model (text, discourse practices, sociocultural practices) to analyze how Kompas news texts construct a narrative of a shift from stagnation to multi-stakeholder collaboration with global philanthropic organizations such as the Gates Foundation, the Tanoto Foundation, and UNICEF.

The construction of literacy discourse in the Indonesian media has been examined by previous researchers. However, these studies have been limited to digital literacy or digital literacy policies. Harahap et al. (2025) investigated how the Ministry of Communication and Information Technology (Kominfo) constructs the issues surrounding digital literacy policy in Indonesia. Their findings indicate that literacy discourse in Indonesian media tends to be more driven by interests in social control than cognitive empowerment.

Regarding research on the construction of educational policy discourse, Febriansah et al. (2024) previously conducted research, specifically on the discourse on the “Independent Curriculum” reform. Their findings indicate that language has reshaped power dynamics. Furthermore, Wijaya & Frost (2026) examined the discourse on the Indonesian Language Proficiency Test policy using Van Leeuwen and Wodak’s theory.

This study fills that gap. The construction of literacy and numeracy discourse in the *Kompas* 2026 news text has never been examined before. Using Fairclough’s theory, the narrative model of multi-stakeholder collaboration involving global philanthropy will be comprehensively critiqued. This topic has international appeal because it raises the issue of literacy and numeracy which is of global concern as PISA involves dozens of countries and highlights the phenomenon of multi-stakeholder collaboration between national governments and global philanthropic actors such as the Gates Foundation and UNICEF.

LITERATURE REVIEW

CDA is a tool used to dissect power relations in texts (Fang, 2011); (O’regan & Betzel, 2016) (Leotti et al., 2022); (Bodine Al-Sharif et al., 2025). One of CDA’s strengths is its ability to uncover the ideological foundations within discourse, particularly how language is used to maintain power structures and social relations (Bouvier & Machin, 2018); (Fattahizaden & Langeroudi, 2022).

In the realm of policy discourse analysis, the approaches developed by Hajer (2006) and Fairclough (2013) provide a strong methodological foundation. For Hajer, public policy must be understood as an arena of discursive struggle where various coalitions of actors compete to establish specific narratives as the dominant truth. Fairclough (2013) argues that integrating argumentation analysis into CDA can make a significant contribution to policy analysis. This argument is relevant for examining how issues such as literacy and numeracy are framed, contested, and legitimized through discursive practices in the mass media.

Fairclough’s CDA framework helps uncover social realities and ideologies within media narratives (Pratiwi et al., 2025); (Alfaris et al., 2026). Linguistic choices in news stories, for example about literacy and numeracy, reflect underlying ideologies (Prayogi et al., 2020). The media often serves as a tool to frame education policies in ways that align with government agendas, ultimately influencing public perceptions (Alfaris et al., 2026); (Febriyanti & Sundari, 2022).

Fairclough developed a three-dimensional model of critical discourse analysis. This three-dimensional model is used to examine texts as social practices that are never neutral (Fairclough, 1995, 2010). This model views discourse as a form of social practice that not only reflects reality but also helps construct and reproduce power relations and ideologies within society. Fairclough (1995) developed three interrelated dimensions of analysis: the text dimension (micro-structural), the discourse practice dimension (meso-structural), and the sociocultural practice dimension (macro-structural). The micro-structural level focuses on textual analysis, which examines in detail the language used through word choice, metaphors, grammar, and sentence structure (Fairclough, 2010). The meso-structural level involves the analysis of discursive practices, emphasizing the processes of text production, distribution, and consumption. This level asks why a text is produced in a certain way and how it is received by its audience (Fairclough, 1995). The macro-structural level focuses on the analysis of sociocultural practices, viewing discourse within a broader socio-cultural and ideological context (Fairclough, 2013).

METHOD

This study employs a qualitative approach, applying Norman Fairclough’s three-dimensional critical discourse analysis model, to provide a comprehensive explanation of the discourse surrounding literacy and numeracy policies, with the aim of enriching public policy discourse. Furthermore, this model is supplemented by an argumentative analysis based on the identification of six critical space mechanisms that hinder alternative social justice policies.

The research corpus consists of a single headline “Government Admits Literacy and Numeracy Levels Are Still Low (*Pemerintah Akui Tingkat Literasi dan Numerasi Masih Rendah*),” published on Kompas.com on

April 9, 2026, written by Stephanus Aranditio. This corpus was selected because it representatively discusses a policy shift from acknowledging stagnation to multi-stakeholder collaboration with global actors (Gates Foundation, Tanoto Foundation, UNICEF) in the post-PISA 2022 period. It also contains rich discursive elements that allow for in-depth analysis in accordance with the tradition of critical discourse analysis. Furthermore, this text was selected based on the consideration that Kompas is a national mainstream media outlet with a trusted reputation and wide circulation, meaning its discourse has a significant influence on public opinion and policy. Another reason is that this text is rich in discursive elements such as quantitative data, authoritative statements, and ideologically charged language—all of which are highly relevant for analysis using Fairclough’s framework.

Data collection was conducted through the systematic recording of discourse elements across Fairclough’s three dimensions: micro, meso, and macro. The data collection procedure began with repeated reading and comprehension of the entire news text to identify units of analysis—such as words, phrases, clauses, sentences, and paragraphs—containing critical discourse content. Next, the text was carefully examined for ideologically charged vocabulary, grammatical structure, inter-paragraph coherence, as well as the use of metaphors and repetition. Additionally, the researchers documented aspects of discursive practice, such as who is speaking (i.e., the source of the quote), who is given a voice, and how the text production process is influenced by the interests of media institutions and sources. At the macro level, contextual data was collected regarding the political, economic, and neoliberal ideological contexts underpinning multi-stakeholder collaboration in Indonesia’s education policy.

The data analysis technique in this study followed three main stages adapted from Fairclough’s model (1995, 2003): data reduction, data presentation, and conclusions and verification. Data reduction was conducted by selecting representative excerpts from news texts that best reflect the discursive strategies in constructing the literacy crisis and collaborative solutions. Data presentation was carried out in the form of a text structure analysis table containing Fairclough’s three dimensions. Conclusions and verification are drawn by comparing findings across dimensions and situating the results of the analysis within a broader social context.

In how to conclude and verify, the hidden meanings behind the discourse of “multi-stakeholder collaboration” are interpreted as a legitimization tool for neoliberal interests, while simultaneously identifying what is left unsaid in the text (silence), such as the absence of teachers’ and students’ voices, and criticism of the structural roots of poverty.

RESULTS AND DISCUSSION

Textual Dimensions: Vocabulary, Grammar, and Structure

To discover ideology and power relations in a text, an analysis of vocabulary, grammatical structure, and text organization is required. Table 1 presents the text dimension data.

Table 1. Textual Dimension Data in Kompas News

| Textual Dimensions | Focus of Analysis | Findings from Original News Text | Findings from News Text in English |
|--------------------|----------------------------------|--|--|
| Vocabulary | Ideologically loaded words | “stagnan (par. 4)”, “pekerjaan rumah (par. 1)”, “kolektif (par. 16)”, “multipihak (par. 5, par. 6)” | “stagnant”, “major homework”, “collective”, “multi-stakeholder” |
| Grammar | Modality, transitivity | “harus (par. 16)”, “perlu (par. 1)”, “akan (par. 10)” → <i>menunjukkan kewajiban dan rencana</i> | “must”, “need”, “will” → indicate obligations and plans |
| Structure | Relationships between paragraphs | <i>Dari masalah</i> → <i>data</i> → <i>pernyataan Menteri</i> → <i>solusi</i> → <i>kolaborasi</i> → <i>harapan</i> | from problem → data → ministerial statement) → solution → collaboration → hope |

Based on Table 1, ideologically charged words such as “stagnant” and “big homework” were found. These words construct the literacy problem as a prolonged systemic failure. A problem that has not been resolved to date despite various government policies. This indicates a failure of education policy for years. This problem is considered a moral burden for the ministry that must be resolved. The use of the diction

“fundamental” (in “very fundamental problem”) reinforces the impression that the root of the problem lies in the most basic abilities, not in policy or resource allocation. This ignores the causes of the ongoing problems with basic abilities. Furthermore, the terms “multi-stakeholder collaboration,” “collective work,” and “long-term investment” are consistently presented as solutions. The use of the word “investment” signifies bringing economic logic into the realm of education. This indicates neoliberal ideology (Fairclough, 2010). Technical terms such as “structured pedagogy” and “diagnostic assessment” give the impression of being scientific and neutral. However, both represent specific approaches that are not value-neutral. The success or failure of pedagogy and assessment is also influenced by teachers.

From a grammatical perspective, three strategic modalities were identified. In the first paragraph, the word “must” appears in the phrase “must be handled systematically” (paragraph 1). This indicates a non-negotiable obligation that must be carried out regardless of the circumstances. Furthermore, the word “*perlu*” (need to) provides a subtle, urgent nuance of emphasis, softer but still urgent. Furthermore, the word “will” (as in “the government will focus” or “this collaboration will reach”) functions as a future promise; this phrase builds hope but is not yet verified (not necessarily true in the future). This is a common practice among officials when initiating a policy as a form of optimism.

Based on transitivity analysis, it was revealed that the emphasis on the phrase “PISA scores have decreased” places the score as the actor, rather than the policy or system behind it. According to Fairclough (2003), this is a strategy to avoid the subject of the cause. This makes the cause of the crisis disappear. In contrast, the clause “Minister Abdul Mu’ti also admitted” positions the minister as the active subject, as if the admission were a prudent act rather than an admission of collective failure, as if it were a reflective act of a leader.

Based on the findings of the text structure data, this news follows a directed, linear scheme, consisting of five stages: (a) problem statement in the lead, (b) PISA data as objective evidence, (c) the Minister’s acknowledgement, (d) solutions for reading, writing, and deep learning, and (e) details of multi-stakeholder collaboration and an optimistic closing from international partners. This scheme doesn’t give other parties the opportunity to express differing arguments. The voices of those who will even be affected by the policy are not represented. Fairclough calls this pattern a neoliberal discourse that closes off the space for substantive political debate.

The Discourse Practice Dimensions: Production, Distribution, and Consumption

The discourse practice dimension connects texts containing descriptions and social practices that explain the processes of text production, distribution, and consumption. Through this stage, texts are interpreted in terms of their creation, their use by audiences, and how social contexts influence them.

Table 2. Discourse Practice Dimension Data in *Kompas* News

| Discourse Practice Dimensions | Focus of Analysis | Findings from News Text |
|-------------------------------|--|--|
| Text production | Who is the author? Editing process? | <i>Kompas</i> journalist (Stephanus Aranditio), a trusted national media outlet |
| Text Distribution | Print/online media | <i>Kompas</i> Daily, April 9, 2026 edition, also available online |
| Text consumption | Target audience | General readers, policymakers, academics, and education practitioners |

Table 2 reveals three important points. First, the production process of this news text was not neutral. Journalists were covering the official event “Multi-stakeholder Collaboration to Improve National Literacy and Numeracy (*Kolaborasi Multipihak untuk Peningkatan Literasi dan Numerasi Nasional*)” held at the Ministry of Elementary and Secondary Education Office. The key speakers at the event were Minister Abdul Mu’ti, Head of the National Development Planning Agency (paragraph 5), Toni Toharudin, a representative from the Tanoto Foundation, and a representative from UNICEF. Journalists chose to quote these four actors directly, but did not allow for alternative voices. This decision reflects a practice of discourse selection that tends to reproduce the interests of those in power and development partners.

Furthermore, the use of the word “admit” in the context of the minister suggests that journalists framed the minister’s statement as a bold act, rather than a logical consequence of publicly available data. Thus, the discourse practices at the text production level have constructed a mentality that the government is “honest” in admitting its weaknesses and therefore deserving public sympathy.

Kompas, as one of Indonesia’s largest and most influential media outlets, appears to be legitimizing this discourse when it disseminates this collaborative discourse. Kompas readers are generally high-skilled, upper-class users, including policymakers and education practitioners. Public policy is not only reported but also shaped and legitimized through media discourse practices. The media is the actor that produces and distributes discourse.

Consumption of the text in this context assumes that readers are literate in PISA data and support technical interventions in education. International data was chosen because Indonesia appears to lag behind other countries. This assumption is arguably exclusionary because it ignores lay readers who may not understand the implications of these figures. Furthermore, the text does not provide space for readers to question basic assumptions, such as whether PISA scores are an accurate measure of the quality of Indonesian education. PISA is only one measurement tool. Furthermore, numerous studies have identified the root causes of low literacy and numeracy, yet this data is ignored. In this way, discourse consumption practices are directed toward accepting the constructed narrative.

Sociocultural Dimensions of Practice: Situational, Institutional, and Social

At the highest level, the macro dimension, discourse can be understood within broader situational, institutional, and social contexts. Table 3 presents sociocultural data findings.

Table 3. Sociocultural Practices Dimension Data in Kompas News

| Sociocultural Practices Dimensions | Focus of Analysis | Findings from News Text |
|------------------------------------|---|---|
| Situational | Immediate context: “Multi-stakeholder Collaboration (Kolaborasi Multipihak)” event at the Ministry of Education and Culture | Discourse produced at official government events (par. 6) |
| Institutional | Relationship between <i>Kompas</i> , the Ministry of Education and Culture, Tanoto Foundation, Gates Foundation, and UNICEF | Demonstrating global-national governance (par.6) |
| Social | Dominant educational ideology | Data positivism (PISA, par. 2), technical solutions (deep learning, structured pedagogy, par.6), neoliberalism, private collaboration (par. 16) |

Table 3 shows that the discourse was produced at a government event held in a government office. This demonstrates the official nature of the event. Government partners included representatives from private philanthropies, global philanthropies, and UN multilateral agencies. Kompas journalists also covered the event. The presence of these private partners demonstrates the government’s involvement with global actors to address Indonesia’s persistently low literacy and numeracy rates, which rank low. This situation demonstrates global-national governance. Foreign institutions, in this context, are positioned as partners in providing solutions to the crisis.

In terms of institutions, five institutions will be discussed. Kompas is the institution that produces news. Ministries are the institutions that issue policies. Furthermore, the partner institutions are the Tanoto Foundation, the Gates Foundation, and UNICEF. Kompas is a major media institution in Indonesia with a long history of consistently supporting the status quo. The news produced by Kompas is a product of the media institution’s ideological position, which tends to perpetuate the practice of power. This is reinforced by previous research showing that the news narratives produced by Kompas are influenced by economic and political interests of power (Putra, 2024); (Saeful, 2017). In the context of numeracy literacy policy, *Kompas’s* reporting tends to reinforce and legitimize government policy by amplifying the discourse of multi-stakeholder collaboration with global partners as the sole solution. Kompas actively constructs a discourse that reinforces the neoliberal status quo in national education governance.

Furthermore, the Ministry of Elementary and Secondary Education, as a relatively new institution (formerly known as the Ministry of Education, Culture, Research, and Technology), has an institutional interest in demonstrating its performance and legitimacy. Multi-stakeholder collaboration is considered strategic because it offers technical solutions to the literacy crisis in Indonesia while also providing international

legitimacy for the newly established Ministry in 2024. This collaboration provides an opportunity for the Ministry of Elementary and Secondary Education to publicly declare that its institution is supported by trusted global actors. In this regard, the Ministry of Elementary and Secondary Education has an interest in building the institution’s image as a responsive, innovative, and globally networked ministry.

Meanwhile, the Tanoto Foundation is an institution founded by a conglomerate in the palm oil and pulp and paper sectors. This institution has previously collaborated with the National Education Policy. A 2020 CNN report stated that Tanoto was listed as a recipient of a Rp 20 billion state budget grant, which was ultimately withdrawn due to criticism from the House of Representatives (DPR) and the public. The Gates Foundation is also known for its global agenda, which places specific conditions on its partner countries. UNICEF is also tied to the influence of United Nations donor countries. This collaboration places the government in the position of recipient of aid. Collaboration between government institutions and foreign or private partners can influence the government’s policy independence. Therefore, while this discourse may appear beneficial to the government, it harbors power relations. These partner institutions have their own vested interests. To prevent undesirable situations, the government needs to be transparent with the public, allowing them to act as policy oversight.

In a social context, this condition reflects the dominance of neoliberal ideology in global and national education policies. In this context, education is viewed as a commodity or investment, with success measured by PISA scores, and technical solutions such as diagnostic assessments and structured pedagogy are prioritized. Meanwhile, many aspects are neglected, such as addressing structural roots such as poverty, unequal access, uneven teacher distribution (and even a shortage of teachers), and infrastructure. Furthermore, the efficiency of the education budget in Indonesia inevitably impacts children. In this news text, there are no sentences mentioning the education budget, improving teacher welfare, or addressing poverty, the primary cause of low literacy in underdeveloped regions. Instead, the focus is on deep learning, logical reasoning in mathematics, and diagnostic assessments. All of these are technical solutions that do not disrupt the status quo of neoliberal governance. Thus, this news article—whether consciously or unconsciously—serves as a tool for reproducing the dominant ideology.

Based on Fairclough’s three-dimensional framework, it appears that this text closes off space for criticism and alternatives regarding social justice. The following table explains the six mechanisms by which this space for criticism is closed off.

Table 4. Mechanism of The Critical Space

| No. | Mechanism of the critical space | Explanation |
|-----|--|--|
| 1 | Exclusion of grassroots voices | Only government elites and foreign philanthropists are given a voice in the discussion. Teachers, students, parents, and education activists are not involved in finding solutions to the literacy crisis. Although the text states, “It will involve stakeholders, including the central and local governments, educational institutions, the community, and development partners (<i>akan melibatkan pemangku kepentingan, termasuk pemerintah pusat dan daerah, satuan pendidikan, masyarakat, serta mitra pembangunan</i>)”. They will be involved at some point (though not yet). |
| 2 | Elimination of structural causes | Poverty, inequality, education budgets, and teacher distribution are not mentioned in the discourse. The issue of literacy is framed solely as a technical-pedagogical failure. |
| 3 | Closed linear narrative structure | The narrative begins with a presentation of the problem, an analysis of the data, an acknowledgment of the issue, a solution, collaboration, and finally, hopes for the future. This narrative structure leaves no room for doubt or alternative options. |
| 4 | The reproduction of neoliberal ideology | The use of the metaphor “investment,” and collaboration with the Gates Foundation as the primary solution, without ever considering the country’s capacity. |
| 5 | The dominance of PISA data as the only truth | PISA data as the sole benchmark. This addresses epistemological critiques of biased global assessment tools. |

| | | |
|---|---------------------------------------|---|
| 6 | The state's evasion of responsibility | The discourse of "collective" and "multi-stakeholder" responsibility has diffused the responsibility that originally lay with the state, so that no single party can truly be held accountable. |
|---|---------------------------------------|---|

Based on this data, it appears that Kompas's coverage serves as a tool of legitimization that reinforces the global neoliberal status quo. This coverage closes the door to policy alternatives that favor the poor and marginalized. As a result, alternatives such as increasing the education budget, redistributing teachers, or implementing anti-poverty programs never emerge in the discourse.

CONCLUSION

The discourse on Indonesia's literacy and numeracy policies in the Kompas news of April 9, 2026, is constructed through three main strategies. At the textual level, this is achieved through vocabulary that frames the problem as "stagnation" and "homework" and the solution as "multi-stakeholder collaboration" and "investment," grammar that avoids naming the subjects responsible for the crisis, and a closed linear structure that leaves no room for alternatives. In the discourse practice dimension, this is achieved through selective text production—quoting only government actors and global partners—distribution via mainstream media that legitimizes the narrative, and consumption that assumes readers are data-literate and supportive of technical interventions. This text is produced at an official government event involving a public-private partnership, demonstrating a global-national order. This collaboration has the potential to shift government sovereignty as the sole policymaker. This discourse reflects neoliberal ideology, as education becomes an investment.

This article is limited to one text with one theory. Therefore, other researchers have the opportunity to conduct cross-analysis across mainstream media using different discourse theories. The results of this study can be used as a reflection on balanced and comprehensive news production practices.

DECLARATIONS

Author Contributions

Fafi Inayatillah: designing conceptualization, preparation of the initial draft of the article in Indonesian, creating the data corpus, analyzing the data, concluding, and preparing the final article in English. Abdul Muhaiminul Aziz: providing input on the initial draft, reviewing the article and providing input notes, adding references, editing the English version of the draft of the article.

Conflict of Interest

The authors declare no conflict of interest.

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Data available to the public.

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