



Stance and Engagement Markers in The Jakarta Post's Opinion Articles

Christine Angela

Program Studi Pendidikan Bahasa Inggris, Widya Mandala Catholic University Surabaya, Indonesia

*Email: angela1998christine@gmail.com

Articles Information	Abstrak
Keywords:	Sejumlah penelitian saat ini telah menetapkan bahwa teks tertulis mewakili interaksi antara penulis dan pembaca. Serangkaian fitur linguistik telah diidentifikasi sebagai kontribusi untuk proyeksi penulis tentang sikap terhadap materi yang dirujuk oleh teks, dan, lebih jauh lagi, strategi yang digunakan untuk mengandaikan peran aktif dari penerima. Berdasarkan investigasi sepuluh (10) artikel opini berbahasa Inggris yang diterbitkan oleh The Jakarta Post, penelitian ini menggunakan pendekatan studi kasus kualitatif. Penelitian ini mencoba untuk membahas tentang <i>stance</i> dan <i>engagement markers</i> yang digunakan di halaman penulis opini yang ditulis dalam bahasa Inggris dengan menggunakan teori <i>stance</i> and <i>engagement markers</i> yang diusulkan oleh Hyland (2005) sebagai kerangka kerjanya. Model ini menunjukkan cara yang komprehensif dan terintegrasi untuk menganalisis sarana interaksi yang dicapai dalam argumen pendapat dan bagaimana preferensi wacana komunitas disiplin membangun baik penulis dan pembaca. Hasil penelitian menunjukkan bahwa interaksi cukup sesuai. Penggunaan <i>stance markers</i> dan <i>engagement markers</i> belum tentu seimbang. Studi ini menemukan bahwa penanda sikap digunakan lebih sering daripada penanda pertunangan. Penulis bisa menggunakan keduanya lebih inovatif lagi. Namun, temuan keseluruhan dari penelitian ini memiliki implikasi penelitian pedagogis dan masa depan.
Discourse Markers;	
Stance markers;	
Engagement markers.	
Submitted:	
19-03-2022	Abstract A number of research has currently established that written texts represent interactions between writers and readers. A range of linguistic features have been identified as a contribution to the author's projection of a stance to the material referenced by the text, and, to further extent, the strategies used to presuppose the active role of an addressee. Based on the investigation of ten (10) English written opinion articles published by <i>The Jakarta Post</i>, this study used a qualitative case study approach. This study attempted to address the stance and engagement markers used in the opinion-ed writers page written in English using stance and engagement theory proposed by Hyland (2005) as its framework. This model shows a comprehensive and integrated way of analyzing the means by which interaction is achieved in opinion argument and how the discourses preferences of disciplinary communities' construct both writers and readers. Findings show that the interaction is adequately appropriate. The use of stance markers and engagement markers is not necessarily balanced. The study found that the stance markers is used more often than the engagement markers. The writers could have been used more innovatively. The overall findings of the study have both pedagogical and future research implications.
Accepted:	
17-04-2022	
Published:	
26-10-2022	



INTRODUCTION

Over the past decades, academic writing has undergone a great deal of change that it is no more the thought of as an objective, faceless and impersonal form of writing, rather it is considered as an attempt on the part of writer which aims to introduce some interaction with the readers (Hyland, 2005). In other words, to create and produce decent academic writing requires not only writers' linguistic ability but also the awareness of rhetorical features-accepted by the readers. Studies of stance in undergraduate student writing have been competing with those of more advanced group of writers (Soliday, 2011 in Aull, & Lancaster, 2014).

However, generally, discourse studies on academic writings are still not much presented in the literature, particularly in written forms. In this part, there is a lack of attention to stance in early undergraduate writing can be characterized with the assumption that academic argumentation "involves presenting a position on things that matter to a disciple" (Hyland, 2012). Interaction is considered important in academic writing since it supports the writers to position themselves in the text in order to construct their arguments and keep their readers engaged throughout the composition. In this light, all effective writing, academic or opinion ones, require two crucial features: clear stance and appropriate reader engagement. Stand and engagement are the two keys feature of IMD (Interactional meta discourse) (Moini & Salami, 2015).

In line with this, students with higher academic writing ability will be able to create or produce better writing which deserves to be uploaded to the opinion page on prestigious articles. Therefore, this study aimed to investigate the stance and engagement markers written by Indonesian writers in *The Jakarta Post's* opinion article in establishing interaction with their readers.

Writer-reader Interaction

Under various terminologies, a great deal of research has now been established to the fact that written texts consist of interaction which is between writers and readers. For instance, Crismore, has used the term metadiscourse to point out the communicative functions of language and the value of writer-reader interaction in written texts. While social constructivists used the term "voice as self-representation". In any cases, argumentative texts are more straightforward hence, in writing argumentative texts, writers are often referring to the state of the argument and to the reader's understanding of it. Writers also need to direct and guide them in the text and carry on "implicit Socratic dialogues with them about intentions, purposes, meanings and attitudes". (Al-Rickaby, 2020)

Good writers are fond of considering their reader's background knowledge, personal traits, processing constraints, recognition of expression needs of readers and their social, cultural backgrounds which are thought to be effective in communication. It is important to establish awareness of the audience to improve effective writing skills. Many theories have been dealing with different kind of text meanings. In formalist theories, text meanings own their sources in the text itself whereas in reader response theories,

text meanings are described in the reader's cognition or in the author's purpose as cognitive theories of writing hold (Al-Rickaby, 2020).

On other perspective, dialogue discourse finds the sources of text meaning on the interaction or unfolded dialogue between writers and readers. This dialogue perspective is in accordance with the appraisal theory that holds that "all verbal communication, whether it is spoken or written, could be seen as dialogic, since principally each statement is created to refer to what has been stated while also, to evoke responses from its readers or listeners" (Al-Rickaby, 2020).

On recent years, researchers have used different names in investigating the ways writers try to communicate their personal judgements and evaluations to their readers through their writing. They have studied the meanings in so many ways. One of the studies was by Hunston and Thompson, they used the term 'evaluation' to point the writer's varied linguistic resources as 'attitude', 'epistemic modality', 'appraisal', and 'stance' and 'metadiscourse' and 'intensity', 'affect', 'evidentiality', hedging' (Al-Rickaby, 2020).

Hyland's (2005) Model

In academic writing, interaction is the key to develop approach since it supports writers to place themselves in the text to build their arguments and keep the readers interested throughout the arguments. In light with this, effective writings do require two features: vivid stance and corresponding reader engagement. Stance and engagement are two key features of IMD.

Stance

According to Hyland, stance refers to the "writer's textual voice or community recognized personality". Thus, it implies a writer-oriented function and is associated with the ways writer present themselves and assert their judgement, opinions and commitments.

Others also mentioned that stance refers to the "writer-oriented features" of interaction and concerns the ways writer comment on the accuracy of a claim, the extent they show they commitment to it, and the attitude they want to express to a proposition or the reader (Hyland, 2005a).

Stance features have four sub-categories. Below are the four sub-categories with each of its explanation.

- 1) Hedges. They are linguistic such as *possible, might, perhaps* which indicate the writer's evaluation about different voices, and reduces his or her complete commitment to a proposition (Hyland, 2005a).
- 2) Boosters. They are such devices as *clearly, obviously, absolutely* used to indicate the writer's certainty toward a proposition and entirely exclude alternative voices.
- 3) Attitude markers. They express the writer's argument or affective toward propositions that convey importance (*should, have to, must*), surprise (*surprisingly*), agreement (*agree*), frustration (*Unfortunately*) and so on (Hyland, 2005a, 2005b).

- 4) Self-mentions. They refer to the degree of explicit writer's presence in the text measured by the frequency of first-person pronouns and possessive adjectives such as *I, me, mine, exclusive we, our* and *us* (Hyland, 2005a, 2005b).

Engagement

Engagement markers, on the other hand, refer to the strategies of reader presence recognition in the text and actively participating them in the argument as discourse participants as well as directing their interpretations.

Engagement refers to the “reader-oriented features” of interaction and to a set of rhetorical strategies that writers use to bring the potential readers into the text, focus their attention, anticipate their objections, and guide them to a particular interpretation (Hyland, 2001a; Fu, 2012)

Engagement markers have five sub-categories. Below are the five sub-categories with each of its explanation.

- 1) Reader Pronouns. They contain you and its corresponding cases and the first-person plural forms we and its corresponding cases (Hyland, 2005). Reader Pronouns which are also called inclusive pronouns, include “*you, your, we* and *our*”. In academic writing, it is more frequently suggested to use “*we* and *our*”. It shares a sense of membership to the reader with corresponding common goal and understandings as the writer (Hyland, 2005b).
- 2) Directives. They are the devices which are used by academic writers to direct readers to them refer to some parts in a text or to do a task in a way set by the writer (Hyland, 2005a). Hyland argues that directives are most indicated by:
 - Textual acts: used to instruct readers to refer to some part of a text or guide them metadiscoursely through discussion as well as direct them to other parts of the text or another text. Example: *Note, Consider*
 - Physical acts: used to instruct readers to perform some actions in the real world. Example: *See, Imagine*
 - Cognitive acts: used to help readers get the point or understand a line of reasoning, or get them to understand a point in a certain way. This is the most threatening act. Example: *It is important/ necessary/ essential to understand that ..., Therefore, Thus*
- 3) Questions. They are used as the strategy of dialogic involvement par excellence, inviting the readers' engagement and guiding them in a careful and skilful way to accept the writer's perspective (Hyland, 2002b, 2005a). Example: *Can you think of a better method?*
- 4) Shared Knowledge. They seek to position the readers to an apparent naturalized boundary of disciplinary understandings (Hyland, 2005). Examples: *As we know, Based on ...*
- 5) Personal asides. This allow writers to directly address readers by shortly distracting the argument to offer a comment on what has been said or written (Hyland, 2005). Personal asides give the writers a chance to direct readers by suddenly and temporarily interrupting the argument to indicate

a statement on what has been said or written. Personal asides can be considered as a key reader-oriented strategy (Hyland, 2005a). Example: *I believe...*, *Researchers believe that...*

METHOD

Hyland's (2005) Model

In academic writing, interaction is crucial for writers to help readers situate themselves in the composition. In constructing their arguments and keeping the readers engaged throughout the statements. Moini, R., & Salami, M. (2015) described that Hyland had conducted a study to find an overall typology of the resource's writers use to outspoke their positions and engage with readers. He had also presented a comprehensive model to investigate the means by which interaction is achieved between writers and readers. In line with this, every effective writing requires two features: clear stance and appropriate reader engagement. Two key features of IMD are stance and engagement.

Since the aim of the research is to investigate the stance and engagement markers written by Indonesian writers in *The Jakarta Post's* opinion article in establishing interaction with their readers, the author used the features and conceptualizations based on Fu's (2012) model of IMD, who integrated Hyland's two models (2005a, 2005b) and proposed a taxonomy of IMD which included two board of categories: stance features and engagement features, as illustrated in Figure 1.

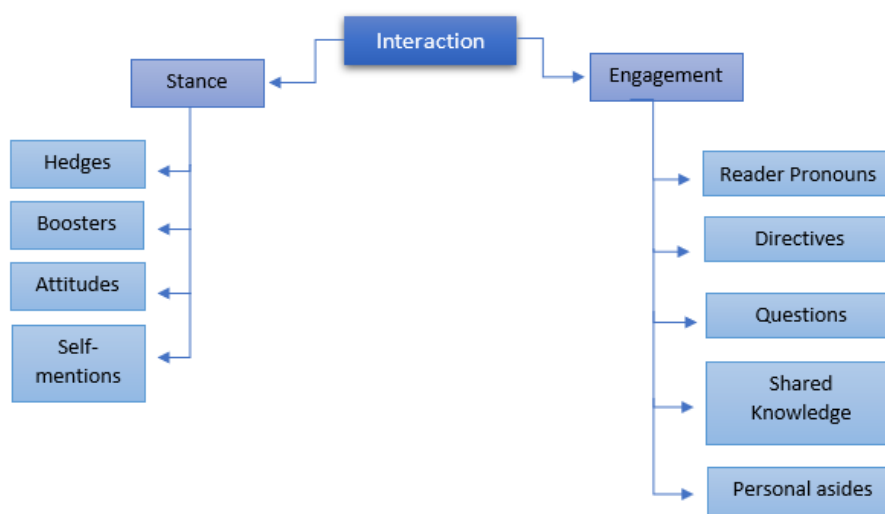


Figure 1. Key resources of academic interaction

Corpus (Data)

The corpus (data) was composed of a total of ten opinion articles (ten English written articles) from the *Jakartapost.com* opinion page. These ten articles were chosen since they are under the same topic, specifically talked about online learning during the pandemic Covid-19.

Table 1. The ten (10) opinion articles in *The Jakarta Post*.

Articles	Title
Article 1 (2020)	COVID-19 crisis opportunity for education reform in Indonesia – National – <i>The Jakarta Post</i>
Article 2 (2020)	Future of Indonesia's education tech lies in untapped categories, experts say
Article 3 (2020)	Transforming Indonesia's education through online learning – Opinion – <i>The Jakarta Post</i>
Article 4 (2018)	Open education can address Indonesia's education inequalities
Article 5 (2021)	Indonesia's Special Needs Children Struggle for Proper Online Education
Article 6 (2020)	The new normal in education
Article 7 (2019)	Educational technology needs careful implementation to be effective
Article 8 (2020)	School reopening faces safety dilemma
Article 9 (2019)	"Nadiem" Driving education reform through technology
Article 10 (2021)	Higher education is leaving students anxious and unprepared for the workplace

These opinion articles have been taken from the electronic editions of the widely spread and read newspapers. In order to find a reasonable result that ensures further writers and readers, the author have chosen to select the articles on the same focus. The *Jakarta Post* opinion articles chosen are focusing on the education in Indonesia. The ten articles are at the same relevance, education in Indonesia.

Procedure

A number of steps needed in order to analyze the corpus (data). The first step is listing the potential stance and engagement markers in *The Jakarta Post* opinion article relying heavily on the previous research features. Firstly, all the potential markers were listed and then investigated the linguistic resources in English data to the best of the author's knowledge.

To provide a statistical account of the result, the indicated stance and engagement markers are normalized to occurrences per article. Then, identify them to put in accordance with the use of these markers and their subcategories whether they are included in the stance markers or engagement markers.

RESULT AND DISCUSSION

From the analysis, there found in total of 64 stance markers from ten opinion articles which shows that the average percentage of stance markers used is 61%. There are in total 41 engagement markers from total of ten opinion articles which shows that the average percentage of engagement markers used is 39%.

In order to answer the questions of this research "How do Indonesia writers of opinion articles use stance and engagement markers in establishing interaction with their readers?", Hyland (2005) model was used to analyze the stance and engagement markers. The subcategories of stance and engagement markers occurred in *The Jakarta Post* opinion articles is presented in the table 2.

Table 2. Types of stance and engagement markers used per category.

Category	Frequency
Stance Markers	
Hedges	8
Boosters	2
Attitudes	39
Self-mentions	15
TOTAL	64
Engagement Markers	
Reader Pronouns	15
Directives	5
Questions	7
Shared Knowledge	12
Personal asides	2
TOTAL	41

Finding presents that, the stance markers is used with a total score of 64. The most frequent used was attitude markers with a total score of 39 followed by self-mentions that showed up 15 times on the ten opinion articles. Then, the hedges markers showed up 8 times on those ten opinion articles. Boosters were found to be the least used in the opinion article since it indicates the writer's certainty toward a proposition and entirely exclude alternative voices, which means that in giving opinion on an article, writers do not always exclude alternative voices. They partly exclude alternative voices in order to present information as an opinion (Hyland, 2005). As opinion articles, all statements are evaluated and interpreted through a prism of disciplinary assumptions. Therefore, every writer must carefully calculate what weight to give to an assertion, attesting to a portion of precision or reliability which is needed to claim secure in the selected events or topics.

On engagement markers category, it can be seen that the total score is 41. The reader pronouns showed up to be the most frequent markers that was used, 15 times. Next is the shared knowledge markers which showed up 12 times. Then, questions showed up with a score of 7. After that, directive markers showed up 5 times. Last, personal asides showed up 2 times. This result shows that writer is aware in engaging the readers and recognizing the presence of their readers. The writers of the articles also share new information and insight by delivering it through shared knowledge and emphasize them through directive markers. Questions are mentioned by the writers to help reader think critically of the information or situation given. It is compelling to brainstorm to a certain issue in order to practice critical thinking as writers as well as readers. In addition, personal asides explain what the writers believe in what they are composing, some facts are based on the truth but personal asides are used to directly address readers by shortly interrupting the argument to offer a comment on what has been said or written

Below are some paragraphs from the opinion articles that contain the stance and engagement markers.

Article 1

The result of analyzing the first opinion article in The Jakarta Post entitled “Covid-19 Crisis Opportunity for Education Reform in Indonesia” on stance and engagement markers based on Hyland (2005) framework.

As is the case with many other countries around the globe, Indonesia has been scrambling since earlier this year to ensure that the education system remains functional, albeit with necessary compromises to adjust to the current situation, such as replacing conventional, face-to-face learning with online classes. (Paragraph 2)

*As the country approaches its 75th Independence Day, the questions linger: **Will the education system survive the pandemic? What is to become of the Indonesian youth and the system in the future?*** (Paragraph 4)

*World Bank senior social development specialist Dewi Susanti said during the same event that, although the current circumstances **might** seem dire, the so-called “learning crisis” was not unique to Indonesia.* (Paragraph 12)

*That said, the country **should** step up its efforts to drastically improve its education sector for its own good, she said.* (Paragraph 15)

***According to** data from the World Bank, Indonesia’s investment in education has increased over the past two decades, even reaching 20 percent of the state budget in the last 10 years.* (Paragraph 17)

*However, the increased investment does not seem to have yielded any **significant** results, **as** evidenced by the fact that Indonesia ranked 87th on the World Bank’s Human Capital Index in 2018, lagging behind its neighbors in East Asia Pacific, Dewi said.* (Paragraph 18)

*Shintia Revina, a researcher at the SMERU Research Institute, said the government **should** aim for a gradual improvement instead of a sweeping change, as the latter could potentially further alienate students and educators alike.* (Paragraph 21)

*“The real, practical problems that [teachers] encounter in their respective regions **should** serve as the basis of their training.”* (Paragraph 26)

Table 3. Types of Stance and Engagement Markers Appeared in Article 1

Stance Markers	
Hedges	Might
Boosters	
Attitudes	should (3), According to, Significant
Self-mentions	
Engagement Markers	
Reader Pronouns	
Directives	
Questions	Will the education system survive the pandemic? What is to become of the Indonesian youth and the system in the future?

Shared Knowledge	As- (3)
Personal asides	

Article 2

The result of the of analyzing the second opinion article in The Jakarta Post entitled “Future of Indonesia’s Education Tech Lies in Untapped Categories Expert Say” on stance and engagement markers based on Hyland (2005) framework.

According to a World Bank report published in May titled EdTech in Indonesia: ready for take-off? fewer than 5 percent of EdTech platform users in Indonesia are willing to pay once a platform’s free trial period is over. (Paragraph 8)

*“EdTech companies have a greater focus on social impact. **Therefore**, their market is not inherently a high profit-generating sector. This poses a challenge for EdTech firms in terms of attracting potential investors,” the report reads, adding that only 8 of 35 EdTech firms participating in the survey considered themselves profitable.* (Paragraph 10)

*Management consulting company Redseer noted that Indonesia’s EdTech startups only received US\$200 million funding last year, with a large chunk of \$150 million going to Ruangguru in December 2019. The number is **significantly** lower than the funding for the sector in India at around \$2.5 billion and the US at around \$7.5 billion over the same period.* (Paragraph 11)

Table 4. Types of Stance and Engagement Markers Appeared in Article 2

Stance Markers	
Hedges	
Boosters	
Attitudes	According to, Significantly
Self-mentions	
Engagement Markers	
Reader Pronouns	
Directives	Therefore
Questions	
Shared Knowledge	
Personal asides	

Article 3

The result of the of analyzing the third opinion article in The Jakarta Post entitled “Transforming Indonesia’s Education Through Online Learning” on stance and engagement markers based on Hyland (2005) framework.

*The diffusion of information and communications technology (ICT) into all aspects of **our** lives and its impact on altering the nature of social interactions is not a new phenomenon. When coupled with additional push factors, such as the current COVID-19 pandemic that forced many countries to implement strict social*

*distancing policies by closing offices and schools, **we** are now entering a new era of exploiting ICT in full gear to keep the world going while keeping **our** feet on the ground. (Paragraph 1)*

*In the last two months, **we** have witnessed students from primary to tertiary education use laptops or smartphones to access online learning content while their schools and campuses are closed. More than 60 higher education institutions in Indonesia have now conducted online learning by exploiting distant education platforms. (Paragraph 2)*

***As** the tech-savvy young generations including children seem to be excelling in adapting to online learning, **we** are being more and more convinced that maybe the way education is delivered will never be the same again even after COVID-19. The question is, **is this new way of learning really benefitting the community?** (Paragraph 3)*

*However, most Indonesian internet users are relying on the expensive and limited capacity mobile network, instead of the broadband network that can easily cater to the online learning requirements that require a large data exchange **especially** for video conferencing. (Paragraph 6)*

*Providing decent online learning is not only a challenge for developing countries. The developed world, **especially** those with large territories and sizable populations living in rural areas, are also facing similar odds. (Paragraph 8)*

*Australia has crafted various methods to deliver education to rural students. It started with the paper-based method, which was heavily dependent on postal services, then moved to an electronic-based method, **particularly** computers, email and faxes, as well as radio satellites that deliver two-way audio and one-way video transmission. (Paragraph 10)*

*The advent of digital communication, along with the development of ICT infrastructure, has drastically transformed not only the way distance education is carried out, but also drives **significant** social changes. Australian rural communities recently are witnessing the slowing rate of the brain drain. (Paragraph 11)*

*Online learning has benefitted students living at a great distance from tertiary education institutions. It keeps young people in their home areas, **thus** enabling them to continue to make contributions to their communities. While enrolment in online studies has grown by over 40 percent in recent years, 20 percent of rural Australians are choosing to upgrade qualifications or commence a career in their local area while studying. (Paragraph 12)*

*Learning from Australia's experience, **we** can predict what will happen in Indonesia if the country succeeds in capitalizing on the opportunity created by the COVID-19 pandemic to advance and to close the gap in the education sector. (Paragraph 14)*

***We** can imagine that online learning will enable Indonesian teachers in big cities to teach students in rural areas, as well as provide capacity-building training to teachers in rural schools. Lecturers of tier-1 universities can share their expertise and knowhow to students in regions outside of Java. Online learning also can facilitate everyone to contribute to the advancement of the education sector through knowledge sharing. **We** can expect*

*the mid-term impact in which Indonesian students in rural areas no longer need to go to big cities to get a better education, **thus** the rural community can retain their talent to help develop villages. In the long run, the social and economic impact will be enormous, **especially** in helping the government's effort at regional development equalization. (Paragraph 15)*

*The period of school closure **should** be utilized by all stakeholders in the education sector to adapt to the e-learning ecosystem and find the best formula for how best the online education content should be developed and delivered. (Paragraph 17)*

Table 5. Types of Stance and Engagement Markers Appeared in Article 3

Stance Markers	
Hedges	
Boosters	
Attitudes	Especially (2), particularly, significant, should
Self-mentions	Our (2), we (6)
Engagement Markers	
Reader Pronouns	Our (2), we (6)
Directives	Thus (2)
Questions	Is this new way of learning really benefitting the community?
Shared Knowledge	As
Personal asides	

Article 4

The result of analyzing the fourth opinion article in The Jakarta Post entitled "Open Education can Address Indonesia's Educational Inequalities" on stance and engagement markers based on Hyland (2005) framework.

*On the other hand, in Indonesia, **as** in other developing countries, there is lingering concern over the "colonization of pedagogical practices", where "valuable knowledge" is the one produced by "foreign" knowledge producers -- legitimate, national curriculum producers or scholars from developed nations. Such a mindset is also reflected in our awe over high ranks in international league tables such as the Program for International Student Assessment (PISA). **We** also place high prominence on publishing of scholarly work in international journals -- which is indeed necessary, but we pay scant attention to inequities in education. (Paragraph 4)*

*OE's aims to ensure education belongs to the commons, leading **us** to reimagine what underlying values of the educational practices **ought to** be about; how it **might** disentangle from increasing pressures to merely increase and produce performance, learning outcomes, competences and other instrumental ideas; how it could support those without formal access to education and enable lifelong learning; and how it could be inclusive, accessible, and designed to incorporate diverse forms of knowledge and inquiries. (Paragraph 6)*

*By encouraging collaborative creation and use of educational resources, OE enables students' participation in the selection and adaptation of learning materials. **Accordingly**, it purports to make education available*

outside elite institutions and support the educational resources relevant to student's learning needs and conditions.

(Paragraph 7)

*Conversations around OE have advanced rapidly. Scholars, librarians, and OE advocates from the developed and developing regions regularly discuss possibilities in tackling educational challenges, while investigating forms of exclusion and inequality which **might be** produced or reinforced from the uncritical adoption of openness.*

***Indeed**, addressing educational inequalities requires continuous critical interrogation of educational trends and pedagogical practices.* (Paragraph 9)

***Thus**, national and institutional policies **should** encourage wider and better adoption of open education practices at all levels of education; make it compulsory for publicly funded research to be published in open access formats; incentivize OER; and pre-empt commercial exploitation to help bridge gaps in education.*

***Additionally**, providing support for the invention of solutions for accessing OER in areas with poor internet connectivity is needed to avoid reproducing educational inequalities due to the digital divide.* (Paragraph 12)

*The policy development on OE **should** invite inputs from diverse stakeholders beyond the usual educational elites.* (Paragraph 13)

Table 6. Types of Stance and Engagement Markers Appeared in Article 4

Stance Markers	
Hedges	Might (2)
Boosters	Indeed
Attitudes	ought to, Accordingly, should (2), Additionally
Self-mentions	We, us
Engagement Markers	
Reader Pronouns	We, us
Directives	Thus
Questions	
Shared Knowledge	as
Personal asides	

Article 5

The result of analyzing the fifth opinion article in *The Jakarta Post* entitled "Indonesia's Special Needs Children Struggle for Proper Online Education" on stance and engagement markers based on Hyland (2005) framework.

*Over the past eight years, Felisa has had to undergo several motoric therapies that include balance and concentration training. Before that, Felisa was mostly bedridden, as her legs were almost paralyzed, but in the last two years, thanks to consistent physiotherapy, her motor skills have improved **significantly**.* (Paragraph 3)

As the pandemic has forced schools to shut down since April last year, learning from home has become the new reality for students. Heni noticed how Felisa has become lethargic and less enthusiastic. She'd become more dependent on her parents and showed no interest in any subject, Heni explained. (Paragraph 7)

*Special needs children had been left behind long before the pandemic, **according to** Dr. Joko Yuwono, an expert on education for special needs kids at Sebelas Maret University in Surakarta. The pandemic has plunged them even deeper into a state of uncertainty. (Paragraph 16)*

*"Compared to other students, special needs kids are **particularly** hard hit by the pandemic," said Joko. "Because they need special attention and different teaching methods, depending on their conditions. Now their access to education and other necessities is limited, and no one is prepared for this." (Paragraph 17)*

***According to** 2017 data from Statistics Indonesia (BPS), there are 1.6 million special needs children. About 70 percent of them do not receive proper education, either at an inclusive school or a school for the disabled (SLB). (Paragraph 18)*

*The government has issued the Learn-From-Home Guidebook for teachers, but how to implement the methods remains unclear. Based on the guide, **according to** Joko, teachers **should** conduct home visits for special needs children to monitor, evaluate and coordinate with parents on devising a suitable learning process. (Paragraph 19)*

*"In the end, parents must double as teachers," Joko said. "I know it's not an easy task to do in between other chores, but this is the best we can do for the kids. **We** can't be entirely dependent on teachers at this time, because the most important thing is to teach the children to be independent." (Paragraph 21)*

Table 7. Types of Stance and Engagement Markers Appeared in Article 5

Stance Markers	
Hedges	
Boosters	
Attitudes	according to (3), Particularly, significantly, should
Self-mentions	We
Engagement Markers	
Reader Pronouns	We
Directives	
Questions	
Shared Knowledge	As-
Personal asides	

Article 6

The result of analyzing of the sixth opinion in The Jakarta Post entitled "The new normal in education" on stance and engagement based on Hyland (2005) framework.

*With the start of the new academic year in July just around the corner, educators and policymakers just **have** to be prepared for the new normal for the 44 plus million students across the country. (Paragraph 1)*

Lessons learned during the current school disruption **should** drive educators to change their perspectives and practices. Reshaping schooling perspectives and practices **should** deliberate on the *why, who, what* and *how* of education. (Paragraph 3)

Reimagining anew forms of education **may** open doors for more equitable quality education for all young Indonesians. Despite all the COVID-19 maladies, the pandemic disruption has brought awareness to new possibilities in reviving **our** education system and in ushering young Indonesians into the future on a more level playing field. (Paragraph 5)

Lessons learned from the sudden disappearance of the traditional classroom stage and the isolation of each learner in his or her own space **should** drive teachers to unlearn old habits and acquire new skills of online learning engagement. Thanks to the pandemic disruption, the online learning execution — no matter how disorderly and inequitable the practices are across the country — has forced teachers to realize that they **have to** reach out to each student in isolation and examine the effectiveness of their teaching. (Paragraph 8)

Our ongoing research reveals that teachers' fear of technology has given way to an emerging sense of obligation to master technology and explore ways to integrate it into their pedagogy in order to maintain their professional duties (Anita Lie et al., 2020). This awakened desire can hopefully snowball into concerted efforts to restore the teaching profession. (Paragraph 9)

By the same token, students need to build up a character of interdependence, discipline and responsibility. Along the same lines, the current learning-from-home practices **should** gear parents to be a beacon of these character values instead of extended academic tutors for their children. (Paragraph 10)

In the name of efficiency and system for the masses, the education enterprise found it impossible to meet such diversified needs of the learners. Small-scale initiatives have emerged to customize learning in the forms of homeschooling, elitist schools and alternative schools. While their success stories **should** be applauded, scaling up the best practices intended for the privileged few to serve the 44 plus million is a utopian endeavor. (Paragraph 12)

Even if there is no postponement of the start of the academic year in the green zones, rotation models of blended learning can be a way to maintain social distancing in school, **especially** when classrooms are too cramped. (Paragraph 16)

Table 8. Types of Stance and Engagement Markers Appeared in Article 6

Stance Markers	
Hedges	May
Boosters	
Attitudes Markers	have to (2), should (5), especially
Self-mentions	Our (2)
Engagement Markers	
Reader Pronouns	Our (2)
Directives	
Questions	

Shared Knowledge
Personal asides

Article 7

The result of analyzing of the seventh opinion in The Jakarta Post entitled “Education technology needs careful implementation to be effective” on stance and engagement based on Hyland (2005) framework.

*With the recent appointment of Nadiem Makarim as new education and culture minister, all eyes will be on how he leverages his incredible success with Gojek into the rapidly expanding nexus of education and technology. By creating Southeast Asia's leading on-demand, multi-service, and digital payment platform, Nadiem has proven his ability to integrate innovative technology and shown his willingness to take calculated risks on a grand scale. **Does Nadiem's appointment mean that technology must become a big part of the ecosystem of education?*** (Paragraph 1)

*No doubt technology is a powerful educational tool, and introducing new technology into classrooms provides diverse opportunities for learning. However if investment in education technologies — such as tablets, laptops and smartphones — is going to be fruitful, it requires an equal investment in other educational cornerstones: research- and data-led programs, and teacher upskilling. Here, though, “investing equally” doesn't **have to** mean spending the same amount of money: it means valuing these elements as much as technology.* (Paragraph 2)

As teachers in Indonesia try to prepare today's school children for an unpredictable future job market, President Joko “Jokowi” Widodo's emphasis on “link and match” has become paramount in education. The need to link what we are teaching children in school to what is happening in the real world, and matching that learning to what might be needed for future employment will undoubtedly involve the integration of new technology. (Paragraph 4)

*However, the question remains: **how exactly will these new digital devices lead to improvement in educational standards?** The answer lies not in the specifications of the devices themselves, but in what else the government does to fully utilize the immense capability of the technology and empower teachers to be confident in how they use them.* (Paragraph 7)

*At the STEM Education Research Centre (SERC), at the University of Canberra in Australia, **we** have been running various educational projects in Australia and Indonesia that involve children, educators, and families. Led by Centenary Professor Tom Lowrie's decades of research and industry experience in the education field, the SERC team has showcased the power of technology and the significant impacts of empowering professional development opportunities for classroom teachers and educational leaders in an era of heightened accountability and change. The SERC team has demonstrated technology's reliance on research-led, data-driven, educational programs to be effective in improving learning outcomes.* (Paragraph 8)

*The biggest lesson **we** have learned from our digital technology projects is that to be successful, you can't rely on the development of impressive digital apps or educators having the latest tablet devices. Equal attention **must** be paid to educator professional development and digital literacy, research findings from the education sector, and the foundational framework of the program itself. As such, our digital technology frameworks stipulate the importance of children and students moving off apps and engaging in real-world activities in their classroom for the programs to be effective. This has been vital — not just to reduce screen time and children's reliance on digital devices, but to help them apply what they have just learned on the apps in a context that is more familiar to them.* (Paragraph 9)

Table 9. Types of Stance and Engagement Markers Appeared in Article 7

Stance Markers	
Hedges	
Boosters	
Attitudes Markers	Have to, must
Self-mentions	We (2)
Engagement Markers	
Reader Pronouns	We (2)
Directives	
Questions	Does Nadiem's appointment mean that technology must become a big part of the ecosystem of education? How exactly will these new digital devices lead to improvement in educational standards?
Shared Knowledge	As
Personal asides	

Article 8

The result of analyzing of the eighth opinion in *The Jakarta Post* entitled "School reopening faces safety dilemma" on stance and engagement based on Hyland (2005) framework.

*The closure of schools due to COVID-19 in March was an urgent measure to protect both learners and educators while allowing education to continue. Since then, the closure has affected 646,000 schools and madrasas, shifting 62 million students and 3.1 million teachers to remote learning, **according to** data from the National Secretariat for School Safety (Seknas).* (Paragraph 1)

*Third, psychosocial distress experienced by teachers, caregivers and students **must** continuously be addressed; and last, the right to education of children with disabilities and in temporary shelters has only received minimal attention.* (Paragraph 6)

***As** a global safe school leader, Indonesia is committed to a comprehensive school safety framework (CSSF) and has been a strong proponent of the ASEAN Safe Schools Initiative. The CSSF aims for the protection of learners and educators, plans for education continuity, the safeguarding of education investment and resilience strengthening with three pillars: safe learning facilities, school disaster management and risk reduction and resilience education.* (Paragraph 7)

*The pandemic, seemingly estranged from the conventional notion of disasters, is viewed as a hazard. **Based on Law No. 24/2007** on disaster management, a pandemic is categorized under non-natural hazards and the CSSF advocates a school multi-hazard assessment with a multi-sectoral approach.* (Paragraph 8)

*The mindset of multi-risks **should** be embedded across the three pillars: conducting structural assessment and risk mitigation; developing school disaster-management plans and drills; and integrating resilience education in the intracurricular and extracurricular activities. (Paragraph 9)*

As for safe learning facilities, we need to prioritize the availability of water and sanitation, including inclusive, gender-sensitive toilets and handwashing stations, disinfected school buildings, masks and gloves and other protective gear. In the post-recovery phase, a structural assessment should identify how school infrastructure can control communicable diseases with proper ventilation and hygiene and the cleaning of the entire school premises. (Paragraph 10)

*Moving forward, **it is important** to heed these following suggestions: First, before and during the school reopening, the protection and safety of the entire school community will always take precedence. The mapping of risk zones and guides on school safety should be widely introduced and strictly adhered to with a mechanism in place to consult with and receive feedback from schools. (Paragraph 13)*

*All these **should** build up to the importance of investment in school disaster-risk reduction and the resilience of the education system to cope with multiple hazards. It requires the long-term commitment of all key actors so that if a crisis occurs, and a pandemic is one such, the education system will quickly bounce back to maintain children's educational development. (Paragraph 17)*

Table 10. Types of Stance and Engagement Markers Appeared in Article 8

Stance Markers	
Hedges	
Boosters	
Attitudes Markers	According to, must, should (2)
Self-mentions	
Engagement Markers	
Reader Pronouns	
Directives	It is important
Questions	
Shared Knowledge	As (2), Based on
Personal asides	

Article 9

The result of analyzing of the ninth opinion in The Jakarta Post entitled “Nadiem: Driving education reform through technology” on stance and engagement based on Hyland (2005) framework.

*According to his keynote speech at the Currency Day event held in 2017 by the Finance Ministry, Nadiem suggested several subjects that should become compulsory in the secondary and tertiary education curriculum -- coding, programming, statistics and psychology. **He believed** the combination of these subjects is critical and worth-investing for our human capital in the future economy. (Paragraph 2)*

*Surely further use of technology would be one of Nadiem's core strategies in the next five years. **However how far have education technology platforms contributed to our education system?** (Paragraph 3)*

*So far they do not appear to provide sufficient support for schoolteachers that **might** enhance the edtech ecosystem in the formal learning institution. (Paragraph 4)*

First, big edtech companies such as Ruangguru, Zenius, and Quipper design their services to match with annual exam/test agendas, to meet market demands in accessing their products and services. While this **might** transform teaching and learning activities, there have not been much reforms in the school system. (Paragraph 7)

The school is identical with its structured, hierarchical, and inflexible learning environment which often hampers students to pursue their interests and talents. Students **must** follow the rigid curriculum and subjects while hardly participating in lessons they like. **As** many have noted, the learning and training system is outdated “due to its pre-internet ways of thinking”, Selwyn writes. (Paragraph 9)

How things work at school might contradict edtech features. Edtech has potentials *to enlarge freedom of choice in learning, strengthen personalized and flexible training, and support inclusive education based on students' needs and interests*, as noted by a study published by **Researchers believe that higher frequency of technology usage in school could increase new competencies and skills that students need to acquire before entering the future job market.** (Paragraph 10)

With a technologist such Nadiem on board, edtech platforms **might** obtain friendly policies that enforce innovation and technology usage in school, which are urgent for future human resources – the very reason why President Jokowi appointed Nadiem. The full potentials of edtech will only be acquired as long as there are supporting education system and curriculum, changes which Nadiem himself suggested. (Paragraph 17)

To improve education his policies **should** not only use advanced technology and innovation, but also make these reforms more open and accessible for all, more importantly for disadvantaged students and teachers. (Paragraph 18)

Without sufficient participation from such stakeholders, even technology and innovation **might** not be able to reform our education. Perhaps firms like Gojek can continue to provide lessons – at least the urge to continuously learn and progress, as their drivers, for instance, still report shortcomings of their “partnership” in the digital business. (Paragraph 19)

Table 11. Types of Stance and Engagement Markers Appeared in Article 9

Stance Markers	
Hedges	Might (4)
Boosters	
Attitudes Markers	According to, must, should,
Self-mentions	
Engagement Markers	
Reader Pronouns	
Directives	
Questions	However how far have education technology platforms contributed to our education system?
Shared Knowledge	As
Personal asides	He believed..., Researchers believe that

Article 10

The result of analyzing of the tenth opinion in The Jakarta Post entitled “Higher education is leaving students anxious and unprepared for the workplace” on stance and engagement based on Hyland (2005) framework.

According to a recent International Labor Organization (ILO) survey of students and young workers, one in five had to stop working during the pandemic, and more than half (52 percent) had their working hours reduced. With around 6.4 million jobs lost in Indonesia due to COVID-19, students are embarking on their careers with far fewer opportunities than previous generations – and that has the potential to mar not just 2021 for them, but the following decades too. (Paragraph 2)

The majority of Indonesian students (66 percent) give career-related reasons as their main motivation for studying, yet less than 10 percent of Indonesians in work have a university degree – and, **according to** one Organisation for Economic Cooperation and Development study, a large share of those with a university education work in lower-skilled occupations. (Paragraph 7)

How, then, can universities adapt and survive, whilst at the same time giving students a fairer deal? It is clear that they need to offer a more flexible and affordable higher education model. Eight out of 10 (80 percent) Indonesian students in our survey say they would prefer a shorter university degree if it were cheaper – the second highest share of any country surveyed – and 61 percent say they would prefer their university to offer the option of online learning if it meant paying lower tuition fees. (Paragraph 9)

Table 12. Types of Stance and Engagement Markers Appeared in Article 10

Stance Markers	
Hedges	
Boosters	
Attitudes Markers	<i>According to (2)</i>
Self-mentions	
Engagement Markers	
Reader Pronouns	
Directives	<i>It is clear that ...</i>
Questions	<i>How, then, can universities adapt and survive, whilst at the same time giving students a fairer deal?</i>
Shared Knowledge	
Personal asides	

Table 13. Findings of stance markers in the ten opinion articles in The Jakarta Post.

Stance Markers	Article 1	Article 2	Article 3	Article 4	Article 5	Article 6	Article 7	Article 8	Article 9	Article 10
Hedges	might			might (2)		may			might (4)	
Boosters				indeed						
Attitudes	should (3), According to, significant	According to, significantly	Especially (2), particularly, significant, should	ought to, Accordingly, should (2), Additionally	According to (3), particularly, significantly, should	have to (2), should (5), especially	have to, must	According to, must, should (2)	According to, must, should	According to (2)
Self- mentions			our (2), we (6)	we, us	we	our (2)	we (2)			
TOTAL	6	2	13	8	7	10	4	4	7	2

Table 14. Findings of engagement markers in the ten opinion articles in The Jakarta Post.

Engagement Markers	Article 1	Article 2	Article 3	Article 4	Article 5	Article 6	Article 7	Article 8	Article 9	Article 10
Reader Pronouns			<i>our (2), we (6)</i>	<i>we, us</i>	<i>we</i>	<i>our (2)</i>	<i>we (2)</i>			
Directives		<i>Therefore</i>		<i>thus</i>				<i>It is important</i>		<i>It is clear that...</i>
Questions	<i>Will the education system survive the pandemic? What is to become of the Indonesian youth and the system in the future?</i>		<i>Is this new way of learning really benefitting the community?</i>				<i>Does Nadiem's appointment mean that technology must become a big part of the ecosystem of education? How exactly will these new digital devices lead to improvement in educational standards?</i>		<i>However how far have education technology platforms contributed to our education system?</i>	
Shared Knowledge	<i>As- (3)</i>		<i>As</i>	<i>As</i>	<i>As</i>		<i>As</i>	<i>As (2), Based on</i>	<i>As</i>	
Personal Asides									<i>He believes..., Researchers believe that</i>	
TOTAL	4	1	9	2	2	2	3	4	3	1

As found on the ten articles, *attitudes markers* are used most frequently than other makers. It is written on the opinion articles, such as ‘particularly’, ‘significantly’, ‘Accordingly’, ‘Additionally’, ‘Especially’, ‘significant’. These markers are considered to be included in the attitude markers which belong to the subcategory of stance. Attitudes markers show that the writings express the writer’s argument or affective toward propositions that convey importance (*should, have to, must*), surprise (*surprisingly*), agreement (*agree*), frustration (*Unfortunately*) and so on (Hyland, 2005a, 2005b). *Attitude markers* are used to emphasize on the important meaning of the sentence also express the writer’s attitude to the proposition. When writer uses this marker, it means they want to point out the important information they found to be a new knowledge to the readers.

Then. There two other markers that also show up frequently, *self-mentions* markers and *reader pronoun* which includes ‘*our, we, us*’. These two markers, based on Hyland (2001b, 2005a) definition, are the way of the writer engage with the readers. It can be described as the direct reference to the reader with personal pronouns or other devices. The writer of the articles attempted to build relationship pretty well with the readers. The self-mention markers are in the subcategory of stance markers whereas the reader pronouns are in the subcategory of engagement markers.

Other marker mentioned in the opinion articles is *shared knowledge*. The word ‘*As*’ refers to the shared knowledge which is included in the engagement markers. ‘*Based on the Law*’ means that the writer wanted to share what was written there was based on a foundation of truth. Shared knowledge is pretty common in professional formal research writing where “academics seek to position readers within naturalized and unproblematic boundaries of disciplinary understandings” (Hyland, 2001b). Writer develops themselves and their reader as members of the same disciplines or academic group by explicitly referring to the argument or agreement (Hyland, 2005).

Then, there were also questions. Some questions were raised, they are ‘*Will the education system survive the pandemic*’ ‘*What is to become of the Indonesian youth and the system in the future?*’ ‘*Is this new way of learning really benefitting the community*’ ‘*Is this new way of learning really benefitting the community?*’ ‘*Does Nadiem’s appointment mean that technology must become a big part of the ecosystem of education?*’ ‘*How exactly will these new digital devices lead to improvement in educational standards?*’ ‘*However how far have education technology platforms contributed to our education system?*’ ‘*How, then, can universities adapt and survive, whilst at the same time giving students a fairer deal?*’ It is clear that these included in questions in the engagement markers which means the writer invites the readers to share what they are thinking in the situation.

Directive markers are also mentioned on the opinion articles. They are ‘*Therefore*’, ‘*Thus*’, and ‘*It is important*’. Align with Hyland (2001b; 2005a), there are two main goals to writers’ use of engagement strategies: the first goal is to “adequately meet reader’s expectations of inclusion and disciplinary solidarity” (Reader Pronouns and Interjections); the second goal it to “rhetorically position the audience”. So, ‘*thus*’ there is in the subcategory of directives in engagement markers (Hyland, 2005).

Last, the marker stated is *hedges markers* such as '*might*' and '*may*' which belong to the stance markers. This marker expressed that the writer is doubtful with his/her proposition.

The process of scrutinizing the articles was not without problems. For instance, one or two articles, it was difficult to draw a line between booster and attitude markers, as follows

Sentence 1: However, the increased investment does not seem to have yielded any significant results, **as** evidenced by the fact that Indonesia ranked 87th on the World Bank's Human Capital Index in 2018, lagging behind its neighbors in East Asia Pacific, Dewi said.

Sentence 2: "The real, practical problems that [teachers] encounter in their respective regions should serve **as** the basis of their training."

The use "as" in Sentence 1 is different with the use of it in Sentence 2. The use "as" in Sentence 1 functions as shared knowledge, specifying which implication is required to be mentioned, whereas the "as" in Sentence 2 functions as conjunction, so it does not stand as a stance nor engagement markers.

Furthermore, "According to", which stand as attitude markers, showed in most of the ten opinion-ed articles is believed to express the writers' argument toward propositions that convey importance. It means that what the writers were saying is based on the truth that is valid, so they invite the readers to also agree with their information.

CONCLUSION

From the analysis of the ten opinion articles in *The Jakarta Post*, the author used the model from Hyland (2005) which for each category is divided into four types, they are *Hedges*, *Boosters*, *Attitudes*, and *Self-Mention*. In engagement markers, there are five types, they are *Reader Pronouns*, *Directives*, *Questions*, *Shared Knowledge*, *Personal Asides*. It can be implicated to give information about stance and engagement markers that is commonly found in writings, such as opinion articles.

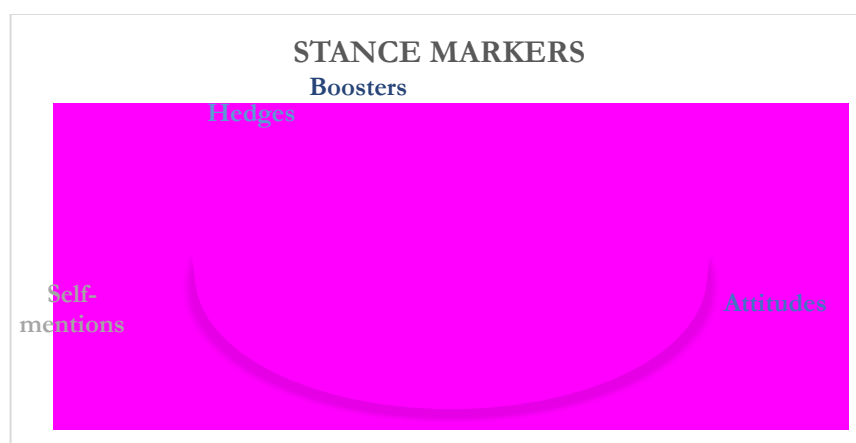


Figure 2. Opinion articles stance markers categories

The use of stance markers presented above show that the most used marker is attitudes marker. It means that the writers of the opinion articles tried to convey their personal attitudes, judgements or assessment about their proposition of certain messages, which in this study is appropriately significant. Since it is an opinion page, writers are required to state their thoughts in the texts in order to build interaction with the readers with less hedging and more boosters. The use of self-mention markers is presented to be adequate in the ten opinion articles. Booster makers could have been used more such as obviously, clearly, etc.



Figure 3. Opinion articles engagement markers categories

The use of engagement markers in the ten articles in *The Jakarta Post* is presented on the figure above. The most used marker is reader pronouns which also belong to the stance marker, Self-mentions. It shows that the writers of the opinion articles managed to build engagement with the readers. Then, the shared knowledge marker which was used often also prove that what is being stated in the text are based on the fact. The writers have evidence and support to where they stand and what they explain. Additionally, questions and directives appeared at an appropriate portion. The way they are used are remarkably in accordance in the discussion of the text. The writers managed to build an engagement with the readers with less support of personal asides.

Among all disciplines, the most frequent used markers were self-mentions/reader pronouns, followed by attitude marker then shared knowledge marker. Hedges, Questions, Directives, Boosters and Personal Asides. The study also found that engagement markers are necessarily underused in the opinion-ed writer page. The overall findings of the study have both pedagogical and future research implications. Discourse Analysis is not a method for teaching languages. Discourse Analysis provides us with a fundamentally different way of looking at language compared with sentence-dominated models. Discourse Analysis provides us with information about what people actually do with language when they speak and write, and no longer have to rely on 'good' usage.

REFERENCES

Al-Rickaby, A. K. (2020). A Critical Discourse Analysis of Stance and Engagement Markers in English and Arabic Newspaper Opinion Articles in 2016. *Journal of University of Babylon*, 28(4).

- Asik, A., & Cephe, P. T. (2013). Discourse Markers and Spoken English: Nonnative Use in the Turkish EFL Setting. *English Language Teaching*, 6(12), 144-155.
- Aull, L. L., & Lancaster, Z. (2014). Linguistic markers of stance in early and advanced academic writing: A corpus-based comparison. *Written Communication*, 31(2), 151-183.
- Hyland, K. (2005). Stance and engagement: A model of interaction in academic discourse. *Discourse studies*, 7(2), 173-192.
- Hyland, K., & Tse, P. (2004). Metadiscourse in academic writing: A reappraisal. *Applied linguistics*, 25(2), 156-177.
- Gholami, J., & Ilghami, R. (2016). Metadiscourse markers in biological research articles and journal impact factor: Non-native writers vs. native writers. *Biochemistry and Molecular Biology Education*, 44(4), 349-360.
- Moini, R., & Salami, M. (2015). Stance and engagement discourse markers in journal's "author guidelines". *Journal of Teaching Language Skills*, 34(3), 109-140.
- Sayah, L., & Hashemi, M. R. (2014). Exploring Stance and Engagement Features in Discourse Analysis Papers. *Theory & Practice in Language Studies*, 4(3).
- Šimčkaitė, A. (2012). Spoken discourse markers in learner academic writing. *Kalbu studijos*, (20), 27-33.
- Taki, S., & Jafarpour, F. (2012). Engagement and stance in academic writing: A study of English and Persian research articles. *Mediterranean Journal of Social Sciences*, 3(1), 157-157.
- Wu, G., & Zhu, Y. (2014). Self-mention and authorial identity construction in English and Chinese research articles: A contrastive study. *Linguistics & the Human Sciences*, 10(2).

<https://www.thejakartapost.com/news/2020/08/12/covid-19-crisis-opportunity-for-education-reform-in-indonesia.html>

<https://www.thejakartapost.com/news/2020/10/05/future-of-indonesias-education-tech-lies-in-untapped-categories-experts-say.html>

<https://www.thejakartapost.com/academia/2020/05/21/transforming-indonesias-education-through-online-learning.html>

<https://www.thejakartapost.com/academia/2018/12/22/open-education-can-address-indonesias-educational-inequalities.html>

<https://www.thejakartapost.com/life/2021/02/22/indonesias-special-needs-children-struggle-for-proper-online-education.html>

<https://www.thejakartapost.com/academia/2020/06/20/the-new-normal-in-education.html>.

<https://www.thejakartapost.com/academia/2019/11/05/educational-technology-needs-careful-implementation-to-be-effective.html>.

<https://www.thejakartapost.com/academia/2020/06/27/school-reopening-faces-safety-dilemma.html>.

<https://www.thejakartapost.com/academia/2019/10/28/nadiem-driving-education-reform-through-technology.html>.

<https://www.thejakartapost.com/academia/2021/05/02/higher-education-is-leaving-students-anxious-and-unprepared-for-the-workplace.html>.