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TEXT ANALYSIS OF ONLINE LEARNING NEWS IN THE COVID-19 ERA IN GERMAN AND INDONESIAN ONLINE NEWSPAPERS

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Abstract

This research examines the text analysis of online learning news in the COVID-19 era using the critical discourse analysis approach of the Teun A. van Dijk model. Teun A. van Dijk's critical discourse analysis research has three elements: text elements, social cognition elements, and social context. The text element is divided into macrostructure, superstructure, and microstructure. In the microstructure, two elements are to be analyzed: semantic and syntactic. This study aims to compare text elements, social cognition elements, and social context contained in the coverage of online learning in the COVID-19 era in German and Indonesian online newspapers. The object of this research focuses on three online newspapers, namely Süddeutsche Zeitung, Deutsche Welle, and Kompas. This research uses a qualitative approach with descriptive analysis. Data analysis techniques were collected by analyzing three elements of text: social cognition and social context. Then, the data were classified using tables to be compared and concluded. The results of the analysis of text elements in German and Indonesian online newspapers have similarities in which the text describes the relationship between the title of the discourse in the story and the content and cover, also has reasons that support the core topic and has direct quotes and coherence intertwined between schemes in the story, there are also important facts that are in the news. Furthermore, the elements of social cognition and context found media bias and social issues established by the news text. Based on the results of the study, a critical attitude when reading news is needed so that the audience is well-informed and understands the context of the news.

Keywords: Text Analysis, Critical Discourse Analysis, Online Newspapers, German Online Newspapers

1. INTRODUCTION

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The COVID-19 pandemic has forced a change in learning patterns around the world. The sudden transition has shifted learning patterns to online with the aim of continuing the learning process during the pandemic. The enormous change poses challenges for students, teachers, and parents in adapting to new technologies in a virtual environment. The rapid development of technology has made advances in many aspects of digital media. The use of the internet has now become part of people's lives. It is utilized by online mass media to disseminate and expand information in a faster, more efficient, practical, and cheaper way.

With the rapid spread of information, online mass media is considered capable of providing facilities to the public to obtain various information both from within and outside the country. The more information that is published, the more errors and various perspectives of a person's point of view in obtaining the information, the inaccuracy of an information can lead to fake news (hoax) so that people must be smarter in sorting and choosing relevant news, and be able to understand it critically.

Understanding news story is always related to its discourse context. Based on this, an understanding of reading with a critical attitude will make us be able to understand the content of the context in the news, so the author has an interest in examining the news of online learning in the COVID-19 era in German and Indonesian online newspapers using the critical discourse analysis theory of the Teun A. van Dijk model. The title of this research is "Text Analysis of Online Learning News in the COVID-19 Era in German and Indonesian Online Newspapers."

2. LITERATURE REVIEW

Mass Media

Wilke (2011, p. 4) says "*Außer der technischen Seite hat der Begriff auch eine institutionelle Bedeutung und steht für die Organizations, die Botschaften der Messenkommuikation produzieren wie etwa Verlage und Rundfunkanstalten*". [Apart from the technical side, the term also has an institutional meaning and stands for organizations that produce trade fair communication messages, such as publishers and broadcasters]. The quote explains that mass media has an institutional meaning which represents organizations such as publishers and broadcasters in producing their messages which are seen as controlled by the owners of capital who have full rights and full control over the content distributed by the mass media.

Furthermore, this statement is supported by Branahl (2010, p. 6) who reveals "*Massenmedien have the Aufgabe, die Öffentlichkeit zu informieren und Entscheidungsträgern die öffentliche Meinung kundzutun*". From then on, they are concerned with control and criticism of their own views." [The mass media have the task of informing the public and making public opinion known to decision-makers. In addition, the mass media also contribute to opinion formation through control and criticism]. The quote explains that the mass media also have the authority to organize control and criticism of the opinion formation created by news. This goal is utilized by the owner of the authority in the formation of public opinion, because this factor is seen as presenting how the public concludes an opinion of news or issue.

Based on the explanation of the quote above, it can be concluded that mass media is an intermediary that connects information recipients with information sources. The distribution of mass statements in the mass media also has an institutional meaning. This is able to influence the

news spread in the community, because the authority possessed by the parties in it is seen as controlling news issue that will be consumed by the public.

Online Media

Online activities that are considered very easy for users to use, creating a variety of new application media. The use of the internet that is interconnected with other networks is considered to be able to facilitate a person in accessing various information quickly and practically.

Thye (2013, p.81) states "Due to the ubiquitous *Reichweite, the Geschwindigkeit der Vermittlung und, ins-besondere, ob der Online-Kontaktherstellung zum Publikum wird das Internet zunehmend auch von den alten Massenmedien genutzt für die Verbreitung von Zeitungsseiten (Schrifttext, Graphics, Photos, Zahlen), Radiosendungen (Sprachtext, Music) und Filmbeiträgen (Bewegtbild, Stehbild, Sprachtext, Schrifttext, Graphics, Music, Zahlen).*" [[Due to its wide reach, speed of communication and especially online contact with the public, the Internet is increasingly being used by the old mass media to distribute newspaper pages (written text, graphics, photos, numbers), radio broadcasts (voice text, music) and movie contributions (moving pictures, still pictures, spoken text, written text, graphics, music, numbers)]. It is supported by the quote that the internet network is used by mass media in acquiring and distributing newspapers. The reach of the internet network creates a speed of communication that will establish online contact with the public.

Based on the results of the explanation above, it can be concluded that advances in technology, such as the internet, are one of the supporting factors for media institutions in their dissemination. The internet is one of the supporters in the expansion in the field of mass media, namely online media that can be accessed using the internet. This is of course considered to make it easier for every individual in modern times to obtain information from various social media platforms.

Online Newspapers

Media is a way or method of disseminating information through mass communication. With the advancement of technological devices, mass media utilizes this in disseminating information using digital devices, such as through online newspapers. The difference is in the devices used, in online newspapers using digital technology that can be accessed via the internet. This shows that the meaning of delivering information is still the same and is still carried out by printed and online newspapers. Neuberger and Tonnemacher (2013, p. 17) reveal that "*Die Zeitung ist darüber hinaus ein leistungsfähiges (zeitüberwindendes) Speichermedium, weniger ein (raumüberwindendes) Fernmedium.*" [In addition, newspapers are a powerful storage medium (beyond time), not a long-distance medium (across space).] The quote reveals that newspapers have the advantage of being an efficient storage medium that is also able to conquer time. Newspapers are considered to store information that can be accessed at any time by readers. Newspapers are seen as one of the media capable of providing information to readers.

Hagen (1998, p. 15) explains "*Die elektronische Ausgabe im Netz ermöglicht es ihnen, sich aus anderen, teils fernen Ländern tagesaktuell und relative breit über Deutschland zu informieren.*" [With newspapers on the Internet, they can get up-to-date and relatively extensive information about Germany from other countries]. The quote explains that online newspapers make it possible for news to be accessed by people outside the country. This is seen as having an impact on the growth of the newspaper industry, so many adjustments have been made. In implementing new media, technology does not determine how it is implemented. Therefore,

reflecting on new media aims to explore the possibilities of use, potential, and opportunities as well as risks.

Framing

Framing is an approach that allows us to see how the media plays a role in shaping and constructing reality, which has the end result of certain parts being more prominent and easily recognized (Eriyanto, 2002, p. 76). Based on this explanation, it can be assessed that in news story, there is framing formed and highlighted by media institutions, where the highlighted issues have the aim of leading public opinion, which can affect readers' perceptions of the topics discussed.

Representation

Hall (1997, p. 15) explains "Representation means using language to say something meaningful about, or to represent, the world meaningfully, to other people." Furthermore, Hall (1997, p. 15) adds "Representation is an essential part of the process by which meaning is produced and exchanged between members of a culture. It does involve the use of language, of signs and images which stand for or represent things."

Based on the two quotes above, it explains that representation is the use of language in conveying meaning, which occurs in the process of exchanging meaning between members of a culture that involves the use of language, signs, and possibly images that represent something. This shows that the representation poured by the author into news issue is considered capable of influencing people's views on an opinion. Therefore, if the process of exchanging meaning between news writers and readers is not in line, it will create various incorrect perceptions.

Bias

William in (Hamborg, 2022, p.13) states that "media bias must both be intentional, i.e., reflect a conscious act or choice, and be sustained, i.e., represent a systematic tendency rather than an isolated incident." The quote explains that media bias reflects a conscious act or choice that has a tendency to describe something rather than an actual incident.

This shows that assumptions structured in everyday understanding become the basis for news writers in the process of creating a discourse text, these assumptions can be judged based on the wishes of the author or media institution which is considered not objective. Media bias (media manipulation) is also considered capable of influencing the way the news is presented and understood by the public. Media bias can occur when journalists or media have certain preferences or views, which will unconsciously emphasize or ignore information in news story.

Discourse Analysis

Ullrich (2015, p.9) states that the *Ausgangspunkt der meisten wissenschaftlichen Ansätze, die mit dem Diskursbegriff arbeiten, ist die Annahme, dass kommunikative Prozesse, insbesondere die Sprache, entscheidenden Anteil der sozialen Konstitution der Welt haben. Forschungsprogramme mit "Diskurs" im Namen beschäftigen sich 1) der Produktion gesellschaftlich akzeptierten Wissens und 2) mit (politischen) Deutungs- und Aushandlungsprozessen. Hinter diesen beiden damit erwähnten Hauptsträngen der Diskursforschung stehen unterschiedliche Wissenschaftstraditionen, theoretische Grundannahmen, Forschungsinteressen, Institutionen und politische Ausrichtungen der Forschenden. Unterschiedliche Wissenschaftskulturen werden deutlich.* [The starting point of most scientific approaches that work with the concept of discourse is the assumption that communicative processes, especially language, play an important role in the social constitution of the world. Research programs that use the word "discourse" in their name deal with 1) the

production of socially accepted knowledge and 2) processes of (political) interpretation and negotiation. Behind these two main streams of discourse research lie different scholarly traditions, basic theoretical assumptions, research interests, institutions, and political orientations of the researchers].

The quote states that language is the main concept that plays a role in a social constitution. Language becomes the main factor in a communicative process that brings readers' thoughts when reading a discourse writing. Based on the quote above, the main idea of a critical discourse is power in social groups or institutions. This creates a relationship between a discourse and social phenomena in society. The context and control that occurs in society will be very visible with the element of power in a discourse. The occurrence of injustice in society is seen to cause actors such as victims who are dominated by these power deviations.

Critical Discourse Analysis

According to Foucault in (Bartel, Ullrich, Ehrlich, 2008, p. 54), *Kritische Diskursanalyse* or critical discourse analysis is a way of speaking/communication related to the act of exercising power. "*Foucault folgend definiert die KDA Diskurse als überindividuelle, institutionalisierte und geregelte Redeweisen, die mit Handlungen verknüpft sind und Macht ausüben.*" [KDA defines discourse as supra-individualized, institutionalized and regulated ways of speaking related to action and the exercise of power].

Based on the explanation above, critical discourse analysis is research that studies a discourse by examining the conversation in the text and the socio-political context regarding the abuse of power that results in social injustice. In every statement about critical discourse analysis, there are main points that are used as principles to analyze a discourse. The three main things that become keywords are discourse, domination, and social practices.

Teun A. van Dijk's Critical Discourse Analysis Model

Van Dijk in (Freedon, Sargent, Stears, 2013, p. 200) explained that it should be emphasized that CDS/CDA is not a method of analysis, as is often believed, but a social movement of scholars who use a wide variety of (usually, but not exclusively, qualitative) discourse analysis methods. These methods may include analysis of lexicon, syntax, local and global meaning (semantics), speech acts, and other relations to context (pragmatics), style, rhetoric, argumentation, narrative structure, or other conventional discourse organizations, on the one hand, and quantitative corpus analysis, ethnography, participant observation, or psychological experiments, among other methods, on the other. Unlike some other approaches to ideology in CDS, we combine a sociocognitive definition of ideology as a form of social cognition with a systematic analysis of the various discourse structures that typically express underlying ideological representations.

Based on this quote, there are various discourse analysis methods used in van Dijk's critical discourse analysis. Van Dijk combines sociocognitive ideology as a form of social cognition with semantic analysis that will express underlying ideological representations. Ideology is largely obtained, expressed and reproduced from a discourse, which is where the discourse analysis approach is crucial to understanding the ways ideologies emerge, spread, and are used or applied by social groups. As explained in the previous section that discourse is a social practice, it is with that practice that ideologies are obtained, used, and spread. Therefore, van Dijk has a three-element approach to connect discourse with society. The three elements are text, social cognition, and social context.

3. METHODOLOGY

This research uses a qualitative approach with a descriptive approach. This method is used to describe and analyze the data obtained from the research results. In this research, the author will describe, analyze, classify, and compare the text structure of the COVID-19 era online learning news in German and Indonesian online newspapers using the critical discourse theory of Teun A. van Dijk model.

The object of this research is the news text of online learning in the COVID-19 era in German and Indonesian online newspapers. This analysis involves participants or respondents. Because this research uses a descriptive analysis method, in the form of analyzing the news text of German and Indonesian online newspapers, the author will collect news articles with the theme of reporting on online learning in the COVID-19 era. After obtaining data from six news articles, then researchers will look for three elements of Teun A. van Dijk 's discourse model, namely: (1) Text elements, (2) Social cognition elements, and (3) Social context elements in each news. The last step is to compare the research results between German and Indonesian online newspapers, where the author will draw an overall conclusion from the results of the critical discourse analysis of the Teun A. van Dijk model.

4. RESULTS AND DISCUSSION

Based on Teun A. van Dijk's model, there are three elements in critical discourse analysis, namely text elements, social cognition elements, and social context.

4.1. Analysis Results

The German 1 online newspaper with the title *Unterrich in der Pandemie* has a macro structure that describes the inequality in the use of digital media. This is due to the lack of utilization of digital resources by the government, which greatly affects every online learning conducted by education providers.

In this news, many public figures expressed public disappointment and input for what the government should do in the future. In the superstructure, there are two elements, namely summary and story. The summary element includes the title and news lead. The title element of this news report is *Unterrich in der Pandemie*. The lead element describes the lack of utilization in terms of digital learning, this is quoted from the *Deutsche Schullbarometer* news portal which explains "*Beim digitalen Lernen bleiben noch viele Moeglichkeiten ungenutzt.*" This explains that "*Leidtragenede sind vor allem Förderschueler.*" The quote above shows that there are still many opportunities that have not been utilized in terms of digital learning, as a result, there is a major victim caused by this inequality in the use of digital learning, such as students with special needs.

The story element describes the situation that actually happened during the online learning process. Like one Twitter user who quoted his son saying "*Kannst du mich demnächst erst wecken, wenn der Mist funktioniert?*" where the quote describes a desperate situation with distance learning through this platform collapsing and making no sense. Even the humor in life after the pandemic has many people not doing it anymore. As the quote warns *der Generalsekretär der Bundesschülerkonferenz*, Dario Schramm, "*Bund und Länder müssen jetzt Geld in die Hand*

nehmen und Severkapazitäten massiv ausbauen." The quote is a warning to the General Secretary of the Federal Student Conference, Dario Schramm, of course the content of the quote is a criticism of public figures who want a massive expansion of server capacity, it shows the state of servers in the country experiencing server crashes and shows the many failures in this distance learning.

Once again, the *Deutsche Schulbarometer* news portal shows a variety of teacher perspectives taken from a survey conducted in December, with the results "78 percent of Scholars are currently using a digital platform to communicate with their peers and provide feedback. But not one time has any secondary school offered *Unterricht mithilfe von Videoconferenzen abzuhalten.*" The quote explains the survey results which found that 78% of schools can communicate with students using digital platforms to organize and evaluate assignments in this distance learning, but there are also some schools that cannot use distance learning using video conferencing.

Failure in the distribution of digital systems in learning results in many server failures that are difficult to guess, making teachers/educators feel frustrated. The use of various media pursued by teachers does not stop with video conferencing or streaming, there are still those who use e-mail media as a tool to provide, check and deliver learning in this distance learning. It is considered less effective. Therefore, many schools use digital tools for group learning especially in high schools, and especially for special needs schools they involve more digital tools in the learning process.

There are questions such as the quote "*Wie sie während des Krisenbedingt eingeschränkten Unterricht den Kontakt zu ihren Schülern und deren Familien aufrechterhalten?*" which explains that the long-overdue concept of systematic development and teaching leaves contact with students and families very much behind, because the concept that binds the quality of learning is still missing. Many questions may not be resolved in a situation that relies on digital media/tools. The difficulty is that special needs school teachers also experience a downturn that may be more frustrating, but as the quote "*Förderschulen stehen in dieser Hinsicht nur wenig besser da.*" The quote explains how special needs schools are better supported in distance learning. But still, when referring to the quoted question above, these special needs schools according to the research "*Fallen sie laut Studie sogar deutlich zurück: Nur vier von zehn Schulen haben hierfür ein einheitliches Konzept.*" They are even lagging behind significantly, it is said that only a few schools are capable of running this distance learning concept.

In the semantic microstructure, this news has criticism from several public figures who aim to make distance learning run better, the addition of the government budget to the advancement of digital technology shows that people are tired of the pandemic situation which makes distance learning even more absurd. Meanwhile, the syntactic micro elements in this news have coherence between each element in this news in the form of concerns that are conveyed clearly based on the facts experienced by using direct sentences.

The German 1 online newspaper has social cognition with discourse writers who provide framing on this news by exposing the facts about many problems related to server capacity that occur during this online learning process which is inseparable due to the government that still does not take advantage of this digital learning opportunity. This is supported by a quote from one of the General Secretaries of the Federal Student Conference Dario Schramm, saying that "*Bund und Länder müssen jetzt Geld in die Hand nehmen und Severkapazitäten massiv ausbauen.*" The quote explains that the government should immediately address the server crashes that occur before

everything will end up being a disaster. There is a group of people who are harmed in this chaos, especially students with special needs.

The German 1 online newspaper has a social context with the issue represented in this news is seen as implying a vote of no confidence in the government in dealing with server constraints that are getting worse over time. This is supported by the quote from one of the members of parliament described above, that this will be a major disaster if no effort is made.

Indonesia 2 online newspaper with the title "*A year of COVID-19 in Indonesia: reflections on distance learning and hopes for face-to-face again*". It has a macro structure that describes the impact of the case of the spread of COVID-19 on schools being stopped for one year. The impact of the case of the spread of COVID-19 schools was stopped for almost a year. With community regulations to work and study from home and worship at home. This has made the whole of Indonesia experience changes in the world of education which holds education with distance learning methods. It has been almost a year since learning was done online. Using digital media has resulted in students learning without contact with friends or teachers.

There are two elements in the superstructure, namely summary and story. In the summary element includes the title and news lead. The title element of this news is *A Year of COVID-19 in Indonesia: Reflections on Distance Learning and Hopes for Face-To-Face Again*. The lead element describes a one-year journey in running distance learning. This is in line with what Nadiem said in the Ministry of Education and Culture's official release on Thursday, March 12, 2020 "We move together to be able to escape this situation". The quote explains the situation that we must move together in dealing with the Corona virus, which results in school activities must continue and be carried out using distance learning methods. The story element describes several things that the Education Association has recorded regarding distance learning in Indonesia.

The first schematic describes the occurrence of several events recorded by the Education Association as stated by P2G National Coordinator Satriwan Salim on Monday, March 1, 2021 "During this pandemic, to be honest, the teachers were actually shocked, because of what? Because teacher learning is not prepared to face PJJ," The quote explains that the ability of teachers in Indonesia is not designed to deal with distance learning methods, as well as the ability to use digital devices is still very minimal. Based on P2G research conducted in December 2020, said Satriwan, "But on the other hand, related to human resources, the threat of learning loss is not just talk, but it is a fact, in our research in December the achievement of material and understanding of student material was only 40%," "meaning that there is a point of 60% that is not achieved, or 60% is wasted because the learning is frankly ineffective,".

The quote illustrates the situation that occurs in this distance learning that there is learning loss experienced by students in the learning process, so learning is said to be very ineffective. Not to mention the other obstacles, such as limited and uneven infrastructure that is the main factor in this distance learning obstacle. The disparity of infrastructure in various regions, especially in 3T areas, online learning does not happen. As Satriwan quoted "Why are they doing offline PJJ? Because the internet doesn't exist, children don't have gadgets, even in Papua, there are a few teachers who don't have smart devices," The quote explains the condition of distance learning in areas that do not get infrastructure facilities that support the internet, they do offline learning, that is face-to-face by visiting each student's home.

The second schematic explains more about the tragic events motivated by distance learning. As quoted from the Head of the Lebak Police Criminal Investigation Unit AKP David

Adhi Kusuma "We investigated them, especially the deceased who was his own biological son, he felt annoyed, felt that his son was difficult to teach, disobedient, so he was annoyed and darkened his eyes," "Pinched on the thigh, then hit with bare hands on the thigh. Then the child was also hit with a wooden broom handle five times on the legs, thighs, calves and hands," The quote describes a situation that occurred at the end of August 2020, where a student was beaten by his own biological father while teaching his child to learn. As a result of distance learning being carried out at home, parents also play an important role in the child's learning process. In addition to the role of teachers and students who experience changes in parents, there are also many things that must be learned in educating their children at home and considerable patience is needed. Furthermore, there is a case that occurred at SMA Negeri 18 Gowa. There was a student who committed suicide by swallowing insect poison because the deceased had a problem with online assignments from school which was hampered because internet facilities in her area were still limited as quoted below "Until now we are still deepening regarding the main cause of the victim's poisoning, based on the initial report we received where the victim was depressed due to online assignments and limited internet facilities and did not rule out the possibility that this would change or increase" said the Head of the Gowa Porles Criminal Investigation Unit AKP Jufri Natsir.

The next case relates to KPAI which provides information that the COVID-19 pandemic has triggered students to quit school and decide to work and marry early, as quoted below "From KPAI's findings, there are 119 married students, male and female, whose ages range from 15-18 years," said KPAI Commissioner for Education Retno Listyarti on Wednesday, February 17, 2021. The third schematic in this news report illustrates that the pandemic situation has been taken for granted and is forced to coexist with this situation. That way there is hope that learning can be carried out face-to-face again. The government's efforts in promoting free vaccinations to the public is one of the efforts made to reduce pandemic cases. The priority given to educators in vaccinating is strongly supported by the government. The government hopes that face-to-face education can be carried out at the beginning of the second semester. This is of course considered while still adhering to good health protocols in the school environment. Semantic micro-elements in the form of public complaints about various things that happened during distance learning were implemented. Syntactic micro elements in the form of complaints and information conveyed by the community and government conveyed in the form of direct sentences.

Indonesia 2 online newspaper has social cognition with discourse writers who want to elaborate framing on this news with various sides of the impact of distance learning. The discourse writer has a view of things that happen in society in real life. The impact of online learning is not only a problem about the network but there are some more tragic problems that have occurred. This is supported by the argument of the P2G institution which revealed a lot of evidence of the impact experienced by students and their closest people when the implementation of this distance learning method was implemented.

Indonesia 2 online newspaper has a social context with the issues represented coming from the community and reaping many arguments that express their opinions on distance learning. This further supports that the social inequality in terms of infrastructure, economy and psychology that occurs makes many more disasters in this issue.

4.2. Comparison of Text, Social Cognition and Social Context Elements

The microstructure in German 1 and Indonesian 2 online newspapers has coherence that is interwoven between schemes in the story, also has direct quotes in each scheme and disclosure of important facts in the news.

The social cognition of German online newspaper 1 emphasizes the negative side of the impact caused by digital learning, where learning is seen as ineffective due to one of the main factors, namely, bad servers. However, in the angle that wants to be conveyed has a different view for German online newspapers 1 discourse, writers aim to criticize the government in carrying out efforts to encourage this digital learning. Social cognition in Indonesian online newspaper 2 highlights various facts about the impact of distance learning, many things that happen in the real world, and also the discourse writer of Indonesian online newspaper 2 has a goal regarding the support of the closest people is very influential in the learning process with this distance learning method.

The social context in German online newspaper 1 is seen as implying an issue of distrust of the government in dealing with increasingly bad server constraints. Furthermore, the social context in Indonesian online newspaper 2 is seen to have the same issue of having many complaints from the public regarding social inequality in many aspects of life, because it is also one of the factors hampering this distance learning.

5. CONCLUSION

Based on the results of the analysis, it can be concluded that the analysis of text elements in German online newspapers, namely *Süddeutsche Zeitung*, found that the macro structure of German online newspaper 1 has a macro structure that outlines the unequal use of digital media in digital learning. The superstructure elements of German online newspaper 1 have reasons that support the core topic. In the microstructure of German online newspaper 1, it has coherence and has direct quotes that are intertwined between schemes in the story, it also has important facts that are placed at the beginning of the news. In the social cognition element, German online newspaper 1 is seen as highlighting problems related to server capacity crashes, which are suspected of happening because the government is still unable to maximize opportunities in digital learning. In the social context element, German online newspaper 1 is seen as implying a vote of no confidence in the government for its performance.

The results of the analysis of text elements in Indonesian online newspapers, namely *Kompas*, found that the macro structure of Indonesian online newspapers 2 illustrates the relationship between the title of the discourse, the core story and the content and cover. In the superstructure of Indonesia online newspapers 2, the text writer puts forward reasons that support the topic of each text, but Indonesia online newspapers 2 also add and mention facts or opinions about the core topic of the text placed at the back of the text. In the social cognition element, Indonesian online newspapers 2 reveal events that one of the backgrounds of the occurrence is due to the implementation of this distance learning and the lack of a support system from the surrounding environment. The social context element in Indonesian online newspaper 2 is seen as the things that happen as a result of this policy are fatal, because social inequality is related to many aspects of life in society.

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