



Contestation Online Media Ideology in Reporting Bali Governor's Policy Concerning Management of Bali Mandara High School and Vocational School

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Abstract

Objectives: This research aims to explain the ideological structure and ideological strategy of *online* media discourse in reporting the policies of the Governor of Bali Management of Bali Mandara High School and Vocational School.

Methods: The analytical method used in this research is Van Dijk's critical discourse analysis model. The data sources are online media balitribune.co.id and potentiBadung.com.

Results: The results of this research are the ideological structure of the discourse consisting of the topics "The Bali Governor's policy regarding the management of Bali Mandara High School and Vocational School is a fair policy for poor students" and "School Achievement of Poor Students at Bali Mandara High School in the Last 10 Years". The discourse scheme used is summary, lead, story, content and conclusion. The microstructure of discourse uses elements of background, details, intent, presuppositions, nominalization, form of active and passive sentences, coherence, pronouns, lexicon, graphics, metaphors, and expressions. Discourse ideology strategies consist of supporting media ideology strategies and opposing media strategies.

Conclusions: Based on the results and discussion, several things can be concluded regarding this research contestation ideology discourse online media reporting on the Governor of Bali's policies regarding The management of Bali Mandara High School and Vocational School can be seen from ideological structure and ideological strategy. The supporting discourse ideology strategy should consist of embellishment, information positivity, positive logic, and action. The ideological strategy of opposing discourse consists of creating analogies, negative labeling, negative logic, and creating cause-and-effect relationships.

Keywords: Contestation, ideology, online media.

أيديولوجية وسائل الإعلام عبر الإنترن트 في الإبلاغ عن سياسة حاكم Bali فيما يتعلق بإدارة مدرسة Bali ماندارا الثانوية والمدرسة المهنية

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ملخص

الهدف: يهدف هذا البحث إلى شرح الميكل الأيديولوجي والاستراتيجية الأيديولوجية لخطاب وسائل الإعلام عبر الإنترن트 في تغطية سياسات حاكم Bali في إدارة مدرسة Bali ماندارا الثانوية والمدرسة المهنية.

المنهجية: النهج التحليلي المستخدم في هذا البحث هو نموذج تحليل الخطاب النقدي لفان ديك. مصادر البيانات لهذا البحث هي وسائل الإعلام عبر الإنترن트 balitribune.co.id و potentiBadung.com.

النتائج: تشير نتائج هذا البحث إلى أن الميكل الأيديولوجي لخطاب يتكون من المواجه "سياسة حاكم Bali بشأن إدارة مدرسة Bali ماندارا الثانوية والمدرسة المهنية هي سياسة عادلة للطلاب الفقراء" و"إنجازات الطلاب الفقراء في مدرسة Bali ماندارا الثانوية في السنوات العشر الأخيرة". يتألف مخطط الخطاب المستخدم من ملخص، مقدمة، قصة، محتوى، وخاتمة. الميكل الجزئي لخطاب يستخدم عناصر مثل الخلفية، التفاصيل، النية، الافتراضات، التسمية بالاسم، أشكال الجمل الفعالة والمبنية للمجهول، التماسلك، الضمائر، المجمع، الرسوم، الاستعارات، والتعبيرات. تتكون استراتيجيات الأيديولوجية الخطابية من استراتيجيات أيديولوجية داعمة لوسائل الإعلام واستراتيجيات معارضة لوسائل الإعلام.

الخلاصة: استناداً إلى النتائج والمناقشة، يمكن استخدام عدة استراتيجيات تتعلق بخطاب البحث حول التنافس الأيديولوجي في وسائل الإعلام عبر الإنترن트 لتغطية سياسات حاكم Bali بشأن إدارة مدرسة Bali ماندارا الثانوية والمدرسة المهنية، ويمكن رؤيتها من الميكل الأيديولوجي والاستراتيجية الأيديولوجية. يجب أن تتألف الاستراتيجية الأيديولوجية للخطاب الداعم من: التجميل، المعلومات الإيجابية، المنطق الإيجابي، والفعل. ويجب أن تتآلف الاستراتيجية الأيديولوجية للخطاب المعارض من: إنشاء تشابهات، تصنيف سلبي، منطق سلبي، وإنشاء علاقات سبب-نتيجة.

الكلمات الدالة: التنافس، الأيديولوجية، وسائل الإعلام عبر الإنترن트.

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Introduction

One type of mass media is online media. According to Haryatmoko (2007), the existence of the media should be neutral. Likewise, the existence of online media should be neutral (Ghazouani, 2022). The news conveyed by the media should be objective and factual. However, in reality, the news conveyed by the media was not objective from the start. There is a tendency on moment Certain media bias is obvious, especially towards capital owners (Hadiati et al., 2013). The impact of this is that the news content cannot be justified.

Regarding reporting, there are two main spectrums of news (Muttaqin, 2011). The pluralist paradigm, better known as positivism, views journalists and the media as autonomous entities. Thus, news, as one of the production results, describes objective reality as it happens in the field. In contrast to the pluralist paradigm, the critical paradigm views news through the process of how the news is produced. Apart from that, the critical paradigm questions the position of journalists as newsmakers in the production process. The production process is one part of the social structures and forces that exist in society that influence news. With this relationship, the news is no longer a reflection of actual reality as the pluralist paradigm believes but a reflection of journalists' ideology and specific social, economic and political interests (Raeijmaekers & Maeseele, 2017).

News is not formed in a vacuum; news is produced based on the dominant ideology of a media institution (Kieran, 1997). In this case, news is produced from the dominant ideology in a particular area of competence. Ideology here is only sometimes associated with big ideas. Ideology can also mean the politics of marking or meaning. Van Dijk (2006) states that no personal or impersonal ideology exists. Therefore, this belief system is socially shared by members of a collectivity of social actors. However, no collectivity develops or requires ideology, and it will be argued that this only applies to some groups. In other words, ideology consists of social representations defining a group's social identity, namely shared beliefs about the fundamental conditions and ways of existence and reproduction. Different types of ideology are defined by the type of group that 'has' the ideology, such as a social movement, political party, profession, or church.

One of the hot news items covering online local media in Bali Province is news about the Governor of Bali's policy regarding the Management of Bali Mandara High School and Vocational School. The Governor of Bali's new policy is to equalize Bali Mandara High School and Vocational School management with high school and vocational schools. Previously, Bali Mandara High School and Vocational School were schools that recruited students from economically disadvantaged families but had exemplary achievements. Bali Mandara High School and Vocational School students live in dormitories and have uniforms like official schools. The budget the Bali Provincial Government requires per year to manage Bali Mandara High School and Vocational School is 18.3 billion (Source: Policy new Governor of Bali in Management of SMA/SMK/SLB throughout Bali). The reason for the Governor of Bali is to equate the management of Bali Mandara High School and Vocational School with high school and vocational school in general to even out justice for poor students. In connection with this policy, online media coverage also varies (Murad et al., 2023). *balitribune.co.id* published a news titled "Governor of Bali Makes Fair Policy for All Poor High School/Vocational School/SLB Students in Bali". In contrast, another media outlet, *PotentiBadung.com*, published a news article titled "Bali Governor Stripped Down, These are the School Achievements of Poor Students SMAN Bali Mandara in the Last 10 Years". Both of these news items contain news on the same topic, namely the policy of the Governor of Bali regarding the management of Bali Mandara High School and Vocational School, but from a different perspective.

Online media news headlines above news texts can be classified as discourse. As a discourse, news texts may contain differences in the ideology of media owners. Ideological representation can be observed through language, such as sentences, vocabulary and discourse structure (Santoso, 2012). Therefore, a language study is needed through a critical approach to explore the ideology, power and critical meaning behind a text in society. Fairclough (1995) suggests that the relationship between ideology and language is conceptualized through a change in socio-cultural within the framework of critical discourse research. In this regard, news about the Governor of Bali's policy regarding The management of Bali Mandara High School and Vocational School is interesting to dissect using critical discourse analysis. Critical discourse analysis holds that information delivery in mass media texts contains interest bias (ideology), whether business, political or

other interests (Eriyanto, 2001). The tendency for non-neutral reporting in the mass media is caused by *the frames* used by journalists and the media. News can be classified as *public discourse*. For *public discourse*, those who have access and exercise control are usually elites from social groups; for example, a professor controls scientific discourse, journalists' media discourse, and politicians' policies (Van Dijk, 1993). There are differences in the titles of *online* media reports about the policy of the Governor of Bali towards The management of Bali Mandara High School and Vocational School, which is controlled by elites from social groups.

Based on the explanation above, this research's general objective is to deconstruct the station ideology discourse *online* media in reporting on the Governor of Bali's policies regarding managing the ment of Bali Mandara High School and Vocational School. To find contestation ideology, research also explains (1) the ideological structure and (2) the ideological strategy of *online* media discourse in reporting the Bali Governor's policy regarding the Management of Bali Mandara High School and Vocational School.

Theoretical review

Critical Discourse Theory

Paltridge (2021), discourse analysis is a study that focuses on knowledge *about* words, clauses, phrases and sentences needed for communication to run effectively. In subsequent developments, Van Dijk (1993) considered discourse analysis as a method of seeing how structures in a text can convey a discourse on the representation and ideology behind the text. Critical discourse analysis must deal primarily with the discourse dimension of abuse of power and the injustices and inequalities that result from it (Van Dijk, 1993). In this regard, parties with access to and control over the media can influence the media's ideology in reporting something. To see this, this research uses critical discourse analysis theory.

According to Van Dijk 1(993), there are several principles of critical discourse analysis, namely (1) focus on domination and inequality, which implies that, unlike other domains or approaches in analysis discourse, analysis discourse critical does not aim to contribute to any particular discipline, paradigm, or theory of discourse. (2) understanding the nature of social power and domination is essential in critical discourse studies. (3) Discourse, communication and (other) forms of action and interaction are monitored by social cognition (Van Dijk, 1989). (4) Discourse in controlling someone's thoughts is carried out through text and conversation structures and is contextual. People understand and represent text and speech and create *communicative situations/events*.

Media Ideology

Van Dijk (2006) states that there are four views on ideology. The first view states that ideas are belief systems. This means that ideologies do not contain the ideological practices or societal structures (e.g. churches or political parties) based on them. This also implies that ideology theory requires a cognitive component capable of precisely explaining the meaning of beliefs and belief systems, as discussed in contemporary cognitive science. The second view states that there is no personal or personal ideology. Therefore, these belief systems are socially shared by members of a collectivity of social actors. However, no collectivity develops or requires ideology, and it will be said that this only applies to some types of groups, usually about other groups and not, for example, to communities, such as cultural, national, or language. In other words, ideology consists of social representations defining a group's social identity, namely shared beliefs about the fundamental conditions and ways of existence and reproduction. The type of group defines different types of ideology with the ideology, such as a social movement, political party, profession, or church. The third view states that ideology is not a socially shared belief, such as socio-cultural knowledge or social attitudes, but rather fundamental or axiomatic. Thus, racist ideology can control attitudes about immigration, feminist ideology can control attitudes about abortion, and social ideology can support a more important role for the state in public affairs. Therefore, ideology is a basic social belief that is rather general and abstract. One of the cognitive functions is to provide (ideological) coherence to the group's beliefs and thus facilitate their acquisition and use in everyday situations. Among other things, ideology also determines the general cultural values (freedom, equality, justice, etc.) relevant to the group. The fourth view states ideology is based on sociocognitive group social ideology is gradually acquired and (sometimes) changed through life or periods of life, and therefore, needs relatively stable. One does not become a pacifist, feminist, racist or socialist overnight, nor does one change one's basic

ideological views in a few days. Much experience and discourse is usually required to acquire or change an ideology. The frequently observed variability in group ideological opinions of members, thus, must be taken into account on a personal or contextual level, and there is no reason to reject the idea of a stable shared group ideology.

Mass media, through various types of message presentations, offer perspectives on various things, including, for example, ways of viewing certain ethnic and cultural groups, women, leaders, or society. Media ideology is basically the main ideas or values promoted by the mass media through messages conveyed to the public, whether in the form of news packages, advertisements, films, soap operas or *reality shows* (Pawito, 2014). Media ideology appears implicitly as a system of meaning contained in symbol systems, which can help define and explain reality even though it is often biased. It also provides a reference for the public to think, behave, and respond. In other words, media ideology is very closely related to other concepts such as belief systems, basic *ways of thinking*, worldviews and values promoted by the media.

The study of media ideology often involves a debate between two opposing views: (a) the view that media texts tend to promote the ideological views of dominant circles, and (b) the view that media text amplifies ideological counterpoint in efforts of negation, resistance and liberation. What is interesting in this connection is that both views mention (acknowledge the existence of) the power or authority of the dominant group. It appears from this perspective that, at least to a certain extent, the mass media has become a *battlefield of culture*, especially in the context of democracy. Various values and ideas are amplified by the mass media, contested, and competed by and through the mass media (Pawito, 2014).

Contestation Ideology

Contestation, in a way conceptual, originates from the basic word contest. In the Dictionary Scientific Popular contest, it means competitions, exhibitions, exhibitions, and exhibition matches. In the KBBI, it is stated that contest is a noun that means competition. The 2005 Oxford Dictionary states the meaning of the word *contest* as a noun, which means "An event in which people complete supremacy", namely something an event or competition in which strength or superiority occurs. When pulled by operational, the contest in question by researchers is a race or competition in which each other competes for something. This is what is meant by contestation ideology. Ideological battles are battles over concepts, ideas, or notions reflected through languages, such as sentences, vocabulary, and discourse structures, which will later be used as guidelines in determining the rules of life. To realize this idea, meaning, logic, and beliefs can be used, which contain bias but are subtle and vague by being imposed on other parties as something true.

Research Methods

This research uses critical discourse analysis methods. Critical discourse analysis is a way or method to trace and understand the values, ideas, motifs, and ideologies contained in or hidden behind communication messages (Pawito, 2014). This research data is in the form of words and sentences sourced from *online media balitribune.co.id*, which published news with the title "Governor of Bali Makes Fair Policy for All Poor High School/Vocational School/SLB Students in Bali" and media *PotentiBadung.com* which published news with the title "Bali Governor Stripped Down, These are the School Achievements of Poor Students SMAN Bali Mandara in the Last 10 Years". Research data was collected using the documentation method. The data analysis technique in this research uses the critical discourse analysis procedure proposed by Van Dijk. A text consists of several structures or levels, each part supporting each other. The text structure consists of three levels. First, macrostructure. This is a text's global or general meaning, which can be observed by looking at the topic or theme put forward in a news story. Second, the superstructure, i.e., structure discourse related to the framework of a text, is how the parts of the text are arranged into the news as a whole. Third, microstructure is the meaning of discourse that can be observed from small parts of a text, namely words, sentences, propositions, clauses, paraphrases, and images (Van Dijk, 1985).

Results and Discussion

By the focus, the results of this research are classified into two, namely (1) ideological structure and (2) Ideological strategy of *online* media discourse in reporting the Bali Governor's policy regarding the Management of Bali Mandara High School and Vocational School.

Discourse Ideological Structure

According to Van Dijk (1985), A text consists of several structures or levels, each part of which supports the other. The text structure consists of three levels. First, macrostructure. Second, superstructure. Third, microstructure. The following displayed results of research related to the structure of the news text being analyzed.

Table 1. News Text 1 "The Governor of Bali Makes Fair Policies for All Poor High School/Vocational/SLB Students in Bali"

Discourse Structure	Element	Analysis Results
Macro Structure	Thematic: Theme/Topic	The Bali Governor's policy regarding the management of Bali Mandara High School and Vocational School is a fair policy for poor students
Superstructure	Schematic Schematic	/ <i>summary</i> element explains the title, namely "Governor of Bali Makes Fair Policies for All Poor High School/Vocational School/SLB Students in Bali". Meanwhile, the <i>lead element</i> explains things that accompany the reader, such as policies based on the principles of equity and justice in the administration of SMA/SMK in Bali Province. <i>The story, content and conclusion</i> explain the data and reasons for changes in the management of Bali Mandara High School and Vocational School based on the principle of justice for poor students in Bali. In closing, we closed by re-emphasizing that Bali Mandara High School/Vocational School, which has been managed exclusively, will be managed with the same learning and governance system as other State High Schools/Vocational Schools throughout Bali.
Microstructure	Semantics: Background Details Meaning Presupposition Nominalization	<i>The background</i> element discusses the management of SMA/SMK in the province of Bali with the hope of justice and equality. The <i>detailed</i> element conveyed in the discourse is to explain important programs and achievements in the field of education in Bali Province, including increasing access, quality and competitiveness with achievements. The intended element of explaining Regional Government, the management of all State and Private High Schools/Vocational Schools/SLBs, authority shifts from the City/Regency to the Provincial Government so that the Bali Provincial Government does not only manage Bali Mandara High Schools/Vocational Schools. Element <i>presupposition</i> explains policy Recently, the Governor of Bali confirmed that all poor students from underprivileged families in Bali will be accommodated in the PPDB for the 2022/2023 Academic Year at SMAN/SMKN in cities/regencies throughout Bali. So that students can attend education in their respective regions without needing to attend SMAN/SMKN Bali Mandara, Buleleng. In this way, students can live with their parents and help their parents with their work at home. The element of <i>nominalization</i> appears when the word equalization is used.

Discourse Structure	Element	Analysis Results
Microstructure	Syntax: Sentence Form Coherence Pronouns	The sentence forms used are active sentences and passive sentences. The use of active sentences is more than the use of passive sentences. The element of coherence can be seen in the statement from the Head of the Bali Province Education, Youth and Sports Service regarding the statement from the Coordinator of the Bali Province Development Expert Group. The pronoun element used is the word 'he,' replacing the Coordinator of the Bali Province Development Expert Group, Prof. I Made Damriyasa. Wayan Koster replaced the Governor of Bali.
Microstructure	Stylistics: Lexicon (Word Choice)	The lexicon element that appears is the use of the word poor students.
Microstructure	Rhetorical: Graphic Metaphor Expression	Bali Province Education, Youth and Sports Service with expression say greetings "Om Swastyastu ". The metaphorical element used in the discourse is poor students.

Table 2. News Text 2 "Striped Down by the Governor of Bali, These are the School Achievements of Poor Students at SMAN Bali Mandara in the Last 10 Years"

Discourse Structure	Element	Analysis Results
Macro Structure	Thematic: Theme/Topic	School Achievements of Poor Students at SMAN Bali Mandara in the Last 10 Years
Superstructure	Schematic / Schematic	<i>The summary</i> element explains the title: "Striped Down by the Governor of Bali, These are the School Achievements of Poor Students at SMAN Bali Mandara in the Last 10 Years ". Meanwhile, the <i>lead element</i> explains things that accompany the reader, such as the policy statement of the Governor of Bali, which states that SMAN Bali Mandara is no better than other regular schools, so it is not worth maintaining. <i>The story, content and conclusion</i> explain the achievement data of Bali Mandara High School students who have graduated over the last 10 years. In closing, we closed with a story from an alumni who stated that Bali Mandara High School had greatly contributed to his life. His college dreams can be achieved.
Microstructure	Semantics: Background Details Meaning Presupposition Nominalization	<i>Background</i> elements of this discourse are discussed about the belittling of Bali Mandara High School by the Governor of Bali. <i>Details</i> conveyed in the discourse are details about the performance of students and the graduate students of Bali Mandara High School. <i>The meaning</i> conveyed in the discourse is that the funds spent by the Bali Provincial Government have succeeded in producing outstanding students and graduates of Bali Mandiri High School. <i>Presuppositions</i> expressed in the discourse are Prof. Damriyasa's impressed belittling SMAN Bali Mandara and, at the same time, showing misguided analysis.
Microstructure	Syntax: Sentence Form Coherence Pronouns	Form the sentence used is sentence active and passive sentences. Passive sentences are used more than active sentences. Coherence can be seen in the statement, "The proof is that thousands of regional and provincial champions and 255 national and international medals were won." An explanation of the achievements of students and graduate students follows this statement.

Discourse Structure	Element	Analysis Results
Microstructure	Stylistics: Lexicon (Word Choice)	The lexicon element that appears is the use of the word poor students.
Microstructure	Rhetorical: Graphic Metaphor Expression	The graphic element that appears in the discourse is a photo of a student crying and accompanied by his parents, who are proud to have become students at Bali Mandara. Visible expression from photo It is a feeling of happiness for parents to see their children studying at Bali Mandara High School. The metaphor shown is poor students.

Based on the data presentation in Table 1 and Table 2, there are differences in the topics of the two news texts. The first news used the topic "The Bali Governor's policy regarding the management of Bali Mandara High School and Vocational School is a fair policy for poor students". Meanwhile, the second news uses the topic "School Achievement of Poor Students at SMAN Bali Mandara in the Last 10 Years". The second news topic, in this case, is an answer related to the first news topic. This shows that there are two ideas in the play contest For convincing readers regarding the ideas conveyed by each discourse. Furthermore, the scheme used by News First and News both has the same characteristics. Both news stories use a *summary, lead, story, content and closing element* scheme.

The semantic structure used in the first news consists of background, details, intent, presuppositions, and rationalization. Meanwhile, in the second news story, the semantic structure used consists of background, details, purpose, and presupposition. An interesting finding related to this structure is the nominalization used by the first news. Here is an example of useful sentence nominalization.

"The management of SMAN/SMKN throughout Bali must be fair in terms of service and the unit cost of education, in order to distribute evenly and improve the quality of education of SMAN/SMKN graduates throughout Bali."

The word equalization is a form of a noun formed from the adjective "even". An active sentence structure always requires a subject. In active sentences, nominalization can eliminate the subject position (Daely et al., 2020). Thus, the use in the first news text shows the elimination of the subject position (Santoso, 2015).

Furthermore, research data shows that in the first news, the sentence forms used were more active sentences than passive sentences. Then, in the second news, the use of passive sentences is more than active sentences. The difference between active sentences and passive sentences is that active sentences contain verbs starting with me-, while passive sentences use verbs starting with di- or ter-. Consequences and sentences require the presence of the perpetrator (subject), while for passive sentences, the presence of the perpetrator is not mandatory; they may or may not be present (Alwi et al., 2003). Thus, in the first news, the text tends to highlight the subject. This can be understood because the subject that appears is the ruler. Meanwhile, in the second news story, the text tends to leave the subject private.

Furthermore, the lexicon in the microstructure of discourse has a role in making classifications (Huda et al., 2019). In this regard, the lexicon used by both news texts could be better for students. Both news texts classify students as poor students. In the first news, what is meant by poor students are all high school/vocational school students in Bali province whose economic abilities are low. Meanwhile, the poor students referred to in the second news are students who have low economic abilities and high academic achievements and are Non-Academic. There are differences in the classification of poor students in the two reports. This difference happens Because reality is very complex, so people make simplifications and abstractions from the existing reality (Fowler, 2013).

The final microstructure is the rhetorical aspect. Both news texts show rhetorical elements in graphic and metaphorical aspects. The first news story used a photo of the Head of the Bali Province Education, Youth and Sports Service with an expression saying greetings "Om Swastyastu ". The metaphorical element used in the discourse is poor students. Then, the second news showed a photo of a student crying and accompanied by his parents, who were proud to be students at Bali Mandara. Visible expression from photo, it is a feeling of happiness for parents to see their children studying at Bali

Mandara High School. The metaphor shown is poor students. The graphic aspects of the first news tend not to represent the subject of the news. In the news the subject that often appears is the Governor of Bali, but the graphic shown is the Head of the Bali Province Education, Youth and Sports Service. Then, in the second news, the photo of students crying and accompanied by their parents was a sign of disappointment regarding changes in the management of Bali Mandara High School and Vocational School.

Strategy Contestation Ideology

Differences in the ideological structure of influential discourse to strategy contestation ideology. This is because the forms of statements used by supporters and opponents aim to dominate and legitimize their statements so that they can be accepted by the public (Munfi et al., 2021). Contesting parties own different strategies with the aim that the statement is considered the most correct, and there are even attempts to impose his opinion can accepted by the public (Eriyanto, 2001). Research results about strategy contestation ideology discourse policy Governor of Bali about Management of Bali Mandara High School and Vocational School includes supporting discourse strategies and opposing discourse strategies.

Supporting Discourse Ideology Strategy

The ideological strategy of supporting discourse consists of (1) embellishment, (2) positive information, (3) positive logic, and (4) action. This strategy is presented in the following table.

Table 3. Supporting Discourse Ideology Strategy

No	Strategy	Data
1	Charging	As is known, since 2017, it has been appropriate for Constitution Number 23 of 2014 concerning Regional Government; the authority for the management of all State and Private High Schools/Vocational Schools/SLBs are transferred from the City/Regency to the Provincial Government. So that the Bali Provincial Government not only manages Bali Mandara SMAN/SMKN but is obliged to handle all education and financing for 153 State High Schools/Vocational Schools/SLBs along with their teachers and students, as well must helping as many as 196 private high schools/vocational schools. Data 3
2	Positivity Information	This is because the number of poor students at SMAN/SMKN Bali Mandara is only 873 people per year, while the number of poor students at SMAN/SMKN throughout Bali reaches almost 18,000 students. In this case, we are taking sides by helping all poor students for IDR 1,500,000 per student per year, starting from 2022, in the revised APBD according to budget capacity. Data 2
3	Positive Logic	Coordinator of the Bali Province Development Expert Group, Prof. I Made Damriyasa judge, use to fulfil the principles of equity and justice, the Governor of Bali must implement new policies that are fair in the implementation of secondary education (SMA/SMK/SLB) throughout Bali in accordance with the authority stipulated in statutory regulations. Namely implementing the same provisions in Admission of New Students (PPDB), providing the same services and learning systems for all SMA/SMK throughout Bali. Implement the same policy/favour for all poor high school/vocational school students throughout Bali. "Not only taking care of the poor students of SMAN/SMKN Bali Mandara but also the obligation to take care of all the poor students of SMAN/SMKN/SLB throughout Bali. Data 1
4	Action	From 2019 to 2022, many new high schools/vocational schools were built, considering that it had been a long time since the provincial government had built high schools/vocational schools, so there needed to be more capacity to accommodate the influx of new students. Data 4

Charging

The filling strategy is used by media supporting the ideology of the Governor of Bali's policy discourse regarding the management of Bali Mandara High School and Vocational School with the aim of making the information conveyed in the discourse smoother. Readers accept this more subtle information. Refinement of information done through deliverer information about The Bali provincial government not only manages Bali Mandara High School and Vocational School but also manages other high schools and vocational schools in Bali province. In this way, readers get a positive picture of the Bali Governor's policy, which equates the management of Bali Mandara High School and Vocational School with other high schools and vocational schools. The results of this research are in line with the results of Roekhan's (2013) research, which states that information refined through embellishment can make discourse strong and dominant.

Positivity Information

Objective positivity information This is so that the information conveyed can convince the reader. Media supporting the ideology of the Governor of Bali's policy discourse regarding The management of Bali Mandara High School and Vocational School tries to convince readers by providing data on the number of poor students who need to be helped at the high school/vocational school level. Supporting media tried to explain that apart from students at Bali Mandara High School/Vocational School, there were students at other schools who also needed help.

Positive Logic

The positive logic conveyed by the media supports the ideology of the Governor of Bali's policy discourse regarding the Management of Bali Mandara High School and Vocational School with method say words that have a positive meaning. The words used are " principle of equality and justice". The purpose of using this word is to give a positive impression of the policies carried out by the Governor of Bali regarding the management of Bali Mandara High School/Vocational School. Apart from that, the purpose of using positive logic is to convince the reader.

Action

The next strategy used by supporting media is to show real actions that the Bali Provincial Government has taken in developing SMA/SMK in Bali Province. It was stated that from 2019 to 2022, many new high schools/vocational schools were built, and previously, there had yet to be any construction. The media present this action taken by the Bali Provincial Government in discourse as a media strategy to support the ruling ideology.

Supporting discourse ideology strategy

The ideological strategy of opposing discourse consists of (1) creating analogies, (2) negative labelling, (3) negative logic, and (4) creating cause-and-effect relationships. This strategy is presented in the following table.

Table 4: Strategy Ideology Aacana Opponent

No	Strategy	Data
1	Analogy Creation	"If I did not get the scholarship <u>from SMAN Bali Mandara</u> , maybe I (I swear) would have sold my kidney to pay my family's debt. Accept love a lot," he explained. Data 5 This would cost much money if I tried to pay for it myself. Data 6
2	Negative Labeling	Based on this statement, public policy observer <u>I Gusti Putu Artha</u> assessed that Prof. Damriyasa's impressed belittled <u>SMAN Bali Mandara</u> also showed misguided analysis. Data 1

No	Strategy	Data
3	Positive Logic	<p>Based on data collected from various sources, for 10 years (excluding graduates in 2022), <u>SMAN Bali Mandara</u> has realized the dreams of 750 poor students who excel in Bali. The proof is that thousands of regional and provincial champions, as well as 255 national and international medals, were won by I Nyoman Darta's students.</p> <p>Data 2</p> <p>Even though the students come from poor backgrounds, the training provided at <u>SMAN Bali Mandara</u> sharpens the students' cognitive, affective and mental abilities so that they are able to compete.</p> <p>Data 3</p>
4	Creation of Cause-Effect Relationships	<p>One of these confessions was conveyed by Kanit Corruption Police Lebak, Ipda Putu Ari Sanjaya Putra, who recently succeeded in uncovering alleged embezzlement of direct cash assistance (BLT) funds at the Village Office Pasindangan Subdistrict Cileles, Lebak Regency, Banten Province. If he does not get the opportunity to study at <u>SMAN Bali Mandara</u>, he is sure he will not qualify as a Police Academy cadet.</p> <p>Data 4</p>

Analogy Creation

Analogy means making a comparison between two different or different objects. Media opposing the discourse provide an analogy comparing the lives of students who do not get a scholarship at Bali Mandara High School, perhaps selling a kidney to pay off family debts. Apart from that, opposing media also gave the analogy that if students do not get scholarships at Bali Mandara High School, it will be very difficult for students to study there. These two analogies aim to lead readers not to trust the family's program by the Government of Bali Province regarding the equalization of management of Bali Mandara SMA/SMK.

Negative Labeling

Negative labelling aims to give a negative impression towards those labelled. Media opposing the Governor of Bali's policy regarding the Management of Bali Mandara High School and Vocational School labelling Prof. Damriyasa as a team. The expert from the Governor of Bali seemed to belittle SMAN Bali Mandara and, at the same time, showed a misguided analysis. This was done by opposing media with the aim of readers having a negative impression of the Governor of Bali's policies regarding Management of Bali Mandara High School and Vocational School.

Positive Logic

Media opposing the discourse try to provide information about the impression given by Bali Mandara High School during this time. In this case, it is conveyed that Thousands of regional and provincial level champions, as well as 255 national and international medals, were won by students. This achievement aims to create a positive impression on the implementation of Bali Mandara High School. Apart from that, it was also conveyed that even though the students had poor backgrounds, the training provided at SMAN Bali Mandara sharpened the students' cognitive, affective and mental abilities so that they were able to compete. This shows that the media displays a positive impression of alums from Bali Mandara High School and Vocational School.

Creation of Cause and Effect Relationships

Moreover, effect relationships can bring up implicature that would make the relationship seem right and acceptable. Media opposing the Governor of Bali's policy regarding the management of Bali Mandara High School and Vocational School conveyed information about recent alum recognition become police. If you do not go to school and get a scholarship at Bali Mandara High School student could not have been as successful as he is now. Opposing media tried to show cause and effect if Bali Mandara High School was not run as before.

Conclusion

Based on the results and discussion, several things can be concluded regarding this research (1) contestation ideology discourse online media reporting on the Governor of Bali's policies regarding The management of Bali Mandara High

School and Vocational School can be seen from (1) ideological structure and (2) ideological strategy. The ideological structure of the discourse consists of the topic "The Bali Governor's policy regarding the management of Bali Mandara High School and Vocational School is a fair policy for poor students" and the School Achievement of Poor Students at Bali Mandara High School in the Last 10 Years. The discourse scheme used is summary, lead, story, content and conclusion. The microstructure of discourse uses elements of background, details, intent, presuppositions, nominalization, form of active and passive sentences, coherence, pronouns, lexicon, graphics, metaphors, and expressions. Discourse ideology strategies consist of supporting media ideology strategies and opposing media strategies. The supporting discourse ideology strategy consists of 1) enrichment, (2) positive information, (3) positive logic, and (4) action. The ideological strategy of opposing discourse consists of (1) creating analogies, (2) negative labelling, (3) negative logic, and (4) creating cause-and-effect relationships.

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