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Representing Artificial Intelligence in Education: A Critical Discourse Analysis of a CNA Indonesia Online News Article

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ABSTRACT

Artificial intelligence (AI) has become an increasingly important issue in education, attracting extensive attention from online news media. Given the increasing media coverage of AI in education and the assumption that media discourse is not entirely neutral, this study aims to investigate how AI in education is represented in CNA Indonesia online news using Van Dijk's Critical Discourse Analysis framework. The rise of online news media coverage regarding AI in education interests the researcher in analyzing the discourse since the author believe there is no mass media that completely neutral and objective. A descriptive qualitative approach was employed to analyze a CNA Indonesia news article entitled *"Pemerintah Batasi siswa SD-SMA gunakan ChatGPT dkk, apa tujuannya?"*. The analysis focused on three discourse dimensions: macrostructure, superstructure, and microstructure. The findings reveal that CNA Indonesia represents the Indonesian government's policy as a balanced and preventive approach to AI use in education. The news emphasizes the potential risks of excessive AI use, including cognitive decline and overdependence on technology, while acknowledging the educational benefits of AI when used responsibly. This study concludes that media discourse shapes public understanding of AI through the selection, organization, and presentation of information, reflecting particular perspectives on AI implementation in educational settings.

KEYWORDS artificial intelligence; media representation; critical discourse analysis; online news; Van Dijk

1. INTRODUCTION

Nowadays, news and information can be accessed easily through digital media. The growing development of technology and smartphones has changed the way people obtain information. In addition, digital media allows people to access news and information anytime and anywhere without limitations of time and place. Compared with traditional printed newspapers, online news media provide faster, easier, and more practical access to current information. Therefore, many people prefer reading news through online media rather than printed newspapers (Deni & Hidayat, 2021).As a result, online news media have become one of the primary sources through which people obtain information about various issues.

Moreover, one of the online news media that actively reports national and international issues is CNA Indonesia. It is a part of CNA (Channel News Asia) that established by Mediacorp since 1999 (Submitted et al., 2010).As a digital news platform, CNA Indonesia publishes a wide range of news for instance politics, business, technology, education, health, and public policy. Through its extensive news coverage, CNA Indonesia contributes to informing the public about important issues occurring both in Indonesia and around the world. Among the many issues reported by CNA Indonesia, artificial intelligence (AI) has recently received massive attention due to its rapid development and increasing

influence on various aspects in social life. It seems to indicate that AI has become a crucial issue that gained both media and public attention.

Additionally, Artificial intelligence has attracted growing public attention since it can be applied in various sectors, including healthcare, business, communication, public services, and education. Particularly, with the introduction of AI tools such as ChatGPT which capable to generate text, images, and other digital content has significantly changed the way people work, communicate, learn, and solve everyday problems (Haque & Li, 2025).While many people consider AI an innovative technology that improves efficiency and productivity, others express concerns regarding privacy, ethics, misinformation, and the potential replacement of human roles. In line with this view (Murire, 2024) argues that the implementation of AI could bring both benefit and challenge for shaping the way people live, work, and communicate. Consequently, AI has become an important issue that receives massive attention from online news media.

Among the various sectors influenced by AI, education has become one of the most widely discussed fields. AI is commonly applied to support teaching and learning process, academic writing, assessment, and research activities (Al-Sofi, 2024). At the same time, its implementation has generated considerable debate among educators, students, researchers, and policymakers. Most people argue that AI can improve learning quality and provide greater educational opportunities, whereas others critic that it could raise concerns regarding academic integrity, plagiarism, students' dependence on AI-generated content, and declining critical thinking skills. Also, these different perspectives have made AI in education as a controversial issue. Reflecting these competing perspectives, CNA Indonesia published a news report discussing the government's plan to reduce the use of generative AI applications in schools. This news report serves as an example how online media present and communicate AI related issues to public.

Previous studies have examined the representation and public understanding of artificial intelligence from several perspectives. Arifin and Lennerfors (2022), for example, investigated the representation of AI-related ethical issues in Indonesian online media by examining discourse surrounding voice assistants such as Siri, Alexa, and Google Assistant. Their findings showed that ethical concerns were predominantly represented as foreign issues and were largely adapted from international news sources. More recently, Saraga et al. (2026) examined the representation of artificial intelligence in online media and its relationship to public perceptions, showing that AI can be perceived simultaneously as an opportunity for improving learning and as a potential threat to academic integrity and students' critical thinking. These studies demonstrate that media discourse plays a crucial role in constructing particular meanings about artificial intelligence.

However, previous studies have paid limited attention to how a specific policy concerning generative AI in education is discursively constructed within an online news article. In particular, it remains important to examine how the selection and organization of information, the sequence in which policy-related information is presented, and the semantic emphasis placed on the risks and benefits of AI contribute to the representation of government regulation. Examining these textual features is important because a news article does not merely report a policy but also organizes information in ways that may guide readers toward particular interpretations of the issue. Therefore, the representation of AI-related educational policy needs to be examined not only in terms of what information is reported but also in terms of how that information is structured and given meaning.

To address this gap, the present study analyzes the CNA Indonesia news article entitled "Pemerintah Batasi siswa SD-SMA gunakan ChatGPT dkk, apa tujuannya?" using Van Dijk's Critical Discourse Analysis framework. The study specifically examines the macrostructure, superstructure, and semantic aspects of microstructure to identify how the selected news article constructs the representation of generative AI regulation in Indonesian education. Van Dijk's framework is appropriate for this purpose because it enables the analysis to connect the overall topic of a news text, its schematic organization, and the meanings emphasized through specific textual choices. Accordingly, this study aims to investigate how the selected CNA Indonesia news article represents the Indonesian government's policy on the use of

generative AI in schools and what particular perspective on AI in education is constructed through its discourse.

2. METHODS

This study employed a descriptive qualitative approach to examine how artificial intelligence (AI) in education is represented in an online news article. A qualitative approach was considered appropriate because this study focused on interpreting the meanings constructed through the organization and use of language within the selected news text. The analysis employed Van Dijk's Critical Discourse Analysis (CDA) framework, focusing on macrostructure, superstructure, and the semantic aspects of microstructure. These three dimensions were examined to identify the main topic of the news, the organization of information within the text, and the meanings emphasized through particular textual choices.

The data were taken from an online news article published by CNA Indonesia entitled "Pemerintah Batasi siswa SD-SMA gunakan ChatGPT dkk, apa tujuannya?" (CNA Indonesia, 2026). The article was selected purposively because it discusses the Indonesian government's policy concerning the use of generative AI, particularly ChatGPT, in elementary, junior high, and senior high schools. The article presents the government's rationale for restricting the use of generative AI while also explaining that AI designed specifically for educational purposes remains permitted. The selection of a single article was intended to enable an in-depth analysis of how a specific policy concerning generative AI in education was constructed through news discourse. Therefore, this study focuses specifically on the selected article rather than attempting to generalize the findings to CNA Indonesia's broader news coverage.

the data analysis was conducted through four main steps. First, the researcher read the selected online news article repeatedly to gain an overall understanding of the text. Second, the researcher organized the relevant information according to Van Dijk's discourse structures, namely macrostructure, superstructure, and microstructure. Third, the researcher coded and categorized the relevant textual data according to the focus of each discourse structure. For the microstructure analysis, this study specifically focused on semantic elements, namely background, detail, and meaning. Fourth, the researcher interpreted the categorized data to identify how the selected news article constructed particular meanings and perspectives regarding the regulation of generative AI in education. These analytical procedures were adapted from Gibson (2017).

3. RESULTS

This section presents and discusses the finding of this study by analyzing the selected news text through Van Dji'k critical discourse analysis framework. The analysis focuses on the macrostructure, superstructure, and microstructure. These three dimensions are used to discover how the news constructs particular meaning and perspectives regarding AI in education.

3.1 Macro Structure

Macro structure refers to the overall theme or main topic conveyed in a discourse in this study the researcher analyzed the news article entitled "Pemerintah Batasi siswa SD-SMA gunakan ChatGPT dkk, apa tujuannya?" which consist of 12 short paragraphs.

Table 3.1 Macro Structure Table

Discourse structure	News Quotation
Structure macro (thematic)	*Pemerintah membatasi penggunaan kecerdasan buatan (AI) di sekolah dasar dan meneNgah guna mencegah dampat negative pada kemampuan kognitif siswa* *(*The government restricts the use of artificial intelligent (AI) in primary and secondary school to avoid the

	negative impact on students' cognitive abilities.)
Sub-topic	*Paragraf 2 & 3Kebijakan pmerintah tertuang dalam surat keputusan bersama yang disetujui oleh 7 Kementerian* (The government's policy is set out in a Joint Ministerial Decree approved by seven ministries)
	Paragraf 4 to 7 Menteri Koordinator Bidang Pembangunan Manusia dan Kebudayaan Pratikno menyampaikan salah satu poin utama dalam kesepakatan tersebut adalah larangan penggunaan ChatGPT untuk siswa SD hingga SMA guna mencegah fenomena brain rot yakni penurunan kemampuan berfikir karena ketergantungan pada teknologi dan cognitive debt yaitu penurunan kemampuam kognitif karena proses berfikir yang terlalu sering digantikan oleh system digital. (Coordinating Minister for Human Development and Culture Pratikno explained that one of the key provisions of the agreement is the prohibition of ChatGPT use among elementary, junior high, and senior high school students. The measure is intended to prevent *brain rot*, defined as the decline in critical thinking abilities due to excessive reliance on technology, and *cognitive debt*, referring to the reduction in cognitive capacity when thinking processes are repeatedly delegated to digital systems.)
	Paragraf 8 to 10: pemerintah tidak melarang sepenuhnya penggunaan AI di lingkunagn sekolah. Penggunaan AI yang dirancang untuk proses pendidikan diperbolehkan salah satu contohnya penggunaan AI untuk pembeljaran berbasis robotic (the government does not completely prohibit the use of artificial intelligence (AI) in schools. AI applications specifically designed for educational purposes are still permitted, including AI technologies used to support robotics-based learning.)
	Paragraf 11 to 12: Pratikno menyinggung tingginya paparan teknologi pada anak dan remaja Indonesia. Rata-rata screen time seabyank 7.5 jam menyebabkan berkurangnya aktivitas fisik dan berpotensi menganggu kesehatan mental. (Pratikno also highlighted the high level of technology exposure among Indonesian children and adolescents. He noted that the average daily screen time of 7.5 hours has led to reduced physical activity and may negatively affect their mental health.)

Referring to the data above, it can be interpreted that CNA Indonesia constructs the Indonesian government's policy on restricting the use of generative AI in schools as the global topic of the news. The macrostructure is established from the opening paragraphs, which introduce the Joint Ministerial Decree approved by seven ministries and immediately position the government's regulation as the central issue. Rather than focusing on the technological capabilities of AI, the news emphasizes the government's intervention in addressing the educational implications of AI use among students.

The organization of the news demonstrates a coherent sequence of sub-topics that consistently reinforce the main theme. After introducing the policy, the article explains the prohibition of ChatGPT for elementary, junior high, and senior high school students by presenting the concepts of brain rot and cognitive debt as the primary justifications for the restriction. The report then clarifies that the government does not completely prohibit AI in educational settings, as AI applications designed for learning purposes, such as robotics-based education, remain permissible. Finally, the article strengthens the government's argument by presenting statistical information on Indonesian children's average daily screen time and its potential impact on physical activity and mental health. Each sub-topic is systematically arranged to support the overall message that government regulation is a necessary response to the challenges posed by excessive AI use in education.

From Van Dijk's perspective, the macrostructure reflects CNA Indonesia's selection of information to construct a particular understanding of AI in education. The news foregrounds the government's concerns regarding students' cognitive development, mental health, and excessive dependence on digital technology, while placing less emphasis on the potential educational benefits of generative AI. Although the article acknowledges that AI is still permitted for educational purposes, this information is presented only after readers have been introduced to the risks associated with unrestricted AI use. Consequently, the overall thematic structure encourages readers to interpret the government's policy not as a rejection of artificial intelligence itself, but as a balanced and preventive measure intended to promote responsible AI integration in schools while safeguarding students' cognitive and psychological well-being.

3.2 SuperStructure

In this part, the researchers attempt to describe how news sections and sequences are schemed within the full text.

Table 3.2 Superstructure

Discourse Structure	Observed Element
Superstructure	**Schematic** -it begins with the announcement of the government's plan to reduce the use of artificial intelligence tools in school. - it is followed by the reason behind the proposed policy, highlighting concern about students' critical thinking, academic integrity, and overdependence on AI the news then presents different responses and perspectives from policy makers and educational stakeholders regarding the implementation of policy. -it ends with the report concludes by emphasizing that AI is not completely prohibited but should be used responsibly to support learning under appropriate guidance.

Based on the superstructure analysis above, this news is presented systematically since it begins with the announcement of the Indonesian government's plan to restrict the use of generative artificial intelligence in schools. Then, the writer explains the reasons behind the proposed policy by highlighting concerns

about students' critical thinking, academic integrity, and excessive dependence on AI technologies. In the following section, the writer presents the responses and perspectives of policymakers and educational stakeholders regarding the implementation of the policy. In the last part, the writer clarifies that the government does not completely prohibit the use of artificial intelligence in educational settings but instead encourages its responsible use to support teaching and learning. In this case, the news attempts to present the government's policy as a balanced approach that seeks to minimize the negative impacts of generative AI while still recognizing its educational benefits when used appropriately.

3.3 Micro-structure

In this part, the researcher presents the microstructure within the online news text about the Indonesian government's policy on restricting the use of generative artificial intelligence in schools published by CNA Indonesia. There are four elements observed in the microstructure namely semantics, syntax, stylistics, and rhetoric (Keumala et al., 2022). However, in this part, the researcher centers on semantic aspect since it aims to identify the explicit meaning constructed within the news text. Three semantic elements are analyzed in this section, namely background, detail, and meaning.

In the background, the news presents the government's plan to regulate the use of generative artificial intelligence in elementary, junior high, and senior high schools. The issue is introduced through the announcement of a Joint Ministerial Decree approved by seven ministries regarding the responsible use of AI in educational settings. In detail, the article explains that one of the main provisions of the policy is the restriction on the use of ChatGPT and similar generative AI applications for school students. The government justifies the policy by referring to the risks of brain rot, which is described as the decline in thinking ability caused by excessive dependence on technology, and cognitive debt, referring to the deterioration of cognitive abilities when thinking processes are frequently replaced by digital systems.

Furthermore, the article highlights the high level of technology exposure among Indonesian children and adolescents by reporting an average daily screen time of 7.5 hours, which is associated with reduced physical activity and potential mental health problems. Although the article emphasizes these risks, it also explains that the government does not completely prohibit the use of artificial intelligence in schools. Instead, AI applications specifically designed for educational purposes, such as robotics-based learning, remain permissible under appropriate supervision.

The last part is meaning. Based on the semantic structure of the news published by CNA Indonesia, it appears that the news frames the government's policy as a necessary and balanced response to the growing use of artificial intelligence in education. This perspective is reflected in the way the article prioritizes the government's concerns about students' cognitive development, excessive dependence on technology, and potential mental health risks before introducing the clarification that AI is still allowed for educational purposes. Rather than portraying AI as entirely harmful, the news emphasizes responsible and supervised AI use. Through this semantic organization, CNA Indonesia represents the government's policy as an effort to safeguard students' learning processes while continuing to acknowledge the educational potential of artificial intelligence when it is used appropriately.

4. DISCUSSION

The findings of this study indicate that CNA Indonesia attempts to maintain journalistic balance by presenting both potential benefit and risk of implementing AI in education for students. However, government's perspective seems to be emphasized in the news through the way the writer selected the thematic emphasizes, and lexical choices. Thus, it tends to support the government's policy on AI regulation. Additionally, the media in this study attempts to be supportive and objective. Instead of framing AI as either a solution or a threat, the news portrays it as a technology that offers significant educational benefits

Additionally, this representation reflected across the macrostructure, superstructure, and microstructure of the news article. At the macrostructure level, the dominant theme emphasizes the importance of regulating AI use in education to maximize its benefits while minimizing its risks. At the superstructure level, the structure of the news prioritizes the government explanation before presenting supporting detail, thereby reinforcing the legitimacy of the proposed policy. At the microstructure level, lexical choices such as preventive measure, cognitive decline, and overdependence strengthen the message that AI should be cautiously and responsibly.

From Van Dijk's socio-cognitive perspective, these textual strategies are not merely linguistic features but discursive resources through which media construct particular meaning and shape reader's understanding of social issue. it is consistent with (Arifin & Lennerfors, 2022), which reported that Indonesian media construct particular meanings regarding artificial intelligence through selective news framing. The present study also demonstrates that media representation is influenced by editorial decisions concerning what information is emphasized or downplayed. Likewise, the findings correspond with (Fika Niasari Saragih et al., 2026), which found that AI in education is simultaneously perceived as an opportunity for improving learning and as a challenge to academic integrity and students' critical thinking.

However, unlike previous studies that mainly examined ethical issues or public perceptions of AI, the present study specifically investigates how these competing perspectives are linguistically constructed within an online news text using Van Dijk's Critical Discourse Analysis framework. Consequently, this study contributes to extending previous research by demonstrating how textual organization itself functions as a mechanism for constructing media representation. In another words, this study showed that the way a media selecting the word, represented a news is really matter in term of knowing the media ideology related the reported news. As highlighted by (Happer & Philo, 2013) in previous study, the media has a role to influence public assumption about an issue through its choice of language, framing, and representation of news events

Additionally, this finding both supports and contrasts with the study conducted by Deni and Didin (2021), which also examined news representation through Critical Discourse Analysis. Their study found that the media tended to take a particular side in representing Agnes Mo, as reflected in the lexical choices and narrative strategies used throughout the news discourse. In their case, the selection of words and the way the news was narrated contributed to the construction of a favorable representation of Agnes Mo. The present study, however, reveals a different pattern. Although the analyzed news discourse foregrounds concerns about the potential risks of students' use of ChatGPT and presents government regulation as an important response, the media does not explicitly position itself in favor of or against a particular actor. Instead, the news maintains a relatively neutral stance by presenting the government's concerns alongside contextual information about AI use in education. Thus, the prominence of risks in the news should not necessarily be interpreted as media bias, but rather as a consequence of the news topic and the government policy being reported. This distinction is important because it demonstrates that the application of CDA does not automatically lead to the identification of media partiality. While Deni and Didin (2021) identified explicit discursive tendencies that favored a particular subject, the present study indicates that media discourse can also construct a dominant frame around an issue without overtly taking sides. The difference may be related to the nature of the issues being reported: the previous study focused on the representation of a public figure, whereas the present study examines an emerging educational and technological issue involving government policy, students, and the broader social implications of artificial intelligence.

Overall, the findings indicate that CNA Indonesia adopts a relatively balanced stance toward artificial intelligence in education. Rather than encouraging unrestricted AI adoption or portraying AI as a threat to education, the news legitimizes the government's regulatory policy by emphasizing both the potential risks and educational benefits of AI. This representation may influence readers to perceive government intervention as a necessary effort to ensure that technological innovation supports, rather than replaces, students' cognitive development and learning processes. In this respect, the study reinforces the central assumption of Critical Discourse Analysis that media discourse is inherently ideological

because the selection, organization, and presentation of information contribute to constructing particular social realities.

The findings also have practical implications for media literacy. Readers should recognize that online news is not merely a channel for transmitting factual information but also a medium through which meanings are constructed. The thematic organization, sequencing of information, and semantic emphasis employed by news writers may influence how audiences interpret controversial issues such as artificial intelligence in education. Therefore, developing critical reading skills is essential for understanding not only what is reported but also how particular perspectives are produced through discourse.

Finally, this study has several limitations. The analysis was limited to a single news article published by CNA Indonesia and focused only on the textual dimensions of Van Dijk's Critical Discourse Analysis, namely macrostructure, superstructure, and semantic aspects of microstructure. Future studies may examine a larger corpus of online news from different media organizations, investigate additional microstructural elements such as syntax, stylistics, and rhetoric, or compare media representations of artificial intelligence across different countries and educational contexts. Such investigations would provide a broader understanding of how AI is discursively constructed in contemporary digital journalism

5. CONCLUSION

This study examined how artificial intelligence (AI), particularly ChatGPT, is represented in one Indonesian online news article through Van Dijk's Critical Discourse Analysis framework. The analysis of the selected article indicates that AI is primarily constructed in relation to educational concerns, particularly students' cognitive development, excessive dependence on technology, and the need for responsible regulation. At the macrostructural level, these concerns constitute the dominant topic of the article, while its superstructure organizes the information in a way that gives prominence to the government's concerns and the reasons underlying the proposed regulation. At the microstructural level, the lexical choices and narrative strategies contribute to the construction of AI as a technology that requires supervision and responsible use. However, the analysis does not indicate an explicit attempt by the analyzed article to take sides with or against a particular actor. Instead, the article presents the government's concerns while also providing contextual information about the potential use of AI in education.

The findings therefore suggest that, within the analyzed news article, a risk-oriented representation of AI does not necessarily constitute explicit media bias. This finding differs from Deni and Didin (2021), who found that lexical choices and narrative strategies in their analyzed news text contributed to a favorable representation of Agnes Mo. In contrast, the article examined in the present study does not construct a clearly favorable or unfavorable representation of a particular actor. Rather, its discourse emphasizes the risks and regulatory dimensions of students' use of ChatGPT. However, because this study is based on only one news article, these findings should be understood as characteristics of the discourse in the selected article and should not be generalized to CNN Indonesia's overall reporting practices or to Indonesian online media more broadly.

Future research should examine a larger corpus of articles from different Indonesian news outlets to determine whether similar patterns of AI representation occur across different media organizations and news contexts. Comparative studies involving multiple articles and media outlets could also provide a more comprehensive understanding of how Indonesian online media construct the opportunities, risks, and regulatory debates surrounding generative AI in education.

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Data Availability : The data analyzed in this study are publicly available from the online news sources cited in the manuscript.

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