

## Representation of Private Islamic School Regarding Surabaya Bombing in Indonesian Media Online

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### ABSTRACT

*The blasts that were occurred in several churches in Surabaya, East Java, Indonesia in May 2018, were shocking the majority of Indonesian people. Various print and online domestic media reported the event. Media attitudes towards the news are raised through strategies that can be analyzed through linguistic instruments. Van Dijk, through his analysis model, states that the presentation of the news from an article could be seen through a micro analysis containing macro-structure includes global meaning in the form of a theme or topic, superstructure includes text frame, and the microstructure includes a local coherence in the form of word choice, sentence and language style ( Eriyanto, 2001: 227). The qualitative method and descriptive analysis of this research aim to analyse an article talking about private Islamic school where the growth of radicalism thrives through educational institutions. The data taken from The Jakarta Post online represents that negative representation belongs to this kind of school.*

### INTRODUCTION

Last Sunday morning, May 13, 2018, Indonesians were shocked by the news of the bombing of three churches in Surabaya. The three churches are Saint Mary Immaculate Catholic Church (STMB) on Jl. Ngagel Madya in Gubeng, Surabaya Pentecostal Church (GPPS) on Jl. Raya Arjuna and the Diponegoro Indonesian Christian Church (GKI) on Jl. Diponegoro. The first explosion took place at Saint Mary Immaculate Catholic Church. The second and third explosions followed five minutes apart, the police said. The other two churches are Saint Jacob's Church at Citraland housing complex in West Surabaya and Sacred Heart of Jesus Cathedral on Jl. The Police were reportedly planned to be detonated, but the explosion failed. Unsolved feeling of surprise, at 9:00 a.m., a bomb with a premature explosion occurred at the Park Police station in Sidoarjo, killing at least one of the tenants of the Wonocolo low-cost apartments behind the Taman Police station. East Java Police have found a connection between the church bombings and Sidoarjo bombing, which used the same type of explosives. On Monday morning, another bomb attack has been reported at Surabaya Police headquarters on Jl. Sikatan.

Three people were killed in the Sidoarjo explosion, the father, the mother and the eldest son. The attack on Surabaya Police headquarters

was carried out by a family of five, only the little girl survived. The Islamic State group was responsible for suicide attacks against three churches in Indonesia that killed at least 11 people on Sunday, it said via its propaganda agency Amaq.

President Joko "Jokowi" Widodo had also flown to the city to assess the latest conditions of the ground zero, as well as visit the bomb attack victims in hospitals. The attack prompted other regions to raise its alert status to *siaga 1*, the highest level. The regions included were Jakarta, Riau Islands and Bali (<http://www.thejakartapost.com/news/2018/05/13/surabaya-church-bombings-what-we-know-so-far.html>).

The various explosive events are related to terrorist attacks. The attack spreads terror with the aim of causing fear and anxiety for the community. Responding to this, President Jokowi has committed to suppress terrorism in Indonesia to its roots. The act of terrorism has the purpose of spreading terror in the community, and bombing in places of worship and public places is one of the actions of the activity. Regarding suicide bombings in Surabaya and Sidoarjo, there are already groups responsible for the Islamic State group, the statement stated by Amaq's propaganda agency. Suicide bombers in the church attacks are believed to be a family affiliated with

Jamaah Anshar Daulah (JAD), an extremist group affiliated with the IS network, the National Police chief said.

Various acts of terrorism are motivated by the growth of radicalism. One that is suspected of being a place for the flourishing of radicalism is an educational institution. Radicalism is a radical and extreme understanding, which wants social and political change or renewal in a violent or drastic manner. An opinion letter from Agus Mutohar on The Jakarta Post online describes and further explains the types of schools that are expected to be a place of growth and development of radicalism in Indonesia.

### SCHOOLS AS ONE OF THE EDUCATIONAL INSTITUTIONS WHICH RADICALISM GROWS

In this article, the reader cannot directly get information about the bombings in Surabaya and Sidoarjo, but the contextualization of the text of terrorism has triggered the emergence of other texts that have references to the same conditions, namely the acts of bomb terrorism in Surabaya and Sidoarjo. The text used as the data in this study has the title "Countering the rise of radicalism in private Islamic schools in Indonesia" written in the opinion narrative by Agus Mutohar and explaining comprehensively the importance of instilling an understanding of students in order to avoid the emergence of radicalism from private Islamic schools.

### MATERIAL AND METHOD

The object of this study is the article titled "Countering the rise of radicalism in private Islamic schools in Indonesia" by Agus Mutohar and published by The Jakarta Post online (<http://www.thejakartapost.com/academia/2018/05/17/countering-the-rise-of-radicalism-in-private-islamic-schools-in-indonesia.html>). This article explains about the educational institution that can be a fertile place to increase radicalism. One of the educational institution discussed is Islamic Private School in Indonesia. The sentences in the article explains the type of the private schools and the argumentation for the method and ideology used and spread to the students.

Based on the object of the study in this study, the author used qualitative research methods. Qualitative methodology itself is a research procedure that produces descriptive data in the form of an explanation. Descriptive analysis method used in this study because this study

reveal a problem and things as they are and are statements of fact. According to Djajasudarma, descriptive method aims to create descriptions, make a picture, painting in a systematic, factual, and accurate information about the data, properties, and the phenomena under study (1993:8). The steps of this research is (1) literature review, (2) the provision of data, (3) data analysis, (4) inference analysis/conclusion.

### RESULT AND DISCUSSION

#### Critical Discourse Analysis (CDA)

CDA is a critical linguistics studies, which in linguistics (Malmkjaer, 2002: 102) is "... a linguistics that seeks to understand the relationships between ideas and their social conditions of possible existence." That is, CDA, within the scope of critical linguistics, reveals relationship between ideas contained in the text and its social context at the time. CDA is a critical or perspective on doing scholarship or discourse analysis with an attitude. It focuses on social problems, and especially on the role of discourse in the production and reproduction of power abuse or domination (van Dijk, 2001:96). Discourse is here meant in the broad sense of communication event, including conversational interaction, written text, as well as associated gestures, face work, typographic layout, images, and any other semiotic or multimedia dimension of signification. The factors include for CDA analysis are aims, participants, setting, users, and their beliefs and interests (2001:98).

The field can be discovered for this approach is varied, namely, relevant units, levels, dimensions, moves, strategies, types of acts, devices, and other structures of discourse. CDA may have paraverbal, visual, phonological, syntactic, semantic, stylistic, rhetorical, pragmatic, and interactional levels and structures. Using all elements in analysis is totally out of the question. So, this research uses closer analysis that is more relevant to for the study of social issue which is radicalism relating to Surabaya bombing. Lexical style, coherence, local semantic moves, topic choice and speech acts are the instruments for this research (2001:99)

#### Levels and Dimensions of CDA

##### *Semantic Macrostructures*

Levels and dimensions of CDA relates to topics in text. It can be categorized as semantic macrostructure. The topics of discourse play a fundamental role in communication and

interaction. Defined as ‘semantic macrostructures’ derived from the local (micro) structures of meaning.

Topics represent what a discourse is about globally speaking embody most important information of a discourse, and explain coherence of text and talk (van Dijk, 1980 in van Dijk, 2001:102). The topics on the texts can explain the global meaning, but it cannot be directly observed. The global meaning can be seen through titles, headlines, summaries, abstracts, thematic sentences or conclusion. These instruments can be used by the authors as strategic devices. This article has a title “Countering the Rise of Radicalism in Private Islamic Schools in Indonesia” and the global

meaning from this article can be observed in title, headline, summaries and conclusion. From the title there are some important words and phrases such as countering, rise, radicalism, private Islamic schools, and Indonesia. The title has already given a message that radicalism has increased so it is needed to counter all the actions. Another message tells us that one of the source of the radicalism in Indonesia is in Islamic private schools. The headline of this article is “A series of terrorist acts has rocked Indonesia in the past week.”, this sentence sends the message about the terrorist acts happened in Indonesia in the past week. The authors map the global meaning in this table.

**Table 4.2 1.** Topics: Semantic Macrostructure

Message 1	A series of terrorist acts has rocked Indonesia in the past week
Message 2	Dozens were killed and wounded.
Message 3	In response, President Joko “Jokowi” Widodo has reiterated the government’s commitment to exterminate terrorism down to its roots.
Message 4	The importance of schools to prevent radicalism.
Message 5	Many schools in Indonesia have become fertile ground for radicalism.
Message 6	The results of latest survey conducted by trusted institution indicate that the spread of intolerance and radical values happen in educational institutions in Indonesia.
Message 7	The students show a tendency to intolerance in their minds, they are involved in acts of intolerance, they have the potential to become terrorists.
Message 8	There are three types of schools that are prone to radicalism
Message 9	These three types of schools are closed schools, separated schools, and schools with pure Islamic identity
Message 10	These three types of schools contribute to the growth of intolerance as well as radicalism at schools, which can lead to terrorist acts.
Message 11	The government’s campaign on tolerance should reach different educational institutions via the Culture and Education Ministry as well as Religious Affairs Ministry.

The mapping of the global meaning of the text shows that some important meanings or messages which must be highlighted. The macro positions express the latest social condition, the government reaction, educational institutions as elements to prevent radicalism, three types of schools that are prone to radicalism, and the government’s campaign on tolerance.

**Local Meanings**

Local meanings relates to the meaning of words. The use of the words are the result of the selection made by the speakers or writers in their mental models of events or their more general, socially shared beliefs (2001:103). Talking about this article, there are some words used with specific context and meaning showing different purposes from the author. The words like ‘radicalism, terrorist acts, clash, attack, bomb, killed, wounded, radical thoughts, intolerance, radical values, narrow perspective, Western values, moderate Islam, Islamic

identity, radical attitudes, we versus them, Islamic schools and Islamic community’ give specific representation which is negative presentation. Those words connects with the topic Islamic private school and radicalism.

From the article, the authors also find some words that indicate positive meaning/presentation, namely ‘to promote diversity, social integrity and diverse identities, to promote tolerance, persuasive approach, campaign on tolerance.’ Those positive words or phrases are linked with the action an be done by the Indonesian government. Local meanings relates to the meaning of words. The use of the words are the result of the selection made by the speakers or writers in their mental models of events or their more general, socially shared beliefs (2001:103). Talking about this article, there are some words used with specific context and meaning showing different purposes from the author.

**Table 4.2.2.** *Local Meanings: Negative words and phrases*

Negative words/phrases relating to Surabaya bombing
radicalism
terrorist acts
clash
attack
bomb
killed
wounded
radical thoughts
intolerance
radical values
narrow perspective
(against) Western values
radical attitudes
we versus them
Single Islamic identity
(reject) the moderate Islam
Islamic schools
Islamic community
Islamic civilization
Radical attitudes

The words like ‘radicalism, terrorist acts, clash, attack, bomb, killed, wounded, radical thoughts, intolerance, radical values, narrow perspective, Western values, moderate Islam, Islamic identity, radical attitudes, we versus them, Islamic schools and Islamic community’ give specific representation which is negative presentation. Those words connect with the topic Islamic private school and radicalism.

**Table 4.2.4.** *Structure of the sentence: active structure/sentence.*

Sentence 1: Many schools in Indonesia have become fertile ground for radicalism.
Sentence 2: The latest surveys from the <i>Wahid Institute</i> , <i>Pusat Pengkajian Islam Masyarakat</i> and the Centre for Study of Islam and Society (PPIM) and <i>Setara Institute</i> have indicated the spread of intolerance and radical values in educational institutions in Indonesia.
Sentence 3: This type of school offers students a narrow perspective and tends to shut them off from foreign ideas.
Sentence 4: Closed schools also stress the importance of practising their version of Islamic teachings and reject the moderate Islam that most Muslims adhere to in Indonesia. these schools do not want to participate in social activities that they deem to be against their values.
Sentence 5: NU and Muhammadiyah schools are also active in social activities, including interfaith activities. Separated schools are not.
Sentence 6: The schools that are prone to radicalism tend to build in a student a single Islamic identity, refusing other identities.

**Context Model**

Van Dijk (2001:108) distinguishes between local and global context. Global context are defined by the social, political, cultural, and historical structures in which a communicative event takes place. Local context is usually defined in terms of properties of the immediate, interactional situation in which the

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**Table 4.2.3.** *Local Meanings: Positive words/phrases*

Positive words/phrases relating to Surabaya bombing
to promote diversity,
To promote social integrity
to promote diverse identities
to promote tolerance
persuasive approach
campaign on tolerance

**Structure of the Sentence**

Besides semantic structure, CDA also concerns with structures of the texts or syntactic structures. The use of the specific structures can imply different meanings of the authors. Some texts tries to hide specific information from the agents of the sentence by using passive structure and tries to show the agents obviously by using active sentences. These happen on the text. Here, the author of the text uses plenty active sentences when the topic goes to the characteristic of Islamic private school. He emphasizes those three types of schools that are prone to radicalism. The list of the sentences will be arranged on this table.

communicative event takes place. He also continues that some properties of such a situation are its overall domain (politics, business), an overall action (legislative, propaganda), participants in various communicative and social roles as well as their intentions, goals, knowledge, norms, and other beliefs.

In its relating to context model, van Dijk (2001:109) explains that context models may also be seen as specific cases of the kind of personal, subjective mental models people construct of their many daily experiences, from getting up in the morning until going to bed at night.

For this case, the background for the text relates to some previous attacks in Indonesia. Terrorism attacks in Indonesia happens in 1981 when a Garuda Indonesia flight from Palembang to Medan with a DC-9 aircraft Woyla departed from Jakarta at 8 am, transit in Palembang, and would fly to Medan with an estimated arrival at 10.55. In flight, the plane is hijacked by 5 terrorists disguised as passengers. They are armed with machine guns and grenades, and claimed to be members of the Command Jihad; 1 flight crew killed; 1 commando soldier is killed; 3 terrorists killed ([https://id.wikipedia.org/wiki/Terrorisme\\_di\\_Indonesia](https://id.wikipedia.org/wiki/Terrorisme_di_Indonesia)). The next event occurred in 1985 when there was a bomb at Borobudur Temple. But what reopened the eyes of the world regarding the tide of terrorism was the explosion of Bali in 2002. Bali is known as the island with the biggest tourist destination for foreign tourists. Bali has been known as an area with natural tourist spots and is safe to be visited by tourists. The incident helped hit the pace of tourism in Bali especially and in Indonesia, but the trauma do not last long, the Balinese population and the majority of Indonesians voiced a sense of optimism and are not afraid of terrorists. This is what revived the spirit of Bali as one of the world's tourist destinations.

Trends in acts of terrorism accompanied by bomb explosions occurred several times in the near term such as places of worship, shopping centers, embassies, hotels and cafes. These events are not only condemned by the Indonesian people but by the world community. Even more ironic are the events that always bring religion, namely Islam as the basis for jihad, as if justification for the perpetrators of violence.

Talking about the latest bomb blasts in Indonesia, namely in Surabaya and Sidoarjo. The bombing place is a house of worship, namely the church and police office and the motives of the perpetrators are still based on the desire for jihad in Islam, but the perpetrators are still a family with a suicide bombing pattern and involved women, teenagers and children. This provides a new pattern of terrorist acts. This

then leads to educational institutions, especially private Islamic schools which should be able to implement and educate on a variety of religious and cultural diversity towards students, but in fact become a growing place for radicalism.

### CONCLUSION

Representation of private Islamic schools in the text can be seen through instruments, topics: semantic macrostructures, local meanings, syntactic structures/sentences, and context models. From topics: semantic macrostructures, the authors focus on topics on the text which talks about the terrorist action on the past week which has killed and wounded people. Regarding to this action, President Jokowi has reiterated the government's commitment to exterminate terrorism down to its roots. Other topics tell about the importance of schools to prevent radicalism and many schools in Indonesia have become fertile ground for radicalism. The topics cover three types of schools that are prone to radicalism and their characteristics.

Through local meanings, it can be seen that lexical choice represents negative and positive representation. Negative words or phrases such as radicalism, terrorist attacks, clash, bomb, radical thoughts, radical values, intolerance, we versus them, radical attitudes, and so on connect with the topic Islamic private school and radicalism. On the other side, positive meaning belongs to these words namely to promote diversity, to promote social integrity, to promote diverse identities, to promote tolerance, persuasive approach, and campaign on tolerance. These positive words or phrases appear when it talks about Indonesian government.

The use of active sentences appears when it talks about three types of Islamic private school. The strategy mentions the agents or the subjects of the three types of school. It emphasizes that three types of schools that are prone to radicalism. The last instrument used is context model which shows about inter-textuality event and social condition relating to the Surabaya bombing and trend of terrorism attacks in Indonesia.

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