



Critical Discourse Analysis Of Education Issues On The Kick Andy Show

Putri Erwina Pratiwi¹, Marlina A. Tambunan², Junifer Siregar³

Pendidikan Bahasa Indonesia, Universitas HKBP Nommensen, Pematangsiantar, Indonesia

Email: putrierwinapratwi743@gmail.com

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Abstract

This study aims to determine a Critical Discourse Analysis of Educational Issues on the Kick Andy Program. This study uses a qualitative approach because it aims to understand the meaning behind the text, language, and discourse displayed in media broadcasts, especially the Kick Andy program. 1. Topic Bullying Among Young People. This broadcast emphasizes that bullying is still a serious problem among teenagers. Bullying victims not only experience physical injuries, but also long-term psychological trauma. The root of the problem of bullying often arises from the social environment, low self-control, lack of empathy, and the weak role of families and schools in prevention. 2. CSR Theme in the Field of Inclusive Education. This broadcast shows that inclusive education supported by CSR (Corporate Social Responsibility) programs is able to open wider access for children from various backgrounds, including those with disabilities. Inclusive education emphasizes equal opportunities and respect for diversity as a foundation for building a more just and tolerant generation. 3. Theme Bullying at Bunda Mulia University. The bullying case raised highlights that this problem does not only occur at the elementary and secondary school levels, but can also continue in universities. An academic environment that should support self-development can instead become a place of discrimination, intimidation, and social pressure if not managed properly. This demonstrates the need for adequate regulation, oversight, and counseling services at universities. 4. Theme: Flying High to Achieve Dreams. This program provides inspiration that limitations are not a barrier to achieving goals. The stories of the speakers prove that with hard work, an unyielding spirit, and community support, someone can realize their dreams despite facing various obstacles.

Keywords : Analysis, Critical Discourse, Education Issues, Kick Andy Show

INTRODUCTION

Language is not merely a means of communication, but rather the primary means by which humans construct and share meaning. It is present in every aspect of life, connecting thought, culture, and power in various forms and contexts. In the social world, language not only conveys messages but also shapes perspectives, frames reality, and affirms the ideological positions of individuals or groups. Therefore, studying language goes beyond mere grammatical aspects or sentence structure; it also requires examining how language works in society to influence thoughts and actions (Citriadin, 2019).

In an educational context, language learning aims not only to enable students to speak and write correctly, but also to develop critical thinking skills and attitudes toward social reality. Through language, students are encouraged to understand how messages are conveyed, meanings are formed, and interests are embedded in various texts and

utterances. Therefore, language learning must go beyond mere reading and writing exercises and begin to be directed toward a deeper understanding of how language creates influence, shapes opinions, and reflects power structures in society (X, 2025).

One concrete form of language use in social life is discourse. Discourse is not only understood as a collection of sentences or complete texts, but also as a social practice that reflects perspectives, values, and power relations within society. Each discourse carries a specific ideology that shapes how an issue is interpreted, who has the right to speak, and how a group is positioned. In other words, discourse is the primary means by which language serves to affirm or challenge existing social structures (Sidik, 2024).

To understand how discourse works in society, a discourse analysis approach is necessary. Discourse analysis allows us to examine texts more deeply, not only in terms of linguistic structure but also in the surrounding social, political, and cultural context. Through this analysis, we can see how meaning is constructed, who dominates the narrative, and how particular interests are inserted or concealed within a text. Thus, discourse analysis becomes an important tool for understanding the social realities hidden behind seemingly ordinary speech or writing.

Critical discourse analysis (CDA) presents an approach that not only describes how language is used but also reveals power relations, hidden ideologies, and dominant interests in language practices. This approach believes that language is never neutral; interests always influence how an issue is constructed. Figures such as Teun A. van Dijk emphasize the importance of examining the relationship between text structure, social cognition, and socio-political context in the formation of meaning. With CDA, we can see how language is used to maintain domination or fight social injustice (Fauzi & Ismandianto, 2020).

In school learning, particularly in Indonesian and Social Studies, the critical discourse analysis approach is gaining ground as a method that fosters students' critical awareness of texts and social realities. Learning materials that teach students to understand texts should not just focus on linguistic aspects but should also expand to the ability to read the meanings hidden behind the text's structure. Van Dijk's theory, for example, provides a clear framework for how text, cognition, and social context interact. Through this approach, students are encouraged not only to read but also to question who is speaking, for whom, and what is hidden within a narrative (Fernando & Hudaidah, 2020).

Various studies have shown that the application of critical discourse analysis in learning and media studies can uncover ideological bias, unequal representation, and patterns of domination in texts. In the educational realm, studies that integrate critical discourse analysis (AWK) have been shown to improve students' critical thinking skills and social sensitivity to issues of injustice. Meanwhile, in the media context, critical discourse analysis reveals how the media frames issues in certain ways that can reinforce the status quo or offer counter-discourses. In other words, this approach is not merely academic but also has strategic value in building social and political awareness in society (Hasanah, 2008).

Education is not merely the process of transferring knowledge from teacher to student. More than that, education aims to shape individuals who are capable of critical thinking, possess noble morals, and live with dignity. The ideal vision of education always emphasizes character building, strengthening human values, and fostering social awareness. In this view, education is not merely an individual matter, but part of a collective effort to create social justice. Therefore, the success of education is measured not only by test scores or graduation rates, but also by its ability to produce a just, empowered, and ethical society (Inayah, 2019).

However, the reality on the ground shows that Indonesian education still faces various challenges. One of these is the issue of funding. Several reports, such as those on Kick Andy, Media Indonesia (May 2024), Pojok Satu (April 2025), and a statement by the Indonesian House of Representatives through Commission X (July 2025), raised the issue of the transformation of several state universities into PTN-BH (State Universities with Legal Entities) and the increase in UKT (Student Tuition) at several campuses. Furthermore, data also shows that the cost of basic education is rising by up to 12.6% per year. This situation has sparked public discussion about how to balance the independence of educational institutions with the state's responsibility to ensure equal access for all citizens (Ismail, 2021).

Furthermore, bullying is also a serious problem. Investigative programs such as Kick Andy, the Indonesian Child Protection Commission (KPAI) report (February 2024), Detik News (September 2024), and the FSGI year-end report (December 2023) show an increase in cases, both physical, verbal, and digital. The KPAI recorded at least 3,800 cases of bullying throughout 2023, with nearly half occurring in schools. This figure serves as a reminder that policies for preventing and handling bullying need to be strengthened to ensure schools are truly safe, healthy, and supportive of optimal student growth and development.

This educational inequality has serious consequences for the overall quality of Indonesia's human resources. Teachers in many remote areas still face significant obstacles, such as a lack of training, inadequate incentives, and limited facilities to support the learning process. Lack of access to quality education leads to low literacy and numeracy skills in students, as well as limited opportunities for critical and creative thinking. When education fails to be an instrument of equality, the result is a reproduction of social inequality, with children from wealthy families continuing to perpetuate, while those from marginalized backgrounds are increasingly left behind and marginalized from the system (Lestari, 2022).

Inequality in education is not just about the distribution of resources, but also about how this reality is represented and interpreted by society. The media plays a significant role in shaping collective awareness of educational issues. When narratives about the struggles of teachers in remote areas, limited infrastructure, or community initiatives to continue learning despite limitations are widely broadcast, the public is encouraged to see that educational issues are not simply a matter of curriculum, but part of a deeper structural inequality. Shows like Kick Andy provide an important space where these narratives are showcased and constructed (Indonesia, 2024).

In this context, the media acts not only as a channel for information but also as an arena for the production and reproduction of social meaning. One television program that consistently addresses education issues in a reflective and humanistic manner is Kick Andy. This program presents true stories that inspire empathy and voice the realities of education from perspectives rarely seen in mainstream media. Through a narrative and personal approach, Kick Andy creates a discursive space where the public not only sees data but also feels the suffering, struggles, and hopes of education practitioners in the field. This program provides a window for the public to understand education as a complex humanitarian issue.

Kick Andy isn't just about presenting stories. Behind each episode lies a subtle way of framing education issues. The choice of sources, the setting, and the style of delivery shape a narrative that sometimes critiques the system, sometimes reinforces humanitarian values, and sometimes serves as a voice of grassroots resistance. This framing is crucial because it can influence how the public perceives who is considered a contributor, who is a victim, and who, even if not directly mentioned, is considered responsible for the state of education. In this way, Kick Andy is not just a media outlet that provides information, but also an actor

that helps shape the direction of public discussion about education in Indonesia (Elaine, 2024).

To understand this narrative construction, critical discourse analysis is an appropriate approach. Through this framework, researchers can explore how media texts, whether dialogue, visuals, or narrative, create particular understandings of education. This analysis goes beyond the content of speech to examine who gets the opportunity to speak, how each side is presented, and what values are emphasized or obscured. In the context of Kick Andy, this approach opens up opportunities to unravel power relations, ideological interests, and the media's role in shaping public opinion about the national education system.

One figure who offers a comprehensive framework for critical discourse analysis is Teun A. van Dijk. He emphasizes three main dimensions: text structure, social cognition, and social context. This model has been widely used in research, including a study by Renaisse et al. (2023) from Muhammadiyah University of Surakarta. The study analyzed a news story titled "Should Indonesia Implement Free Education?" using van Dijk's three main dimensions: macrostructure (theme), superstructure (text structure), and microstructure (semantics, syntax, and stylistics). The results show that this model is effective in uncovering ideological representations hidden behind media texts. These findings provide a strong basis for applying van Dijk's model to the study of the Kick Andy program, which also constructs educational discourse through a combination of rich visual and verbal narratives (Miles, Huberman, & Saldaña, 2014).

In analyzing shows like Kick Andy, van Dijk's approach allows researchers to understand how educational narratives are constructed through word choice, story structure, and visual composition. Furthermore, this approach reveals how these shows influence viewers' collective understanding of what is considered important, true, or worth fighting for. The social context behind the show's production is integral to examining the extent to which the media affirms or critiques the existing education system.

Kick Andy addresses educational issues through real-life stories of people struggling, such as teachers in remote areas or students studying under difficult conditions. However, it's also important to consider whether the stories simply highlight individual courage or also highlight the shortcomings of the education system. In this way, the show not only engages viewers but also encourages reflection on the responsibility of the government and society in ensuring education (Lamatenggo & Uno, 2021).

A critical discourse analysis of Kick Andy's education-themed shows reveals that media is not merely a channel for information or entertainment, but also plays a role in shaping society's perspectives on education. While these shows frame educational struggles as passionate personal stories, broader structural aspects are often overlooked. Individuals who succeed in pursuing education despite limitations are positioned as heroes, while the system that should guarantee justice and equal access is rarely explored in depth (Harahap, 2020).

This type of reporting reflects a media logic trapped in visual culture and market demands, resulting in narratives that tend to appeal to the emotional side without fostering critical awareness. Kick Andy, in this regard, has shaped the public perception that the struggle for education is solely a personal responsibility, not a shared problem that must be resolved through systemic reform (Omeri, 2020).

Thus, it is crucial for audiences to have adequate media literacy so they are not only swept away by inspiring stories but also able to read the discourse behind the broadcasts. Education is not just about individual hard work, but also about the system's commitment

to social justice. Without critical awareness of media-produced narratives, the struggle for education risks being narrowed in meaning and losing its collective dimension.

METHOD

This study uses a qualitative approach because it aims to understand the meaning behind the text, language, and discourse presented in media broadcasts, particularly the Kick Andy program. In line with Sugiyono's opinion (Sugiyono, 2018) , this approach examines objects naturally with the researcher as the key instrument, data collection techniques are carried out through triangulation, data analysis is inductive, and emphasizes meaning over generalization (Pardede & Pardede, 2023).

This research is a qualitative descriptive study using the Critical Discourse Analysis method, which attempts to systematically and factually describe the representation of educational issues in the media. The researcher actively observed, transcribed, and analyzed the content of the broadcasts to uncover the meanings constructed within the discourse structure.

This study uses Teun A. van Dijk's discourse analysis model (Abdussamad, 2021) which encompasses three levels of analysis: text structure, social cognition, and social context. This approach allows researchers to explore how educational narratives are constructed through language and visuals, as well as the ideologies implicitly embedded in the broadcasts.

Using the Critical Discourse Analysis method, this research is expected to not only reveal the surface meaning of the Kick Andy program, but also dissect the hidden ideological structure and power relations, as well as the role of the media in shaping public opinion on issues of education and social justice in Indonesia.

This research was conducted using a qualitative, documentary approach, so it is not based on a specific physical location. The research location refers to the data source analyzed, namely the Kick Andy program broadcasts discussing educational themes. These broadcasts were obtained through access to the official Kick Andy Show YouTube channel and Metro TV's digital platforms, so the data used constitutes public audiovisual documentation (Afifudin & Saebeni, 2018).

This study uses qualitative data in the form of transcripts of Kick Andy broadcasts discussing educational themes. The data includes verbal narratives, including the speech of the host, resource persons, and introductory narration, as well as non-verbal elements such as visual expression, image selection, intonation, and flow of presentation. These elements are seen as integral to the formation of meaning and the delivery of messages in media discourse.

Referring to the view of Lofland and Lofland in Afifudin (2018:157), words are the primary data source in qualitative research, while actions, documents, and other sources serve as supplementary data that enrich understanding of the phenomenon being studied. Therefore, in the context of this research, the Kick Andy program is analyzed not only in terms of verbal text, but also in terms of the overall discourse construction presented audio-visually (Ahdar, 2021).

Secondary data in this study was obtained through various documents and other written sources that served to support the accuracy and depth of the primary data analysis. According to Zainuddin and Wardhana (Bado, 2022) secondary data can be used for additional analysis or as material in comparative studies to enrich research interpretation.

The secondary data sources used include scientific literature, such as books, academic journals, scholarly articles, and relevant documents discussing critical discourse analysis theory, educational issues, and media and communication studies. These sources play a

crucial role in providing a theoretical framework and conceptual foundation that strengthen the meaning of the discourse being analyzed.

By selecting relevant and credible data sources, this research is expected to be able to dig deeper into the meaning behind the educational discourse presented in media broadcasts, as well as uncover the ideological content and power relations hidden behind the narratives conveyed to the public.

RESULTS AND DISCUSSION

Discussion

Analysis of Text Structure in the Kick Andy Program Episode: "From Words to Disaster"

Theme: Bullying Among Youth (Aired on January 13, 2025)

The meaning of the word "cataka" represents the serious consequences of hate speech, teasing, and verbal bullying experienced by teenagers. The choice of words by the speakers and hosts emphasizes the emotional suffering and the invisible psychological impacts, such as low self-esteem, trauma, and even suicidal thoughts. The semantics of this broadcast emphasize that words are not merely a means of communication, but can be a weapon that destroys a person's mental health.

Syntactically, the sentences used by the host and interviewees tend to be simple, straightforward, and easily understood by audiences of all ages. Andy F. Noya frequently uses interrogative sentences to elicit narratives about the victims' experiences, such as rhetorical questions like "How did you feel at that time?" or "What kept you going?" Interviewees, especially victims of bullying, often use short sentences with a clear subject-verb-object structure, indicating an emotional state still deeply rooted in the painful experience (Satu, 2025).

Stylistically, the language style in this broadcast is dominated by emotive and persuasive language. The interviewee uses metaphorical expressions such as "words are like knives" to describe the pain of verbal bullying. The host employs a calm and empathetic narrative style, aiming to create a comfortable atmosphere so that victims can open up. Furthermore, there is also the repetition of words like "sick," "scared," and "hurt" to reinforce a lasting impression on the audience.

Rhetorically, this show utilizes persuasive strategies to build public awareness. Andy F. Noya's rhetoric emphasizes the human side by highlighting the consequences of bullying and encouraging the public to stop underestimating "mere words." The sources, who are victims of bullying, provide authentic evidence that strengthens the argument that bullying is not a trivial matter. The rhetoric used contains ethos (the credibility of the host and sources), pathos (touching the audience's emotions through true stories), and logos (presenting data and facts about the impact of bullying among young people).

The social cognition in this broadcast is evident in how it frames bullying as a serious issue rooted in everyday language. Journalists don't simply report the facts of the incident but also highlight the cognitive and social aspects of bullying, specifically how seemingly trivial words can impact victims psychologically, leading to profound trauma. With this approach, journalists foster public awareness that language has a dual power: to build or tear down (Rahayu et al., 2005).

Furthermore, social cognition is reflected in the selection of relevant sources, ranging from bullying victims, families, and psychology experts. This demonstrates journalists' awareness of not only presenting news from a superficial perspective but also exploring the social and emotional dimensions experienced by the parties. This encourages the public not only to condemn bullying but also to understand the psychological processes that can lead victims to lose self-confidence and even withdraw from their environment.

Social cognition is also evident in how they construct a narrative that bullying is not simply an individual problem, but rather a social phenomenon that needs to be addressed collectively. The emphasis on family, school, and community responsibility demonstrates that journalists recognize the media's role in shaping collective mindsets. This broadcast doesn't stop at sensationalizing the victim's suffering, but rather conveys an educational and reflective message urging the public to be more careful in their communications.

Finally, through framing and presenting the issue, we attempt to shift public perception of bullying: from mere "juvenile delinquency" to "psychological violence" with long-term consequences. Social cognition here serves as a crucial bridge between information, empathy, and social action, which is expected to encourage behavioral change in society in addressing the phenomenon of bullying among youth.

Lack of parental supervision, minimal character education in schools, and low peer support make perpetrators more daring and victims more depressed. This demonstrates that bullying is not simply an individual problem, but a reflection of weak social control within society. This program emphasizes that bullying arises from a social system that allows deviant behavior to flourish without any firm prevention mechanisms.

Another social context highlighted is the influence of digital media. Young people now live in an internet-connected world, allowing words to spread much faster and more widely. Cyberbullying takes a more visible form when taunts and insults are published on social media, creating increased psychological stress for victims. This indicates a shift in the sphere of bullying from mere face-to-face interactions to a global phenomenon whose impact is more difficult to control (Ratnaningsih, 2019).

Coherence is an important element in this text because it functions to maintain the unity of meaning between parts of the discourse. Based on the analysis, the most dominant forms of coherence are causal coherence (cause and effect) and thematic coherence. Causal coherence is evident in the sentence, "Because now it can be done through social media, bullying has become more massive" (duration 05:40–06:00). This cause and effect relationship explains the logical connection between technological developments and the increase in bullying cases. Another form of causal coherence is also evident in the victim's confession, "Because I used to be bullied a lot, I became less confident." Meanwhile, thematic coherence arises from the unity of the topic discussed consistently from beginning to end, namely the dangers of bullying and the importance of social empathy. According to Sumarlam (2003:23), *coherence is the relationship of meaning between parts of the text that forms a logical and complete unity of ideas*. Thus, the use of coherence in this discourse strengthens the integration of ideas from the opening, the victim's experience, to the solution presented by the source.

The strong use of coherence in this discourse is due to the educational and persuasive nature of the program. Because the text is delivered through a television program involving many speakers—hosts, psychologists, students, perpetrators, and victims—a coherence of meaning is necessary to ensure the moral message remains intact and easily understood by the audience. Coherence binds the parts of the discourse, connecting scientific data, personal experiences, and moral appeals. According to Mulyana (2005:78), *coherence is not only grammatical but also logical, namely the relationship of meaning based on cause, effect, and purpose*. In this case, the discourse of *Kick Andy* successfully utilizes logical coherence to explain the causal relationship between social behavior and its consequences on the human mind.

Socially, the dominant use of coherence in the explanation and testimony sections demonstrates that this discourse functions as a medium for public moral education. The host and resource person not only convey data but also construct a social logic that guides

the audience from understanding to moral awareness. This aligns with Tarigan's (2009:110) assertion that *causal coherence helps discourse flow logically and explains the relationship between phenomena and their consequences*. Therefore, the presence of coherence in this discourse not only maintains the structure of the text but also reflects the speaker's efforts to build collective awareness to prevent bullying behavior in society (Fathiha, Atmawati, Utami, Pramesthi, & Arifin, 2023).

Table 1. Recapitulation of Linguistic Elements in the Show “From Words to Disasters”

No	Element	Amount
1	Coherence	because, due to, so that, as a result 10 times
		then, after that, in the end, at that time 6 times
		but, however, whereas, although 4 times
		and, also, besides, even that is, namely, meaning, in other words 5 times 3 times
		so, therefore, therefore for, in order to, in order to the words <i>no, no, not yet, and not</i> 2 times 3 times 9 times
		.
2	Denial	Active sentences 27 sentences
		Passive sentences 13 sentences
3	Sentence Form	First person pronouns (I, me, we, us) 18 times
		Second person pronouns (you, you guys) 2 times
		Third person pronouns (he, they, victim, perpetrator) 8 times
4	Pronouns	
		Place 2
		Time 1
5	Background	Social/Situational 3

Thus, the Kick Andy show not only chronicles the experiences of victims but also reflects the current social conditions in Indonesian society. The problem of bullying demonstrates a crisis of empathy, weak digital literacy, and fragile social support for the younger generation. This analysis of the social context emphasizes that addressing bullying requires the involvement of all elements, from families and schools to the media and the wider community, so that words can again become a constructive tool, rather than a destructive one.



Figure 1. Video image of the Kick Andy *episode From words to disaster. Topic: Bullying among young people.*

Text Structure Analysis in the Kick Andy Program Episode: "In Journey Airport & Kick Andy Foundation Distributes 300 Free Reading Glasses" Theme: CSR in the field of inclusive education (Aired on January 24, 2025)

From a syntactical perspective, Kick Andy's distinctive use of simple, communicative sentences is its signature. Host Andy F. Noya formulates questions in a straightforward and easy-to-understand style, ensuring the message is easily understood by audiences from all walks of life. The speakers' sentences also tend to draw on personal experiences, emphasizing the humanistic and emotional side, thus fostering an emotional connection with the audience.

Stylistically, the language used tends to be persuasive and inspirational. Andy Noya often utilizes heartfelt diction, such as "sharing happiness" or "opening access for the future of the nation's children." This use of language reinforces the impression that CSR activities are not simply a corporate obligation, but part of a humanitarian calling (Rodliyah, 2021).

Meanwhile, rhetorically, a communication strategy was utilized in the form of testimonials from aid recipients. The testimonies of people who felt helped by the free reading glasses served to reinforce the argument that the program was real and had a direct impact. The rhetoric emphasized the importance of the sustainability of the CSR program so that its benefits would not stop at a single activity but become a sustainable social movement. The emphasis on distributing 300 free reading glasses symbolized that CSR was not merely a corporate formality, but a tangible manifestation of concern for communities in need, particularly in access to education (Rohana & Syamsuddin, 2015).

Constructing reality by presenting a positive narrative about the synergy between the business world (In Journey Airport) and social institutions (Kick Andy Foundation). Journalists' social cognition is evident in how they view physical limitations, such as visual impairments, as barriers to learning. With this perspective, journalists help audiences understand the urgency of inclusive education, which addresses not only equality but also accessibility (Rosa, 2023).

Furthermore, social cognition analysis reflects the understanding that media have the power to influence public opinion. Through this coverage, journalists convey the message that corporate social responsibility can have a broad impact, not only on a company's image but also on the sustainability of public education.

The social context of this broadcast highlights the disparity in access to learning resources, including reading glasses. Many students and underprivileged communities have visual impairments but lack the resources to address them. In social reality, this often reduces the quality of children's learning, undermines their self-confidence, and even hinders their educational progress (Schiffrin, Tannen, & Hamilton, 2001).

The CSR initiative, realized through the distribution of 300 free pairs of reading glasses, demonstrates the importance of collaboration between businesses, the media, and the community. This program goes beyond providing physical assistance in the form of glasses; it also fosters awareness that equal access to education is a right for everyone, including those with visual impairments. The visible social context demonstrates collective participation in creating a more inclusive educational space, allowing every individual the opportunity to develop their potential without being limited by physical or economic barriers (Setiawan, Prasetya, & Putra, 2022).

Furthermore, this program demonstrates that CSR is not merely a corporate formality but can also be a means of community empowerment. Initiatives like the distribution of free eyeglasses convey a moral message that inclusive education requires serious attention from various parties. This program also educates the public that educational issues cannot be solely the responsibility of the government but require support from the private sector, social institutions, and communities. Within a broader social context, this program strengthens social solidarity and fosters a spirit of caring for others.

Table 2. Recapitulation of Linguistic Elements in the Broadcast "Kick Andy Foundation Distributes 300 Free Reading Glasses"

No	Element	Amount
1	Coherence	because, so that, as a result 8 times
		then, after that, next 5 times
		but, however, whereas 3 times
		and, also, besides, even 7 times
		that is, meaning, in other words 2 times
		so, then 2 times
2	Denial	for, in order to, in order to 2 times
		no, no, not yet. 6 times
3	Sentence	Active sentences 18 times
4	Form	Passive Sentences 7 times
		First person (we, us, me) 5 times
		Third person (they, he, society) 6 times
5	Background	Place 2 backgrounds
		Time 1 background
		Atmosphere 1 background



Figure 2. Video image of the Kick Andy episode "In Journey Airport" & Kick Andy Foundation Distributes 300 Free Reading Glasses. Topic: CSR in the field of inclusive education.

Analysis of Text Structure in the Kick Andy Program Episode: "From Words to a Disaster (repeat?)" Theme: Bullying at Bunda Mulia University (Aired on May 5, 2025)

Syntactically, the sentence structure used in the dialogue and testimonials tends to be simple, straightforward, and easy for the audience to understand. Host Andy F. Noya asks questions using short but pointed interrogative sentences, such as "How did you feel when you were treated like that?" or "How has it impacted your life now?" Meanwhile, the interviewees' answers are structured in long narrative sentences that recount personal experiences. This combination of short and long sentences creates a dynamic and well-structured conversational flow.

The stylistics of this program are evident in the language style used, namely emotive and persuasive language. The victims tend to use emotionally arousing diction, such as "heartache," "not considered," or "trauma" to describe the suffering they experience. Andy F. Noya also often uses empathetic language, for example, repeating the victim's statement in a calmer tone so that the audience can feel the interviewee's inner state. This choice of language style reinforces the moral message that bullying should not be underestimated.

Rhetorically, the show employs a delivery strategy that combines true stories, reflective questions, and moral affirmations. Andy often concludes his statements with an invitation or affirmation, for example, reminding us that words can be a "double-edged sword"—they can both heal and hurt. Rhetoric is also evident in the way the speakers emphasize certain parts of their stories, encouraging the audience to reflect, empathize, and even feel compelled to fight bullying (Witjaksono, 2012).

They demonstrate how perpetrators and victims are positioned within social structures as "sufferers" and "dominant perpetrators." They leverage Jonathan and Patrick's personal experiences of being bullied for their obesity to build public identification with victims who are capable of rising up. This reinforces the social cognition narrative that victims can be agents of change. This narrative also reflects how normalizing life's struggles serves as social capital to combat stigma and social domination.

Coverage of Angelin Kristen, a student victim of cyberbullying, evokes empathy and emotional resonance in the audience. The emphasis on emotional reactions such as sadness, anger, and the courage to speak out demonstrates how journalists elicit affective responses from the public, a tangible form of collective emotion social cognition. Angelin's success serves as a symbol of hope, while journalists convey the message that verbal actions are not only hurtful but can also cause serious harm (Yasa, 2021).

Explicitly highlights the digital dimension of bullying—that teasing is no longer just verbal, but extends through social media, increasing victims' anxiety and depression. It demonstrates a social cognitive understanding of how the mechanisms of social interaction

in online spaces amplify the impact of aggression, accelerate the spread of stigma, and lower the threshold for psychological violence. It uses this information to broaden the scope of the issue in today's digital context.

Finally, it presents a community-based and collective solution: listening to victims, referring them to professionals, and building empathy through education and open dialogue. Within a social cognitive framework, this introduces normative guidance – what society should do – and forms a new mental schema that opposes bullying. Journalists not only report facts but also build a social framework that calls the entire university community and the general public to action.

The "From Words to Disasters" session featured speakers with firsthand experience as victims of bullying. Patrick Winata and Jonathan Luhur, the founding CEOs of ELV8, were bullied for their obesity as teenagers, which inspired them to build a platform to help overweight people. Their stories represent a positive perspective: that victims can become agents of change through self-healing and social contributions.

Psychologist Poppy Amalya explained at the event that bullying is a form of aggressive behavior fueled by power and intimidation, which can increase anxiety and depression, especially in the era of social media. Bullying is no longer limited to physical forms but has expanded into verbal and digital realms. The modern social context demonstrates how technology magnifies the effects of bullying: even though it occurs online, its impact is real and highly damaging.

This program highlights the experience of a student, Angelin, who was the victim of social media terror through an anonymous account that insulted her in all capital letters. This experience demonstrates the reality of digital violence, which can cause profound psychological trauma. However, thanks to her courage to speak up and support, she ultimately recovered, demonstrating the importance of active involvement by victims and institutions in recovery efforts.

The event concluded with a powerful message from the speakers: Andy Noya reminded that "your mouth is your tiger," emphasizing that words, including those spoken on social media, have serious consequences and need to be carefully considered before being spoken. He also stated that bullies are actually seeking social validation, and therefore, self-education and social regulation (including penalties under Article 70 of the Criminal Code) can help create a respectful and safe environment for students (Yusuf, 2014).

Overall, this episode positions bullying as a serious social phenomenon that demands collective awareness, especially on campus. Through discussions from keynote speakers, victim representation, digital issues, and moral and institutional messages, the show seeks to spark constructive dialogue and concrete action within the campus community, fostering mental health and freedom of expression without fear. "From Words to Disasters" is a powerful call to action that words no longer hurt, but empower.

Table 3. Recapitulation of Linguistic Elements in the Show "From Words to Disasters (Repeat?)"

No	Element	Amount
1	Coherence	because, so, as a result, then
		then, after that, at that time,
		finally
		but, however, whereas
		and, also, besides, even
		that is, meaning, in other words
		8 times

		so, therefore	4 times
		for, in order to, in order to	2 times
2	Denial	no, no, not yet.	12 times
3	Sentence	Active sentences	57 times
		Passive Sentences	22 times
		First person (we, us, me)	47 times
		Second person (you, you guys, friends, younger siblings)	28 times
4	Pronouns	Third person (they, he, the perpetrator, the parents, the child)	63 times
		Place	7 backgrounds
5	Background	Time	6 backgrounds
		Atmosphere	5 backgrounds



Image 4. Video image of Kick Andy episode *From Words to Disasters (repeat?)* Theme: *Bullying at Bunda Mulia University*

Analysis of Text Structure in the Kick Andy Program Episode: "Flying High to Achieve Your Dreams" Theme: Fly High Achieve Your Dreams (Airing on August 24, 2025)

The theme selection emphasizes the values of hope, hard work, and optimism. The phrase "fly high" symbolizes freedom, ambition, and maximum achievement, while the phrase "achieve your dreams" conveys the motivation to never give up on achieving life's goals. Overall, these semantic aspects emphasize the inspirational message the film aims to convey to viewers.

Syntactically, the sentences used in the dialogue and narrative tend to be simple yet rich in meaning. Host Andy F. Noya frequently uses clear, declarative sentence structures to delve into the stories of his informants. Meanwhile, the informants often convey their life experiences using long narrative sentences containing cause and effect, for example, explaining challenges faced and the solutions taken. This pattern creates a continuous storyline that is easy for viewers to follow (Iba & Wardhana, 2023).

The language style that appears in this episode tends to be persuasive and inspirational. Andy F. Noya uses rhetorical language in the form of questions that arouse the audience's curiosity, such as "How did you survive in that difficult situation?" The speaker also uses a lot of metaphors and similes to strengthen the message, for example likening the struggle of life to "wings that must continue to flap to stay able to fly." This stylistic provides an emotional nuance while building closeness with the audience.

Rhetorically, this show strategizes its message delivery by presenting concrete evidence from the story's life. Its rhetorical structure includes an introduction with backstory, a climax with a test or hardship, and a conclusion with an inspiring achievement. The visual rhetoric is also reinforced by supporting documentation and videos, which add credibility to the story. The combination of verbal and visual rhetoric strengthens the episode's impact on the audience.

In analyzing this broadcast, social cognitive theories such as mental schemas, heuristics, and attribution were also applied to understand how viewers construct perceptions of the sources. Through these theories, journalists assessed how the sources (Alfin and Adi) were positioned as role models. For example, the backdrop of economic hardship was used as a dramatic element to highlight achievements such as graduating with a high GPA, obtaining an LPDP scholarship, and establishing a melon farming business.

Furthermore, using *social proof* and *role modeling*, it can be observed that the narrative "village children achieve big dreams" not only inspires but also sparks empathy and social aspirations. Audiences respond through comments, *shares*, and discussions on social media – demonstrating the internalization of the values of motivation and hard work.

Reflected by speakers such as outstanding alumni and LPDP scholarship recipients in a similar episode at the Faculty of Social and Political [Sciences \(FHSIP\) at the University of Indonesia \(UT\)](#), education stands out as a significant means of escaping limitations. In a social context, scholarships and inclusive higher education programs symbolize that access to quality education can trigger social mobility. This raises awareness of the need for a more equitable and accessible education system, especially for children from challenging economic backgrounds.

The main issue raised in the Kick Andy video: "Sharing Through Profession" is the shift in the meaning of sharing in Indonesian society, from sharing in the form of money to sharing through profession and skills. At the beginning of the video, Andy F. Noya says: "Many people when I ask if they have started sharing, the answer is always that I don't have enough money to share. Well, today we will learn a new lesson that sharing is not always about money, sharing can also be about the skills we have." (duration 00:01–00:20). This quote is a statement of the main issue that emphasizes that one's professional abilities can be a means to contribute to others. The background that surrounds this text is the socio-cultural context of urban society and marginalized groups. The two main sources, Joni Malato, a professional hairdresser, and Alfon Arudiskara, a musician from Yogyakarta, describe two different social spaces but share the same human values. Joni conducts hairdressing training for inmates at Tangerang Women's Prison (duration 05:00–05:47), while Alfon establishes the Noto Yudan free music studio for children from underprivileged families (duration 27:20–28:46). Both characters demonstrate a concrete form of social empowerment: they use professional skills as a tool for empowerment and social healing. This is in accordance with Eriyanto's (2012:12) view that "a text cannot be separated from the social context that surrounds it because every text is the result of the interaction between language structure and social structure." This means that the discourse that emerges in this

text is the result of the relationship between linguistic structure and social structure that underlies the actions of the characters.

Media outlets like Metro TV, particularly through its Kick Andy program, play a crucial role in highlighting inspiring stories rarely seen in mainstream media. This perspective demonstrates that television is not just entertainment, but also an educational and motivational medium capable of fostering empathy and social awareness. At the broader societal level, shows like this reinforce the belief that dreams are not the monopoly of any particular social group, but rather the right of everyone.

Stories of young people who have successfully "fly high" despite socio-economic limitations contribute to shaping collective hope. Socially, this creates positive role models to emulate, fostering a culture of hard work, sincerity, and optimism. Within school communities, families, or youth groups, narratives like these spark inspiration and motivation to keep trying, even when circumstances are less than ideal. Social environments can also be inspired to further support the potential of the younger generation through assistance, training, or mentoring.

At the macro level, the consistency of such broadcasts has the potential to drive systemic change: increased public awareness of the importance of education, scholarships, and support for the younger generation. Economic limitations, often a major obstacle, can be addressed through policies promoting educational equality, scholarship programs, and skills training. Furthermore, the general public is beginning to appreciate the struggles of individuals from disadvantaged backgrounds, reducing stigma and increasing a sense of solidarity and inclusivity.



Figure 5. Video image of Kick Andy episode Fly High Achieve Dreams Theme: Fly High Achieve Dreams

CONCLUSION

1. The topic of bullying among young people highlights that bullying remains a serious problem among adolescents. Victims of bullying suffer not only physical injuries but also long-term psychological trauma. The root causes of bullying often stem from the social environment, low self-control, lack of empathy, and the weak role of families and schools in prevention.
2. The CSR theme for Inclusive Education demonstrates how inclusive education, supported by Corporate Social Responsibility (CSR) programs, can open broader access for children from diverse backgrounds, including those with disabilities. Inclusive education emphasizes equal opportunity and respect for diversity as the foundation for building a more just and tolerant generation.

3. Bullying at Bunda Mulia University:
The bullying cases highlighted highlight that this problem occurs not only at the elementary and middle school levels but can also persist in higher education. Academic environments, which should support self-development, can instead become places of discrimination, intimidation, and social pressure if not managed properly. This highlights the need for adequate regulation, oversight, and counseling services at universities.
4. The theme of "Flying High to Achieve Your Dreams" inspires us to believe that limitations are no barrier to achieving our goals. The stories of the speakers demonstrate that with hard work, an unyielding spirit, and the support of their community, one can achieve their dreams despite facing numerous obstacles.

Suggestion

1. For the World of Education:
 - a. Schools and universities need to strengthen bullying prevention systems through character education, anti-bullying campaigns, and the formation of caring communities.
 - b. Provision of counseling services and safe spaces for victims of bullying so that they receive psychological support.
 - c. Incorporate an inclusive curriculum that emphasizes the importance of empathy, tolerance, and appreciation for differences.
2. For Government and CSR Institutions
 - a. The government needs to strengthen regulations and law enforcement regarding bullying in schools and universities.
 - b. Companies that run CSR programs in the education sector should expand the scope of beneficiaries, including vulnerable groups.
 - c. Encourage collaboration between government, schools, universities and businesses in creating a safe and inclusive educational environment.
3. For the Community and Parents
 - a. Parents need to increase communication and concern for their children, so they can detect bullying cases early.
 - b. Society needs to change its permissive culture towards verbal and physical violence, and play an active role in creating a healthy environment for the younger generation.
4. For Students and Young Generation
 - a. Cultivate an attitude of empathy, solidarity, and courage to reject and report acts of bullying.
 - b. Taking advantage of inclusive education opportunities and CSR support to develop self-potential.
 - c. Keep trying to make your dreams come true even though you face limitations, because hard work and consistency are the keys to success.

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