

Revealing and Criticizing an Indonesian Edu-Tech Company's Capitalism Ideology which Dehumanizes Indonesian Teachers: a Critical Discourse Analysis

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Abstrak

Studi berikut bertujuan untuk mengungkapkan ideologi kapitalisme yang tersembunyi dari sebuah perusahaan pendidikan berbasis teknologi berdasarkan memorandum yang dirilis oleh perusahaan yang membahas tentang sistem sanksi terbaru yang diberlakukan bagi para guru. Tidak hanya sebatas mengungkapkan, namun studi berikut turut memkritik bagaimana ideologi tersebut dapat menghilangkan sisi kemanusiaan untuk para guru. Untuk mengungkap dan memkritik ideologi tersebut, penulis menggunakan pendekatan analisis wacana kritis sebagai metodologi. Memorandum tersebut dibaca, dijelaskan secara tekstual, dan dianalisis dengan menghubungkan asumsi serta interpretasi dengan mengaplikasikan teori-teori ilmiah seperti marxisme dan pendidikan humanis. Sebagai pungkasan, dapat disimpulkan bahwa ideologi kapitalisme yang ditemukan di dalam teks yang disampaikan oleh perusahaan telah memperlakukan guru sebagai objek karena perusahaan masih memberikan sanksi pada guru meskipun mereka menderita akibat kecelakaan yang tidak dapat dihindari.

Kata kunci: Kapitalisme, analisis wacana kritis, pendidikan humanistik, Marksisme

Abstract

This paper aims to reveal the hidden capitalism ideology of a certain edu-tech company from the memorandum the company released which talks about the newest penalty system for the teachers. Not only limited to reveal, but this paper also criticizes why the ideology can be dehumanizing for the teachers. To reveal and criticize the ideology, the approach of critical discourse analysis as the methodology is conducted. This paper carefully reads, describes, interprets, and analyzes the text by connecting the assumption and interpretation with scientific theories such as marxism and humanistic education. Based on the findings, it is concluded that the capitalism ideology found from the text delivered by the company dehumanizes the teachers since the company still sanctions the teachers with a penalty although they suffer from unavoidable accidents.

Keywords: Capitalism, critical discourse analysis, humanistic education, Marxism



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INTRODUCTION

Teachers always become an important part of the education system because they are expected to be the key contributors in achieving the desired results of the teaching and learning process for their students. Therefore, teachers are required to create the LACEF condition which stands for Learning Active, Creative, Effective and Fun (Darmadi, p. 161, 2015). In order to achieve this condition, teachers are demanded to improve and maintain their teaching and service quality. Besides improving and maintaining their teaching quality, teachers are also required to handle multiple duties such as managing the administration, numerous group discussions, and even coping with the student's psychology. Especially during and after the outbreak of COVID-19, teachers are given additional challenges related to online learning.

However, teachers' high expectancy and requirements are, sometimes, not in harmony with what is given to them. They are prone to over duties, responsibility, and expectancy without receiving proper teaching conditions. Poor teaching conditions are, but not limited to, poor salary and even over teaching (Andrews, p. 170, 2016). Kozol mentioned this as "the shame of the institution" by dehumanizing teachers despite their importance and significance in the world of education (as cited by Andrews, p. 170, 2016). It is believed that teachers can perform their best movement by being humanized.

In light of the pandemic and its aftermath, the dehumanization of teachers has become evident. A study by Satrianingrum & Prasetyo (2020) assessed the perceptions of preschool teachers in Padang regarding the pandemic and post-pandemic teaching-learning process. The findings, based on the perspectives of six preschool teachers, indicate that these educators face difficulties in providing an adequate learning environment for their students, as they are expected to be both creative and engaging in an online setting that greatly restricts their ability to do so. Furthermore, the demands and expectations of the students' parents only exacerbate the situation, with the preschool institutions reportedly prioritizing the parents over the teachers. Another study by Jelita et al (2021) explored the struggles encountered by online course teachers in Palembang. The qualitative analysis, based on the perspectives of invited teachers, revealed that all participants experienced burnout due to excessive workloads imposed by the companies, which prioritize the customers and ignore the well-being of the teachers. The findings of these studies align with Marxist perspectives, as the prioritization of customers in both the educational institutions and courses highlights the capitalist ideology.

Capitalism refers to an economic and/or political system in which the production of products is controlled by private sectors. One of the biggest motives of capitalists is maximum profit, thus private sectors, as stated earlier, play a major role in constructing flexible and free trade (Jahan & Mahmud, 2019, p.2). However, the major drawback of overachieving maximum profit is the absence of humanity among employees since it tends to raise monopoly over employees. The monopoly is dehumanizing since it objectifies workers by totally controlling and oppressing them. As the oppressed sides, workers have limited spaces to voice their aspiration (Haryatmoko, 2016, p. 41).

In the past, the concept of capitalism was narrowly limited to factories. However, capitalism has occurred in many fields in this modern era and one of them is in education. Capitalists have seen education as a high-yielding field to gain profits. Therefore, the idea of capitalism has been implemented widely in the world of education. As an example, educational institutions have oppressed teachers with constant duties and demands. They insist that teachers must provide perfect education for students. Therefore, there is such a price to pay for the education institutions. Ironically, after being demanded with the ceaseless exploitation, the teachers are not paid properly and they can still be sanctioned if they miss a slight quality control. Thus, teachers are considered as tools instead of human beings to boost as much profit as the company can absorb (Nur, 2022, p. 3).

Marxism, a social and political belief named after Karl Marx, views capitalism as a belief which is full of unfairness. Capitalism's belief in total profit is seen as inhuman and exploitative by Marxism as it marginalizes workers and disallows them to voice their aspiration (Haryatmoko, 2016, p. 41). Especially in this modern era which leads capitalists to keep innovating their ideas and products to gain profit from their customers, Marxism criticizes this as brutal. "Greed is good" is what is voiced by capitalism because greed leads to innovation and innovation will eventually lead them into new

products to magnetize more income. Therefore, capitalism sees this as an opportunity to objectify the powerless groups by kicking them out for being unable to survive. As Haryatmoko argued that capitalism can turn friends into enemies (2016, p. 41). Therefore, Marxism tries to balance this greediness by criticizing the injustice and voicing the subaltern or the workers who cannot speak due to their frail position (Rioux et al., 2019, p. 709).

Capitalizing education for the sake of great profit is also considered fatal from the perspective of humanistic education. Education, in the contrary, must bring happiness for all of its subjects. As it is hoped by Ki Hajar Dewantara that education must lead human beings to freedom (Noviani et al., 2017, p. 161). "*Merdeka manusianya, merdeka bangsanya*" or if the society is freed from oppression with education, then they can rebuild their country into a better place for all human beings.

This paper analyzes and reveals the injustice suffered by the teachers who are working in a certain edu-tech company. The injustice is shown within a memorandum about the newest penalty system. To reveal and analyze this social issue, the study conducts critical discourse analysis by Fairclough. Critical discourse analysis focuses on finding the hidden ideology or motives which bear social injustice. Critical discourse analysis anchors from the author's interpretation of a certain social issue by justifying it with related theories (Haryatmoko, 2016, p. 14). Critical discourse analysis has been widely used to find a certain false ideology in education. Most of them apply this method to find a certain issue in a textbook as shown in Tricahyono's work which criticizes the value of a history textbook (2020, p.1) and Nurochmin's work which questions the religion value in a certain textbook (2020, p. 1). To give more color to the application of critical discourse analysis in the education field, the study focuses on questioning the ideology of a certain edu-tech company and revealing the injustice experienced by the teachers who work there.

RESEARCH METHODS

Since the aims of this paper are to reveal and analyze the injustice experienced by the teachers in the company, this study applied critical discourse analysis. As it is explained by Haryatmoko that the nature of critical discourse analysis is to side with the oppressed group by supporting their suffering with related theories (Haryatmoko, 2016, p. 14). Therefore, critical discourse analysis will not be objective but subjective. Although the nature of critical discourse analysis is highly subjective since it sides with the marginalized party, the analysis of the issues is scientific for it will justify its findings with related scientific theories.

The object of this paper is the memorandum released by a certain educational company. For the sake of privacy, the result of the study will not mention the name of the company. Also, the study did not invite any participants or subjects into an interview or a questionnaire because the interviewee might be biased by constructing a strong or positive opinion about himself or herself which is called as the pitchfork effect (University of Florida, 2022). However, the study conducted a naturalistic observation during a lounge with other teachers. During the lounge, many teachers casually and openly talked about their experience and insight about the company, and one of them is talking about the newest memorandum released by the company. The study silently observed their insight and took the observation into the analysis. This is the reason why the study chose naturalistic observation because it gave natural data with less manipulation (Smith & Pinter-Wollman, 2020, p. 19). Moreover, this paper helps those who cannot speak their pain or who are afraid to be vocal with the injustice they suffer, or Spivak addressed it as the sub-altern (The Ohio State University, 2020, para. 1).

RESULTS AND DISCUSSIONS

Based on the elaboration written on the methodology section, the object of this paper is the company's memorandum on the newest penalty system which will be applied for the teachers. The memorandum contains an introduction section and 10 numbers of the penalty system. Based on

analysis, three parts within the memorandum which are problematic and unfair for the teachers are highlighted. Those parts are the introduction section, penalty number 5, and penalty number 9. To elaborate the findings from the perspective of Fairclough's critical discourse analysis, this study conducts 3 main steps (Sholikhati, 2017, p. 125). The first step is describing the micro-aspect of the text which means that the meaning of the text will be described based on what is written on the text without applying any theories or raising assumptions first. After describing the message based on what is written, the study then raises assumptions based on the issues found within the text. Lastly, the assumptions can be justified with socio-cultural-political theories applied in this study.

1. The Description of the Company's Memorandum

As it is already mentioned in the previous section, there are three parts of the text which are considered unfair for the teachers. The first part of the text is the introduction part of the memorandum which is stated below.

"The purpose of this memorandum is to improve our service excellence to the company's customers by ensuring all teachers comply with the company's basic rules and regulations"

The introduction above is written by the company to explain the reasons behind the release of the newest penalty systems which will be applied in the company. The company explains that the penalty can enhance the company's quality and service to maintain the company's customers. Therefore, it is a must for all teachers to agree, understand, and follow the given systems represented by the verb phrases *"by ensuring"* and *"comply"*.

The next part which will be described is the penalty system written on point number 5 which is stated below.

"Any missed class due to force majeure (natural disaster, accident, emergency health issue, passing of core family member) without or with notification under 1 hour is sanctioned with a full-rate penalty (1 full-rate class)"

Based on the memorandum, there are several penalty systems which will run into the company. One of the penalty systems is about the penalty received by the teachers regarding the force majeure. As it is stated above, teachers may not be able to teach their classes due to unavoidable accidents or phenomena. Regarding this problem, the company will sanction the teachers with a full-rate penalty. This applies with or without a notification from the teachers.

The last part of the text is the penalty system on point number 9 which is stated below.

"All penalties will still be applied regardless of the resolution taken by the company for each case"

This point explains that teachers and the company can discuss the experienced issues and raise solutions. Despite the solutions, the company will still charge the teachers with the penalty.

2. The Social Issues based on the Interpretation of the Memorandum

After describing the text based on what is written and avoiding any hypothesis and assumption, the text can now be further analyzed by raising some criticism and assumption to reveal the injustice. The criticism and the assumption are derived from the study's personal argument which later can be justified with related theories on the next step.

From the introduction paragraph or section, the study can argue that there is a binary opposition (company-teachers) delivered from the text. It can be viewed that the company sits as the dominant group who gain total control over the teachers who become the oppressed group. This can be proven from the verb phrase *"by ensuring all company's teachers"*. From the mentioned phrase and by applying transitivity theory, the company can be analyzed as the "actor" or the do while the teachers are considered as the "goal". Based on the transitivity theory, "goal" is the participant who is affected by the action of the actor. "Goal" does not have any power towards the "actor", thus "goal" remains

passive and powerless. Therefore, the teachers who are the less dominant groups are powerless and they cannot do anything but to receive what is given to them. The teachers are also objectified by the possessive 's used in the noun phrase "*company's teachers*". This means that the company possesses or owns the teachers as the objects of the work. The word "*comply*" written by the company also shares a strong meaning because it means that the teachers must work in accordance with the command given by the company. To conclude, the introduction section above shows that the teachers are powerless and objectified for the sake of the company's excellence for the customers.

The next part, the penalty system written on the point number 5, amplifies the objectification experienced by the teachers. As it is described, the teachers will be sanctioned with a full-rate penalty if they cannot attend and/or teach their class due to force majeure or unavoidable accidents. This indeed dehumanizes them because sanctioning the teachers when they suffer from force majeure is similar to asking them to eat not only sour but also salty. Those who experience force majeure will most feel great sadness due to the grief and the loss. Understanding their condition and supporting them are the wisest options the company should have done. Therefore, sanctioning the suffering teachers is such a dehumanizing decision done by the company.

The penalty system written on point number 9 highlights the powerlessness and the irony of the teachers as the employees of the company. Based on the description, the company welcomes the teachers to explain and to discuss the issues they experience which hinder the teaching and learning process. However, although the issues have been addressed and solved, the company still charges the teachers with the penalty. This is illogical because, normally, discussion and solution are raised to negate the impact of a certain accident or conflict. However, the discussion done by teachers and the company which, in the end, raises a solution does not negate the impact since the penalty is still charged to the teachers. Therefore, teachers must not be sanctioned anymore after the issues have been discussed and solved altogether.

To conclude, this study foregrounds the powerlessness and the objectification experienced by the teachers based on the interpretation of the described texts. These situations lead teachers to dehumanization form since they must do what the company commands them to do despite all issues the teachers suffer. Although the issues have been collected and figured out, they still cannot recollect their justice since they still get charged with the penalty.

3. The Explanation of the Socio-Cultural Aspects of the Interpretation

After interpreting the text, the issues which are derived from the author's assumption can be connected with some related theories. As it is shown within the interpretation of the text, the memorandum written by the company shows binary opposition which positions teachers into the less dominant group. As an effect, they are powerless and objectified by the company. The objectification dehumanizes teachers because the penalty system does not consider the suffering from the force majeure the teachers experience. It can be concluded that the company applies capitalism ideology.

Capitalists believe in the entirety of private property rights or ownership of their own company. Absolute private ownership can help the employers to maximize their value or their profit. This is called profit maximization (Jessop, 2017, p. 104). Maximizing their value means, one of them, to boost the fame of their company while maximizing their profit simply means to gain as much money or income as possible. However, as it is stated by Lord Acton, "*power tends to corrupt but absolute power corrupts absolutely*" (Universitas Ahmad Dahlan, 2013), absolute freedom of ownership to gain maximum value and profit raises issues definitely. One of them is the issues experienced by the workers. They tend to be exploited and powerless in the eyes of their employers.

Related to the text, the capitalism ideology can be found all the way within the introduction part. By stating "*to improve our service excellence to the company's customers*", it can be clearly seen that the company prioritizes customers since they are the source of the profits. Since customers are the source of the profits and total profit is the goal of the capitalist, they will do anything to achieve it

even by totally commanding the teachers as the employees. This can be seen from the words “ensuring” and “comply” from the verb phrase “*by ensuring all company's teachers comply with the company's basic rules and regulations*”. Those words indicate how powerful the company is to give absolute control over the teachers.

The capitalism ideology can also be found in point number 5 which describes one of the newest penalty systems. To boost the maximum profit, capitalist believes that it is agreeable to punish the employees who do not fulfill the given criteria because they can impede the income for the company. However, sometimes the punishment never considers or worries about any other aspects, feelings, or reasons behind the failure of the employees. Thus, capitalism can be dehumanizing (Zuboff, Knight, et al., 2022). This dehumanization is shown by the company in point number 5 which talks about the penalty charged to the teachers as a form of punishment. This punishment does not consider the feelings of the teachers who suffer from the accident they encounter. Teachers who encounter force majeure will still be sanctioned with a full-rate penalty. This is vicious since it can slowly negate employees’ feelings and emotions. Furthermore, employees will gradually believe that their feelings are not important at all, and prioritizing themselves is always wrong.

Finally, point number 9 further amplifies the injustice suffered by the teachers for the sake of the profit of the company due to the capitalism ideology. Although issues have been solved, penalties will still be applied. From the perspective of capitalists, they consider it acceptable since they can keep and maintain their profits.

Therefore, the analysis of the interpretation concludes that the company runs capitalism ideology. This capitalism ideology has raised social issues which are related to injustice experienced by the teachers. First, teachers are objectified because they must always obey and follow the rules organized by the company without any exception. Second, the capitalism run by the company dehumanizes the teachers because it does not count their grief and sorrow of the teachers who suffer from force majeure by still charging them with the penalty.

4. How Can the Injustice be Solved?

The remedy of this unfairness can be found by analyzing and understanding the phenomena from the perspective of marxism. As a disclaimer, it does not boastfully promote marxism as the finest ideology. However, this ideology helps us to carefully dismantle the problems caused by capitalism (Hughes & Southern, 2019, p. 59).

Marxism believes that the over-saturated capitalism leads society and even a nation into an inhuman state due to its deep exploitation (Kelly, 2020, sec. 5). Capitalists, meanwhile, believe that the more capital someone achieves, the more freedom they have. Marxism views it as an irony because freedom and happiness are less likely to be gained if mankind are exploited and dehumanized by the capital and the products. As it is argued by Karl Marx that one’s freedom and happiness do not exist since he/she is governed by capitalist products (Ndi, 2020, p. 145). Based on Haryatmoko, the new capitalism in the modern era has brought symbolic violence among workers or employees (Haryatmoko, 2016, p. 41). Symbolic violence is a physical and/or non-physical violence caused by the social dominance in a certain place (Thapar-Björkert et al., 2016, p. 144). This symbolic violence will eventually bear doxa which is explained by Deer as the moment when someone does not realize that what they do and/or receive is fallacious (Deer, 2012, p. 123). Ironically, this false belief is thought of as something normal or even faithful among society. For example, colored people will think it is normal to be called ugly because they frequently experience racism thus it is normal for them.

In relation to what the company has done to its teachers and based on the author’s observation, there are a number of teachers of the company who believe that it is a must for them to conform to the company’s regulation without any exception. Some teachers even think negatively towards other teachers who are vocal in criticizing and advising the company. The result of this observation has

shown how doxa has embedded deeply into some of the teachers. They do not view this unfairness as a symbolic crime or violence for them.

Additionally, based on the text and its analysis, the company should have realized that teachers are a part of an educational subject instead of an object. As a subject, they actively contribute to the advancement of the educational institution. Therefore, raising happiness and omitting any fear can be humanizing for the teachers. The happier the teachers, the better they teach. The better they teach, the better the education will rise. In the end, the company will not be able to make any profits if the teachers decide to stop working due to the objectification they receive. It is such a wise decision and contemplation capitalists must consider that workers, teachers in this case, are the core of the company. Companies without workers are nothing. Thus, it is best to omit the penalty system. Additionally, the company can conduct an online or offline visitation to validate the force majeure experienced by the teachers and to share the empathy. If it is proven that the teachers just fabricated a story by using force majeure to excuse themselves, the company can then sanction them. If the teachers then indeed suffer from force majeure, the company can aid them by sharing their empathy and not charging them with a penalty. As it is believed by Ki Hajar Dewantara's humanistic education that education systems must humanize all subjects or human beings to raise happiness in their life (Noviani et al., 2017, p. 161). If human beings are happy, the country will also be happy since a country is constructed from its society.

CONCLUSION

To conclude, the penalty system from the text above portrays the company's capitalism ideology. The capitalism ideology dehumanizes the teachers as the workers of the company. First, teachers must always obey and follow the rules run by the company because the company's priority is the customers since they are the source of the profits. Second, to maximize the profits, the company will still charge the teachers who cannot teach the classes although they face force majeure. Lastly, although the teachers already solve the issues caused by the force majeure, the company still charges them with the penalty. To solve this injustice, the Marxism perspective can be applied. This is done by deconstructing the company's mindset that teachers are also subjects of education. Without the teachers then the company will not be able to survive. Therefore, the penalty system must be omitted.

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